A Word from the President

Welcome to Sonoma State University. As you explore our beautiful campus, located in the heart of California’s famous Wine Country, we are certain you will find educational programs of the highest quality, designed to develop your intellect, increase your understanding of yourself and others, and prepare you for the diverse challenges ahead in this new century.

Sonoma State University is deeply committed to the teaching and learning of liberal arts and sciences. And we are proud that we have continued to develop a reputation for excellence. We were recently invited to represent California as a member of the nationwide Council of Public Liberal Arts Colleges, a group of colleges dedicated to promoting the values of superior undergraduate education in a public college setting. We think this selection is a testament to our strengths and our mission — enlightening students, growing minds, and enriching lives.

Sonoma State University is an ideal place to live and learn. This campus is student-centered, and our faculty and staff have three main goals: student satisfaction, retention, and graduation. We are eager to help you choose your personal goals and design a course of study. As you peruse this catalog and our campus, think of yourself as an explorer, seeking the frontiers of knowledge.

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

Ruben Armiñana, Ph.D.
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This catalog is available modified to accommodate people with visual and mobility problems who have difficulty with printed materials. For more information, contact the SSU Disability Resource Center, 707 664-2677 (voice), 707 664-2958 (TDD), or the Multimedia Access Center of the University Library, 707 664-2597.
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 dedicated to the liberal arts and sciences and is known for active use of technology.

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. Our small campus of 7,000 students allows for close faculty-student interaction.

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 world wide web home page, at http://www.sonoma.edu/.

With CSU Mentor, a program for applying to the university directly though the world wide web, high school students may connect with Sonoma early. As a prospective applicant, you may plug in 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?
Currently, campus housing accommodates 1,800 students in both apartment and residential suite style facilities. The newest addition is Savignon Village which will open in Fall 2000. See the section on Housing Services, page 28.

How do I get into my classes?
For new students at Sonoma, your first experience is Summer Orientation. This is an optional program that allows students to make friends with each other, sign up for your first classes and become acquainted with the campus and the area. New students also are advised and registered during Summer Orientation. There are other orientation programs 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.

For continuing students, our touch-tone registration system allows you to pre-enroll during the previous semester. Advising for continuing students takes place with the department before the end of the previous semester. All students register by phone. For more details on registration, see Admissions, page 11; for details on advising, see Student Academic Services, page 319. The section on Degree Requirements, page 31, will help you plan your course of study.

What are my annual costs?
For California residents, fees for students enrolled in 6 units or less is $701 per semester. For a class load of 6 units or more, the cost is $1,001 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-seven percent of our students receive financial aid, while 36% receive grants or scholarships. We participate in all state and federal financial aid programs, and the university’s merit scholarship program totals $515,000.

You should apply for scholarships early in February. Each year, the deadline for the FAFSA (Free Application for Federal Student Aid) is the first Monday in March.

If you are applying for Fall admission, you should apply for scholarships at the same time you apply for admission. 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 can I personalize my education?
Each year, many students take advantage of the study abroad programs, traveling to a host university or special study center in one of 16 countries.

Through a variety of internships, students may gain practical experience and academic credit in settings that relate to your career.

Participation in undergraduate research with faculty is highly encouraged.

The volunteer program, JUMP (Join Us Making Progress) matches students’ interests with community needs. Their impact is felt in several areas, with volunteer projects including a Thanksgiving dinner for the homeless, a Children’s Spring Carnival and a countywide service day called Hands Across the County.

And 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?
We have more than 100 registered clubs on campus. Whether your interests are student government, athletics, Recreational Sports, Greek organizations, or the arts, you will find many opportunities to develop leadership roles.

Sonoma has an active intercollegiate athletic program, with seven women’s sports and four men’s sports. See the section on athletics in Student Services and Support, page 328.

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.
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 38,000 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.

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.

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.

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.

Interession 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.

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

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

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

Our History

The California state legislature established Sonoma State College in 1960.

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

The college grew steadily, developing academic programs based in the traditional liberal arts and sciences as well as in career and professional programs. All the while, it was planning close student-faculty interaction.

The college moved to its present 220-acre site in 1966, upon completion of Stevenson and Darwin Halls. Excellent new facilities have been constructed and extensive landscaping has been accomplished, creating 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 33 bachelor’s degrees, 13 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 of 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.

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Institutional Assistance

Academic Programs
Information about SSU academic programs may be obtained from the associate vice president for academic programs, Stevenson Hall 1041, 707-664-2154, 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
The Student Academic Services Career Resource Center, Village 400, 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 322.

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 329.

Facilities for Handicapped Students
Information regarding special facilities and services available to handicapped students may be obtained from Disability Resources, Foundation 500, 707-664-2677. For more information, please see page 321.

Financial Assistance
Information concerning student financial assistance may be obtained from the director of financial aid, Office of Financial Aid, Village 600, 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 unused tuition and fees or other refundable portions of costs is available from the Customer Service Center, Administrative Finance, Bldg. #1, 707-664-2398, as is information policies regarding any refund due to the federal Title IV student assistance programs as required by the regulations. For more information, please see page 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, Human Services North, 707-664-2143, as may the annual campus security report.

Institutional Assistance

Student Consumer Information
In Fall 1991, 680 first-time freshmen began college. Of these students, 76 percent reenrolled in Fall 1992, 59 percent reenrolled in Fall 1993, and 55 percent reenrolled in Fall 1994. Forty-three percent graduated within six years.

In Fall 1991, 527 new full-time undergraduate transfer students with 56 transferable units enrolled. Eighty-five percent of these students were enrolled in Fall 1992 and 49 percent were enrolled in Fall 1993. Twenty-five percent graduated by the 1993/94 school year, and 54 percent graduated by the 2019/20 school year.

Fall Semester 2000

Aug. 21 Academic year begins. General faculty conference
Aug. 22 Orientation and Advising
Aug. 23 Classes begin
Aug. 23 Change of program and late registration begins
Sept. 6 Last day to drop courses
Sept. 8 Last day to apply for refund of registration fee or difference-in-unit payment status
Sept. 8 Last day to add courses or register late
Sept. 15 Last day to declare Basis of Grading
Sept. 21 Deadline for degrees to be awarded May 2001
Oct. 2 Last day to apply for partial refund of nonresident tuition (please see refund policies, page 23); see the current Schedule of Classes for various time limits
Oct. 27 Last day to withdraw from a class
Nov. 15 University Scholarship Program applications available
Dec. 1 Last day to submit master's theses or projects to graduate studies office
Dec. 8 Last day of classes
Dec. 11 - Final examinations
Dec. 15 - Holiday recess, classes not in session
Dec. 29 - Semester ends

Holidays
- Labor Day, campus closed
- Thanksgiving, campus closed Thursday and Friday
- Christmas, campus closed

Intercession 2000 (special session)**
- New Year's Day, campus closed
- Jan. 17 - Intercession classes in session
- Jan. 15 Martin Luther King Jr.'s Birthday, holiday observed, campus closed

Spring Semester 2001

Jan. 24 Spring semester begins. General faculty conference
Jan. 25 Faculty retreat
Jan. 26 Orientation and Advising
Jan. 29 Classes begin
Jan. 29 Change of program and late registration begins
Feb. 7 Last day to drop courses
Feb. 9 Last day to apply for refund of registration fee or difference-in-unit payment status
Feb. 9 Last day to add courses or register late
Feb. 12 Last day to declare Basis of Grading
Feb. 15 Deadline for degrees to be awarded in August 2001
Feb. 15 Last day to submit applications to the scholarship program for next academic year
March 2 Last day to complete 2001-2002 application process for priority financial aid consideration
March 2 Last day to apply for partial refund of nonresident tuition (please see refund policies, page 23); see the current Schedule of Classes for various time limits
March 30 Last day to withdraw from a class
April 9 - April 13 Spring recess, classes not in session
May 1 Deadline for degrees to be awarded December 2001
May 4 Last day to submit master's theses and projects to graduate studies office
May 18 - Last day of classes
May 21 - Final examinations
May 26 - Commencement
May 29 - Semester ends

Holidays
- Presidents' Day, campus closed
- April 9 - Spring recess, classes not in session
- April 13 - Memorial Day observance, campus closed

Summer Session 2001**

May 29 - July 27 Summer classes in session
Spring Semester 2002

Jan. 23  Spring semester begins, general faculty conference
Jan. 24  Faculty retreat
Jan. 25  Orientation and Advising
Jan. 28  Classes begin
Jan. 28  Change of program and late registration begins
Feb. 6  Last day to drop classes
Feb. 8  Last day to apply for refund of registration fee or difference-in-unit payment status
Feb. 8  Last day to add courses or register late
Feb. 15  Last day to submit application materials to university scholarship program for next academic year
Feb. 18  Last day to declare Basis of Grading
Feb. 23  Deadline for degrees to be awarded in August 2002
March 2  Last day to complete 2002-2003 application process for priority financial aid consideration
March 6  Last day to apply for partial refund of nonresident tuition (see refund policies, page 23); see the current Schedule of Classes for various time limits
March 29  Last day to withdraw from a class
April 1 - Apr. 5  Spring recess, classes not in session
May 1  Deadline for degrees to be awarded in December 2002
May 3  Last day to submit master’s theses and projects to graduate studies office
May 17  Last day of classes
May 20  Final examinations
May 24  Commencement
May 28  Semester ends

Summer Session 2002**

May 28 - July 26  Summer classes in session

Admissions

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

How to Apply for Admission to Sonoma State University

It’s easy. Fill out a CA application and, with a $55 application fee, send it to:
Office of Admissions and Records
Sonoma State University
Rohnert Park, CA 95493-1300

Applications are available at the admissions office of any CSU campus or any California high school or community college. You can apply on the web at:
http://www.csumentor.edu/AdmissionApp/

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 dead-
lines 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-
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. Admission to Sonoma is competitive, so we use admission criteria supplemental to the basic CSU admission requirements. Please read Supplemental 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 include the following: you have a qualifying eligibility index and will have completed the comprehensive pattern of college preparatory subjects and meet supplementary criteria.

If you are a California high school graduate (or a legal resident of California for tuition purposes), you need a minimum eligibility index of 2000 using the SAT I or 694 using the ACT. If you are a resident from a California high school or are a resident of California for tuition purposes, you need a minimum index of 3500 (SAT I) or 843 (ACT). The complete eligibility table is on page 21.

First-Time Freshman Applicants

Admissions Requirements

First-time freshmen applicants qualify for regular admission if they:
1. Are a high school graduate;
2. Have a qualifying eligibility index (see Eligibility Index on page 12); 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 ac-
cepted. An additional point will be given for grades B, A, 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:

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

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...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-year freshmen 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 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 that the University of California, 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 on 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 a guide, but basic requirements are the same as those required.

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. If you are accepted into one of these programs you are required to submit a completed application to Sonoma State University with a copy of your final high school transcript and an official letter from your high school principal indicating you have not been expelled from the school or otherwise are not in good standing with the school.

Graduate admissions are open to students who have completed a baccalaureate degree from an accredited college or university with a grade point average of 2.50 or better on a 4.0 scale. Applicants are required to submit the following: a completed application form, an official transcript of all college work, a statement of purpose, and evidence of English proficiency if English is not the student's native language. Admissions decisions are made on a competitive basis, and applicants are ranked according to their qualifications.

Other Undergraduate Applicants
Applicants not admitted under one of the above provisions should enroll in a community college or another appropriate institution. Once the applicant has successfully completed college courses the student will be reactivated and allowed to reapply.

Importance of Filling Complete, Accurate, and Authentic Application Documents
The California State University advises prospective students that they must supply complete and accurate information on their 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 5 of the California Code of Regulations).

Use of Social Security Number
Applicants are required to include their Social Security number in designated places on applications for admission and financial assistance to the authority contained in Title 5, Cali- fornia Code of Regulations, Section 41201. The Social Security number is used as a means of identifying records pertaining to the student as well as identifying the student with Social Security numbers and disbursement 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 on whose behalf the student is claimed as a dependent, is liable to take a credit or deduction to reduce federal income taxes.

Determination of Residence for Nonresident Tuition Fee
New and returning undergraduate students classified as nonresidents (students who have completed 66 or more units of courses in residence at a public institution) are charged a nonresident tuition fee. The tuition fee is applied when the student is classified as a nonresident. The nonresident tuition fee is charged for all units of credit taken at Sonoma State University.

Reapportionment for Subsequent Semesters
If you transfer to another institution after your application has been filled, you are required to reapportion your tuition and fees to the new institution. The reapportionment process is administered by the University's Business Services Office and should be completed prior to the start of the semester.

Change in Choice of Campus
To change the choice of campus after your application has been filed, you must notify the Office of Admissions and Records of your change of choice. The reapportionment procedure will then be followed.

Determination and Notification of Admission
Applications for admission after applications have been received in the Office of Admissions and Records will be processed and matched with required transcripts and test scores. Evaluation of the records is made to determine whether applicants meet the admiss.

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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.
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/quanti-
tative reasoning or IGETC requirements in English, Written Communication, and mathematical con-
cepts and quantitative reasoning. The course meeting the general education math require-
ment must have been taken at a regionally accredited college.
3. Transferable courses are those designated for that purpose by the college or university offer-
ing the courses.

Making Up Missing College Preparatory Subject Requirements
Lower-division undergraduate transfer ap-
plicants who do not complete subject require-
ments while in college may make up missing subjects in any of the following ways:
1. One college course of at least three semesters or four quarter units will be con-
sidered equivalent to one year of high school study.
2. Complete appropriate courses with a C or better in adult school or high school sum-
mer sessions.
3. Earn acceptable scores on specified ex-
aminations.
4. Graduate Classified. To pursue a gradu-
ate degree, you will be required to fulfill all of the professional, personal, scholarship and other standards, including qualifying ex-
aminations, prescribed by the department or pro-
gram.

CSU Admissions

Applicants who graduated from high school 1988 or later
You will qualify for admission if:
1. You have completed all subject require-
ments 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 humani-
ties, social science, science, and mathemat-
ics, at a level at least equivalent to courses that are normally required.
3. The 30 units must include all the general education requirements in communication, in English language and thinking (at least nine semester units), and in the require-
ment in mathematics/quantiative reasoning (at least two semester units). Inter-
segmental General Education Transfer Curric-
ulum (IGETC) requirements in English communiation and mathematical concepts and quantitative reasoning.

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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 Intergeneral Education Transfer (IGETC) quantitative reasoning requirement, provided such course was completed with a grade of "C" or better.

These tests should be taken at the next opportunity after the omission 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 to improve the proficiency in these areas. These courses carry units of credit that apply to students’ unit load for a given semester but do not apply toward graduation.

If you place in nonbaccalaureate courses through the Entry-Level Math or English Placement Test, or both, you will be placed in appropriate academic concentrations. Enrollment in nonbaccalaureate classes, as appropriate, is required during the first semester of enrollment. Students who fail any of these courses must repeat them in the next semester of enrollment. Failure to pass after the second attempt will result in disqualification. Students who are disqualified may request readmission after one semester to take a course for a third time.

Students who pass these courses must take the next appropriate course in their next semester of enrollment.

Evaluation of Transfer Credit

Community College Credit

A maximum of 70 semesters units of community college credit can be transferred to the units required for a baccalaureate program. However, excess units of transferable credit will be computed in the grade point average and credited toward satisfaction of general education requirements. Please refer to page 32 for list of requirements.

Earned at Accredited Colleges

Credit toward fulfillment of graduation requirements will be allowed only in those courses satisfactorily completed in accordance with 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 applied toward 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. Service schools will be allowed only if such training is recommended by the Army, Navy, Air Force, or Marine Corps and the courses are comparable to courses offered on most CSU campuses. Sonoma State does not give credit for military occupational specialties (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, taught at any institution, as recommended by the Commission on Educational Credit and Credentials of the American Council on Education. A maximum of 30 units of number units 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 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 Language Equivalency Examination

In addition to units gained through the College Level Examination Program, students may receive credit toward the bachelor’s degree by passing the CLEP English Language Equivalency Examination (EEL). Students passing the EEL earn up to 6 units of course credit toward major requirements. It is the responsibility of the student to 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 units for an AU course by successfully challenging the examination. The university, in the interest of academic standards, requires all students with special interests and experience, encouraging the earning of such credit. The following regulations govern the challenging of courses:

1. Students may challenge only those courses not on the CLEP catalog for which the challenge has not otherwise received credit. A course may be challenged only during the semester in which it is regularly offered.

2. Only students in residence may challenge a course.

3. Exams are set and administered by the instructor of the course challenged or by a faculty designee of the appropriate department. 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 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 student’s record until 30 units have been earned in residence. No resident credit is given, unless the CR grade does 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 College Level Examination Program (CLEP) offers exams that may transfer credit toward the baccalaureate through the College Level Examination Program. Students are granted up to 8 units per examination passed and up to a maximum of 30 units. Passing scores for the CLEP exams are established by the American Council on Education and the California University and college system. Students may not be credited for CLEP exams if duplicate course work previously noted on their transcript, or unit credit for CLEP examinations repeated within a 12-month period.

CLEP credit may be applied toward major requirements. The student must be majoring in the department. CLEP tests are administered on a regularly scheduled basis. Interested students should contact the Office of Testing Services. Please see the table on the following page for course equivalencies.

Some CLEP examinations satisfy GE requirements, and, upon approval, the department may award the student a pass in all or part of the course. Consult with the department that offers the examination.

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

Credit for Faculty-Evaluated Prior Learning (FEPL)

FEPL Office

323 Nicholl Hall, 707 664-2882

FEPL Coordinator

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:

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

2. College-level learning, judged by recognized academic criteria, but based on experience other than those that occur in an academic setting, may be educationally creditworthy. To be considered as having credit value, evidence of learning 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 curricular offerings.

Orientation and Advising

The program is designed to ensure that students have a comprehensive understanding of the policies, procedures, and resources that make up the university. In addition, the program provides students with the opportunity to develop a plan of study that meets their personal and professional goals and aspirations.

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 portfolio evaluation fee. The fee is assessed and submitted with the application for review of the portfolio and does not guarantee the award of credit.

Faculty Evaluation

The FEPL coordinator works with the student to develop a portfolio to appropriate faculty evaluators who consider whether the learning demonstrated in the portfolio meets the criteria for college-level learning in their discipline, whether it is upper- or lower-division level, and whether it is appropriate for credit in general education, electives, or the major. The credit award is determined by the faculty evaluator and the GE is reviewed according to standard university procedures. The evaluators also determine whether credit for the learning should be awarded and the number of units to be awarded in each category. The evaluation must be demonstrable and documented, according to the policies and procedures outlined below (and in more detail in the handbooks available from the FEPL coordinator).

Admissions
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

<table>
<thead>
<tr>
<th>Amount of Credit Approved</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Trigonometry</td>
<td>MATH 107</td>
</tr>
<tr>
<td>American Government</td>
<td>POLS 200</td>
</tr>
<tr>
<td>American History Part I</td>
<td>HIST 251</td>
</tr>
<tr>
<td>(with departmental essay)</td>
<td></td>
</tr>
<tr>
<td>Colonization to 1865</td>
<td></td>
</tr>
<tr>
<td>American History Part II</td>
<td>HIST 252</td>
</tr>
<tr>
<td>(with departmental essay)</td>
<td></td>
</tr>
<tr>
<td>1865 to present</td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>ENGL 237, 238</td>
</tr>
<tr>
<td>Analysis and Interpretation of Literature</td>
<td>ENGL 214</td>
</tr>
<tr>
<td>3 units toward survey of American literature</td>
<td></td>
</tr>
<tr>
<td>3 units toward world literature</td>
<td></td>
</tr>
<tr>
<td>English Composition (with essay)</td>
<td>ENGL 101</td>
</tr>
<tr>
<td>3 units toward basic composition</td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>ENGL 239, 240</td>
</tr>
<tr>
<td>Biology (with departmental essay)</td>
<td>BIOS 115, 116, 117</td>
</tr>
<tr>
<td>6 units of course credit in survey of English literature</td>
<td></td>
</tr>
<tr>
<td>6 units toward basic biology course requirement and waives up to 12 units of major requirements</td>
<td></td>
</tr>
<tr>
<td>Calculus with Elementary Functions</td>
<td>MATH 161</td>
</tr>
<tr>
<td>4 units of general education in calculus</td>
<td></td>
</tr>
<tr>
<td>General Chemistry</td>
<td>CHEM 115A and/or B</td>
</tr>
<tr>
<td>3 units of course credit in general chemistry</td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>PSY 302</td>
</tr>
<tr>
<td>3 units of course credit in human growth and development similar to child psychology or child development</td>
<td></td>
</tr>
<tr>
<td>Introductory Accounting</td>
<td>BUS 230A</td>
</tr>
<tr>
<td>4 units of course credit in principles of accounting</td>
<td></td>
</tr>
<tr>
<td>Introductory Macroeconomics</td>
<td>ECON 210A</td>
</tr>
<tr>
<td>4 units of course credit in introduction to macroeconomics</td>
<td></td>
</tr>
<tr>
<td>Introductory Microeconomics</td>
<td>ECON 210B</td>
</tr>
<tr>
<td>4 units of course credit in introduction to microeconomics</td>
<td></td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSY 250</td>
</tr>
<tr>
<td>4 units of course credit in general psychology</td>
<td></td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOCI 201</td>
</tr>
<tr>
<td>4 units of course credit in introduction to sociology</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BIOL 115, Physical Science 100</td>
</tr>
<tr>
<td>3 units of general education requirements in biological sciences and 3 units of general physical science</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social Science 100</td>
</tr>
<tr>
<td>4 units of general education requirements in social structure</td>
<td></td>
</tr>
</tbody>
</table>

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

Code Sections 80000-80899, 81211, 81213, and 81214 are Title 5, Title 9, and Title 20 of the California Code of Regulations, Sections 41000-41912. A copy of the statutes and regulations is available for inspection at the campus admissions office.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year before the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show residence 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 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 remission or eligibility are required 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 the U.S. Bureau of the Census, U.S. Department of Commerce, Bureau of the Census, Washington, D.C., publishes its data on the "median resident age of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception period is so long as continuous attendance is maintained by the student at an institution.

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 California 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. 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 who have been granted an honorary degree or an equivalent degree by the University of California, Berkeley, and are employed full-time by any of the companies listed in Title 5, Title 9, and Title 20 of the California Code of Regulations, Sections 41000-41912. A copy of the statutes and regulations is available for inspection at the campus admissions office.

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 resident or nonresident may appeal within 30 days of notification of the decision. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 43103 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exemptions whose basis for so qualifying changes, must immediately notify the admissions office. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summary of rules regarding residence determination is by no means a complete explanation of the rules. The student should also note that changes may have been made since the time this catalog was published, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.
**Eligibility Index Table for California High School Graduates or Residents of California**

<table>
<thead>
<tr>
<th>GPA</th>
<th>ACT score</th>
<th>SATI score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.99</td>
<td>10</td>
<td>510</td>
</tr>
<tr>
<td>2.98</td>
<td>10</td>
<td>520</td>
</tr>
<tr>
<td>2.97</td>
<td>10</td>
<td>530</td>
</tr>
<tr>
<td>2.96</td>
<td>11</td>
<td>540</td>
</tr>
<tr>
<td>2.95</td>
<td>11</td>
<td>550</td>
</tr>
<tr>
<td>2.94</td>
<td>11</td>
<td>550</td>
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<td>2.93</td>
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<td>560</td>
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<td>620</td>
</tr>
<tr>
<td>2.86</td>
<td>13</td>
<td>630</td>
</tr>
<tr>
<td>2.85</td>
<td>13</td>
<td>640</td>
</tr>
<tr>
<td>2.84</td>
<td>13</td>
<td>650</td>
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<tr>
<td>2.83</td>
<td>14</td>
<td>660</td>
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<tr>
<td>2.82</td>
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<td>670</td>
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<td>2.81</td>
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<td>710</td>
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<td>2.68</td>
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<td>2.67</td>
<td>17</td>
<td>820</td>
</tr>
<tr>
<td>2.66</td>
<td>17</td>
<td>830</td>
</tr>
</tbody>
</table>

Scores from ACT tests prior to October 1980 should be adjusted for use with this index table by adding 2 to the pre-October 1980 composite score.

**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 international 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 valuable 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 unusual academic setting, where classes are seminars and 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 requires all international students to submit an official high school or college transcript and SAT or ACT scores. The Student Application forms and university information are available through the following means:

- **Contact SSU by e-mail at [international@sonomastate.edu](mailto:international@sonomastate.edu)**

- **Call the SSU Office of International Services** at (707) 664-2352, Monday through Friday from 8 a.m. to 4 p.m.

**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 175 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 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 life and to the student community at SSU. International Services provides administrative support,
### Fees, Expenses and Financial Assistance

#### Schedule of Fees

Fees are subject to change without notice. Legal residents of California are not charged tuition. This schedule reflects fees and nonresident tuition for the semester system.

##### All Students

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

##### Undergraduate Students

<table>
<thead>
<tr>
<th>Fee</th>
<th>0.1 to 6 units</th>
<th>6.1 or more units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Union fee</td>
<td>$63</td>
<td>$63</td>
</tr>
<tr>
<td>Associated Students fee</td>
<td>$51</td>
<td>$51</td>
</tr>
<tr>
<td>Instructionally Related Activities fee</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Facilities fee</td>
<td>$3</td>
<td>$3</td>
</tr>
<tr>
<td>Student Health fee</td>
<td>$60</td>
<td>$60</td>
</tr>
<tr>
<td>Consolidated Service fee²</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>State University fee</td>
<td>$414</td>
<td>$714</td>
</tr>
<tr>
<td>Total fees per semester</td>
<td>$701</td>
<td>$1,001</td>
</tr>
<tr>
<td>Total fees per academic year</td>
<td>$1,402</td>
<td>$2,002</td>
</tr>
</tbody>
</table>

##### Graduate Students

<table>
<thead>
<tr>
<th>Fee</th>
<th>0.1 to 6 units</th>
<th>6.1 or more units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Union fee</td>
<td>$63</td>
<td>$63</td>
</tr>
<tr>
<td>Associated Students fee</td>
<td>$51</td>
<td>$51</td>
</tr>
<tr>
<td>Instructionally Related Activities fee</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Facilities fee</td>
<td>$3</td>
<td>$3</td>
</tr>
<tr>
<td>Student Health fee</td>
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<td>$60</td>
</tr>
<tr>
<td>Consolidated Service fee²</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>State University fee</td>
<td>$438</td>
<td>$753</td>
</tr>
<tr>
<td>Total fees per semester</td>
<td>$725</td>
<td>$1,040</td>
</tr>
<tr>
<td>Total fees per academic year</td>
<td>$1,450</td>
<td>$2,080</td>
</tr>
</tbody>
</table>

##### 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 foreign nonresident tuition; nonresident tuition in addition to the fees listed above.

##### Summer Session and other special sessions

<table>
<thead>
<tr>
<th>Fee</th>
<th>Base fee per unit</th>
<th>$125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Program</td>
<td>Base fee per unit</td>
<td>$110</td>
</tr>
</tbody>
</table>

¹ Fee includes graduation, diploma, transcript and student I.D. fees.

### Miscellaneous 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 disbursement.
- Fees for auditing are the same as for credit. If a student’s registered number of units is increased during the term to a higher fee or tuition category, the student must pay an additional amount.

### Credit Cards

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

### Refund of Fees

Details concerning fees that may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Sections 42201 (parking fees), 41913 (nonresident tuition), 42019 (housing charges), and 41802.
Financial Aid and Scholarship Programs

Financial Aid Office

- Village 600
- 707 664-2389
- Fax 707 664-4422
- www.sonoma.edu/FinAid/

The Financial Aid Office is an integral component of the Enrollment and Student Academic Services Team. 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

- Federal Aid
- Federal Pell Grants (Pell)
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work Study (FWS)
- Federal Perkins Loans
- Federal Direct Student Loans (DLL)
- Federal Direct Parent Loans for Undergraduates (PLUS)
- State Aid
- Cal Grants A, B, and T
- Child Development Teacher Grants
- State Work Study (SW/St)
- Cal Grant B Student Financial Assistance Program of Loans for Education (APLE)
- Cal Grant B Student Financial Assistance Program of Loans for Education (APLE)
- Cal Grant C Student Financial Assistance Program of Loans for Education (APE)
- Cal Grant D Student Financial Assistance Program of Loans for Education (APE)
- Cal Grant E Student Financial Assistance Program of Loans for Education (APE)
- Cal Grant F Student Financial Assistance Program of Loans for Education (APE)
- Cal Grant G Student Financial Assistance Program of Loans for Education (APE)

The Financial Aid Office is responsible for the administration of financial aid programs, including scholarships, loans, grants, and work-study opportunities for Sonoma State University students. The office provides information and assistance to students and their families regarding financial aid eligibility, application procedures, and award notifications. The Financial Aid Office also coordinates with other campus departments to ensure that students receive the financial aid they have been awarded.

Scholarship Office

- Stevenson House
- 707 664-2264
- Fax 707 664-4410
- www.sonoma.edu/Scholarship/

The Scholarship Office is responsible for the administration of student scholarships at Sonoma State University. The office works with faculty and staff to identify and develop scholarship opportunities for current and prospective students. The office also provides information and assistance to students regarding scholarship eligibility, application procedures, and award notifications. The Scholarship Office coordinates with other campus departments to ensure that students receive the scholarships they have been awarded.

University Scholarship Program

The University Scholarship Program at Sonoma State University provides scholarships to students based on academic achievement, financial need, and other criteria. The program is designed to help students finance their college education and achieve their academic goals. The Scholarship Office is responsible for the administration of the University Scholarship Program, including the selection of recipients and the distribution of scholarship funds.

Applicants for scholarships and financial aid are encouraged to submit all required documentation and applications by the deadlines specified by the Financial Aid and Scholarship Office. Students who are not selected for financial aid or scholarship opportunities may still be eligible for other forms of assistance, such as grants, loans, and work-study programs. The Financial Aid and Scholarship Office provides information and guidance to students regarding these additional sources of financial assistance.
Commodation, 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 postmarked by February 15. Students interested in applying for any of the awards offered through the University Scholarship Program may obtain an application form by contacting the Scholarship Coordinator at Stevenson Hall 1066, downloading the application through the Scholarship Office web site, calling 707-664-2261, or faxing a request to 707-664-4410, or mailing the Scholarship Office at www.sonoma.edu/ scholarships.

President 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 freshman 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 FE 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 further information, contact the admissions office, which determines eligibility.

Departmental and Athletic Scholarships
Many departments at SSU offered 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 appropriation to the CSU for 1999/2000 (including capital outlay funding of $260 million) is $2,322,941,000. However, the total cost of education for CSU is $3,015,710,000, which must provide support for a projected 270,403 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).

1999/2000

<table>
<thead>
<tr>
<th>Amount</th>
<th>Average Cost</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cost of Education*</td>
<td>$3,015,710,000</td>
<td>$10,793</td>
</tr>
<tr>
<td>State Appropriation**</td>
<td>2,252,941,000</td>
<td>8,063</td>
</tr>
<tr>
<td>Student Fee Support</td>
<td>624,128,000</td>
<td>2,234</td>
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<tr>
<td>Reimbursements</td>
<td>138,641,000</td>
<td>406</td>
</tr>
<tr>
<td>Total State Support</td>
<td>$2,252,941,000</td>
<td></td>
</tr>
<tr>
<td>Total Support</td>
<td>$3,015,710,000</td>
<td></td>
</tr>
</tbody>
</table>

(excluding State General Fund appropriation, student fee support and support from other sources)

* Based on final campus budget submissions subsequent to the passage of the Budget Act. Totals may differ slightly from other CSU published amounts.

** Includes mandatory cost increase of $18.4 million; 3% increase in enrollment of $25.5 million; 3.8% general compensation cost increase of $89.4 million; 3% technology access, training, and support services of $10 million; plant maintenance increase of $12 million; student assistance and faculty alligence outreach programs of $54.4 million; and campus-specific applied research, educational, and state requested investments of $16.8 million.

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 chancellors' office regulations. This right includes access 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.
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 contract 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 includes 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 campus.

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
Chemistry
Chicano and Latino Studies
Communication Studies
Criminal Justice Administration
Economics, with concentrations in: Business Economics, Computer Applications in Economics, International Economics

Bachelor of Science (B.S.)
Biology, with concentrations in: Aquatic Biology, Cell Biology, Ecology and Evolutionary Biology, Physiology
Business Administration, with concentrations in: Accounting, Business Economics, Finance, Human Resources Management, International Management, Marketing, Special
Chemistry
Computer Science
Environmental Studies, with a concentration in: Environmental Technology, 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)

Bachelor of Fine Arts (B.F.A.)
Art Studio, with areas of emphasis in: Painting, Photography, Printmaking, Sculpture

University Degrees
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)

Master of Business Administration (M.B.A.)
- Nursing, with concentrations in: Family Nurse Practitioner Leadership/Care Management Interdisciplinary Studies (ITDS)

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

Minor Programs
- American Ethnic Studies
- Anthropology
- Applied Arts
- Art History
- Arts Administration (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
- Genetology
- Health Systems
- Organizations (Career Minor)
- History
- Human Development
- Integrative Studies
- Interdisciplinary Studies
- International Studies
- Kinetics
- 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 baccalaureate 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 Monitoring 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 all and 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 anytime, 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 Curriculum section of this catalog.

4. Completion of the Written English Proficiency Requirement (WEPT)
   - All students must demonstrate competency in writing as a requirement for graduation. In order to demonstrate this competency, students must earn a passing score on the Written English Proficiency Test. All students are required to take the WEPT in the junior year.

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

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

   - Students who have questions about the WEPT should contact the WEPT coordinator, 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 credits must be observed:
     a. Total Units. A minimum of 124 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 S.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 321 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

30 / University Degrees
32 / Degree Requirements

General Education

Program

There are three options for completing general education at Sonoma State University: the University-Wide Option, the Hutchins School of Liberal Disciplines 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

8. Natural Sciences and Mathematics (12 units)

Courses in natural science and mathematics examine the laws of nature, the behavior of natural sciences and the methods and models by which scientific investigations take place. They also seek to increase scientific understanding and to instill students with the same sense of commitment to the natural world that inspires scientists and mathematicians in their work.

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 posed by astronomers, chemists, geologists and physicists.

7. 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.

8. Social Sciences

Courses in social sciences examine the way society is organized, how it changes and how it affects individuals and groups.

9. An introduction to an area of interest in the natural sciences.

ANTH 201 Introduction to Human Evolution
ASTR 303 Extraterrestrial Intelligence and Interstellar Travel
ASTR 305 Astronomy for the 21st Century
ASTRO 350 Cosmology
Biol 115, Introduction to Astronomy
Biol 212 Diversity, Structure and Function (4 units)
Biol 217 Cellular and Molecular Biology
Biol 220 Human Anatomy (4 units)
Biol 224 Human Physiology (4 units)
Biol 304 Introduction to the Hawaiian Islands (3 units)
Biol 309 Biology of Cancer (3 units)
Biol 311 Medical Microbiology (4 units)
Biol 312 Oceanography (3 units)
Biol 314 Field Biology (4 units)
Biol 332 Plants and Civilization (3 units)
Biol 335 Contemporary Issues in Biology
CS 101 Intro to Computers and Computing
CS 150 Introduction to Programming (4 units)
GEOG 204 Physical Geography (4 units)
GEOG 110 Earthquakes, Volcanism and Meteorites (3 units)

Degree Requirements / 33
4. Comparative Perspectives and Foreign Languages

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

AMCS 339 Ethnicity and Cultural Politics (3)*
AMCS 340 Latin American Literature (3)*
AMCS 341 Native American Literature (3)*

3. Philosophy and Values

Philosophy and values introduce students to the critical study of enduring philosophical questions about the nature of knowledge, morality and politics, of the self and interpersonal relations, of the relation of the self and good, and of the realization of reality.

AMCS 330 Ethics, Values and Social Thought (3)*
AMCS 352 Chicano/Latinx Philosophy (3)*

NAMS 340 Emotions, Self, and Sacred Movements in Native North Americans (3)*

PHIL 120 Introduction to Philosophy (3)
PHIL 302 Ethics and Value Theory (3)
SOC 411 Sociology of Religion (4)
UNIV 301 Writing Lecture Series (3)

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PHIL 120 Introduction to Philosophy (3)
PHIL 302 Ethics and Value Theory (3)
SOC 411 Sociology of Religion (4)
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AMCS 330 Ethics, Values and Social Thought (3)*
AMCS 352 Chicano/Latinx Philosophy (3)*

NAMS 340 Emotions, Self, and Sacred Movements in Native North Americans (3)*

PHIL 120 Introduction to Philosophy (3)
PHIL 302 Ethics and Value Theory (3)
SOC 411 Sociology of Religion (4)
UNIV 301 Writing Lecture Series (3)
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 in which 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 (G301), 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, course 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 Sooma 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 accepted 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 (candidacy 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 3P 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-aplication 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 degree. 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
School of Arts and Humanities
Dean
William Bobula
School Office
Nichols Hall 380
707 664-2146
This diverse school strives to combine edu-
cation in the arts and humanities with stu-
dent career goals. In the arts, instructional programs include applied arts, studio art, creative writing, music and theater arts. Pro-
grams in the humanities include American
multicultural studies, art history, California
cultural studies, English, global studies,
modern languages and literatures, commu-
nication studies, Chicano and Latino stud-
ies, Native American studies and philoso-
phy. The School of Arts and Humanities also
hosts the Hutchins School of Liberal Stud-
ies 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 pro-
grams and to undergraduate schools. Several
departments and programs, including
Arts, English, Spanish, Chicano and
Latinx, Music, and subject matter prepa-
ration programs that lead to secondary or
single subject, teaching credential programs. The English Department offers
M.A. work in literature, creative writing, the
writing of writing, and writing for the me-
dia. The school also oversees the Center for Pre-
forming Arts, which features Music and
Theater Arts departmental productions as
well as guest artists and touring events; the
Art Gallery, with nationally recognized
shows and exhibits; the Sonoma Film Insti-
tute; the Women’s Lecture Series, which has
brought such individuals as Tom Wolfe and
Alfred Albee; KSUN, the radio station
affiliated with the Sonoma State Where
Sonoma State Student, the student
weekly newspaper; Deporte Sonoma, the
SSU video program; Zoom, the campus literary
journal; and, a nationally distributed liter-
ary journal; the Hutchins Center for Inter-
disciplinary Teaching and Learning; and the
Center for the Study of Latino Families and
Children.
The school is committed to excel-
lence in teaching and a strong academic ad-
vanced program. Special emphasis is given to
programs that combine traditional arts and
humanities majors with career-oriented min-
es; such programs include art with busi-
ness, 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 stu-
dents to develop their ability to think criti-
cally and communicate clearly, the best
preparation for a changing and challenging
disciplinary and economic future.

School of Business and Economics
Dean
Lawrence S. Clark
School Office
Stevenson Hall 2034
707 664-2220
The School of Business and Economics is
primarily dedicated to the professional career
in business and economics by offering degree
or coursework that incorporate an under-
standing of the theories, procedures and
practice of management. Students are ex-
posed to alternate viewpoints concerning
the analysis of organizational problems, in-
cluding both quantitative and qualitative ap-
proaches. Emphasis is placed upon the role
and responsibilities of decision makers
within a complex and ever-changing envi-
nment.
The School of Business and Economics in-
cludes the department of business administra-
tion and the department of economics.
The business administration major provides
students with a broad program of study that
involves an integrative set of required core
courses, a field of concentration for focus in
a subdiscipline, and a choice of electives.
Economics majors receive a firm foundation
of undergraduate study in economics, serv-
ing as sound preparation for graduate school
as well as for professional careers.
The undergraduate programs in the School
of Business and Economics are intended
particularly for those seeking entry into busi-
ness professional fields. Graduate study in
business at Sonoma State is designed to con-
tribute to the professional advancement of
individuals interested in the intensive study
of business administration at the postbacca-
laureate level.
Within the School of Business and Econom-
ics, several organizations exist to serve spe-
cial needs: the Center for Management and
Business Research, the Center for Economic
Education, the Center for Regional Eco-
nomic Analysis, the Wine Business Educa-
tion Program, and the Institute for Small
Business Development.

School of Natural Sciences
Interim Dean
Sandra Rohn
School Office
Darwin Hall 123
707 664-2171
The curriculum offered in the School of Natu-
ral Sciences meets the professional needs of
students planning a career in science or math-
ematics, as well as the needs of students in
fields as diverse as the arts and business. For
example, art students may benefit from courses
in areas such as the study of light and color,
lasers and holography (a technology with exten-
sive artistic possibilities), and anatomy.
Students with career goals in fields such as
management, law, and urban planning may
find courses in mathematics, statistics, or
computing useful to their professional
affiliation. In addition, the School of Natural
Sciences offers a rich selection of studies that
can enhance a student’s entire life. Courses in
kinesiology, astronomy, biology, geology, and
computer science can provide a basis for lifelong
pur-
suits and enrichment.

Students preparing for careers in science,
mathematics, or the health professions may
follow quality programs in any of the school’s
eight departments. Former students have es-
tablished excellent records; some have earned
national awards; many have gone on to earn
advanced degrees, and virtually all have found
excellent employment opportunities.
The School also offers a highly respected pre-
health professions program that draws on the
resources of several departments. The health
professions advisory committee, composed of
department of the School of Biology, Chemistry, Physics and Astronomy, Math-
ematics, and Biology, advises and oversees
students as they prepare for admission to

The Schools / 39

en/interns and university faculty all work-
ing toward the goal of supporting student
teacher and intern success in the completion
of their program. School of Education fac-
ulty also collaborate with faculty in other
departments and schools across the univer-
sity in subject matter preparation and field
experiences. Each year the school recruits
qualified teachers and administrators from the
faculty 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 cre-
at ion of professional development schools
and other partnerships that allow for
sustained university-school relationships and
on-site professional programs.
Faculty members contribute their profes-
sional knowledge and expertise to the cre-
dential and degree programs as well as com-
mitted to excellence in their own teaching
and scholarship. Faculty have published
books, articles, and other scholarly work in
such diverse fields as reading, mathematics
education, early childhood, social studies
education, and educational anthropology.
Commitment to the high quality of School of
Education programs is evident from fac-
ulty participation and leadership in local,
state, national and international professional
organizations, and educational institutions.
The faculty also provide leadership in quality of
programs, students, and graduates.
School of Social Sciences

Dean
Robert Karloud

School Office
Severino Hall 2078
707-664-2112

The social sciences are intimately concerned with human behavior in all its complexity and with the many kinds of social relationships that influence us as we grow and change as unique individuals throughout our lives. To comprehend adequately the state of the human condition, the interaction of man and environment — past, present and future — must be examined. Social scientists are interested in discovering the ways people are affected by their associations with various human groups, both large and small, including the multiplicity of organizations and institutions that characterize modern society. Through the social sciences, the history of social institutions and the continuing process of social change are studied. The School of Social Sciences at Sonoma State encompasses a particularly interesting combination of departments and programs. A student can choose from a variety of opportunities, ranging from the core of "traditional" social science fields with an emphasis on applications (anthropology, geography, history, political science, psychology and sociology), to various cross-disciplinary programs (environmental studies and planning, gerontology, linguistics, women 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.

Departmental Senate of Sonoma State University. The program is anticipated to begin Fall Semester 2001, contingent upon funding. Once final approval is received, the MS-CES program will be a unique and innovative program in which the curriculum has been designed to further the working skills and practical knowledge of engineers, computer scientists and similar professionals. The program will emphasize hands-on learning, with many of the required courses having a laboratory component.

Post-M.A. Certificate Programs
Family Nurse Practitioner
Post-Master's in Art Therapy
Post-Master's in Case Management

Special Programs
EXCEL (A spring and summer program for young people grades 4-10)
Sonoma State American Language Institute (SSALI), an intensive English program which prepares international students and foreign residents for successful academic study and careers

Degree Programs
Liberal Studies B.A. Degree Completion Interdisciplinary M.A.
M.A. in Psychology
Organization Development
Creative Arts Therapy
Humanistic/Existential/Transpersonal
Depth Psychology
M.S. in Nursing

Continuing Education for the Professors
Coursework is offered each semester that fulfills continuing education requirements for attorneys, architects, licensed psychologists, counselors, social workers, ministers and teachers.

Summer Session
University Summer Session 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 Interession
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. Free copies, as well as brochures detailing the many specialized programs, are available in Extended Education.
American Multicultural Studies

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

Department Chair
Larry Hajime Shinogawa
Administrative Coordinator
Perce Smith

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 of ethnic groups have had on Americans generally, their social thought, practice, and institutions.

Future Careers
AMCS offers an innovative four-year B.A. teacher certification 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.
that are equivalent to those offered within AMCS, CALS or NAMS at Sonsoma State University.

Degree Requirements

AMCS 435 Ethnicity and the Life Cycle .......... 3
AMCS 445 Multiculturalism and Education .......... 4
AMCS 455 Civil Rights and Human Rights .......... 4
*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 Elementary Mathematics 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 Improvement 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 offering 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 to 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

Fall Semester (15 units)

Spring Semester (15 units)

GE ENGL 101 (A2) (3)

GE AMCS 255C (C4) (3)

GE PHIL 101 (A3) (3)

GE AMCS 200 (A1) (3)

Elective (B1) (C2) (9)

Elective (B4, D2, D3) (9)

Sophomore Year: 31 units

Fall Semester (15 units)

Spring Semester (16 units)

GE AMCS 210 (D1) (3)

GE Elective (B3) (3)

GE Elective (D4) (3)

GE Electives (10)

Junior Year: 31 units

Fall Semester (15 units)

AMCS 350 (A3) (4)

GE Electives (D5, E) (8)

Senior Year: 32 units

Fall Semester (15 units)

AMCS Concentration (6)

AMCS Elective (3)

Sophomore Year: 31 units

Spring Semester (16 units)

AMCS 350 (A3) (4)

GE Electives (B5, E) (8)

Spring Semester (16 units)

AMCS Elective (4)

Electorates (12)

Total semester units: 124

Integrate Program

Bachelor of Arts/Teaching Certification in AMCS

Admission into program

Please see requirements for admission into the major

Degree Requirements

General education

Major requirements (up to six units may be applied to GE) 

Areas of concentration for major

(13 units)

CIP/Service learning

Major electives

Education classes (up to six units may be applied to GE) 

Total needed for graduation

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 course. 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

Fall Semester (15 units)

GE ENGL 101 (C1) (3)

GE AMCS 200 (A1) (3)

GE Elective (B4, D2, D3) (9)

Sophomore Year: 30 units

Fall Semester (14 units)

Spring Semester (16 units)

GE HIST 242 (D2) (3)

Foreign Language 100L (1)

Foreign Language 101 (3)

Foreign Language 102 (3)

Community Involvement (2)

GE AMCS 355 or equivalent (2)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Sophomore Year: 30 units

Fall Semester (14 units)

Spring Semester (16 units)

GE HIST 242 (D2) (3)

Foreign Language 100L (1)

Foreign Language 101 (3)

Foreign Language 102 (3)

Community Involvement (2)

GE AMCS 355 or equivalent (2)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Sophomore Year: 30 units

Fall Semester (14 units)

Spring Semester (16 units)

GE HIST 242 (D2) (3)

Foreign Language 100L (1)

Foreign Language 101 (3)

Foreign Language 102 (3)

Community Involvement (2)

GE AMCS 355 or equivalent (2)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Senior Year: 32 units

Fall Semester (17 units)

Spring Semester (15 units)

GE AMCS 392 (C1) or equivalent (3)

GE electives (6)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Sophomore Year: 30 units

Fall Semester (14 units)

Spring Semester (16 units)

GE HIST 242 (D2) (3)

Foreign Language 100L (1)

Foreign Language 101 (3)

Foreign Language 102 (3)

Community Involvement (2)

GE AMCS 355 or equivalent (2)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Senior Year: 32 units

Fall Semester (17 units)

Spring Semester (15 units)

GE AMCS 392 (C1) or equivalent (3)

GE electives (6)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Sophomore Year: 30 units

Fall Semester (14 units)

Spring Semester (16 units)

GE HIST 242 (D2) (3)

Foreign Language 100L (1)

Foreign Language 101 (3)

Foreign Language 102 (3)

Community Involvement (2)

GE AMCS 355 or equivalent (2)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Senior Year: 32 units

Fall Semester (17 units)

Spring Semester (15 units)

GE AMCS 392 (C1) or equivalent (3)

GE electives (6)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)

Sophomore Year: 30 units

Fall Semester (14 units)

Spring Semester (16 units)

GE HIST 242 (D2) (3)

Foreign Language 100L (1)

Foreign Language 101 (3)

Foreign Language 102 (3)

Community Involvement (2)

GE AMCS 355 or equivalent (2)

AMCS 425 Women’s and Gender Studies (3)

CIP/Service Learning (3)

GE AMCS 255C (3)

GE POLS 200 (D4) or equivalent (3)

GE Electives (B5, E) (8)
American Multicultural Studies Courses (AMCS)

339 Ethnic Groups and American Social Policy (3)
Fall, Spring
The impact of major social policies on ethnic minorities. Topics include public policy issues related to employment, immigration, education, social and health, minority children and families. The impact of major court decisions affecting public policy and ethnic minorities will also be examined. Course may be taught from single ethnic group's perspective or inclusive. Cross-listed in GE, category D1 (Individual and Society). Satisfies ethnic studies in GE, category D1 (Individual and Society). Cross-listed as CALS/NAMES 339. Topics subject to change.

345 Folklore and Ethnicity (3) / Fall, Spring
An examination of the theories of race, ethnicity and multiculturalism and their impact on American thought and practice. Meets ethnic studies and upper-division GE requirements. Area C. This course satisfies one of the core requirements of the AMCS major. May be taught with a focus on California experience.

210 Career Planning for Nontraditional Students (3)
Fall
This course is aimed at providing students interested in employment or continuing 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 emphasized.

210 Ethnic Groups in America (4) / Fall, Spring
Survey and analysis of the diverse experiences of major ethnic groups in the United States, with special focus on race and class issues and the implications of that diversity for American society. 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 ethnicity and 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 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) / Spring
An in-depth 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.

385 Facilitation Training (2-4) / Fall, Spring
Facilitation for family group meetings, conflict resolution and leadership positions within established groups. Prerequisite: junior/senior 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 group's perspecitve, presence 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 open to 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 (1-6)
Student-initiated and -instructed courses on topics that interest or current departmental offerings.

405 Ethnic Families in America (3-4) / Fall, 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 sexism and racism as they affect women of color, exploring questions 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 survey of 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 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 discontinuities 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 individu- als from diverse ethnic, cultural, and racial backgrounds. Special emphasis is given to the impact that international politics and economics have had on domestic policies to shaping much of the experiences of Asian Pacific Americans. Topics may change. May be repeated for credit.

437 Pan-Asian Culture (3) / Fall, Spring
The history of Third World people and their Asian and Pacific Islander forebears. Special emphasis is given to the impact that international politics and economics have had on domestic policies 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 in minority status in America. Topic matter and research agenda will be discussed with faculty. By individual arrangement with faculty sponsor.

450 Multicultural Resources Development (3-4) / Fall, Spring
Development of library research skills and critical thinking and writing in regard to ethnic issues in the United States. Practical hands-on work in ethnic resource development. This course is recommended for all majors. May be repeated for credit.

455 Civil Rights and Human Rights Law (3) / Fall, odd years
A study of the impact of laws on the sociocultural, political and economic development of ethnic groups in a multicultural society.

460 Multilingual Children's Literature (3) / Fall, Spring
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 a 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 quantita- tive 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.

485 Special Studies (1-4) / Fall, Spring
Independent study and directed study. 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.
Of all the human sciences, anthropology is the broadest. Anthropologists study how human beings have come to be as they are, physiologically distinct species, communicating through language, adapted to every habitat on earth, and living an amazing variety of lifeways. 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 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 social and cultural behavior.

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 for which this discipline includes preserving Native American and early California 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.

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, and in education are surprisingly diverse. For example:
- Cultural anthropologists helped the government of Venezuela to plan an entirely new 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 in 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 primate.
- 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 work in a 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 professions 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 an opportunity to design an individualized course of study emphasizing a particular subfield of anthropology. The minor in anthropology recognizes basic training in anthropological methodology as an adjunct to a major in other subjects.

The department also offers a major 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 major’s program in cultural resources management is to produce professionals competent in the methods and techniques appropriate for fulfilling 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 material, and the collection of historical and public education context of grant and contract aided research projects. The center has more than 4,000 square feet of archaeological laboratory and curatorial facilities, as well as an operational lab that supports a professional staff.

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

Anthropology Scholarship

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 university offers an anthropology scholarship, the Montana Miller Memorial Scholarship. Contact the Scholarship Office for information.

Bachelor of Arts in Anthropology

Degree Requirements

General education 

- 32 units

Major requirements 

- 28-30 units

Major electives 

- 9-12 units

Total units needed for graduation 

- 124 units

Note: A maximum of 12 transfer units in lower-division courses can be used to complete the 60-unit anthropology major options and advising plans.

Major Core Requirements

Complete these introductory courses during the first year in major:

ANTH 201 Introduction to Biological Anthropology 

ANTH 203 Introduction to Cultural Anthropology 

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

ANTH 300 Race and Culture: The Growth of Anthropology (Spring) 

ANTH 342 Organization of Societies (Fall) 

Complete the following courses in anthropology*:

ANTH 321 Perceptions of the Past (Fall) 

ANTH 322 Historical Archaeology (Spring) 

ANTH 323 Archaeological Methods and Theory 

ANTH 324 Introduction to Archaeology (Fall) 

ANTH 325 World Prehistory (Fall) 

ANTH 402 Research in California Prehistory (Fall)

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

ANTH 345 Human Ecology (Fall) 

ANTH 346 Socializing in a Cultural Context (Fall) 

ANTH 348 The Role of the Sacred (Fall) 

ANTH 352 Special Topics in Culture Change (Spring) 

ANTH 353 Psychological Anthropology (Fall) 

ANTH 359 Art in Cultural Context (Fall) 

ANTH 360 Special Topics in Development Anthropology (Spring) 

ANTH 361 Indians of California (Spring) 

ANTH 362 Transnational California (Spring) 

ANTH 363 Organizations in Mexico (Fall) 

ANTH 375 Civilizations of India (Fall) 

Complete one of the following four courses in biological anthropology*:

ANTH 383 Human Evolution (Fall) 

ANTH 384 Human Evolution and Prehistory (Fall) 

ANTH 385 Human Evolutionary Development (Fall) 

ANTH 386 Principles of Human Evolution (Fall) 

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

ANTH 387 Language in Cultural Context (Fall) 

ANTH 388 Language Change (Fall) 

ANTH 389 Language and Communication (Fall) 

ANTH 390 Language and the Inner Cities (Fall) 

Complete 3 units from among the following eight courses in anthropological methods*:

ANTH 411 Topics in Computer Assisted Research (1-3) 

ANTH 413 Methods in Captive Primate Studies (1) 

ANTH 414 Methods in Primate Studies (1) 

ANTH 420/421 Archaeological Methods: Lecture (2-3) and Archaeological Methods: Laboratory (1) 

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

ANTH 444 Methods in Material Culture Studies (1) 

ANTH 447 Ethnobotany Methods (3) 

ANTH 489 Methods in Ethnographic Study of Language and Behavior (3)

Total units needed for major 

- 28-30 units

*At least one such course offered each semester.

Major Electives

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

Total units in major electives 

- 9-12 units

Total units in the major 

- 40 units
Sample Four-Year Program for Bachelor of Arts in Anthropology

In this sample 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 a university-wide (i.e. a course in each of the distinct subfields of anthropology, which are archaeology, biological anthropology (BA), linguistic anthropology, archaeology, and ethnography) requires (ECA). Specific offerings vary each semester, some occur on alternate years. This sequence and selection of specific courses are suggestive; please see your advisor each semester.

Freshman Year: 32 units

Fall Semester (16 units)
- ENGL 101 (A2) (3)
- BIOL 115 (D2) (3)
- PHYS 101 (A3) (3)
- GE (D1) (3)
- GE (C1) (e.g., ANT 212, TRAR 101) (3)
- UNIV 201 (D3) (3)
- University Elective (3)

Spring Semester (16 units)
- UNIV 200 (A1) (3)
- GE (C2) (3)
- GE (C4) (3)
- University Elective (3)

Sophomore Year: 30 units

Fall Semester (15 units)
- GEOL 105 (B1) (3)
- MATH (e.g., 165, 184) (4)
- GE (C2) (3)
- University Elective (4)

Spring Semester (15 units)
- LING 200 (D5) (3)
- ANTH 241 (D2) (3)
- GE (D4) (3)
- GE (C4) (3)
- University Elective (3)

Junior Year: 30 units

Fall Semester (15 units)
- ANTH 300 (3)
- U.D. ANTH ARAB/BLA/IGRA/ASUL (3)
- U.D. ANTH ARAB/BLA/IGRA/ASUL (3)
- GE (C3) (e.g., NAMS 346)
- University Elective (3)
- ANTH Methods (1)
- University Elective (3)

Spring Semester (15 units)
- ANTH 242 (6)
- ANTH 201 Introduction to Biological Anthropology (3)
- ANTH 201 Introduction to Cultural Anthropology (3)
- ANTH History and Theory (3)
- ANTH 300 Nature and Culture: The Growth of Anthropology (3)
- Cultural Analysis and Theory (4 units)
- ANTH 342 Organization of Societies (4)
- Methods (1 - 3 units)
- Select 1-3 units from among the nine 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 component of the anthropology major must include a minimum of 3 courses 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 policy making, planning, administration, education, and/or care of infants, children, adolescents, or the elderly in multicultural 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).

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, 707-684-2409.

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 analysis.

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 and methods for purposes of public and private sector projects 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 students to assess the research significance of archaeological and ethnographic resources.
4. Training in and experience with anthropological techniques of field and laboratory analysis, and archival and museal preparation.
5. Training in and experience with existing cultural resources management data processing techniques and associated coursework.

Admission to the Program

Applications must be submitted separately in the Fall to the anthropology department and to the university Office of Admissions and Records, for possible admission into the program. The application is due by November 15 of the 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)

These courses 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 with an emphasis on identifying form and function, behavior, population, and social structure. Focus 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

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 Human Ethology and Sociobiology (3)
   Fall
Ethological and sociobiological perspectives on human rituals, aggression, bonding, and bodily and behavioral displays of age, sex, status, and emotion. Prerequisite: for ANTH majors: ANTH 201; for non-majors: ANTH 201 or BIOL 115 or consent of instructor.

313 Cognitive Development in Primates (3)
   Spring, odd years
This course focuses on comparative studies of cognitive development in human infants and children, great apes, and monkeys. It uses Piagetian and neo-Piagetian frameworks to highlight similarities and differences in rates, stages, and levels of cognitive development in physical, logical, social, and linguistic knowledge. It also addresses theories of the evolution of cognitive development. Prerequisite: for ANTH majors: ANTH 201; for non-majors: ANTH 201 or BIOL 115 or consent of instructor.

314 Primate Social Organization (3)
   Spring, even years
Comparative study of the behavior and social organization of wild monkeys and apes as they relate to habitat, diet, food and water density, and distribution of predators, prey, and competing species. Prerequisite: 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.

321 Perceptions of the Past (3) / Fall, even years
This course demonstrates the significance of the study of past cultures to the field of anthropology specifically, and explores the broader questions raised by the anthropological study of the past. It includes a brief introduction to the kinds of theories and methods that have developed in anthropology for the study of the past. Discussion will focus on issues relevant to contemporary social theory, including: the long-term relationships between humans and their diverse physical and social environments; the complex historical development of fundamental cultural constructs, such as gender roles and social hierarchy; and the ways that today’s societies use explanations of the human past to further contemporary social and political agendas.

322 Historical 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.

323 Gender and Archaeology (3) / Fall, odd years
Examination of recent trends in the archaeological study of gender roles and gender relations. Issues addressed include: the nature of gender as a concept, the ways that archaeological data have been used to document and critique contemporary perceptions of gender, and the impact of gender studies on the science of archaeology itself. Class readings and discussions include the ways that scholars and the general public alike have used reconstructions of the past, and past sex/gender systems, to forward a range of political and social agendas in the present.

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.
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 Human Ecology (3) / Fall, even years
An investigation of the interrelations between human societies and their environments. Human biological and cultural responses to environmental influences and human impact on the ecosystems. Prerequisite: ANTH 203 or consent of instructor.

346 Schooling in Cultural Context (3) / Spring
Survey of learning and teaching methods that are characteristic of a variety of societies, both literate and preliterate. Focus is on the role of anthropological concepts and methods in the study of schooling as a cultural process. Attention is given to the relation between school culture and the maintenance of social order. Prerequisite: ANTH 203 or junior standing.

347 Readings in Ethnobotany (3) / Spring, even years
Ethnobotany is the scientific study of the human uses of plants. This course focuses on and critiques the various forms and contents that ethnobotanical works have taken over time and aims to develop models for data collection, organization, analysis, and presentation.

348 The Role of the Sacred (3) / Fall, even years
An anthropological examination of religious phenomena in cross-cultural perspective. Discussion of the roles of shamans, curers, visionaries, and priests in tribal and contemporary cultures. Analysis from the perspectives of functional, semiotic, and cybernetic theory. Prerequisite: ANTH 203 or consent of instructor.

351 The Uses of Anthropology (3) / Spring, odd years
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 Special Topics in Culture Change (3)
Spring, odd years
Topic varies with each offering; may be repeated for credit. Topics may include: theories of cultural change and cultural evolution; revitalization movements; transformation in traditional communities; tradition and change in Mexico. Prerequisite: ANTH 203 or consent of instructor.

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.

359 Art in Cultural Context (3) / Fall
An introduction to a variety of art forms occurring in prehistoric and existing traditional societies. Attention to art as a vehicle to symbolic communication of culturally defined meaning, and broad consideration of the significance of art and artist in terms of social structure and ecology.

360 Special Topics in Development Anthropology (4) / 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, resource development, management and monitoring. Prerequisite: ANTH 203 or consent of instructor.

361 Indians of California (3) / Spring, even years
Survey of the Indian cultures of California; discussion of linguistic diversity, varieties of customs, and relationships between Indians and Europeans. Prerequisite: ANTH 203 or 6 units of NAMS 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; 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.
363 Communities in Mexico (3) / Fall
Anthropological survey of communities, Indian and mestizo, traditional and modern, rural and urban in Mexico and its peripheries, with attention to the dynamics of cultural persistence and cultural change.

375 Civilizations of India (3) / Spring, even years
An introduction to the pre-modern peoples of India, Pakistan, Sri Lanka, Bangladesh, and Nepal; the institutions of family and caste; and the local and regional community; and the literate and non-literate traditions of the area.

380 Language in Cultural Context (3) / Fall, even years
A survey of the world's languages 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 psychological bases of language and its acquisition; human and nonhuman communicative behavior; verbal and nonverbal communication. Prerequisite: ANTH 203 or upper division standing or consent of instructor.

383 Language Change (3) / Spring, odd years
Survey of the world's languages and language families, with discussion of areal, genetic, and typological classifications of languages. Study of languages in contact and the processes of language change, with special reference to the history of writing systems and to writing as a source of evidence for the reconstruction of linguistic change. Prerequisite: ANTH 203 or upper division standing or consent of instructor.

389 Language and Communication (3)
Fall, odd years
Introduction to an anthropological perspective of the social and psychological environment in which humans manipulate language and non-communication systems. Focus is on the study of cultural inventions of communicative behavior as social interaction. Consideration of the acquisition of communicative skills. Prerequisite: ANTH 203 or upper division 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 involvement in the implementation of a project of anthropological relevance, a minimum of 30 hours per unit of credit in the actual working situation, irregular consultation with a faculty sponsor, and a paper to be determined by the student and faculty member in charge. Prerequisites: major status and consent of instructor.

396 Experimental Courses (1-3) / Fall and/or Spring
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 instruction or faculty-related 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 analyzing data of human behavior and application of computer techniques to student and student/faculty research projects. Topics will vary from semester to semester. Prerequisites: familiarity with basic computer procedures and consent of instructor.

413 Methods in Captive Primate Studies (1)
Spring, even years
Focuses on methods of behavioral sampling and analysis appropriate for studies of primates in zoos and colonies. Prerequisite: Concurrent enrollment in ANTH 313.

414 Methods in Primate Studies (1) / Spring
A core course in laboratory methodologies taught in association with ANTH 314 Primates in the Wild. As such, it focuses on ecological and demographic indices and on observational and analytic methodology used to introduce 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 311 or 314.

420 Archaeological Methods: Lecture (2-3) / Spring
Basic methods of archaeological recovery, excavation, and laboratory analysis. Class time is divided between lecture/discussions, survey and excavation on local archaeological sites, and processing and analyzing collections of artifacts. Prerequisite: concurrent enrollment in ANTH 421.

421 Archaeological Methods: Laboratory (1) / Spring
Prerequisite: concurrent enrollment in ANTH 420.

425 Vernacular Architecture (3) / Fall, even years
This course will explore the breadth of vernacular architecture, using the built environment as a basis for understanding and appreciating cultural diversity. Students will be introduced to theoretical, interpretive, and methodological approaches through analysis, fieldwork, and presentation. Prerequisites: ANTH 203 or upper division standing or consent of instructor.

441 Laboratory in Ethnographic Field Methods (1-4)
Spring, even years
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)
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 folklore. Emphasis on techniques of identifying, recording, and analyzing a wide range of material culture categories. Prerequisite: concurrent enrollment in ANTH 344.

447 Ethnobotany Methods (3) / Spring, even years
The art and science of plant collection, preservation and presentation, including the collection of pertinent field and informant data. Introduction to plant classification. The use of botanical keys and vegetative mapping. A series of field trips to various plant communities in and around the county. A lecture followed by a lab/class component with opportunity for individualized and small group instruction.

486 Sign Languages and Signing Communities (3) / Spring, even years
Focus is on Auslan Deaf communities around the world; 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: LNG 200 or upper division standing, or consent of instructor.

489 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 or 389.

490 Topical Seminars in Anthropology (1-4)
Fall and/or Spring
Prerequisite: senior status or consent of instructor.

491 Faculty Seminar (1) / Fall, Spring
Prerequisite: Upper division standing. 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 may include: California prehistory, paleoclimatic history, subsistence and settlement, trade and exchange, prehistoric technology and archaeology— will be announced in the semester schedule. May be repeated for credit. Prerequisite: consent of instructor.

494 Senior Seminar (3) / Spring
Prerequisite: senior status or consent of instructor.

495 Special Studies (1-4) / Fall, Spring
During the week prior to the semester, interested students will review special topics in Anthropology and develop a written proposal for an individual project to be supervised by a faculty advisor. 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 on-campus 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 Interns 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 semester, including regular consultation with the faculty supervisor. The internship is usually supervised by observers 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 this 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 semester, including regular consultation with and evaluation by the faculty sponsor. CR/NC only. May be repeated for credit.

Graduate Courses

500 Preseminar (6) / Fall
Introduction to research methodology in the social sciences; research design and implementation; use of library and archival materials; editorial review and the evaluation of professional anthropological papers. Prerequisite: admission into Cultural Resource 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)
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. Prerequisites: graduate status or consent of instructor.

578 Project Continuation (1-3) / Fall, Spring
Design for student supervised project on an aspect of the 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 anthropological, or a related discipline. Topic 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, interested 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 on-campus course in anthropology; or an upper division course relevant to the proposed topic from another discipline.

596 Agency Internships (1-3) / Fall, Spring
Students in the Interns program have an opportunity to apply anthropological theory and methods and/or cultural resource management procedures as interns at

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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.

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.

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 credits maximum for 599A plus B). Prerequisite: filling an Advancement to Candidacy form, which requires completion of a thesis prospectus in Special Studies 595 (1) and formation of 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 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 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
ART 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 literature 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 SJSU Chorus (1-2). May be repeated for credit.
MUS 115415 Class Instruction in Voice (1)

Theatre Arts
THAR 101 The Art of Theatre (3)
THAR 300 Theatre in Action: Performance, Analysis and Criticism (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

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
EDOC 444 Teaching in the Content Area/Art (3)
ART 210 or 211 Introduction to Art History (3)

English
Any three upper-division creative writing courses, including at least two genres, and ENGL 342 or 343 if taken previously.

Music
MUS 400 (If not taken previously) Music for the Classroom (3)
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 SJSU Chorus (1-2)
MUS 326 Classical Guitar Ensemble (1-2)
MUS 327 Symphonic Band (1-2)
MUS 329 Chamber Music Workshop (1-2)
MUS 330 Musical Theatre (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: Performance, Analysis and Criticism (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.

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Art and History

Programs offered
Bachelor of Arts in Art
Art History concentration
Art History concentration, emphasis in Film History
Studio concentration
Bachelor of Fine Arts
Minor in Art
Art History concentration
Film Studies
Career Minor in Arts Management
Teaching Credential Preparation

Department Office
ArtBuilding 128
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Department Chair
Michael Schwager

Administrative Coordinator
Connie Eagle

Faculty
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Art majors pursue studies leading to the bachelor of arts degree with concentrations in art history, film history, or art history. Within the art studio concentration emphasis 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 is 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 the pursuit of their own creative and scholarly work. Students also have access to developing new technologies in a number of areas. In the departmental philosophy that a grasp of the history and theory of art is indispensable for the studio major and that creative activity is available 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 and contemporary 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.

Courses in the major cannot be taken for Cr/NIC. A maximum of 3 courses may be challenged for credit toward the major: 2 lower-division and 1 upper-division. Most studio courses require payment of lab fees at time of class registration.

Career Opportunities Relating to the Major
Whether in art history, film history, art studio and 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
General Education units

Ancient Mediterranean 61
Major core requirements 43
General electives 30

Total units needed for graduation 124

Note: Although the Art Department does not specify a unit requirement, total hours 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

Arth 211 Introduction to Art History, Renaissance to Modern

Studio Courses (5 lower-division units)

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

Minimum total lower-division units 11

Bachelor of Arts in Art
Art History Concentration, Emphasis in Film History

Degree Requirements
General Education units

Ancient Mediterranean 61
Major core requirements 43
General electives 30

Total units needed for graduation 124

Foundation Courses

Arts 101 Art Fundamentals: Two-dimensional or Arts 208 Basic Black and White Photography 3

Arth 210 Introduction to Art History 3

Arth 211 Introduction to Art History 3

Arth 212A World Film History (1894 to WWII) 3

Arth 212B World Film History (WWII to Contemporary) 3

Total lower-division units 15

Core Courses

Arth 316 Basic Narrative Film 3

Arth 365 Other Cinemas (3 unit course, taken twice) 6

Arth 464 History of Modern Art 3

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

A. Period Courses: one course at the upper-division level in each of the following three 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 485).

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 490 Seminar on 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 491 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

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Minor in Art History
Complete all of the following:
ArH 210 Introduction to Art History 3
ArH 211 Introduction to Art History 3
ArH 212 Upper-division Courses (except modern) 8
ArH 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

Period courses:
Ancient, Medieval, Renaissance, Baroque/Early Modern
(420, 422, 424, 430, 432, 460, 462, 444, 490, 456) ...... At least one course per year from each period
Film courses (361, 363, 461) .................................. All semesters
Modern: Two courses (406, 464, 465, 466) .............. All semesters
Non-Western: One course (470, 474, 476) .............. Every year, usually
Gallery and Museum Methods (496) .................. Fall semesters
Pre-Seminar in Methods (498B) .................. 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 3
212B World Film History Since WWII 3

Core courses:
361 Classic Narrative Film ............................. Every other year
363 Other Cinematic Practices ........................ One time per year
461 Selected Topics in Film ........................ One time per year
ArH 498F Theory and Methods ...................... Spring semesters
491F Senior Thesis .................................. Spring semesters

Art History and Film History Courses (ArH)
Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

Senior Year: 30 units
Fall Semester (15 units)
ArH 498F (3) ArH Elective (4)
ArH Elective (4) ArH Elective (4)
ArH Other Electives (6)
Total semester units: 124

Electives
Choose at least two courses from the following groups:
Literature and Film
ENGL 329/429 Screenwriting
ENGL 377 Film and Literature
FREN 415 Selected Topics: French Film

Critical Perspectives
COMS 202/402 Media Criticism
LIBS 556 Film and Politics
PHIL 368 Philosophy and Film
SOCI 434 Cinema and Society

Multicultural Perspectives
AMCS 392 Images in Film
CALS 393 Chicano/Latino Cinema
NAMS 338 Native Americans and the Cinema

Film and Other Media
COMS 201 Intro to Media Arts
COMS 327 Media Lab: Video

Total elective units: 6

Senior Project (4 units)
All students must complete a senior project consisting of the following:
A. ArH 499F Theory and Methods (3 units)
B. ArH 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)
ArH 210 (4) ArH 211 (4)
ArH 101 (3) GE courses (6), Elective (3)
Spring Semester (15 units)
ArH 212 (4) ArH 212 (4)
ArH GE courses (6)

Sophomore Year: 32 units
Fall Semester (16 units)
ArH Period Course (4) ArH Non-Western (4)
GE courses (12)
Spring Semester (16 units)
ArH Period Course (4) ArH GE courses (12)

Junior Year: 31 units
Fall Semester (16 units)
ArH 464 (4) ArH Elective (4)
ArH Period Course (4) ArH Elective (4)
ArH Special Topic (2) ArH Elective (3)

Spring Semester (15 units)
ArH Period Course (4) ArH GE courses (6)
ArH Elective (4) ArH Elective (4)
ArH Elective (4)

Total semester units: 124

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361 Classic Narrative Film (3)

363 Other Cinematic Practices (3)

461 Selected Topics in Film (3)

498F Theory and Methods (3)

491F Senior Thesis (3)

120A Introduction to World Film History (3)

1984 to WW2 (3)

212B World Film History Since WWII (3)

Snowdown and Southeast Asian Art (3)

Survey of South and Southeast Asian Art (3)

Survey of the arts and cultures of China and Japan from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

270A Survey of Chinese and Japanese Art (3)

270B Survey of Chinese and Japanese Art (3)

270C Survey of Chinese and Japanese Art (3)

270D Survey of Chinese and Japanese Art (3)

Art History Information Resource and Research Skills (2)

Arts and Architecture of the Prehistoric and Early Historical Periods (3)

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Arts and Architecture of the Prehistoric and Early Historical Periods (3)
Art and Architecture (1-4)

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 emphasis may vary. May be repeated with consent of instructor.

Chinesse 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 emphasis may vary. May be repeated with consent of instructor.

Choose at least 3 of the following studio courses totaling a minimum of 6 units; at least one course must be taken in a 2-credit module and a 3-credit module:

Arts 208 Basic Black and White Photography (2-3)
Arts 220 Beginning Painting (2-3)
Arts 229 Beginning Ceramics (2-3)
Arts 230 Beginning Clay Sculpture (2-3)
Arts 242 Beginning Drawing (2-3)
Arts 243 Beginning Printmaking (1-2)
Arts 245 Beginning Printmaking (2-3)
Arts 298 Selected Topics in Art (1-3)

Total lower-division core units

Sophomore or Junior Years

Choose 2 courses from the following 5 courses:
Arts 454 Nineteenth Century Art
Arts 460 History of American Art
Arts 464 Modern Art from 1890 to 1945
Arts 465 Modern Art from 1945 to 1979
Arts 466 Contemporary Art

Junior and Senior Years

Choose any combination of the following 6 courses to total 5 units:
Arts 302 Intermediate Drawing (2-4)
Arts 304 Intermediate Life Drawing (2-4)
Arts 402 Advanced Drawing (1-4)
Arts 404 Advanced Life Drawing (1-4)
Arts 406 Advanced Painting (1-4)

Total upper-division core units

Areas of Emphasis

To complete a specialized concentration in the major, select a minimum of 12 units from one of the areas of emphasis below. When drawing in the student’s area of emphasis, the 5 upper-division units required in drawing must be concentrated instead in another emphasis, such as painting, printmaking, sculpture, photography, or ceramics. At least 6 units must be at the advanced level. Please note that admission to advanced classes requires a portfolio review of the student’s work by department faculty. Portfolio review will be scheduled once each semester.

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

Specific content of concentrations is detailed below.

Total units in major emphasis

Total units in major

Painting Emphasis

Complete all 12 units of the following two courses (including repeats); 6 units must be at the advanced level:
Arts 320 Intermediate Painting (2-4)
Arts 420 Advanced Painting (2-4)
A maximum of 3 units may be applied from one or more of the following:
Arts 426 Advanced Monoprint (2-4)
Arts 482 Advanced Monoprint (2-4)

Sculpture Emphasis

Complete all 9 units of the following two courses (including repeats); 6 units must be at the advanced level:
Arts 336 Intermediate Sculpture (2-4)
Arts 436 Advanced Sculpture (2-4)
Course Rotation: Art Studio
Foundation courses:
Art Fundamentals (101 and 102) All semesters
Safety and Shop Practices (103) All semesters
Starting studio courses:
All courses (202, 204, 208, 210, 211, 236, 233, 238, 245) Every year, most every semester
Intermediate/Advanced studio courses:
All courses (304, 308, 329, 330, 336, 338, 340, 342, 382, 402, 450, 420, 429, 430, 436, 438, 440, 442, 482) Every year, most every semester
BFA Seminar (465)
Exhibition/Portfolio-BFA & BA (466/492) 1 unit, 2 units Spring Directed Field Research Experience (496) Most semesters
Note: Additional special topics courses will be offered each academic year to enrich and expand the studio curriculum.

Bachelor of Fine Arts

The B.F.A. degree is a 122-unit program requiring 70 units of course work in art. The B.F.A. degree differs from the B.A. degree in its requirements and rigor. The B.F.A. is offered in all major areas of art and is a degree of choice for students wishing to go on for additional graduate or professional study. It enhances the student's opportunities to participate at a higher level and fulfills the need for advanced artistic growth in an intensive studio situation. The B.F.A. allows time for concentrated study with a specific art emphasis (painting, photography, printmaking, or sculpture).

Admission Requirements

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

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

2. To be considered for the B.F.A. admission review, applicants must submit 10-20 slides in a slide sleeve; 2 letters of recommendation (or 2 department faculty signatures if currently enrolled student) and a short statement including their reasons for applying. These will be reviewed and the student may be interviewed by the studio faculty to help determine if their work demonstrates the creative level expected of B.F.A. candidates. Applications will be reviewed in Spring semester for possible admission the following Fall semester, and in Fall semester for possible admission for the following Spring semester.

Bachelor of Fine Arts in Art

Degree Requirements

General education units
Major core requirements 70 units
Electives in art 11 units
Total units needed for graduation 132 units

Area of Emphasis

In addition to the major core requirements, each B.F.A. student must complete one of the following 14 concentration:

Painting
Complete at least three courses from the following studio emphases (excluding painting and drawing) to total 6 units
Art 220 Beginning Painting
Art 230 Intermediate Painting (2-4)
Art 232 Advanced Painting (2-4)
Art 402 Advanced Painting (2-4)
Total units in the emphasis 4-20

Photography
Complete at least three courses from three different studio emphases (excluding photography and drawing) to total 6 units
Art 208 Basic Black and White Photography
Art 210 Intermediate Photography (2-4)
Art 458 Photography Seminar (2-4)
Art 459 Intermediate and advanced auxiliary studio courses
Total units in the emphasis 5-20

Printmaking
Complete at least three courses from three different studio emphases (excluding printmaking and drawing) to total 6 units
Art 245 Beginning Printmaking
Art 246 Intermediate Printmaking (2-4)
Art 440 Intermediate Printmaking (2-4)
Art 442 Advanced Printmaking (2-4)
Art 448 Intermediate and advanced auxiliary studio courses (one upper-division course in photography is recommended)
Total units in the emphasis 5-20

Sculpture
Complete at least three courses from three different studio emphases (excluding sculpture and drawing) to total 6 units
Art 236 Beginning Sculpture
Art 238 Intermediate Sculpture in Clay
Art 406 Intermediate Sculpture in Clay
Total units in the emphasis 5-20

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

Freshman Year: 30 units
Fall Semester (15 units)
Art 101 2-D Foundations (3) 2-Art 103 3-D Foundations (3) 2-Art 210 Art History (3)* 2-Art 211 Art History (3) GE courses (9) GE courses (9)

Sophomore Year: 33 units
Fall Semester (16 units)
Art 202 Beginning Drawing (2) 2-Art 204 Intermediate Drawing (2)
Art 205 Advanced Drawing (2) 2-GE courses (12)

Spring Semester (16 units)
Art 208 Basic Black and White Photography (2) 2-Art 210 Intermediate Photography (2-4) 2-Art 211 Art History (3) GE courses (9)
202 Beginning Drawing (2-4) / Fall, Spring
A beginner’s studio course in drawing employing a variety of media, including pencil, ink, charcoal, conte, and pastel. Includes a unit on objective drawing.

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

208 Basic Black and White Photography (2-4)
Fall, Spring
A studio introduction to basic photographic processes, including lighting/darkroom work, color photography, print making and finishing processes.

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

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

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

236 Beginning Printmaking (2-4) / Fall, Spring
A studio course surveying a range of printmaking processes, including silk screen, typography, lithography, woodcut, and intaglio. Laboratory fee payable at time of registration. Prerequisite: Art 102.

238 Beginning Papermaking (1-4)
Not offered every semester
A studio course to include lecture, discussion, demonstrations, and laboratory work covering the history and techniques of handmade paper. Techniques include pulp preparation, papermaking, and finishing processes. Prerequisite: previous or concurrent enrollment in Art 101.

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

282 Beginning Monoprint (2-4)
A studio course focusing on the use of single and multiple images derived from a variety of original sources, which may include painting, hand painted prints, collages, chin collef, and multiple manipulated prints. Laboratory fee is payable at time of registration. Prerequisite: previous or concurrent enrollment in Art 101 and 102.

298 Selected Topics in Art Studio (1-4)
A beginning studio course dealing with intensive study of a particular art technique 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 Art 101 and 102.

300 Graded Assistance Projects (1-4)
Designed for advanced students to gain practical experience in the function 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 function 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.

302 Intermediate Drawing (2-4) / Fall, Spring
Directed projects in drawing for the intermediate student. Work from imagination or nature. Prerequisites: Art 202 or 204.

304 Intermediate Life Drawing (2-4) / Fall, Spring
A workshop directed human figure course for students who have fulfilled the beginning drawing prerequisite or are at intermediate skill levels. Group and individually directed special problems related to drawing the live model. Prerequisite: Art 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 equipment. Laboratory fee payable at time of registration. Prerequisite: Art 208 and consent of instructor, based on portfolio review.

320 Intermediate Painting (2-4) / Fall, Spring

329 Intermediate Ceramics (2-4)
Not offered every semester
A studio course in investigating clay projects using throwing and hand-building techniques. Glazing and firing processes will be investigated. Laboratory fee payable at time of registration. Prerequisite: Art 220.

330 Intermediate Clay Sculpture (2-4) / Fall, Spring
A studio course with directed projects. Emphasis on concept. May be repeated for credit a maximum of 15 units. Laboratory fee payable at time of registration. Prerequisite: Art 230.

336 Intermediate Sculpture (2-4) / Fall, Spring
A studio course with directed projects. Emphasis on concept and developing a personal sculptural vocabulary through the use of various media in addition to traditional materials and processes. Laboratory fee payable at time of registration. Prerequisite: Art 236.

338 Intermediate Papermaking (1-4)
Not offered every semester
A studio course continuing with techniques explored in Art 238. More emphasis on individual instruction, development of personal style. Up to 3 upper-division units may be applied to printmaking or sculpture emphasis. Laboratory fee at registration. Prerequisite: Art 238.

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

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

342 Intermediate Monoprint (1-4)
An intermediate studio course emphasizing single and multiple images derived from a variety of original sources, including painting, linocut, woodcut, collagraph, photolithography, monotype, and etching. Laboratory fee payable at time of registration. Prerequisite: Art 245.

395 Community Involvement Program (CIP) (1-4)
Fall, Spring
Student-directed creative activities in behalf of nearby off-campus community agencies. One to 4 units of credit, based on 30 hours of contributed effort per unit per semester. Art education assistance for 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 course Schedule of Classes for details.

402 Advanced Drawing (2-4) / Fall, Spring
Independent work from imagination or nature for the advanced student. Can be arranged as collaborative drawing problems done in conjunction with advanced studio projects or area of emphasis. May be repeated for up to a maximum of 12 units. Prerequisite: at least 4 units of Art 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

404 Advanced Life Drawing (2-4) / Fall, Spring
An advanced studio course investigating clay projects using throwing and hand-building techniques. Glazing and firing processes will be investigated. Laboratory fee payable at time of registration. Prerequisite: Art 220 or 222, and 6 units of Art 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

406 Advanced Ceramics (2-4) / Fall, Spring
An advanced studio course investigating clay projects using throwing and hand-building techniques. Laboratory fee payable at time of registration. Prerequisite: Art 220 or 222, and 6 units of Art 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

409 Advanced Drawing (2-4) / Fall, Spring
A studio course addressing advanced drawing in the context of various printmaking and hand-building techniques, including direct drawing from the life model in a traditional and non-traditional manner. May be repeated for credit up to a maximum of 12 units. Prerequisite: Art 220 or 222, and 6 units of Art 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

410 Advanced Ceramics (2-4) / Fall, Spring
A studio course addressing advanced drawing in the context of various printmaking and hand-building techniques, including direct drawing from the life model in a traditional and non-traditional manner. May be repeated for credit up to a maximum of 12 units. Prerequisite: Art 220 or 222, and 6 units of Art 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

412 Advanced Lithography (2-4) / Fall, Spring
Courses on studio work at the intermediate level in lithographic methods, including color to technology and conceptual development. Lecture, demonstration, and studio work. Laboratory fee payable at time of registration. Prerequisite: Art 245.

412 Advanced Monoprint (1-4)
A studio course investigating single and multiple images derived from a variety of original sources, including painting, linocut, woodcut, collagraph, photolithography, monotype, and etching. Laboratory fee payable at time of registration. Prerequisite: Art 245.

413 Advanced Clay Sculpture (2-4) / Fall, Spring
Courses on studio work at the intermediate level in sculptural methods, including color to technology and conceptual development. Lecture, demonstration, and studio work. Laboratory fee payable at time of registration. Prerequisite: Art 245.
436 Advanced Sculpture (2-4) / Fall, Spring
Studio and field work that emphasizes the development of individual style. Individual and group critiques. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: Art 336.

438 Advanced Papermaking (1-4)
Not offered every semester
A studio course with continued emphasis on development of personal style and independent work in techniques explored in beginning and intermediate classes. Laboratory fee payable at time of registration. Prerequisite: Art 338.

440 Advanced Etching and Woodcut (2-4) / Fall, Spring
Advanced studio problems in relief and intaglio printmaking methods, including woodcut, linocut, embossing, engraving, photo-etching, collagraph, monotype, and etching. May be repeated for credit up to 12 units. Laboratory fee payable at registration. Prerequisite: Art 340.

442 Advanced Lithography (2-4) / Fall, Spring
Advanced studio work in the lithography medium. Work with images on stone or metal plates involving black and white and some color processes, printing of limited editions and single proofs. Lecture, demonstration, and laboratory work. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: Art 342.

458 Photography Seminar (2-4) / Fall, Spring
A seminar with emphasis on critiques in conjunction with darkroom work done outside class. Objective is to explore 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: Art 208 and two semesters of Art 308 or consent of instructor, based on portfolio review.

465 B.F.A. Seminar (1-2) / 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.)(A) / 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.

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, collages, chine colle, 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: Art 382.

492 Exhibition/Portfolio (B.A.)(A) / 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. Consent of advisor and department chair. Prerequisites: major status, advanced standing and instructor consent.

499 Internship (1-2)
Students in the internship program will have an opportunity to gain practical skills by working in a variety of gallery and museum situations in the private and public sectors. Credit will be given for completion of 3 hours of work per week per unit, by prior arrangement with the 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. EDUC 444 is required of candidates for the Single Subject Credential, and EDUC 444 is recommended for Multiple Subject Credential students. Students interested in teaching career are encouraged to consult with the Art Department as well as the Education Department with reference to legally required education courses, along with field experience leading to a teaching credential. Art graduates may find teaching in community colleges and in secondary schools and in 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 philosophy for an 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.
Astronomy

Program offered
Minor in Astronomy

Department Office
Dowlin Hall 125
706 646-2119
www.phy.sasastro.slam.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 draws 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.A. in physics, is an excellent preparation for graduate study in astronomy. Career fields for which an astronomy minor would be beneficial include aerospace, astrophysics, space science, education, planetary geology, and geophysics.

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

Selected Topics courses offered in the past include: Variable Stars, Binary Star Systems, Photodlectric Photometry, Stellar Spectroscopy, and Applications of Very Photometry, and Astronomical Imaging.

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, photodlectric photometry, photography, and spectroscopy. The Newtonian is computer controlled. The observatory is used by students in laboratory and lecture courses and for independent study and research.

Minor in Astronomy

Completion of a minimum of 20 units in astronomy and 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 structures, light, and telescopes. The solar system, space flight, stars and stellar evolution, interstellar matter, star clusters, galaxies, and the universe. A survey designed primarily for non-science majors. Satisfies GE, category B1 or B3 (Physical Sciences).

231 Introductory Observational Astronomy (2) / Fall
Lecture, 1 hour; laboratory, 3 hours. Principles of astronomical measurement techniques with field and laboratory studies of astrophysical objects. Identification of constellations, astronomical coordinates, use of the telescope, techniques in imaging, photography, 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. Experiences and observations of intelligent life and alien civilizations. Theoretical postulates of intelligent life, past and present, in the universe. 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 and attempts to detect neutrinos from the sun. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: one course in astronomy.

321 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 of theories of the universe, as advocated by the Greeks, Newton, Einstein, Lemaitre, Gamow, and Hoyle. Cosmological implications of black holes, quasars, and other recent discoveries. Satisfies GE, category B3 (Specific Emphasis 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 the ages of stellar evolution. Prerequisites: PHYS 314 and MATH 231.

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)
Lecture, 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)
Lecture, 1 hour; laboratory, 3 hours. An introduction to astronomical spectroscopy, photometry, and astrophotography with emphasis on techniques at the telescope, and data reduction. Observation 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 the supervising faculty members proposals which outline their projects and exhibit specific plans for their successful completion.

70 / University Curricula • Astronomy
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
Dawson Hall 121
707-664-2189
http://www.sonoma.edu/biology/

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 there are opportunities for selecting a special concentration. The department also offers a Master of Arts degree in biology. A congenial atmosphere allows students to develop a close relationship with peers, graduate students, and faculty. An emphasis is placed on laboratory and field courses, to give students practical experience, 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 a radiobiology laboratory is also available.

Field courses draw upon a unparalleled diversity of habitats—streams, lakes, estuaries, bays, open coasts, marshes, grasslands, vernal pools, oak woodlands, redwood groves, thermal springs and geothermal stream 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.

Biological 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/terminology in medical technology.

Bachelor's Degrees in Biology

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>B.A. Units</th>
<th>B.S. Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Biological sciences</td>
<td>43</td>
<td>48</td>
</tr>
<tr>
<td>Physical science</td>
<td>18-24</td>
<td>32</td>
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<tr>
<td>General electives</td>
<td>6-12</td>
<td>1</td>
</tr>
<tr>
<td>Total units needed for graduation</td>
<td>124</td>
<td>132</td>
</tr>
</tbody>
</table>

Sample Four-Year Program for Bachelor’s Degree in Biology

FRESHMAN YEAR: 31-33 UNITS
Fall Semester (16 units):
- ENGL 101 (3) or ENGL 201 (3)
- BIOL 121 (4)
- MATH 165 (4)
- CHEM 115A/116A (5)
- Electives (3-5)

Sophomore Year: 31-35 UNITS
Fall Semester (15-17 units):
- ENGL 102 (3) or BIOL 122 (4)
- MATH 233 (4)
- CHEM 333A (5)
- Electives (6-8)
- BIOL UDP core course (4)

JUNIOR YEAR: 28-34 UNITS
Fall Semester (14-17 units):
- Fall Semester (14-17 units):
- Complete Written English Proficiency Test after completing a total of 60 units

SOPHOMORE YEAR: 31-35 UNITS
Fall Semester (15-17 units):
- MATH 234 (3)
- CHEM 115B/116B (5)
- BIOL UDP core course (4)

BIOL UDP core courses (8) – 1–2 BIOL UDP core courses (8)
Electives (6-9)

Senior Year: 30-36 Units
Graduate work in Biology. By completing required and elective courses in the major and support courses in physical sciences.

Complete the biology B.S. requirements by completing required and elective courses in the major in support courses in physical sciences and mathematics.

Complete general education requirements to a total of 51 units, 9 of which must be upper division (48 for transfer students), including ethnic studies.

Complete total-unit requirements (48 per B.A. degree, minimum 124; for B.S. degree, minimum 132).

If a student is not eligible to take any of these courses in the first semester, that student must be enrolled in the recommended preparatory course(s) and complete these courses in the next semester. Students must also delay CHEM 115A/116A until satisfying GE math eligibility.

Electives should include one or more biology courses in the major.

Electives may include upper-division BIOL electives and physical science support as well as upper-division (300-499) GE courses. Beginning in the semester in which 60 units total is reached, each student is required to complete 9 units of upper-division GE. It is recommended that all biology majors enroll in Biology Colloquium (BIOL 390) from the first required course. It may be taken as many semesters as you wish, but only 2 units may be applied in the major.

If a second semester sophomore year, if BIOL 123 has been completed, otherwise in the junior year, students should begin taking courses in the U.D. BIOL core. Consult department advisors for choice of additional courses applicable in specific concentrations.

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

Bachelor of Arts in Biology

Lower-Division Core Requirements
An introduction to the uniting principles of biology, to all kingdoms of living organisms, to evolution, genetics and ecology, and to the cellular and molecular mechanisms underlying the fundamental processes of life. The intention of this course is to develop an awareness of the broad scope of modern biology.

MATH 165 Elementary Statistics (applies in GE) ... 4
CHEM 115A/116AB General Chemistry (applies in GE) ... 10
BIOL 121 Diversity, Structure and Function (applies in GE) ... 4
BIOL 122 Genetics, Evolution and Ecology ... 4
BIOL 123 Molecular and Cell Biology ... 4
Total units in lower-division core requirement: 26

Additional required natural sciences support courses ... 8-9
CHEM 335A Organic Chemistry ... 5
GEO 302 (intro Geology) or PHYS 2104/2094 (General Physics I/II) ... 3-4
Biological majors are expected to complete all of the lower-division core requirements before attaining junior standing (60 units). This maximizes flexibility in upper-division course selection by ensuring that all prerequisites will be completed.

BIOL 121, 122 and 123 should be completed before taking any upper-division course.

Upper-Division Core Requirements
Complete one course from each of the following groups (additional courses from each group may be used as electives or may be required for particular concentrations).

Organismal Biology (4 units minimum)
- BIOL 336 Plant Biology (4)
- BIOL 340 General Bacteriology (4)
- BIOL 341 Comparative Vertebrate Biology (4)
- BIOL 360 Vertebrate Biology (4)

Physiology (4 units minimum)
- BIOL 324 Animal Physiology (4)
- BIOL 326 Environmental Physiology (4)
- BIOL 344 Plant Physiology (4)
- BIOL 370 Vertebrate Evolutionary Morphology (4)

Molecular and Cell Biology (4 units minimum)
- BIOL 320 Molecular Genetics (4)
- BIOL 321 Molecular Microbiology (4)
- BIOL 325 Cell Biology (4)
- BIOL 383 Virology (4)
Ecology and Evolutionary Biology (4 units minimum)
BIOL 300 Ecology (4)  
BIOL 301 Evolution (4)  
BIOL 345 Biometry (4)  
BIOL 375 Behavioral Ecology (4)  

Major Electives
Upper-division biology courses selected in consultation with the student's advisor, with the restrictions and exceptions listed in the following paragraph.

All courses that are included in the biology major, except BIOL 390, 395, 496, and 499, must be taken under the traditional grading mode (A-, A, B+). In the co-graduating mode, a maximum of 8 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, 496, 498, and 499 may be included. In conjunction with a second major, minor in another department, or with advisor’s and department chair’s written approval, up to 4 units from the following list of courses may be included: ANTH 301, 302, 314, 318, 345, 347, 414, 447; BIOL 218, 220, 224, 304, 309, 311, 312, 314, 318, 332, 382; CHEM 340, 341, 441, 445, 446; ENSP 305, 315, 321, 323; GEOG 305, 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 132 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  
CHEM 335AB Organic Chemistry  
PHYS 210AB General Physics  
PHYS 20A or 20B General Physics Laboratory  
(Students with calculus may take PHYS 114A (4), PHYS 116 (4), and PHYS 214 (4) to meet the physics requirement)
Concentration specific courses (below) 3

Concentrations
From among courses selected to satisfy U.D. core requirements or electives, concentrations require specific courses as follows:
A. Aquatic Biology
BIOL 338 Aquatic Botany  
BIOL 340 General Botany  
BIOL 350 Invertebrate Biology  

B. Molecular and Cell Biology
BIOL 320 Molecular Genetics  
BIOL 325 Cell Biology  
Two of the following courses:  
BIOL 340 General Bacteriology  
BIOL 351 Molecular Microbiology  
BIOL 372 Developmental Biology  
BIOL 383 Virology  
BIOL 480 Immunology  
One of the following courses:  
CHEM 441 Biochemical Methods (3)  
BIOL 480 Immunology Laboratory (2)  
BIOL 544 Advanced Cell Biology (4)  
BIOL 585 Recombinant DNA Lab (4)  
Additional courses from U.D. core  
BIOL 496 Senior Research  
Upper-division biology electives* 2
* 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).

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:

Minor Core Requirements
At least three of the following courses:
BIOL 115 An Introduction to Biology  
BIOL 121 Diversity, Structure and Function  
BIOL 122 Genetics, Evolution and Ecology  
BIOL 123 Molecular and Cell Biology  
BIOL 218 General Microbiology  

Total units in minor core 11-12

Minor Electives
Choose additional upper-division biology courses to total a minimum of 20 units. A maximum of 3 units of BIOL 304, 309, 311, 312, 314, 318, 322, 390, and 496 may be applied to the minor. Students are urged to seek approval of their minor program by the department chair no later than their junior year.

Total units in minor electives 8-9

Total units in the minor 20

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

Secondary Education Teaching Credential Preparation in Life Science
Teaching biology as a subject requires a credential from the State of California, obtained by completing a Single Subject Credential Program (SSCP) or passing the Subject Matter Examination for Teachers (SMET) or the National Science Teachers Association (NSTA) exam. The appropriate credential is in science, with a biology emphasis. Biologists must demonstrate competence in the natural sciences and in biology by passing the SSCP validation exam before teaching, or during completion of their credential program (see the Teacher Education and Information Centers, Stevenson Hall, Room 301 for details). No specific degree or set of courses is required, but passage of the exams requires proficiency in life sciences, chemistry, physics, astronomy, geography, meteorology, and oceanography, and general issues in science, as well as advanced knowledge of biology. Both the B.A. and B.S. degrees in biology provide strong background for passing the exams and gaining entrance into a credential program provided that coursework in physical sciences not specifically required by the degree is completed. See the department chair for additional information.

Admission into the SSCP credential program also requires that students pass the CBEST exam and complete the following courses:
EDUC 141 School and Society (3)  
EDUC 143 Learning and Development in Adolescence (3)  
EDUC 144 Teaching/Learning in Special Populations (3)  
EDUC 394 School and Community (3)  
EDUC 398 Urban Education (3)  
EDUC 401 Education AND Learning (3)  
EDUC 402 Elementary Education (3)  
EDUC 403 Secondary Education (3)

Admission also requires completion of an approved, 40-80 hour field experience in middle school (20 hours) and high school classrooms (20 hours), as well as three letters of recommendation and an interview.

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 that pursue diverse research topics in the four major areas of biology: molecular and cell biology, physiology and functional morphology, ecology and evolutionary biology, and organizational biology. In addition to completing a thesis research project, all students are required to complete 3 of 4 of the committee-approved courses. Typically, students take two to three years to complete their graduate degree.

Admission to the Program
Five items must be received by the department before a prospective student can be admitted into the graduate program. The first three are submitted to the SSU Office of Admissions and Records:
1. A completed university application (obtain from Admissions and Records), 2. Two copies of all transcripts, and 3. A 1-page Statement of Purpose essay detailing the student’s background in biology, objectives for graduate school and career goals. The last two items are submitted to the department’s graduate coordinator.

Applications are reviewed for evidence that the prospective student is capable of performing research in a self-sufficient manner, with guidance from a faculty advisor and thesis committee members. As a general guideline, the department uses the following criteria to determine: 1) a bachelor’s degree equivalent in the biological sciences; 2) a GPA of 3.0 or better in the last 60 semester units; 3) a score at or above the 50th percentile on all sections of the Graduate Record Examination (GRE) and the Biology Subject Examination; 4) evidence in letters of recommendation of potential for independent, significant work in biology; 5) interests compatible with those of one or more members of the SSU biology faculty. Students are strongly encouraged to review the information on faculty members contained in the department brochure and to contact them prior to completing an application. Copies of this document may be obtained from the Biology Department office graduate coordinator, or the departmental web page.

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 consult with all lower-division core requirements before entering junior standing (60 units). This document reflects the lower-division core course selection by ensuring that essential prerequisites will have been completed.

100 General Biology (3-6) / Fall, Spring
The GE requirement in biology may be satisfied by passing exams such as the CLEP Examination in Biology. Credit toward the GE require-
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.

121 Diversity, Structure and Function (4)* / Fall, Spring
Lecture: 3 hours; laboratory 3 hours. First in a three-semester series required for biology majors. Introduces the extraordinary diversity of life and evolutionary relationships between groups of organisms, and compiles 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 a three-semester series required for biology majors. Introduction to the principles 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 the 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/115AB. Concurrent or prior enrollment in CHEM 335A recommended.

128 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/115AB or 115AB.

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 123.

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 123 and CHEM 115AB/115AB or 115AB.

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 123; for non-majors, BIOL 121 and 122 and consent of instructor. 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. Involves inquiry into the origin of life, microevolutionary processes, systematic, and large-scale evolutionary history. Prerequisite: BIOL 123.

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 Hawai'i. Satisfies GE, category C3. Prerequisite: BIOL 123.

308 Environmental Toxicology (3) / Fall
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 impact assessment; governmental regulations and procedures. Satisfies GE, category B3 (specific emphasis in Natural Sciences). Prerequisites: BIOL 115 or 123.

309 Biology of Cancer (3) / Fall or Spring
Lecture: 3 hours. Biology, chemical, genetic, developmental, and psycho-social aspects of cancer explored through the controversial 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 123.

311 Sexually Transmitted Diseases (3) / Fall or Spring
Lecture: 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/115AB or 115AB.

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 123.

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. Fire suppression and the use of prescribed fire are covered in detail. Prerequisite: BIOL 115 or 123.

* Laboratory fee may be charged; see current Schedule of Classes.
Vertebrate Evolutionary Morphology (4)*
Lecture, 3 hours; laboratory, 3 hours. Trends in the evolution of structure and function in the vertebrates. This course focuses on morphological adaptations and their role in the system level that have enabled vertebrates to diversify and succeed in a wide range of habitats and environments. Prerequisites: BIOL 123; four-term majors, BIOL 121 and 122 and consent of instructor.

Developmental Biology (4)*
Lecture, 3 hours; laboratory and clinical, 3 hours. Pathways of animal development. This course is designed to provide students with a comprehensive appreciation of the developmental process, presenting detailed descriptions of developmental mechanisms along with a conceptual framework for understanding how development occurs. Prerequisite: BIOL 123.

Behavioral Ecology (4)*/Spring
Lecture, 3 hours; laboratory and field, 3 hours. Examines how behavior of the animal influences the balance of the species. Explores such topics as foraging, altruism, breeding systems, sexual selection, reproductive competition, and aggression with emphasis on techniques for formulation and testing hypotheses. Prerequisites: BIOL 123; for non-majors, BIOL 121 and 122 and consent of instructor.

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 123 and one course in beginning chemistry.

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.

Contemporary Issues in Biology (3)
Lecture, 3 hours. Selected topics related to the quality of life and the search for priorities on the future. May be repeated with different topics. Satisfies GE, category B3. Prerequisite: BIOL 115 or 123.

Biology Colloquium (1)/Fall, Spring
Lecture, 1 hour. A seminar 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 more than 2 units are applicable to the biology major. CoN/C only.

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. CoN/C only. Prerequisite: approved petition to enroll and completion of biology minor core.

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.

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.

Herpetology (4)*/Spring, odd years
Lecture, 3 hours; laboratory and field, 3 hours. Classification, functions, and evolutionary morphology of amphibians and reptiles, and ecology of reptiles and amphibians. Includes at least one weekend field trip. Prerequisite: BIOL 360 or 370.

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.

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.

Immunology (4)*/Fall
Lecture, 3 hours; discussion 1 hour. The components elements of the immune response, antigens and antibodies; theories of antibody synthesis, cell-mediated reactions, hypersensitivity; immunogenetics. Prerequisites: one core course from each of the following U.D. core areas: Physiology, Molecular and Cell Biology.

Immunology Laboratory (2)*/Spring, even years
Lecture, 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.

Medical Microbiology (5)*/Fall, odd years
Lecture, 3 hours; laboratory, 6 hours. Bacterial infections 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 324.

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 diseases. Labs involve microscopical examination of prepared and live specimens. Prerequisite: BIOL 324 or BIOL 326.

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. Prerequisites: BIOL 324 or BIOL 326.

Library and Information Resources — Natural Sciences (2)
Techniques for finding library and information resources in the life sciences. Covers course 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.

Special Studies (1-4)*/Fall, Spring
Investigations into new and 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.

Senior Research for the B.S. Degree (3)*
Summer
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.

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.

Biological Practicum (1-4)*/Fall, Spring
Application of previously studied theory through supervised instructional work experience in biology. Intended for professional growth for undergraduate students. Qualified students are invited 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.

Internship in Biology (1-4)*/Fall, Spring
Work that provides training in the use of biological skills in the community. Requires written agreement by student, faculty sponsor, 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. CoN/C grading only.

Graduate Courses
5005 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.

501 Marine Ecology (4)*
Lecture, 2 hours; laboratory and field, 6 hours. An overview of current topics in marine marine ecological topics. Emphasis on integration of interactions between the physiological, population, and community levels. Extensive focus on field or laboratory research projects that emphasize experimental design, data analysis, and presentation of data. Prerequisites: BIOL 300 and either BIOL 338 or 350.

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.

Evolutionary Ecology (4)*/Spring, even years
Lecture, 3 hours; laboratory, 3 hours. Overview of the applications 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.

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.

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.

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, population dynamics, biological invasions, restoration ecology, and design and management of preserves. Prerequisite: BIOL 300.

Spectaculation (2)*/Spring, odd years
Lecture, 1 hour; discussion, 1 hour. Examination of the theoretical and empirical approaches to the study of animal vision and a detailed survey of specialization modes and mechanisms. Lectures provide a framework for student-led discussion of specific topics and case studies. Prerequisite: consent of instructor.

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.

Macroweometry (2)
Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. A topical and historical overview of the major macroevolutionary trends that have occurred during the history of life. Particular attention will be given to broad patterns of change over time at higher levels of structurally-organismic organization. Prerequisite: consent of instructor.

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

**Programs offered**
- Bachelor of Science in Business Administration
- Minor in Business Administration
- Master of Business Administration
- Additional Professional Business Programs

**Department Chair**
T. K. Clarke

**Undergraduate Academic Advisor**
Susan Miller

**MBA Advisor**
Sam Seward

**Faculty**

**Administrative Coordinator**
Shaila MacIntosh-Sims

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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 where 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 preprofessional courses, and core requirements, and then select concentrations based on individual interest and career plans. The fields of concentration include: accounting, business economics, finance, financial management, human resource management, international business, management, marketing, microbusiness 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 B1...................................... 1
  - Take MAT 133 or MAT 161 in GE category B4.................. 3
  - Take ECON 201 in GE category D5................................. 4
  - Non-general education prerequisite: ECON 201 B............. 4
  - Major requirements .................................................. 59
  - General electives .................................................... 14
  - Total units needed for graduation: ................................ 128

A minimum of 128 semester units is required to graduate with a Bachelor of Science degree in Business Administration. A total of 59 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. 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.

**B. Advising**

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

**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 or BUS 230A or any upper division business core class.

**Additional Information**

- BUS 219 End User Computer Tools for Business (3) or CS 101 Introduction to Computers and Computing (3)
Pre-Major Courses (units do not apply in the major)
Preparatory courses and lower division core courses 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 124: Introduction to Finite Mathematics (3) or MATH 161: Calculus (4)

Lower-Division Business Core (units count in major)
- BUS 211: Business Statistics (4)
- BUS 216: Introduction to Finite Mathematics (3) or MATH 161: Calculus (4)

E. Concentrations for Business Administration Major
Every business student must complete an area of concentration within the major. 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 concentration 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.

Concentration Advisors
- Accounting: Anderson, Honetii, Stann, Taylor
- Business Economics and Economic Department Chair
- Finance: Allen, Munich, Schickle
- Human Resource Management: Dome, Glinsky
- Information Business: Balgoff, Getling
- Management: Johnson, Liddell
- Marketing: Clark, Novak, Pustad
- Wine Business Strategies: Clark, Glinsky

Special: McGough, Seward

Accounting Concentration:
- BUS 230 Introduction to Accounting (4)
- BUS 350 Intermediate Accounting (4)
- BUS 407 Advanced Accounting (4)
- BUS 411 Special Topics (as relevant to 1-3)
- BUS 457 Financial Management of Wine Business (3)
- BUS 458 Financial Management of Business (3)
- BUS 459 Management of Finance (3)
- BUS 470 Managerial Finance (3)
- BUS 471 Financial Planning Strategy (3)
- BUS 472 Investments (4)

Financial Management Concentration:
- BUS 330 Managerial Finance (3)
- BUS 430 International Finance (3)
- BUS 440 Corporate Finance (3)
- BUS 450 Financial Management of Wine Business (3)

Risk Management Concentration:
- BUS 232 Introduction to Risk Management (4)
- BUS 360 Actuarial Science (3)
- BUS 370 Risk Management (4)
- BUS 411 Special Topics (as relevant to 1-3)

Human Resource Management Concentration:
- BUS 301 Human Resource Management (3)
- BUS 350 Human Resource Management (3)
- BUS 430 Human Resource Management (3)
- BUS 440 Human Resource Management (3)
- BUS 450 Human Resource Management (3)

E. International Business Concentration:
- BUS 340 International Business (3)
- BUS 430 International Business (3)
- BUS 440 International Business (3)
- BUS 450 International Business (3)

F. Management Concentration:
- BUS 350 Management (3)
- BUS 430 Management (3)
- BUS 440 Management (3)
- BUS 450 Management (3)
- BUS 460 Management (3)

G. Marketing Concentration:
- BUS 350 Marketing (3)
- BUS 430 Marketing (3)
- BUS 440 Marketing (3)
- BUS 450 Marketing (3)
- BUS 460 Marketing (3)
- BUS 470 Marketing (3)

H. Marketing Management Concentration:
- BUS 350 Marketing Management (3)
- BUS 430 Marketing Management (3)
- BUS 440 Marketing Management (3)
- BUS 450 Marketing Management (3)
- BUS 460 Marketing Management (3)

I. Professional Sales Concentration:
- BUS 350 Professional Sales (3)
- BUS 430 Professional Sales (3)
- BUS 440 Professional Sales (3)
- BUS 450 Professional Sales (3)
- BUS 460 Professional Sales (3)
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, must be selected to obtain the 20 unit minimum. At least 12 units of upper division coursework must be completed at Sonoma State University.

- BUS 220A Accounting (or equivalent, 3 unit minimum)
- BUS 230B Accounting (or equivalent, 3 unit minimum)
- BUS 370 Finance
- BUS 360 Marketing
- BUS 370 Finance Transfer courses must have an equivalent course offered in our catalog.
- BUS 200, 211, 219, 270, 292, 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 public and private 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 nature and function of organizations and the cultural, social, international, economic, and legal environment in which organizations operate; an understanding of the principles of accounting, organization, management, 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 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 prerequisites and core requirements, 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 set 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 agency or have completed academic prerequisites approved 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 are not a minimum of three years of age 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 GMAT score of 500-550 for admission to the General 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 550, the total formula score would be 1140.

Example Computation: 200(3.20) + 550 = 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 completion of undergraduate education.

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 to 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. director.
- 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. director.

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 the written permission of the M.B.A. director.
- For M.B.A. core and 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 the written permission of the M.B.A. director.

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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 (16-18 semester units)
- M.B.A. elective courses (12-14 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 are 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. director.

M.B.A. Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 501</td>
<td>Principles of Accounting (3) or BUS 230A and 230B</td>
</tr>
<tr>
<td>BUS 504</td>
<td>Human Resource Management and Organization (3)</td>
</tr>
<tr>
<td>BUS 510</td>
<td>Marketing Analysis (3) or BUS 560</td>
</tr>
<tr>
<td>BUS 507</td>
<td>Foundations of Financial Management (3) or BUS 370</td>
</tr>
<tr>
<td>BUS 508</td>
<td>Quantitative Business Analysis (4) or MATH 131, BUS 211 and BUS 219</td>
</tr>
<tr>
<td>ECON 501</td>
<td>Economics of Markets and Industries (3) or ECON 202A and 202B</td>
</tr>
</tbody>
</table>

Foundation courses may be waived for competencies demonstrated by the undergraduate courses or their equivalent (listed above or by examination). A student needing permission from the foundation courses will be admitted as a Conditionally Classified Student.

M.B.A. Core Courses (16-18 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 Strategic 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)
As an M.B.A. student must complete 12 to 14 units of elective courses to graduate. Students may include up to 6 semester units of approved undergraduate courses. The complete and comprehensive graduate course list is available through the M.B.A. director.

M. B. A. Program Special Requirements

Analytical Writing Requirement
All candidates entering the M.B.A. program who do not score at least 4.00 on the analytical writing portion of the GMAT must pass the CSU Written English Proficiency Test (WEPST) either during their first semester or before completing the foundation courses.

V. Business Administration Courses (BUS)

200 The Environment of Modern Business (3)

209W Introduction to Wine Business Strategies (2)

250 Legal Environment of Business (4)

260W Wine Industry Accounting and Tax (4)

270 Personal Financial Planning (3)

280W Principles of Accounting (3) or Foundations of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: computer competency. BUS 202 is an alternative.

290W Principles of Accounting (3) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: computer competency. BUS 202 is an alternative.

319 Introduction to Management Information Systems (4)

330A Intermediate Accounting (4) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: BUS 202.

332 Introduction to the Accounting Cycle (1) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: BUS 202.

342W Accounting Information Systems (3)

350W Principles of Accounting (3) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: BUS 202.

351W Principles of Accounting (3) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: computer competency. BUS 202 is an alternative.

390W Principles of Accounting (3) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: computer competency. BUS 202 is an alternative.

Simulation exercises are also examined. Prerequisites: computer competency and BUS 211.

390W Principles of Accounting (3) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: BUS 202.

390W Principles of Accounting (3) or Foundation of accounting designed to provide a basic understanding of the theory and practice of accounting, with emphasis on major principles, concepts, and controls in relation to external reporting. Prerequisite: BUS 202.
367 Consumer Behavior (4) / Fall, Spring
Theoretical and practical aspects of factors that influence the consumer's decision-making processes, including learning, perception, information search and information processing, personality, lifestyle, motivation, and attitudes. Prerequisite: BUS 360.

368 International Marketing (3) / Fall, Spring
Examination of 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) / Fall, Spring
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) / Fall
Study of the structure and functions of the financial system in the U.S. economic topics include the role of financial institutions, and the 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 advisering 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 inter- and intercollegiate commitment skills needed for academic advising. Co-requisite: BUS 350.

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

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

394 International Business Strategy (4) / Spring
This course will focus on understanding the political, economic, sociocultural, and environmental factors affecting the development of options and strategies. Students will be required to complete a project on the international interests of host nations. Topics include the multinational corporation, exporting, importing, socio-economic development, international marketing, and the role of the consumer in the developing world.

417 Management of Services (3)
The study of effective techniques and strategies applicable to the successful management of service-oriented organizations. The course provides the student with valuable perspectives by contrasting different types of major service businesses. Students are expected to be able to apply basic management skills to solve service management problems.

420 Business Data Communications (3)
A lecture, laboratory, and seminar course on the use of local and wide-area data communications in business enterprises. Topics include LAN, WAN, EDI, wide-band multimedia, distributed systems, and evolving system architectures and their impact on business organizations.

422 Business Data Models (3)
Lecture, laboratory, 2 hours. A course in designing relational databases. The entity-relationship model is used to develop the conceptual data structure from which a normalized set of tables is extracted and implemented.

422W Business Data Models (3)
Lecture, laboratory, 2 hours. A course in designing relational databases in the wine industry.

426 Business Law (3) / Fall, Spring
A study of areas of law of particular importance to business, including contracts, sales, negotiable instruments, secured transactions, agency, partnerships, and corporations. Prerequisite: BUS 225.

430 Advanced Accounting (4) / Fall, Spring
Advanced accounting and management accounting concepts. Topics include consolidation, business combinations, audit accounting, partnerships, foreign exchange, and other current issues. Prerequisites: BUS 330A and 330B, or permission of instructor.

433A Individual Taxation (4) / Fall, Spring
Analysis of the Internal Revenue Code pertaining to individual and corporate income taxes. Topics include determination of taxable income, deductions and exemptions, accounting records, returns, computation of taxes and tax planning. Subject matter to reflect the most recent tax law changes. Prerequisites: BUS 230A and 230B.

433B Corporation and Estate Taxation (4) / Fall, Spring
Concepts and principles of federal taxation as they apply to business enterprise and fiduciaries, such as estates and trusts. Prerequisite: BUS 423A.

434A Auditing (3)
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 and extent of audit procedures, relevant evidence, professional ethics and legal liability, the standards of reporting financial information, and statistical sampling applications. Prerequisites: BUS 330A and 330B.

435 Cost Accounting (3) / Fall, Spring
Introduces applications for the accountant's role in the decision-making process. Topics include cost accumulation margin analysis, job-order and process costing, variable and absorption costing, transfer pricing, profit planning, cost centers, cost volume, profit relationships, inventory control, and other current issues. Prerequisites: BUS 330A.

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

442 Training and Development (3) / Spring
Thread through the 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 programs, presentation skills, and evaluation methods. Prerequisite: BUS 340.

445 Government Regulation and Human Resources (3) / Fall, Spring
An examination of current legislation and executive orders affecting the human resource function. Laws, orders, guidelines, and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the roles of societal problems, laws, agencies, guidelines, the courts, and management responses. Prerequisites: BUS 340 and 350.

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

451 Entrepreneurship/Small Business Management (3) / Fall, Spring
An examination of current legislation and executive orders affecting the human resource function. Laws, orders, guidelines, and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the roles of societal problems, laws, agencies, guidelines, the courts, and management responses. Prerequisites: BUS 340 and 350.

452 Leadership (3)
The focus of this course is comprehensive review of the writings and theories of leadership. Students will evaluate leadership traits and behavior, the effects of reciprocal influence, transformational leader-
453 Small Business Analysis (4) / Spring
This course focuses on decision making in functional areas of marketing, production and finance. Students, working in teams with faculty and professional supervisions, learn to solve business problems and formulate plans for 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 the development, strategies and techniques. The first half of the course will focus on the mediation process and the basic problem solving skills that are a component of third party mediation. The second half of the course will emphasize the roles of voluntary arbitration and the means to implement the process. Prerequisite: BUS 340 or consent of chair.

458 Seminar in Systems Management (4) / Spring
Scholarly and practical study of the structure and management of organizations within the framework of systems theory. Field methods in the analysis of organizations as systems. Research and current practice in the design and application of systems to organizational problems. Prerequisites: BUS 360 or consent of instructor. Students must complete a systems study of an actual organization. Prerequisite: BUS 359 or graduate standing.

461 Promotion Management (3) / Fall
Examines the planning, execution, measurement and evaluation of the organization’s external communications with its environment. Analyzes the four promotion tools: advertising, personal selling, sales promotion, and public relations. Prerequisite: BUS 357.

463 Marketing Research (4) / Fall, Spring
The theory and applications 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, data analysis, and interpretation of data, and reporting of research findings. Prerequisites: BUS 211 (or ECON 317) and BUS 360 and BUS 367.

465 Sales Management and Personal Selling (3) / Spring
Examines theory and practice in the principles and art of selling. Studies planning, organizing, leading, evaluating, and controlling of sales force activities. Prerequisite: BUS 360 and BUS 367.

465W Wine Marketing (3)
An in-depth study of the wine industry from the perspective of the California wine industry. The course emphasizes wine marketing planning, including an analysis of wine consumer segments. The wine industry’s economic, legal, social, and competitive environment, industry trends, major problems and opportunities, and strategic alternatives as related to wine varieties and brands, pricing, promotion, and distribution. Prerequisite: BUS 160.

466 Organizational Communication (3) / Fall, Spring
Theories of communication and skills and techniques are applied to management situations. Students will study the impact of organizational environments on the practice of communication theory and the development of strategies for effectively relaying messages.

476 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.

476W Marketing Management (4) / Fall, Spring
Advanced study of marketing management, strategy, and decision making through the use of marketing case material. Requires the integration of marketing concepts and theories from previous marketing coursework. Prerequisites: BUS 360 and 367.

470 Managerial Finance (3) / Fall, Spring
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) / Fall
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 370.

472 Investments (4) / Fall, Spring
A study of the economics of securities: valuation, sources, selection strategies, and theory of portfolio management. Stocks, bonds, options, and futures markets will be included. A major term project is required. Prerequisite: BUS 370.

473 Investments for Financial Management (2)
This course covers the financial management of major capital investments. Major topics include: strategic decision making and capital budgeting, the capital structure decision, the nature of financial management, and the valuation of investment opportunities. Emphasis will be placed on the development of the financial management of the future. 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 computer models required for the evaluation of alternative financial strategies. Prerequisite: BUS 370.

475W Financial Management of Wine Business (3) / Fall
This course applies contemporary financial concepts and analytical methods to the evaluation of alternative financial strategies and opportunities available to firms in the wine business. The focus will be on the major financial decisions facing the wine business. This includes cost and revenue forecasting and control, managing and financing inventory investment, investments in machinery and equipment, the evaluation of acquisition opportunities, and long-term financial planning. Prerequisite: BUS 370.

491 Seminar in Management Strategy and Policy (4) / Fall, Spring
Seminar covering current issues in managerial strategy and corporate policy. Topics include strategy theory and practice, marketing, finance, human resources, production/operations, information systems, entrepreneurship, accounting, economics, and international management. Prerequisite: BUS 360 and consent of 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) / Fall, Spring
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 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.

495 Special Studies (1-3) / Fall, Spring, Summer
Student-designed and instructor-guided projects, to be arranged individually with instructors. 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 (1-3) / Fall, Spring, Summer
Field experience in management and administration. For upper-division students in fields of their career or academic interest. Minimum of three months required. Three units maximum are applicable to the business administration major. GPA of 2.0 required in major plus two courses in the field of concentration. Co/CR only. Prerequisite: prior arrangement with internship coordinator.

Graduate Courses
Courses numbered between 501 and 508 are prerequisite courses to the M.B.A. and are to be accepted with the consent of the M.B.A. coordinator. Prerequisites to be determined by the instructor.

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 ethical conduct in relation to external and internal reporting. Prerequisite: computer competency and a bachelor’s degree.

504 Human Resources Management and Organizational Behavior
Topics from HRM will include equal employment opportunity/affirmative action, staffing, performance evaluation, job design, compensation, personnel management, leadership, organizational 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, positioning, 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 business firm. Prerequisite: BUS 350.

508 Quantitative Business Analysis (3)
Statistical data analysis with emphasis on problems from manufacturing and service operations and their solution using a PC. A review of mathematical and algebraic concepts, spreadsheet analysis and data base 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 Development (3)
An examination of the business environment with reference to management, design, change, and organizational behavior. Prerequisite: BUS 504 or equivalent.

555 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 frameworks and models that help to understand and develop leadership. Specific topics include: use of power, authority and persuasion, characteristics of effective leaders, comparison of alternative leadership, and organizational behavior. 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 securities analysis, financial intermediaries, 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
Directed study of their thesis or master’s project that has been approved for their graduate program. The course cannot be applied toward the minimum number of units needed for completion of the master’s degree. Prerequisite: permission of the graduate coordinator. Co/CR only.
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, 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 16-20 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 on 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 (through 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)
4. Nine units within a single traditional discipline.

Total units required for a B.A. in: Special Major in California Cultural Studies

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>51</td>
</tr>
<tr>
<td>California cultural studies major</td>
<td>42-47</td>
</tr>
<tr>
<td>General electives</td>
<td>27-31</td>
</tr>
<tr>
<td>Total units needed for graduation</td>
<td>124</td>
</tr>
</tbody>
</table>

Major Core Requirements

| ITDS 300 | Faculty Forum | 1 |
| ITDS 280 | Introduction to Studies in California Culture | 3 |
| ANTH 344 | Material Cultural Studies | 3 |
| ITDS 444 | Theory, Methods and Research | 3 |
| ITDS 499 | Senior Seminar Project | 3 |
| GEOG 390 | California Geography | 2 |
PHIL 390 Philosophy and California Culture ........................ 3
POLS 320 State, City and County Government ....................... 4

IV. Natural History and Geography Concentration

ANTH 347 Ethnobotany ............................................. 1
BIOL 341 Field Biology ........................................... 1
GEOL 111 Field Geology of Yosemite National Park .............. 1
GEOL 120 Regional Field Geology: Death Valley ................. 3
GEOL 311 Geography of Wine ................................... 4
GEOL 314 Field Experience: Northern California ............... 4
GEOL 314B Field Geology of Sonoma County Wine ............... 4
GEOL 318 Field Experience: Inga California, Mexico ........... 4
*GEOL 311 Field Geology of Yosemite National Park must be taken in prior to or in conjunction with GEOL 102 Our Dynamic Earth.

Total units in the areas of concentration ......................... 16-20
Total units in the major .................................. 42-47

Minor

Each California cultural studies minor consists of five core courses and two concentration courses for a total of 21-22 units

Minor Core Requirements

ITDS 280 Introduction to Studies in California Culture ......... 3
GEOS 390 California Geography ................................ 2
HIST 472 California History to 1913 ............................... 4
Choose one of the following:
AMCS 331 Ethnicity and History in California ................. 3
AMCS 377 Asian American .................................. 3
ANTH 361 Indians in California ................................ 4
CALS 338 Ethnic Minorities and Social Policy in California .. 3
NAMS 412 Native California History and Culture ............... 3

Choose one of the following:
AMCS 360 Ethnic Literature: California emphasis ............ 3
ANTH 490 California Arts and Art ................................ 3
ENGL 315 Modern California Literature ......................... 3
ENGL 480 Studies in California Literature ...................... 3
ENGL 485 California Writers ................................... 3
MUS 255 California Music ...................................... 3

Total units in the minor core ................................ 15

Minor Concentration

Select any two courses from one area of concentration:

Total units in area of concentration .............................. 6-7
Total units in the minor .................................... 21-22

Independent Study 495

Up to 4 units of independent study can be used in any area of concentration. Course must be approved by the CCS coordinator and the advisor.

Supporting Discipline-Specific Courses

All California cultural studies majors are strongly encouraged to minor in a traditional discipline. Students must consult with a CCS adviser about the appropriateness of the chosen discipline.
Programs offered
Career Minor in Arts Management
Career Minor in Health Systems Organizations
Career Minor in Teaching English as a Second Language

Career Minor in Health Systems Organizations
The health systems organization 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 broad understanding of: 1) health systems as social institutions within society, including health-related fields; 2) cultural diversity 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 in the conjunction with the faculty advisor to prepare the student for specific career objectives. The health systems organization career minor complements a number of career majors, such as business administration, nursing, psychology, sociology, medical, 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 Fisher, gerontology program
Stevenson Hall 3073
707 664-2411x2586

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 programs advisor
- ArtHl 312 Principles of Arts Management
- ArtHl 494 Gallery and Museum Methods
- ArtHl 499 Internship

Total units in the minor core: 21

Students interested in pursuing the above program of study must consult with the advisor for the Teaching English as a Second Language program.

Career Minor in Teaching English as a Second Language
This career minor in applied linguistics has a specific focus: the application of sociolinguistic principles and methods to the teaching of American English as a second/foreign language. The course of study, specifically designed to enhance post-baccalaureate credentials in English, foreign languages, and liberal studies, also functions as a practical complement to other curricula in the humanities and social sciences. The program is also appropriate for persons with preliminary credentials.

Program Advisor
Richard J. Singhous, Anthropology / Linguistics Department
Stevenson Hall 2054
707 664-2419/2507

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 401</td>
<td>Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>LING 402</td>
<td>Grammatical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>LING 405</td>
<td>Phonology and Pronunciation</td>
<td>1</td>
</tr>
<tr>
<td>LING 410</td>
<td>English Grammar and ESL</td>
<td>3</td>
</tr>
<tr>
<td>LING 411</td>
<td>Interacting with Text in ESL</td>
<td>3</td>
</tr>
<tr>
<td>LING 432</td>
<td>Language in Sociopolitical Context</td>
<td>3</td>
</tr>
<tr>
<td>LING 433</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>LING 441</td>
<td>Linguistics and Second Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LING 442</td>
<td>Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>LING 490</td>
<td>Language and Content</td>
<td>3</td>
</tr>
<tr>
<td>LING 491</td>
<td>Evaluation and Testing</td>
<td>3</td>
</tr>
<tr>
<td>LING 499</td>
<td>Internship in Applied Linguistics</td>
<td>1</td>
</tr>
</tbody>
</table>

Total units in the minor core: 24

Elector ic

Stud nets pursuing the above program of study must consult with the advisor for the Teaching English as a Second Language program.

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 opportunity for employment in health care and related fields. 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 coursework, training, and work experience in the politics, policy, 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 S. Yeomans, Women's and Gender Studies
Rachel Carson Hall 32, 707 664-2708/2840

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 280</td>
<td>Women's Bodies: Health and Image</td>
<td>3</td>
</tr>
<tr>
<td>NURS 480</td>
<td>Sexuality, Health, and Society</td>
<td>3</td>
</tr>
<tr>
<td>WGS 350</td>
<td>Gender, Sexuality, and Family</td>
<td>3</td>
</tr>
<tr>
<td>WGS 499</td>
<td>Internship in Women's Health Setting</td>
<td>1</td>
</tr>
</tbody>
</table>

Total units in the minor: 20

Suggested Electives

AMCS 432 | Health and Culture | 3 |
GEOG 396 | Medical Geography | 3 |
NURS 401 | Community Health Practice | 3 |
NURS 403 | Health Care Delivery | 3 |
PHIL 355 | Ethics of Health Care | 3 |
PSY 404 | Psychological Services | 3 |
PSY 408 | Transitions in Adult Development | 3 |
PSY 454 | Biological Foundations of Psychology | 4 |
SOCI 452 | Health Care and Illness (coordinated as GERN 452) | 4 |
SOCI 497 | Women and Aging (coordinated as GERN 400) | 4 |
WGS 301 | Women's Health Lecture Series | 1-2 |
WGS 499 | Special Studies | 1-4 |
NURS 495 | Special Studies—Women's Health | 1-4 |

Total units in electives: 10-11

Total units required in the minor: 20
The chemistry department offers a flexible academic program designed to familiarize students with the concepts of the atomic and molecular worlds. Students may choose a course pattern of chemistry upper-division electives for the B.A. or B.S. degree that emphasizes the areas of analytical, organic, inorganic, or physical chemistry, biochemistry, environmental science, pre-health professional preparation, or pre-engineering. 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; 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.

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

The chemistry department participates in the Sonoma State University CLEP credit-by-examination program. For more information on CLEP course equivalents in chemistry, please see pages 17 and 18.

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 Chemical Society.

This program is being revised. Please see the current approved curriculum on the SSU official catalog web page www.sonoma.edu/pubs/catalog/.

Degree Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>General education</th>
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<tr>
<td>Major requirements</td>
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<tr>
<td>Supporting courses</td>
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<tr>
<td>General electives</td>
<td>14</td>
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<tr>
<td>Total units needed for graduation</td>
<td>124</td>
<td></td>
</tr>
</tbody>
</table>

Major Core Requirements

<table>
<thead>
<tr>
<th>CHEM 115AB, 116AB General Chemistry (10 units, 5 in the major, 5 in general education)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 255 Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 316 or 376 Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 325 Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 335A Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 335B Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 336 Organic Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 430 445 or 446 Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 375A or 376A Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 478 Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 401 Chemical Syntheses and Characterization I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 402 Chemical Syntheses and Characterization II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 497 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total units in the major core</td>
<td>40</td>
</tr>
</tbody>
</table>

Supporting Courses (Required)

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 161 Calculus I (4)</td>
<td></td>
</tr>
<tr>
<td>MATH 211 Calculus II (4)</td>
<td></td>
</tr>
<tr>
<td>MATH 261 Calculus III (4)</td>
<td></td>
</tr>
<tr>
<td>(12 units: 9 units in the major, 3 units in general education)</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 114 Introduction to Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116 Introduction to Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 214 Introduction to Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 216 Introduction to Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Total units in supporting courses</td>
<td>19</td>
</tr>
<tr>
<td>Total units in the major</td>
<td>59</td>
</tr>
</tbody>
</table>

Sample Four-Year Program for Bachelor of Science in Chemistry

Freshman Year 30-32 units

<table>
<thead>
<tr>
<th>Fall Semester (15 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115A</td>
<td></td>
</tr>
<tr>
<td>CHEM 116A (1)</td>
<td></td>
</tr>
<tr>
<td>MATH 107 or 161 (4)</td>
<td></td>
</tr>
<tr>
<td>GE 3</td>
<td></td>
</tr>
<tr>
<td>GE 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (15 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115B (4)</td>
<td></td>
</tr>
<tr>
<td>CHEM 116B (4)</td>
<td></td>
</tr>
<tr>
<td>MATH 161 or 211 (4)</td>
<td></td>
</tr>
<tr>
<td>PHYS 114 or 116 (4)</td>
<td></td>
</tr>
<tr>
<td>GE 3</td>
<td></td>
</tr>
</tbody>
</table>

Sophomore Year: 32-34 units

<table>
<thead>
<tr>
<th>Fall Semester (16-16 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 255 (4)</td>
<td></td>
</tr>
<tr>
<td>CHEM 335A (5) or GE (3)</td>
<td></td>
</tr>
<tr>
<td>MATH 211 (4) or 261 (4)</td>
<td></td>
</tr>
<tr>
<td>PHYS 214 or 216 (4)</td>
<td></td>
</tr>
<tr>
<td>or PHYS 114 (4) or 116 (4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (17-15 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 335A (5) or CHEM 335B (5) or GE (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM 336 (4)</td>
<td></td>
</tr>
<tr>
<td>MATH 261 or 216 (4) or CHEM 335 (3)</td>
<td></td>
</tr>
<tr>
<td>PHYS 214 (4) or 216 (4)</td>
<td></td>
</tr>
<tr>
<td>or PHYS 314 or 316 (4) or GE (3)</td>
<td></td>
</tr>
</tbody>
</table>

Junior Year: 29-28 units

<table>
<thead>
<tr>
<th>Fall Semester (15-14 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 375A or 310A (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM 335B, CHEM 336 (2)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3) or Elective (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (14 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 375B or 310B (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM 316 or 376 (2)</td>
<td></td>
</tr>
<tr>
<td>CHEM 325 (3)</td>
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</tr>
<tr>
<td>Total units: 124</td>
<td></td>
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</tbody>
</table>

Senior Year: 28-34 units

<table>
<thead>
<tr>
<th>Fall Semester (15-18 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 401 (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM 465* (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3) or Elective (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring (13-16 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 402 (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM 464 or 340 (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM 497 (1)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3) or Elective (3)</td>
<td></td>
</tr>
</tbody>
</table>

Total units: 124

Bachelor of Arts in Chemistry

The B.A. degree allows broad preparation for chemists, 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.

This program is being revised. Please see the current approved curriculum on the SSU official catalog web page http://www.sonoma.edu/pubs/catalog/.

Degree Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>General education</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major requirements</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Supporting courses</td>
<td>11-13</td>
<td></td>
</tr>
<tr>
<td>General electives</td>
<td>27-29</td>
<td></td>
</tr>
<tr>
<td>Total units needed for graduation</td>
<td>124</td>
<td></td>
</tr>
</tbody>
</table>

Major Core Requirements

<table>
<thead>
<tr>
<th>CHEM 115AB, 116AB General Chemistry (10 units, 5 in the major, 5 in general education)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 255 Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 330B Fundamentals of Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 335B Fundamentals of Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 325 Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 335A Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 335B Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 335C Organic Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 340 445 or 446 Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 375A or 310A Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 375B or 310B Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 401 Chemical Syntheses and Characterization I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 402 Chemical Syntheses and Characterization II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 497 Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total units in the major core: 222

Major Electives

In consultation with an advisor, choose an additional unit from upper-division chemistry electives.

Total units in major electives: 1

Supporting Courses

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 161 Calculus I (4)</td>
<td></td>
</tr>
<tr>
<td>MATH 211-2 Calculus II (5)</td>
<td></td>
</tr>
<tr>
<td>(3 units in general education, 3 units in major)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 114 Introduction to Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 214 Introduction to Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 216 Introduction to Physics III</td>
<td>4</td>
</tr>
<tr>
<td>Total units in supporting courses</td>
<td>11-13</td>
</tr>
<tr>
<td>Total units in the major</td>
<td>44-46</td>
</tr>
</tbody>
</table>

Chemistry / 99
Environmental Toxicology Advisory Plan

105AB. Elements of General, Organic and Biochemistry (4, 4) / A, Fall; 8, 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 prerequisite for any chemistry courses below GE, category B1 (Physical Sciences) and GE laboratory requirement.

115AB. General Chemistry (4, 4)

Both 115A and 115B offered Fall, Spring

Lecture, 3 hours; laboratory, 3 hours. General principles of chemistry selected from the areas of biochemistry, analytical, inorganic, organic, and physical chemistry. This course is designed for science majors and students taking pre-professional curricula. Satisfies the GE, category B1 (Physical Sciences). Prerequisites: high school chemistry and placement into GE Math, or consent of instructor. Corequisite: CHEM 115AB.

116A. General Chemistry Recitation (1-1)

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

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

May be repeated.

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 122.

310AB. Fundamentals of Physical Chemistry (3, 3)

Lecture, 4 hours. Development and applications of the concepts of thermodynamics, equilibrium, kinetics, quantum mechanics, and spectroscopy to chemical systems. Prerequisites: CHEM 255; MATH 211B; 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 troubleshooting, waveform generation; noise, logic gates and Boolean algebra; number systems and codes; digital circuit diagrams; applications of circuit simulation programs. Crosslisted with PHYS 313. Prerequisite: 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 313L. Crosslisted 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

Lecture, 1 hour; laboratory, 3 hours. Physical chemistry measurements, with an emphasis on error analysis, instrumental techniques, report writing and data presentation. Prerequisites: CHEM 310A; concurrent enrollment in CHEM 310B.

325. Inorganic Chemistry (3) / Spring

Lecture, 3 hours. Periodic relationships and reactions, ionic and el-

eminent cation 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, 2 hours; laboratory, 3 hours. Basic course in the general types of quantum mechanics, fundamental physical principles and techniques of organic chemistry, emphasizing synthetic organic chemistry, modern instrumental methods, and qualitative organic analysis. Designed to complement CHEM 335B. Prerequisite: CHEM 335A.

335B. Organic Chemistry Laboratory (2) / Fall, Spring

Laboratory, 3 hours; laboratory, 3 hours. Fundamental techniques of organic chemistry, emphasizing synthetic organic chemistry, modern instrumental methods, and qualitative organic analysis. Designed to complement CHEM 335A. 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 instrumentation and applications of instruments. This course fulfills the analytical requirement for the medical technology curriculum. It is not comparable to the major chemistry or minor requirement. 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 related to chemical structure, chemical equilibrium and chemical reactions. Prerequisites: CHEM 255; PHYS 210A and 216; concurrent enrollment in MATH 261 or consent of instructor. PHYS 314 and 316 strongly recommended.

376. Physical Chemistry Laboratory (2) / Spring

Laboratory, 6 hours. Physical chemical measurements, with an emphasis on error analysis and data presentation and computer manipulation. Prerequisites: CHEM 255; PHYS 214 and 216; previous or concurrent enrollment in MATH 261 or consent of instructor; and concurrent enrollment in PHYS 314 and 316.

397. Chemistry Practicum (1-6) / Fall, Spring

Supervised chemistry work experiences that involve practical applications of previously studied theory. Intended for professional growth and/or collection of data for future professional or scientific interpretation. Not applicable toward the chemistry major or minor. May be repeated for a total of 6 units. Two hours of work per week for each unit of credit. Cr/No Cr only. Prerequisite: junior standing or consent of instructor.

401. Chemical Syntheses and Characterizations (3)

Lecture, 2 hours; laboratory, 6 hours. Syntheses and purifications of selected organic, inorganic, and organometallic compounds and their characterizations through analyses, kinetics, thermodynamics, spectroscopy, and structure determination. Prerequisites: CHEM 316 or CHEM 376, CHEM 325, CHEM 336, or consent of instructor.

100 / University Curricula - Chemistry

Chemistry / 101
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

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.

102 / University Curricula • Chemistry
The Chicano and Latino studies major uses an interdisciplinary approach to examine the historical, political, social, educational, economic, and cultural developments that affect Chicano and other Latino communities in the United States. Further, the major allows students to analyze mainstream 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 preparation waiver programs in liberal studies and in social science leading to entrance into Multiple Subjects and Single Subject Teaching Credential programs, respectively.

In order to broaden their career opportunities, students are encouraged to 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

Degree Requirements units
General education 51
Major core requirements 20
Area of concentration 20
General electives or supporting courses 33
Total units needed for graduation 124

Major Core Requirements
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 480 Chicano/Latino Studies Seminar (4) 4

Choose 6 units from the following courses:
CALS 219 Chicano/Latino Identity and Heritage (3)*
CALS 220 Chicano/Latino Arts and Literature (3)*
CALS 339 Chicano/Latinos in U.S. Society (3)
CALS 340 Hispanic 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 458 Hispanics and Computers: Issues and Applications (2)
CALS 479 Chicano/Latino Art History (3-4)
CALS 490 Hispanic Children’s Literature (3-4)

Total units in the major core ........................................ 20

* These courses are designed for lower division, non-major students.

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.

Total units in the major ........................................ 40
Sample Four-Year Program for CALS/Liberals Studies Majors*

**Freshman Year: 30 units**

**Fall Semester (15 units)**
- ENGL 102 (A2) (3)
- BIO 115 (B2) (3)
- MATH 100 (B4) (3)
- CALS 219 or ANTH 203 (D1) (3)
- PHIL 101 (A3) (3)
- Earth Science GE (B1) (3)

**Spring Semester (15 units)**
- Elective (Spanish, if needed) (3)
- Elective (Spanish, if needed) (3)

**Sophomore Year: 32 units**

**Fall Semester (16 units)**
- ENGL 211 (C3) (3)
- ENGL 211 (D) (3)
- PHYS 101 (D3S) (4)
- POLS 200 (D4) (3)
- CALS or Area of Concentration (Elective) (3)
- Elective (Spanish) (3)

**Spring Semester (16 units)**
- PHI 201 (C3) (3)
- PHYS 211 (C3) (3)
- GEOG 201 (D5) (3)
- Elective (Spanish) (3)
- Elective (Spanish) (3)

**Junior Year: 31 units**

**Fall Semester (16 units)**
- HUMS 200 (A1) (3)
- ENGL 211 (A3) (3)
- ENGL 211 (C3) (3)
- PHYS 211 (C3) (3)
- POLS 200 (D4) (3)
- CALS or Area of Concentration (Elective) (3)
- HIST 211 (D3) (3)

**Spring Semester (15 units)**
- CALS 310 (1) (4)
- CALS 374 or 490 (3-4)
- CALS 405 (4)
- CALS 451 (4)
- CALS 452 (4)
- CALS 459 (2)
- Waiver, concentration or language courses

**Senior Year: 31 units**

**Fall Semester (15 units)**
- CALS 426 (4)
- CALS 456 (4)
- CALS 460 (3)
- CALS elective or waiver courses

**Spring Semester (15 units)**
- CALS 480 (3)
- CALS 480 (3)
- CALS/BA/CLT courses

**Total semester units: 124**

* This sample four-year program applies to CALS majors in the waiver program; all other CALS majors should consult their advisor.

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**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 tool for students who plan to become teachers, work in community services, or go to graduate school, and, in some cases, in the liberal studies-related research. Language competency requirement may be met through coursework or by passing the language examination used for BCLD Credential candidates.

---

**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.

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**Teaching Credential Preparation**

Please see 'Education' section for information on professional education programs. For more information, review the university's special bulletin, Program in Teacher Education.

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**Center for the Study of Latino Families and Children**

Students interested in research and community internships focusing on Latino families and children still 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.

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**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 Latino 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 found in the Spanish-speaking communities of the Western 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, 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 field work setting such as a Spanish-speaking organization, community agency, or other classroom. Consent of instructor required. Offered concurrent with 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 requires a public exhibit.

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**339 Chicano/Latinos in U.S. Society (3)**

The Impact of American race policies on Chicano 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 be offered in Chicano studies at California every other semester in conjunction with the California Cultural Studies degree. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society).
Program offered
Bachelor of Arts in Communication Studies

Department Office
Nichols Hall 330
707 664-2149
www.socoma.edu/Communications/

Administrative Coordinator
Cathryn Studley

The communication studies major is an innovative interdisciplinary program that prepares students for careers in the media or for advanced graduate study and research in communication.

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 specified media texts using qualitative and quantitative methods.

Students are encouraged to develop a specific advisory plan with the assistance of a faculty advisor. Advising plans, based on the student's specific interests, may focus on:

- Areas such as journalism, criticism, or public relations
- Media such as radio, television, film, or audio recording
- Career roles such as television producer, sports announcer, or reporter
- Preparation for graduate school

The department emphasizes internships that provide students with real-world insights into the media. Students are advised to gain the practical experience and skills needed in the media marketplace by participating in a variety of internships. The department has developed professional media internships with community organizations, radio and television stations, newspapers, magazines, and other media groups.

All on-campus media operate in conjunction with communication studies classes.

On-campus media offer a variety of opportunities for students. They include The Star, the student newspaper, KSUN, a community radio station, and Dazeur Sonoma, a video magazine.

Facilities available to students include: recording studio, photography darkrooms, computer labs, a state-of-the-art theatre, a videoediting facility, an equipped studio for multi-camera video production, a newspaper production facility, and a cablecast radio station.

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 courses. A completed minor can be substituted as a concentration. Substitutions and individually designed concentrations will be approved on a case-by-case basis.

Total units in major electives: 21

Total units in the major: 46

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. Majors may not use General Education courses for their major elective courses.

Freshman Year: 30 units

Fall Semester (15 units)

ENGL 101 (3)
Mathematics GE (3)
GE (3)
GE (3)
University Elective (3)

Spring Semester (15 units)
PHIL 101 (3)
HUM 200 (3)
University Elective (3)
COMS 200 (3)
COMS Elective (3)

Sophomore Year: 31 units

Fall Semester (16 units)

GE (4)
GE (3)
COMS 201, 210, 240, or 265 (3)
COMS 202 (3)
COMS Elective (3)

Spring Semester (15 units)

GE (3)
GE (3)
COMS 315 (3)
COMS 315 (3)
COMS Elective (3)
University Elective (3)

Junior Year: 34 units

Fall Semester (16 units)

Upper-Division GE (4)
Upper-Division GE (AE) (3)
COMS 301 (3)
COMS Elective (3)
University Elective (3)

Spring Semester (15 units)

Upper-Division GE (3)
GE (3)
COMS 302 (3)
COMS 315 (3)
COMS Elective (3)
University Elective (3)

Senior Year: 29 units

Fall Semester (13 units)

University Elective (3)
COMS Elective (4)
COMS Elective (4)
COMS 402 (3)

Spring Semester (16 units)

University Elective (3)
University Elective (3)
University Elective (3)
COMS 498 or 499 (4)
COMS Elective (3)

Total semester units: 124

Minor in Communication Studies

The communication studies minor is designed for a limited number of students who recognize the need to understand the pervasive role the media plays 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 audiovisual 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.

COMS 200 required for all minors

Total elective units

Total units in the minor

Communication Studies Courses (COMS)

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

Principles of Mass Communication (3)

Introduction to the history and function of mass communication; the mechanics and psychology of mass communication; a survey of current theory and research models in mass communication.

Introduction to Media Arts (3)

Introduction to processes and equipment used in photography, audio recording, digital editing and videotaping, from initial concept to final product.

Methods of Media Criticism (3)

A survey of ways to analyze mediated texts. Focus on magazine ads, comic books, news, rock times, television programs, and feature films.

Writing for the Media (3)

An introduction to various aspects of media writing, including reporting, magazine feature writing, publicity writing and desktop publishing.

Introduction to Public Relations (3)

A hands-on public relations class for beginners that provides students with opportunities to write press releases, prepare press kits, design flyers and brochures, and plan media strategies.

Recording I (2)

Fundamentals of recording in a studio environment. Discussion and demonstration of major types of equipment used in the recording chain. Students will develop skills in all phases of studio operation and will complete a number of individual projects. Crosslisted as MUS 262.

Music Business I (2)

This 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. Crosslisted as MUS 264.

265 Introduction to Radio Broadcasting (3)
History of broadcasting; evolution of broadcast technology; introduction to basic techniques 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. Crosslisted as MUS 280.

301 Mass Communication Theory and Research (3)
Intermediate-level study of the key research events that contributed to the development of communication theories, government policy, and the emergence of communication as an academic discipline. Crosslisted as SOCI 531. Prerequisites: COMS 200 and 202.

302 Media Ethics (3)
A course that raises crucial ethical issues that media professionals face on the job. Students discuss, debate, and develop ethical standards. There is role playing and there are group presentations.

315 Media Law (3)

320 Selected Topics in Communication Studies (1-4)
Intensive study of a mass media topic. May be repeated for additional credit with new subject matter. Topics may include advertising, propaganda and persuasion, children and the media, technical writing, scriptwriting, environmental communication.

325 Media Lab: Video (1-4)
An intermediate-to-advanced course organized around the production of the campus video magazine, Dessou Sonoma. Students develop skills in producing, writing, directing, performing, reporting, camera, sound, lighting, graphic and set design, editing, and engineering. Prerequisite: COMS 201 or other experience. May be repeated for up to 12 units.

331 Songwriting (2)
This class provides information concerning all aspects of songwriting both as a commercial craft and as a musical art form. Music theory, form, lyrics, demo production, and the music business will be discussed in detail. Participants will have numerous opportunities to have material evaluated and critiqued. Crosslisted as MUS 331.

340 Advanced Public Relations (3)
A comprehensive class for students who are planning to work in the field of public relations. Course combines history, theory, and practice. Students work with clients, conduct research, and carry out creative public relations campaigns. COMS 240 or public relations experience strongly recommended.

360 Studio Musicanship and Production (2)
The class will focus on the development of listening skills, with a study of established production styles and the performance of individual musicanship in performance. It will include microphone technique, studio terminology, use of special effects in performance, and artistic creation through multitrack production. Crosslisted as MUS 360.

362 Recording II (1)
A continuation of Recording I (COMS 262). Prerequisite: COMS 262 or consent of instructor. Crosslisted 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. Crosslisted as MUS 364.

368A Newspaper Writing and Editing (3)
This class reviews the past week’s paper (the STAR), makes assignments for the next week’s paper, and covers headlines, leads, pull quotes, interviewing. First Amendment, libel, and ethics will also be taught. May be repeated for up to 12 units.

368B Newspaper Production (3)
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)
A media lab to develop a range of skills in the production of radio programs. Work focuses on the production of live and pre-recorded pieces for KSUN. The lab also serves as the student meeting of the radio station. May be repeated for up to 12 units. Five credit hours is 3 units.

402 Advanced Media Criticism: Selected Topics (3)
In-depth critical analysis of media content. The topic changes every semester and reflects a current issue or trend in the mass media. Previous topics have included feminist criticism, film noir, children and television, and Hollywood genres. Course may be repeated only twice for credit, with permission of instructor. Prerequisites: senior standing and completion of COMS 200, 201, 202.

415 Investigative Journalism (3)
This course will focus on the full range of practical aspects of investigative journalism, including subject selection, research, locating and evaluating sources, approaching and interviewing contacts, writing the story, and finding a market for the investigative story. May be repeated for credit.

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 330 or SOCI 331 or consent of instructor. Crosslisted as SOCI 435.
Computer Science

Programs offered
Bachelor of Science in Computer Science
Minor in Computer Science

Department Office
Darwin Hall 121
707 664 2667
http://www.cs.sou.edu

Department Secretary
Geoff Walker

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 and software science, as well as 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 in very nature an interdisciplinary subject that offers both a solid, uniting foundation for a liberal arts education and valuable 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 497 (Internship) must be taken for a letter grade (A-F). CS 497 can only be taken on CR/NC. This includes electives in computer science and computer systems organization and other departments. This does not apply to courses that are challenging.

Bachelor of Science in Computer Science

Degree Requirements
General Education
51 units
Major core requirements (up to 6 units may apply to GE)
48 units
Major electives
6 units
Total units needed for graduation
124 units

Major Core Requirements
CS 150 Introduction to Programming
4
CS 180 Programming Paradigms
4
CS 250 Computer Organization: Software
3
CS 251 Computer Organization: Hardware
3
CS 254 Data Structures
3
CS 310 Systems Programming
3

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CS 354 Algorithm Analysis
3
CS 355 Database Management Systems
3
CS 410 Computer Architecture
3
CS 450 Operating Systems
3
CS 454 Theory of Computation
3
CS 460 Programming Languages
3
CS 470 Software Design and Development
3
Total units in the major core
41

Major Electives
Choose 9 units of upper-division CS electives (see list below). No more than 6 units can be satisfied by a combination of CS 390, 495 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
3
MATH 211 Calculus and Analytic Geometry II
3
MATH 342 Discrete Structures II
3
One additional class from the following:
MATH 222 Linear Algebra
3
MATH 231 Differential Equations
3
MATH 261 Calculus and Analytic Geometry III
3
MATH 306 Number Theory
3
MATH 352 Numerical Analysis
3
MATH 416 Graph Theory and Combinatorics
3
MATH 470 Mathematical Modeling
3
other, by arrangement with the CS Department
3
Total units in supporting courses
17
Total units in the major
67

Upper-Division CS Electives
CS 340 Computer Security
3
CS 360 Object-Oriented Programming
3
CS 375 Computer Graphics
3
CS 385 Selected Topics
3
CS 452 Compiler Design and Construction
3
CS 465 Data Communications
3
CS 480 Artificial Intelligence
3
CS 496 Special Studies
3
CS 497 Senior Seminar
3
CS 499 Internship
3

Sample Four-Year Plan for Bachelor of Science in Computer Science

Freshman Year: 32 units
Fall Semester (16 units)
MATH 142 (3)
CS 150 (4)
GE (3), GE (3)
Spring Semester (16 units)
CS 180 (4)
CS 254 (3)
GE (3), GE (3)

Sophomore Year: 32 units
Fall Semester (16 units)
MATH 161 (4)
CS 250 (3)
GE (3), GE (3)
Spring Semester (16 units)
MATH 211 (4)
CS 310 (3)
GE (3), GE (3)

Junior Year: 30 units
Fall Semester (15 units)
MATH 342 (3)
CS 251 (3)
CS 355 (3)
GE (3)
Spring Semester (15 units)
Math elective (3)
CS elective (3)
CS 354 (3)
CS 470 (3)
GE (3)

Senior Year: 30 units
Fall Semester (15 units)
CS 450 (3)
CS 454 (3)
CS elective (3)
GE (3)
Spring Semester (15 units)
CS 410 (3)
CS 460 (3)
CS elective (3)
GE (3), GE (3)
Total semester units
124

Minor in Computer Science

Students electing this minor will be prepared for careers in business application programming, scientific application programming, computer equipment sales, as field engineers and as data processing managers, among the myriad job opportunities associated with the computer field. Approval of the minor curriculum should be obtained by the junior year at the latest in order that the minor may be properly planned.

Minor Core Requirements
CS 150 Introduction to Programming
4
CS 254 Data Structures
4
Total units in the minor core
7

Minor Electives
Choose 13 units of CS electives of which 6 units must be upper-division (please see previous page). No more than 3 units can be satisfied by a combination of CS 390 and 497. CS 497 cannot be applied towards the minor.
Total units in minor electives
13
Total units in the minor
20

Computer Science Courses (CS)

Courses listed with section numbers indicate Placement of最少 current information and faculty teaching assignments.

101 Introduction to Computers and Computing (3)
Fall, Lecture, 2 hours; laboratory, 2 hours. Topics include computer types, history of computing, computer organizations, survey of computer languages, program development, computer applications (word processing, database, graphics, spreadsheets), and computers in society. Weekly hands-on experience with a variety of computers, especially personal computers (Mac and MS OS). Not applicable to the CS major. Recommended for all students. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences).

150 Introduction to Programming (4) / Fall, Spring
Lecture, 3 hours; laboratory, 3 hours. An overview of computer organization; arithmetic and logical expressions, conditional and repetitive statements, simple I/O, and subprograms; principles of good programming style; readability, documentation, structured programming concepts; top-down design and refinement; 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: MATH 50 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.

180 Programming Paradigms (4) / Spring
Lecture, 3 hours; laboratory, 2 hours. An introduction to the functional, procedural, object-oriented, and logic styles of programming using the Scheme dialect of LISP and Prolog. Prerequisite: MATH 142.

185 Special Topics in Computer Science (1-4)
This lower-division course may be repeated with different subject matter. Consent will be indicated by the specific topic. Prerequisite: consent of instructor.

250 Computer Organization: Software (3) / Fall, Spring
Lecture, 2 hours; laboratory, 3 hours. Introduction to assembly language programming on the micro-computer language point of view, assembly language implementation of high-level language constructs, and elementary data structures. Prerequisite: CS 150 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 412 or consent of instructor.

254 Data Structures (3) / Fall, Spring
Lecture, 2 hours; laboratory, 3 hours. Abstract data types and data structures; stacks and queues; lists, trees, hash tables; graph theory and dynamic implementations of data structures; iterative and recursive implementations of algorithms. Prerequisite: CS 150 or consent of instructor.
310 Systems Programming (3) / Spring
Lecture 2 hours; laboratory, 3 hours. The use and design of systems software, including assemblers, linkers and loaders, I/O programming, runtime access of operating system facilities, memory management, and debugging tools. Prerequisites: CS 250 or consent of instructor.

340 Computer Security (3)
Current methods for increasing security, protecting privacy, and guaranteeing degrees of confidentiality of computer records; ensuring computer installation safety; protecting software products; preventing and dealing with crime, value systems, ethics, and human factors affecting use and misuse of computers. Discussion of recent technical, legal, and sociopolitical issues influencing computer security problems. Prerequisites: CS 250 and 254, or consent of instructor.

354 Algorithm Analysis (3) / Spring
Design and analysis of algorithms, with an emphasis on searching and storage efficiency. Topics will include algorithms for searching, sorting, memory management, asymptotic analysis, fundamental design techniques, lower bounds, and graph problems. Prerequisites: CS 254 and MATH 342, or consent of instructor.

355 Database Management Systems Design (3)
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 254 or consent of instructor.

360 Object-Oriented Programming (3)
Principles of object-oriented programming, including encapsulation, inheritance, and polymorphism. Specific applications are developed in one or more object-oriented programming languages. Prerequisites: CS 254, or consent of instructor.

375 Computer Graphics (3)
An introduction to the principles of computer graphics hardware, coordinate transformations, 2- and 3-dimensional primitives, raster display algorithms, polygon manipulation, interactive techniques, device-independent software, and curve fitting. Prerequisites: CS 254 and MATH 161, or consent of instructor.

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

390 Computer Science Colloquium (1)
Series of lectures on current developments in computer science. May be repeated for credit; a maximum of 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.

395 Community Involvement Program (1-4)
CIP involves students in basic community problems. The most common task for a CS student will be tutoring at a local school. Not applicable to the CS major. Prerequisites: CS 150 and consent of instructor.

410 Computer Architecture (3) / Spring
Instruction set design, memory processor structures; memory hierarchies; cache, virtual memory and secondary storage; multiprocessors; networks; CSC, RISC, Stored Processors; pipelining; I/O interfacing; comparative examples of existing architectures. Prerequisites: CS 250 and 251, or consent of instructor.

450 Operating Systems (3) / Fall
Lecture 2 hours; laboratory, 3 hours. Multiprogramming and time-sharing systems; scheduling policies; storage management; security; virtual machine implementation; memory management techniques; I/O subsystems and drivers; analysis of a sample operating system. Students may be required to program and test modules for the sample system. Prerequisites: CS 250, 254 and 310, or consent of instructor.

452 Compiler Design and Construction (3)
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 180, 250 and 254, or consent of instructor.

454 Theory of Computation (3) / Fall
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 254 and MATH 142, or consent of instructor.

460 Programming Languages (3) / 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 180, 250 and 254, 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, network, internetworks, with examples. Prerequisites: CS 250, CS 254 and MATH 161, or consent of instructor.

470 Software Design and Development (3) / 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 254 or consent of instructor.

480 Artificial Intelligence (3)
A study of programs, computer algorithms, and computer techniques that simulate human intelligence. Topics may include: computer applications to chess, pattern recognition, general problem solving, decision making and robotics. Prerequisite: CS 180 or consent of instructor.

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

Programs offered
Master of Arts in Counseling

Option I Community Counseling
Option II School Counseling

Additional Programs
Community Counseling Project
MEAP (Migrant Education Advisor Program)

The 60-unit graduate program in counseling offers two professional training options: Option I prepares students for Community Counseling (Marriage and Family Therapy/MFT license) and Option II prepares students for the School Counseling (Pupil Personnel Services Credential/PPSC). The program relies heavily on interpersonal skill training and field experience, beginning during the first semester and culminating with an intensive supervised internship in some aspect of counseling, permitting the integration of theory, research and practical application during the second year. The department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include, but are not limited to: 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 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.

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 programs. 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), has accredited its counseling program 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:

COUNT 500, 501, 502, 503, 511, 513, 520A, 521, 522, 523, 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 for all applications, and a course in abnormal psychology for the MFT option, and a course in learning theory for the PPS option. Effective Fall 2001, all incoming students will need to be enrolled in this minimum of courses: and a course in learning theory for the PPS option.

Additional units may be taken within the scope of the 60-unit program, the faculty seeks such units as an enrichment of the program.

The format of the program requires that counselors of the future should take an active role in helping to shape the social/environmental milieu in which they will work. The faculty recognizes how difficult this task may be in specific instances and areas, it views the counselor as a role that actively participates in the life of an organization, not as a substitute to the status quo or an existing structure, but as a sensitive and perceptive voice representing individual freedom and human values.

Counseling / 117
Counseling Courses (COUN)

Courses 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.

500 Professional Orientation to Counseling (1) Fall, Summer
A survey course designed to increase awareness of counseling-related professional organizations, credentialing requirements, major publication outlets, and career opportunities. The course emphasizes the relationship of counseling to other major helping professions.

501 Counseling Theory and Practice (3) / Fall, Spring
This course examines the major components of psychodynamic, Adiean, existential, person-centered, Gestalt, behavioral, cognitive, and social constructionist counseling theories. Students will be exposed to a variety of counseling techniques derived from the theories and will learn to apply specific approaches and practices to case material. Crisis assessment is one of the topics to be included, and the factors involved in helping people to change and develop in both community and school settings will be emphasized.

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 life span with an emphasis on their interdependence.

503 Dynamics of Individual Behavior (3) / Spring
A course designed to cover psychopathology and sociocultural-related issues as they affect the counseling environment. Attention is given to: (1) understanding the variability of psychopathology in community counseling settings; (2) the applications of evaluation methods and diagnostic classification systems in the 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 competencies for an internship in a wide variety of settings. Training is done through the use of videotape feedback and to class practice demonstrations. This course is normally taken in the first semester by new students. Recommended previous or concurrent enrollment in COUN 501. CrN: Only.

510B Counseling Practicum (4) / Spring
A course that provides students with the opportunity to continue the development of counseling skills necessary for an internship. Sections for Community Counseling/MFT and School Counseling/PFS students are conducted separately. COUN 511A, 511B, and School Counseling/PFS students work in school settings under the instructor's supervision. CrNC only. Prerequisite: COUN 510A.

511A Seminar: Career K-12 Development (4) / Spring
An introductory course in careers counseling, career guidance and career information sources. Students gain increased knowledge of developmental career guidance programs for elementary, middle, and high schools; increased knowledge in the foundations of the kindergarten through age adult career development; increased knowledge of career counseling and skills with print and computer based counseling materials; and increased awareness of one's own personal needs, values, 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, confidentially and trust issues, co-counseling in groups, group dynamics and structures, and basic group counseling skills. Practical approaches to group counseling include psycho-educational groups, interpersonal problem-solving groups, and task/role groups, among others. Prerequisites: COUN 510A or consent of instructor.

513 Research and Evaluation in Counseling (4) / Fall
A survey of the principles of research design as applied to community and school-related issues and settings, with emphasis on evaluation of basic service programs. Students will also develop and complete a written normal 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). Cr: 125 highly recommended.

514A Supervised Internship (4, 6) / Fall, Spring
This seminar provides a group discussion and supervision format in conjunction with the field internship, which may be in school settings (PFS students) or in community counseling settings (MFT students). The class meetings are designed to supplement the individual supervision received in the internship setting, pursue specific goals of treatment, and to help students develop a model of professional functioning through the integration of theory, pragmatic strategies, and personal development. Intake to the class is contingent on the student's prior college level experience with group support and among seminar participants. CrNC only. Prerequisites: Community Counseling/MFT; 510A/B, 501, and additional courses. Prerequisites (School Counseling/PFS; 510B, 501, 520A/B; additional courses 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 it relates to the needs of today's children. Students learn how to create a developmental school counseling program that is an integral part of the entire educational program in the school. Classroom guidance activities, consultation with teachers and parents, conducting small group activities, and helping children meet normal developmental problems of students are topics studied. The course is offered as 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 counseling roles of secondary school counselors. Assisting adolescents in coping with developmental issues (e.g., family relationships, peer pressure, stress, sexual maturation, and academic/vocational achievement), including the development of school counseling curricula, 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 pupil Personnel Programs in elementary and secondary schools: legal and financial aspects, as well as laws affecting children and child welfare are covered. Prerequisites: COUN 520A, 520B, or documented consent of instructor.

522 Counseling Students with Special Needs (3) / Fall
An overview of the principles and practices of providing counseling services to K-12 students with special needs, including school procedures specific to addressing the social, emotional and behavioral areas that interfere with classroom learning for students with special needs. Content areas include: PL 94-142, Title 5: Counseling services for handicapped children; GATE: At-Risk Student; IEPs and Student/Child Study Teams.

523 Working with Families in a School Setting (4) / Spring
This course has in its focus a study of systems, particularly family systems and how they interact and impact with all the systems that involve the child. Basic to this is the study of the students' own family of origin and its impact on the student. The primary emphasis in working with families will be the use of Solution-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 required.

525 Psychological and Educational Assessment (3) / Fall, Spring, or Summer
Investigating the theoretical and methodological bases of psychological measurement, both individual and group, with emphasis on its utility in community and school settings. Attention is given to both the techniques and the measurement of human characteristics. Class is required at time of registration.

535 Developmental and Clinical Issues with Children and Adolescents (4) / Fall, Spring or Summer
A course covering developmental and psychological perspectives of children's counseling interventions accompanied with special issues regarding children and adolescents. Course objectives include: (1) providing students with an interdisciplinary perspective of the assessment strategies for counseling children and adolescents; (2) familiarizing students with specific topics, e.g., impact of divorce on children, children's abuse, effects of domestic violence; and (3) considerations 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 an in-depth analysis of the marital and family relationships by providing an overview of historical and contemporary models of assessment and intervention, including ways to work with families to resolve interpersonal and family conflict. This includes exploring legal and ethical considerations unique to working with families and couples; assessment tools, crisis interventions (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 as they relate to counseling practice will be sought. Among the topics covered is 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, or Summer
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 perspectives and how these perspectives affect their counseling approach 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 theory and intervention approaches applicable in couples counseling. Key topics in human sexuality and sexual counseling are examined and integrated relative to both 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.

591 Introduction to Chemical Dependency (1) / Fall, Spring, Summer
A survey course designed to provide a broad conceptual base regarding the major dimensions of dependency upon drugs/alcohol. Emphasis is on practical issues from the standpoint of the family and the community. This course will focus on family intervention, treatment, and prevention of alcoholism and drug-related problems. Students are expected to have a basic understanding of psychopharmacology and family counseling techniques 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.

592 Psychopharmacology (2) / Spring
Introduction to Family Counseling and to the commun-
Creative Writing

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, screenwriting, 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 Coal World, Beckon, Tall Stranger, and Some Gangster Poems; fiction writer Sherill Jeffe, author of eight books of fiction and non-fiction, including Scars Make Your Body More Interesting and the best seller One God Clapping; 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 Bicentenary and St. John’s Bread in the Jeremiah St. John Detective Series; poet and fiction writer Elizabeth Catrothers Hiron, author of Desire Being Half 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 Maya Angelou, Quentin Bell, Paul Erdman, David Halberstam, Ismail Reed, Jessica Mitford, Allen Ginsberg and Lawrence Ferlinghetti, Charles Bernstein, Lyn Hejinian, Steve McCaffery, Tom Wolfe, Irving Stone, Carolou Milor, Edward Albee, Kurt Vonnegut, Jr., Stephen Spender, Michael Palmer, Donald Revell, Jane Miller, Yasif Karmyakkan, Carol Snow, Laura Mulkin, 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. ZAUF is the national award-winning magazine that publishes nationally and internationally known authors. Winner of three Pushcart prizes and numerous grants, ZAUF 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 2084D
707-664-2934
www.sonoma.edu/cja

Department Chair
Patrick G. Jackson

Administrative Coordinator
Loralie Hidron

Faculty
Barbara Bloom
Diana Grant
Patrick G. Jackson

Major Core Requirements
CJA 201 (3) and 201C (4) Criminal Justice and Public Policy
CJA 220 Criminology
CJA 420 Seminar in Criminal Justice
CJA 330 Government and the Rule of Law
CJA 404 Introduction to Constitutional Law
CJA 405 Rights of the Accused
CJA 489 Civil Liberties and the Constitution
CJA 365 Management in Public Agencies
CJA 370 Seminar in Criminal Justice Methods
CJA 350 Punishments and Corrections
CJA 490 Senior Seminar: Criminal Justice Administration
CJA 499 Internship

Total units in major core: 36

Sample Four-Year Program for Bachelor of Arts in Criminal Justice Administration
Freshman Year: 32 units
Fall Semester (15 units)
ENGL 101 (3)
Phil 101 (3)
Mathematics GE (3)
GE (3)
Electives (6)
Spring Semester (17 units)
HUM 200 (3)
Phil 102 (3)
SPAN 102L (1)
Sophomore Year: 31 units
Fall Semester (15 units)
CJA 201 and CJA 201C (4)
SPAN 102 (4)
GE (3)
Spring Semester (16 units)
HUM 200 (3)
Phil 102 (3)
CJA 365 (6)
Electives (3)

Junior Year: 29 units
Fall Semester (15 units)
CJA 399 (4)
CJA 405 (4) or 489
Electives (3)
Upper-Division GE (3)
Spring Semester (14 units)
CJA 330 (4) or 404
CJA 450 (4)
Upper-Division GE (3)
Electives (3)

Senior Year: 33 units
Fall Semester (16 units)
CJA Upper-Div. Electives (4)
Upper-Division GE (3)
Electives (9)
Spring Semester (17 units)
CJA 499 (4)
CJA 370 (4)
Electives (4)

Total semester units: 125

Minor in Criminal Justice Administration
The minor consists of any 20 unit pattern of criminal justice administration courses chosen in consultation with a department advisor. A maximum of 4 units of special studies or internship credit may be applied to the minor.

Criminal Justice Administration

Courses (CJA)
Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty assignments.

201 Criminal Justice and Public Policy
A systematic analysis of criminal justice agencies, the nature and effect of public opinion and political decisions, and such important issues as police discretion, differential implementation of the criminal law, and negotiations in criminal justice processes. Satisfies GE category D1 (Individual and Society). Criminal justice majors should take CJA 204 concurrently.

201C Colloquium: Criminal Justice and Public Policy

220 Criminology
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.

300 Government and the Rule of Law
The historical, political, social, and philosophical antecedents of the American legal system will be examined and particular attention will be paid to the law as it is an instrument of social control. The role of the Supreme Court in interpreting the Constitution and the role played by judges in making judicial policy will be emphasized.

340 Law Enforcement and Drug Legislation
An examination of issues and problems that lie at the heart of each drug policy: the criminal justice system and how to deal with drug laws. Topics covered include: the origins of contemporary drug laws in the United States; the development of criminal justice policies regarding drug use, the varieties of drugs and the destructive impact created by each for law enforcement, adjudication, and corrections. Some emphasis will be placed on economics, politics, and international relations as a factor in enforcement policies.

365 Management in Public Agencies (4) / Fall, Spring
Central concerns are the formulation and administration of the management 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 in 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 and sampling procedures, surveys, coding, experimentation, observation, and summarizing findings.

375 Current Issues in Criminal Justice
An in-depth examination of problems and controversies in criminal justice. An examination of how the objectives of government and social planners may be achieved or blocked by criminal justice practices and procedures.

399 Lecture Series (1) / Fall, Spring
A weekly meeting offering presentations and discussions by guest lecturers on issues of current interest and importance. May be repeated for a total of 3 units.

404 Introduction to Constitutional Law (4) / Spring
An introduction to the decision-making process by the Supreme Court through the study of case law. Aboard will be covered; the legal powers of the executive, legislative, and judicial branches; and the interpretation of the Constitution. Fundamental principles of constitutional law that govern and constrain the powers of government will be covered. Cross-listed in POLS 423.

405 Rights of the Accused (4) / Fall
Lecturing 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, Courts and Community Relations (4)
The history of the police, prison system, politics, and social relations, as well as the sentencing patterns of courts will be examined. The significance of the role of the court in the last resort in dispute settlements and community relations will be covered.

420 Seminar in Criminal Justice (4) / Spring
An in-depth analysis of theories of criminal behavior; psychological, sociological, biological factors; professional criminology, 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 deviance, and other "deviant" behavior. Examines the commitment and commitment to deviant world views, and the social processes involved in the transformation to a deviant identity.
495 Special Studies (1-4)
The supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations, and a term paper is required. May be repeated for credit.

497 Administration of Juvenile Justice (4) / Fall, Spring
An examination 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. Can 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.uopoma.edu/Econ/

Bachelor of Arts in Economics
Degree Requirements
General education

Major requirements

Total units needed for graduation

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
ECON 201B Introduction to Microeconomics
ECON 304 Intermediate Macroeconomic Theory
ECON 305 Intermediate Microeconomic Theory
ECON 317 Applied Statistics in Economics and Business

Total units in the major core

Field concentration or advisory study plan

Total units in the major

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

Economics is a social science that focuses on the organization of economic systems for the production of goods and services and the distribution of wealth and income. The SSU Economics Department is committed to excellence in teaching 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 where employees expect a person to be able to apply systematic thinking and analysis.
Sample Four-Year Program for Bachelor of Arts in Economics

Freshman Year
- Fall Semester
  - ENGL 101 (A2) (3)
  - MATH 131 (B4) (3)
  - HIST 251/252 (D1) (3)
  - PHIL 200/201 (A3) (3)
  - ECON 201 (B4) (4)
  - Spring Semester
  - ENGL 110 (A1) (3)
  - MATH 115/115L (B2) (4)
  - PHIL 200/201 (A3) (3)
  - ECON 202 (B4) (4)

Sophomore Year
- Fall Semester
  - ENGL 214 (C2) (3)
  - ECON 304 (A4) (4)
  - ECON 317 (A4)
  - Spring Semester
  - ENGL 214 (C2) (3)
  - MATH 215 (B4) (3)
  - ECON 304 (A4) (4)
  - ECON 317 (A4)

Junior Year
- Fall Semester
  - ECON 401 (C4) (3)
  - ECON 402 (C4) (3)
  - Field Concentration or
  - Social Science (D1) (3)
  - Field Concentration or
  - Humanities (C3/C4) (3-4)
  - ADV 350 (A3)
  - Spring Semester
  - ECON 401 (C4) (3)
  - ECON 402 (C4) (3)
  - Field Concentration or
  - Social Science (D1) (3)
  - Field Concentration or
  - Humanities (C3/C4) (3-4)
  - ADV 350 (A3)

Senior Year
- Fall Semester
  - ECON 401 (C4) (3)
  - ECON 402 (C4) (3)
  - Electives (3-6)
  - Spring Semester
  - ECON 401 (C4) (3)
  - ECON 402 (C4) (3)
  - Electives (3-6)
  - Total semester units: 124

In total order to complete the program, students must average 15.5 units per year. This can be done by taking an extra class some semesters; taking P.E. classes; tutoring economics for state standards; selecting elective GE courses with higher unit values when available.

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 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.
- Unbilled courses are offered every other year and on request.

305 Intermediate Microeconomic Theory (4)
- Fall, Spring
  - A study of theories that explain consumer 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 economic, 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 B, 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; profit maximization analysis; price and output determination; economic efficiency; and long-range strategy formulation.
  - Prerequisite: ECON 218B.

319 Introduction to Computer Applications and Forecasting (4)
- Fall
  - An introduction to the use of computers as a quantitative tool for economic and financial analyses using high-level computer languages and applications packages. Topics include: modeling, simulation, forecasting, regression, and optimization.
  - Prerequisites: ECON 201A or B 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. An 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 B.

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.
  - Prerequisites: 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, 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.

Economics 305 and 317 do not fulfill the College of Business requirements for the Bachelor of Science degree.

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, and government. Topics include: constitutional law, administrative law, regulation of monopoly and competition, labor law, and international law.
  - Prerequisite: ECON 201A or B.

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)
- Fall
  - A study of theories dealing with inflation, unemployment, macroeconomic policies, equilibrium and disequilibrium. Topics may include: investments, growth theory, monetary theory, international trade, aggregate demand and supply, comparative statics, post-Keynesian economics, and recent theoretical developments and policy issues.

405 Seminar in Microeconomic Theory (4)
- Fall
  - This course is devoted to exploration of economic theory and policy issues, and is designed to deepen the students' understanding of economic theory learned in ECON 305. Prerequisites: ECON 305 and MATH 131 or equivalent.

408 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)
- Fall
  - Applications of economic theory to public finance 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 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: market products, production efficiency, technology, competitive markets, generic industry environment, 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 mercantilists to the present day. The works of Sinaia, 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 204A or 208B or consent of instructor.

432 Seminar in United States Economic History (4)
Fall
Economic development of the United States since the Revolution. Topics to be covered include: capital formation, 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 regulation. 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

Programs offered
Basic Teaching Credentials
Multiple Subject (elementary school) CLAD*
Multiple Subject CLAD, Early Childhood Education Emphasis
Multiple Subject BCLAD, Bilingual Spanish Language
Single Subject (secondary school) CLAD
Education Specialization (special education) Levels I and II
Mild/Moderate, Moderate, Severe Disabilities

Teaching Credential Subject Matter Preparation — Elementary Programs
Environmental Studies
Liberal Studies (Hutchins)
Chicana and Latino Studies (CLALS)

Teaching Credential Subject Matter Preparation — Secondary Programs
Art
English
Foreign Languages (Test only)
Mathematics
Music
Physical Education
Science (Test only) Biology, Chemistry, Geoscience, Physics
Social Sciences

Specialist Credentials
Reading/Language Arts

Service Credentials
Administrative Services — Preliminary, Intern and Professional Pupil Personnel Services (via Counseling department)

Certificate Programs
Adapted Physical Education (via Kinesiology department)
Child Development Permit
Resource Specialist Program (RSP) Certificate
Crosscultural Language and Academic Development (CLAD) Authorization

Master’s Degree (M.A.) Programs
Educational Administration
Curriculum, Teaching, and Learning
Early Childhood Education
Reading and Language
Special Education (in revision)

Other Programs Affiliated with the School of Education
Fifth Year (to obtain a Professional Clear California Basic Teaching Credential)
Mini Corps
Partnerships for Professional Renewal
Teacher Diversity Project
Bilingual Education Career Advancement Project
Preservice-Inservice Training Alliance Project
Digital Bridge Technology Project
*Cross-Cultural Language and Academic Development Authorization

Department Office
Stevenson Hall 3007, 707 664-3115
www.sonoma.edu/education

CREDENTIALS OFFICE
Stevenson Hall 3007, 707 664-2581
Teacher Recruitment and Information Center (TRIC)
Stevenson Hall 3023, 707 664-2131

Department Chair
Administrative Coordinator
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The mission of the School of Education at Sonoma State University is to advance excellence in the education profession. Central to this mission is offering exemplary educator preparation programs based on sound educational practice, current research knowledge, sensitivity to the needs of P-12 education, appreciation for diversity, and respect for all learners. The School of Education is committed to excellence in the professional preparation of teachers and other educational specialists. Partnerships, with preschools, K-12 schools, and community colleges provide many opportunities for students to be a part of a strong learning community. All credential programs in the school of education are fully accredited by the California Commission on Teacher Credentialing. 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. While programs are designed primarily for positions in public schools, students receive preparation that is applicable to a variety of non-teaching positions in education or related human service fields within both the public and private sectors. 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 Cultural, Linguistic, and Academic Development. Individuals interested in teaching at the elementary school level should choose one of the following programs emphasis: 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

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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 district where special 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 (art, music, and physical education) candidate who is actually teaching K-12.

The Education Specialist (special education) Credentials, Level I and Level II are offered for Mild/Moderate and Moderate/Severe disabilities, and are designed 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 brochure and policy statements or visit the website of the Department of Education.

Special Resources

Teacher Recruitment and Information Center (TRIC)
The Teacher Recruitment Center is available to provide information and admissions applications for all School of Education programs. TRIC is open daily for student drop-in at telephone request. For advising about programs, applications, and interviews, consult the TRC office in Stevenson Hall, 3032, 707-664-2313.

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 administration of the master’s level credentials program. Credentials information is available on the website of the Department of Education.

CAREER OUTLOOK

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly certified teachers are generally getting jobs rather rapidly today, with equal or better prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, bilingual, and physical education. Due to recent reductions and grade-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.

Basic Teaching Credentials Programs

Basic teaching credentials include Multiple Subject CLAD (Cross Cultural Language and Academic Development), BCLAD, and Early Childhood Education. The Single Subject CLAD, and Education Specialist Level I and II 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 201 or 202 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 clearance teaching credential will be recommended by the university upon completion of an approved five-year program (30 units beyond the bachelor’s degree) that includes requirements in health education, abuse, mainstreaming, computer education, and cardiopulmonary resuscitation (CPR).

Note: Students should consult with the TRIC office during their first semester on campus for general information on particular interests and applications to 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.
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 support 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 moldings. 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 Programs

The Teacher Recruitment and Information Center office provides information regarding admissions requirements and dates for application to programs in the School of Education. To obtain application packets and additional information from the TRIC office, Stevenson 3032, or on the website, www.sonomac.edu/education.

Subject: In the office of the school counselor, Stevenson 3000 a complete application packet containing the following:

1. Two original 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 from the TRIC 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, practicum, 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 coursework.
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 return and will be accommodated as space allows. Any student returning from suspension 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 bachelor’s 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 a total of 15-18 units per semester; and be willing to take courses in at least two semesters. Most majors will earn the bachelor’s 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) Multipurpose Credential; and, English, Mathematics, and Kinesthetics Single Subject Credentials. For more information contact the Integrated Credential Program advisor in the appropriate department.

Multi-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 Multi-Subject CLAD Credential may select from among the approved teaching credential subject matter preparation programs within this concentrations:

Chicano and Latino Studies (CALS)
Nichols Hall 214, 707-664-2369

Environmental Studies
Rachel Green Hall, 707-664-2369

Hutchins School of Liberal Studies

Please see the appropriate sections in this catalog.

Subject Matter Preparation Programs in American Multicultural Studies

The University's preparation programs in American Multicultural Studies are currently under CTCF review for approval.

Students may alternately satisfy academic requirements by passing the appropriate state-approved examination (MEAT). This examination option allows students to major in an academic discipline of their choice.

All candidates must apply for the Certificate of Clearance prior to or during their first semester in a Multiple Subject program.

Each program's examination requirements regarding the programs listed below, please obtain a program bulletin from the Teacher Recruitment and Information Center, Stevenson Hall 3032, 707-664-2315.

Multiple Subject (CLAD) Program Emphases

The Multiple Subject CLAD/BCLAD/ECLE CLAD emphasis offers a 12-month program that includes summer school and two academic semesters.

1. Multiple Subject CLAD, Early Childhood, The Multiple Subject CLAD emphasis on Early Childhood Education is designed for prospective elementary school teachers who have a particular interest in Early Childhood education. The program emphasizes preparation for literacy and mathematics. The program prepares students to be certified teachers in grades k-3.

2. Multiple Subject CLAD, General, 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 a popular option in elementary and middle schools, professional coursework and field experiences focus on instruction within these classrooms.

3. Multiple Subject BCLAD, English language development and bilingual education programs are now central to staffing California’s schools. With the introduction of a combined Bilingual Cross-Cultural Language and Academic Development (BCLAD) credential, many more teachers will enter the work force with basic knowledge necessary to understand the needs of California’s diverse student population. The BCLAD Spanish language emphasis at Sonoma State reflects the demographics of Sonoma and the surrounding 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. Students preparing to become bilingual education teachers or those who desire to teach in bilingual cross cultural and academic development programs should be aware that Proposition 227 requires all students in preschool to grade 12 unless a student has received a waiver. The CSU prepares teachers for positions in California as well as other states. It is in the students’ best interest to be knowledgeable about credential or licensure requirements of the state in which they intend to teach.
Prerequisites and Corequisites
Prerequisites: and Multiple Subject CLAD Early Childhood Emphasis* and Multiple Subject BCLAD** candidates:

Category I
MATH 300 Elementary Number Systems and Applications (4)
EDUC 417 School and Society, or approved alternative (for MS CLAD and MS BCLAD) (3)
EDUC 420 Child Development in Family, School and Community, or approved alternative (for MS CLAD/ECOE) (3)
EDUC 415 Foundations for Multicultural Education (for MS CLAD/EECE) (4)

Total prerequisite units for CLAD: .................. 7
Total prerequisite units for MS CLAD/ECOE: .......... 11
Corequisite: 6 units of foreign language (college level).

**BCLAD candidates also take the following prerequisites:
MAMS 456 Bilingual/Cross-Cultural Education (4)
MAMS 451 Chicano/Latino Humanities (4)
Upper-Division Target Culture Course (3/4)

Total prerequisite units for BCLAD: .................. 20

BCLAD Prerequisites
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 on the FSI and a score of 3.0 on the FSI test to progress in the program. Contact the program coordinator about the Culture and Language Examination.

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- or 4-credit college-level mathematics course for which Intermediate Algebra is prerequisite. MATH 100-G 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 (offered in Spring and Summer during alternate years).

The above courses are sequential; each one must be completed prior to the next. Any exceptions must be approved by the instructor of the course for which the student has not met the prerequisite.

Multiple Subject CLAD Early Childhood Emphasis Program Courses
Phase I
EDUC 431 Child Study and Curriculum Development in Preschool and Kindergarten (3)
EDUC 410 Second Language Pedagogy (3-4)
EDUC 477A Participant Observation (1)

Total for the program ........................................... 6

EDUC 472 Teaching Mathematics in the Elementary School (2)
EDUC 473 Teaching Science in the Elementary School (2)
EDUC 477B Participant Observation (2)

Intersession Enhancement Program
Phase III
EDUC 482 Student Teaching and Seminar (12)

Total units for the program .................................. 13

Multiple Subject CLAD and BCLAD Emphasis Program Courses
Phase I
EDUC 460 Learning and Teaching in Elementary School (3)
EDUC 461 Multicultural Education and the Social Sciences (4)
EDUC 462 Teaching Reading/Language Arts in the Elementary School (4)

Total for the program ........................................... 11

EDUC 410 Second Language Pedagogy (4)

Phase II
EDUC 472 Teaching Math in the Elementary School (2)
EDUC 473 Teaching Science in the Elementary School (2)
EDUC 476 Participant Observation (3)

Intersession Enhancement Program (specified courses offered during Intersession)

Total for the program ........................................... 11

Single Subject CLAD Teaching Credential
The purpose of the Single Subject CLAD (Cross-Cultural Language and Academic Development) Credential Program is to prepare candidates for teaching in middle schools, junior high, and senior high schools. For more details, please make an appointment to speak to the program.

EDUC 480 Integrated Curriculum in the Elementary School (3)
EDUC 482 Student Teaching and Seminar (12)

Total for the program ........................................... 15

EDUC 443B Seminar: Multicultural and CLAD Perspectives (1)
EDUC 437 Teaching in the Content Areas (3)
EDUC 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (4)

Total units Phase I ............................................ 14

Phase II
EDUC 458 Student Teaching in Multicultural Settings (12)
EDUC 459 Seminar: Student Teaching in Multicultural Settings (3)

Total units Phase II ............................................ 15

Total units for programs (including prerequisites) ....... 35

Special Education Credentiai
The California Commission on Teacher Credentialing (CTC) 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 CREDENTIALS. The School of Education offers both levels of the Education Specialist Credential:

- Mild/Moderate Disabilities and in Moderate/Severe Disabilities

Preliminary Level I Education Specialist Credential

A Preliminary Level I Education Specialist Credential Program is offered in the areas of mild/moderate (MM) disabilities and severe (SE) disabilities. This program provides the training necessary for students to work with individuals in grades K-12 in special day class (SDC) and resource specialist program (RSP) settings, and adults. The credential in MM disabilities authorizes teaching of individuals with specific learning disabilities, mental retardation, other health impairment, and serious emotional disturbance. The credential in MS disabilities authorizes 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 MM disabilities and in MS 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 allows 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 5 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.

Preliminary Level II Education Specialist CREDENTIALS

A Preliminary Level II Education Specialist Credential Program is offered in the areas of mild/moderate (MM) disabilities and severe (SE) disabilities. Students 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 323 School and Society in an American Society (3)
EDUC 430 Special Education for Teachers (4)

Total prerequisite units .................. 7
Special Education Requirements

- Multiple Subject — Early Childhood Option
  - EDUC 437 Seminar: Integrated Curriculum in Preschool
  - Through Elementary

- Multiple Subject — Elementary Option
  - EDUC 482 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component)

- Single Subject — Secondary Option
  - EDUC 418 Learning and Development in Adolescents
  - EDUC 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (includes a fieldwork component)

Total general teacher education units: 7-8

Special Education Requirements

- Must complete Core Common Core plus M/M or M/S credential coursework

Common Core for Education Specialists

- EDUC 422 Collaborative Partnerships in Special Education

- EDUC 423A Assessment, Curriculum and Instructional Strategies

- EDUC 424A Classroom Environment: Social and Applied Program Solving

- EDUC 425 Developing Academic Performance of Students with M/M Disabilities

- EDUC 465 Student Teaching Practicum M/M

- EDUC 466 Student Teaching Seminar M/M

- Moderate/Severe Disabilities
  - EDUC 423C Assessment, Curriculum, & Instruction: Applied Strategies for Students with M/S Disabilities

- EDUC 424C Positive Behavioral Supports and Instructional Models

- EDUC 428 Pro Seminar: Topics in the Education of Students with M/S Disabilities

- EDUC 467 Student Teaching Practicum M/S

- EDUC 468 Student Teaching Seminar M/S

Total Units for the Preliminary Level Education Specialist

Credentialed in Mild/Moderate or Moderate/Severe Disabilities

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

- EDUC 511 Professional Induction Plan: Supervised Development
- EDUC 512 Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities
- EDUC 513 Current and Emerging Research and Practice in Special Education
- EDUC 514 Advanced Communication, Collaboration, and Consultation in Special Education
- EDUC 515 Advanced Legal Issues in Special Education
- EDUC 516 Professional Induction Plan: Culumminating Assessment

Total units for Professional Level II Education Specialist

Education Specialist in Mild/Moderate or Moderate/Severe Disabilities

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.

- California Commission on Teacher Credentialing (CCTC) Requirements for Level II are
  - EDUC 404 Computer Uses in Education (2) or
  - EDUC 484 Introduction to Multimedia and Web Authoring (2) or (equivalent) (3)

- 5. A maximum of 3 units of lower-division courses and 6 units of extension courses may be included.
- 6. A minimum of 9 semester units in courses taken at other institutions of higher education may be included.

- 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.

- Courses taken at accredited colleges and universities that lead toward professional growth and improvement in teaching effectiveness.

- Supplementary authorizations for subject area teaching.

For more information, please consult the fifth-year advisor.

Professional Growth Requirements

Teachers who need to fulfill 150 clock hours of professional growth requirements every five years in order to maintain their Preliminary Clear California Credential will find a variety of appropriate courses offered by the School of Education and throughout the university.

- Students are encouraged to contact designated professional growth advisors in distinct and county offices of education.

Specialist and ServiceCredentials

The School of Education offers programs leading to advanced credentials. The Specialist Credential provides the teacher with special expertise in special areas at any grade level from kindergarten through grade 12. The Service Credential allows the holder to provide specific non-classroom services to public schools. Completion of a Basic California Teaching Credential is required for admission to most specialist and service credential programs. These advanced programs may be combined with a master of arts degree program

Prerequisites for Advanced Credential Programs

1. A valid California credential
2. A cumulative grade point average of at least 2.50 and a GPA of at least 3.00 for previous work in education.

Procedures for Applying to an Advanced Credential Program

1. Apply to the university as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
   a. A professional-goals statement.
   b. Two sets of official transcripts.
   c. Two letters of recommendation from California credential.
   d. Two letters of recommendation or two candidate reference/evaluation forms.

Additional admission requirements that are program specific are listed with each program description.
Educational Leadership Program: Administrative Service Credentials

The Administrative Services Credential programs (Preliminary Administrative Services, Professional Administrative Services, Preliminary Leadership 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 (PAS II) focuses on entry-level skills for effective administration of elementary and secondary schools, with particular emphasis on the responsibilities of the principal. An internship program is available for individuals assigned to an administrative position but who have not earned the PAS I credential. The Professional Administrative Services Credential program (PAS 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 PAS I Program and PASI Intern Program are scheduled during the late afternoon and evening; the PAS II Program is scheduled on Saturday.

Preliminary Administrative Services Credential (PAS I)

In addition to the general admission requirements for advanced credentials, PAS I candidates must:

1. Fulfill 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 PAS I Program. The structures of the program unite the administrative practices experience with the core program curriculum in which an integrated learning experience. The program is designed to provide students with a strong foundation of knowledge basic to the field of education. Areas of emphasis in the curriculum include:

EDUC 404 Computer Uses in Education.......................2
EDUC 500A Educational Leadership and School Management .......... 3
EDUC 500B Educational Leadership and School Management .......... 3
EDUC 582 School-Community Relationships and Politics............... 3
EDUC 583 School Government: Judicial, Legislative, Financial, and Fiscal Aspect......................... 3
EDUC 587 Field Experience in Administration: Pre-Int. 1-3
EDUC 588 Educational Leadership: Pre-Int. 1-3
EDUC 589 Leadership for Diverse Populations....................... 3
Total units for PAS I ........................................... 25
Total units for PAS I Interns ................................... 29

This program can be completed in two semesters and students may combine their advanced credential studies with an M.A. degree in education with emphasis in educational administration.

Professional Administrative Services Credential (PAS II)

In addition to the general admission requirements for advanced credentials, PAS II candidates must:

1. Fulfill 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 PAS II, SSU courses.
3. Two units shall consist of the development of a PAS II Education 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 PAS II Professional Development Plan. The 8 units or 120 clock hours of professional development activities shall be in addition to the precepted 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:

PAS II Induction Plan:

EDUC 595A Advanced Leadership Assessment: Induction Plan (at the beginning of PAS II) ................. 2
EDUC 595B Competency Review Seminar: Assessment of Progress towards the completion of PAS II ......................... 2

PAS II Direct Instruction:

EDUC 596A Advanced Field Experiences: Organization Theory, Planning and Application............... 3
EDUC 596B Advanced Field Experiences: Reflective Leadership ............................................ 3
EDUC 596C Advanced Field Experiences: Evaluation and Strategic Issues Management.................. 3
EDUC 596D Advanced Field Experiences: School Law and Public Policy .................. 3
EDUC 596E Advanced Field Experiences: Fiscal and Human Resource Management .................... 3
EDUC 596F Advanced Field Experiences: Cultural and Organizational Environment .................... 3

PAS II Professional Development Plan:

8 additional semester units or 120 clock hours of approved Professional Development Plan

Professional Development Plan .................................. 8
Total units for PAS II ........................................... 24

Advanced Certification in Reading/Language Arts

The School of Education is in the process of revising and obtaining approval from the California Commission on Teacher Credentialing for a two-tier program to meet the requirements of the Reading Certificate (Tier I) and Reading Specialist (Tier II) programs. Please check the School of Education website page or the program coordinator for the most recent information.

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 520 Teaching 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)
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 Arts (3) (For elementary or secondary teachers)
EDUC 557 Authentic Assessment in Preschool and Primary Programs (3) (For teachers who specialize in the early ages, 4-8 years old)

In addition to the 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 at least 10 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. EDUC 521, 522, 534, and 529.
3. A copy of their valid California teaching credential.

Master of Arts in Education

The M.A. degree program in education offers courses of graduate study to prepare students for specialized teaching and for 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 33.

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 proposal program.
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 professionals of education? How do I identify myself as a practitioner? How do I respond to events in the real world? How do I link my experience in the classroom to 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 images have shaped and will impact my practice and my beliefs about education? What issues, ideas, 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, including:

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 education, or
   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 598 (M.A. Thesis or Project Seminar) and final approval of a thesis, curricul-
   um project, or creative project, EDUC 599.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.
M.A. Core Courses
There are core courses plus EDUC 599 Supervised Research are required for all M.A. in education programs:
EDUC 570 The Reflective Educator (3)
EDUC 571 Research Paradigms in Education (3)
EDUC 598 Developing a Thesis/Project (3) and
EDUC 599 Supervised Research for Thesis/Project (3).
• students must follow the course sequence of EDUC 570, 571, 598 and 599.
• students should take EDUC 570 during the first year of their M.A. Program, EDUC 571 midway through their course of study, EDUC 598 in 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.
• none of the graduate coursework is eligible for Extended Education.
• students already admitted to the university may take some courses prior to admission to the graduate program.

Total units in the M.A. core required: 12

M.A. Concentrations
To complete the 30-unit minimum for the degree, select one of the following concentrations for 30 units:

Educational Administration
Curriculum, Teaching and Learning
Early Childhood Education
Reading and Language
Special Education (in revision)

Each concentration is described below. Details are available from the TRC office.

Total units in the concentration: 18-22
Total units in the M.A.: 30-34

Concentration Content
Educational Administration
The educational administration concentration is designed to prepare students to provide leadership in administrative positions, such as superintendent, principal, assistant principal, and equivalent positions, in public and private schools.

In addition to the general admission requirements for School of Educa-
tion graduate programs, candidates must hold a valid basic teaching credential and have three years of successful full-time teaching, or have three years of experience authorized by a services credential such as the Pupil Personnel Services Credential. Candidates may concurrently pursue a master’s degree and the Administrative Service Credential.

In addition to the M.A. core courses, the concentration courses include units selected from PASC I (Preliminary Administrative Services Credential) or the PASC I Intern (Preliminary Administrative Services Credential Intern) Programs.

Proposed programs of coursework must be planned in conjunction with the coordinator of the educational leadership program. A minimum of 30 units is required for the M.A. degree.

Curriculum, Teaching and Learning
The curriculum, teaching and learning concentration provides flexibility in professional development for a wide range of professional educators. Candidates need not possess a teaching credential; they may prepare for staff development and leadership positions in a variety of settings.

In addition to the M.A. core courses, the required concentration courses include:
EDUC 585 Curriculum Development: Theory, Practice and Evaluation (3)
EDUC 586 Program Planning and Research: Research and Applications in Curriculum (3)

The remaining units (12-16) are taken in an approved area of emphasis. Students may select or design a plan of coursework from the Department of Education or in other departments. A field component may comprise part of the area of emphasis. A written rationale must accompany the area of emphasis proposal if the design is rather than selected from previously approved.

Early Childhood Education
The early childhood education concentration is designed to prepare teachers to work in public school and community-based programs that serve children from infancy through third grade (ages 0 through age 8), and to take leadership roles in the field of early childhood education. Required coursework focuses on cross cultural 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 child development is prerequisite to admission to the program. Details are available from the early childhood education coordinator.

Program Coursework: 30 units

Required Core Courses in Concentration (6 units)
EDUC 505 Action Research in Preschool and Elementary Classrooms (3)
EDUC 538 The Development of Language and Thinking, Infancy through Third Grade (3)

At least four of the following courses (12):
EDUC 530 Teaching to Diversity (3)
EDUC 531 The Role of Play in Development and Learning (3)
EDUC 532 Social-Moral Development in Childhood (3)
EDUC 539 Advanced Seminar in Early Childhood Education: Research on Quality and Design (3)
EDUC 534* First and Second Language Curriculum in Preschool and Primary (3)
EDUC 535 Leadership and Advocacy for Children and Families (3)
EDUC 537* Assessment in Preschool and Primary Programs (3)
EDUC 593 Consultation: 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)

Supporting Coursework: Electives may include coursework in other academic areas. Please consult with a faculty advisor.

Reading and Language Arts Education
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 to reading to other language and concept learning.

Program Coursework: 30 units

Reading/Language Core Courses (9 units)
EDUC 507 Advanced Seminar in Research .............................. (3)
EDUC 521 Language Development in First and Second Languages .................. (3)
EDUC 522* Curriculum and Assessment for First and Second Language Learners .............................. (3)

May be applied to GRAD CLAD authorization

Education Core Courses (12 units)
EDUC 505 Action Research in Preschool and Elementary Classrooms (3)
EDUC 511 Reading and Language Research: Research and Applications in Curriculum (3)
EDUC 598 Developing a Thesis/Project (3)
EDUC 599 Supervised Research for Thesis/Project (3)

Supporting Courses (9 units)
The M.A. in reading/language education allows 9 elective units (three courses, typically in the reading/language program or in other approved areas such as bilingual education, curriculum, ESL and early childhood education).

Additional courses available for supporting coursework (9 units)
EDUC 523 Advanced Seminar in Curriculum in Language and Literacy (3)
EDUC 524 Seminar: Literature for Children and Adolescents ... (3)
EDUC 525 Reading/Language Programs .............................. (3)
EDUC 526 Leadership Roles in Reading/Language Programs .............................. (3)
EDUC 527 Field Experience in Reading and Language .............................. (3)
EDUC 529 Evaluation Children and Language Programs .............................. (3)

If you have attended the California Reading and Literature Project or if you would be interested in doing so after enrolling in the program, 3 units may be applied as elective credit to the M.A. in reading/language education.

Candidates for the M.A. in Education, Reading and Language Concentration must be accepted to the university. Please submit an application to the SSO Office of Admissions and Records.

In addition, applicants must submit the following to the School of Education:

1. Two official transcripts. Grade point average requirements: cumulative upper division/grad. 3.00; education, 3.00.
2. A completed application form.
3. Two letters of reference.
4. A copy of a valid California teaching credential.
5. An educational biography (approximately two-three pages), in which is included:
   • synopsis of experience in education or related fields;
   • narrative statement of career goals and how the degree/advanced credential program contributes to these goals.

Responses will be evaluated on the following criteria:
• organization and clarity of ideas;
• conventional grammar and appropriate use of English.

Students may pursue advanced certification in Reading/Language Arts concurrently with their Masters degree studies in reading and language education.

Special Education
Reflecting new guidelines of the California Commission on Teacher Credentialing, credential coursework in special education has been changed and a new M.A. emphasis in special education is being developed. For additional information, please contact the special education program coordinator, or visit the homepage of the School of Education at www.sonoma.edu/education/.

In addition to the M.A. core courses, required concentration courses include 18 units of coursework.

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 for renewal. For all professional development requirements, please refer 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 coordinator of early childhood education.

Courses for the Permit fall under the following categories: Development, Family and Community, Curriculum, and Administration.

Education Courses (EDUC)
Classes are offered in the summers. Please see the Schedule of Classes for most-current information and faculty assignments.

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 (3) / Fall
An introduction to the theory and practice of early childhood education at the campus child care center. Emphasis is on developmentally appropriate practice as expressed through curriculum and guidance techniques. One hour lecture and one hour field experience per week. Participation in the Children’s School is required for seven weeks.

239 Parent Education Class (2) / Spring
The Parent Education Class facilitates value clarification and the objective study of parent-child behavior. Topics include the development of stages of children, parental expectations and styles, and different techniques for guiding children’s behavior.

250 Teaching in a Changing World (3) / Fall
This course is designed to provide an introduction to the classroom from teachers’ points of view. Areas of content include child and adolescent development, teaching roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be placed on 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 tutors and tutors and how their individual and mutual needs are affected by learning styles and strategies, self-esteem, codependency, assertiveness, perceived locus of control, communication, stress/anxiety, use and misuse of learning strategies and techniques, diversity, social/cultural, and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower the tutors and enhance their own effectiveness as a tutor/human relations深受CCT-only certificate. Only received upon successful completion of training.

295 Community Involvement Program (1-4) / Fall
CIP involves students in the community, performing such tasks as tutoring, coaching, and implementing educational changes in classrooms 1 to 4 hours, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Credit/No Credit only.

328 Teaching as an Instructional Objective (2)
Guidance in lesson preparation, with emphasis on delivery, self-evaluation, and analysis of educational objectives. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-courses program, or consent of instructor.

329 The Migrant Experience (2) / Fall
An examination of the educational process and educational system through the study of the language and by a direct, active contact with the migrant community. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-courses program, or consent of instructor.

331 Practicum in Child Study (3) / Spring
An intensive study of the development and learning of young children through observation and participation in exemplary programs. May be applied toward the 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)
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. Credit/No Credit 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 computing and affiliated technologies in education, through an introduction to current research, professional organizations, and a variety of instructional software and hardware. Grade only.

410 Second Language Pedagogy (3-4) / 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 covers first- and second-language acquisition and major first- and 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 political economy. The classifications of cultural, racial, and gender diversity in the classroom are examined, as well as strategies for respecting individual and family diversity. The course introduces students to educational ethics, and it 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 Elementary Childhood Education program.

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, psychology, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present school systems and current educational approaches; the role of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek thought through modern educational thought; the role of the teacher in society; the role of society in the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local government education policy and its interaction with special-interest groups on education. Grade only. Satisfies GE, category D (Individual and Society).
425 Developing Academic Performance of Students with Mild/Moderate Disabilities (3) / Fall
This course is designed to provide special 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, observations, guided activities, and student projects using field-based case studies. Credit is only granted upon permission of the Education Specialist Moderate/Severe Disabilities Credential program or permission of instructor.

438 Professional Seminar: Topics in the Education of Students with Moderate and Severe Disabilities (3) / Fall
EDUC 438 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 exceptional needs, the impact of physical 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 the development of instruction appropriate for all contexts are included. Credits are earned after completion of a formal professional seminar format in order to permit a focus on innovative conceptualizations, practices, and legal mandates, while retaining the ability to substitute the seminar course with field experiences. EDUC 438 will include guest presenters with specialized expertise such as physicians and nurses specializing in disabilities. Full inclusion of special education students is provided. This course will provide candidates with an understanding of how to develop lesson plans for students with severe disabilities, including the development of individualized educational programs. The course will also provide candidates with an understanding of how to develop lesson plans for students with severe disabilities, including the development of individualized educational plans and programs.

424  Child Study and Curriculum Development in Preschool and Kindergarten (3) / Fall, Spring
Child study and curriculum development in preschool and kindergarten settings. Classroom observation and participation in preschool and kindergarten settings. Twelve hours per week for seven weeks, including classroom observations and lessons, planning, teaching strategies, discipline, and child study and observation. Grade only. Prerequisite: admission to Multiple Subject CLAD credential program or consent of instructor. Must be taken concurrently with EDUC 477A for Multiple Subject CLAD ECE emphasis students.

417 Seminar: Integrated Curriculum in Preschool and Elementary Schools (3) / Fall, Fall
This course is designed to integrate curriculum for preschool through elementary school classrooms. Focus is on using skills and concepts identified in California Department of Education frameworks for science, mathematics, languages, art, history, social science, visual and performing arts, to plan, implement, and evaluate developmentally appropriate curriculums. Grade only. Prerequisite: admission to Multiple Subject CLAD credential program or consent of instructor. ECE emphasis or Education Specialist Credential program or consent of instructor.

424 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 school classrooms. Situational teaching/learning environment applicable to all contexts and areas to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed. Interdisciplinary, collaborative, collaborative, cultural, and collaborative planning, multicultural, collaborative, and collaborative planning, cultural, and collaborative planning, cultural, and collaborative planning.

424 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. Credit only. Prerequisites: admission to the Single Subject CLAD credential program, EDUC 417, and EDUC 418. Must be taken concurrently with EDUC 443B.

438 Seminar: Multicultural and CLAD Issues in Preschool and Kindergarten (1) / Fall, Spring
Issues related to teaching in multicultural settings. Seminar focuses on aspects of classrooms observed in EDUC 443A, including classroom management/teaching behaviors, strategies, and student behaviors, including diversity. Students develop materials that contribute to the development of a program portfolio to be examined before evaluation of student teaching. Credit 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, depending on the content area
Principles, methods, and materials for teaching the various academic content in middle, junior high, and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on pedagogical practices of content in forms appropriate for diverse learners. Topics include goals and objectives, lesson and unit planning, teaching and questioning strategies, conventional and alternative means of performance, assessment for diverse learners, classroom management, and awareness of national, state, and local content standards. Students prepare for and present on the following topics: CLAD classroom teachers in secondary classrooms. Students develop materials that contribute to a program portfolio to be evaluated before evaluation of student teaching. Credit only. Prerequisites: admission to the Single Subject CLAD credential program, EDUC 417, EDUC 418.

464 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, and classroom design for diverse learners. Specific attention to the design of courses and development materials that contribute to a program portfolio to be evaluated before evaluation of student teaching. Credit only. Prerequisites: admission to the Single Subject CLAD or BCLAD credential program, EDUC 417 and EDUC 418, or permission of instructor.

458 Student Teaching in Multicultural Settings (12) / Fall
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 initially full student teaching responsibilities as outlined in the Single Subject Handbook. The third period consists of assessing the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may teach in one or all of the courses. Credit only. Prerequisites: successful completion of all phase 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' classrooms, and professional growth and career development. Emphasis is on integrating experiential learning and Phase I seminars, including CLAD competencies and the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio, including a complete teaching experience in multicultural settings and a presentation or, if applicable, a comprehensive teacher evaluation. Students present their final teaching experience portfolio and successfully present their final teaching experience portfolio. Must be taken concurrently with EDUC 458.

460 Learning and Teaching in the Preschool 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 development of theories, methods, and research-based programs and includes research-based strategies for teaching to students with diverse learning needs and disabilities, classroom management, and discipline, and development of instructional objectives, lesson plans, and teaching strategies. Prerequisites: 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 the diverse social, economic, political, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction. The course includes an analysis of social, economic, and cultural systems and structures in middle and high school classes and the role of these structures in the development of classroom instruction.
466 Student Teaching Seminar: Moderate/Severe Disabilities (1) / Fall, Spring

EDUC 466 represents the seminar component of the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential program. This student teaching component requires significant internship experience in the schools and the appropriate classroom. Guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the seminar, students will be provided with guidance and support aimed at a successful student teaching experience is offered through EDUC 466.
cacy, and team management, as well as methods for positively representing education to parents, staff, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and parents/professionals about students' needs and development are emphasized. The role of cross-agency transitional services and individualized transition experiences are explored with emphasis on communication and collaboration between school and community. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations and behavioral support are also required of candidates taking EDUC 511. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

515 Advanced Legal Issues in Special Education (3) Fall, alternate years EDUC 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 ethical and professional responsibilities, contract resolution, least-restrictive environment, provision of related services, parent participation, shared decision-making, and other 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: CUMULATING ASSESSMENT (1) Fall, Spring EDUC 516 is the final course in Professional Level II Education Specialist Credential and will create the context for the culminating assessment of the individualized Professional Induction Plan. Candidates will collaboratively assess the elements presented in their induction plans developed in EDUC 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.

521 Language Development in First and Second Languages (3) Research and theory in oral and written language development in home and subsequent languages, including (1) the relationship between language development and cognition, and (2) literacy teaching and learning. Application of theory to practice. Students carry out field studies that complete a case study. Grade only. Prerequisite: Approval of the program.

522 Curriculum and Assessment for First and Second Language Learners (3) Principles and procedures for literacy and content learning in English in classrooms with bilingual students, as well as the design and selection of materials, methods and contexts for literacy and content instruction in these settings. This course also covers a variety of strategies for Specially Designed Academic Instruction in English (SDAIE) Field Studies. Applies to concentration in reading/language. Grade only. Prerequisite: Approval of the program.

523 Advanced Seminar in Curriculum in Language and Literacy (3) Critical analysis and development of learning-centered language and literacy curriculum. Evaluation and selection of materials for instruction. Critical analysis and development of the reading/language program. Prerequisite: approval of the program.

524 Seminar: Literature for Children and Adolescents (3) Study of children's and adolescents' literature, authors and ways of reading literature in the classroom. Grade only. Applicable to the reading/language program. Prerequisite: Approval of the program.

525 Policy Planning in Reading/Language Programs (3) An investigation of decision making and policies for teaching reading and writing program coordination, current influences, such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Extensive field experience. Grade only. Applicable to the reading/language program. Prerequisite: Approval of the program.

526 Leadership Roles in Reading/Language Programs (3) Principles for program organizing, coordinating, and evaluating K-12 reading and language programs. Extensive field experience. Grade only. Applicable to the reading/language program. Prerequisite: Approval of the program.

527 Field Experience in Reading and Language (3) Supervised field experience with reading/language programs. Emphasis on evaluation of reading effectiveness, design and implementation of literacy instruction, and selection and modification of materials. CR/NC only. Prerequisite: admission into the Professional Level II Education Specialist Credential program.

528 Advanced Study in Secondary Reading (3) Principles, methods and materials for effective instruction in reading at the secondary level. Includes reading theory and current issues in reading/language pedagogy. Emphasis is placed on the interrelationships between language systems and the cognitive, and affective and social aspects of literacy acquisition and development. Issues of cultural and linguistic diversity and bilingualism and affective variation are integral to the course. Intended for students admitted to advanced reading and language credential degree programs. Requirements include independent inquiry in curriculum development. Grade Only. Prerequisite: consent of the reading/language program coordinator and/or course instructor.

529 Evaluation and Assessment in Reading and Language Programs (3) An exploration of methods and assessment of learners' reading/language development, including self-evaluation; individual and group assessment; methods of reporting progress to students, parents, and administrators. Development of written instruments for professional and learner-based procedures; and the role of standardized testing in schools. Field Studies. Grade only. Applicable to the reading/language program. Prerequisite: Approval of the program.

530 Teaching to Diversity (3) Since 1968, the impact and influence of 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 understanding, critical, and culturally sensitive pedagogy, particularly for limited English proficient students. Grade only. Prerequisite: permission of instructor.

531 The Role of Play in Development and Learning (3) Stages of play are explored as they influence from adulthood from the perspectives of Piaget, Freud, Erickson, Mead, and Crick. Meanenham and other social and cognitive development of play is addressed. The role of culture on play and play differences 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, gross motor development, 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) Theories and research address social and moral development in early childhood, including cultural value differences are discussed. Stages of perspectives, 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 theory applicable to resiliency for at-risk children and working with parents to help them understand children's social-moral development are topics included. Grade only. Prerequisite: permission of instructor.

533 First and Second Language Curriculum in Preschool and Primary Programs (3) Students explore the nature and development of developmentally and culturally appropriate practice in schools with diverse populations, including cultural 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-psycho-linguistic underpinnings of communicative competence, emerging literacy and conceptual development in both home and second languages. Strategies for linking children's home and school experiences, communicating in idiomatic and integrated classrooms 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) A critical examination of relevant policy issues related to the inclusion of families in schools, including bilingual education, family literacy programs, Title V, Title I and Head Start. From the perspective of the professional in a family-centered and respectful policy environment, they will address the different 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 home and school settings. The integration of observations and assessment in classrooms that meet the needs of children and families from diverse cultural, linguistic, and economic backgrounds is stressed. Grade only.

538 The Development of Language and Thinking: Early Childhood Education: Research on Quality and Design (3) This course addresses the development of children from birth through middle childhood with an emphasis on the relationship between language development and 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. How children use and develop their spoken languages in school and care settings are highlighted. Major theories such as Piaget, Erickson, Bronny, Vygotsky, Mead, and others who address the development of children's language, literacy and communication, and cultural and familial influences on development and learning are discussed. Current research on brain development in the first five years of life is 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) 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 affecting physical environment, schedulers, 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.

555 Teaching Students Who Are Severely Emotionally Disturbed (3) Description and development of practical and effective strategies to teaching students identified as "severely emotionally disturbed." Includes the identification and review of research on issues and trends and how each relates to the practice of teaching. The classroom environment 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 Focus on teaching basic communication skills, collaborative consultation, and effective service delivery training and evaluation process utilized in a collaborative model. Observation and field experience are a required component of this class. Grade only. Prerequisite: admission into resource specialist program.

570 The Reflective Educator (3) This course is designed for all pre-service 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 cultural issues in education. This course will allow students to explore 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 that they will
continue to modify throughout their M.A. program. The portfolio is intended to be cumulative and should be completed by the end of the graduate core courses. Grade only. Prerequisite: admission to M.A. in education program.

571 Research Paradigms in Education (3) This is the second in the series of three graduate core courses, and is designed to be taken midway in the master of arts degree program. This course focuses on students as critical consumers of research, and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field studies of practice, and the need for organizational theories and research to serve as a critical base for all educational research. It also provides an opportunity for students to design, integrate, and develop research projects through analysis of action research projects that may serve as the foundation for the culminating Master of Arts degree project. Grade only. Prerequisite: EDUC 570.

578 Project Continuation (1-3) / F, S, 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.

580A Educational Leadership and School Management (3) / F 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. Research. 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) / S Advanced study of organizational theory and practices. Effective schools research; alternative ways of organizing and managing schools; short- and long-range planning; delegating responsibilities; resource and plant management; use 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) / F 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) / F Concepts of power and influence in community, district, and school; school board, 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. Grade only. Prerequisite: admission to M.A. in education program.

583 School Governance: Judicial, Legislative and Financial Aspects (3) / Spring A study of emerging social groups and forces impacting public and private education; civil liberties, school records, integration and bilingual education; structural, 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.

585 Curriculum Development: Theory, Practice and Evaluation (3) / F, S, Spring Analyses of sociopolitical, economic, and cultural influences on curriculum development, instructional processes, and learning achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing and changing curricula. Grade only. This course is required in the Curriculum, Teaching and Learning and the Preliminary Administrative Services Credential programs. Prerequisites: consent of instructor and approval of the School of Education.

586 Teaching and Learning: Research and Application in the Classroom (3) / Spring An analysis of teaching and learning strategies and instructional variables that relate to diverse groups of learners. Research. Grade only. This course is part of the Preliminary Administrative Services Credential program. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching and Learning program. Prerequisites: consent of instructor and approval of the School of Education.

587 Field Experience in Administration (1-3) / F, S, 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. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

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, and cultural foundations of curriculum; roles of schools personnel; curriculum theory; issues, trends, and future directions; development, implementation, support and evaluation of 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) / F, S The goal of this leadership 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 practices and administrative guidelines for the reduction of categorical programs, legal issues that affect all students; instructional strategies and curriculum for students with special learning needs; school policies and roles 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 (3) / F, S 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 (3) / F, S 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.

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. Emphasis will include the roles of the child and the teacher, design of curricula and environments for learning, and approaches to diversity in classrooms and communities. Grade only.

595 Special Studies (1-4) / F, S Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

596A-F Advanced Field Experiences (12) / F, S Spring Students will be involved in site-based problem solving and analysis, the generation and field implementation of appropriate recommendations, and an evaluation of chosen solutions and actions. Discussion, monitoring, coaching, and evaluation of students’ work will occur throughout the Advanced Field Experiences with EDU 596A serving for the initial planning and development of student inquiry projects. Areas emphasized in this course: 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 (1) Fall/Sp 596E: Fiscal and Human Resources Management (2) Fall/Sp 596F: Cultural and Organizational Environment (2) Fall/Sp Preparation: enrollment in Education 590A, possession of the Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.
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
707 564 2140
www.sonsoma.edu/english

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 to 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 inventive impulses; and it provides us with multiple ways to envisage 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 language chiefly 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 these 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 motivations and of the conflicts and dilemmas that people face. One 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.

Bachelor of Arts in English

Degree Requirements units
General education .......................................... 51
Major requirements ........................................ 42
Core (15 units) ............................................... 15
Concentration (27 units) .................................. 27
Total needed for graduation .............................. 124

Major Core Requirements for All English Majors
(Except secondary teaching concentration students; please see Secondary Teaching Preparation, below.)

An Introductory Course

Complete the following course: ENGL 301

A Survey Course

Complete one of the following courses: ........................ 3
ENGL 237 Survey: Early American Literature (3)
ENGL 238 Survey: Late American Literature (3)
ENGL 259 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 these 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 course in writing: ..................................... 12
Three of these courses (9 units) must be at the 300/400 levels, and course selection 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)

Total units in the secondary teaching concentration .... 45
Sample Four-Year Program for Bachelor of Arts in English

Literature concentration

Freshman Year: 30 units

Fall Semester (15 units)
ENGL 101 (3)
Mathematics GE (3)
GE (3)
PHYS 100 (3)
Electives (3)

Spring Semester (15 units)
PHIL 101 (3)
GE (3)
ENGL 214 (3)
Electives (3)

Sophomore Year: 33 units

Fall Semester (15 units)
HUM 200 (3)
GE (6)
ENGL 237 or 239 (3)
Electives (3)

Spring Semester (18 units)
GE (6)
ENGL 228 or 240 (3)
GE ENGL 303, 307, 314 or 395/3
GE (3)
ENGL 367, 369, 371 or 373 (3)
Electives (3)

Junior Year: 30 units

Fall Semester (15 units)
ENGL AMICS 360 (3)
ENGL 301 (3)
GE WGS 345 (3)
Electives (3)
ENGL 379 (3)

Spring Semester (15 units)
ENGL 390 (3)
ENGL (3)
ENGL 435, 533 or 475 (4)
Electives (6)

Senior Year: 31 units

Fall Semester (15 units)
ENGL 483 (3)
ENGL 451 (3)
ENGL 435, 533 or 475 (4)
Electives (6)

Spring Semester (15 units)
ENGL 494 (3)
Electives (3)
ART 413, 414, B or C (3)
GE BISL 211 (3)

Total semester units 124

Minor in English

Students majoring in other fields may develop, in consultation with an English Department advisor, a 20-unit English concentration.

Six units of any two survey courses to be selected from ENGL 237, 238, 239, 240 and Advanced Composition (ENGL 375), will be followed by 11 units of electives chosen from English courses listed under requirements or literature concentration. Nine units must be in residence at SSU.

Teaching Credential Preparation

The English Department offers a program of study that satisfies the subject matter preparation requirements for initial entry into the California 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 MA 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 and Records Office by January 31, the admission deadline set by the department for that year. Applicants must also submit 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 comprehensive application files that meet departmental admission standards and admits the most qualified of those applicants to the program. The 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 two of the 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 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 history provided in ENGL 599. 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 graduate units must be taken at the 500 level.

To fulfill the requirements for the degree, the student must select one of the following three 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 prefixed 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 C/N/C.

Students choosing the thesis or examination option are required to take an examination in the areas of their study and meet with faculty members to discuss the requirements and 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 300 Research and Critical Writing 3
ENGL 301 Literary Criticism 3
Total 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 (C/N/C) 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 301 and 214 are prerequisites for upper-division courses.
B. Theses are required for students who pass the written English Placement Test (EPT) at an appropriate level. Please see the Schedule of classes 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), C/N/C only. Not applicable toward graduation.

99 Basic Composition and Workshop (3) / Fall, Spring
Study and review of grammar, sentence structure, punctuation, and writing skills. Placement in this course is based on the score on the English Placement Test (EPT). C/N/C only. Not applicable toward graduation.

Prerequisite: completion of the English Placement Test (EPT).

99T Basic Composition — Tutoring (1-3) / Fall, Spring
Individual group and 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: No limit. 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 contract 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 in their historical and cultural development, students practice the techniques of expository writing, oral expression, and reading and thinking critically. Satisfies GE, category A2 and A3.

201 Written and Oral Discourse Studies (3) / Fall, Spring
A course in oral and written communication 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, vignette, 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, Spring
Survey of American literature to 1835. Covers major writers from the 17th through first half of the 19th centuries. Smith and Bronte, for instance, and Melville, Hawthorne and Whitman, are well represented. The novel. CAN ENGL 14.

152 / University Curricula + English
238 Survey: Later American Literature (3) / Spring
Beginning with Whitman and covers most major writers of the late 19th century and of the 20th century. Dickinson, Twain, H. James, Faulkner, Eliot, Kate Chopin. Baldwin, Brautigan, realism, and modernism.

239 Survey: Early English Literature (3) / Fall
Survey of English Literature since 1789. Includes such major authors as Chaucer, Shakespeare, Donne, Milton, Pope, Swift. Old and Middle English, quaintly love, the Renaissance, satire.

240 Survey: Later English Literature (3) / Spring
Survey of 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.

250 Introduction to California Cultural Studies (3) / Spring
Introduction to California culture studies and its multiethnic, interdisciplinary and multi-disciplinary perspectives, texts, and methods. Includes the study of California regionalists and a range of topics from geography, psychology, and art. Fieldwork and field trips to sites of historical and cultural interest required. Fulfills General Education requirement in 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 to 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 any 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 Studies in Composition (1-3)
Expository writing, with a specific emphasis that varies from semester to semester: reports, grants, proposals, technical writing, 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.

329 Screen/Script Writing (Film-TV-Stage) (3) / Spring
May be repeated for credit. Prerequisite: ENGL 375 or consent of instructor.

339 Introduction to Shakespeare (3) / Fall or Spring
An introductory course in Shakespeare that centers around exploration, 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 is of interest to adolescent and young adult reading.

345 Women Writers (3) / Fall
A course that will vary from semester to semester, considering women writers in a number of different periods, countries, and genres. Format: lectures/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 experiences 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 WEPST requirement, or consent of instructor.

367 Introduction to Short Story (3) / Fall or Spring
A course offering experience in editing a small literary journal. Activities include editing, layout and graphics. Zzum and other student publications are the vehicles through which this supervised experience is achieved. May be repeated for credit. Prerequisite: consent of instructor.

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. Zzum 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, Spring

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 the social, political, and structural development of the English language since its beginnings 1500 years ago. Review of basic grammar rules and how they came into the language.

387 Public Speaking (3) / Spring
Introduction to speaking in front of groups. May be repeated once for credit.

395 Community Involvement Program (CIP) (1-4) / Fall, Spring
CIP involves students in basic community problems, performing such tasks as tutoring and reading to 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.

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 (3) / Fall or Spring
An introduction to a range of critical theories and practices related to modern literary criticism. The course aims to introduce students to the contemporary forms of critical theory and their antecedents, and to show their effects upon reading practices.

407 Advanced Fiction Writing (3) / Fall
Prerequisites: ENGL 307 and consent of instructor.

409 Master Class in Fiction Writing (3) / Fall
Prerequisites: ENGL 307 and permission of instructor. Enrollment limited to 15. Prerequisites: 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, 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 subgenre 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 offerings. 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 offerings. 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 offerings. 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. Prerequisites: 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. Prerequisites: 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, Renais- sance, 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, 382 or consent of instructor.

480 Studies in California Literature (3) Study of a topic unique to California literature (e.g. Beats, LA/ASF 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. Fullfills 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 author 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 (3) 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, Fall 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 (3) 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 adequate to meet the 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.

500 Research and Critical Writing (3) Fall Required for M.A. candidates in English. The use of reference materials and library resources. Techniques of critical and scholarly writing. Exercises are adaptable to the student's area of emphasis for thesis, creative project, or non-thesis option. The course should be taken during the first semester of classified status. Prerequisite: graduate status or consent of instructor.

501 Literary Criticism (3) Spring Required for M.A. candidates in English. Study of the major texts in critical theory from Plato and Aristotle to the theoretical pluralism of the present. Examination of the philosophical bases of the critical act as well as the writing of criticism of selected literary texts. 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) 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 postcolonial literature. Emphasis on historical and social contexts and contemporary theoretical models. Course content varies from semester to semester. Course may be repeated 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) 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.

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. Prerequisites: graduate status or consent of instructor.

583 Seminar: Individual Authors: American (3) In-depth study of an individual author and related criticism. May be repeated for credit under different subtitles. Please see Schedule of Classes for current offering. Prerequisite: graduate status or consent of instructor.

584 Seminar: Individual Authors: English (3) In-depth study of an individual author and related criticism. May be repeated for credit under different subtitles. Please see Schedule of Classes for current offering. 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. 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. 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. In addition, the amount and level of work proposed should be at the appropriate academic level. May be repeated for credit to a maximum of twelve units. Prerequisites: consent of instructor and department chair.

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. Cr/Nc only.

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.
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 is to prepare students for careers in the environmental professions, for graduate studies, and for creative 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 two 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.

Admission Requirements
When applying to Sonoma State University, a student may declare a major in environmental studies. A student considering this major should make an appointment to see a faculty member for academic advising. Students seeking financial aid to assist them in their studies should contact the financial aid office. Several scholarships are provided specifically for ENSP students through the university scholarship program; please refer to the scholarships section of this catalog.

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Environmenal Studies and Planning
Programs offered
Bachelors 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 Certification Preparation in Environmental Studies
Certificate in Energy Management and Design
Double Major with Economics
Department Office
Rachel Carson Hall 18
707 664 2206
www.sonoma.edu/ensp/

Advisory Plans for the Freshman and Sophomore Years
In fulfilling their general education requirements, students who intend to major in environmental studies 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 macrosocmics or microeconomics is recommended). Additional coursework is required for certain B.A. and B.S. study plans.

Bachelor of Arts in Environmental Studies
Degree Requirements
General education units
51
Major requirements units
36-53
General electives
20-37
Total units needed for graduation
124

Course Requirements for the B.A. degree
Courses required for the major must be taken for a traditional letter grade, except for courses that are offered CR/NC only.

Course 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

And one of the following three 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 .......................................................... 31
Natural science support courses ................................. 32-34
Major requirements ......................................................... 22-35
General electives .......................................................... 18-21
Total units needed for graduation .............................. 124

Course Requirements for the BS degree
Courses required for the major must be taken for a traditional letter grade, except for courses that are offered on a CR/NC only basis.

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 (except biology majors) ........... 3-4
PHYS 210B General Physics (except biology majors) ............ 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 BS degree.

* courses that meet general education requirements

Required Study Plans
In consultation with an advisor, students must complete an additional 16-33 units in one of the four study plans outlined below. Details of each plan, including specific courses and options, are available from the Office of the Department of Environmental Studies and Planning. Plan 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 geology is strongly encouraged.

Plan II. Environmental Education
This study plan, in conjunction with coursework 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 environmental technology and energy management, energy efficient architecture and design, energy planning in industry and government, renewable energy applications, and other energy-related businesses.

Hazards 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 wastewater. 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 coursework is normally the same 20-24 units required in most study plans, as outlined above.

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Elementary Teaching Credential Preparation

The Department of Environmental Studies offers an environmental education plan that fulfills substitute teacher 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 Elementary Education Department. Please refer to the Education section in this catalog.

Certificate in Energy Management and Design

Students who have completed or are pursuing a bachelor’s degree in another field may take a series of courses to receive a certificate in energy management and design. The certificate program does not lead to a degree, but is focused on a substantial area of study that is practically oriented toward skills andoccupations (20 units).

Double Major with Economics

The double major in economics and environmental studies and planning is intended for those students whose particular academic and career interests lie in economics, economic development, energy management and 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 careers.

Environmental Studies and Planning Concentrations

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. CrN/C only.

200 Global Environmental Issues (3) / Fall, Spring

Lecture-discussion, 3 hours. An introduction to environmental studies and planning, including: human relations to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, climate change and biodiversity; implications 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 on the environment and the development of natural environment. Beliefs, values, attitudes in relation to human and non-human environment. Emphasis on critical thinking and ethical implications of human ideas and actions. Satisfies GE Category D5: Contemporary International Perspectives. Prerequisite: or Corequisite: enrollment in ENGL 101 or PHIL 101.

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 other environmental careers. Prerequisite: consent of instructor.

304 World Food/Population Crisis (3) / Spring

Examines food and future population problems related to the world's expanding human population. Analysis of agricultural techniques and consumption patterns in the United States and worldwide. Potentials of the sea, synthetic foods, improved varieties, improved agricultural technology, and the "Green Revolution." Personal, social, economic, political, and ecological implications of the crisis. Prerequisite: completion of GE Category A.

306 Environmental Ethics (3) / Fall

Aexamination of philosophical issues; concepts of extending rights to nonhuman entities of nature, and the question of humans' place in nature; logical and conceptual foundations for an environmental ethic. Prerequisite: completion of GE Category C2 (World Literature).

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 Aynsley, Edgewood, Amoakpolar, and other environmental authors. The natural, political, artistic, and historic 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 policy and urban design, and public finance. Consideration of the evolving forms of functions, sites, 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 their role in community development.

315 Environmental Impact Reporting (3) / Fall and/or Spring

The theory and practice of environmental impact analysis and assessment. Techniques used for impact preparation, environmental statements (EIS) and environmental review, and the impact assessment and review, and the impact of environmental statements in planning. Satisfies GE Category E: Natural Sciences and Mathematics. Prerequisite: ENVS 250 or consent of instructor.

316 Planning Theory and Methodology (4) / Spring

Evolution of exploring planning thought and principles as a basis for understanding planning practice. The comprehensive planning and design process. Planning and local politics. The values and ethics of the professional planner. Mediating environmental disputes. Basic analytical, methodological, and comprehensive planning skills utilized in urban, environmental, and business planning.

318 Environmental and Natural Resources Planning (3) / Fall or Spring

Review of land use planning and regulations 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 state or federal regulation, 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: relationships among trophic levels and individual populations; community-level ecological processes, the structure and function of ecosystems and their distribution on the planet, evolutionary processes, and population dynamics. Current environmental issues include pest control, deforestation, loss of biodiversity, global climate change, and others. Developing strategies for environmental problems is a significant element of the course. Field trips required. Prerequisite: completion of lower-division GE, categories B1 and B2.

322 Conservation Biology (3-4) / Spring

Interdisciplinary investigation into biological, management, ecological, 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. Prerequisite: ENSP 321 or BIOL 122 or permission of instructor.

323 Environmental Restoration (3-4) / Fall

Field course intended to teach basic tools and practical aspects of environmental restoration. Topics include: the conservation context of restoration, restoration goals, measuring success, experimental approaches, designer systems and change over time, disturbances, 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 322 or BIOL 122, or permission of instructor.

324 Agroecology (1-2) / Fall

The Agroecology course focuses on the study and practice of sustainable agriculture. Topics include soil erosion control, composting, bed for winter crops, planting green manure crops, and pest control. Environmental concerns concentrate on genetic diversity, seed-saving, and increased use of chemical pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research/experimentation.

328 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.

325 Natural Resources and Environmental Interpretation (3) / Spring

Introduction to land steward governmental agencies, such as parks, watersheds, wilderness areas, forests, reserves and nonprofit preserves at the national, state and local levels. Career planning, applied field work, and student projects are required, including use of interpretive techniques to promote understanding of environmental and conservation education. Prerequisite: completion of GE categories B or C.

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 renewable 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 agroecology, archeology, botany, ecology, engineering, geography, geology, natural resource planning, hazards materials management, and water quality. Technical exercises emphasize low-cost scientific analytical equipment. Prerequisite: completion of GE, category B (Natural Science and Mathematics).

334 Energy, Technology and Society (4) / Fall

Designs and systems for 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 Principles of Energy Management (3)

6 Other, every other year.

An introduction to energy management and solar applications for residential and commercial buildings. Fundamentals of active and passive solar design, including: data analysis, heat flow, building and solar calculations; DHW and photovoltaic systems and design and sizing; and energy economics. Computer applications and student design projects. Strong algebra background and PHY 310A recommended.

350 Environmental Politics and Economics (2-3)

Relevant to students interested in a political career in society in an age of scarcity. Holistic decision-making methodologies for determining environmentally sound social policy; political, economic and technological compulsions for environmental policies and regulation; the role of politically based ethical beliefs, conceptual 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.

363 Computer-Aided Communications in Environmental Studies (2) / Fall

Designed to introduce ENSP students to the techniques and technologies of computer-aided communications in environmental communication will be addressed, demonstrated, and applied through utilization of currently available computer software and hardware. Participation in on-campus and internet publishing are the areas primarily addressed.

366 Computer Modeling (3) / Spring

A practical course in simulating complex systems using digital computer and dynamic programming. The simulation language STRESSIL is
taught. The principles examined in the course can be applied to any
simulation language. Applications in land use planning, hazardous
materials, management, and water quality, energy, environmental
reporting, and public policy are emphasized. Prerequisites: junior
standing and GFI 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
work and experience in relation to academic standards
required in credential programs. Students develop portfolios in
individual training and achievement. Recommended for juniors. Cr.
NC only.

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 audit-
ning; 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, photovolta-
ic, biomass, and hydroelectric energy sources. Siteing, evaluating
potentially available power, design of fully operational 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 from semester to semester. May be repeated for
credit with consent of instructor.

405 Commercial Energy Management (3)
Spring, every other year
Acquaints the student with the full range of energy management
principles and technologies in a commercial or light industrial applica-
tion; demonstrates the advantages of combining these techniques and
innovating new ones into an integrated strategy; thoroughly explores
how to conduct an economic payback analysis of an energy management
plan, and investigates various aspects of providing energy management
services. Prerequisite: ENSP 337.

408 Classroom Garden (1-2) / Spring
Development of curriculum and techniques to utilize school and community gardens as outdoor classrooms. Curricu-

411A Planning Workshop (4) / Fall
The first semester of an intensive, year-long project that provides
practical experience in analyzing and understanding an issue, allowing them to constructively participate in the ongoing policy debate. This course is
required 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 Study of Field Resource Issues
of the American West (2-3) / Spring
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 a broad first-hand understanding of the
issue. Depending on topics, 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.

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 for 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; issues, 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
to chemistry to the practical problems of working toward California
certification in water supply and water treatment. Course has extensive
homework and field trips. Prerequisites: GFI Mathematics.

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 tech-
niques 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.

441 Energy Forum (1-2) / Spring
Speakers include professionals and university faculty to cover a wide variety of energy issues with formal presentations fol-
lowed by discussion period. Several field trips included. May be
repeated for credit.

460 Teaching Assistantship (1-9)
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 pro-
grams in this field. Focus on simulation-and-design programs uti-
ized in residential and commercial building compliance. Student
projects and presentations. Prerequisite: ENSP 337 or 437 or con-
tent of instructor.

470 Planning Independent Study (1-4) / Fall, Spring
Contracts for groups and individual interdisciplinary study for those
qualified to work independently. Internships may be part of the study.
Prerequisite: consent of instructor required prior to registra-
tion.

475 Portfolio Assessment (2) / Spring
Course for summative assessment of student preparation in ENSP
multiple subject teaching credential program. Discussion of intern-
ships, academic course work, and experiential learning related to state
standards and requirements for prospective teachers. Prerequisite:
ENSP 375 or consent of instructor. Cr. NC only. Recommended for
seniors.

490 Senior Project (1-4) / Fall, Spring
Group and some individual studies. This major senior activity may be
coordinated with independent studies and/or special problems to total
12 units. May be repeated for credit.

495 Special Studies (1-4) / Fall, Spring
Independent study designed in consultation with an instructor. Prereq-
quisite: successful completion of at least two ENSP courses and submis-
sion of a proposal in writing. (See individual studies form).

498 Senior Seminar: Issues in
Professional Practice (1-2) / Spring
Discussion of situations and challenges new professionals are likely to
encounter in their professional careers. Seminar includes discus-
sions with professional planners on such topics as working with the
public, elected officials, and other professionals; maintaining
relations with the press; ethical dilemmas; and other matters of current
concern. Discussion of students' internship experiences. Required for
senior students in the planning concentration. Must be taken within
two semesters of graduation. Cr. NC only.

499 Internships (1-4) / Fall, Spring
For senior students (in majors) 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.
The film studies minor is an interdisciplinary and interdepartmental program that analyzes the history, theory, and practice of film in the largest 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 aesthetic 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.

**Film Studies**

**Program Coordinator**
William Guymy / Art Department

**Faculty**
James C. Goff / American Multicultural Studies
Marcia Adams, William Guymy / Art
Michael G. U. / Communication Studies
Robert Cohen-Senghor / English
Robert Tellander / Sociology

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**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 on more units).

**Minor Core Requirements**

Arth 212A or B Introduction to World Film History ............... 3
Arth 361 Classic Narrative Film ........................................... 3
Arth 363 Film and Literature ............................................. 3
Total units in the minor core ........................................... 9

**Minor Electives**

Students may complete the film studies minor by choosing additional courses in film history or three courses within any one of the following four options.

**Film and 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**

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**

COMS 201 Media Arts (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**

AMCS 352 Images in Film (3)

**CALS**

CALS 293 Chicano/Latino Cinema (3)

**FREN**

FREN 415 Selected Topics: French Film (3)

**NAMS**

NAMS 338 Native Americans and the Cinemas (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)**

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

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212A Introduction to World Film History

(1894 to 1935) (3)

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant film 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

(1945 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 the 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 films. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre film making, the problematic notion of the genre, 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.

164 / University Curricula • Film Studies
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 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 study in geography, the program provides the necessary knowledge and skills through a balance of cultural and physical course work, methodological viewpoints and geographic techniques. A strong seminar 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 Spatial Station, Arc/Info and other GIS and graphics software, digitizing tablets, and color printers. 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 geographic 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 receiver provides students with current weather data to complement historical resources. The physical geography lab possesses instrumentation for soil 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 Minor Memorial Scholarship. Students pursuing studies in climatology, meteorology, oceanography, or zoology are eligible to compete for the annual Call Memorial Scholarships.

Sonoma State University graduates in geography have gone into teaching positions at the primary, secondary and higher education; to graduate programs in schools across the country; into environmental analysis and regional planning firms; into local and regional planning agencies; into state and federal agencies; and into many private businesses where geographical knowledge has provided them with a well-balanced background.

**Geography**

**Programs offered**

Bachelor of Arts in Geography
Minor in Geography
Teaching Credential Preparation

**Department Chair**

William K. Crowley

**Administrative Coordinator**

Yvonne Thompson

**Faculty**

William K. Crowley

Dorothea E. Freidt

Rheya Loney

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**Bachelor of Arts in Geography**

**Degree Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>51</td>
</tr>
<tr>
<td>Geography courses</td>
<td>22</td>
</tr>
<tr>
<td>Supporting courses</td>
<td>8</td>
</tr>
<tr>
<td>General electives</td>
<td>28</td>
</tr>
</tbody>
</table>

**Total units needed for graduation**: 124

**Note**: Geography majors are 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 203</td>
<td>Cultural Geography (offered fall and spring)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 204</td>
<td>Physical Geography (offered fall and spring)</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 240</td>
<td>Introduction to Geographic Techniques</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>Senior Seminar in Geography (spring only)</td>
<td>4</td>
</tr>
</tbody>
</table>

**One upper-division physical geography course from**: GEOG 310 Meteorology or GEOG 360 Geomorphology or GEOG 370 Climatology or GEOG 416 Biogeography (At least one of these will be offered each semester.)

**One upper-division cultural geography course from**: GEOG 320 Political Geography or GEOG 330 Historical Geography of North America or GEOG 335 Rural Geography or GEOG 343 Economic Geography or GEOG 350 Urban Geography (At least one of these will be offered each semester.)

**One regional area studies course from**: GEOG 391 The Regional Geography of North America or GEOG 392 Latin America: Culture and Environment or GEOG 394 Geography of Africa or GEOG 420 Regional Geography of Europe or GEOG 460 Seminar in Area Studies (At least one of these will be offered each semester.)

**One course from**: GEOG 385 Digital Image Processing or GEOG 387 Geophysical Information Systems (At least one of these will be offered each semester.)

**Total units in the major core**: 29-30

**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, and to support areas within geography that overlap with other disciplines. Choose 12 additional upper-division courses from the following:

**Earth Sciences Concentration**

Choose 12 upper-division units from the following courses:

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<tr>
<td>GEOG 310</td>
<td>Meteorology</td>
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</tr>
<tr>
<td>GEOG 360</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 370</td>
<td>Climatology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 372</td>
<td>Global Change</td>
<td>2</td>
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<tr>
<td>GEOG 375</td>
<td>Natural Resources Planning</td>
<td>2</td>
</tr>
<tr>
<td>GEOG 416</td>
<td>Biogeography</td>
<td>4</td>
</tr>
<tr>
<td>ENSP 333</td>
<td>Soil Science</td>
<td>4</td>
</tr>
<tr>
<td>EOS 306</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total units in the 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:

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</tr>
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<td>Soil Science</td>
<td>4</td>
</tr>
<tr>
<td>EOS 306</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total units in the concentration**: 20

**Cultural Studies Concentration**

Choose 12 upper-division units from the following courses:

<table>
<thead>
<tr>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GEOG 320</td>
<td>Political Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 330</td>
<td>Historical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 335</td>
<td>Rural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Economic Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 350</td>
<td>Urban Geography</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total units in the concentration**: 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 Hitches, School of Social Sciences, 707 664-2409.
Geography Courses (GEOG) Classes are offered in the semester 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 environment 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, hydrosphere, lithosphere, and biosphere. 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 laboratory 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 topographic maps and air photos. Emphasis on the manipulation of satellite images, data collection using global positioning systems (GPS), and data storage and analysis using Geographic Information System software. Additional exercises will 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 processes, 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 G3 (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 is a very special case, 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.

314B 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. 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 Northern 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 toward the major.

318 Field Experience, Baja California, Mexico (3) This course provides the student an opportunity to do fieldwork in an alternative 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 inquisitive 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 shutter 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 geography and cartography. Emphasis is placed on the Europeanization of the American landscape. Investigations into where and why people settled as they did, and the origins of the economic and spatial structure of society that constitute the present American scene will be the focus of the course.

335 Rural Geography (4) The origin, change and spread of domesticated plants and animals. Consideration of diverse agricultural systems, rural settlement types and land uses, and modern trends in rural land uses and agriculture.

338 Social Geography (3) Studies aspects of demography, migration and the spatial dimension of social organization. Included in the course are the spatial perspectives of social class, poverty, crime and suburbanization. The spatial structure of human settlement, as well as political, religious and social values will be discussed. Satisfies upper-division GE, category E (Intercultural Pers.)

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 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 the earth's crustal processes, 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 change in shaping the balance of these systems. Actual research projects are presented to demonstrate geomorphic approaches to environment. 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, GEOG 102, or consent of instructor.

370 Climatology (4) An introduction to the atmosphere, how it differs from place to place and time to time. The role of radiation, temperature, humidity, evaporation, cloudiness, precipitation and surface factors (topography, exposure and latitude) in differentiating world climates. Climate influence on man physically and culturally, in history and prehistory. Climate change, drought and flood, and solar radiation are among the topics investigated in detail. Prerequisite: GEOG 204 or consent of instructor.

372 Global Change—Past, Present and Future (2) An advanced course focusing on evidence of climate change in the past and potential climate change in the future. Present research methods used to investigate past climate and project possible climatic trends will be studied. The range of theories regarding past, present and future climate, and the response of the environment to such changes will be explored in detail. Prerequisite: GEOG 204 or consent of instructor.

375 Natural Hazards (2) A survey of natural hazards in relation to human activities around the world. Topics include earthquakes, tidal waves and retreating glaciers, drought and desertification, weather and climate-related hazards such as hurricanes, tornadoes, wind, floods, drought and precipitation and drought, and geohazards such as landslides, avalanches and volcanic eruptions. Although the focus is on naturally occurring hazards, the human as a catalyst in influencing the frequency and intensity of hazard occurrences, and the increasing risk of damage to human property is in 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, manipulate, and analyze images. 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, projects 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 projection, 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, specifically through the use of geographic information systems (GIS) in cartography. Also examined is 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) Lecture, 3 hours; laboratory, 3 hours. Analysis and management of spatial data using geographic information systems (GIS). Topics include introduction to the use of data to GIS formats, spatial analysis such as overlay and buffering, use of relational databases in management of spatial data that are stored in GIS, and management of GIS projects. Laboratory exercises demonstrate the principles with GIS software packages. Prerequisite: GEOG 280 or consent of instructor.

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 as problems of population growth, distribution and resource management, and regional development, and regionalism in the continent.

392 Latin America: Culture and Environment (4) A consideration of topics of special importance to Latin America, its production processes, and its cultural and environmental 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 and regional issues in Africa, and the critical developmental problems plaguing the continent.

396 Special Topics in Geography (2-5) A single subject or set of related subjects not ordinarily covered by the Geography Department. Please see the current Schedule of Classes for topics to be emphasized.

416 Biogeography (4) The distribution 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.
495 **Special Studies (1-4)**  
Special studies may be arranged to cover an area of interest not covered in the courses otherwise offered by the department. Prerequisite: completion of 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 faculty, experimental courses and educational needs.

**499AB Geography Internship Program (3-5)**  
Students in the internship program will be given the opportunity to gain practical experience using geographic skills by working in a variety of county and city agencies in the Sonoma State University service area. Credit is given for hours worked on an internship project. 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 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.

505 **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 completion of 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**  
Sonoma Hall 126  
707-664-2334  
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 an 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 department 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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
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<td>Major requirements</td>
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<tr>
<td>Supporting courses</td>
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<tr>
<td>General electives</td>
<td>3</td>
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<tr>
<td>Total units needed for graduation</td>
<td>124</td>
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</tbody>
</table>

**Geology / 171**
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 111 or 115 and AB General Chemistry 
PHYS 209AB, 210AB General Physics with Laboratory 
MATH 161 Calculus I with Analytical Geometry 
Total units in supporting courses: 8
Total major units: 68

Minor in Geology
Completion of a minimum of 20 units from Geology Department and at least one minor in a geology related area. 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
A minor in geology is not approved by the California Commission on Teacher Credentialing. Individuals in this option must complete the Physical Science Teacher Preparation Program by January 1998. Geology students who do not take a course from the approved Physical Science Waiver Program prior to January 1995 must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. 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 326A, 707-664-2354.

Geology Courses (GEOL)
Courses 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
Lecture hours: 3 (hours); 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. Includes: structure, identification, and behavior of local and regional geologic features, including map features. Geologic processes and how they shape our planet.
Prerequisite: GEOL 101.
103 Environmental Geology
Lecture hours: 3 (hours); 3 hours. Study of geologic 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 natural resources; the role of weathering and erosion processes and their associated hazards; landforms; soil and geologic resources; hydrology; fluvial processes and sedimentation; impacts of human activities on the environment; landslides; slope stability and building construction; groundwater development; stream processes and flooding; shoreline processes and coastal development; engineering geology and construction; engineering geology and construction; urban and transport systems and underground structures; and development of natural resources, conservation and ecology. Specific content varies year to year, depending on instructor. Prerequisite: GEOL 102 or consent of instructor.
306 Environmental Geology
Lecture hours: 3 (hours). Study of geologic 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 natural resources; the role of weathering and erosion processes and their associated hazards; landforms; soil and geologic resources; hydrology; fluvial processes and flooding; shoreline processes and coastal development; engineering geology and construction; urban and transport systems and underground structures; 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
Lecture hours: 3 (hours); 3 hours. A study of the origin, properties, classification and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures and structures of the more common rock types. Laboratory work will emphasize both hand specimen analysis and microscopic petrography. Prerequisites: GEOL 102 and completion of or concurrent enrollment in CHEM 115A/B/C.
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 CHEM 115A/B/C.
326 Stratigraphy and Earth History (4) / Spring, odd years
Lecture hours: 3 (hours); 3 hours. Study of the principles of stratigraphy and historical geology. Prerequisites: instruction in 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 use of sedimentary rocks, fossils, and structural and tectonic principles will be discussed, especially as they relate to our understanding of structural, 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 the use of sedimentary rocks, fossils, and their occurrence and distribution, the construction interpretation of various 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.
293 Community Involvement Program (1-4) / Fall, Spring
CIP involves students in community problems such as tutoring, serving in school science classes, and advising of community 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 hours: 1 hour; 3 hours. Introduction to the use of x-ray diffraction methods for studying crystal lattices. Prerequisites: CHEM 115A/B/C 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, gravimetry, and electromagnetic surveys. 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 transport 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 Palaeontology (4) / Spring
Lecture, 3 hours; laboratory, 3 hours. The study of fossils in their geological context. Topics include taxonomy, morphology, evolution, biogeography, extinction and biostatigraphy of the main groups of invertebrates, vertebrates 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. Field 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 geochemistry and origin of the elements; meteorites, the earth as a chemical system, chemical processes at the surface of the earth; mineral crystal chemistry, introduction to geochemistry and stable isotopes variation in nature, thermodynamics and its geological applications; geochemical prospecting. Prerequisite: GEOL 303, CHEM 115/116B, MATH 161, or consent of instructor.

423 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 veins. Prerequisites: previous or concurrent enrollment in GEOL 307 and CHEM 115/116B.

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 in 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 quality 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: appropriate 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.

The study of geology 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 geology 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 seniors, 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 level. In the special major program, students construct individually designed interdisciplinary majors in consultation with the gerontology program coordinator and special major advisor.

Minor in Geology
Students must complete the following 22-credit units:

**Minor Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 318</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>GERN 300</td>
<td>Basic Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GERN 319</td>
<td>Aging and Society</td>
<td>3</td>
</tr>
<tr>
<td>GERN 499</td>
<td>Gerontology Practicum</td>
<td>4</td>
</tr>
<tr>
<td>GERN 421</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

Total units in the minor core: 18

**Program Coordinator**
Susan Hillier

**Administrative Coordinator**
Dena Hulet

Program Information:

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 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-credit certificate program is open to those students who are completing or who have received a bachelor’s degree.

**Certificate Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 318</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>GERN 300</td>
<td>Basic Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GERN 319</td>
<td>Aging and Society</td>
<td>3</td>
</tr>
<tr>
<td>GERN 499</td>
<td>Gerontology Practicum</td>
<td>8</td>
</tr>
<tr>
<td>GERN 421</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>GERN 500</td>
<td>Social and Psychological Issues in Aging</td>
<td>4</td>
</tr>
</tbody>
</table>

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 (3-4) 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 B (The Integrated Person).

304 Sibling Relationships (4)
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. Crosslisted with 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 specific topic and current 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. Crosslisted 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. Crosslisted as SOC 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). Crosslisted as SOC 319.

332 Death and American Culture (4)
The relational culture of values to practices, attitudes, and views about death. Application of sociological and psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war, and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal. Crosslisted as SOC 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-course" transitions and develops understandings of how these transitions shape the development of an individual through adulthood and later life. Crosslisted as PSY 408. Prerequisite: junior standing.

421 Psychology of Aging (4) Fall

422 Living and Dying (3-4) Fall, even years
This course explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss as a transformative process, aging, the dying process, bereavement, suicide, homicide, near-death experiences, mythology, and immortality will be addressed. Crosslisted as PSY 422.

438 Psychological Aspects of Disability (3-4)
This course is designed to give participants a better understanding of people with disabilities and an awareness of how society regards them. The disabilities addressed range from traumatic physical injuries through progressive diseases and conditions to mental retardation, alcoholism and emotional disabilities. The class is appropriate for anyone interested in disability, whether for personal or professional reasons. Crosslisted with PSY 438.

452 Health Care and Illness (4) Fall, even years
A dual focus on the social organization of health care and the psychological illness of analyses of the structure of care, patient-practitioner relationships, and treatment ideologies. Emphasis on the patient's experience of illness, intimate relationships, and self-images. Crosslisted as SOC 452.

482 Teaching Internship (1-4) Fall, even years
Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisite: GERN 399 and consent of instructor. A maximum of 32 units of special study and internship credit may be applied as supporting units.

487 Interdisciplinary Seminar (4)
Exploitations of basic human problems as reflected in the arts, humanities, social sciences or natural sciences. Ressource persons from other disciplines will participate.

490 Internship Seminar (1)
In this optional seminar, students report on the progress of their internships and discuss institutional procedures and interpersonal 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 enhance- ment of professional networks. Requirements: concurrent enrollment in GERN 499 and consent of instructor.

495 Special Studies (1-4) Fall, Spring
Students may propose to participate in independent projects or continuing research with the approval and guidance of the faculty member. The special study may extend for more than one semester. May be repeated for credit.

499 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 (3-4)
Spring, odd years
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.

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.

561 Politics of Health and Aging (4)
An examination of U.S. state and local health care and aging policy and administration. Crosslisted 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.
### Special Major in Global Studies

The special major 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, interdisciplinary (or better) proficiency in a second language, a cross-cultural living or work experience, and a senior thesis. Since the core and basic area requirements include general education courses, students may meet 18 of the 36 credit hours by demonstrating proficiency in a second language, cross-cultural living or work experience, or a senior thesis. Students may enroll in an arrangement as a GES while completing major requirements. The approved concentrations include Central Europe, Latin America, and International Economic Development. Exceptional cases may students also develop individual concentrations in other disciplines or regions with the approval of the Global Studies Steering Committee.

Applicants to the program must have a GPA of 2.50 or better in at least one semester of college study and submit a two-page statement of interests, background, goals and values to the program coordinator.

### Degree Requirements

**Units**

<table>
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<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
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<td>Core requirements</td>
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<td>Basic Area</td>
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<td>Concentration</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>Total needed for graduation</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

Students must complete both core courses and one course from each of seven basic areas.

#### I. Core Requirements

- **HUM 200** Writing and Oral Analysis (Global Studies section) 
- **ECON 309** International Economics 
- **ECON 326** Economic Systems 
- **ECON 403** Seminar in International Economic Development 
- **BUS 393** Introduction to International Business

#### II. Basic Areas

Complete at least one course from each of the following areas:

- **Culture**
  - ANTH 203 Cultural Anthropology
  - **178 / University Curriculum • Global Studies**

#### III. Concentrations

- **Central Europe: 20 units**
  - Take 8 units from Group I and choose 12 from Group II.

<table>
<thead>
<tr>
<th>Group</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
</tbody>
</table>

- **Group II**
  - **HIST 411** The Enlightenment to WWI
  - **HIST 412** Europe Since 1914
  - **HIST 417** Origins of Modern Russia
  - **HIST 418** Revolutionary Russia
  - **HIST 419** Modern Russia and the Soviet Union
  - **POLS 350** European Parliamentary Democracies
  - **POLS 352** Politics of Eastern Europe
  - **POLS 353** European Social Democracies
  - **POLS 354** Comparative Political Parties
  - **POLS 454** Nineteenth Century Art
  - **POLS 464** Modern Art from 1945 to 1979
  - **UNIV 301** War and Peace Lecture Series
  - **SOCI 305** Perspectives on the Holocaust and Genocide

Central Europe students must also attain the "Zertifikat Deutsch als Fremdsprache," the internationally recognized Goethe Institute proficiency certificate. The certification exam is offered at Semena 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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
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<tr>
<td>II</td>
<td></td>
</tr>
</tbody>
</table>

- **Group I**
  - **HIST 339** Ancient and Colonial Latin America
  - **HIST 342** Modern Latin America
  - **POLS 453** Political Systems of Latin America
  - **SPAN 307** Introduction to Latin America

- **Group II**
  - **ANTH 302** Communities in Mexico
  - **ECON 318** Baja California
  - **ECON 403** Seminar in International Economic Development
  - **HIST 333** History of Central America
  - **HIST 432** History of Cuba
  - **HIST 433** History of Mexico
  - **HIST 434** The United States and Latin America
  - **SPAN 497** Seminar in Latin American Literature

Total: 20 units

- **Language:** At least two years of college Spanish or Portuguese, or the equivalent.

#### IV. Cross-Cultural Experience and Community Service Internship (3 units)

All Global Studies majors are expected to participate in an intensive cross-cultural experience at least for 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 this is not possible, an arrangement as an extended cross-cultural experience closer to home, e.g., living and working for a summer or a term is acceptable. Students must have spent on three credits, with the option of an additional one to two credits if the student so chooses or if the student is taking the course for graduate credit.

- **Additional: 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 125 hours of supervised work is required. Details 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.**

#### V. Capstone Seminar: IDS 499 (3 units)

- Normally in spring of the senior year, each Global Studies major will enroll in a seminar devoted to research on globally relevant issues of the students’ choosing, in consultation with the instructor. Each student will produce a 30-page plus research paper on one such issue, examined from at least three different disciplinary perspectives. 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 Global Studies 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 by taking an advanced level French or German course, taking a second-year Spanish language course or a 300-level advanced-level French, German, or Spanish course, or earning a grade of C or better.

**Global Studies / 179**
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

Department Chair
Clarice Storz

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 it in terms of developed historiography, and interpreted 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 coursework 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 most 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.

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. Those who plan extensive graduate study are encouraged to take foreign language courses and to consider the history honors program. Candidiate students 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 CLEP matrix in 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 C/N are not applicable to the major requirement, except in the case of HIST 497 Internships, where 3 units of C/N are accepted.

Degree Requirements

<table>
<thead>
<tr>
<th>Units Required</th>
<th>General Education</th>
<th>Major Requirements</th>
<th>General Electives</th>
<th>Total units needed for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>40</td>
<td>13</td>
<td>124</td>
<td></td>
</tr>
</tbody>
</table>

Major Core Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units Required</th>
<th>General Education</th>
<th>Major Requirements</th>
<th>General Electives</th>
<th>Total units needed for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 201</td>
<td>3</td>
<td></td>
<td>Development of World Civilization (3)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>HIST 202</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>HIST 251</td>
<td>3</td>
<td></td>
<td>United States to 1877 (3)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>HIST 391</td>
<td>4</td>
<td></td>
<td>Study of History (4)</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>HIST 498</td>
<td>4</td>
<td></td>
<td>Senior Seminar</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Total units in the major core: 20

Major Electives

To finish the major, students must complete an additional 20 units in history. These 20 units must include one upper-division course in European history and one course on an era of the world other than the United States since 1865, and I course in major topic (History Honors degree).

Total units in major electives: 40

Total units in the major: 60

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 Total units required 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 C/N are not applicable to the history minor. For a minor in history, students must complete the following 20 units:

Minor Core Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 201</td>
<td>Foundations of World Civilization (3)</td>
</tr>
<tr>
<td>HIST 202</td>
<td>Development of the Modern World</td>
</tr>
<tr>
<td>HIST 251</td>
<td>The United States to 1877 (3)</td>
</tr>
<tr>
<td>HIST 391</td>
<td>Study of History (4)</td>
</tr>
<tr>
<td>History Elective (8)</td>
<td></td>
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</tbody>
</table>

Total units in 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 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

Fall Semester (15 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE PHL 101 (A3)</td>
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</tr>
<tr>
<td>GE ENGL 101 (A2)</td>
<td>3*</td>
</tr>
<tr>
<td>GE Electives (B1, C1, C2)</td>
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</tr>
</tbody>
</table>

Spring Semester (15 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE HIST 201 (3*)</td>
<td></td>
</tr>
<tr>
<td>GE ENGL 251 (3*)</td>
<td></td>
</tr>
<tr>
<td>GE Electives (A1, B2, B4)</td>
<td>6</td>
</tr>
</tbody>
</table>

Sophomore Year: 31 units

Fall Semester (15 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GE HIST 202 (3*)</td>
<td></td>
</tr>
<tr>
<td>GE HIST 252 (3*)</td>
<td></td>
</tr>
<tr>
<td>GE Electives (C2, B3, D5)</td>
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</tr>
</tbody>
</table>

Spring Semester (16 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Electives (6)</td>
<td></td>
</tr>
<tr>
<td>History Elective (8)</td>
<td></td>
</tr>
<tr>
<td>Electives (5)</td>
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</table>

Junior Year: 32 units

Fall Semester (16 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE HIST 391 (4)</td>
<td></td>
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<tr>
<td>History Elective (4)</td>
<td></td>
</tr>
<tr>
<td>UD GE (D4)</td>
<td>3</td>
</tr>
<tr>
<td>Electives (5)</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester (16 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Electives (8)</td>
<td></td>
</tr>
<tr>
<td>Charity Elective (1)</td>
<td></td>
</tr>
<tr>
<td>Electives (2)</td>
<td></td>
</tr>
</tbody>
</table>

Senior Year: 31 units

Fall Semester (16 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE HIST 498 (4*)</td>
<td></td>
</tr>
<tr>
<td>Electives (11)</td>
<td></td>
</tr>
</tbody>
</table>

Total semester units: 124

* ENGL 101 (or its equivalent) is a prerequisite for HIST 201, 202, 251, and 252.

Teaching Credential Preparation

The History Department participates in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences. 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 Mirtam Hitchins, School of Social Sciences, 707-664-2496 or Bob Karlern, Dean, Social Sciences at, 707-664-2112.

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 3.00 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.

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 better grades.

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 for the M.A. degree in history must be signed and submitted to 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

Graduate courses at the 500 level (including seminars)
211 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 core requirement in history. Satisfies part of the Social Science Single Subject Wavier Program. Prerequisite: ENGL 101. CAN HIST 8.

232 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 core requirement in history. Satisfies part of the Social Science Single Subject Wavier Program. Prerequisite: ENGL 101. CAN HIST 10.

303 The Ancient Near East (4)
A study of the history, archaeology and literature of Egypt, Mesopotamia, Iran and related cultures of southwest Asia and the eastern Mediterranean, from the beginnings of agriculture in the Neolithic period (8th millennium BCE) to Alexander and the rise of the Hellenistic Kingdoms in the 4th century BCE.

304 The Near East from Alexander to Muhammad (4)
A study of the Near East from Alexander and the establishment of the Hellenistic Kingdoms in the 4th century BCE through the struggles between Rome and Persia for control of the area. Particular attention will be devoted to the origins, transformations, and diffusion of religious and philosophical movements such as Judaism, Zoroastrianism, Christianity and various mystery religions.

305 History of the Arabs to 1453 (4)
A study of the Arabs from the early trading centers of Quraish, Sheba, Petra and Palmyra through the development and spread of Islam to the Turkish domination of the Middle East. Particular attention will be devoted to religion, language and literature, mathematics and science.

306 The Middle East Since 1453 (4)
Major themes in Near Eastern and Islamic history since the rise of the Ottoman Empire. The course of European dominance, the Islamic and Arab-nationalist movements, and the 20th century social and economic changes will be stressed.

310 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 15th through 20th centuries. Special attention is given to the nature of indigenous institutions and African philosophical worldviews.

311 Introduction to East Asia (3)
An introductory survey to acquaint students with the history, culture and intellectual traditions of China, Japan and Korea from prehistoric times up to 1600. The range of topics covered will include Confucianism, folk religions, gender roles, imperial politics, warrior culture and food, among others. The focus will be on the development and change in social, economic and political developments.

337 History of the Pacific Region (4)
Examines the Pacific cultures, from the islands of the South Pacific to China and Japan, in the context of the global economy that began to evolve around 1500. It will explore the economic, cultural and political dynamics behind encounters such as Cook's with the Hawaiians, the Japanese and the Spanish and Portuguese empires in America, and the Maori in New Zealand.

339 Ancient and Colonial Latin America (4)
A study of the indigenous cultures of Latin America from the Olmecs to the last Inca and the Spanish and Portuguese empires in America, and the struggles for independence in the nineteenth century. Topics include: political development, land and labor, religious values, slavery, gender and race relations, art, literature and revolutionary movements.

341 Central America (3-4)
A study of the political, economic and culture of Central America from the pre-Columbian cultures through Spanish rule to the present, with an emphasis on native culture, colonial rule, economic development, foreign interventions, and political unrest and conflict.

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 and cultural developments in the 20th century, including revolutions in Mexico, Guatemala, Cuba and Nicaragua, socialism in Chile, peronism 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.

370 History Forum (1-4)
A course that is intended to provide a specific theme or topic presented by members of the department, other SSU faculty and guest speakers. May be audited. Open to the public. The department periodically offers courses in special topics or fields in world, European and American history. Students interested in these courses may find examples of them below beside numbers, 371, 375 and 376. Most importantly, students should examine semester course schedules as they appear for courses bearing those numbers.

371 Special Topics and Themes in European History (2-4)
Courses include: European Social History; Emergence of European Labor; The Gothic Cathedral in History; and The Renaissance Person- ality; Tudor and Stewart Britain, 1485-1714; Germany and Hitler; Germany since 1945.

375 Special Topics and Themes in American History (3-4)
Courses include Society and Architecture and California Environmental History.

376 Special Topics and Themes in World History (2-4)
Courses include history of journalism and the media, global imperialism, and others.

380 20th Century World History (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 are examined: imperialism, science, democracy, communism, nationalism, militarism, racism, cultural nationalism and technological disparities. Fulfill parts of the Social Science Single Subject Wavier Program requirement. Satisfies upper-division GE, category D1 (World History and Civilization).

391 The Study of History (4) / Fall, Spring
An examination of various philosophies and methodologies that have shaped historiography. Consideration is given to the relationship between the historian and the climate of opinion, to varying interpretations of historical events, to the place of history as a literary art, and to the techniques of historical research and writing. Satisfies part of the Social Science Single Subject Wavier 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 mudhuts 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 interpretations of church, political, economic and military structures, with special attention on the First, Fourth and Sixtus Crusades (1095-1270).

408 Early Middle Ages (4)
The Early Middle Ages in Europe from 300-1000. The fungus 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 Europe, 1450-1650: Renaissance and Reformation (4)
A study of Western Europe covering the emergence of Italian art and literature, its expansion and influence, the religious conflict, the loss of European unity and the rise of nation states, the Age of Discovery and related social, economic and intellectual developments of the period.

411 The Enlightenment to World War I (1650-1914) (4)
A political, cultural and social history that explores the origins of modern Europe. Topics include: The Scientific Revolution, the Enlightenment, the French Revolution, the Industrial Revolution, and the impact of Europe on the world, the growth of liberalism and socialism, and the causes of World War I.
412 Europe Since 1914 (4)
An overview of 20th century European history and culture. Topics include: the impact of World War II; the appeal of totalitarianism, communism, fascism, National Socialism, World War II; rebuilding Europe and the cold War; European integration vs. nationalism; Europe's cultural import since 1914.

417 Origins of Modern Russia (4)
From the roots of Russian history to the Kievan, Mongol, and Moscovite 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, political, and Revolutionary 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 primarily on ideas and personalities 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.

425 Britain 55 BCE to 1485 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 end of the Wars of the Roses. Topics include the merging of Celtic, Roman and Anglo-Saxon cultures, the development of local self-government and law, the effect of Christianity, Viking invasions and royal government in the north, the effects of the Norman invasion, transition from personal rule to centralized government, the growth of Parliament, the Hundred Years' War, the Black Death, economic growth of the Wars of the Roses.

427 Aristocratic Britain, 1707 to 1824 (4)
British history from the reign of Queen Anne through the First Reform Act. Topics include: the Augustan Age, the evolution of parliamentary government, the growth of railways and canals, the American Revolution and Industrial Revolution, the wars with Napoleon and the early 19th century political and administrative reforms.

428 Modern Britain Since 1832 (4)
The evolution of British society from the First Reform Bill to contemporary Britain. Major political, social, and cultural developments since the reign of Queen Victoria are covered. Topics include: the Reform Acts, 1832 and 1867; the Industrial Revolution, the British Empire, the development of the welfare state; the impact of the Great War and World War II; and the decline of Britain and Thatcherism.

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, philosophers 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 peoples to the present, with a major focus on the 20th century. Topics include: Spanish conquest, religions, sugar dependency, slavery, Afro-Cuban culture, women and immigration, independence, revolution and reform, foreign relations and art.

184 / University Curricula / History
Human Development

Human Development Coordinator
Sus Taylor Parker / Anthropology
707-664-3165
E-mail: Parker@wuunoa.edu

Program Assistant
Yvonne Thompson
Students interested in obtaining a major in Human Development should consult an advisor.

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-society, cross-cultural, and multicultural, as well as clinical and gender, perspectives. All students are required to take the core plus electives, and one methodology course. 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

L. 3.00 GPA.
2. Completion of the following required GE categories with a B or better:
   A2 (ENGL 101)
   A3 (Critical Thinking)
3. Completion of or enrollment in the following elective GE categories:
   B2 (BOIL 115) or B3 (ANTH 201 prerequisite to ANTH 318)
   B4 (MATX 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
Major requirements* — 56
* Includes: 19 units minimum of core requirements; 18 units minimum of major electives; 2 units minimum of methodology

Electives — 34

Total units — 124

* This is the minimum number of units; more units may be required for certain course choices.

Major Core Requirements (19-20 units)
ANTH 318 Human Development: Sex and the Life Cycle (GE-E) — 3
ANTH 342 Organization of Societies — 4
EDUC 420 Child Development in Family, School and Community — 3
or PSY 410 Child Development — 3
GERN/SOCI 319 Aging and Society — 4
or GERN/PSY 421 Psychology of Aging — 4
HD 391 Seminar in Human Development — 2
SOCI 316/PSY 406 Social Psychology (SOCI 316/GE-D1) — 3

Sociology

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
ANTH 340 Living in a Pluralistic World (GE-E) — 3
ANTH 346 Schooling in a Cultural Context — 3
ANTH 363 Construction of Mexico — 3
ANTH 375 Civilizations of India — 3
ANTH 380 Language in a Cultural Context — 3
ANTH 389 Language and Communication — 3
EDUC 415 Foundations for Multicultural Education — 3
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
SOCI 380 Sociology of Work — 4
WGS 350 Gender, Sexuality and Family — 3
WGS 375 Race, Sex and Class (GE-D1) — 3

Human Development / 187
Human Development Courses (HD)

391 Seminar in Human Development (2)
This seminar introduces majors to the interdisciplinary study of human development. It covers major figures in life-span developmental, comparative cross-species, cross-cultural and multicultural, and class and gender perspectives. Open to human development majors. Prerequisite: Junior standing. Grade only.

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. Satisifies GE, category E (The Integrated Person). Crosslisted as ANTH 318. Prerequisite: for ANTH majors: ANTH 201; for non-majors: ANTH 201 or BIOL 115 or consent of instructor.

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 listings.
Hutchins School of Liberal Studies

Programs offered
Interdisciplinary Lower-Division General Education
Bachelor of Arts in Liberal Studies
Minor in Integrative Studies
Degree Completion Program
Interdisciplinary M. A. Program

School Office
Callon Hall 44
707-664-2491
www.sonom.edu/hutchins/school/index.html

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 1961. All features of the program are designed to encourage students to take themselves seriously as readers, writers, and thinkers capable of continuing their own educational process throughout their lives. The Hutchins School offers a lower-division alternative general education program and an upper-division major in liberal studies leading to a B.A. degree. A minor in integrative studies is also offered. The Hutchins School has several distinctive features:

- An emphasis on active participation in one's own education, on self-motivation and on "learning to learn."
- Small, seminar-type classes.
- Close cooperation and a feeling of community among students and professors.
- A unified general education program, in which courses integrate material from the humanities, the social sciences and the natural sciences.
- A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view.
- Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines. (Please see course descriptions below.)
- Encouragement to engage in independent study projects.
- Internship/field study to bridge academic studies with career placements and community service.
- An opportunity for student-instructed courses.

Whatever their particular interests, all Hutchins students are challenged to read perceptively, to think both critically and imaginatively, to express their thoughts and feelings in writing, speech and other media, and to make productive use of dialogue and discussion. By developing these skills, students will be ready to take a position in a democratic society as thoughtful, active citizens conversant in the following core areas. They will also be prepared for a wide variety of careers in which creative, independent thinking and effective communication are the prime requisites.

Core Area A: Society and Self
- problems and possibilities before us at the start of a new century as we move toward a geniune "global culture."
- the relationship between the individual and all kinds of human groups, the context of human interaction where 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.

Core Area B: The Individual and the Material World
- 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 ramify into all areas of our lives.
- how, for better and for worse, as initiators 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
- why human creativity in literature, epic, 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 about life and death, about feelings, about the ways we see things— and occasionally answer them.
- 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 or 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
- "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/allocentric, 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 is the condition of being human?
- the range of answers which are sometimes perplexingly inconsistent with one another, and yet their very diversity itself suggests something about the powerful complexity of the human individual.
- the study of biology as it relates to psychology, and consciousness as it is affected 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 biological-social controversy.

Hutchins School graduates consequently, do especially well in teaching, counseling, social services, law, media, journalism and many other types of helping. They have acquired graduate programs in fields as diverse as American studies, anthropology, 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 B: Teaching Credential Preparation plan of the liberal studies major. Students may transfer to another program at the end of any semester without loss of credit successfully completed in the Hutchins program.

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 SJSU 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
The Hutchins School accepts students at any undergraduate level (freshmen, sophomore, junior or senior), depending on space availability, for the fall. 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.

Students already at Sonoma State seeking admission into the Hutchins program must file a separate Hutchins application form by April 1 for the Fall semester and by November 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 the Sonoma State University lower-division general education requirements. The program consists of four interdisciplinary seminars of 12 units each (LIBS 101; 102; 201; and 202, described below).

Each of these seminars is made up of 10 to 15 students and a single instructor. Learning proceeds by a process of reading, writing, and discussion, in which all students are urged to take an active part. A weekly participatory symposium supplements seminar discussions.

Hutchins School of Liberal Studies / 191
102 In Search of Self (12) / Spring
This course focuses on the individual in literature, 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, emotional, psychological, and cultural examination 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 different see reviews that 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 revolution, and 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.

Bachelor of Arts in Liberal Studies

Upper Division
Options for the bachelor's degree include: Track I, the general liberal studies major plan (code 4005); and Track II, the teaching credential preparation plan (code 4009-12). The general pattern for the major in both tracks is as follows:

During their first semester in the upper division, all transfers are required to take LBS 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 LBS 402 Senior Synthesis. LBS 302 is a prerequisite for all upper-division liberal studies courses.

Students transferring from Hutchins lower division, however, are exempt from LBS 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 LBS 304 and 308.)

Building on the foundations laid in the key courses, the student chooses at least one additional course from each of four core areas, as follows:

Core Areas
A. Society and Self
B. The Individual and the Material World
C. The Arts and Human Experience
D. Consciousness and Reality

Track I Interdisciplinary Studies
Those students wishing a broad interdisciplinary major as a foundation for their career choices (e.g. the arts, law, public service, etc.), or who are considering both intellectual curiosity and a wide range of non-specialized study, may 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 choose from a wide variety of courses which include elective seminars, workshops, independent and directed studies, internships and study away opportunities. Track I students regularly participate in LBS 305. The Hutchins Forum, which serves as an intellectual arena for the generation of ideas. Students in Track I may organize an Arts of Emphasis within the forty units required for the major which reflects their career plans and/or intellectual interests. Track I students might engage in arts-based creative research, work on Co-op/I-Site and/or study abroad opportunities, 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 a 11/2 period of domestic or international study and travel, 2 credits in an independent project in a nearby community, 3 credits an internship with a local arts organization, business, work or helps agencies, 4 substantial involvement in a program with another department on this or some campus or 5 credits or other activities and options 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 refine 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 II program with a grade of 2.50 will be placed on probation for one semester. Any student earning a grade lower than a "C" in LBS 302 will not be allowed to continue in the program.

Track II Multiple Subject
The Hutchins School offers a state-approved multiple subject waiver program for students intending to earn a California Elementary Teaching Credential or an Early Childhood Emphasis Credential. The B.A. pre-credential option ensures interdisciplinary subject matter proficiency with growing demands for highly trained teachers who are creative and expressive academic skills required of future educators. Completion of the pre-credential liberal studies option waives the need to take the Multiple Subject Assessment for Teachers (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 practice required for a California teaching credential.

Waiver students are required to take the C-Base Exam, an academic subject area diagnostic test. Information concerning the schedule and fee can be obtained in the Hutchins School office in Carson Hall 94.

Questions about admissions requirements for the credential program should be directed to the SSU School of Education.

Note: Students entering the Hutchins upper division Track II program must have a grade point average of at least 3.0. Any student earning a grade lower than a "C" in LBS 302 will not be allowed to continue in the program.

Minor in Integrative Studies
The Hutchins minor is designed to help the student in a traditional discipline understand the relation that his 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:

1. LBS 302 Introduction to Liberal Studies
2. LBS Seminars...
3. LBS 304 or 308...

In consultation with an advisor, the student selects 12 units of interdisciplinary core courses drawn from LBS 304 and 308 and from four core areas. These courses need not be chosen because of their specific relationship to the student's major. Rather, it is intended that through these courses the student acquire a breadth of exposure to the ideas of a number of disciplines.

Minor Electives...

Two elective units from liberal studies elective courses workshops.

Minor Independent Study...

A final project that specifically relates the student's major field of study to other disciplines.

Total units in the minor...

Degree Completion Program
The liberal studies degree completion program offers an alternative route to a bachelor of arts degree in liberal studies for working adults whose schedules do not permit them to attend regular campus classes.

Instructions...
340 Special Science Project (2)
Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

345A Literature and Society (3)
This seminar deals with the ways that literature exposes, reflects, and reconstructs societal relations. Literary works differing in genre, culture and time are critically analyzed as literature both within their original context and for their value in aiding our understanding of contemporary social and cross-cultural issues and power relations.

354C Masterpieces of the Humanities (3)
This section examines in detail a number of works from the humanities that have come to be considered masterpieces. While we will specifically be interested in each work, and why it has become highly regarded, we will also study various questions in intellectual history as they are made appropriate by the works themselves.

356A Film and Politics (3)
An interdisciplinary approach to political themes in film. We will look at dramatic construction in films and the ideological, sociological or economic messages these films contain. This course will emphasize Society and Self.

356C Film and Politics (3)
An interdisciplinary approach to political themes in film. We will look at dramatic construction in films and the ideological, sociological or economic messages these films contain. This course will emphasize The Arts and Human Experience.

362D Religious Consciousness (3)
A personal and interdisciplinary look at the religious dimension of human experience. The practices and purposes of a number of religions are covered. The topic of religion is examined from a variety of perspectives as personal and social ritual, mystical experience and self-exploration.

370 Seminar: Creative Process (2)
A series of exercises designed to give students fuller access to their capabilities and to provide practice in putting those capabilities 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)
Student 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. CnSC only.

396 Field Study (1-4)
This course is designed to provide supervised field experience to students in their chosen area of study. One unit is equivalent to 45 hours of work. A paper on the student’s work in the field is required, plus the supervisor’s evaluation. Consent of instructor. CnSC only.

427B Space, Time and Culture (3)
Historic survey of the construction of our physical world, including architecture, town planning, transportation and communication, has shaped ideas of community, family and individual life.

429D Gender and Subjectivity (3)
An investigation of modernist and post-modernist constructions of the subject through fiction and poetry as well as through theories of language, gender and culture.

425D Discovery of the Unconscious (3)
The concept of "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.

436C Themes in the Literary Humanities (3)
A seminar exploring the meanings of the artificial device, from the level of the tinkers' 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 "techo-phobic" to "techno-lyrical."

465A Experiencing History (4)
An innovative course employing simulation techniques to recreate the experiential reality of current and historical events.

488 Science and Society (3)
This course will convey to students the connection between scientific discovery and their own lives; the nature of the continuum between pure science and technological application; the concept of scientific knowledge as the trusted consensus of scientists; and selected studies of contemporary issues.

495 Special Studies (1-4)
Supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Students register by completing and submitting Application for Special Study 495 form.

499 Internship (1-5)
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.
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

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 and intensive facility 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 initiate 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 an application, 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 an application and submit it in duplicate to the ITDS coordinator by an application deadline. There are three application deadlines each semester.

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 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 | 39-32

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 (WEP), Graduate Record Examination (GRE), Graduate Record 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 nontraditional grading mode. (In order to receive a C 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 400- or 500-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 argumentative writing, oral expression, and research and thinking critically. Satisfies GE Category A1. Prerequisites: completion of GE Categories A2 and A3.

280 Introduction to California Culture Studies (3)
Full Introduction to California culture studies and its multi-ethnic, interdisciplinary approach to its unique history, culture, politics, and society. Includes the study of varieties of California regionalism and a range of topics from California geology to California philanthropy and art. Students in this course are encouraged to take a broad view of the multi-ethnic California of the past and present.

297 Selected Topics (1-4)
Exploration of basic intercultural 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)
Full California cultural studies faculty, students, and guest present topics for discussion on on-going research and study. C/W/C 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 require 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.

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 research 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)
Full, Spring
An experience in 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 of 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 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 of 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 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)

International Studies Advisors
Students interested in obtaining a minor in international studies should contact Professors Philip Beard in modern languages, Francisco Vazquez in the Hutchins School of Liberal Studies, or Robert S吉林 in business administration.

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.

International Studies / 201
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

Kinesiology, 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 educational tool and a medium for health promotion, personal well-being, and participation in an active lifestyle. The curriculum addresses human movement across the life span from biological/physical, behavioral, 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:

• 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 analyses, 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 relevant to research and scholarship in human movement.
• demonstrate ability to integrate disciplinary 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**

<table>
<thead>
<tr>
<th>Units</th>
<th>General Education</th>
<th>Major Requirements</th>
<th>Support Courses (maximum outside GE)</th>
<th>General Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>18</td>
<td>3-5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 (BIOL 380): 4
- Introduction to Computing (CS 101)*: 3

Total supporting units: 18

* GE courses

**Major Core Requirements (all concentrations)**

<table>
<thead>
<tr>
<th>Units</th>
<th>KIN 301 Philosophy/History of Human Movement</th>
<th>KIN 305 Psychological Basis of Human Movement</th>
<th>KIN 315 Sociology of Sport</th>
<th>KIN 330A Measurement and Evaluation or MATH 165/165(4)</th>
<th>KIN 350 Biomechanics</th>
<th>KIN 360 Physiology of Exercise</th>
<th>KIN 460 Conditioning for Health and Performance</th>
<th>KIN 410 Lifespan Motor Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total units in the major core: 26-29

---

**Sample Four-Year Program for Bachelor of Science in Kinesiology**

**Exercise Science Concentration**

**Lower-Division Preparation**

<table>
<thead>
<tr>
<th>Freshman Year: 32 units</th>
<th>Fall Semester (17 units)</th>
<th>Spring Semester (15 units)</th>
<th>GE (A2)</th>
<th>CHEM 115B/116B or 105B</th>
<th>GE (B2)</th>
<th>CHEM 340</th>
<th>GE (C1)</th>
<th>GE (B4) (161/165)</th>
<th>CS 101</th>
<th>GE (D2)</th>
<th>CHEM 115A/116A or 105A/105A (B1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Semester (17 units)</td>
<td>Spring Semester (15 units)</td>
<td>GE (A1)</td>
<td>PHYS 209</td>
<td>BIOL 220 (B3)</td>
<td>GE (C4)</td>
<td>GE (D3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Year: 29 units**

<table>
<thead>
<tr>
<th>Fall Semester (14 units)</th>
<th>Spring Semester (15 units)</th>
<th>GE (D5)</th>
<th>BIOL 224</th>
<th>GE (C1)</th>
<th>GE (D2)</th>
<th>GE (D3)</th>
</tr>
</thead>
</table>

**Upper-Division Specialization**

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall Semester (17 units)</th>
<th>Spring Semester (15 units)</th>
<th>GE (A2)</th>
<th>KIN 340/341</th>
<th>KIN 305</th>
<th>GE (C2)</th>
<th>KIN 410</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring Semester (15 units)</td>
<td>GE (A3)</td>
<td>KIN 35</td>
<td>GE (B4)</td>
<td>GE (D2)</td>
<td>KIN 315</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GE (C4)</td>
<td>KIN 40</td>
<td>GE (D3)</td>
<td>BIOL 380</td>
<td>GE (E)</td>
<td>KIN 301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GE (D4)</td>
<td></td>
<td></td>
<td></td>
<td>GE (E)</td>
<td>KIN 301</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the upper-division specialization, choose one of the following options:

- **Adult Fitness**
  - Junior Year: Fall Semester (17 units) | Spring Semester (16 units) | BUS 219/230 | KIN 350 |
  - Senior Year: Fall Semester (16 units) | Spring Semester (14 units) | BOILAGERN Elective |

- **Pre-Physical Therapy**
  - Junior Year: Fall Semester (17 units) | Spring Semester (16 units) | KIN 30A | KIN 305 |
  - Senior Year: Fall Semester (16 units) | Spring Semester (14 units) | KIN 315 | GE (D3) |

- **Biodynamics-Biomechanics**
  - Junior Year: Fall Semester (16 units) | Spring Semester (16 units) | KIN 30A | KIN 300 (2) |
  - Senior Year: Fall Semester (16 units) | Spring Semester (15 units) | KIN 30 (3) | KIN 404 |
  - Senior Year: Fall Semester (15 units) | Spring Semester (14 units) | KIN 300 (2) | KIN 331 |
  - Additional approved elective |

**Adapted Physical Education**

<table>
<thead>
<tr>
<th>Fall Semester (15 units)</th>
<th>Spring Semester (16 units)</th>
<th>GE (D4)</th>
<th>KIN 340/341</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring Semester (14 units)</td>
<td>KIN 430C (1)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Major Concentrations**

Choose one of the required concentrations below to complete the major:

I. Adapted Physical Education Concentration
II. Physical Education Concentration
III. Exercise Science Concentration
IV. Athletic Training Concentration
V. Interdisciplinary Concentration

**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.

---

**Physical Education**

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall Semester (7 units)</th>
<th>Spring Semester (6 units)</th>
<th>KIN 330B</th>
<th>KIN 300 (1)</th>
<th>KIN 340/341</th>
<th>KIN 320</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring Semester (6 units)</td>
<td>KIN 300 (2)</td>
<td>KIN 331</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring Semester (14 units)</td>
<td>KIN 331</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional approved elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total units in the concentration: 26-29

Total units in the major: 50-52

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**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 el-
memorial credit may demonstrate subject matter competence by passing the Praxis II Subject Assessment for Teachers. For further information, contact the department office.

KIN 300 Analysis of Motor Performance: Aquatics ............... 1
Track and Field .................................. 1
Team Building Activities ......................... 1
Dance and Rhythms ............................. 1
Educational Games ............................. 1
Racquet Sports .................................. 1
TEAM Sports ..................................... 1
Field Safety ...................................... 1
Contemporary Activities ...................... 1
Computers KIN 101 .............................. 1
KIN 320 Practicum ................................ 2
KIN 325 Adapted Physical Education I: Basic Concepts and Special Populations .... 3
KIN 3308 Measurement and Evaluation ...... 1
KIN 331 Observation and Participation in Physical Education Programs .... 1
KIN 341 Athletic Injuries: Basic Studies .... 3
KIN 400 Elementary School Physical Education .... 3
KIN 404 Theory of Coaching .................... 2
KIN 430 Field Experience ....................... 1
Total units in the concentration .............. 26
Total units in the major ..................... 52

* For information on credentials and professional education requirements, please see the Education section in this catalog, which describe programs in education, and the university’s special bulletin on Programs in Teacher Education.

III. Exercise Science Concentration

Students who have an interest in adult fitness, biomechanics, exercise physiology and pre-physics therapy may select this concentration. It contains lower-division and upper-division courses beyond the core required of all majors and a course specific to the subspecialty within the concentration.

Lower-Division Exercise Science Core

CHEM 150B/150BA General Chemistry* or CHEM 115AR/116AB General Chemistry* 8**
PHYS 290/210 General Physics* .......... 5

Upper-Division Exercise Science Core

KIN 345064 Athletic Injuries or Emergency Response 3
KIN 430495 Field Experience/ Special Studies 3
Total in the exercise science core .......... 18
* GI 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 in 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

BIO 318 Biology of Aging .......................... 3

Physical Therapy

Field Experience (KIN 430) and/or Special Studies (KIN 495) must be taken. The proposed study path must be selected by the student and approved and submitted to the department chair for approval. A copy of the signed, approved study plan is listed in the student’s advising folder.

Total units in the concentration .............. 24
Total units in the major ..................... 50

Pre-Physical Therapy Option

PSY 425 Abnormal Behavior .................. 4
Biol elective related to physical therapy .... 4
Total units in the concentration .............. 26
Total units in the major ..................... 52

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
BIOG 480 Biokinetics ......................... 3

Total units in the concentration .............. 24
Total units in the major ..................... 52
* GI courses.

IV. Athletic Training Concentration

Designed to prepare a student for the prevention, management and rehabilitation of injuries/injuries to athletes at all levels of competition. This program meets all the requirements of the National Athletic Trainer’s Association Internship. The academic course work requirements and 350 hours of 1,500 hours of fieldwork 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 430 Field Experience in Athletic Training... 6

Total in the concentration .................... 24
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, sport 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) may be taken. The proposed study path must be selected by the student and approved and submitted to the department chair for approval. A copy of the signed, approved study plan is listed 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 for further their career goals. The minor requires a minimum of 22 units and includes a core of 12 units (required of all students) and a minimum of 9 to 10 units of electives. The minor in kinesiology may be deemed desirable for credential candidates pursuing a secondary teaching a career in coaching, for management students entering sport/fitness businesses, for environmental professionals 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 in the following:

KIN 305 Psychological Bases of Human Movement 4
KIN 350 Biomechanics .......................... 4
KIN 360 Physiology of Exercise ................ 4

Total units in the minor core ............... 12-13

Minor Options

These courses are to be determined with and approved by a departmental advisor. They may 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’s 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.

M.A. Core Requirements

KIN 500 Introduction to Research .............. 3
KIN 505 Semi. 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)
SOC 319 Gerontology (4)
BUS 342 Transportation and Logistics Management (3)
GERN 408 Transitions in Adult Development (4)
KIN 410 Life-span Motor Development (3)
KIN 495 Special Studies (3)

Other plans may be established in consultation with the department, the 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 with a minimum grade point average of at least 3.0 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 of kinesiology, 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 WRT 500 is 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 postbaccalaureate degree requirements.

The graduate coordinator serves as an advisor to all conditionally classified graduate students until the students select a major advisor and advance to classified graduate status.

M.A. Degree

The Advancement to Candidacy form (G500) 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 G502 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)

Clases 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 listed above are conducted in the following activities: aquatics (swimming, physical conditioning swimming, water polo and scuba), individual sports (adapted activities, badminton, bicycling, frisbee, field hockey, martial arts and tennis), fitness (aerobics, conditioning, joggging/training and weight training), dance (folk and square). Outdoor activities. Team sports (basketball, soccer, softball, volleyball and ultimate frisbee). Course offered 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/No Cr only.

120 Motor Skill Development in Public Schools (2) Fall
Prepares students to teach motor skills to school-aged children. Topics include motor development, motor learning and instructional design as related to motor skill acquisition and 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 concentration. Prerequisites: Overall 2.0 GPA and departmental approval.

300 Analysis of Motor Performance (1) Fall, Spring
Full, Team Sports, Recreational Sports, Educational Gymnastics, Field Sports
Fall: Aquatics, Dance and Rhythms, Track and Field, Contemporary Activities, Team Building Activity
Lecture, activity laboratory. A series of 1-unit courses. Each course is designed to provide the students with an understanding of the mechanics of the neuromuscular skills and functional application of the activities presented within the course. Performance prerequisite skills may be required for aquatics, badminton, basketball, tennis and volleyball.

301 History and Philosophy of Human Movement (4) Fall, Spring
Full, 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 individual. Emphasis will be on the application of current motor learning, sport and exercise psychol-

ogy theories on such topics as learning, motivation, goal setting, stress, anxiety, group dynamics, leadership, moral development, and exercise adherence.

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 Practicum/Methods (2) Fall, Spring
Explores the different styles of teaching and managing the classroom; includes a supervised observation and a practicum in physical education activity class. Prerequisite: KIN 300 (2 courses).

325 Adapted Physical Education: 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.

330B Measurement and Evaluation (1) Fall, Spring
The application of measurement techniques in the selection of tests and the development of evaluation techniques in psychomotor, cognitive and affective domains in physical education. Meets second half of the semester. Required of majors in physical education concentration. Prerequisite: KIN 330A or consent of instructor.

331 Organization and Management of Physical Education (1) Fall, Spring
Observation and assisting with assigned tasks in the junior and senior high school physical education programs, with special emphasis on class organization and management techniques, teaching progression, methods of evaluation, and discriminatory measures utilized during total unit of instruction. Required of majors in physical education concentration. Prerequisite: KIN 330A or consent of instructor.

340 Emergency Response (3) Fall, Spring
Study of the principles and practical applications of advanced first aid and 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, forces on the bodies, and buoyancy. Emphasis is on understanding the application of principles to any movement pattern. Prerequisites: BIOL 220 and GE math.

360 Physiology of Exercise (4) Fall, Spring
Locates, habituates, 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.

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
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 by 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
Survey of the development of perceptual-motor function from birth through aging, with emphasis on gross motor performance.

425 Seminar in Adapted Physical Education (2) Fall, Odd years
Lecture, laboratory. Exploration of the discussion of current research and professional issues in the field of adapted physical activity. Prerequisite: KIN 325 or equivalent. Co-requisite: 1 unit KIN 430C.

426 Adapted Physical Education II: Assessment and Programming (3) Fall, even years
Selection, testing 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, aquatic, physical and motor fitness, and relaxation. Prerequisites: KIN 325, 330AB and 410 or consent of instructor. Co-requisite: 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 experiences.

430C Field Experience in Adapted Physical Education (1-3) Fall, Spring
Provides upper-division kinesiology majors specializing in adapted physical education opportunities 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 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 techniques of therapeutic exercises in disease, injury 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 HHIP 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 341.

445 Organization and Administration of Athletic Training Programs (1) Spring, even years
Designed to show students the techniques and skills for the organization and administration of an athletic training room, and to prepare students for the NATA Board of Certification, Inc. Entry-level Athletic Trainer Certification Examination.
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 response to 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. CoNCR 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 expanding the 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 written 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 will be selected in confererence with the faculty advisor and approved by the departmental Graduate Studies Committee. Prerequisite: 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.
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/ewci/ukiah.html

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 multiculural 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) ........................................ 16
Total units in the major ........................................ 54

* Includes 9-unit upper-division GE requirement.

Liberal Studies - Ukiah Admission Criteria

Courses are offered in Ukiah for resident credit to students who meet the following criteria:
1. Students must be residents of Mendocino 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 core credit.)

Program Coordinator
Sondra Harrison Fullman
Stevenson Hall 2081
707 664-2437

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 70 transferable units, including all lower-division GE courses; and
2. is attending full time. Since fields, rather than courses, are required for the major, the plan shows how that student would complete course work in each of the required fields, as well as the elective units within the major.

Junior Year: 30 units
Fall Semester (15 units)
Behavioral Science (3)
Humanities (3)
Spring Semester (15 units)
Behavioral Science (3)
Humanities (3)

Senior Year: 24 units
Fall Semester (15 units)
Humanities (3)
Behavioral Science (3)
Major Elective (3)
Spring Semester (9 units)
Behavioral Science (3)
Major Elective (3)

Total semester units 124
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
The nature and structure of natural language; 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). Prerequisite: LING 200 or consent of instructor.

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. Prerequisite: LING 200 or consent of instructor.

405 Phonology and Pronunciation (1) / Fall
The analytical knowledge gained in LING 401 Phonological Analysis is applied to the diagnosis and treatment of the pronunciation problems of ESL learners from a range of language backgrounds. In addition, a focus on current methods, materials, and techniques for the teaching of pronunciation includes the design and implementation of appropriate strategies, tasks, and activities that respond to individual learner problems. Prerequisite or corequisite: LING 401.

410 English Grammar and ESL (3) / Fall
Exploration of, and suggestions for classroom teaching of, aspects of English structure that ESL/EFL students find particularly difficult. Emphasis is on such features of English as tense-aspect; modals; articles; measure words; collective nouns and quantifiers; phrasal verbs; non-referential IT/ THERE; focus constructions; complementation; logical connectors. Prerequisite: LING 200 or consent of instructor.

411 Interacting with Text in ESL (1) / Spring
Emphasis on strategies for teaching vocabulary, reading and writing as means of helping students of English as a second language interact with text.

430 Language Acquisition and Communicative Development (3) / Spring, even years
Investigation of the processes underlying the acquisition of language in childhood and beyond. Examination of various perceptual, cognitive, and social skills that interact with communicative development. Consideration of key questions concerning the nature of "stages" as 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, 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 regional, and by members of particular social classes/groups. Prerequisite: LING 200 or consent of instructor.

433 Intercultural Communication (1) / Spring
Emphasis is on fostering awareness of cultural differences in communicative strategies and teaching styles. LING 433 is recommended.

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-sociolinguistic principles/methodology to teaching standard American English as a second language. Introduction to ESL teaching approaches/methods/techniques. Practice in preparation/evaluation of teaching materials. Observation of ESL classes at SSU and in the university's service area. Prerequisite: LING 441.

490 Language and Content (1) / Fall
Relation between language and content, with focus on different approaches to content-based instruction and task-based learning. Provides hands-on experience with task design and materials development, adaptation, and evaluation. Prerequisite: LING 441 or consent of instructor.

491 Evaluation and Testing (1) / Spring
Exploration of issues in the assessment of language proficiency, including critical examination of various approaches to language testing and the relationship between evaluation and testing. Prerequisite: LING 441.

495 Special Studies (1-4) / Fall, Spring
Students interested in Special Studies in linguistics must fill out a special studies application by the end of the first week of the semester. Prerequisite: LING 200 or an appropriate upper-division course in linguistics or another discipline; consent of supervising faculty member and approval of program coordinator.

499 Internship in Applied Linguistics (1) / Fall, Spring
Practical experience entails 50-90 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 EINL 101. Students will also be required to take the Written English Proficiency Test.

100A Supplementary English Language Development (3)
Designed for international students and other nonnative speakers of English, this course emphasizes communication for academic purposes, and concentrates on expository writing, lecture comprehension, and analytical reading. Limited enrollment. Admission by ESL Placement Test only. Students taking this course may not register for more than 14 units of academic course work.

100B Supplementary English Language (3)
Designed for international students and other nonnative speakers of English, this course focuses on the development of academic discourse skills, with stress on strengthening proficiency in a range of oral and written American English styles. Limited enrollment. Admission by ESL Placement Test only.

Note: As this current catalog was going to press, the SELD program was being significantly restructured to reflect a new curriculum. Changes include elements for the BRIDGE program. Please see the SELD or linguistics program coordinator for current program description, including revised requirements and course descriptions.
Mathematics

Mathematics is a rapidly growing discipline whose concepts and applications play an ever-increasing part in modern life. Mathematicians have always been an essential tool in the physical sciences, and have 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.

B.A. Program (Pure Mathematics)

Core curriculum ........................................ 22
MATH 231 Differential Equations I .................. 3
MATH 306 Number Theory or MATH 450 Mathematical Modeling 3
MATH 308 Geometry .................................. 3
MATH 320 Modern Algebra I .......................... 4
MATH 322 Linear Algebra ................................ 3
MATH 360 Complex Variables .......................... 3
MATH 418 Topology .................................. 3
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 .......................... 47-49

B.A. Program (Secondary Teaching)

This B.A. program satisfies state requirements for subject matter pre-English

Core curriculum ........................................ 22
MATH 259 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 ......................... 3
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 ................................ 4
Total units in secondary teaching program ........... 52

Total units in core curriculum .......................... 22

B.S. Program (Applied Mathematics)

This B.S. concentration prepares students for employment in industry and graduate study in scientific fields.

Core curriculum ........................................ 22
MATH 231 Differential Equations I .................. 3
MATH 316 or MATH 416 Graph Theory and Combinatorics 3
MATH 322 Linear Algebra .................................. 3
MATH 331 Differential Equations ....................... 3
MATH 345 Probability Theory or MATH 470 Mathematical Modeling 3
MATH 352 Numerical Analysis ......................... 3
MATH 360 Complex Variables or MATH 331 Differential Equations 3
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) 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 applied mathematics program ........... 55-57

B.S. Program (Computer Science Option)

This B.S. concentration prepares students for computer industry employment and graduate study in computer-science-related fields. Students who are interested in the mathematical foundations of computer science generally opt for this major.

Core curriculum ........................................ 22
MATH 231 Differential Equations I .................. 3
MATH 316 or MATH 416 Graph Theory and Combinatorics 3
MATH 322 Linear Algebra .................................. 3
MATH 345 Probability Theory or MATH 470 Mathematical Modeling 3
MATH 352 Numerical Analysis ......................... 3
CS 250 Computer Organization: Software ............... 3
CS 254 Data Structures .................................. 3
CS 354 Algorithm Analysis ............................ 3
CS 355 Database Management Systems Design* or CS 357 Computer Architecture* or CS 454 Theory of Computing* 3
* Course may be substituted by arrangement with the math advisor.
Supporting Courses
CS 150 Intro to Programming .......................... 4
PHYS 114 Intro to Physics ................................ 4
Total units in computer science option ............... 57

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 ........................................ 22
MATH 231 Differential Equations I .................. 3
MATH 322 Linear Algebra .................................. 3
MATH 345 Probability Theory or MATH 470 Mathematical Modeling 3
MATH 360 Statistical Inference I ..................... 4
MATH 367 Statistical Consulting (twice) ............. 4
MATH 441 Operations Research .......................... 3
MATH 465 Statistical Inference II ..................... 4
MATH 470 Mathematical Modeling .................. 3

Sample Four-Year Program for Bachelor of Arts in Mathematics

Freshman Year: 29 units
Fall Semester: MATH 161 (4) or 165 (4) or 166 (4) 1-3
Spring Semester: MATH 162 (4) or 166 (4) or 167 (4) 1-3
Sophomore Year: 36 units
Fall Semester: MATH 201 (3) or 202 (3) 3
Spring Semester: MATH 209 (3) or 210 (3) 3
Junior Year: 36 units
Fall Semester: MATH 306 or Elective (3) 3
Spring Semester: MATH 308 or MATH 310 (4) 3
Senior Year: 36 units
Fall Semester: MATH 365 (3) or Elective (3) 3
Spring Semester: MATH 367 Coreq. Elective (3) 3
Total units: 126

Cooperative Master of Arts in Mathematics

The Department of Mathematics participates in a cooperative master of arts in mathematics with San Francisco State University. Through this program, 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 two 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.
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 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 complete the Single Subject Credential. A new option, the Integrated Program, 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 core work for students planning to teach in any elementary schools or preschools. The minimal college-core (general education) mathematics requirement recommended for elementary teachers is two courses: MATH 100 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 an supplementary authorization in mathematics. This addition to the credential qualifies the candidate 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) Exam
The Entry-Level Mathematics Examination, if applicable, 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 coursework. Note that MATH 45 is a prerequisite for MATH 100, 107, 111, 131, 141, and 165. Please consult the Schedule of Classes or phone the Office of Testing Services for times and 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, 100, 107, 111, 131, 141, 161, and 165 are available in the CnC grading mode to non-majors.

All Students
MATH 175, 295, 330, 395 and 699 are available only as CnC.

Mathematics Majors
A mathematics major must take all mathematics courses in the traditional grading mode, with the exceptions of courses offered only in the CnC modes: MATH 107W, 161W, 175, 211W, 295, 330, 395 and 499 and any course taken as credit by challenge examination (see please note 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, radicals, and technical and general applications. 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. Focus on problem solving, including applications. Prerequisites: placement based on ELM examination taken within the past two years. Course credit is not applicable toward graduation.

100 Geometry (3) / Fall, Spring
A study of geometry, with topics from the history of geometry and axiomatic systems. Euclidean geometries in two and three-dimensions, analytic geometry, analytic measurement, transformations, and number patterns in geometry. Satisfies the GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination within past two years or MATH 45.

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, 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: placement by ELM examination if applicable, MATH 45. 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) / Fall, Spring
Emphasis on the use of symmetry in the plane and in space. The theory uses the ideas that the set of rigid motions comprises an algebraic structure called a group, and that compositions 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; physics; and mathematical proofs. Satisfies GE requirement for mathematics, category B4. Prerequisite: placement by the ELM examination taken within past two years or MATH 45.

131 Introduction to Finite Mathematics (3) / Fall, Spring
A GE course designed to give students an understanding of finite mathematics applied in the modern world to social sciences, economic analysis, statistical analysis, and decision making. Topics include linear models, linear programming, sets, combinatorics, probability, and statistics. Recommended for students with interests in the social sciences and management. Satisfies GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45.

141 Studies in . . . (3) / Fall, Spring
This introduction to mathematical ideas is designed for liberal arts majors. While topics and approaches may vary from section to section, this course will spend a significant amount of time on understanding the relation of mathematics to culture and history, appreciating the beauty and elegance of mathematical arguments, and exploring the application of mathematical discourse, and the uses of mathematics in modern society. Satisfies the GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45.

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, graphs, and trees. Prerequisite: MATH 100 or equivalent, or consent of instructor. Cr 150 should be taken concurrently.

161 Calculus I (4) / Fall, Spring
Calculus I includes limits, continuity, derivatives including trigonometric functions, chain rule, curve sketching, extrema problems, implicit differentiation, related rates, Mean Value Theorem, logarithmic and exponential functions, application of derivatives, introduction to integrals, 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 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 hypotheses, analysis of variance, linear regression and correlation, and some nonparametrics. Satisfies the GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45. CAN STAT 2.

175 MATH Colloquium (1) / Fall, Spring
Provides an opportunity to hear the presentations of student in the MATH 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 Mathematicians 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) / Fall
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 263 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 up to 12 units. The course title will appear on the student’s transcript. Prerequisite: consent of instructor.

200 Discrete Mathematics (3) / Spring
A study of discrete mathematics with emphasis on its use in other areas of mathematics and in mid-world problems. Topics include logic, proof, set theory, relations, functions, sequences, mathematical induction, Boolean algebra, combinatorics, graphs, and trees. Prerequisite: Any GE mathematics course or consent of instructor.

211 Calculus II (4) / Fall, Spring
Calculus II includes the calculation of exponential and logarithmic functions, trigonometric and inverse trigonometric functions, techniques of integration, separable differential equations, Taylor polynomials, L’Hôpital’s rule, improper integrals, series, and introduction to partial derivatives. Prerequisite: MATH 161 or consent of instructor. CAN MATH 20.

2115 Calculus II (5-2) / Fall, Spring
First half of MATH 211. Prerequisites: MATH 161 or consent of instructor. Open only to students enrolled in programs that require MATH 2115.

211W Calculus II Workshop (1) / Fall, Spring
A workshop designed to be taken with MATH 211. Exploration of the second semester calculus topics through problem solving in a group setting. Cr/NC only. Corequisite: MATH 211.

220 Higher Mathematics: An Introduction (3) / Fall, Spring
This is an traditional course covering 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
203  Elementary Algebra (3) [Fall]
A course in basic algebra, with emphasis on fundamental techniques and applications. Prerequisite: MAT 111 or equivalent. Consent of instructor required.

204  Intermediate Algebra (3) [Fall]
A course in algebra, covering topics such as linear equations, polynomials, factoring, and quadratic equations. Prerequisite: MAT 103 or equivalent. Consent of instructor required.

205  College Algebra (3) [Fall]
A course in algebra, covering topics such as linear equations, polynomials, factoring, and quadratic equations. Prerequisite: MAT 103 or equivalent. Consent of instructor required.

206  Precalculus Mathematics (4) [Fall]
A course in algebra, covering topics such as linear equations, polynomials, factoring, and quadratic equations. Prerequisite: MAT 103 or equivalent. Consent of instructor required.

207  Calculus I (4) [Fall]
A course in calculus, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 103 or equivalent. Consent of instructor required.

208  Calculus II (4) [Fall]
A course in calculus, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 103 or equivalent. Consent of instructor required.

209  Calculus III (4) [Fall]
A course in calculus, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 103 or equivalent. Consent of instructor required.

210  Linear Algebra (3) [Fall]
A course in linear algebra, covering topics such as matrices, determinants, and vector spaces. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

211  Introduction to Abstract Mathematics (3) [Fall]
A course in abstract mathematics, covering topics such as logic, sets, and functions. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

212  Introduction to Advanced Mathematics (3) [Fall]
A course in advanced mathematics, covering topics such as logic, sets, and functions. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

213  Real Analysis (3) [Spring]
A course in real analysis, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

214  Complex Analysis (3) [Spring]
A course in complex analysis, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

215  Algebraic Topology (3) [Fall]
A course in algebraic topology, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

216  Topology (3) [Spring]
A course in topology, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

217  Differential Equations (3) [Fall]
A course in differential equations, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

218  Partial Differential Equations (3) [Spring]
A course in partial differential equations, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

219  Mathematical Methods for Physics (3) [Fall]
A course in mathematical methods for physics, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

220  Linear Algebra and Applications (4) [Fall]
A course in linear algebra and applications, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

221  Discrete Mathematics (3) [Fall]
A course in discrete mathematics, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

222  Graph Theory (3) [Fall]
A course in graph theory, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

223  Abstract Algebra (3) [Spring]
A course in abstract algebra, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

224  Modern Algebra (3) [Fall]
A course in modern algebra, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

225  Modern Algebra II (3) [Spring]
A course in modern algebra II, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

226  Linear Algebra II (3) [Spring]
A course in linear algebra II, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

227  Topology II (3) [Spring]
A course in topology II, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

228  Real Analysis II (3) [Spring]
A course in real analysis II, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

229  Complex Analysis II (3) [Spring]
A course in complex analysis II, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

230  Functional Analysis (3) [Fall]
A course in functional analysis, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

231  Operator Theory (3) [Fall]
A course in operator theory, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

232  Algebraic Geometry (3) [Fall]
A course in algebraic geometry, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

233  Commutative Algebra (3) [Fall]
A course in commutative algebra, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

234  Homological Algebra (3) [Spring]
A course in homological algebra, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

235  Sheaf Theory (3) [Fall]
A course in sheaf theory, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

236  Algebraic Topology II (3) [Spring]
A course in algebraic topology II, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

237  Topics in Algebra (3) [Fall]
A course in topics in algebra, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.

238  Topics in Analysis (3) [Spring]
A course in topics in analysis, covering topics such as limits, derivatives, and integrals. Prerequisite: MAT 207 or equivalent. Consent of instructor required.
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
Courses in Intercultural Training
Courses in Portuguese
International Programs

Department Office
Stevenson Hall 316
707-664-2531

Department Chair
Philip Beaud

Administrative Coordinator
Nancy Cefalu

Faculty
Philip Beaud / German, Global Studies
Francisco Gomera / Spanish, Historical Linguistics, Literature/Culture of Spain
Elizabeth Coonrod Martinez / Spanish, Latin American Literature/Culture
Jorge Porras / Spanish, Theoretical Linguistics
Jeffrey Rieder / Spanish, Applied Linguistics, Portuguese
Christina Renaudin / French, 18th and 20th Century French Literature/Culture
Suzanne Toczycki / French, 17th and 18th Century French Literature/Culture

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 majors and minors. In addition to majors and minors offered by other departments, interdisciplinary and career minor programs of special interest to modern languages students include the international studies minor and the minor in linguistics: teaching English as a second language.

Elementary and Secondary Teaching Credential Preparation

The department is currently seeking reaccreditation of its Spanish B.A. program 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.

Proficiency Certificates

The Department of Modern Languages and Literatures is developing a set of proficiency certificates at various levels in Spanish, French, and German. Certification will be based on applicant's performance on a comprehensive examination, for which a modest fee will be charged.

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 daily 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, playback, and for viewing videotapes made by any of the systems in use throughout the world. A New 20-station computer laboratory offers students the chance to supplement their coursework 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 in a satisfactory manner. 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**

<table>
<thead>
<tr>
<th>Years</th>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than two years</td>
<td>101</td>
</tr>
<tr>
<td>Two years</td>
<td>102</td>
</tr>
<tr>
<td>Three years</td>
<td>204 or any other 100 course except 202</td>
</tr>
<tr>
<td>Four years</td>
<td>204 or any other 200 course except 201</td>
</tr>
</tbody>
</table>

Transfer students with college credit in a modern language may not receive credit for SSU courses in the same language that duplicates previous work. Exceptions may be made by the chair of the department when the following conditions are met:

1. The courses involved are lower division.
2. 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 their programs.

**Course Challenges**

Students may challenge courses, as provided in university procedures (please see more information in the Admissions section of this catalog). To enroll in these courses, students must demonstrate through testing (including, but not limited to, a placement test) knowledge of the material covered in the courses. The purpose of these testing procedures is to determine whether students have achieved the necessary proficiency to enroll in the courses.

**Foreign Language Courses (FL)**

The Department of Modern Languages and Literatures regularly offers courses in foreign literatures, for which no modern language prerequisite classes are offered in the semester indicated. Please see the Schedule of Classes for more 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)**

European vs. Francophone literature. Focusses on the historical 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.

**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 proficiency in language, literature, and culture, and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and of the francophone world. 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**

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>General education</td>
</tr>
<tr>
<td>30</td>
<td>Major requirements</td>
</tr>
<tr>
<td>43</td>
<td>Electives or Minor</td>
</tr>
</tbody>
</table>

**Total units needed for graduation**: 124

Note: Students should note the prerequisites for upper-division courses.

**Requirements for the Major**

Complete the following 29 units:

- FREN 202 (3) Oral French
- FREN 301 Advanced Comprehension and Expression (4)
- FREN 302 Advanced Comprehension and Expression (4)
- FREN 320 France Today (3)
- FREN 321 France Today (3)
- FREN 301 Advanced French Literature (3)
- FREN 341 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: 31 units**

**Fall Semester (14 units)**

- FREN 101 (4)
- FREN 101L (1)
- GE A3 (3)
- GE B4 (3)
- GE D3 (3)
- GE D4 (3)
- GE D5 (3)

**Spring Semester (17 units)**

- FREN 101L (1)
- FREN 102 (4)
- FREN 102L (1)
- GE A3 (3)
- GE B4 (3)
- GE A1 (3)
- GE A2 (3)

**Sophomore Year: 33 units**

**Fall Semester (17 units)**

- FREN 201F (4)
- FREN 201L (1)
- GE B7 (3)
- GE D2 (3)
- GE D2 (3)
- GE D2 (3)
- GE D3 (3)

**Spring Semester (16 units)**

- FREN 202 (4)
- FREN 202L (1)
- GE D3 (3)
- GE D4 (3)
- GE D5 (3)
- GE D6 (3)

**Junior Year: 30 units**

**Fall Semester (16 units)**

- FREN 301 (4)
- FREN 321 (3)
- FREN 415 (2)
- GE D1 (3)
- Elective or Minor (3)

**Spring Semester (14 units)**

- FREN 302 (4)
- FREN 311 (1)
- FREN 411 (1)
- Elective or Minor (3)

**Senior Year: 30 units**

**Fall Semester (15 units)**

- FREN 320 (3)
- FREN 475 (3)
- Elective or Minor (3)
- Elective or Minor (3)

**Spring Semester (15 units)**

- FREN 410 (3)
- FREN 410 (3)
- Elective or Minor (3)
- Elective or Minor (3)

**Total semester units**: 124

1 Out of B1 or B3 must have lab.
2 Counts as B4
3 Important to take World History before upper-division French.
4 Can be an elective prerequisite for business majors or minors, and might be taken earlier, for those who decide at a later date on an internationally-oriented career other than business.
5 Advantage of taking D3 and D4 together: understanding the U.S. Constitution in connection with U.S. history.

**Minor in French**

**Requirements for the Minor**

The French minor presumes 15 units or the equivalent of FREN 101, 102, 201, and at least one upper-division French course. 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 (3)
- FREN 301 Advanced Comprehension and Expression (4)
- FREN 302 Advanced Comprehension and Expression (4)

and one of the following pair of courses:

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 202 Oral French</td>
<td>FREN 301 Advanced Comprehension and Expression</td>
</tr>
<tr>
<td>FREN 302 Advanced Comprehension and Expression</td>
<td>FREN 202 Oral French</td>
</tr>
</tbody>
</table>

**French Courses (FREN)**

Classes are offered in the seminars indicated. Please see the Schedule of Classes for more information and faculty teaching assignments.

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. Component-based learning of listening, speaking, reading, writing, and cultural skills. Requires concurrent enrollment in FREN 101L.

101L First Semester French (4)/Fall

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Co/Conldy. Prerequisite: concurrent enrollment in 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 Second Semester French (4)/Spring

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Co/Conldy. Prerequisite: concurrent enrollment in FREN 102.

201 First 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. Prerequisites: FREN 102 or by examination.

201L First Semester French (4)/Fall

A minimum of two academic hours (100 minutes) weekly in practice sessions in the language laboratory. Co/Conldy. Prerequisite: concurrent enrollment in 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. Includes a language component. 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 as encountered in literary and nonliterary texts, with a focus on introducing
students to literary analysis of the various genres. Oral and written presentations. Prerequisites: FREN 201 or equivalent, and FREN 202.

302 Advanced Comprehension and Expression (4) / Spring
More advanced aspects of grammar and syntax. Reviews and requires, articles, essays on French literature, political, social, and historical dimensions of the media. Discussion, and oral and written presentations. Prerequisites: FREN 201 or equivalent, and FREN 202.

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 (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 (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 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 representing major writers and movements from the Middle Ages through the 20th Century. May be organized around themes or genres by aesthetic movements. Readings, discussion, and oral and written reports in French. Prerequisite: FREN 320.

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 impressionism. Readings, discussions, and oral and written reports may be required for credit when topic is different. Prerequisite: FREN 321.

451 Special Studies (1-4) / Directed individual study.
Prerequisite: consent of instructor. Students in the minor 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 semester in a seminar or conferences, and a final report. Placement must be arranged with advance department coordinator.

Minor in German
The German minor program consists of a minimum 20 units of course work in German, of which 5 units must be in advanced-upper-division courses. Additionally, German minor students must attain the "Zertiifikt Deutsch als Fremdsprache," the internationally recognized basic proficiency certificate offered annually under the auspices of the Goethe Institute. Normally, students who have successfully completed SSU's introductory two- year course sequence (through GER 202) may be confident of passing the certification examination, offered at Sonoma State University at the end of every Spring semester.

German Courses (GER)
Classes are offered in the semesters indicated. Please use 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) / Fall
Includes the best of the old and the new in language learning techniques. Intensive drill in German is designed to advance students to early fluency. Actual use of an internationally applicable, idiomatic German will proceed in increasing degrees from the very first day. Prerequisite: concurrent enrollment in GER 101.

101. Language Laboratory (1) / Fall
A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 101.

102 Elementary German — Second Semester (4) / Spring
Continuation of 101. Successful completion of 101 and 102 guarantees a thorough initial exposure to all basic grammatical and syntactical aspects of the German language, plus a high degree of confidence in oral and written communication. Prerequisites: GER 101 and concurrent enrollment in GER 102.

102. Language Laboratory (1) / Spring
A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 102.

105 Elementary Special Studies (1-4) / Directed and individual study.

201 Intermediate German (4) / Fall
Review and elaboration of GER 101-102, supplemented by selected readings in such areas as philosophy, literature, art, music, history, science and popular culture. Prerequisites: concurrent enrollment in GER 201.

201. Language Laboratory (1) / Fall
A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 201.

202 Intermediate German (4) / Spring
Continuation of the review, reading and discussion program begun in GER 201, supplemented by a regular schedule of written work. By the end of GER 202, students' mastery of German should enable them to earn the "Zertiifikt Deutsch als Fremdsprache." Prerequisites: concurrent enrollment in GER 202.

202. Language Laboratory (1) / Spring
A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 202.

295 Community Involvement Program (1-4)
Courses are designed to develop community problems, preparing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Not applicable to the German major.

301 Advanced Composition and Conversation (3) / Fall
Extensive practice and discussion in German of grammatical principles, idioms, vocabulary and style. Normally, one written composition will be assigned per week. Prerequisite: GER 202.

302 Advanced Composition and Conversation (3) / Spring
Extensive practice and discussion in German of grammatical principles, idioms, vocabulary and style. Normally, one written composition will be assigned per week. Prerequisite: GER 202.

310 Germany Today (in English) (3)
A general introduction to present-day Germany and its people, attitudes, customs and popular culture. Reading and discussion of current and current events and newspapers and magazines. Films, slides and recorded music will also be used.

312 Germany in Film (3)
Salient aspects of current German society and its turbulent recent history, introduced through German film. Includes consideration of Austria and Switzerland. Some film-makers to be treated: Herzog, von Trott, Wenders, Fassbinder, Petersen, Schildefloz, films include: The Tin Drum, Das Boot, Europe Europe, Mephisto, and The Nasty Girl. All films in German with English subtitles; course taught in English with frequent reference to German terms and concepts.

313 Germany in Film (3)
A study of German society and culture, with early and early, introduced through German film. Focus on contrasts between expressionistic trends of the early Weimar Republic and fascist-oriented developments under Nazi rule. Films to be made are included Lang, V. Hartwe, Engel, Riefenstahl; films include: Olympia, Triumph of the Will, Caligari, Kolberg, Dr. M. M., and M.

395 Community Involvement Program (1-4)
CIP involves students in basic community problems, preparing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Not applicable to the German major.

405 The Art of Translating (3)
Intensive practice in translation from German to English, and vice versa, of prose (both literary and media-style), drama and poetry. Thorough attention is paid to the pitfalls of translation as well as to developing the special artistry that good translation demands. Prerequisite: GER 301.

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, 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 introduction to spoken and written Portuguese. Prerequisite: SPAN 202 or consent of the instructor.

Bachelor of Arts in Spanish
The cultural and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area all contribute to the growth of the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program offers a full range of courses in language, literature, and culture, as well as an interdisciplinary, concentration with the linguistics program. Courses taken abroad in the CUSI International Program may be counted toward the major or minor.

Degree Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>General education</th>
<th>Major requirements</th>
<th>Total units needed for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>55-59</td>
<td>14-18</td>
<td>124</td>
<td></td>
</tr>
</tbody>
</table>

Spanish Placement Test
It is the responsibility of all students with high school Spanish recorded on their transcripts 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 place- ment certificate, or college transfer credits. Native speakers of Spanish with a high school degree from their home country will be exempt.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
<th>Language Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>3</td>
<td>Basic Spanish</td>
</tr>
<tr>
<td>2nd</td>
<td>3</td>
<td>Intermediate Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Units</th>
<th>Language Laboratory</th>
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<td>Basic Spanish</td>
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<td>4th</td>
<td>3</td>
<td>Intermediate Spanish</td>
</tr>
</tbody>
</table>

| Total units | 20-24 |

Modern Languages / 227
Seniors: Year 30 units
Fall Semester (15 units)  
Spring Semester (15 units)  
SPAN 500 (3)  
SPAN 497 (3)  
SPAN 496 (3)  
Elective/Minor (9)
Total semester units: 125

Spanish Courses (SPAN)
Courses are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

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 laboratories. 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)
Communication grammatical 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 Composition and Conversation (3)
Practice of advanced Spanish through literary and nonliterary texts, video 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) / Spring 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 (2) / 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 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.

350 Advanced Conversation (2)
Subject matter for conversation drawn from topics of general cultural interest (politics, films, 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. Prerequisites: SPAN 306 and 307 or equivalent.

426 Seminar in Modern Varieties of Spanish (3)
The phonological and morphological character of contemporary regional spoken Spanish (Caribbean, Andean, Guanchesque, Andaluzian, etc.). A practical introductory sociolinguistic analysis of regional languages in Spain and Latin America (Urban, Basque, Catalan and Indo-American languages). Prerequisites: SPAN 303 and 304.

427 Spanish Teaching Methodologies (3)
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
- Computer Science
- Communication Studies
- Music

Programs offered
- Bachelor of Arts in Music
  - Standard Music Major
  - Jazz Studies, Performance and Music Education concentrations
- Minor in Music
- Teaching Credential Preparation in Music

Department Office
Ives Hall 206
707 664-2324

A core of conceptual and hands-on production classes gives 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.

Music

Programs offered
- Bachelor of Arts in Music
  - Standard Music Major
  - Jazz Studies, Performance and Music Education concentrations
- Minor in Music
- Teaching Credential Preparation in Music

Department Office
Ives Hall 206
707 664-2324

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 explicit options exist within the major. The standard major provides a broad basis from which a student may pursue graduate studies or a variety of careers. The jazz studies concentration trains the student in the techniques and practices of contemporary jazz styles. The music education concentration prepares students to enter the teaching credential program in the School of Education. The performance concentration is intended for those who show genuine promise for careers as vocalists or instrumentalists.

The department offers several areas of special interest. Vocal studies include private and class instruction in jazz and classical styles as well as opera and musical theater. Contemporary sound technology includes hands-on experience with analog and digital sound synthesis, professional training in recording, and a minor in recording arts. Advisory plans are available in composition, production and recording technology and musical theater.

The music faculty strive for a balanced curriculum that explores music of different cultures, ethnic groups, formal styles and historical periods. The faculty freely explore sound as a creative medium, and offer students thorough and tangible skills.

Any student planning to do graduate work in music should consult a music advisor in time to plan a minor that will support the intended graduate specialty. Students planning careers in business or in media should consider minors in recording arts, communications studies or business administration.

The Music Department is a fully accredited member of the National Association of Schools of Music.

Proficiency Expectations for Entering and Transfer Students
Basic keyboard skills and the ability to read standard musical notation are prerequisites to the music major curriculum. All entering and transfer students will be given placement examinations in piano, music theory, andural 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. Students without background in any of these areas will also be expected to take MUS 105 Fundamentals.

All music majors, except music education majors, whether continuing or transfer students, must complete or successfully challenge MUS 320 Ear Training IV (aural ear training). 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 III.

Basic keyboard proficiency is a prerequisite to enrollment in MUS 110 Foundations of Theory. MUS 320 and 309 (or 392) are prerequisites 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 music/criticism, 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, music/criticism, keyboard and aural skills, music history and analysis. Students who wish to specialize in jazz, music education or performance will be required to take classes that develop skills specific to these areas.

Standard music majors and students in the jazz studies 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 performance edition, or another project of substantial effort. Students enrolled in the performance concentration must present a senior recital, MUS 491.

The Performance Requirement
Music Department ensembles include Chamber Music, Classical Guitar Ensemble, Chorus, Sonoma County Bach Choir, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Chamber Singers, Musical Theatre, New Music Workshop, Synphonic Band, Vocal Jazz Ensemble, Vocal Jazz Workshop and World Music Ensembles.

All music majors must participate in departmental ensembles during six semesters of their undergraduate study. Students may participate in a community orchestra for credit through MUS 495 (Special Studies) with department approval. Students enrolled in the performance and music education concentration must participate in departmental ensembles during eight semesters of their undergraduate study. 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 professor.

A satisfactory 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 minutes lesson for qualified students; additional lesson time must be paid for by the student.

Concert Attendance
The music faculty strongly recommends that music majors attend concerts frequently. A unit of credit is available to those who enroll in MUS 299, which requires attendance at 10 concerts sponsored by the Music Department or by the Center of Performing Arts.

Bachelor of Arts in Music

Standard Music Major
Degree Requirements
units

General Education
51

Major core requirements
43

Remaining units
30

Total units needed for graduation
124

Requirements for the Major
The courses listed below constitute the standard major in music. A student satisfactorily completing these courses, along with other university requirements for graduation, will earn a B.A. with a major in music. Students with highly developed special interests are encouraged to consult an advisor about arranging individually tailored programs of study.

Complete the following:

MUS 110 Foundations of Theory
3

MUS 120 Ear Training I
2

Sample Four-Year Program for Bachelor of Arts in Music

Freshman Year: 32 units
Fall Semester (16 units)
ENGL 101 (GE area A2)(3)
MATH 10 (GE area B4)(3)
MUS 110 (3)
MUS 120 (2)
MUS 109 (2)
Music Ensemble (2)
Elective (3)

Spring Semester (16 units)
PHIL 101 (GE area A3)(3)
MUS 111 (3)
MUS 210 (3)
MUS 200 (GE area C1)(3)
Music Ensemble (2)
Elective (1)

Sophomore Year: 32 units
Fall Semester (16 units)
GE area D2)(3)
MUS 150 (GE area C1)(3)
MUS 210 (3)
MUS 220 (2)
MUS 309 (2)
Music Ensemble (2)
Elective (2)

Spring Semester (16 units)
GE area D3)(3)
MUS 311 (3)
MUS 250 (GE area C1)(3)
Elective (3)

Junior Year: 30 units
Fall Semester (15 units)
GE area E)(3)
GE area D4)(3)
MUS 350 (GE area C4)(3)
Music Ensemble (2)
MUS 321 (1)
Elective (3)

Spring Semester (15 units)
GE area D1)(3)
GE area B3)(3)
MUS 300 (5)
Elective (3)

Senior Year: 30 units
Fall Semester (15 units)
GE area B3)(3)
GE area D5)(3)
MUS 311 (3)
Music Ensemble (2)
MUS 321 (1)
Elective (3)

Spring Semester (15 units)
GE area B1)(3)
MUS 300 (5)
Music Ensemble (2)
Elective (2)

Total semester units: 124

Jazz Studies Concentration

Degree Requirements
units

General Education
33

Major requirements
36

Total units needed for graduation
124

Requirements for the Major
The jazz studies concentration is designed to furnish the training and background needed for students seeking to work as jazz performers, arrangers, composers or teachers.

Students planning to pursue careers as performers should take private instruction in their major instrument or in voice as a part of their program. These students normally enroll each semester in at least one Music Department ensemble appropriate to their area of interest. They should also seek opportunities for performance off-campus in a wide variety of performance environments.

Complete all the following:

MUS 112 Jazz Theory I
3

MUS 121 Ear Training II
2

MUS 111 Counterpoint
3

MUS 230 Ear Training III
2

MUS 220 Texture and Style
3

MUS 320 Keyboard Proficiency Lab
2

MUS 311 20th Century Techniques
3

MUS 320 Ear Training IV
2

MUS 321 Aural Skills Practices (1,1,1,1,1)
4

MUS 350 Survey of World Music
3

MUS 400 Senior Project
2

Two seminars on different topics
6

MUS 300 Seminar (3)

Total semester units: 43

Sample Four-Year Program for Bachelor of Arts in Music

Freshman Year: 32 units

Fall Semester (16 units)
ENGL 101 (GE area A2)(3)
MATH 10 (GE area B4)(3)
MUS 110 (3)
MUS 120 (2)
MUS 109 (2)
Music Ensemble (2)
Elective (3)

Spring Semester (16 units)
PHIL 101 (GE area A3)(3)
MUS 111 (3)
MUS 210 (3)
MUS 200 (GE area A1)(3)
Music Ensemble (2)
Elective (1)

Sophomore Year: 32 units

Fall Semester (16 units)
GE area D2)(3)
MUS 150 (GE area C1)(3)
MUS 210 (3)
MUS 220 (2)
MUS 309 (2)
Music Ensemble (2)
Elective (2)

Spring Semester (16 units)
GE area D3)(3)
MUS 311 (3)
MUS 250 (GE area C1)(3)
Elective (3)

Junior Year: 31 units

Fall Semester (15 units)
GE area E)(3)
GE area D4)(3)
MUS 350 (GE area C4)(3)
MUS 317 (3)
Music Ensemble (2)
Studio Lessons (1)
Elective (1)

Spring Semester (16 units)
GE area D1)(3)
GE area D5)(3)
MUS 300 (3)
Music Ensemble (2)
Studio Lessons (1)
Elective (1)

Total semester units: 124

Performance Concentration

Degree Requirements
units

General Education
51

Major requirements
51

Total units needed for graduation
124

Requirements for the Major
The performance concentration is intended for vocal or instrumental students who show special aptitude for careers as performers. It is expected that a student graduating in performance will have reached a level of at least professional competence.

Admission to the performance concentration is by audition. Once admitted, students will be required to pass annual jury exams, to enroll in an appropriate ensemble each semester, and to fulfill the repertoire standards specified in each performing medium. Advanced standing may be approved for those entering students who demonstrate sufficiently mature performing ability. Students who fail to meet the yearly performance requirements will be allowed one semester in which to make up deficiencies. Students who are not able to make up their deficiencies during that semester will be transferred to another concentration within the major.

Complete all the following:

MUS 110 Foundations of Theory
3

MUS 120 Ear Training I
2

Sample Four-Year Program for Bachelor of Arts in Music

Freshman Year: 30 units

Fall Semester (14 units)
ENGL 101 (GE area A2)(3)
GE Math (GE area B4)(3)
MUS 110 (3)
MUS 120 (2)
MUS 109 (2)
Elective (1)

Spring Semester (16 units)
PHIL 101 (GE area A3)(3)
MUS 111 (3)
MUS 212 (2)
MUS 250 (GE area C1)(3)
Elective (1)

Sophomore Year: 32 units

Fall Semester (16 units)
GE area D2)(3)
HUMS 200 (GE area A1)(3)
MUS 320 (2)
MUS 292 (1)
MUS 389 (3)
Music Ensemble (2)
Studio Lessons (1)
Elective (2)

Spring Semester (16 units)
GE area D1)(3)
GE area D5)(3)
MUS 342 (3)
MUS 412 or 417 (3)
Music Ensemble (2)
Studio Lessons (1)
Elective (1)

Junior Year: 31 units

Fall Semester (15 units)
GE area E)(3)
GE area D3)(3)
MUS 300 (3)
Music Ensemble (2)
Studio Lessons (1)
Elective (1)

Spring Semester (16 units)
GE area D1)(3)
GE area D5)(3)
MUS 300 (3)
Music Ensemble (2)
Studio Lessons (1)
Elective (1)

Total semester units: 124

Music / 233
## Sample Four-Year Program for Bachelor of Arts in Music

### Performance Concentration

**Freshman Year: 32 units**
- Fall Semester (16 units): Spring Semester (16 units)
  - MUS 121 Ear Training III
  - MUS 120 Aural Skills Practicum I (1,1)
  - MUS 210 Texture and Style
  - MUS 311 20th Century Techniques
  - MUS 320 Ear Training IV
  - MUS 322 Aural Skills Practicum I (1,1)
  - Studio Lessons (1)
  - Elective (2)

**Sophomore Year: 31 units**
- Fall Semester (16 units): Spring Semester (15 units)
  - MUS 210 (3), MUS 220 (2), MUS 300 (2)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

- Fall Semester (16 units): Spring Semester (15 units)
  - MUS 200 (GE area B1 (3)
  - MUS 250 (GE area C1 (3)
  - MUS 300 (3)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

- Fall Semester (15 units): Spring Semester (16 units)
  - MUS 200 (GE area B1 (3)
  - MUS 250 (GE area C1 (3)
  - MUS 300 (3)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

### Junior Year: 31 units

- Fall Semester (15 units): Spring Semester (16 units)
  - MUS 210 (3), MUS 220 (2), MUS 300 (2)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

- Fall Semester (15 units): Spring Semester (16 units)
  - MUS 210 (3), MUS 220 (2), MUS 300 (2)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

- Fall Semester (15 units): Spring Semester (15 units)
  - MUS 210 (3), MUS 220 (2), MUS 300 (2)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

- Fall Semester (15 units): Spring Semester (15 units)
  - MUS 210 (3), MUS 220 (2), MUS 300 (2)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

- Fall Semester (15 units): Spring Semester (15 units)
  - MUS 210 (3), MUS 220 (2), MUS 300 (2)
  - Music Ensemble (2)
  - Studio Lessons (1)
  - Elective (2)

### Senior Year: 30 units

- Fall Semester (15 units): Spring Semester (15 units)
  - MUS 292 Jazz Piano I
  - MUS 297 Jazz Piano II
  - MUS 298 Keyboard Performance Lab
  - MUS 309 Keyboard Performance Lab
  - MUS 310 Media Studies
  - MUS 312 Aural Skills Practicum I (1,1)
  - MUS 313 20th Century Techniques
  - MUS 320 Ear Training IV
  - MUS 321 Aural Skills Practicum I (1,1)
  - Studio Lessons (1)
  - MUS 350 (GE area C1 (3)
  - Elective (2)

- Fall Semester (15 units): Spring Semester (15 units)
  - MUS 292 Jazz Piano I
  - MUS 297 Jazz Piano II
  - MUS 298 Keyboard Performance Lab
  - MUS 309 Keyboard Performance Lab
  - MUS 310 Media Studies
  - MUS 312 Aural Skills Practicum I (1,1)
  - MUS 313 20th Century Techniques
  - MUS 320 Ear Training IV
  - MUS 321 Aural Skills Practicum I (1,1)
  - Studio Lessons (1)
  - MUS 350 (GE area C1 (3)
  - Elective (2)

### Total semester units: 124

**Music Education Concentration**

### Degree Requirements

#### General Education (6 units in Music) 
- MUS 110 Survey of Western Music
- MUS 111 Survey of Western Music
- MUS 112 Theory II
- MUS 113 Aural Skills Practicum I (1,1)
- MUS 114 Ear Training
- MUS 115 Ear Training

#### Upper-Division Core (15 units)
- MUS 200 GE area B1
- MUS 250 GE area C1
- MUS 300 GE area D3
- MUS 320 GE area C4
- MUS 340 GE area E3

#### Performance Concentration (16 units)
- MUS 300 GE area A2
- MUS 310 GE area A3
- MUS 320 GE area C5
- MUS 330 GE area C6
- MUS 340 GE area C7

#### Total units needed for graduation: 124

### Requirements for the Major

The music education concentration is a B.A. program that provides the skills necessary for teaching music in public or private schools. It is recommended for anyone planning a teaching career in music.

### Total units in the major: 75

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

### Music Education Concentration

**Freshman Year: 30 units**

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<tr>
<th>Fall Semester (16 units)</th>
<th>Spring Semester (14 units)</th>
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<tr>
<td>MUS 110 Survey of Western Music</td>
<td>MUS 111 Survey of Western Music</td>
</tr>
<tr>
<td>MUS 112 Theory II</td>
<td>MUS 113 Aural Skills Practicum I (1,1)</td>
</tr>
<tr>
<td>MUS 114 Ear Training</td>
<td>MUS 115 Ear Training</td>
</tr>
<tr>
<td>MUS 116 Theory II</td>
<td>MUS 117 Aural Skills Practicum I (1,1)</td>
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<td>MUS 118 Ear Training</td>
<td>MUS 119 Ear Training</td>
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<tr>
<td>MUS 120 Aural Skills Practicum I (1,1)</td>
<td>MUS 121 Aural Skills Practicum I (1,1)</td>
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### Sophomore Year: 31 units

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<tr>
<td>MUS 200 GE area A2 (3)</td>
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<td>Music Ensemble (2)</td>
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<td>MUS 300 GE area D3 (3)</td>
<td>Studio Lessons (1)</td>
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<td>MUS 311 (3), MUS 320 (2)</td>
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<td>MUS 350 GE area C1 (3)</td>
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### Junior Year: 31 units

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<th>Spring Semester (15 units)</th>
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<td>MUS 250 GE area A3 (3)</td>
<td>Studio Lessons (1)</td>
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<td>MUS 270 GE area C4 (3)</td>
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<td>MUS 350 GE area C4 (3)</td>
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### Senior Year: 30 units

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<th>Spring Semester (15 units)</th>
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<tr>
<td>MUS 292 GE area A2 (3)</td>
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<td>MUS 309 GE area C4 (3)</td>
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<td>MUS 320 GE area D3 (3)</td>
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<tr>
<td>MUS 321 GE area D4 (3)</td>
<td>Music Ensemble (1)</td>
</tr>
</tbody>
</table>

### Total semester units: 124

### Teaching Credential Preparation in Music

The music education curriculum stated above is identical to the subject matter competency portion of the teaching credential.

### 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 one of the minors must be completed at Sonoma State University.

### Liberal Arts Concentration

Complete all the following:
- MUS 105 Fundamentals
- MUS 120 Ear Training I
- MUS 121 Ear Training II
- MUS 122 Ear Training III
- MUS 200 Survey of Western Music
- MUS 250 Survey of European Music

### Jazz Studies Concentration

Complete all the following:
- MUS 110 Foundations of Theory
- MUS 120 Ear Training I
- MUS 121 Ear Training II
- MUS 200 Survey of Western Music
- MUS 250 Survey of European Music

### Total units in the minor: 20

### Recording Arts Concentration

Complete all the following courses:
- MUS 150 Survey of U.S. Music
- MUS 210 Ear Training I
- MUS 210 Ear Training II
- MUS 210 Ear Training III
- MUS 210 Ear Training IV

### Total units in the minor: 20
Music Courses (MUS)

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

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, orally and at the piano. Satisfies GE, category C1 (Applied Arts Combining Studio and Theory). Corequisite for prospective music majors only: MUS 109.

108 Jazz Melodic Sight-Reading (1) / Fall, odd years
This course is designed to improve jazz melodic sight-reading skills. Cr/NC only.

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: modal design, rhythm, texture, formal concepts and the construction and progression of chords. Prerequisite: 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. Prerequisite: MUS 110, or 112, placement test and concurrent enrollment in MUS 121.

112 Jazz Theory I (3) / Fall
Harmonic materials andural skills appropriate to jazz composition, arranging and performance. Prerequisite: MUA 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 are taught. 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 II (1) / Fall
Development of sight-singing, keyboard harmony, and dictation skills using diagnostic 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 423 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 424 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.

125 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.

130 Private Instruction—Strings (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

131 Private Instruction—Woodwinds (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

133 Private Instruction—Brass (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

134 Private Instruction—Percussion (1) / Fall, Spring
Private instruction on percussion instruments. May be repeated for credit. Prerequisite: audition.

135 Private Instruction—Keyboard (1) / Fall, Spring
Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: audition.

136 Private Instruction—Voice (1) / Fall, Spring
Voice instruction. May be repeated for credit. Prerequisite: audition.

140 Private Instruction—Guitar (1) / Fall, Spring
Private guitar 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.

159 Fundamentals of Music Technology (2) / Spring
An introduction to the uses of computers and synthesizers as tools for musicians. Covers MIDI sequencing, notation, sound design, theory and ear-training applications. Prerequisite: music major or consent of instructor.

179 Freshman Jury (1) / Fall, Spring
Performance with critiques by members of the music faculty. Prerequisite: freshman standing as a major in the performance concentration.

199 Student-Instructed Course (1-3)
Topic will differ each semester. Cr/NC only.

209 Intensive Keyboard Lab II (2) / Spring

210 Texture and Style (3) / Fall
A continuation of the theoretical studies begun in MUS 110 or 112, and with special emphasis on the treatment of texture in musical styles of the 19th and 20th centuries. Prerequisites: MUS 110 or 112 and 111, placement test, and concurrent enrollment in MUS 220.

212 Jazz Theory II (3) / Spring
Advanced systematic harmonic concepts are studied. Prerequisite: MUS 112 or consent of instructor.

220 Ear Training II (3) / Fall, Spring
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.

225 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 musics to be studied in the context of California history and culture.

289 Jazz Improvisation I (2) / Fall, Spring
An introduction to jazz improvisation at the keyboard. Emphasis is placed on developing skills in reading lead sheets, in chord substitutions, and voicing at the keyboard, and in creating an improvised "pianistic" texture. Prerequisite: MUS 209 or consent of instructor.

299 Community Involvement Program (1-4)
CIP involves students in basic community problems, performing such tasks as tutoring, counseling, 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.
297 Sophomore Jury (1) / Fall, Spring
Performance with critique by members of the music faculty. Prerequisite: sophomore standing as a major in the performance concentration.

299 Music in Performance (1) / Fall, Spring
This course consists of attendance at ten concerts presented by the Music Department or by the Center for the Performing Arts. Recommended for all music majors. 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.

309 Keyboard Proficiency Lab (2) / Fall
The study of functional keyboard figured bass, chordal organization, transcription, sight-reading, and improvisation. Prerequisite: Placement test. Students who lack sufficient keyboard facility may take pre-major Intensive Keyboard Lab (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
Techniques of instrumentation and choral arranging. Prerequisites: MUS 323, 324 or 325, and 210 or 212 or 317, performance experience on strings, woodwinds, 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 foreign languages in French and German.

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 languages in French and German.

317 Vocal / Small 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
Continued Ear Training. Focus 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. Prerequisite: MUS 220 and placement test.

321 Aural Skills Practicum (1) / Fall, Spring
Focus varies each semester. Will assess the development of each practical skill of sight-singing, dictation, transcription, repertory building, score-reading, rhythm training, and sight-reading of various periods, cultures, and styles. May be repeated 4 times for credit. See each concentration for number of semesters required.

323 Chamber Singers (2) / Fall, Spring
Small vocal ensemble. Repertoire may include madrigals, motets, masses and part-works from the Renaissance, Baroque, Classical and 20th century periods. Emphasis is placed on the development of comprehensive musicianship, interpretative 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 Bach, 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 unaccompanied 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 enrollment. 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, sight-reading and technique. A wide variety of repertory is covered and a public performance is required. Project proposals from class members are welcomed. Prerequisite: consent of instructor.

327 Symphonic Band (1-2) / Fall, Spring
The study and preparation of band literature for 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 Workshop (1-2) / Fall, Spring
The study and presentation of a wide variety of chamber music literature. May be repeated for credit. Prerequisite: consent of instructor.

330 Musical Theatre (1-3) / Fall, Spring
A course devoted to the study and performance of operatic and musical theatre literature. Designed for singers, actors, and others interested in musical theatre. May be repeated for credit. Prerequisite: consent of instructor.

331 Songwriting (2) / Every third semester
This course provides information concerning all aspects of songwriting both as a commercial craft and as a musical art form. Music theory, form, lyrics, and production techniques, and the marketing of music business will be discussed in detail. Participants will have numerous opportunities to have material evaluated and critiqued.

340 Acting and Directing for Music Theatre (1-3) / Spring
A course designed primarily for singers, actors, and stage directors in which emphasis is placed on the study of the interdependence of music and drama in music theatre. May be repeated for credit. Prerequisite: consent of instructor.

341 Studies in Counterpoint (1-3)
Study of a particular counterpoint style. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

342 Studies in Music History (1-3)
Detailed consideration of a particular historical period, region, or style. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

343 Studies in Musical Genres (1-3)
An in-depth study of a particular type of music. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

344 Studies in Specific Composers (1-3)
Study of life and works of a specific composer. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

346 Studies in Music Theory (1-3)
The detailed study of a particular theoretical system in music. May be repeated for credit with consent of the instructor.

347 Studies in World Music (1-3)
The detailed study of the music of a particular country or area outside the Western European musical tradition. May be repeated for credit.

350 Survey of World Music (3) / Fall, Spring
A survey of traditional music in the context of cultural life from around the world. Satisfies GE, category C4 (Comparative Perspectives).

351 The Sacred Traditions of South Asia (3) / 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 satisfying, minor, music, world technique, ballad interpretation, and jazz music appreciation. May be repeated for credit.

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 (translated), the arts and music form the foundation for the course. Historical and sociopolitical background for the secular traditions of South Asia 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).

360 Studio Musicianship and Production (2)
Every Fall semester
The class will focus on the development of music 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 multimedia production.

362 Recording II (2) / Spring
A continuation of MUS 262. Prerequisite: MUS 262 or consent of instructor. Crosslisted as COM 362.

364 Music Business II (2)
The course continues with an intensive study of record companies, artists contracts, record production, promotion, distribution, retailing, music marketing, studios and engineers, concert promotion, music and theatre, radio/television, advertising, Independent project, exams and class participation assignments are required. Prerequisite: MUS/COM 264 or consent of instructor. Crosslisted as COM 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 / Spring
Rehearsal and performance of literature from post-bop through fusions, 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.

385 Jazz Improvisation (3) / Fall, Spring
This class explores times that are based on the diatonic modes and blues progressions in all 12 keys. Various improvisation techniques are discussed. Prerequisite: MUS 259 or consent of instructor.

392 Jazz Concert Ensemble (2-3) / Fall, Spring
Rehearsal and performance of literature in traditional and contemporary jazz idioms. Repertoire includes original arrangements especially designed for the ensemble by music faculty and students. May be repeated for credit. Prerequisite: consent of instructor.

393 Vocal Jazz Workshop (2-3) / Spring
Rehearsal and performance of solo and ensemble vocal jazz literature. Singers develop skills in vocal technique, ensemble singing, microphone technique, ballad interpretation, and jazz music appreciation. May be repeated for credit.

395 Community Involvement Program (1-4)
CIP provides students solutions to community problems, performing such tasks as tutoring, coaching, and working in 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.

397 Junior Jury (1) / Fall, Spring
Performance with critique by members of the music faculty. Prerequisite: junior standing as a major in the performance concentration.

399 Student-Instructed Course (1-3)
Topic differs each semester. CR/NC only.

400 Music 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 115 or equivalent or consent of instructor.
402 Choral Conducting (2) / Fall
Basic conducting techniques, and techniques of choral rehearsal and performance. Prerequisite: MUS 309, 330 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 voice production, breath control, diction, repertory, and interpretation. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

417 Stage Band Composition and Orchestration (3) / Spring, even years
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 212, 213 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 piano, and on string, woodwind, brass and percussion instruments. For students in the music education concentration or the California Music Subject Matter Competency Program. Co-requisite: Consent. 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.

444 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 repertoire in a group setting. Private instruction faculty coach students in technique, interpretation, and presentation. Classes are normally offered for one quarter 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 (score) and sound for television, film, video, advertising, jingles, and theater. Prerequisite: MUS 262. Preferred prerequisite: MUS 259, 333 and 362. Cross-listed with 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. Co-requisite: Consent.

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 with COMS 462. Prerequisite: MUS 362 or consent of instructor.

464 Music Business III (2-3)
Every-Friday semester
This course continues with the study of topics including unions and guilds, agents, managers, and attorneys. It then continues 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 are required to participate in the maintenance of the recording facility. Cross-listed with 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 Private Instruction—Senior Recital (3) / Fall, Spring
The preparation and presentation of a senior recital is the culminating activity for music majors in the performance concentration. Prerequisite: 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. Prerequisite: consent of instructor.

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
Penza Smith

Faculty
Edward D. Castillo, David W. Peri, Duane Big Eagle

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, 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 Philosophical Systems and Sacred Movements in Native North Americans .................. 3

**Total units in minor core** ........................................ 10

**Minor Electives**
Select 10 units from the following courses:
NAMS 300 Experimental (1-5)
NAMS 354 Native American Literature (3)
NAMS 338 Native 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 444 Contemporary Affairs of Native Americans of California (4)
NAMS 495 Special Studies (1-4)

**Total units in minor electives** ............................... 10

**Total units in minor** .................................................. 20

**Native American Studies Courses (NAMS)**
Classes are offered to the semester 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.

200 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 live 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)
A seminar 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 analyze. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.

346 Philosophical 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.

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 Southwest Indians.

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 300 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)
Emphasis will be placed on the application of traditional and contemporary Native American art forms, designs, and techniques. This course attempts to advance the student's utilization and appreciation of 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.
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 televisions, classroom 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 that help nurture the array 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 healthcare settings in the community.

Sonoma State University’s nursing programs are 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, N.Y., 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 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 achieve the attributes of a liberally educated professional, qualified for certification as public health nurse, and completely prepared for graduate education in nursing.

Eligible applicants should contact the nursing department.

Prelicensure Option

Students are eligible to apply to the prelicensure BSN nursing major when they have completed the nursing prerequisite courses. These courses may be taken at either Sonoma State University or another university or junior college. Students who complete their prerequisites at Sonoma State University will be considered first for admission to the nursing major, but are not guaranteed entrance.

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.
3. 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 3.0 or better in prerequisite science courses: BIOL 220, 218, 224 and CHEM 105AB or equivalent.
2. Health care experience (written verification).
3. Essay (criteria available in the Department of Nursing).
4. Recommendations (forms available in the Department of Nursing).

Prelicensure Baccalaureate Degree Requirements

<table>
<thead>
<tr>
<th>General education</th>
<th>Major requirements</th>
<th>Support courses</th>
<th>Total units needed for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>37</td>
<td>20</td>
<td>128</td>
</tr>
</tbody>
</table>

Required Courses for the Prelicensure Option

Bachelor of Science in Nursing

Year 1 (Pre-Nursing)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL L15 (R3)</td>
<td>BIOL 220 (R3)</td>
</tr>
<tr>
<td>CHEM 105A (B1)</td>
<td>CHEM 105B (4)</td>
</tr>
<tr>
<td>plus GE requirements</td>
<td>plus GE requirements</td>
</tr>
</tbody>
</table>

Year 2 (Pre-Nursing)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 224 (B3)</td>
<td>MOI 218 (4)</td>
</tr>
<tr>
<td>plus GE requirements</td>
<td>plus GE requirements</td>
</tr>
</tbody>
</table>

Year 3 (Nursing)

Nursing major acceptance required from this point forward.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 200A (3)</td>
<td>NURS 200B (4)</td>
</tr>
<tr>
<td>NURS 205A (3)</td>
<td>NURS 205B (2)</td>
</tr>
<tr>
<td>NURS 207 (2)</td>
<td>NURS 210B (4)</td>
</tr>
<tr>
<td>NURS 210A (4)</td>
<td>plus GE and other degree requirements</td>
</tr>
</tbody>
</table>

Year 4 (Nursing)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 340 (4), NURS 345 (4)</td>
<td>NURS 385 (5), NURS 400 (3)</td>
</tr>
<tr>
<td>plus GE and other degree requirements</td>
<td>plus GE and other degree requirements</td>
</tr>
</tbody>
</table>

Year 5 (Nursing)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 360 (3), NURS 405 (3)</td>
<td>NURS 425 (4), NURS 440 (3)</td>
</tr>
<tr>
<td>plus GE and other degree requirements</td>
<td>plus GE and other degree requirements</td>
</tr>
</tbody>
</table>

RN Option (RN-BSN)

Sonoma State University’s baccalaureate program also offers a two-year upper-division major designed to articulate with two-year community college nursing programs. The 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 American and State); 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 of C or better.
4. Human anatomy/physiology within the past 10 years or direct clinical nursing experience within the past two years.

Requirements for the RN-BSN Option

<table>
<thead>
<tr>
<th>General Education</th>
<th>units</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 units may be transferred from a community college or university</td>
<td>51</td>
</tr>
<tr>
<td>major requirements</td>
<td>15</td>
</tr>
<tr>
<td>Lower-division at community college or university</td>
<td>30</td>
</tr>
<tr>
<td>Upper-division at SSU (includes 32 units undernursing Graduate)</td>
<td>40</td>
</tr>
<tr>
<td>General electives</td>
<td>7</td>
</tr>
</tbody>
</table>

Total units needed for graduation | 128 |

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 is also available that can be completed in six semesters.

Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 305 (3)</td>
<td>NURS 360 (3)</td>
</tr>
<tr>
<td>NURS 312 (3)</td>
<td>NURS 400 (3)</td>
</tr>
<tr>
<td>NURS 315 (3)</td>
<td>NURS 405 (3)</td>
</tr>
<tr>
<td>NURS 350 (3)</td>
<td>plus GE and other degree requirements</td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 450 (3)</td>
<td>NURS 425 (4)</td>
</tr>
<tr>
<td>NURS 415 (1)</td>
<td>NURS 440 (3)</td>
</tr>
<tr>
<td>plus GE and other degree requirements</td>
<td>plus GE and other degree requirements</td>
</tr>
</tbody>
</table>

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 nurse 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 State Board of Registered Nursing examination, but does not earn a B.S.N. To enter the second option...
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 marked with an asterisk in the following sample program are required.

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 is also available that can be completed in six semesters.

Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 305 (3)*</td>
<td>NURS 355 (5)*</td>
</tr>
<tr>
<td>NURS 312 (3)*</td>
<td>NURS 400 (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 405 (3)</td>
</tr>
<tr>
<td>NURS 315 (3)*</td>
<td>NURS 405 Theory (2)*</td>
</tr>
<tr>
<td>NURS 350 (3)</td>
<td>NURS 495 Practicum (2)*</td>
</tr>
</tbody>
</table>

plus GE and other degree requirements

Year 2

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 360 (3)</td>
<td>NURS 425 (4)*</td>
</tr>
<tr>
<td>NURS 405 (3)</td>
<td>NURS 440 (3)*</td>
</tr>
<tr>
<td>NURS 415 (1)*</td>
<td>NURS 460 (3)</td>
</tr>
</tbody>
</table>

plus GE and other degree requirements

* Courses required in the RN to BSN curriculum.

Undergraduate Progression and Retention - should a student not attain a minimum grade of C" (67%) 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 nursing 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 expertise, policies, and patterns of health care practice in an attempt to optimize health care. Specializations in an area of nursing practice or function enables graduates to contribute effectively to current and future health care needs. Graduates assist in the development and refinement of nursing science by assuming leadership roles within the profession and by participating in research and other scholarly activities.

The curriculum includes a core of instruction with an emphasis on theoretical and conceptual foundations of nursing practice, research, professional issues and leadership. One option provides specialization as a family nurse practitioner (FNP), with an emphasis on advanced clinical practice, including the diagnosis and treatment of common illnesses, counseling and preventive services for the family. A second option, preparing leadership and care delivery roles with responsibilities in current and emerging health care systems.

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Application Procedures

The standard CSU application form is used (available from the CSU Office of Admissions and Records). In addition, applicants must:
1. Meet the minimum admission 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 quarter 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.
2. Completing a directed project, or
3. Completing an expanded simulation exam.

Pathways Option

(for nurses with a Bachelor's Degree in a discipline other than Nursing)

Applicants to the Department of Nursing's master of science program requirements include 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 case management). Pathways Program Admissions Procedure: In addition to the standard California State University application, Pathways application materials include 1) application form with goals essay, 2) transcripts, 3) recommendations, 4) resume (reflecting work and educational experiences), and 5) an interview with the department. For faxes and directions, contact the Nursing Department.

Admission Status: Initial status will be conditionally classified while the student is fulfilling requirements for foundation skills and knowledge or other graduate admission criteria. When all criteria are met, the student can apply to the appropriate graduate option. Completion of the Pathways program prepares the student to be considered in the application process. 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 basis for family health assessment 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 and the way nurses with unique capabilities to respond to society's complex needs. The ability to evaluate, selectively, and apply and conduct clinical research is included as an important dimension of advanced professional practice.

Admissions Requirements

1. B.S. degree (RN's with a bachelor's in an area other than nursing, please see section on Pathways program).
2. CPA 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 psychology/physiopathology 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 physician or nurse practitioner. 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 experiences includes health risk assessment of individuals and families, diagnosis and treatment of common illness, pharmacology and issues pertinent to nurse practitioners.

Students take courses in health economics2 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

B.S. degree nurses who seek nurse practitioner careers may progress more rapidly through the program using a series of challenge examinations. A maximum of 12 semester units from prior coursework and professional education can be counted toward the M.S. degree. A total of 24 units must be taken in residence at SSU. Students are evaluated individually to determine which courses have been met by prior course work and which courses may be challenged. By using this option, it is possible for eligible students to receive credit for the theoretical courses and application to and for most of the clinical experience required for FNP preparation.

Post-Master's Certificate Option

The Certificate Option is a 30-unit course of study designed for registered nurses who hold a master's degree in nursing who wish to become family nurse practitioners. The admission requirements are the same as those for the FNP program. Application is through the Department of Nursing.

Curriculum for Full-Time Progression for Master of Science in Nursing

Family Nurse Practitioner

Year 1

Fall Semester (12 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501 (3)</td>
<td>(Fall) NURS 501 (3)</td>
</tr>
<tr>
<td>NURS 540 (2)</td>
<td>NURS 495 Lab (1)*</td>
</tr>
<tr>
<td>NURS 549 (3)</td>
<td>NURS 593 (3)</td>
</tr>
<tr>
<td>NURS 504 (2)</td>
<td>NURS 550A (2)</td>
</tr>
<tr>
<td>NURS 552 (2)</td>
<td>NURS 552 (2)</td>
</tr>
</tbody>
</table>

Spring Semester (11 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
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<td>NURS 540 (2)</td>
</tr>
<tr>
<td>NURS 549 (3)</td>
<td>NURS 593 (3)</td>
</tr>
<tr>
<td>NURS 504 (2)</td>
<td>NURS 550A (2)</td>
</tr>
<tr>
<td>NURS 552 (2)</td>
<td>NURS 552 (2)</td>
</tr>
</tbody>
</table>

Year 2

Fall Semester (12 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501 (3)</td>
<td>NURS 501 (3)</td>
</tr>
<tr>
<td>NURS 530A (3)</td>
<td>NURS 510 (2)</td>
</tr>
<tr>
<td>NURS 594A (2)</td>
<td>NURS 550C (4)</td>
</tr>
</tbody>
</table>

Spring Semester (5 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501 (3)</td>
<td>NURS 501 (3)</td>
</tr>
<tr>
<td>NURS 530A (3)</td>
<td>NURS 510 (2)</td>
</tr>
<tr>
<td>NURS 594A (2)</td>
<td>NURS 550C (4)</td>
</tr>
</tbody>
</table>

Leadership/Case Management Specialty Option

The purpose of the Leadership/Case Management specialty option is to prepare nurses for leadership and management functions in organizing, delivering, monitoring and coordinating complex patient care in current and emerging health care systems. The curriculum prepares registered nurses for advanced practice roles focused on directing and evaluating nursing practice and health care programs. Graduates will be able to facilitate the development and implementation and evaluating activities of health team members in community and institutional settings in both rural and urban areas, and 3) conducting beginning research. The course of study provides for the development and application of knowledge relevant to the structure and financing of the health care system, and the analysis of the interrelationships and interdependence of various elements. Students learn to apply specialized knowledge and skills in selected areas of administration and case management in health care services in a variety of settings.

Admission Requirements

Nursing Leadership and Case Management

Specialty Option

1. B.S. degree (RN's with a bachelor's in an area other than nursing, please see section on Pathways program).
2. CPA 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 introductory computer applications (or equivalent competency) and 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.
Nursing Courses (NURS)

Classes are offered to the students indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

300A Nursing in Health and Illness I (3) / Fall
Philosophical and theoretical foundations of nursing practice as a caring discipline. Basic physiological and psychosocial concepts of health and illness are explored from individual, family, and community perspectives. Emphasis is on the role of the nurse in health promotion and maintenance. Corequisites: NURS 205A and 210A. Prerequisite: acceptance to basic BSN program.

300B Nursing in Health and Illness II (4) / Spring
Concepts basic to physiological and psychosocial changes in health and illness. The theoretical foundations for nursing therapies are examined. Corequisites: NURS 200A, 205A, 210A; concurrent enrollment in NURS 205B and 210B.

305A Skills in Professional Nursing Practice I (3) / Fall
Skills Lab: 7 hours. Introduces therapeutic communication skills, nursing process and decision making, with an emphasis on person-centered assessment, diagnostic processes and selected nursing therapies. Prerequisites: acceptance into basic BSN program; concurrent enrollment in NURS 200A and 210A.

305B Skills in Professional Nursing Practice II (3) / Fall
Skills Lab: 7 hours. Expands decision making, diagnostic reasoning and psychomotor skills used for therapeutic assessment, communication and intervention in the care of individuals. Corequisites: NURS 200A, 205A, 210A. Corequisites: NURS 205B and 210B.

207 Basic Pharmacology for Nurses (2) / Fall
Introduction to principles of pharmacology and the role of the nurse 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, use of medications, and patient education. Emphasis is placed on nursing responsibilities with safe administration of medications. Prerequisite: admission to basic BSN program. Corequisites: NURS 200A, 205A, 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 experiences emphasize health promotion and maintenance. Prerequisite: acceptance to basic BSN program. Corequisites: NURS 200A, 205A, and 210A.

210B Clinical Practicum II (4) / Spring
Clinical Practicum: Applies theoretical principles of nursing care to individuals in acute care environments. Prerequisites: 200B, 205A, and 210A.

305 Assessment and Clinical Decision Making (3)
Lectures: 3, Discussion: 3, Lab: 3. Concepts and skills of human health assessment basic to clinical decision making within the caring process are explored. Emphasis is on providing care to persons experiencing changes in health and illness. Prerequisites: NURS 200A, 205A, 210A. Corequisites: NURS 200B, 205B, and 210B.

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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 and decision-making approaches to 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 coursework.

450 Nursing in a Sociopolitical Environment (2-3)
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 of nursing. Current sociopolitical 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 coursework. Preconcurrency: BSN students take course for 2 units, LVN-BSN and RN-BSN students take course for 3 units.

473 Health Education and Drug Abuse (3)
Lecture, 3 hours. Emphasizes the teacher's responsibility for health promotion. Focuses on health issues affecting the school child's growth and maturation, and curriculums 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. Emphasis is given to students in the Ryan Cylinder program. Prerequisite: pre-concurrency 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 all people and their relationships. The range of human sexual response will be explored. The impact of illness, disability and social function on one's sexual activity will be analyzed. Satisfies GE category E. Open to non-majors. Prerequisite: upper-division standing.

495 Special Studies (1-4) / Fall, Spring
Students and faculty members form an advisory, 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 administrating personnel.

501 Assignment 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 all individuals and families. Principles from epidemiology, family health, psychology, sociology, change theory and related therapies. Focuses on rapid identification of physically, socially and emotionally healthy and at-risk families and individuals and students collaborate in the identification of pertinent issues. Prerequisite: acceptance to the family nurse practitioner program.

502 Theoretical Foundations of Nursing (3) / Fall
Lecture/discussion, 3 hours. This course builds upon an undergraduate foundation in psychology, sociology, communication theory, research and practice are further developed. Concepts from selected nursing models/frameworks are critically analyzed and compared with theoretical foundations from psychology, sociology, communication theory, development theory, interpersonal and transactional theoretical, and ethical theories. Students develop an explicit theoretical base for application to nursing practice or research. Prerequisite: acceptance to master's nursing program or consent of instructor.

503A Research Methods (3) / Fall
Lecture/discussion, 3 hours. The course analyzes the functions of research in nursing and the relationship of research to practice. It develops the place of research within the role of the advanced practice nurse. Course participants review the research process, and develop skill in obtaining and evaluating scientific literature and research. Prerequisites: consent of instructor or completion of a higher level of the course. Preconcurrency: BSN students take course for 2 units, LVN-BSN and RN-BSN students take course for 3 units.

503B Research Project (2) / Spring
Seminar, 3 hours. The course builds on the skills developed in NURS 503A. Participants focus on processes and methods for evaluating the outcomes of advanced practice nursing, and develop an outcomes research proposal. Prerequisite: NURS 503A.

504A Health Care Delivery and Financing I (2) / Fall
Lecture, 2 hours. Course reviews the principles which 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.

504B Health Care Delivery and Financing II (2) / Spring
Lecture, 2 hours. This is a continuation of NURS 504A. This seminar is designed to provide the student with an overview of macro and micro health care economics and how the economics of health care affect the consumer, payers, insurers and providers. Emphasis is placed on analyzing the relationship between finance, systems and health policy. Prerequisite: NURS 504A.

505 Ethics in Healthcare (3)
Biocritics in healthcare is critically discussed from both a theoretical and practical viewpoint. Separate modules address various aspects of healthcare delivery related to ethical 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 the effects of organization change.

510 Professional Issues and Leadership (2) / Spring Seminar, 3 hours. An in-depth exploration of ethical and professional issues are examined from a leadership perspective. Focuses on expanding nursing power and influence in professional situations. Cultural perspectives of professional issues and leadership are emphasized and leadership strategies are examined. Prerequisite: leadership management course.

515 Financial Management in Health Care Organizations (4) / Spring
Provides a framework for decision making in health care organizations by including systems theory, development theory, interpersonal and transactional theoretical, and ethical theories. Students develop an explicit theoretical base for application to nursing practice or research. Prerequisite: acceptance to master's nursing program or consent of instructor.

522 Instructional Process in Higher Education
Seminar, 3 hours. Examine the role and impact of curriculum, retention, evaluation and evaluation. Theoretical and practical aspects of the instructional role in higher education are examined. Major theories of teaching are critiqued. Teaching strategies are analyzed in relation to learning objectives. Students engage in individual and group projects in curriculum development and teaching methods. Prerequisite: senior or graduate status.

530A. Nursing Leadership Theory I (4) / Spring
Seminar, 4 hours. A course in which theories of organizations and management are related to health care and nursing care delivery systems. Emphasis is placed on analyzing research and evaluating the relationship between clinical nursing practice and organizational management. Organizations will be analyzed according to structure, functions and organizational behavior. Prerequisites: concurrent enrollment in NURS 535A, previous or concurrent enrollment in BUS 340 and POL 503.

530A. Nursing Leadership Theory II (3) / Fall
Seminar, 3 hours. Focuses 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/administration process, including use of human and financial resources and health policy development. Prerequisites: NURS 530A and NURS 535A.

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 understanding the relationship between the provision of quality client care and organizational effectiveness. The interrelated role of the case manager is analyzed. Prerequisites: consent of instructor or completion of Case Management program; concurrent enrollment in NURS 535A, and previous or concurrent enrollment in POL 503 and NURS 405.

532B. Case Management Theory II (3) / 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 client assessment, resource utilization and organizational, local, state and federal health policy development. Prerequisites: NURS 532A and NURS 535A; concurrent enrollment in BUS 458.

533A. Residency I (3) / 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 processes. Prerequisite: completion of NURS 530A or 532A. Prerequisites: concurrent enrollment in NURS 533A or 532A.

533B. Residency II (3) / Fall
Field Work. 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, with emphasis on administrative leadership skills. Prerequisites: NURS 535A, 530A or 532A; and concurrent enrollment in NURS 533B or 552B.

540A. FNP Diagnosis and Treatment in Primary Care I (2) / Fall
Lecture/discussion, 2 hours. Develops a foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care practice. Theories of diagnostic reasoning from various disciplines are used to evaluate unique interaction patterns of persons and environmental events in primary care practice, to promote effective diagnosis, and to reduce the negative impact of illness. Emphasizes interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral. Prerequisite: acceptance to family nurse practitioner program.

540B. FNP Diagnosis and Treatment in Primary Care II (4) / Spring
Lecture/discussion, 4 hours. Further develops a foundation for the diagnosis and management of common, yet more complex, acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of persons and environment in primary care practice, to promote health and minimize the effects of illness. Continues to emphasize the interdisciplinary aspects 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
Laboretory, 6hours. This first clinical course for FNP students includes health history skills and physical assessment evaluation of well clients. Emphasis on health promotion, health appraisal, and developing preventive health management skills. Laboratory fee payable at time of registration. Prerequisites: acceptance into family nurse practitioner program; concurrent enrollment in NURS 505A 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 550A or previous or concurrent enrollment in NURS 501, 540A and 552.

550B. FNP Preceptorship II (4) / Fall, Spring
Clinical preceptorship, 9-12 hours. Continuous implementation of clinical practice in primary care settings. Further develops and expands the knowledge and skills in family practice in advanced primary care. Research findings and theory-based knowledge are applied to formulating diagnoses and management plans. Personal and professional development continues. Prerequisite: successful completion of the nurse practitioner role are examined. Prerequisite: NURS 550A.

550F. 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 and integrated in evaluating the patient's response to an extended 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 FNs (2) / Fall
Develops a foundation for safe and effective management of client's pharmacological needs in the treatment of common acute and chronic illnesses. Research findings and therapy-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

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.

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.

Department Chair
Philip Clayton

Administrative Coordinator
Brenda Clancy

Faculty
Roger Ball, Andrew Botterill, Philip Clayton, Edward F. Mooney, Gillian Parker, Dianne Romain, Andy Wallace

Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tr>
<td>Major requirements:</td>
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</tr>
<tr>
<td>Core (24)</td>
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<tr>
<td>Electives (18)</td>
<td>42</td>
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<tr>
<td>General electives</td>
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| Total units needed for graduation | 124 |

Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHIL 101 Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102 Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 120 Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 202 Philosophical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 302 Ethics and Value Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 290 Great Thinkers of the West: Thales to Ockham</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 295 Great Thinkers of the West: Hobbes to Kant</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 305 Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 310 Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 400 Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total units in the major college | 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:

<table>
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<th>Semester</th>
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<td>Fall Semester (15 units)</td>
<td>PHIL 101 (A3) or ENGL 101 (A2) (3)</td>
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<td>ENGL 101 (A3) (3)</td>
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<td>GE (6)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
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<td>PHIIL 102 or PHIIL 101 (3)</td>
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<td></td>
<td>PHIL 102 (A3) (3)</td>
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<td></td>
<td>GE (6)</td>
</tr>
<tr>
<td></td>
<td>Electives (3)</td>
</tr>
</tbody>
</table>

Philosophy / 253
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 the 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-deception. It provides specific techniques and heuristics that we can use to avoid 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 considered in the context of the world of human interests and activities — social, political and scientific. All of the basic "tools" 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. Among other things, they may cover: the nature of the self, the nature of reality, the role of science in the world, the role of the arts in our lives, the nature of knowledge and reasoning, the nature of the good life. What considerations are relevant to making moral decisions? Are moral principles universal, or relative to a given society? How is it possible for two people to have contrasted, or even inconsistent, moral beliefs? Satisfies GE, category C3 (Philosophy and Values).

201 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 why, we know anything at all. We will first consider the process of reasoning in the pursuit of knowledge and the way we address the definitions of knowledge; the nature of belief and justification; skepticism about knowing (whether we can know that we know); and epistemological issues. UNIV 3, PHIL 3.

210 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 conceptions of truth and justification, are contrasted? What is the relation between the religious and the non-religious? Is there a religious view of the universe, or just mental activities? What does science tell us about the nature of the world? What role might religious truth play? Unions

212 Science and its Critics (3)
Science has a pervasive impact today: on how we live, on how society is organized, and on what we take to be true of the world. In the same time, serious questions have been raised about science: Should it serve as our major authority on questions of knowledge, ethics and morality? How does it contribute 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 Science
This course is an introduction to contemporary philosophy of mind. In many ways, the course will focus on the implications of these new approaches to problems in physics, and in new topics of study: What is consciousness? How can we define it? What is the mind? Can we simulate it?

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, absurdity, and the absurd nature of life. The class is likely to cover classical existentialist thinkers such as Nietzsche, Heidegger, Ortega, Camus, and Sartre, as well as contemporary variations of these themes by thinkers such as Thomas Nagel, Charles Taylor, and Henry Bergson.

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 consider 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. Readings will be philosophical, literary, and practical. The course will include becoming knowledgeable about and participating in local environmental concerns.

330 Studies in 19th Century Philosophy (3)
A study of major figures and themes in European philosophy after Kant: Hegel, Schopenhauer, Nietzsche, and Freud. The focus of the course will be on different interpretations of existentialism, utilitarianism and Marxism. Emphasis will vary from semester to semester.

335 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 incoherent or irrational way of understanding — and transforming — a person's relationship to self or others, to nature, to the divine? In addition to exploring the meaning of modern thinkers sympathetic to religion (e.g., Buber, Tillich, Kierkegaard), we will consider the critique of religion by antireligious thinkers (e.g., Freud, Marx, Russell). The contrast between Western and non-Western religious perspectives will be considered.

337 Wilderness and the Heart (3)
Thoreau's Walden, Emerson's Nature and Henry Best How's 'Eldorado Morning will be explored for the philosophical insight they might yield regarding individuality, moral perfectionism, wilderness, embodiment, solidarity, solitude,Arial, and compassion and the place of these concepts within the wider philosophies of Nietzsche, Heidegger, and Buber. The course will also examine the philosophical dimension of these texts will be developed.

350 Advanced Ethics (3)
A consideration of contemporary issues in ethical theory. Topics vary from semester to semester. Prerequisites: one course in ethics.

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 "Artistic"...
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: 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 in the instruction 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)
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.

499 Internship (1-4)
Supervised training and experience in applied philosophy for advanced students in community organizations. Internship contracts are required. CRNC 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 supervision of the interdisciplinary M.A. Students interested 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 offered
Minor in Physical Sciences

The minor in physical sciences for elementary teachers provides an introduction to the physical sciences at a non-technical (non-mathematical) 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.

Total units in the minor core ................................................. 16-17

Minor Electives

Complete 6 units from the following:

ASTR 100 Descriptive Astronomy ........................................... 3
CHEM 102 Toxicology, Food and Chemistry .......................... 3
GEOG 102 Our Dynamic Earth ............................................. 3
CS 101 Introduction to Computers and Computing ................ 3
PHYS 100 Descriptive Physics ................................................ 3
ASTR 231 Introductory Observational Astronomy (2) or ............ 3
PHYS 102 Descriptive Physics Laboratory (1) ......................... 1-2

Total units in the minor electives ........................................... 6

Total units in the minor, including 6 units in general education ......... 22-23
Physics

Programs offered
Bachelor of Science in Physics
Bachelor of Arts in Physics
Minor in Physics
Teaching Credential Preparation

Department Office
Dorrance Hall 125
707-664-2119
www.phys-stro.sdsu.edu

Bachelor of Science in Physics

The B.S. program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as astronomy, atmospheric science, biophysics, environmental science, geophysics, and physical oceanography.

Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>General Education</td>
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</tr>
<tr>
<td>Major requirements (may include 5 units in GE)</td>
<td>46</td>
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<tr>
<td>Supporting courses (may include 4 units in GE)</td>
<td>25</td>
</tr>
<tr>
<td>Electives</td>
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<td>Total units needed for graduation</td>
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Major Core Requirements

<table>
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<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>PHYS 114 Introduction to Physics I (may be applied to GE)</td>
<td>4</td>
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<tr>
<td>PHYS 116 General Physics Laboratory Experience</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 214 1st Year Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 216 Introductory Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 313 Analog and Digital Electronics</td>
<td>3</td>
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<td>PHYS 321 Analog and Digital Electronics Laboratory</td>
<td>1</td>
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<tr>
<td>PHYS 314 Introduction to Physics III</td>
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<tr>
<td>PHYS 316 Introductory Quantum Laboratory</td>
<td>1</td>
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<tr>
<td>PHYS 320 Analytical Mechanics</td>
<td>3</td>
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<tr>
<td>PHYS 325 Introduction to Mathematical Physics</td>
<td>4</td>
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<tr>
<td>PHYS 340 Light and Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 381 Computer Applications for Scientists</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 430 Electricity and Magnetism</td>
<td>3</td>
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<td>PHYS 459 Modern Optics</td>
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<td>PHYS 460 Quantum Physics</td>
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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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ASTR 380 Astrophysics: Stars</td>
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<tr>
<td>ASTR 482 Advanced Observational Astronomy (2)</td>
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<tr>
<td>ASTR 495 Special Studies (1-4)</td>
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<tr>
<td>PHYS 333 Precision Machining for Experimental Physics</td>
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<tr>
<td>PHYS 384 X-Ray Analysis</td>
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<tr>
<td>PHYS 413 Advanced Electronics (3)</td>
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<td>PHYS 413L Advanced Electronics Laboratory (3)</td>
<td></td>
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<tr>
<td>PHYS 445 Photonics (3)</td>
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<td>PHYS 447 Lasers and Holography Laboratory (1)</td>
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<td>PHYS 449 Fiber Optics and Detectors Laboratory (1)</td>
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<td>PHYS 475 Physics of Semiconductor Devices (3)</td>
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<td>PHYS 481 Applied Nuclear Chemistry and Physics (2)</td>
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<td>PHYS 482 Applied Nuclear Chemistry and Physics Laboratory (2)</td>
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<td>PHYS 493 Senior Design Project (2)</td>
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<td>PHYS 494 Physics Seminar (1)</td>
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<td>PHYS 495 Special Studies (1-4)</td>
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<tr>
<td>PHYS 497 Undergraduate Research in Physics (3)</td>
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<tr>
<td>(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.)</td>
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Required Supporting Courses

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<td>MATH 161 Calculus I (may be applied in GE)</td>
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<tr>
<td>MATH 211 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 261 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231 Introduction to Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115AB, 116AB General Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>(1 unit may be applied in GE)</td>
<td></td>
</tr>
<tr>
<td>Total units in supporting courses</td>
<td>25</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115A (4)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 116A (1)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 161 (4)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 111 (3)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 494 (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring Semester (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211 (4)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 214 (4)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 216 (3)</td>
<td>3</td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>PHYS 411 (1)</td>
<td>1</td>
</tr>
<tr>
<td>Elective (2)</td>
<td></td>
</tr>
<tr>
<td>Elective (2)</td>
<td></td>
</tr>
</tbody>
</table>

Sophomore Year: 31 units

Fall Semester (15 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 261 (4)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 214 (4)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 216 (3)</td>
<td>3</td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211 (4)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 314 (4)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 316 (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 382 (2)</td>
<td>2</td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
</tbody>
</table>

Junior Year: 31 units

Fall Semester (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 325 (3)</td>
<td>3</td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester (15 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 340 (3) or 430 (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 320 (3)</td>
<td>3</td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>Physics Elective (3)</td>
<td></td>
</tr>
</tbody>
</table>

Senior Year: 31 units

Fall Semester (14 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 450 (2)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 460 (3)</td>
<td>3</td>
</tr>
<tr>
<td>Physic Elective (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
<tr>
<td>GE (3)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Major requirements (may include 5 in GE)</td>
<td>51</td>
</tr>
<tr>
<td>Supporting courses (may include 4 in GE)</td>
<td>48</td>
</tr>
<tr>
<td>Electives (may include 4 in GE)</td>
<td>17</td>
</tr>
<tr>
<td>Total units needed for graduation</td>
<td>124</td>
</tr>
</tbody>
</table>

Major Core Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 114 Introduction to Physics I (GE)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116 Introduction to Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 211 Thermo Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 313 Analog and Digital Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 321 Analog and Digital Electronics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 314 Introduction to Oscillations</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 316 Introductory Quantum Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 320 Analytical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 325 Introduction to Mathematical Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 340 Light and Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 381 Computer Applications for Scientists</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 430 Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 459 Modern Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 460 Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>Total units in the major core</td>
<td>38</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 411 Laboratory Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ASTR 482 Advanced Observational Astronomy</td>
<td>2</td>
</tr>
<tr>
<td>ASTR 495 Special Studies (1-4)</td>
<td></td>
</tr>
<tr>
<td>PHYS 320 Analytical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 384 X-Ray Analysis</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 411 Laboratory Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 413 Advanced Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 413L Advanced Electronics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 445 Photonics (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 447 Lasers and Holography Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 449 Fiber Optics and Detectors Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 481 Applied Nuclear Chemistry and Physics (2)</td>
<td>2</td>
</tr>
</tbody>
</table>

Physics / 259
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, programers or other technical specialists. There is opportunity to take courses that lead to careers in the health sciences or environmental fields. Advisor Plan T is often taken as part of a double major.

Degree Requirements
Major requirements may include 6 in GE
Required concentration
Supporting course (may include 3 in GE)
Remainder of general education
Total units needed for the degree

Major Core Requirements
Choose one of the following two courses in modern physics or astronomy:
ASTR 305 - Frontiers in Astronomy
PHYS 314 - Introduction to Physics III (4)
PHYS 340 - Light and Optics
PHYS 342 - Popular Optics
An approved course in computer applications
Total units in the major core

Required Area of Concentration
Courses in one other field chosen in consultation with an advisor.
Total units in area of concentration

Supporting Course
MATH 107 - Calculus and Analytic Geometry
Total units in supporting course
Total units in the major

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. 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).

Fall Semester (15 units)
PHYS 101 (5)
PHYS 307 (4)
MATH 107 (4)
Total 34 units

Sophomore Year: 32 units

Fall Semester (16 units)
PHYS 209A (1)
PHYS 210A (3)
GE (3)
GE (3)
GE (3)
Elective (3)

Spring Semester (16 units)
PHYS 209B (1)
PHYS 210B (3)
GE (3)
GE (3)
GE (3)
Elective (3)

Elective (3)

Junior Year: 31 units

Fall Semester (15 units)
PHYS 305 (3)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3)
Elective (3)

Spring Semester (16 units)
PHYS 342 (3)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3)
Elective (3)

Senior Year: 31 units

Fall Semester (16 units)
Physics Elective (UD) (3)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3)
Elective (4)

Spring Semester (15 units)
Physics Elective (UD) (3)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3)
Elective (4)

Junior Fall Year: 31 units

Fall Semester (15 units)
PHYS 214 (4)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3)
GE (3)
Elective (4)

Spring Semester (16 units)
PHYS 340 (3)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3)
GE (3)
Elective (4)

Senior Year: 31 units

Fall Semester (16 units)
PHYS 314 (4)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3)
Electives (7)

Spring Semester (15 units)
Physics Elective (UD) (3)
Physics Elective (UD) (3)
Area of Concentration* (3)
GE (3), Electives (6)

Total semester totals:
324

*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, A1, B3 and B4). (Note 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...
210AB General Physics (3, 3) / A, Fall, 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 math- ematics majors requires permission of the Department. 210A satisfies GE, category B1 or B3 (Physical Sciences) requirement. Prerequisites: high school algebra and trigonometry.

214 Introduction to Physics (4, 4) / Fall, Spring
Lecture. 4 hours. The continuation of PHYSICS 114. Electrostatics, quasistatic fields and currents, magnetic fields, energy, electron, vector calculus; waves, physical and geometric optics. Prerequisites: PHYSICS 114; previous or concurrent enrollment in MATH 211.

216 Introductory Laboratory (1) / Fall, Spring
Lecture. 3 hours. Designed to serve the student's growing knowledge of the natural world; Prerequisites: PHYSICS 114 and 116. Concurrent enrollment in PHYSICS 212 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, test electronic instrument, electronic transducers, waveform generation; noise, logic gates and Boolean algebra; number systems and codes; combinational logic circuits; applications of circuit simulation programs. Crosslisted as CHEM 333. Concurrent enrollment in PHYSICS 313, or CHEM 333 is mandatory. Prerequisites: MATH 107; PHYSICS 210B or 214; or consent of instructor.

313L Analog and Digital Electronics Laboratory (1) / Fall
Lecture 3 hours. Laboratory to accompany PHYSICS 313. Crosslisted with CHEM 333L. Concurrent enrollment in PHYSICS 313 or CHEM 333 is mandatory. Experiments in this lab are designed to address the major topics of PHYSICS 313 lecture course. Students will experiment with physical and simulated circuits. Prerequisites: MATH 107, PHYSICS 210B or 214; or consent of instructor.

314 Introduction to Physics III (4) / Fall, Spring
Lecture. 4 hours. The third 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 statistics. Crosslisted as 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 requirement. Prerequisites: previous or concurrent enrollment in PHYSICS 101.

209AB General Physics Laboratory (1, 1) / A, Fall, Spring
Laboratory. 3 hours. Laboratory experiments to accompany PHYSICS 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 and its organization. 209A satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirement. Prerequisites: high school algebra and trigonometry and a high school physics course. Prerequisites: PHYSICS 214 and 216. Concurrent enrollment in PHYSICS 314 strongly recommended.

320 Analytical Mechanics (3) / Spring
Lecture, 3 hours. Instructor: Prinz. Newtonian mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to celestial problems and small vibrations. Prerequisites: PHYSICS 114 and previous or concurrent enrollment in MATH 211.

325 Introduction to Mathematical Physics (3) / Fall
Lecture, 3 hours. Instructor: Frock. Vector calculus; series expansions; differential equations; orthogonal 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: PHYSICS 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 and 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. Instructor: D. Thaxton. Quantum theory of light, coherence, interference, diffraction and polarization, lasers, masers, geometric optics, spectroscopy. Prerequisites: PHYSICS 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, grains and pigments; human and animal vision and visual perception. Satisfies GE, category B3 (Science, Enphasis 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 modern physics. Special relativity and quantum mechanics. Prerequisite: MATH 107 or consent of instructor.

351L Quantum Physics Laboratory (1) / Spring
Lecture 3 hours. Laboratory to accompany PHYSICS 351. Experiments will cover the major topics. Prerequisites: PHYSICS 313 and 316 or consent of instructor.

440 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 laboratory instructor, the student can design, build and evaluate apparatus. 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 di- agrams families of logic devices; MSI and LSIs devices; D/A and A/D converters; measurement and signal processing; introduction to mi- croprocessors and microcomputers; microprocessor-controlled cir- cuits; application of circuit simulation programs. Concurrent enrollment in PHYSICS 4131 is mandatory. Prerequisites: PHYSICS 313 and 316 or CHEM 313 and 316L, or consent of instructor.

412L Advanced Electronics Laboratory (1) / Spring
Laboratory, 3 hours. Laboratory to accompany PHYSICS 413. Exper- iments in this lab are designed to address the major topics of the PHYSICS 413 lecture course. Students will experiment with physical and simul- culated circuits. Concurrent enrollment in PHYSICS 413 is mandatory. Prerequisites: PHYSICS 313 and 316L or CHEM 313 and 316L, or consent of instructor.

430 Electricity and Magnetism (3) / Spring
Lecture, 3 hours. Electrostatics, magnetostatics, electric currents, electromotive force, conductive and magnetic field in matter, Maxwell's equations, electromagnetic induction, light emission, simple scattering and antenna theory, properties of waveguides, relativistic formulation of electrodynamics, Fourier de- composition and use of Maple. Prerequisites: PHYSICS 214 and previous or con- current enrollment in PHYSICS 325.

450 Photonics (3) / Spring
Lecture, 3 hours. Gaussian beams, guided-wave optics; fiber optics; optical resonators; resonant cavities; laser oscillation and amplifica- tion; laser excitation; optical properties: solid state, gas, liquid, chemical, excimer and free electron lasers; semiconductor lasers; laser spectroscopy; fiber optic communication; photomultiplier and photomultiplier radiation detectors including photocathodes, junction photodiodes, p-in-n diodes, avalanche photodiodes; detector noise. Prerequisites: PHYSICS 314 or consent of instructor.

457 Lasers and Holography Laboratory (1) / Spring
Laboratory, 3 hours. Observation of Gaussian beams, laser beam divergence, external mirror laser alignment, scanning Fabry-Perot interferometer; longitudinal and transverse mode structure and coherence; laser beam modulation; laser spectroscopy; making holograms; confocal microscopes, and CW measurements of temperture; threshold, current density, tuning and beam profiling; spectrum analysis of diode lasers, LEDs, and dye-pumped solid state lasers. Prerequisite: previous or concurrent enrollment in PHYSICS 445, or consent of instructor.

469 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
The political science program at Sonoma State University offers an excellent opportunity 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 political 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 (POLIS 201), fundamental issues in American politics (POLIS 202), the logic of research in political science (POLIS 203), and comparative and international politics (POLIS 210). 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 courses for students of study at international universities. A 20-unit minor in political science is also 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.

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 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 internships have involved positions with city council 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 internships, 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 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 adviser 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 or 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 American Government. Lower-division courses introduce 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 Minum bachin, School of Social Sciences, 707 624-2049.

Law and Paralegal Careers

Many political science majors plan to study law and practice law as a career. Although it is advisable for pre-law students to have a wide 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 gained 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 and Communications

A political science major combined with an ability to analyze and understand current political events, and the skills to put that analysis into concise 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 receive 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, publications, 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

Degree Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 201</td>
<td>Ideas and Institutions</td>
<td>4</td>
</tr>
<tr>
<td>POLS 202</td>
<td>Issues in Modern American Politics</td>
<td>4</td>
</tr>
<tr>
<td>POLS 302</td>
<td>Approaches to Political Analysis</td>
<td>4</td>
</tr>
<tr>
<td>POLS 349</td>
<td>Introduction to Comparative Government</td>
<td>4</td>
</tr>
<tr>
<td>POLS 498</td>
<td>Senior Seminar or additional upper-division, setting intensive course</td>
<td>4</td>
</tr>
</tbody>
</table>

Political Theory

Choose one of the following five courses: 2-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 310</td>
<td>Classical Political Thought</td>
<td>4</td>
</tr>
<tr>
<td>POLS 311</td>
<td>Development of Modern Political Thought</td>
<td>4</td>
</tr>
<tr>
<td>POLS 312</td>
<td>American Political Thought</td>
<td>4</td>
</tr>
<tr>
<td>POLS 315</td>
<td>Democracy, Capitalism and Socialism</td>
<td>4</td>
</tr>
<tr>
<td>POLS 415</td>
<td>Explorations in Political Theory</td>
<td>4</td>
</tr>
</tbody>
</table>

International Relations

Choose one of the following five courses: 2-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 342</td>
<td>International Politics and Foreign Policy</td>
<td>4</td>
</tr>
<tr>
<td>POLS 345</td>
<td>Model United Nations (MUN)</td>
<td>4</td>
</tr>
<tr>
<td>POLS 444</td>
<td>United States Foreign Policy</td>
<td>4</td>
</tr>
<tr>
<td>POLS 485</td>
<td>Arms Race, Control and Disarmament</td>
<td>4</td>
</tr>
<tr>
<td>POLS 486</td>
<td>Selected Issues in International Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

Comparative Politics

Choose one of the following five courses: 2-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 350</td>
<td>European Parliamentary Democracies</td>
<td>4</td>
</tr>
<tr>
<td>POLS 351</td>
<td>Politics of Russia (4)</td>
<td>4</td>
</tr>
<tr>
<td>POLS 352</td>
<td>Politics of Eastern Europe (4)</td>
<td>4</td>
</tr>
<tr>
<td>POLS 452</td>
<td>Third World Political Systems (4)</td>
<td>4</td>
</tr>
</tbody>
</table>

American Government and Politics

Choose one of the following 14 courses: 2-5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 320</td>
<td>State, City and County Government</td>
<td>4</td>
</tr>
<tr>
<td>POLS 330</td>
<td>Race, Ethnicity and Politics</td>
<td>4</td>
</tr>
<tr>
<td>POLS 391</td>
<td>Gender and Politics</td>
<td>4</td>
</tr>
<tr>
<td>POLS 420</td>
<td>Theories of American Politics</td>
<td>4</td>
</tr>
<tr>
<td>POLS 421</td>
<td>Federalism and International Relations</td>
<td>4</td>
</tr>
<tr>
<td>POLS 423</td>
<td>American Constitutional System</td>
<td>4</td>
</tr>
<tr>
<td>POLS 424</td>
<td>The Bill of Rights, Civil Liberties and the Constitution</td>
<td>4</td>
</tr>
<tr>
<td>POLS 425</td>
<td>The American Party System</td>
<td>4</td>
</tr>
<tr>
<td>POLS 426</td>
<td>The Legislative Process</td>
<td>4</td>
</tr>
<tr>
<td>POLS 427</td>
<td>The American Presidency</td>
<td>4</td>
</tr>
<tr>
<td>POLS 428</td>
<td>Seminar in California Politics and Government</td>
<td>4</td>
</tr>
<tr>
<td>POLS 429</td>
<td>Interest Groups</td>
<td>4</td>
</tr>
<tr>
<td>POLS 430</td>
<td>Introduction to Public Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 461</td>
<td>Political and the Media</td>
<td>4</td>
</tr>
<tr>
<td>POLS 466</td>
<td>Political Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

POLS 484 Elections and Voting Behavior | 4 |

Total units in the major core | 28-33 |

Major Electives

To complete the major requirement of 40 units, choose additional units from other upper-division political science courses. No more than 6 of internship POLS 439 and special studies (POL 495) units may be counted toward the 40 units.

Total units in major electives | 7-12 |

Total units in the major | 40 |

Recommended Course

ECON 201 or A 208 is strongly recommended as a general elective in political science majors.

Sample Four-Year Program for Bachelor of Arts in Political Science

**Freshman Year:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 15</td>
<td>Fall Semester (15 units)</td>
<td>15</td>
</tr>
<tr>
<td>POLS 15</td>
<td>Spring Semester (15 units)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Sophomore Year:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 15</td>
<td>Fall Semester (15 units)</td>
<td>15</td>
</tr>
<tr>
<td>POLS 15</td>
<td>Spring Semester (15 units)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Junior Year:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 15</td>
<td>Fall Semester (15 units)</td>
<td>15</td>
</tr>
<tr>
<td>POLS 15</td>
<td>Spring Semester (15 units)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Senior Year:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 15</td>
<td>Fall Semester (15 units)</td>
<td>15</td>
</tr>
<tr>
<td>POLS 15</td>
<td>Spring Semester (15 units)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total semester units:** 124

Note: Nine units of the GE require must be filled with upper-division courses. 40 units are required for the political science major; 124 units are required for graduation.

Minor in Political Science

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

POLS 200 on the American Political System, or POLS 202 Issues in Modern American Politics, fulfills state code requirements in U.S. Government and American Government. Upper-division courses may also be used to satisfy certain of these code requirements upon approval by the department chair.

Code Requirements

POLS 200 The American Political System, or POLS 202 Issues in Modern American Politics, fulfills state code requirements in U.S. Government and American Government. Upper-division courses may also be used to satisfy certain of these code requirements upon approval by the department chair.

POLS 498, Senior Seminar, is strongly recommended for all students seeking admission to graduate school. If you do not take Senior Seminar, at least one other division, writing-intensive course to satisfy the unit requirement for the major.

**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 understanding of democratic formulation and implement public policy at the local, state and federal levels of government. The program recognizes a need for a flexible combination of theoretical and practical training. Students may choose from a variety of concentrations and from a wide variety of electives in public administration, political science, economics and management. The two concentrations are:

- Public Management
- Nonprofit Agency Administration

Each of these concentrations is described in more detail below.

While the public administration program provides flexibility, each student is normally required to complete an analytic core. This core is based on the professional curriculum established for public administration programs by the National Association of Schools of Public Affairs and Administration (NASPA), and typically includes courses in advanced public administration, organizational theory, public policy analysis, budget and fiscal policy, and personnel administration.

Up to 9 units of graduate course work taken at other institutions may be transferred into this program.

If at any time it is determined that the candidate has an English deficiency, extra courses in English will be required in addition to the approved course of study.

**Admission Requirements**

A. A bachelor’s degree with a major from an accredited college or university with a grade point average of at least 3.00 for the last 60 units of college-level work attempted.

B. Two years of undergraduate coursework, a candidate for admission should have experience or course preparation in the following areas:

- Structure of state and local government agencies.
- Federalism and intergovernmental relations.
- Introduction to political economy.

Note: Candidates without such experience or course preparation can still be admitted to the program but must make up deficiencies during the first year. If prerequisite courses are required, they will not count toward the 40-unit degree. Acceptability of experience or specific courses as prerequisites will be determined in consultation with the graduate program coordinator.

C. Completion of the departmental application form, including three letters of recommendation.

D. Recommendation of the departmental graduate coordinator.

**Graduation Requirements**

For the Master’s Degree

A. A grade point average of at least 3.00.

B. Satisfactory completion of the agreed course of study and a master’s thesis and oral defense or passage of two comprehensive written examinations.
C. Completion of the required courses, plus electives.

D. Recommendation of the departmental graduate coordinator.

E. No courses for which a grade less than B is earned will be acceptable in meeting the 45-unit M.P.A. requirement. Students earning a grade of B-or lower in a course will be required to repeat the course with a grade of B or better.

Concentration in Public Management

This track is designed to equip people to work in policy positions, in staff positions, in public administration, and in line positions in public management. Training promotes technical competence and flexibility, and is based on a premise that public sector careers typically call for movement back and forth between analytic, staff and line responsibilities.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 501</td>
<td>Advanced Administrative Theory</td>
<td>4</td>
</tr>
<tr>
<td>POLS 502</td>
<td>Organizational Theory and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>POLS 503</td>
<td>Budget and Fiscal Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 504</td>
<td>Personnel Administration for Government and Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>POLS 505</td>
<td>Research for Public Managers</td>
<td>4</td>
</tr>
<tr>
<td>POLS 506</td>
<td>The Public Policy Process</td>
<td>4</td>
</tr>
<tr>
<td>POLS 507</td>
<td>Program Implementation</td>
<td>4</td>
</tr>
<tr>
<td>POLS 509</td>
<td>Budget and Fiscal Administration or</td>
<td>4</td>
</tr>
<tr>
<td>POLS 584</td>
<td>Fiscal Administration of Nonprofit Agencies</td>
<td>4</td>
</tr>
</tbody>
</table>

Total units in the NPA concentration = 24

In addition to the 24 units indicated above, additional units of specialized non-credit courses are required for any 4 units of elective. Specialized courses required for students enrolled in the non-profit administration track include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 580</td>
<td>Fundamentals of the Political and Community Environment of Nonprofit Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 582</td>
<td>Strategic and Long-Range Planning for Nonprofit Agencies</td>
<td>4</td>
</tr>
<tr>
<td>POLS 583</td>
<td>Resource Development for Nonprofit Agencies</td>
<td>4</td>
</tr>
</tbody>
</table>

Total units in specialized NPA courses = 12

In consultation with their advisors, students in the non-profit track must complete 4 units of electives. Recommended courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 511</td>
<td>Social Work and Administration in Government and Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>POLS 584</td>
<td>Human Resource Management in Nonprofit Agencies</td>
<td>2</td>
</tr>
<tr>
<td>POLS 587</td>
<td>Contract and Grant Administration for Nonprofit Agencies</td>
<td>2</td>
</tr>
<tr>
<td>POLS 588</td>
<td>Issues in Nonprofit Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 507</td>
<td>Ethics in Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 599</td>
<td>Masters Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

Total units in NPA electives = 8

Culminating Experience for the Public Management Concentration

Students in the public management concentration are required to complete either a thesis or a comprehensive examination prior to award of the degree. Students opting for the thesis requirement will be required to complete at least 36 units of course work as indicated above. Students opting for the comprehensive examination shall complete a minimum of 40 units of course work, exclusive of prerequisites and POLS 596. Upon approval of the program director, they will take two four-hour written comprehensive examinations: one focusing on general public administration theory, the other on specialized topics in public policy and agency administration.

Concentration in Nonprofit Agency Administration

This track offers an M.P.A. degree with an emphasis on nonprofit agencies. Curriculum includes both general courses on administrative theory and public administration and highly specialized courses oriented toward operation and management of nonprofit agencies. The program also offers a Graduate Certificate in Nonprofit Administration, which is described above.

At a minimum, the concentration in nonprofit agency administration (NPA) requires 24 units of course work from the traditional M.P.A. curriculum, as defined by the NASPO guidelines. The following courses satisfy this requirement:

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>POLS 502</td>
<td>Organizational Theory and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>POLS 504</td>
<td>Personnel Administration for Government and Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>POLS 505</td>
<td>Research for Public Managers</td>
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</tr>
<tr>
<td>POLS 509</td>
<td>Program Implementation</td>
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<td>POLS 511</td>
<td>Social Work and Administration in Government and Nonprofit Organizations</td>
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<tr>
<td>POLS 503</td>
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<td>4</td>
</tr>
<tr>
<td>POLS 584</td>
<td>Fiscal Administration of Nonprofit Agencies</td>
<td>4</td>
</tr>
</tbody>
</table>

Certificate Program in the Administration of Nonprofit Agencies

In addition to regular public administration courses, the Political Science Department offers a graduate certificate program in the administration of nonprofit agencies. Oriented to the needs of staff, program administrators, executive directors and those interested in employment in nonprofit agencies, this integrated series of courses is an overview of contemporary trends in nonprofit administration, legal, activity, and funding, and offers intensive exposure to the practical managerial and administrative techniques necessary for agency survival.

Certificate Program Courses

The certificate program requires 26 units of course work, all of which must be directed toward the master's degree in public administration. Although students in the nonprofit certificate program are encouraged to pursue the master's degree, there is no requirement to do so.

As part of the 26-unit certificate program, students must enroll in 18 units of specialized nonprofit courses and 8 units of electives. Nonprofit administration courses are chosen from those listed in the nonprofit agency administration section. Electives are chosen from the M.P.A. core curriculum in consultation with the graduate advisor.

Political Science Courses (POLS)

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

151 California Government

The state code requirement in California state and local government may be satisfied by passing an examination in the Political Science Department.

199 Medio: 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 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). CGOVT 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, New Frontier to Reagan, and the administration of presidents in political science. Meets code requirements in American Constitution and California state and local government. Satisfies GE, category D4 (U.S. Constitution and State and Local Government).

203 Comparative Politics and the Global System (4)

An introduction to the theory and method of comparing political systems and how they interact. The course considers comparisons and contrasts in governing systems, including issues and problems of global interdependence.

209 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.

202 Social Science Research Methods (4)

Social science research methods are considered, which includes the statistical and computer data analysis using the SPSS (Statistical Package for the Social Sciences) programs. It may include building data files and data analysis using multivariate tables, correlations, and regression techniques in a directed research project. The course includes a two-hour laboratory.

310 Classical Political Thought (4)

A comparative 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 opinion 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 have viewed the field such as, 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 of this country. The ultimate question students will answer is how useful a 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 developing conflict over the world and 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 state and local government 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 issues 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, inter- national governmental 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 United States 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.

349 Introduction to Comparative Government (4)
Reviews the principal concepts and theories of comparative politics, and assesses the institutions that comprise various systems of government. Concepts examined from modern systems will be applied throughout the course.

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 performed in the European political arena.

351 Politics of Russia (4)
An overview of the political history of the Soviet Union since World War II, with particular attention to domestic political dynamics and policies. The latter half of the course assesses the prospects for democratic renewal 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 interval between the Second World War and the European reconstruction 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 as the political processes in the United States, Europe, and selected cases in other global areas.

390 Special Topics (1-3)
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, economics, 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)
An introduction to the main theoretical interchanges and developments in American political life since the 1950s. Writers such as Hart, Huntington, Lowi, Barnbrook, Moore and Lowenthal 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 the two-party system. The course is designed to introduce the structures and processes of party systems in the United States, Germany, and France.

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 role of the President in the American governmental system. Emphasis will be placed upon the interplay between the executive branch and the legislative branch of the government. Satisfies, by petition, the state code requirement 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 U.S. Constitution and 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 political-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, magazines, newspapers and political columnists, and their interactions with American political institutions.

432 Political Science Internship (2-5)
Field experience in city, county, state and federal agencies. May be repeated once for credit. Note that no more than a total of 6 internship seminars can be counted toward 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.

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 development, the 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.

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.

473 Urban Politics and Policy (4)
Examination of the structure and process of urban and regional government within the context of state sovereignty. How aspects of local government, in both large and small urban areas, as planning, bureaux, service delivery, 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 regulations are explored along with land use reform and deregulation. Explores the economic, environmental and political consequences of land use control.

484 Elections and Voter Behavior (4)
Examines the impact of the new styles and techniques of political campaigning on both the public decision-making process and control over public policy. Modern techniques of analysis and voter manipulation are discussed, along with the characteristics and behavior of the electorate and their historical patterns of political participation.

486 Selected Issues in International Politics (4)
An examination of a topic of current political significance, 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. Students who participate in research may have their work considered for graduation with honors. This course may count for credit in addition to a total of more than 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 interrelation-ship between the substantive subfields, basic concepts and the major modes of analysis current in political science today.

Graduate Courses

501 Advanced Administrative Theory (4)
This course examines a variety of public administration literatures, including aspects of organizational structure, group behavior, policy studies and social psychology. Special attention will focus upon specific topics such as decision-making, 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 (4)
An examination of the budgeting process in government and private nonprofit agencies, with emphasis on the conflict between traditional pluralist theory and budgeting reforms. Public policy formation and evaluation of results as revealed in the budget will be explored.

504 Personnel Administration for Government and Nonprofit Organisations (4)
The evolving character of public personnel administration in the United States will be considered, as well as the issues of personnel administration in private organizations. Subjects covered include executive personnel and recruitment, the evaluation of public personnel, personnel selection, the personnel field and the political field, and the political effectiveness of public personnel.

505 Research for Public Managers (4)
Lecture and laboratory, this course examines the relationship 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.

Political Science / 271
506 The 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. Crosslisted as GERN 556.

511 Collective Bargaining in Government and Nonprofit Organizations (4)
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.

517 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 decen tralized budgeting — budgeting and political coalitions building in an era of decreasing resources.

521 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.

520 Program Evaluation (4)
Techniques of administrative analysis and program evaluation. Includes examination of techniques for assessment of policy impact and effectiveness, analysis of program objectives, evaluation methodology, and the administration of evaluation systems.

521 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.

526 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)
Per in dividuals interested in careers in the administration of health care, residential and social services for the elderly. It is 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 care and retirement communities. Open to undergraduates. No prerequisites.

573 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 Fundamentals of the Political and Community Environment of Nonprofit Administration (4)
The presentation of theoretical concepts and principles that govern the formation, development and operation of nonprofit agencies, as well as a review of the historical and legal basis for nonprofit agencies. This introductory course also looks at the legal and political environment in which these organizations work, and examines structure, governance and administrative organization and responsibilities of these agencies.

582 Strategic and Long-Range Planning for Nonprofit Agencies (4)
This course addresses techniques of strategic and operational planning appropriate to nonprofit agency operation. Topics include needs and service assessment, marketing analysis, program evaluation, organization development and strategic management techniques.

583 Resource Development for Nonprofit Agencies (4)
Course focus is on the techniques and importance of developing and implementing a comprehensive organizational resource development plan for funding, volunteers and donations, as well as ensuring a diversified agency revenue base. In addition, the course covers fundraising, major donor development, as well as the legal restrictions for nonprofit agencies and the funding criteria used by corporate, community and private foundation funding sources.

584 Fiscal Administration of Nonprofit Agencies (4)
This course is an examination of the basic principles of managerial finance and control in nonprofit agencies. Budgeting, fund accounting, cash flow analysis, expenditure control, long-range financial planning, audits, grants and contracts in nonprofit agencies are studied.

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 (3)
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 Contract and Grant Administration for Nonprofit Agencies (3)
An investigation of the principles and practices of grant and project administration within the nonprofit context. Included are discussions of fiscal and progress reporting requirements, agency legal responsibilities, post-project performance review, and techniques of effective record keeping and project management. Time management and performance tracing will also be discussed.

588 Issues in Nonprofit Administration (4)
An investigation of current issues and developments in the operation of nonprofit agencies.

593 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 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, 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 under-graduate 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:

- **Biology**
  - General biology or zoology (through cellular and molecular biology)...
  - 8-12 units

- **Chemistry**
  - Inorganic or general chemistry...
  - 10 units
  - Organic chemistry...
  - 8-10 units
  - State schools also recommend biochemistry.

- **English**
  - Composition and Literature...
  - 6 units

- **Physics**
  - A one-year course with lab...
  - 8 units

- **Mathematics**
  - Some schools require a year of college mathematics and/or a calculus course...
  - 4-8 units

- **Foreign Language**
  - A few schools recommend a modern foreign language course...
  - 0.8 units

- **Psychology**
  - An introductory psychology course is recommended by some schools...
  - 4 units

Courses for Health Professions
The following courses at Sonoma State University will generally fulfill the required or recommended courses suggested above:

- BIOL 121* Diversity, Structure and Function...
- BIOL 122* Genetics, Evolution and Ecology...
- BIOL 123* Cellular and Molecular Biology...

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
Certificate in Gerontology
Master of Arts in Psychology through Special Sessions
Art Therapy
Deep Psychology
Humoristic/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/

What is Psychology?

Traditionally, psychology is defined as the study of human and animal behavior and mind. It is also the study of 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 profession and a science. It has many roles 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. Our teaching is designed to help students understand 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 opportunities—opportunities to break new ground in science, opportunities to better understand yourself and others, opportunities 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 excelled 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. Psychologists 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 professions 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
- marketing & public relations
- business and industry
- professional service casework
- child care
- employment interviewing
- aging human services
- health services

About the Psychology Department at SSU

The Psychology Department at Sonoma State University is distinguished by its focus on qualitative research methods and emphasis on the humanistic and critical perspectives in psychology. The faculty here are distinguished in their teaching, research, and service, with many of them having served as faculty in the psychology program. They are committed to the principles of the American Psychological Association, the national organization for psychologists. The department has also been distinctive for its pioneering work in such areas as: cognitive, expressive arts, feedback, organization development, wilderness psychology, Jungian/ archetypal psychology, transpersonal psychology, interdisciplinary 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 is excellence. At the same time, we are also aware that the quality of education is also shaped by the interaction between students and their instructors, by the interaction between students and their community, by the interaction between students and their institution. We are committed to developing a psychology that not only educates 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 independence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

Experience: We take seriously the subjective realm, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and our approach to teaching emphasizes experiential approaches to learning, when possible, both inside and outside of the classroom.

While the department was originally closely associated with humanistic and existential psychology, today we offer a broad spectrum of perspectives. Our teaching-learning model is person-centered. That is, we are committed to the unique, spiritual and emotional growth of each student as an individual. Our approach to self-knowledge leads inevitably to the development of one's inner self, in a wider context for one's relationship to one's community and culture.

Bachelor of Arts in Psychology

Degree Requirements

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>General Education</td>
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<tr>
<td>Major preparation: Introduction to Psychology</td>
</tr>
<tr>
<td>Major requirements (including 12 Supporting Units)</td>
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<tr>
<td>General electives</td>
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<tr>
<td>Total units needed for graduation</td>
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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 all upper-division psychology courses and 12 units in supporting courses, with a minimum grade of C or C- in each course, and an introductory psychology course. Upper-division courses may be taken in any order, but should be completed before the major is declared. upper-division courses may be taken in any order, but should be completed before the major is declared.

Major requirements

- PSY 250 (or equivalent course at another college)

This is prerequisite to the major, rather than part of the major, and must be completed 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 introduction to psychology, administered by the university Advising Center. In addition, because Psychology is a high-demand major, other prerequisites may be used to control enrollment. Students thinking of transfer into the major should contact the department for current information.

- 32 upper-division units in psychology including Psy 206 and Psy 307.

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) 124

Note: Students are asked to select personal academic advisors during their senior year, but they have four advisory periods. 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, each major is encouraged to enroll in a course in major planning. This is a best course for the first and second years of the semester, after the new semester is substantially underway but by the advising period for the following semester.

After taking the core courses (PSY 101, 102, and 207), students go on to complete a total of 32 upper-division psychology units by selecting 24 elective units from upper-division psychology courses. The Psychology Department has developed four advisory plans, in addition to the 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 generally designed for students planning to work in a particular area. They are not meant to be followed in a detailed, didactic fashion. Rather, we encourage each student to develop an individualized plan that focuses on what he or she plans to do after graduation. Ideally, each advisor 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 option to graduation plans places great value upon students assuming responsibility for their own education. For this reason, study

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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 rearing, family dynamics, major family 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. It includes 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 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 special 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 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 nonprofit settings. Today’s employers are looking for people who are fast on their feet, flexible, 100% on the ball. 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 writing 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 also recommends courses 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 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, Neurosciences covers some areas. Graduate clinical, and counseling programs at professional schools and alternative universities tend to emphasize on-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 assistanceships 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 courses are 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 grade of C or better. 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 advised 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. For 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: 30-32 units
Fall Semester (15-16 units)
UNIV 102 (optional) (2)
ENGL 101 (3)
PHIL 101 (3)
BIOL 115 (3)
BIOL 115L (1)
PSY 250P (3)
Elective3 (1)
Spring Semester (15-16 units)
HUM 200 (3)
MATH 204 (4)
GER 110 (3)
GER 110L (1)
Elective2 (3)

Sophomore Year: 32 units
Fall Semester (16 units)
PSY 230 (4) or
PSY 330 (4)
GE (3)
SC (3)
GE (3)
Elective3 (3)
Elective2 (3)
Spring Semester (16 units)
PSY 300P (4)
PSY 300 (4)
PSY 300 (4)
Elective3 (3)

Junior Year: 32 units
Fall Semester (16 units)
GER Upper Division4 (3)
GER Upper Division4 (3)
PSY 301 (4)
PSY 295—CIP (optional)3 (3)
Elective3 (3)
Elective2 (3)
Spring Semester (16 units)
GE Upper Division4 (3)
GE Upper Division4 (3)
PSY 295 — CIP (3)
Supporting or Elective4 (3)
Elective3 (3)
Elective2 (3)

Senior Year: 32-33 units
Fall Semester (16-17 units)
PSY Upper Division (4)
PSY Upper Division (4)
Supporting or Elective (3-4)
Supporting or Elective (3-4)
Elective (1-3)
Spring Semester (16-17 units)
PSY Upper Division (3-4)
Interdisciplinary (3-4)
Supporting or Elective (3-4)
Supporting or Elective (3-4)
Elective (1-4)

Total semester units: 124

1 A fall is in another general education science course may be substituted for BIOL 115L.
3 May be taken either semester of the freshman year.
4 Supporting units for the psychology major may be taken as electives.
2 In the interest of mind-body integration, however, the department recommends one physical activity in kinesiology, dance, etc. each semester.
3 Recommended for all students who do not already have well-developed computer skills.
4 Required core course.
5 A course recommended for most other upper-division courses in the major.
6 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.
7 Supporting units are courses in another discipline that supports the student’s interests, or lower-division psychology courses but additional upper-division units in psychology may also count as supporting units. PSY 302 and 303 may be double-counted as GE units and supporting units for the major, but not double-counted as GE units and the required 32 upper-division psychology units.
8 Minor in Psychology
Students seeking a minor in psychology are encouraged to consult with a psychology faculty adviser to help 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 30 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 course the option is.
9 Minor in Gerontology
The minor in gerontology provides students with a focused multidisciplinary 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.
10 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.
11 The Community Involvement Program (CIP): The department actively participates in the university’s Community Involvement Program (CIP). Students who have obtained a volunteer work experience in the community. (CIP/CURP) units may count as supporting units for the major. A maximum of 4 units of PSY 295/395 (CIP) can be taken in any semester and a total of 6 units can be counted toward the bachelor of arts degree.
12 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 gain a range of learning experiences in the applied setting. The application for field placements and 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 wish to credit both PSY 295/395 (CIP) and PSY 499 Internship, only 10 units, in all, can be applied toward the major, and any remaining units being applied toward a B.A. electives as already planned. Students planning a 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 598, Graduate Tutorial) and Directed Reading.

For application materials to the Special Sessions programs, contact the Graduate Secretary in Psychology, 707-664-2082. You may also write to:

Graduate Admissions
Psychology Department
Sonoma State University
Rohnert Park, CA 95428-3609
Please check our Graduate Psychology web page at: www.sonoma.edu/psychology/Catalog/specialMA.html

Art Therapy Program
Art as “making special” in at least 250,000 years (Donumajek, 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 demonstrated expertise adapted to the full range of human needs and services.

This Masters 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 the community's educational standards. The student must complete at least 250 hours of supervised work (paid or volunteer) to be recommended professionally as an A.T.R. with the Art Therapy Credential Board (ATCB).
While considering the full range of therapeutic interventions, this program emphasizes an integrative approach, which blends current psychological knowledge with indigenous wisdom. Art-making evokes direct experiences in the imaginary realm; the images evolved reflect the deeper story of strengths which we "live out," with awareness or not, in our daily lives. Through the revealing act of making over time, we can reframe 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 iterative training: students learn by doing—by their own direct experiences first—followed by theoretical and practical understandings. Students are expected to be self-motivated, 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 once a year in the fall. 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-credit 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, theoretical foundations, applications; internship; self-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 creative arts. 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.
2. Minimum of 36 semester units of coursework.
3. Students must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a) 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; passing of the WEPT exam; and individual and group interviews during the admissions process.
4. Seven course prerequisites are required (a maximum of 9 units may be lower division courses completed at a community college): child development, adult development, personality, abnormal psychology, research methods in psychology, literature/poetry/drama, art history, minimum semester-long experience in symbolic process that involves personal expression in symbolic form (writing, poetry, art, dreamwork) and reflection on that expression for personal growth is required.

Fees

Fees are set by the School of Extended Education and for the 1999-2000 academic year were $155 per unit, but may change due to increased program costs.

Humanistic Psychology Program-Based Program

This program offers two years in depth and intense exploration in an area of interest. Students who have been accepted in the past have been particularly concerned with personal meaning and growth, a sense of self in terms of sufficient self-awareness, and 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 personal and career goals through traditional graduate study. It provides the opportunity to develop a 34-credit unitized curriculum, working closely with an advisor from the Sonoma State University psychology faculty. The program requires at least a graduate level seminar in psychology each semester. Topics of the seminar may vary each semester, but include a personal process component designed to work 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 personal and professional goals.

The special session M.A. is equivalent to one year in a traditional graduate program in psychology with comparable academic standards. Students must be willing to continue the Sonoma State University art therapy program to the core seminar and regular weekly or bimonthly meetings with their faculty advisors.

Admissions Prerequisites

The following will be met before a student can officially begin the M.A. program, although it is possible to apply while working to fulfill these prerequisites:
1. A.B. 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 equivalent approved.
4. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a) 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; passing of the WEPT exam; and individual and group interviews during the admissions process.
5. Students 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:

- The program emphasizes an integrative approach, which blends current psychological knowledge with indigenous wisdom.
- Students are admitted once a year in the fall. They work both individually with the program advisor as well as together as a learning community for six (6) semesters (three years).
- Learning experiences cover art therapy: principles, theoretical foundations, applications; internship; self-investigative research project.
- The program is designed to move students to the next step in their personal and professional development.
- Course prerequisites are required for admission and are designed to give students a foundation in adult development and artistic expression.
- Fees are set by the School of Extended Education and for the 1999-2000 academic year were $155 per unit, but may change due to increased program costs.
- 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 personal and career goals through traditional graduate study.
- The program requires at least a graduate level seminar in psychology each semester.
- The special session M.A. is equivalent to one year in a traditional graduate program in psychology with comparable academic standards.
- Students must meet the following prerequisites before officially beginning the M.A. program.
Psychology Courses (PSY)

Psychology Courses (PSY) 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 (V-2-4)

A forum for questioning, discussion and integration of ideas and methods studied in other classes and in student's independent investigations. Students formulate and present integrative theses, and in the process of organizing their ideas, to their peers and 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)

Offer 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

This course is an introduction to 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). 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. Crosslisted with GERN 304.

306 History of Modern Psychology (3-4) / Fall, Spring

Part I of this course examines historical developments in the field of psychology. Includes past and present understandings of human experience, integrating issues and controversies. The first semester examines European, philosophical 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.

378 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 306.

311 Psychology Dialogue Series I-3 (1-3)

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 psychology, and their view of the future of psychology. Prereq.: NC only.

312 Adult Development Lecture Series 2 (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. Crosslisted with GERN 312.

315-318 Integrative Seminar I, II, III, and IV (2-4)

A forum for questioning, discussion and integration of ideas and information from psychology courses 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 consent 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 services settings. Lecture, demonstration, 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 and group behavior. Myths, dreams and symbols are explored from the standpoint of theory, symbolism, myth and symbol - past and present. Approaches vary by instructor and may draw from texts by Jung, Campbell, Joffe, Hoffman, Edinger, Sägers and others. Prerequisites: junior standing.

324 Learning Moments (1)

A series of presentations from individuals from all areas of the university, focused on their personal moments of significant learning. May be repeated once for credit.

329 Group Process (3-4)

The analysis of small group behavior, including understanding the individual’s role in the relationship, and the individual’s role in the group behavior. This class is normally conducted as an encounter group, with supplementary readings and written work. Prerequisite: junior standing. Cr/NC only.

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 Psychology of Health and Nutrition (4)

A holistic approach to health must consider both mental and physical aspects of well-being. This course will focus on basic nutrition, the physiology of eating, and the psychological effects of ingestion.

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, Salter and others concerned with mind-body integration. In a group setting, students 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 introduces students 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.

Psychology / 283
422 Seminar in Living and Dying (3-4)
This course presents students with the role of death and dying 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. Crosslisted as GERN 422.

423 Community Psychology (3-4) / Spring
Community structure and processes in relation to human needs. Organizing community action, and the role of the individual in social change. The application of action-oriented, 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, psychol- ogy 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.

430 Gestalt Process (4)
An experiential, didactic approach to the Gestalt process as developed by Fritz Perls and his associates. May be repeated for credit. Prerequisite: Group Process or Introduction to Counseling, 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 applications. Prerequisites: 15 units of study to be assigned as fieldwork or a series of required courses. Prerequisites: PSY 20.

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 prescriptive diseases and conditions to mental retardation, alcoholism and emotional disabilities. The class is appropriate for anyone interested in disability, whether for personal or professional reasons. Crosslisted with 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 experiences and the various modalities of physical response. Development of familiarity with the human caring and research technology related to human consciousness.

445 Advanced Research Design and Analysis (4)
The principles of research design and analysis are taught by lecture, library exercises, computer simulation and direct experience. Working in small research 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.

446L Behavior and Cognition Change Programs (3-4)
Classroom and laboratory instruction in the design and implementation of behavioral programs, with an emphasis on the use of behavior modification, reinforce- ment, 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 (8) / Fall
A study of the human and mammalian brain, covering nerve cells and how they work, synaptic transmission, the role of the neurotransmitter, neuropeptide, neuroanatomy, neurophysiology, evolution, neuropharmacology, sleep, language, left brain and right brain, higher consciousness, and much more.

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 435.

454 Biofeedback and Somatoform Psychology (4) / Fall, Spring
Understanding and developing the self as a holistic organism by working with the various modalities of physical response. Development of familiarity with the biographical research and technology related to human consciousness.

456 Personality (4) / Fall and Spring
Varied viewpoints are brought to bear in an attempt to conceptualize normal and abnormal 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 beliefs that are integral to human existence. Corective centers of classical individual, the balanced growth and change of the entire personality, and the integration of experimental and intellectual learning. Maslow, Rogers, Buehler, Jung, and May are among those studied. Prerequisite: PSY 306 or consent of instructor.

463 The History of Consciousness (2-8)
This course explores the history of modern psychology in the context of the evolution of consciousness and human systems. Students examine the history of consciousness in relation to documents and artifacts from four major periods, the psychological, the religious/illusion, the modern and the post-modern.

466 Jungian Psychology (4)
Once a year
Examination of Jung and contemporary Jungian thinkers. Examinations of developmental aspects of Jungian theory such as individuation, typol- ogy, masculine and feminine development, and the transcendental fun- tion. 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, or "puri- fying" experiences. Studies dualism and relationship, symbols of trans- formation, and "bridges and doorways" into the sacred from a psycho- logical 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 psycho- logical theory and research under the supervision of a faculty mentor. Prerequisites: PSY 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.

483 Ecopsychology (4)
This course focuses on ecological 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 ar- ranged.

487 Interdisciplinary Seminar (1-6)
Exploration of basic human problems affected by the arts, humani- ties, 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.

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)
Indus class will we employ ritual to explore and deepen our relationship to the other. The class will involve both the academic study of various earth-based ritual traditions, and experimental work with ritual, medita- tion, and dreamwork.

490 Psychology Seminar (1-4)
Each semester one or more psychological topics will be selected for study. Prerequisites: Consult: Schedule of Classes for topics to be studied and current unit offer. May be repeated for credit.
494 Counseling Experience (1-4) Spring Participation in personal counseling conducted by a graduate student in the counseling M.A. under the direct supervision of a Counseling Department faculty member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal and write a summary essay. May be repeated once.

495 Special Study (1-4) The Psychology Department encourages independent study as preparation and practice for life-long self-directed learning. Students should formulate plans for a project that 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. Pre-requisite: 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. Pre-requisites: upper-division psychology major and consent of instructor.

499 Internship (1-8) Supervised training and experience for advanced students in community agencies throughout the university service area. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internship assignments may be paid. Priority is given to students who apply during the last month of the preceding semester. Students register for PSY 499 during the add/drop period. Pre-requisite: consent of instructor. Cr/NC only. Students who have both taken 295 950 and 499 PSY 499 can apply as many as 10 units from these courses, combined, toward the psychology major.

Graduate Courses

500 Social and Psychological Issues in Aging (3-4) Selected topics in the processes and applications of psychological and social development in later life. Developmental biological, cultural, psychological and policy perspectives may be offered. Consult Schedule of Classes for specific offerings. Cr/NC only. Pre-requisite: graduate standing or permission of instructor.

510A Proseminar in Organization Development (2/2) Advanced theory and practice of organization and human system development. Limited to students in the second year of the Organization Development program. (Two semesters.)

511AB Theories of Depth Psychology (2-4) A two-semester sequence that examines the psychodynamic underpinnings of depth psychology, as well as its major theoretical approaches. Readings include Jung, Edinger, Hillier, and post-Jungians. Limited to students in the Depth Psychology Program.

512 Didactic Instruction (1-4) Didactic/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.


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. Pre-requisite: PSY 599 for concurrent enrollment in PSY 599. Cr/NC only.

521 Seminar (1-4) Seminar instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and examination. Course may be repeated for credit.

530AB Seminar in Interpersonal Process (2-4) 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. Students apply their knowledge of group process dynamics to interpersonal, educational, family, and work settings. 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 examination 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 psychology. Students learn how the symbol contains, mediates, and expresses personal experience, learn practical techniques for working symbolically, and 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 (1-3) A two-semester sequence that surveys selected mythological, religious, artistic, and cultural symbolic motifs and examines their expression in cultures throughout the world. Readings are drawn from depth psychology, mythology, folklore, anthropology, archaeology, and religion. Limited to students in the Depth Psychology Program.

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.

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 examination 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 changes are considered. Pre-requisite: PSY 554. Limited 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 examination examination. Course may be repeated for credit.

562 Biofeedback Practicum (2-4) Develops proficiency in the use of biofeedback equipment through simulated training sessions and supervised actual biofeedback training sessions. The presentation format is used for discussion of topics that emerge in the student's clinical experience. Pre-requisite: PSY 545.

570 Directed Field Experience (1-6) Internship arranged at an approved college, school, hospital, or clinic. Regularly scheduled individual and group meetings with Psychology Department faculty for consultation regarding field experiences. Pre-requisite: 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 (1-6) Internship is practical experience using biofeedback equipment during supervised biofeedback training sessions. Available for letter grade only. Pre-requisites: PST 454 and PST 566.

575 Research Seminar (1-6) Exploration of new theory and research approaches to a variety of psychological problems. Emphasis is on stimulation of students' individual research interests. Major emphasis on the actual design, conduct and completion of an individual research study.

578 Project Continuation (1-3) Fall, Spring Directed research project or senior's thesis 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 (3-4) Practical experience of supervised teaching in a college psychology classroom. Pre-requisite: 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 mentor 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) A research study or creative project developed by the student in consultation with the Psychology Department and approved by the department and the Graduate Student Committee. A student may not register for the initial units of PSY 599 until an Advancement to Candidacy form has been accepted by the student's committee. An acceptable rough draft is required to register for additional units.
Religious Studies

For more information, please contact the Program in Interdisciplinary Studies
Ives Hall 22
707 664-2468 (office)
707 664-2762 (voice)

The university offers a wide selection of courses on religious topics. The departments of anthropology, art, history, CALS, India studies, Hastings 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 baccalaureate degree before being accepted into a graduate-level health professions program such as chiropractic medicine, dentistry, genetic counseling, hospital administration, medicine, nursing, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, podiatry, public health, veterinary medicine, etc. CoN/C only.

Social Science Courses

For more information, please contact the School of Social Sciences
Stevenson Hall 207B
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.

305 Perspectives on the Holocaust and Genocide (3)
Spring
A weekly lecture series on the Holocaust, genocide and human rights. SSU faculty and guest lecturers provide a variety of perspectives on the topics. Students attend a weekly discussion group to synthesize information presented in the weekly lectures, readings and films. Position, midterm and final papers required. Prerequisite: upper-division standing. Satisfies upper-division GE, category D5.

400 Portfolio Evaluation (1)
Courses 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/depth part of the program.

Social Science Subject Matter Preparation Program

Principal Advisor
Mary Hutchinson and faculty from the School of Social Science
707 664-2409

Program Coordinator
Robert Karfoul, Dean of Social Sciences
History Department, 707 664-2112/2489

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 degree 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 300 Twentieth Century World 3

II. United States History, including California
HIST 231 The United States to 1877 3
HIST 232 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 3)
GEOG 390 Geography of California 3

IV. Political Science
POLIS 200 American Political System 3
POLIS 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 305 Person in Society 3
SOCI 341 Sociology of Religion 4

VI. Portfolio Evaluation
SSCI 400 Portfolio Evaluation 1

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 430 Seminar in the History of Economic Thought 3
POLIS 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 American 3
PHIL 150 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 570 Asian Americans 3
AMCS 400 Pan-African Cultures 4
AMCS 420 Sexism and Racism in the United States 3
AMCS 455 Civil Rights and Human Rights Law 4

University Curricula • Social Science Subject Matter Preparation Program / 289
**Sociology / 290**

**University Curricula + Social Science Subject Matter Preparation Program**

<table>
<thead>
<tr>
<th>Program offered</th>
<th>Bachelor of Arts in Sociology</th>
<th>Minor in Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Credential Preparation</strong></td>
<td><strong>Department Office</strong></td>
<td>Stevenson Hall 2084</td>
</tr>
<tr>
<td></td>
<td></td>
<td>707-664-2581</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.sanmano.edu/Sociology">www.sanmano.edu/Sociology</a></td>
</tr>
</tbody>
</table>

**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 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.**

**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**

<table>
<thead>
<tr>
<th>Fall Semester (15 units)</th>
<th>Spring Semester (16 units)</th>
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<tbody>
<tr>
<td>PHIL 101 (A3) (3)</td>
<td>HIST 201 (D2) (3)</td>
</tr>
<tr>
<td>ENGL 101 (A2) (3)</td>
<td>UNIV 200 (A1) (3)</td>
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<tr>
<td>GEOL 102 (B1) (3)</td>
<td>BIOL 115 (B2) (3)</td>
</tr>
<tr>
<td>ART 210 (C1) (3)</td>
<td>MATH 165 (B4) (4)</td>
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<tr>
<td>ANTH 203* (D1) (3)</td>
<td>HIST 251 (D3) (5)</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year: 32 units</th>
<th>Spring Semester (15 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester (17 units)</td>
<td>HIST 202* (3)</td>
</tr>
<tr>
<td></td>
<td>HIST 225* (3)</td>
</tr>
<tr>
<td></td>
<td>FL 214 (C2) (3)</td>
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<tr>
<td></td>
<td>ECON 201A* (D5) (4)</td>
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<tr>
<td></td>
<td>GEOG 204 (B3) (4)</td>
</tr>
<tr>
<td>Sophomore Year: 32 units</td>
<td>Spring Semester (16 units)</td>
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<tr>
<td>Fall Semester (16 units)</td>
<td>HIST 472* (4)</td>
</tr>
<tr>
<td></td>
<td>HIST 391 (4)</td>
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<tr>
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<td>GEOG 396* (2)</td>
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<tr>
<td></td>
<td>POLS 423* (4)</td>
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<tr>
<td></td>
<td>Elective (2)</td>
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</table>

<table>
<thead>
<tr>
<th>Senior Year: 30 units</th>
<th>Spring Semester (15-16 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester (15 units)</td>
<td>HIST 380* (3)</td>
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<tr>
<td></td>
<td>Elective (4)</td>
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<tr>
<td></td>
<td>GEOG 302* (4)</td>
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<td>Elective (2-3)</td>
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<td>Elective (4)</td>
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<tr>
<td>Total semester units</td>
<td>124</td>
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</tbody>
</table>

*History-social science subject matter program course.

For further information about Sanoma State University’s requirements for admission to the teaching credential program contact the credentials office, 707-664-2581.

**Degree Requirements**

<table>
<thead>
<tr>
<th>General education</th>
<th>Sociology courses</th>
<th>General electives</th>
<th>Total units needed for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>40</td>
<td>33</td>
<td>124</td>
</tr>
</tbody>
</table>

**Major Requirements**

| SOCI 201 | Introduction to Sociology | 3 |
| SOCI 202 | Basic Concepts and Tools in Sociological Research | 4 |
| SOCI 300 | Sociological Analysis | 4 |
| SOCI 375 | Survey of Sociological Theory | 4 |
| SOCI 498 | Senior Seminar | 4 |
| Total units | | | 16 |

**Additional Major Requirements**

<table>
<thead>
<tr>
<th>Methods seminar</th>
<th>Substantive area requirements</th>
<th>Upper-Division sociology electives</th>
<th>Total units in the major</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8-12</td>
<td>8-12</td>
<td>40</td>
</tr>
</tbody>
</table>

**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 441 Seminar: Microcomputers and Macro Data Analysis
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 a central 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 the self and society with emphasis on:

- the social shaping of self, identity, and role.
- the development, maintenance, and change of subjective and social meanings.

Applying microsociological approaches to states 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 316 Social Stratification
SOCI 317 Emotions and Adult Life
SOCI 319 Aging and Society
SOCI 317 Gender and Mental Illness
SOCI 418 Social Development of the Self

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 society or contributing to disintegration. Students considering careers in the media, education, human services, and recreation are among those who will find these classes of particular relevance.

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

Transnational Sociology

Transnational sociology provides a comparative perspective on societal changes in the world economy, the political and social institutions and dynamics are examined and compared. Among specific topics are comparative ideologies, roles, world elites and local communities. Students considering careers 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 380 Political Sociology
SOCI 383 Population and Society
SOCI 382 Social Movements
SOCI 383 Technology and Social Change
SOCI 480 Sociology of Work

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 366 Administration of Juvenile Justice (croslisted with CIA)
SOCI 377 Group Dynamics
SOCI 405 Punishments and Corrections (croslisted with CIA)
SOCI 461 Human Service Administration
SOCI 463 Bureaucracies and Institutions

Macro-sociology

Courses within this area investigate large social structures, institutions, networks and processes that define and shape individual and organizational behavior, and again 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 Social anomie and Society
SOCI 345 Family Systems
SOCI 347 American Class Structure
SOCI 363 Race and Ethnicity
SOCI 420 Seminar in Criminology
SOCI 425 Urban Sociology
SOCI 441 Methods Seminar: Microcomputers and Data Analysis
SOCI 449 Sociology of Power
SOCI 451 Sociology of Education
SOCI 452 Health Care and Illness

Sociology Courses (SOCI)

Courses 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.

202 Basic Concepts and Tools in Sociological Research (3) / Fall, Spring
Examination of the fundamental elements of empirical research and ways of investigating sociological concerns. Includes attention to the nature of theory, hypotheses and variables. Provides an overview of sociological methodologies, such as survey research, participant observation, and comparative historical research.

204 Computer Applications in Social Science (4)
The course aims to be a tool in human services and other psychological functions. The course is organized around a series of projects. Hands-on experience in preparation of reports, information storage and retrieval, design and monitoring of psychological research projects, data presentation via graphs and graphics, etc. Students will learn any basics they do not already know. Crosslisted as PSY 242.

292 Library and Information Resources: 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. Crosslisted as POLS 292.

300 Sociological Analysis (4)
Consideration of the ways in which sociological questions are formulated and answered. Examination of and practice in conceptualization, theory construction, deductive and inductive reasoning, and other elements of sociological analysis, with an emphasis upon sociological research methods. Required for majors. CR/NC only.

305 Lecture Series (2)
Lectures, panels discussion and films on a theme of current sociological interest. Content will vary from semester to semester. May be repeated for credit.

306 The Sociology of Career Planning (3-4)
How to identify and locate liberal arts jobs in government, business, private institutions, or self-employment. Choosing a career, job-hunt- ing skills and techniques, and keeping a job. Study of 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 are used in contemporary United States. Focuses on 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. Crosslisted as PSY 310.

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 issues as crime, illness and leisure.

316 Deviant Behavior (4)
The social causes and consequences of insanity, delinquency, criminal- ity, 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.

317 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.

318 Social Psychology (3-4) / Spring
Introduces relationships between self and society, including the forma- tion and change of attitudes and values, interaction and interpersonal dynamics, and the cultural influences on them. Topics include symbolic
317 Emotions and Adult Life (3) / Fall
Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between basic definitions and subjective feelings in connection with life events. Addresses both basic emotions such as fear, anger, pleasure and excitement, and the more complex emotions such as love, jealousy, grief, sympathy, pride, shame and despair. Crosslisted as GER 317.
Satisfies GE, category E (Integrated Persons).

319 Aging and Society (4) / Spring
Examining of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities and those who are poor. Crosslisted as GER 319. Satisfies GE, category D1 (Individual and Society).

331 Communication Theory and Research (3) / Spring
A critical analysis of the nature and functions of mass communications in contemporary society. Overview of the history, structure, function and influence of the mass media. Development of critical and analytic skills necessary to determine the role of "truth" in the mass media and serve special personal or cultural interests. Crosslisted as COMS 301.

332 Death and American Culture (4) / Fall
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 suicidial. Crosslisted as GER 332.

335 American (U.S.) Society (4) / Fall
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) / Fall
Examination of the sociopsychological, political, economic, social and legal factors relating to drug abuse. Theories of causation and methods of rehabilitation will be critiqued. Crosslisted as CJA 340.

341 Computers and Society (4) / Fall
The impact of computers on government and business, school and family, work and leisure, equality and inequality, crime and security, power and control, freedom and individuality. An overview of computer applications in social research and social services (including education, criminal justice administration and the helping professions).

345 Family Systems (4) / Fall
Explores family forms and 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) / Fall
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 and consciousness, as well as the interaction of ethnicity, gender and class.

362 Race 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. Crosslisted 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. The course will involve students in critical analysis of central sociological theories and offer them tools for understanding the development of sociological theory and its influence on society. 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 use of population models for consumer marketing. An overview of demographic applications in social research and social services (including education, criminal justice administration and the helping professions).

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, ideology, mobilization, cultural 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 power, strain engine and computer to the rise of the use of strategic, economic and information age, the development, dissemination and impact of such major technologies as the printing press, the automobile, VCRs and computers.

417 Sociology of Mental Illness (4)
Introduces the social dimensions of 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 urban 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 use of leisure by various classes and 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).

434 Cinema and Society (4)
An examination of films 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 films in contemporary society.

435 Seminar: Media Censorship (4) / Fall
Seminar provides an opportunity to gain new insights into social problems through an intensive analysis of the role and impact of mass communications in contemporary society. Emphasis is on exploring, through the use of research reports, social issues that should be, but are not, fully covered by the mass media. Prerequisite: SOCI 300 or COMS 301 or consent of instructor.

441 Methods Seminar: Microcomputers and Macro Data Analysis (4)
Applications of new developments in 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 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. Crosslisted 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)

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 bureaucracies, decision making, morale and conflict.

480 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 dissatisfaction of these jobs, and how work has changed historically or may evolve in the future.

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 discussion and progress evaluation and a term paper will be submitted.

497 Interdisciplinary Seminar (1-4)
Exploration of basic sociological questions. 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. Prerequisite: Experience with the Holocaust, and the mass role. Check department for current offerings. Required for all majors. May be repeated for credit. Prerequisite: Open to only 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, 707 664-2911.

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, 116AB General Chemistry**
  (including lab) (5, 5) .................................................. 8-10
- **GEOL 102** General Geology (including lab) ........................ 3
- **GEOL 105** Rocks, Time, and Evolution ................................... 3
- **GEOL 303** Advanced Principles of Geology (including lab) .... 4
- **PHYS 114, 214 Introduction to Physics (4, 4) and**
- **PHYS 116, 216 Introduction to Physics Lab (1, 1)** or
- **PHYS 210AB General Physics (3, 3) and**
- **PHYS 298AB General Physics Lab (1, 3) .......................... 8-10

Theatre Arts

**Acting / Dance / Technical Theatre**

**Programs Offered**
- Bachelor of Arts in Theatre Arts
  - Acting Concentration
  - Dance Concentration
- Technical Theatre Concentration
- General Theatre Degree

**Minor in Theatre Arts**

**Department Office**
Ives Hall 206
707 664-2474

**Department Chair**
Jeff Cargile

**Administrative Coordinators**
Kimberly Lyman, Janica Wright

**Faculty**
- Dance: Nancy Lyons, Ann Woollhead
- Drama and Acting: Paul Draper, Judy Nieves, Molly Noble, Tari Truss, Roberto Vasquez
- Technical Theatre: Anthony Bish

**General Electives** .................................................. 25
**Total Units Needed for Graduation** .......................... 124

**Phase I, Required for Acting Concentration**
(Freshman and sophomore years)

Students must complete Phase I before Phase II.

**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) .................................................. 3

**THAR 120A** Acting Level I: Fundamentals ................................ 2
**THAR 120B** Acting Level II: Text and Scene Study .................. 2

Any two of the following three technical theatre classes: 4
- **THAR 143E** Beginning Theatre Technology: Costumes (2)
- **THAR 144A** Beginning Theatre Technology: Lighting (2)
- **THAR 144B** Beginning Theatre Technology: Set Design (2)

**Total Units Required in Phase I** ................................ 11

*prerequisite or concurrent enrollment in THAR 143A Stagecraft

**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) ........................ 5

**THAR 350** Directing Workshop ......................................... 2
**THAR 370A** History of Theatre A ......................................... 3
**THAR 370B** History of Theatre B ......................................... 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

**Total Units Required in Phase II** ................................ 37

**Total Units in Phase I** ............................................. 11

**Total Units in Phase II** ............................................. 37

**Total Units in the Acting Concentration** ........................ 48
Sample Four-Year Program for Bachelor of Arts in Theatre Arts

**Acting Concentration**

**Freshman Year: 31 units**
- Fall Semester (16 units)
  - THAR 102 (3) GE(C1)(3)
  - THAR 103 (3)
  - THAR 143A (2)
  - THAR 143B (2)
  - Elective (1)
  - GE (1)
  - GE (1)
- Spring Semester (15 units)
  - THAR 102 (3) GE(C1)(3)
  - THAR 103 (3)
  - THAR 143A (2)
  - THAR 144B (2)
  - Elective (1)
  - GE (1)

**Alternative Freshman Year: 33 units**
- Fall Semester (18 units)
  - THAR 120A (3)
  - THAR 120B (3)
  - THAR 143A (2)
  - THAR 143B (2)
  - THAR 145A (1)
  - THAR 145B (1) elective
  - GE (9)
  - GE (9)
- Spring Semester (15 units)
  - THAR 102 (3) GE(C1)(3)
  - THAR 103 (3)
  - THAR 143A (2)
  - THAR 144B (2)
  - Elective (1)
  - GE (9)
  - GE (9)

**Sophomore Years: 30 units**
- Fall Semester (16 units)
  - THAR 120A (2)
  - THAR 120B (2)
  - THAR 110 (2)
  - THAR 145A (1)
  - GE (9)
  - Electives (3)
- Spring Semester (15 units)
  - THAR 102 (3) GE(C1)(3)
  - THAR 103 (3)
  - THAR 143A (2)
  - THAR 145B (2)
  - Elective (1)
  - GE (9)
  - GE (9)

**Fall Semester (15 units)**
- THAR 120A (2)
- THAR 120B (2)
- THAR 110 (2)
- THAR 145A (1)
- Elective (3)
- Elective (3)

**Senior Semester: 33 units**
- Fall Semester (15 units)
  - THAR 120A (5)
  - THAR 120B (5)
  - THAR 130 (5)
  - THAR 140A (3)
  - GEUD (3)
  - Elective (3)
- Spring Semester (16 units)
  - THAR 120B (5)
  - THAR 130 (5)
  - THAR 140A (3)
  - GEUD (3)
  - Elective (3)

**Junior Year: 32 units**
- Fall Semester (16 units)
  - THAR 120A (5)
  - THAR 120B (5)
  - THAR 130 (5)
  - THAR 140A (3)
  - GEUD (3)
  - Elective (3)
- Spring Semester (15 units)
  - THAR 120A (5)
  - THAR 120B (5)
  - THAR 130 (5)
  - THAR 140A (3)
  - GEUD (3)
  - Elective (3)

**Bachelor of Arts in Theatre Arts**

<table>
<thead>
<tr>
<th>Theatre Arts elective units</th>
<th>General education units</th>
<th>Theatre Arts requirements units</th>
<th>Electives units</th>
<th>Total units needed for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>124</td>
</tr>
</tbody>
</table>

**Sample Four-Year Program for Bachelor of Arts in Theatre Arts**

<table>
<thead>
<tr>
<th>General Theatre Degree</th>
<th>Phase I, Required (freshman and sophomore years)</th>
<th>Phase II, Required (junior and senior years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete Phase I before Phase II</td>
<td>THAR 102 Introduction to the History of Theatre A</td>
<td>THAR 300 Theatre in Action</td>
</tr>
<tr>
<td></td>
<td>THAR 210A Dance Technique Level I</td>
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</tr>
<tr>
<td></td>
<td>THAR 210B Dance Technique Level II</td>
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</tr>
<tr>
<td></td>
<td>THAR 240 Choreography I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THAR 143B Beginning Theatre Technology: Costumes (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THAR 144A Beginning Theatre Technology: Set Design (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THAR 144B Beginning Theatre Technology: Lighting (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THAR 200 Theatre of Today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THAR 410A Advanced Dance Block B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives - Dance</td>
<td></td>
</tr>
</tbody>
</table>

**Total units required in Phase II**
- 124 units

**Sample Four-Year Program for Bachelor of Arts in Theatre Arts**

<table>
<thead>
<tr>
<th>Dance Concentration</th>
<th>Degree Requirements units</th>
<th>Total units needed for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General education 51</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Theatre Arts requirements 48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives 25</td>
<td></td>
</tr>
</tbody>
</table>
Phase I, Required (freshman and sophomore years)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 102</td>
<td>Introduction to the History of Theatre A</td>
<td>3</td>
</tr>
<tr>
<td>THAR 143B</td>
<td>Beginning Theatre Technology: Costumes</td>
<td>2</td>
</tr>
<tr>
<td>THAR 144A</td>
<td>Beginning Theatre Technology: Scenery</td>
<td>2</td>
</tr>
<tr>
<td>THAR 144B</td>
<td>Beginning Theatre Technology: Lighting</td>
<td>2</td>
</tr>
<tr>
<td>ART 101</td>
<td>Art Fundamentals (3) strongly recommended</td>
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</tr>
<tr>
<td>ART 102</td>
<td>Art Fundamentals (3) strongly recommended</td>
<td></td>
</tr>
<tr>
<td>THAR 230</td>
<td>Stage Management</td>
<td>3</td>
</tr>
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</table>

Choose 3 units from the following beginning dance/drama courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 120A</td>
<td>Acting Level I: Fundamentals (2)</td>
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</tr>
<tr>
<td>THAR 110</td>
<td>Beginning Dance</td>
<td>1</td>
</tr>
<tr>
<td>THAR 210A</td>
<td>Dance Technique Level I (2)</td>
<td></td>
</tr>
<tr>
<td>THAR 116</td>
<td>Acting Styles: Improvisation (Comedy) (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Total units required in Phase I:** 15

*prerequisite or concurrent enrollment in THAR 143A Stagecrafts.

Phase II, Required (junior and senior years)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 300</td>
<td>Theatre in Action</td>
<td>3</td>
</tr>
<tr>
<td>THAR 344A</td>
<td>Design for the Stage: Theories A</td>
<td>3</td>
</tr>
<tr>
<td>THAR 344B</td>
<td>Design for the Stage: Theories B</td>
<td>3</td>
</tr>
<tr>
<td>THAR 320A</td>
<td>Intermediate Acting Block: Script Analysis (Fall)</td>
<td>2</td>
</tr>
<tr>
<td>THAR 320B</td>
<td>Intermediate Acting Block: Script Analysis (Spring)</td>
<td>2</td>
</tr>
<tr>
<td>THAR 350</td>
<td>Directing</td>
<td>2</td>
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<tr>
<td>THAR 370A</td>
<td>History of Theatre A</td>
<td>3</td>
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<tr>
<td>THAR 370B</td>
<td>History of Theatre B</td>
<td>3</td>
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<tr>
<td>THAR 400</td>
<td>Theatre of Today</td>
<td>1</td>
</tr>
<tr>
<td>THAR 420A</td>
<td>Advanced Acting Block B</td>
<td>2</td>
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<tr>
<td>THAR 420B</td>
<td>Advanced Acting Block B</td>
<td>2</td>
</tr>
<tr>
<td>THAR 444</td>
<td>History of Ornament</td>
<td>2</td>
</tr>
<tr>
<td>Electives - Theatre</td>
<td>5</td>
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**Total units required in Phase II:** 33

**Total units in Phase I:** 15

**Total units in Phase II:** 33

**Total units in the technical theatre concentration:** 48

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

Technical Theatre Concentration

**Freshman Year: 31 units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>THAR 143A</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>THAR 143B</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>GE (12)</td>
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<td></td>
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<tr>
<td>Spring</td>
<td>THAR 144A</td>
<td>(2)</td>
<td></td>
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<tr>
<td>Spring</td>
<td>THAR 144B</td>
<td>(2)</td>
<td></td>
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<tr>
<td>Spring</td>
<td>Elective</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>GE (10)</td>
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**Sophomore Year: 31 units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
<tr>
<td>Fall</td>
<td>THAR 102 GE C1</td>
<td>(3)</td>
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<tr>
<td>Fall</td>
<td>GE (8)</td>
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<td></td>
</tr>
<tr>
<td>Fall</td>
<td>THAR 110 or 116</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Theatre Electives</td>
<td>(2)</td>
<td></td>
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<tr>
<td>Fall</td>
<td>Electives</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>THAR 120A or 210A</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>THAR 230</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>GE (9)</td>
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<tr>
<td>Spring</td>
<td>Electives</td>
<td>(2)</td>
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**Junior Year: 31 units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>THAR 320A</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>THAR 344A</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>THAR 350</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>THAR 370A</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>GE UD (3)</td>
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<td>Fall</td>
<td>Electives</td>
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<tr>
<td>Spring</td>
<td>THAR 320B</td>
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<tr>
<td>Spring</td>
<td>THAR 344B</td>
<td>(3)</td>
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<tr>
<td>Spring</td>
<td>THAR 350</td>
<td>(3)</td>
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<tr>
<td>Spring</td>
<td>GE UD (3)</td>
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<tr>
<td>Spring</td>
<td>Electives</td>
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**Senior Year: 31 units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>THAR 420A</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>THAR 444</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>THAR 400</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>GE (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Theatre Electives</td>
<td>(4)</td>
<td></td>
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<tr>
<td>Fall</td>
<td>Electives</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>THAR 420B</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>THAR 370B</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Theatre Electives</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Electives</td>
<td>(8)</td>
<td></td>
</tr>
</tbody>
</table>

**Total semester units:** 124

Minor in Theatre Arts

The minor in theatre arts consists of 24 units of theatre arts courses. Students may choose a concentration in either dance or drama. Six of the elective units must be upper division. Students contemplating a minor in theatre arts should consult the Theatre Arts Department full-time faculty at the earliest possible date for approval and advising.

**Minor Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>THAR 103</td>
<td>Introduction to the History of Theatre: Drama and Dance</td>
<td>3</td>
</tr>
<tr>
<td>THAR 300</td>
<td>Theatre in Action</td>
<td>1</td>
</tr>
<tr>
<td>THAR 301</td>
<td>Dance Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>THAR 302</td>
<td>Drama Ensemble Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 The Art of 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 (Applied Arts Combining Studio and Theory).

**102 Introduction to the History of Theatre: Drama and Dance A (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 (History of the Fine Arts).

**103 Introduction to the History of Theatre: Drama and Dance B (3)**

Part two examines theatre, drama and dance from 19th Century to the present, including the rise of Realism and other theatre and dance forms in the 20th Century. Also considered are the American musical, and
recent trends in diversity and multiculturalism, and the theatre’s relationship to electronic media. Satisfies GE, category C1 (History of the Fine Arts).

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, 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 Acting Styles: Improvisation (Comedy) (1)
Class will focus on a particular acting style (e.g., comedy, commedia dell’arte, farce, improvisation). May be taken four times for credit. Prerequisite: consent of instructor.

120A Acting Level I: 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.

120B Acting Level II: Text and Scene Study (2)
Spring
Text analysis and scoring, rehearsal, 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 120A and consent of instructor.

143A Beginning Theatre Technology: Stagecraft (2)
Fall
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 Beginning Theatre Technology: 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 Beginning Theatre Technology: 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 Beginning Theatre Technology: 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; develop greater vocal range; and explore the intricacies, implications, layers, and joys of the spoken text. 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 clearly speaking, articulation, vocal muscle, and phrasing. Prerequisite: THAR 145A. May be repeated once for credit.

160A Beginning Ballet A (1)
Fundamentals of classical ballet technique. Basic barre, with emphasis on placement and alignment, allegro and adagio combinations. Emphasis is on developing ballet skills as support for modern dance curriculum. May be taken four times for credit.

160B Beginning Ballet B (1)
Continuation of 160A. Prerequisite: THAR 160A or instructor consent.

161 Ballet for Modern Dance (1-2)
This course is designed to give the modern dancer a foundation for movement in classical tradition. The vocabulary of classical ballet is presented, with emphasis on alignment and placement, with relevance to more contemporary dance forms. Exercises will be given to strengthen and stretch the body. Special attention will be given to turns and fast footwork, again to support work in modern dance.

199 Student-Instructed Course (1-3)

210A Dance Technique 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. Prerequisite: THAR 110 or consent of instructor.

210B Dance Technique Level II (2)
Continuation of THAR 210A. Prerequisite: THAR 210A.

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 in protecting the environment. Prerequisites: THAR 143A and B, 144A and B.
300 Theatre in Action: Performance Analysis and Criticism (3)
An investigation of technique, form and content in drama and dance performances. Oral, written, and written critiques of 7 departmental, local and/or Bay Area productions will develop articulate understanding of contemporary performance and its relation to theatre history, the arts, society and culture. Required of all theatre arts majors. Activities for payable at time of registration. Satisfies upper-division GE, category C1 (History of the Fine Arts), for juniors and seniors only. May be repeated twice for credit.

301 Dance Ensemble (1-3)
A process and production course in which students receive credit for major participation in areas of dance, choreography or technical work (costumes, light, decor) for presentation in public performance. Dance may be choreographed 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 and technical work 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 action 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 safer and intelligent use of physicality, as well as 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 (2 or 5) / Fall
First course in a four-semester sequence intended for acting concentrations majors only. 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. Taught concurrently with the dance and technical theatre blocks in that concentrations work together daily on physical and vocal foundations before breaking into discrete discipline classes. Prerequisites: THAR 120B, 145A and 145B, and consent of instructor. Note: Acting concentration majors must enroll for the 2 units, technicians and concentration students enroll for 2 units, and participate in script analysis portion of acting block. Technical theatre block consists of THAR 145, 210A and B, THAR 244 and consent of instructor.

320B Intermediate Drama Block (2 or 5) / Spring
Continuation of THAR 320A. See description above. Prerequisite: THAR 320A 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.,

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 100 or consent of instructor.

371B History of Dance B (3) / Spring
Survey of history of Western theatrical dance from the 20th century, including global influences on most recent dance forms. Prerequisite: THAR 371A or consent of instructor.

373A History of the World (3) / Fall
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 practices transcend theatrical tradition, and influences theatre making in both Western and Eastern cultures. Requisite: THAR 310A and B, and consent of instructor.

373B History 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 practices transcend theatrical tradition, and influences theatre making in both Western and Eastern cultures. Requisite: THAR 310A and B, and consent of instructor.

380 Research (3)
Research and presentation of research skills. May be used in practical application to programs for theatre arts productions. Students are encouraged to investigate topics of personal interest. The final research project may consist of a paper, a performance, a particular extracurricular endeavor, 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 consent with an instructor, specifying course expectations, work to be completed, regular schedule of contract hours, and assessment criteria.

389 Acting for TV and Screen (3)
Techniques and skills of acting for camera. Includes practical in TV studio preparation, filming, editing, and editing scenes for television and film. Crosslisted with COM 389.

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 in consultation with a Senior Project. Such a project can be focused on the culmination of student’s work, and may be as original work; a performance project, a research paper, a teaching project, or take some other form which is meaningful to the student and reflects the student’s interests and accomplishments. The privilege of doing a Senior Project is awarded only to a student deemed exceptional by the department faculty. Students who participate in another student’s Senior Project may enroll in Dance or Drama Ensemble to receive credit. Prerequisites: senior standing and consent of department faculty.

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, bookkeeping, 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 skills and resources for working with children in creative movement. Class includes participation in rhythmic, creative 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 off- and on-campus dance or drama projects with students directing, designing and under faculty supervision. May be repeated six times for CoRN only. Prerequisite: consent of faculty supervisor.
University Courses

University courses address several student needs. Usually croslisted through other departments on campus, the courses develop essential skills for study and work. Many courses listed below help students make intelligent choices, translate career goals to academic goals, and to develop analytical skills for academic and career interests.

UNIV 238A Foundations of Leadership Skills (3) 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 a leadership position 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. Workshops 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 croslisted 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. Lectures 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. Unit essays and a term project 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 use of information resources and technology, and the compiling of a portfolio, including an expanded resume, 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 (1-2) Academic programs in institutions outside the country. Enrollment is by permission of the Office of International Programs. Cr/Nc only.
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 21 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 7 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 Requirements .................................................. 51
Major core requirements ......................................................... 44
Electives .................................................................................. 29
Total units needed for graduation .............................................. 124

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 (approved as AMCS 420) ............. 3
WGS 423 Feminist Research Methods ............................................ 4
WGS 475 Contemporary Feminist Thought ................................... 3
WGS 485 Senior Seminar ......................................................... 3
Electives .................................................................................. 29
Any combination of courses from women's and gender studies and other departments that focus on gender issues. These courses must be in addition to those taken to fulfill II and III below.

Total core units ..................................................................... 124

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 Architecture, 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 ......................................................... 21

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 program (e.g., WGS 280) 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 society as a whole. 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 375 Gender, Sexuality and Family ........................................ 3
WGS 375AMCS 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:

I. Women and Gender in American Society
II. Women and Gender in the Humanities
III. Biological and Psychological Perspectives on Women or Gender
IV. Women or Gender in International and Cross-Cultural Perspectives
V. Special Topics on Women or Gender

Please come to the women's and gender studies program office (664-2840) for further information and for current offerings or call Dr. Kay Timmerber at 664-2806 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 the private sector.

Women's and Gender Studies / 307
Sophomore Year: 32 units
Fall Semester (16 units) Spring Semester (16 units)
WGS 280 (GE 1) 3  
WGS 285 (3)  
WGS elective (3)  
Course work in discipline (12 units)  
WGS 350 (3)  
Course work needed to complete a minor (4 units)  
WGS 455 (3)  
WGS 456 (3)  
Total semester units: 124

Sample Four-Semester Plan for Women's and Gender Studies Major
Plan for transfer students and those who declare a major in gender studies 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: 32-33 units
Fall Semester (14 units) Spring Semester (18 units)
WGS 350 (3)  
WGS 355 (3)  
WGS Elective (3)  
WGS 355 (3)  
WGS 455 (3)  
Course work in discipline (12 units)  
WGS 355 (3)  
WGS 455 (3)  
Total semester units: 124

Women's and Gender Studies Courses (WGS)
Courses 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 gendering 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, focusing on the reproductive and appearance issues for women of different races and social classes. Women and men will develop the skills necessary to become better consumers of health information, including training in how to evaluate and use social movements information available on the worldwide web. Satisfies GE category E.

285 Men's Health, Men's Lives (3) Fall, Spring
This course is an exercise in examining 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 and well-being, the social sources of men's health and illness and men's body image concerns. In addition, this course will develop an understanding of various theories of masculinity and masculinity, and explore how men's participation in various activities - including relationships, family, friendship, sports, crime and violence - influence their health and well-being. Satisfies GE category E.

301 Feminist Leadership Series (1-2) Fall, Spring
A weekly lecture series (or occasional workshops) offering presentations and discussions of current issues from the feminist perspective. 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 Problems of Women (2-4)
A study of a major issue of concern to women. (This is an independent study course limited to specific problems of women in society. 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 dependency, special concerns in theory and research, and the impact of class, ethnicity and gender on women's psychological development. Satisfies PSY 340.

350 Gender, Sexuality and Family (3) Fall, Spring
An exploration of the social contexts of gender, sexuality and family in the United States, and 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 gender, sexuality and family life in the United States, drawing especially on recent feminist scholarship. Topics for reading and discussion will focus on both women and men. Fulfills upper-division GE category E (The Integrated Person). Prerequisites: ENGL 101 or PHIL 101; and one course in sociology, psychology, American history or women's studies; or consent of the instructor.

375 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 Americans, African Americans and Latinx women. The course seeks to explore the historical and contemporary experience of women of color and the struggles for equality between the Seneca Falls Convention in 1848.

475 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 Americans, African Americans and Latinx women. The course seeks to explore the historical and contemporary experience of women of color and the struggles for equality between the Seneca Falls Convention in 1848.

475 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 Americans, African Americans and Latinx women. The course seeks to explore the historical and contemporary experience of women of color and the struggles for equality between the Seneca Falls Convention in 1848.

485 Senior Seminar (3) Spring
This course provides an opportunity for advanced study on a special topic each term it is offered, including such topics as health, family and work. The special topic will be tailored to the seminar's focus. Each student will write a research paper or design organizational or advocacy program. This course should be taken during the student's senior year. Prerequisites: WGS 280, WGS 285 or WGS 350, consent of the instructor.

490 Practicum: Feminists in Organizations (3) Spring
This course accompanies the internship required of majors in Women's and Gender Studies and is open to any American and Latinx women and men. The course seeks to enhance understanding of how racism, sexism and class function in the political, social and economic systems of the United States. Students will have the opportunity to acquire knowledge of how race, gender and class function and interact with other issues. Satisfies AMCS 375. Satisfies GE category D1 (Individual and Society) and GE, ethnic studies requirement.

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 women's suffrage, women's rights, and the civil rights movement. Satisfies GE category D1 as well as its offshoots and counter-movements, the gay and lesbian rights movement, the women's peace movement, the feminist movement that began in the late 1960s as well as its offshoots and counter-movements, and recent men's movements. Satisfies GE category D1.
499 Internship (1-4)
Supervised training and experience for advanced students in community agencies concerned with women 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 (not a grade) for student teaching and off-campus projects. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internships may be paid. Prerequisite: WGS 395 or consent of the instructor.

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).

Anthropological Studies Center

Center Anthropology Building
707 664-2381
Fax 707 664-4115
www.sonoma.edu/projects/asc
Director
Adrian Proottalals
e-mail: adrian.proottalals@sonoma.edu
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 Sonoma State students to learn real-world skills in historic preservation through the center's professional apprenticeship program; maintaining an Archaiological 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 Interregional and Outreach Services that provides the public with information about archeology and historic preservation.
Since 1977, non-governmental organizations and state and federal agencies have awarded ASC more than $22 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 20 salaried employees and many student intermitteny 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 Bohnolome
E-mail: miriam.hutchins@sonoma.edu
The California Foreign Language Project of the Redwood Area is a grant-funded, statewide 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 for Human Services

Foundation Center, Building 200
707 664-2416
Director
Anthony Apolloni
The California Institute for Human Services is the grants and contracts development center for the School of Social Sciences at Sonoma State University. The institute is a major component of the university's social science programs. Working in this capacity, the institute helps to improve and expand services to diverse clientele throughout the United States. The work of CHS is organized within eight program areas:
- school improvement projects
- early childhood special needs projects
- employment training and vocational education projects
- language development projects
- substance abuse and child abuse prevention projects
- diversity projects
- community collaborative projects
- administrative and developmental projects

California Reading and Literature Project

Corson Hall 19
707 664-2555
Fax 707 664-4300
Director
Kathy Harris
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 continuous professional development opportunities for readers and literature teachers, including graduate or advanced undergraduate education opportunities.
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 CRFL programs teachers participate in the examination of best classroom practice in the teaching of reading and literature as well as recognition of the multi-faceted roles in which teachers are engaged themselves as readers, facilitators of learning, researchers and professionals.

CRFL also offers seminars and workshops through the summer workshops in collaboration with local schools and districts in providing staff development.

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 know-how, the sharing of useful data, and decision-makers in the North Bay region.

Sonoma Economic Forum
Lawrence Clark
The Sonoma Economic Forum is a partnership of representatives of organizations in both the public and private sectors. The forum's primary purpose is the collection of statistical, economic, demographic and other such data, and the dissemination of economic information.

Center for Economic Education
Chapin Lewis
Stevenson Hall 2022-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
Arnold Gilinsky
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 2366
Director
Stephen D. Lewis
The Center for Regional Economic Analysis conducts research, collects and disseminates data, and provides students with research and internship opportunities on issues related to regional economic development and forecasting. Techniques employed include economic forecasting, computer modeling, and computer simulation. Activities emphasize the development of solutions to practical economic problems using economic theory, statistical tools, and computer software.

Center for Teaching and Professional Development
Nicholas Hall 124
707 664 2448
www.sonoma.edu/CTPD/
Director
Thomas F. Nolan
707 664 2830
thomas-nolan@sonoma.edu
Assistant Director
Melinda Bomard
707 664 3085
melinda.bomard@sonoma.edu
The Center for Teaching and Professional Development is funded from the budget for academic programs and it is designed to support faculty 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 subjects, recognizing gender bias, developing and maintaining scholarly and professional goals, and intercultural and international leadership for department chairs. Center staff consult with faculty on one-on-one and in groups to develop effective teaching and strategic development for the enhancement of teaching. Professional staff are also available for making classroom visits to provide feedback to faculty teaching. The center directs the orientation programs for new faculty during their first year at the university and is a clearinghouse for dissemination of professional literature and information to faculty.

Center for the Study of the Holocaust
Rachel Carson Hall 62
707 664 4076
Director
Myrna Goodman
School in Residence
John Stein
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, SSCI 305 Perspectives on the Holocaust and Genocide—teacher training seminars, support of commemorative events, collection and cataloging of books, videos and other descriptive materials, and presentation of artistic and historical exhibits, the center offers access to Holocaust topics across a broad range of dramatic and disciplinary approaches.

In collaboration with the School of Education, a model program is being designed to provide secondary school credential candidates with research and teaching skills with the best possible training to teach school children about the Holocaust, as mandated by the California state board of education.

From its inception, the center has worked closely with the Santa Rosa-based Alliance for the Study of the Holocaust. Members of this exemplary group help design each year’s lecture series and raise funds for honors, exhibits, and logistical support for the center.

Community Counseling Project
Stevenson Hall 707 664 2648
Director
Mark Doolittle
e-mail: Mark.Doolittle@sonoma.edu
Under sponsorship of the Counseling Department and the California Institute of Human Services, Inc., 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 least advantaged members of our community.
2) To enhance 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 to the social, family and personal problems faced by 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, and expanded support for local opportunities which enhance the educational and career opportunities of Sonoma state University students.

Fairfield Osborn Preserve
543 Lichen Road
Petaluma, CA 94955
707 775 5067
www.sonoma.edu/preserve
Site Manager and Education Coordinator
Julie E. Clother
Named in honor of the pioneer ecologist Fairfield Osborn, the preserve was donated to the university by the Osborn family in 1972. Owned and managed by SSU since 1998, Fairfield Osborn Preserve is home to a nonprofit organization, run primarily by student volunteers, dedicated to protecting and restoring natural communities and fostering ecological understanding through education and research.

Located on the western slope of the interior Coast Range mountains, the preserve harbors a considerable diversity of natural communities on its 210 acres—oak woodland, freshwater marsh, upland forest, riparian woodland, shrubby and terrestrial habitats makes the reserve an important refuge for wildlife including raptors and neo-tropical migrants, native orchids, amphibians, and uncommon reptiles and mammals.

Fairfield Osborn Preserve offers SSU student and community an opportunity to deepen their environmental experience to include community-based environmental service learning and field studies.

The preserve’s educational programs were established in 1976. The environmental educational programs provide outdoor education and field schools for elementary school classes is among the largest and longest running in Northern California. The project includes a comprehensive suite of field workshops focusing on specific topics in natural history. These educational programs are staffed by volunteers, many of whom are SSU student interns. Volunteers are provided with a comprehensive 40-hour training program and asked to make a two-season volunteer time commitment. Preserve alumni are adequately prepared to secure positions as environmental educators.

To protect the biological integrity of the preserve and the safety of visitors, the preserve is open for guided hikes only.

Geographic Information Center
Stevenson Hall 3000
707 664 2194
Fax: 707 664 3920
www.sonoma.edu/GIC/
Director
Ross Meentemeyer
e-mail: Ross.Meentemeyer@sonoma.edu
The Geographic Information Center collects, preserves and promotes the use of geographic information for Sonoma County, surrounding regions and the world. Incorporating Geographic Information and Geographic Library in the department of geography, it also serves as the focus for the collection of digital geographic information, such as map and data collections and data sets. The GIS promotes the knowledge and use of spatial data technologies in geographic information and analysis. The demand for geographic information is increasing rapidly in recent years, and the center provides a means to service this growing demand.

GIC projects have included converting paper maps to digital format, creation of field data using global positioning systems (GPS), and creation of a digital property database. The GIS uses such devices as a large format graphic tablet, PC and Unix workstation, digital camera, and computerized plotters to create products for local and regional clients.
Institute for Community Planning Assistance
Rachel Carson Hall 20-A
707 664-2105/3145
Fax 707 664-2505
Director
Tom 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. Due to budget limitations and increasing demands on staff, these agencies sought a means of conducting low-cost and labor-intensive studies, surveys and other projects. ICPA utilizes Sonoma State 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 placed 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. The main purposes of ICPA are to:
1. Engage in community service by making services available to local agencies.
2. Provide a mechanism for faculty and student research in the areas of community and environmental planning.
3. Further the education and professional development of planning students by complementing their classroom and internship experiences.
4. Provide financial assistance in the form of wages to student employees who are hired on an as-needed basis to fill various research and support roles.

Migrant Education Advisor Program (MEAP)
Nichols Hall 241
707 664-2748
Director
Giselle Simon
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 drop-out rates among migrant students.
3. Low disproportionate numbers of migrant students enrolling in college.
MEAP is a California State University collateral project responding to these needs.
MEAP Objectives:
- Promote bilingual (bicultural) college undergraduates and Counseling MA 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 life long 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.
- Assist parents by promoting parent education and development of support systems between home and school.

North Bay International Studies Project
Rachel Carson Hall 10-A
707 664-2409
Fax 707 664-2505
Directors
Michael Hutchins and Alice Bartholomew
E-mail: michael.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 3543
707 664-2900
Fax 707 664-3970
Director
Peter Dreier
Founded by Carl Jensen in 1976, Project Censored is a nonprofit program within the SSU Foundation, a 501(c)3 organization. Its primary 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 watchdog 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 faculty and student investigations into First Amendment issues through its annual censorship yearbook, quarterly newsletter Censored Alert and nationwide free-press advocacy.
Each year, Project Censored publishes a list of the top 25 most censored/unreported 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
106 Hall 63
707 664-2606
Director
Eleanor Nichols
The Sonoma Film Institute brings the university a selection of films designed to contribute to the educational processes and the cultural awareness of the students and the community. The institute works with Sonoma State University's various film studies courses to offer a wide range of foreign and domestic films.

Sonoma State American Language Institute
Village 511
707 664-2742
Fax 707 664-2505
Director
Helen Koldenboch
e-mail: SIAL@sonoma.edu
A program of Extended Education, Sonoma State American Language Institute (SALL) provides intensive language instruction to students, professionals and others who need to learn English quickly to meet academic, job-related and social needs. For a fee, students on F-1 visas as well as residents are eligible to study at SALL. They 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 Lab, the Internet, Research, American Culture, Business, and Idioms & Slang. SALL students enjoy a variety of extracurricular activities, including holiday celebrations, sporting competitions and excursions to nearby places of cultural and social interest.
For complete details on the SALL program, contact the institute or access its web page at www.sonoma.edu/academic/sall/.
The Information Center also contains an Automated Retrieval System, which provides quick access to an additional 490,000 library items housed in a computer-managed shelving system. Additionally, the Jean and Charles Schulz Information Center has several entrances for easy access, multiple stations to check out materials, quiet hydraulic elevators, over 2 million feet of cable, more than 100,000 feet of fiber optic cabling, nearly 3,000 network and phone jacks, top-of-the-line integrated security systems and fire alarm systems, and state-of-the-art seismic features.

Collections and Services

The library in the Jean and Charles Schulz Information Center has a collection of more than 525,000 bound volumes, with approximately 8,000 new titles added each year. Current periodical subscriptions number 4,700 in both print and electronic formats. The Special Collections department contains many historical materials, and features such unique collections as the Women's Artists Archive and the Women Writers Archive, as well as a growing collection of regional information and wine business resources. The microform collection has more than 1.3 million items. Some 65,000 items are contained in the government documents collection.

The Reference and Instruction Department is located on the first floor of the Jean and Charles Schulz Information Center. 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. Interlibrary loan services provide speedy access to the materials held by hundreds of other institutions.

The second and third floors of the Information Center house the circulating collection, the periodicals collection, Special Collections, and the curriculum library for teacher education. The Multimedia Center, also on the second floor, houses non-print media, such as sound recordings, videocassettes and interactive multimedia. The building also has fully networked classrooms, a separate 24-hour study room, a computer lab, and photocopying facilities, including color copying.

The Information Center is made possible through a generous gift from Jean and Charles Schulz, support by the Rancho Cucamonga school district, as well as the donations of others. To all of these efforts, we are able to Sonoma State University to build a state-of-the-art building to house one of the most innovative libraries in Northern California.

Information Technology

Information Technology (IT) supports students, faculty, and staff in their use of computing, network, telecommunications and multimedia technology in teaching, research and the operation of the institution. IT offers electronic mail, AV equipment loan, video production and photographic services, provides administrative computing services, manages the campus web servers, and administers the campus network, phone system and videoconferencing facilities.

IT operates a fully staffed helpdesk providing all members of the Sonoma State University community with assistance in the use of information technology. Frequent asked questions and instruction for accessing and using many IT services are available on the campus web server at http://www.sonomastate.edu/its. Helpdesk consultants are available by phone at (707) 664-HELP, by email or drop in.

IT manages nineteen university computer labs on campus. The labs are open for use by all current students, faculty and staff. Each lab offers a wide range of software, selected to support the primary instructional area(s) that it serves. Consultants are available to assist lab users and may be reached by telephone at 664-HELP. The 24-hour Lab is open 24 hours per day during the semester. Other labs are available on a more limited basis. All labs except the 24-hour Lab and the Semillon Lab may be scheduled for classes. Lab schedules are posted outside each lab, and are available on the web at http://www.sonomastate.edu/labs.

IT operates an extensive high-speed campus LAN (local area network) that provides access to a wide variety of resources from computers on and off campus. Labs, classrooms, offices, and all rooms in the Residence Halls are equipped with direct high-speed connections to the Internet. Authorized users can use the network to send and receive electronic mail, access remote computer systems, and transfer files between computers. No cost dial-up lines that connect to the campus network and Internet are also available 24 hours daily to students who are registered with the campus Disability Resource Center or meet certain Financial Aid requirements.

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 (http://www.4c.net).
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 programs and services that enrich your college experience. They are provided by the professional staff in Enrollment and Student Academic Services and Student Affairs.


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 satisfying 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 body. Student Affairs programs are designed to enhance the emotional, social and physical development of 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

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 State University 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.

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 to develop 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 student 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.

Student Academic Services Administration

Village 100
707-628-4127
www.sonoma.edu/SAS/Admin/assocprov.html

Associate Provost
Katheryn W. Credle
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, Financial Aid and Scholarship Office, Residential Life, Academic Advising, Educational Opportunity Program, Testing, Tutorial Program, Learning Skills Services, International Services, Career Development, Experimental Learning, New Student Orientation, Disability Resources, Alcohol and Drug Education Program and the Educational Mentoring Teams.

Navigating the university includes:

• navigating the university curriculum — how to graduate in four years.
• learning how to learn — study skills and success in college
• interpersonal relationships 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 be 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 Sonoma State University.

During the first year, student EMT contacts will include advising, class time (Freshman Seminar) and informal social activities. After the first year, the EMT will remain accessible for ongoing advising and assistance as students continue their studies at SSU. The EMT program 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 address problems or needs students receive technical assistance when needed. Team members include staff from Admissions and Records, Financial Aid, Residence Life, Educational Opportunity Program (EOP), Advising Center, Resource Center, Learning Center and others as appropriate.

Orientation

New students at Sonoma State University are urged to participate in a variety of orientation activities that introduce them to the many facets of campus and community life. Summer Orientation is a two day residential experience offered during June during which incoming students (and interested parents) explore Sonoma's programs, services and environs, assisted by trained student leaders, faculty and Enrollment and Student Academic Services staff. The orientation program also offers advising and early registration for full classes for first-time freshmen. The Summer program is augmented with sessions offered the first week of each semester.
Advising Center
Villa 200 707 664-2427
www.sonoma.edu/SAS/Advising/

The Advising Center provides the following services that help students stay on track toward 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 SUU 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 pre-professional and general education courses that will meet their academic goals toward graduation. Undeclared students are encouraged to begin their career development planning to identify areas of interest in order to declare a major by their junior year.

ESAS advisors participate on Educational Mentoring Teams (EMT) and teach Freshmen Seminars 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 resources 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 who wish to apply to the EOP program should check the EOP response on the CSU admission application. The SUU Admissions and Records office is a EOP application 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 support to all students. Advisors assist students with concerns regarding housing, financial aid, and balancing college with personal responsibilities 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.

Summer Bridge Program

The Summer Bridge Program is a comprehensive residential program designed to ensure that special admit students who are targets of the criteria of the program and regular admit students benefit from attending the program to make a smooth transition to the university. The primary focus of the Bridge is to help students strengthen their academic skills in writing, reading and mathematics, and the computer skills necessary for college success. In addition, the program’s personal development and recreational components are integrated to facilitate a supportive community within the Summer Bridge Office of participants. This supervised residential program is free and provides an experience of college life.

The Learning Center
Village 300 707 664-2853/2429

The Learning Center at Sonoma State provides comprehensive learning assistance programs through the instructional Learning Skills Services program and the student/peer tutors of the Tutorial Program.

Learning Skills Services

Learning Skills Services is a Student Support Services Program funded by the U.S. Department of Education that is designed to assist low-income and educationally and financially disadvantaged students to enhance their knowledge of learning strategies that promote retention and academic success in university courses.

An interdisciplinary staff provide instructional services in academic courses with other campus units. These services include educational assessment; individual and small-group instruction, supplemental instructional assistance for selected GE courses; Learning Strategies Courses (using CUNY 100A, 100B and 100C), 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, study supervision, overcoming writing apprehension, promoting more effective and efficient reading and study habits, and study 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

The Tutorial Program provides free tutoring to enrolled Sonoma State University students for a wide 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 the independent thinking and personal learning skills necessary for college success. In addition, the program’s personal development and recreational components are integrated to facilitate a supportive community within the Center Office of participants. This supervised residential program is free and provides an experience of college life.

Tutorial Program offers 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 SUU foreign language classes or those who simply wish to practice speaking may attend weekly conversation groups.
• Study groups. Study groups facilitated by a trained peer tutor in areas of chemistry, human physiology, organic chemistry, environmental studies and other subjects.
• Standardized test preparation. Assistance in preparing for standardized tests such as GRE, CBEST, PCAT, etc., is available during specified hours.
• Writing assistance. English and writing tutors provide writing assistance for any course, with applications for graduate school and/or graduate schools, 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 recommendation in the course they wish to tutor.

An Accessible Learning Environment

The SUU campus is designed for physical accessibility. The campus site is flat, making it easier for students with disabilities to navigate. Other campus compliance to current structural access laws is an annual Consideration with Facilities Management. Campus accessibility specifically includes curb cuts, ramps, elevators, walkways, water fountains, telephones, restroom facilities, etc.

Disability Resources coordinates auxiliary services to ensure that the university’s obligations to state and federal laws prohibiting discrimination are fulfilled.

Disability Resources has a long-term history on campus. The office plays an active, highly visible role in ensuring the climate of the university. By advocating for the civil rights of people with disabilities in higher education, we work to ensure that the university provide access for all students.

Services

The goal of Disability Resources is to foster student development and to promote independence and self-advocacy by offering a programe to students to improve the style of service delivery.

 Disability management advisors are available for informal, drop-in advising and individual specific appointments may also be made. After registering with the program, students may meet with a staff member with a disability, including physical, psychological, perceptual, learning and temporary.

Disability Resources provides a range of services including health care providers to offer medical verification and to register for services.

Disability Resources maintains a team approach to providing services. Liaisons are established with national and regional organizations including the Library, Admissions and Records, Financial Aid Office, Residential Life, Learning Center, Career Program, Academic Advising, Career Services, Educational Opportunity Program and Counseling.

There is a student club on campus, Students with Disabilities 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 the Disability Resources such as:

Student Services and Support / 321
Educational services
- academic advising
- priority registration
- goals clarification
- counseling and advocacy

Classroom-access services
- readers
- interpreters
- testing arrangements
- disability management advising

Adaptive services
- adaptive equipment
- TDD
- campus orientation
- individual accessibility needs

AcTech technical assistance and consultation

Support services
- liaison with the State Department of Rehabilitation
- disability management advising
- campus tours

AcTech technical assistance and consultation

Reentry Services
Administration and Finance Center #1
707 664-2444

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

Reentry Services provides academic advising, support and referral services for both prospective and enrolled reentry students.

Each Thursday from 11:30 AM to 12:30 PM during the semester, a Brown Bag Lunch workshop is held in the Student Union multipurpose room. In the hour-long Learning Moments series, immediately following the workshop, faculty, staff, students and members of the community are invited to share a piece of significant, personal learning. Sessions are open to both prospective and enrolled students. Enrolled students may receive academic credit for attending them as part of their work in FY5 324.

Career Resource Center
Village 400
707 664-2186
www.sonoma.edu/SAS/career/

Fostering the new millennium Sonoma State University's Enrollment and Student Academic Services Career Services Career Center has become a part of the world of academic and the ever-changing environment of the world. Career Services is a comprehensive center that provides internship, employer and student employment, information, electronic information/job bulletin boards, career, graduate school, testing, and international and student national and 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, per- sonal and career 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 and their search for new employees, 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 a day.

The goal is to provide students with the opportu- nity to explore careers, research employ- er and find meaningful employment appro- priate for their abilities, aspirations and interests. Through the use of the Internet, the website is designed to help students with all aspects of the career planning and preparation process.

A partnership with an on-line recruiting ser- vice that uses the most advanced Internet technology helps Career Services notify students of internship and career opportunities.

This service is especially useful for students enrolled at a liberal arts institution like Sonoma because this recruiting service is focused on students rather than specific majors. The on-line recruiting service includes a revolution- ary broadcast service that automatically in- forms, via e-mail, all students in their data- base who have indicated an interest in a particular type of position. This service signifi- cantly enhances Career Services' ability to provide immediate marketing of career opportuni- ties to hundreds of Sonoma students and alumni.

The Community Involvement Program is designed to facilitate experiential learning and service to the community by providing a means for Sonoma students and alumni for their volunteer experiences. Students volunteer in a variety of settings, including schools, non-profit organizations, group homes, day care centers, senior centers, and various other social service and educational agencies.

Effective credit of one to four units may be granted to students who demonstrate completion of the requirements of the volun- teer 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 a time card, signed by the faculty sponsor and certified by the on-the-job supervisor, and submitted to the faculty sponsor at the end of the semester. Additional materials as journals, case notes or papers may also be required.

In addition, all units of credit may be applied toward an undergraduate degree. Each department that offers CIP designates a faculty member as the CIP advisor and other academic components of the program, evaluates each student's work, and awards the credit at the same as an intern.

Career Planning

A full range of tools are available for 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 collect- ing information on career and employment trends, market forces, salary statistics, computer files and other information pertinent to the interests of students and maintaining it in the Career center as a service to a variety of special projects for students' occupational research. Prelimi- nary advising on selecting and applying to Graduate and Professional School is also provided. Directories and database information about employers, graduate degree programs and jobs are located within Career Ser-

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 tremen- dous educational value, particularly if they are properly correlated with a student's course of study and career plans. Experien- tial education takes many forms: community service, internships, part-time work, volun- teering, community involvement, practicum and cooperative education, among others. To promote experiential education, over 30 aca- demic departments offer university credit under its rubric; of the Community Involvement Program and Internships. Career Services list current field experience placements for students to help develop and maintain their records of hands-on experience in support of their majors and career fields.

Community Involvement Program

In all, 707 664-2581, or the Career Services content is designed to develop awareness of community issues and increase their sense of social responsibility while accruing valuable work experience.

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In addition, all units of credit may be applied toward an undergraduate degree. Each department that offers CIP designates a faculty member as the CIP advisor and other academic components of the program, evaluates each student's work, and awards the credit at the same as an intern.

Internships

An internship is a para-professional or pre- professional experience designed in close consultation with a faculty adviser which gives the student an opportunity to apply knowledge learned from the classroom setting consistent with the student's chosen career field. Internships allow stu- dents to gain in-depth, practical work expe- rience and academic credit simultaneously.

Internships are popular among students be- cause they recognize that internships are a powerful tool to the best jobs. Recent survey's indicate that nearly three-quarters of all college students report that they have, or will, engage in an internship prior to graduation. Comp- ared to students of the same age, students who have had an internship are more likely to have strong networking skills, which will be valuable in landing the best job. The Internship Program is designed to help students identify and complete job opportunities that meet their career goals.

Part-time and seasonal job listings are con- tinually developed, and thousands of opportu- nities are posted for self-referral to help students earn money to support themselves during their college years and to make valu- able career connections. In addition to de- veloping off-campus opportunities and Internships Services serves as the posting location for all on-campus student employment positions, including the 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 Recruiting also assists students in their transition to the world of full-time work. Career Fairs bring em- ployers to campus that are seeking to hire entry-level professionals.

Testing Services

707 664-2747
www.sonoma.edu/ASL/career/testing/

Testing Services provides a variety of services to the campus community designed to assist students in their admission, placement and graduation. Tests are offered on a regularly scheduled basis. An annual test calendar is included in the Sched-ule of Classes and in the Career Services office. Students must pre-register for all tests.

Disabled students who require special ac- commodations should contact Disability Re- sources at 707 664-2677 or (TDD) 707 664- 2595 at least one month prior to the test date.

The following are regularly offered through Testing Services:

Placement tests
- CSU English Placement Test (EPT)
- CSU Entry-Level Math Test (ELM)

Credit-by-examination candidates
- College Level Examination Program (CLEP)

Graduate school candidates
- Graduate Record Exam (GRE), Subject Tests only
- Medical College Admissions Test (MCAT)
- Miller's Analogies Test (MAT)

Teacher credential candidates
- PRAXIS Tests

Credit candidates should contact either the Credentials' Office, at 707 664-2581, or the Teacher Recruitment Information Cen- ter, at 707 664-2313, for test requirements. Students interested in graduate work at Sonoma State University should contact their department about specific testing requirements.
Student Affairs

Division Office Student Union Building 201 760-644-2815
Vice President for Student Affairs Raul Lopez

The vice president for student affairs provides overall supervision and direction for various student services at the university. The Student Affairs Office is responsible for the Associated Students, the Student Union (including Campus Recreation, Fitness Center and Clubhouse), and Campus Life, Women’s Resource Center, Intercollegiate Athletics, Student Health Center, Children’s School and Pre-College Programs.

Mission Statement
The mission of the Student Affairs division at Sonoma State University is to enhance the quality of life for our students by assisting them to make the campus responsive to our increas- ingly diverse student population and to facilitate the active involvement of students in their own learning. The programs within the division attempt to provide a continuum of services that begins before postulation and continues beyond graduation, and the pro- gram activities are based on a knowledge of human development and learning characteristics.

Associated Students
Student Union Building 201 760-644-2815
The Associated Students — owned and governed for students and by students — is a non-profit corporation serving as an advocate for student interests on campus and statewide through the California State Student Association. Every SSU student is a member of the Associated Students and supports it by paying a $1 fee per semester. The AS serves students in two distinct ways: as advisors, advocates, and representatives, and through programs and services.

Student Union
Student Union Building 201 760-644-2812
The Student Union is the campus center for cultural, social and educational activities at Sonoma State University. Students are encouraged to participate actively in all phases of the planning and development of the union through the Associated Student Union Board of direc- tors and its committees. Most of the student-oriented programs are housed in the Student Union, including the Pub, which provides day and evening food service, and lounge areas, low-cost copy services and a student art gallery. In addition, the building houses offices for 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. The Student Union sponsors:

- The Inter-Cultural Center
  The Inter-Cultural Center provides a central location for the diversity oriented clubs and organizations on campus to meet and plan activities that educate and encourage the overall campus community. The ICC Coordinator supports the planning and implementation of student-initiated and student- related activities and events of interest to the ethnic clubs. The office serves as a center of support and community building for traditionally and culturally diverse student

- Campus Recreation (Recreational Sports and Open Recreation)
The Recreational Sports Program offers a wide variety of activities through interschu- neral sports, outdoor pursuits, aerobics, spe- cial events, dance/movement classes, and sports clubs. These include team sports, camping and adventure outings, one-day events, activity classes and more. Open Recreation promotes fitness and recreational pursuits during scheduled hours in the Fit- ness Center, swimming pool, main gym and field house. Activities include weight lift- ing, swimming, basketball, volleyball, in- door soccer and others. Additionally Open Recreation offers Wellness Programs in the areas of personal training, nutrition assessments and massages.

- Campus Life
Office of Campus Life Student Union Building 108 760-644-2391
The Office of Campus Life (OCL) is com- mitted to the development of the whole stu- dent and promotes student involvement both within the university and in the community. The Office of Campus Life (OCL) provides leadership and opportunities for involvement in campus activities. Working closely with the Associated Students and the Student Union, the OCL staff support the planning and implementation of student-initiated and student-related educational, cultural and social events. OCL administers campus policies and procedures related to student activities, including student use of campus facilities and services, food sales per- mit vendors, permit distribution, published litera- ture, and the speakers’ policy.

- Women’s Resource Center
Women’s Resource Center First Floor, Student Union 760-644-2854
e-mail: WRC.Sonoma@sonoma.edu www.sonoma.edu/CampusLife/WRC/

The Women’s Resource Center offers education and understanding of the evolving roles of women and men and helps women develop their full potential. This program brings attention to and challenges the barriers that inhibit the inclu- sion, equality and advancement of women in all areas of society.

- Pre-College Programs
South Field House 760-644-2248
The overall goal of Sonoma State University’s Pre-College Programs is to ensure an opportunity for all persons, irrespective of age or race or sex or the degree of their education or ethnicity, to participate equally in American society. The programs ensure that students are academically prepared and possess the confidence to compete successfully in a com- petitive college environment. The programs assist students who are first-generation college students and/or low-income, in achieving and maintaining academic excellence, where 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 con- tact the Pre-College Programs Office or call 760-644-2248 for any Pre-College Programs service. For all programs, there is no cost to students.

- Talent Search/College Bound
The Talent Search/College Bound Program is designed for sixth, seventh, eighth, ninth, 10th, 11th and 12th grade students who are from families in the middle, junior high or high schools in Sonoma County. It provides its 900 particip- ants with information about college placement and financial aid, workshops on self-concept development, career education, preparation for college entrance examina- tions, after school tutoring services, and a three-week summer academic skills development program. Participants are students with academic potential who are low-income and/or potential first-generation college, his-panic, Native American, African American or Asian.

- Upward Bound
The Upward Bound Program is designed for ninth, 10th, 11th and 12th grade students at- tended high schools in Sonoma County. All Upward Bound stu- dents attend an academic year program and a summer program that emphasizes both aca- demic and motivational skills development. The academic year program consists of in- tensive classes in mathematics, com-
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:

- Provides support services for matriculated and Sonoma State American Language Institute international students;
- Handles visa and travel documentation services for non-immigrant students, faculty, and research scholars;
- Gives support, advice, assistance and management services for faculty-initiated international programs, and cooperative and exchange efforts with institutions of higher education abroad;
- Assists 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;
- Operates the National Student Exchange.

See the Admissions section of this catalog for application and general information for international students.

Study Abroad

Opportunities and the National Student Exchange

International Services
Village 207
707 664-2582
Fax: 707 664-3100
e-mail: international@sonoma.edu
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 rules 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.

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 CSU International Programs, you remain eligible for all benefits available to you on campus, including financial aid. And when your return, the transition back to campus is easy. Many students even graduate right 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 3.0 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
The University of Western Sydney

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.e.

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

France
Institut des Etudes Françaises pour Étudiants Etrangers, Université de Dijon, d'Economie et des Sciences d'Aix-Marseille (Aix-en-Provence); Mission interuniversitaire de coordination des échanges franco-américains, Université de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, and the Institute of Oriental Languages and Civilizations

Germany
Universität Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

Israel
Tel Aviv University
The Hebrew University of Jerusalem

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 University

Taiwan
National Chengchi University (Taipei)

United Kingdom
Bradford University; Bristol University; Kingston University; Sheffield University; 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.

The National Student Exchange (NSE)

Through the National Student Exchange, students from 160 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.

CSU International Programs

CSU International Programs
401 Golden Shore, Sixth Floor
Long Beach, CA 90802-4275
www.gateway.colstate.edu/nse/
Intercollegiate Athletics
PE Building 14
707 664-2521
Director
Bill Tusco
Sonoma State University sponsors 11 intercollegiate programs, four sports for men—soccer, basketball, baseball and tennis — and four 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 allow. SSU teams
Baseball
John Geitz, head coach
Basketball, men’s
Pat Fuscado, head coach
Basketball, women’s
Mark Rigby, head coach
Softball
Paul King, head coach
Soccer, men’s
Marcus Zelm, head coach
Soccer, women’s
Luke Okerbliek, head coach
Cross Country, Track and Field
Jim Hiserman, head coach
Tennis, men’s
Steve Cunningham, head coach
Tennis, women’s
Tracey Prince, head coach
Volleyball
Jon Stevenson, head coach
Sonoma State University, Cal State Chico, Cal State San Bernardino, Cal State Bakersfield, Cal State Los Angeles, Cal State Dominguez Hills, Cal State San Bernardino, Cal Poly Pomona, UC Riverside and Grand Canyon University of Arizona.
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.

Health and Wellness
Student Health Center
Student Health Center Building
707 664-2791
Sonoma State University maintains a modern, well-equipped, fully-accredited student Health Center that provides outpatient primary health care for regularly enrolled students. The Student Health Center is located on Redwood Circle, north of the Schulz Information Center and southwest of Carson Hall. The Student Health Center is open 8 a.m. to 4:30 p.m., Mondays through Fridays, excluding campus holidays. An extended-hours clinic is scheduled until 6 p.m. one day per week during the regular academic year when classes are in session. An after-hours advice line may be accessed by calling the regular SHC phone number to obtain urgent medical advice or more serious until the Student Health Center is open. A professional staff, consisting of licensed doctors, nurses, nurse practitioners, laboratory and X-ray technologists, and pharmacists, provide outpatient primary care for acute and subacute illnesses and injuries, as well as in-office pharmacy, lab, x-ray, and preventive medical services, such as immunizations, Pap smears, contraception, health counseling, and health education. The Student Health Center offers services related to medical care and counseling, including mental health, counseling, and health education. The Student Health Center provides services related to medical care and counseling, including mental health, counseling, and health education. The Student Health Center provides services related to medical care and counseling, including mental health, counseling, and health education.

SCC medical records and related information are confidential and are held in a manner consistent with AAHIH accreditation standards and California state law. Parents, family members, non-health provider university personnel, or others not directly involved in the patient’s medical care may not have access to individual medical information without the patient’s consent.
Opportunities for student involvement with campus health-related issues are available through the Student Health Advisory Committee (SHAC) and various health promotion and education projects. These committees are interested in resolving on-campus health issues and encourage students to participate. The Student Health Advisory Committee includes the Associated Student Body and the Associated Student Council. These committees are interested in health promotion projects and should contact the SHC health educator.
The California State University system (which includes Sonoma State University) requires proof of measles and rubella immunization from new students (born after 1957) prior to first enrollment. This should consist of a series of two immunizations after 12 months of age.

California legislation (AB1107) states that first-time enrollees at California State University institutions who are 18 or younger must provide proof of full immunization against the Hepatitis B virus prior to first enrollment. Since it takes 6 months to complete a full series of Hepatitis B immunizations, prospective students should begin this process now. Photos of any previous immunizations are also required.

For more information about the Student Health Center, please contact the Student Health Center at 707 664-2791.
The Arts at Sonoma State University

Center for Performing Arts

Center Hall 205 707-664-2333
Managing Director Floyd Ross
University Box Office
Evert B. Pitzer Theatre 707-664-2333

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. Pitzer 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 facilties, and 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.

Ives Amphitheater, a small outdoor space surrounded by trees, used for experimental productions. 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 Chamber Music Workshop, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Musical/Opera Theatre, Drama Ensemble, Dance Ensemble, University Chorus, Sonoma County Bach Choir, Chamber Singers, Vocal Jazz Ensemble, Symphonic Wind Ensemble, Chamber Orchestra, New Music Workshop, Classical Guitar Ensemble, Jazz Piano Group and Vocal Arts Ensemble. In addition, a number of student-initiated projects in music, dance and drama are presented each semester, including noon-hour recitals each week.

There are more than 140 performances presented each academic year, with an annual attendance of nearly 15,000 people. In addition, the center sponsors special benefit performances and the annual Performing Arts Talent Award Recipients’ Showcase, the annual High School Jazz Combo Intensive Workshop, and each summer, Summer Arts for Youth, and Summer Chamber Music Program.

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. Pitzer 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.

During the 2002-2003 academic year, the center is scheduled to open the new Donald and Maureen Green Music Center, modeled after Tanglewood’s Seiji Ozawa Hall, which 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 1400-seat concert hall, 350-seat recital hall, large lobby, extensive amenities for patrons, performers and students, and the ability to accommodate 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.

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 Jennifer Bartlett, Larry Bell, Enrique Chagoya, Lowell Darling, Mineko Grimmer, Mildred Howard, Robert Hudson, Mike Kelley, Maya Lin, Judith Linhares, Manuel Ocampo, Lari Pittman, Judy Pfaff, Yoshitomo Saito, Raymond Saunders, Bill Viola, Peter Voulkos and 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.
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 by completing a Reservist deposit. Information will be sent at the time of admission about the deposit. All eligible continuing students and all admitted applicants who have not paid the deposit will be mailed a registration eligibility notification 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 the Change of Registration period 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 each course, including prerequisites, course offerings, fees, and other basic information. Registration can also be accessed on the Office of Admissions and Records World Wide Web pages at www.admrec.sonaoma.edu.

Telephone Registration

The only way you can register by telephone 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 as simple as possible. 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.

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 unde- gradautes who have not declared a major will be advised by the Academic Advising Office, 200, 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 holes 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, 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 SSID number (Social Security Number) and a six-digit password PIN. Password PINs are provided on the registration eligibility notification, or on “Online Services” at admrec.sonaoma.edu. For example, in response to the prompt enter ID and password, if the SSID is 998-88-7777 and the PIN is 040174, enter 9988887770040174.

Categories of Enrollment

With the exception of first-time freshmen, appointments are assigned by college level. Students with less than 30 units in descending order of units passed. The order is:

<table>
<thead>
<tr>
<th>Status</th>
<th>Units Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshman</td>
<td>0</td>
</tr>
<tr>
<td>Classified Graduate</td>
<td>n/a</td>
</tr>
<tr>
<td>Senior</td>
<td>90+</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Freshman</td>
<td>0-29</td>
</tr>
</tbody>
</table>

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 18 units. Students who wish to take more than 19 units must consult 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.

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 intervention to be made when a 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. The auditor’s work will be required and evaluated. No official records are maintained of these informal auditors.

Concurrent Enrollment with Other Institutions

Sonoma State University students may register concurrently at another college or university of the State of California in the same time period as the Fall and Spring terms. 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 108.

Cross Registration

Students may cross-register 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 108.

Declaring or Changing a Major

Effective Communication, with good standing in majors that are majoring at community colleges or majoring 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 or to the appropriate departmental approvals. Students should contact their intended major for major change requirements and change of major periods.

Change of Program

Students are permitted to change their initial enrollment by following the university’s change of program procedures. 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 (admrec.sonaoma.edu) 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 one week after the enrollment limit during the change of program period. Consult the Schedule of Classes or the Office of Admissions and Records web pages (admrec.sonaoma.edu) 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, D, or NC. Students may drop courses 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 registration period. The deadline for registration, using Telephone Registr—

Students may withdraw from class from the end of the second week of classes to 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 offered. The dean of the students and the university standards committee. Regulations for withdrawal are described in the Schedule of Classes (Refund of Fees, pg 23.)

Withdrawal from individual classes is not permitted during the final three weeks of instruction or thereafter except in cases such as serious illness of the student. The day of the withdrawal is clearly beyond the student’s control and the assignment of an
incomplete is not practicable. Students wish- ing to withdraw under these circumstances must obtain the approval of an appropriate instructor of the course and the department chair, and permission of the university stan- dards committee.

Complete Withdrawal from the University

Students wishing to withdraw completely from the university at any time during the semester must secure written clearance from campus offices, using the Change of Program form available from Admissions and Records. At the time of complete withdrawal, students must return their ID card to Admissions and Records. These students who wish to be refunded 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 they are incomplete. Com- plete withdrawal procedures are included in the Schedule of Classes.

Under no circumstances does non-attend- ance constitute an official withdrawal from the university.

Information concerning the refund of fees must be obtained from the Student Financial Services office or from 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. Students who wish to withdraw from the university must complete the week instruction must file a Planned Educa- tional Leave form to be eligible for enroll- ment in the subsequent semester. New stu- dents may not request a Planned Educational Leave for the first semester of enrollment at the university.

Special Studies Courses

The university now offers enrollments through Special Studies 495 and 495 for advanced or exceptional 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 cumu- lative 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 (internship and research assis- tant credit courses for other kinds of cred- ited 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 appropri- ate to the topic and the number of units as- signed.
7. Each unit of credit requires a minimum of 45 hours of academic work.
8. Approval for registration must be ob- tained from the advisor, instructor, depart- ment chair and dean.

 Provisional Unclassified Gradu- ate Status for Senior Students

Students who plan to complete upper-divi- sion or graduate-level courses in their final semester may be granted a Provisional Classified graduate credit for such courses. Courses required for the baccalaureate will not be credited toward this classification. The petition must be filed at the same time as the application for the award of degree. Teaching credential candidates should con- cern the university education regarding the advisability of such a petition.

Unprovisional classified post-baccalaureate credit is available for additional (upper-divi- sion and graduate-level) courses in the semester prior to graduation and will be re- corded 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 be- comes null and void.

Grading

Identification of Grades

The university uses a combination of tradi- tional and untraditional grading options, as follows:

Traditional Grades (A, B, C, D, F)

Letter grades, D and F for passing grades; P 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, but there is no A+.

Nontraditional Grades (Cr/NC)

Credit (Cr) awarded for undergraduate courses and credit equivalent to a letter grade of C- or better, and for graduate-level classes for work equivalent to a B- or better. NC, indicating No Credit, is given for work equivalent to Ds and below for undergraduate classes and C- and below for graduate-level classes.

In classes where there is an option between traditional and nontraditional grading in the same unit of time, the student must make the Telephone Registration system by the end of the Drop/Add period. During the week after the Drop/Add period, students may continue to change their grade mode by us- ing the Change of Program form.

Undergraduate students may complete a maximum of 24 units (C-credit) grades. For students applying for degrees under cata- log 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 elec- tive or toward the general education require- ments. This provision is enforced only when the student applies for graduation rather than upon each class enrollment. Students tak- ing 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 nontraditional grades counted as units toward a degree at California State University, Long Beach, will be counted toward the major and minor requirements only if they are approved by the major department. Students who fail to com- plete the assigned work within one calendar year, the "P" will be changed to "NC" as determined by the grading basis of the enrollment.

All nontraditional grades counted as units toward a degree at California State University, Long Beach, will be counted toward the major and minor requirements only if they are approved by the major department.

Unauthorized Incomplete (U)

"U" indicates that an enrolled student did not withdraw from the course and failed to complete course requirements. It is used when, in the instructor’s opinion, completed assign- ments or course activities or both were in- sufficient to make normal evaluation and found to be academically unsatisfactory. For purposes of GPA computation, U is equivalent to an "F." No Credit (NC)

"NC" grades are not included in the calcula- tion of grade point average.

Grades Symbol Explanation Grade Points

A Outstanding 4.0 per unit of course

A- 3.7 per unit of course

B+ 3.3 per unit of course

B 3.0 per unit of course

B- 2.7 per unit of course

C+ 2.3 per unit of course

C 2.0 per unit of course

C- 1.7 per unit of course

D+ 1.3 per unit of course

D 1.0 per unit of course

F Failure 0 per unit of course

Credit (Cr) No Credit

Incomplete (NC) 0 per unit of course

Withdrawal (W) 0 per unit of course

Satisfactory Progress (SP) 0 per unit of course

Audit (AU) 0 per unit of course

Report Delayed 0 per unit of course

Transcripts of SSI Courses

Students may obtain transcripts of their Sonoma State University records from the Office of Admissions and Records only upon written request. Include your name, social security number, the dates you attended SSI, where you wish the transcripts mailed, and any special instructions (e.g., hold for degree or a grade change, or whether transcripts should be mailed in individual, sealed envelopes). All transcript requests must include a signature. The university re- serves the right to withhold issuance of the transcript at its discretion and will not be in good financial standing with the university.

Transcripts may also be ordered by mail, or by fax from 707-664-2060. There is no charge for SSI transcripts.

Grade Reporting

Approximately two weeks following the end of final exams, grades will be available. Any discrep- ancies 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 in- structors to resolve grade reporting errors.

334 / Regulations and Policies

Regulations and Policies / 335
Academic Records

Student academic records are maintained by the Office of Admissions and Records. These records are confidential and are available only to faculty members for advising purposes, the information contained is subject to very strict control. Parents of minor students have access to student academic records. All other persons requesting access to academic records, including governmental investigators and parents of students 18 years old or older, must have the student's written permission.

A student's permanent academic record cannot be changed except where an error in recording or identification of the student results from the fault of the school or the student. A student's permanent record cannot be released for any purpose without the written consent of the student. This consent is required at the time the student is enrolled in the university.

Students and parents may inspect their academic record. However, academic records are confidential and are maintained in the office of the Office of Admissions and Records. Records of work done at other institutions cannot be obtained. Official requests for these records must be made in writing. The student's signature is required. Requests must be in writing and signed by the student.

Diplomas

Diplomas are mailed to students when they graduate. Diplomas are available to students through the Office of Admissions and Records. Records of work done at other institutions cannot be obtained. Official requests for these records must be made in writing. The student's signature is required. Requests must be in writing and signed by the student.

Graduates may receive their diplomas in person at the Office of Admissions and Records. Diplomas are not mailed to students. Students must apply for their diplomas to be issued. Diplomas are available to students through the Office of Admissions and Records. Records of work done at other institutions cannot be obtained. Official requests for these records must be made in writing. The student's signature is required. Requests must be in writing and signed by the student.

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Student Policies

Privacy Rights/Student Records
The full text of the Family Educational Rights and Privacy Act (FERPA) and the Buckley Amendment, as amended, follows. The campus is authorized under the act to release directory information to any individual or organization upon request, provided the student identifies himself/herself as the student from whom the information is requested. Notice to students stating that such information will be released 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 sections 41200 and 41201 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 obtained 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 rules and procedures concerning implementation of the statute and the regulations. The rules and procedures may be obtained by writing to the Office of Admissions and Records. Among the rules and procedures may be found a statement of policies and procedures that are:

1. The type of student records and the information contained therein.
2. The limitations on access to student records.
3. The use of student records.
4. The right of students to inspect and request amendments to their records.
5. The right of students to file complaints with the campus.

Student Disciplinary Procedures
Institutions of higher education are required by the Federal Education Rights and Privacy Act of 1974 (FERPA) to develop policies and procedures by which students may be disciplined. The policies and procedures must be in writing and must be made available to students at each registration for the semester. The policies and procedures must include the following:

1. The types of student records and the information contained therein.
2. The limitations on access to student records.
3. The use of student records.
4. The right of students to inspect and request amendments to their records.
5. The right of students to file complaints with the campus.

Student Conduct and Student Discipline
Office of Coordinator of University Student Conduct
Department of Student Conduct

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 objects of the university is to foster the development of well-adjusted, law-abiding, and responsible citizens in our society; and students are, therefore, expected to be on time for class, in attendance, and present in the classroom when the instructor is teaching. Sonoma State University's discipline policy is to prevent or impose disciplinary action for students who violate policies and procedures that are in effect.

The following is a list of the principles of student conduct:

1. Students must be present for class on time.
2. Students must be courteous and respectful to instructors, other students, and campus staff.
3. Students must be prepared for class and complete all assignments on time.
4. Students must be honest in all academic endeavors.
5. Students must be responsible for their actions and the consequences of those actions.
6. Students must be respectful of the rights and property of others.

Violations of these principles may result in disciplinary action, which may include, but not be limited to, suspension or expulsion from the university.

Student Conduct and Student Discipline...
which he or she is suspended, no additional tuition fees or fines shall be required of the stu-
dent.

During periods of campus emergency, as de-
termined by the president of the individual

campus, the president may, after consulta-
tion with the Board of Trustees, establish pro-
cedures to effect any emergency regulations, pro-
cedures and other measures deemed neces-
sary or appropriate to meet those occurring

emergency, safeguard individuals and property,
and maintain

educational activities.

The president may immediately impose an
interim suspension in all cases in which there
is reason 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 placed
on interim suspension shall be given prompt
notice of charges and the opportunity for

hearing within 10 days of the imposition of

interim suspension. During the period of

interim suspension, the student shall not be

called or invited to attend any school

event or to participate in any school

program. The student shall be notified in

writing of the suspension and the provi-
dons of this section.

Enrollnent Requirements

Measles and Rubella

The CSU System requires students born af-

fter 1/1/75 to provide the university with

proof of full immunization against measles

and rubella prior to first enrollment. Full

immunization is two doses of measles/rub-

ella vaccine (MR or MMR) after 12 months of

age. At least one month apart. Students

unable to locate records of both doses of

who are certain they received their first dose at

or after 12 months of age and who had 12

schooling in the United States, may provide

records of one MR or MMR immunization

received or at four years of age as

prospective evidence of the second dose in this

series.

Hepatitis B

Students who are eighteen years of age or

younger at the time of first enrollment shall

provide proof of full immunization against

Hepatitis B prior to first enrollment. Full

immunization is three doses of Hepatitis B vac-

vines (HepB-MMR or DHAP) given at

three injections over a minimum of 6

months, prospective students should proceed

with Hepatitis B immunization immediately.

A photocopy of official immunization rec-

ords must be sent to:

Sonoma State University
Office of Admissions and Records
ATTN: Immunizations
1801 E. Cotati Ave.
Rohnert Park, CA 94928
with all other application materials and

should be promptly updated whenever ad-

itional records are obtained. Failure to

provide the required immunization docu-

mentation will result in a HOLD being

placed on a student’s ability to register for

classes.

Conditional enrollment may be possible
for those having a valid reason for not com-

pleting all required immunizations prior to

first enrollment. A signed letter formally

requesting conditional enrollment and descri-

This nullifies the condition that tobacco products on campus are

prohibited. In addition to the above regulations, the uni-

versity on an ongoing basis makes available to students, faculty, and

housing the effects of smoking and secondhand

smoke and about smoking-cessation pro-

grams — the Personnel Office, the Student Health Center and

The Alcohol and Drug Education Program.

Implementation of the smoking policy de-
pends on the university or the auxiliary

or cooperation of all members of the campus.

Complaints or disputes should be brought to the

administration and the university and its' auxiliary

institutions to address any concerns.

Disability

Sonoma State University and its auxiliary

organizations do not discriminate on the basis of disability, including

sensitivity, and cooperation of all members. The campus

or dispute that has immediate responsibility for the workplace, event, or activity, or to his or her supervisor.

Veteran’s status or disability condition in ad-

missions, access and/or employment in its programs and activities. No person shall, on the basis of age, race, sex, creed, color,

sexual orientation, covered veteran’s status or disability 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 managing director is authorized to re-
cive informal and formal complaints related to discrimination and sexual harassment.

A formal complaint must be filed for

eating 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 disability condition.

The Title IX and ADA/504 Coordinators are also members of the Human Ser-

vices team. For more information, contact Human Services, APC #1, 707 664-2664. The university’s Affirmative Action and

Non-Discrimination Policy and Discrimination Complaint Procedures are available from the Office of the President, the

Office of the Provost, and the Director of Compliance and Div-

ersity Programs and are also accessible to students and employees who have

questions and concerns about discrimination or sexual harassment.

The Title IX and ADA/504 Coordinators are also members of the Human Ser-

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ersity Programs and are also accessible to students and employees who have

questions and concerns about discrimination or sexual harassment.
Discrimination based on disability can also include both overt or subtle treatment based on a disability that may include one or more of the following: failure to accommodate a disabled student or employee; disparities in work, employment or education; disparities as a group; the use of humor or demeaning comments about those with disabilities; or being more critical of their work; or making statements that communicate to students or employees limiting preconceptions about abilities 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 tolerate sexual assault in any form. Sexual harassment is defined as any unwelcome or unwished sexual act in which a person is threatened, coerced, or forced to comply against her/his will and includes rape, acquaintance rape, date rape, rape, consensual sexual assault, and sexual battery. Included in this definition are all forms of rape and sexual battery. Sexual assault, which is a form of sexual harass- ment, is included in the definition of sex discrimination that is prohibited in Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Educ- ational Amendments of 1972, as amended, the California Fair Employment and Housing Act, and California State University Executive Orders 340 and 342.

In addition, the university and its auxiliary organizations are committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harass- ment may range from sexual innuendos made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations. One form of harassment occurs when a person in a position to control, influence, or affect another person’s job, salary, career, grades, or future opportunities uses his or her authority to compel or 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, because it is sufficiently severe or pervasive, creates a hostile environment. Sexual harass- ment may include one or more of the follow- ing (but is not limited to the following examples):

- Verbal harassment or abuse.
- Suggestive sexual comments.
- Groping or making sexual advances toward another’s 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 grades, grades or letters of recommendation.
- Disparaging comments about women as a group,
- Use of sexist or demeaning sexual epithets.
- Sexual threats of 1st order.

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 California Government Code 10001.2, the California Fair Employment and Housing Act, and with California State University Executive Order 340.

Discrimination Complaint Procedures

Sonoma State University’s policies and procedures regarding discrimination and sexual harassment are contained in this policy. Sonoma State University’s policies and procedures regarding discrimination and sexual harassment shall have several ways to make known. Regardless of the means selected for resolving allegations of discrimination (including sexual harass- ment 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 dealings with the university, his/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 testi- mony 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 proce- dures. This investigation will refile in find- ings being made and if necessary, recom- mendations for sanctions, and will serve as the investigation normally carried out prior to deciding to initiate discipline. Facts gath- ered and any findings made during an infor- mal or formal resolution process may be sufficient to obligate the university to take disciplinary action against a faculty member, staff, student or student for the uni- versity to initiate a criminal investigation. If the university pursues disciplinary action against an alleged violator, a hearing may be required. In cases alleging sexual harass- ment/sexual assault, if both housing discipli- ne 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 applicable employee discipline procedure.

Discrimination Complaint Procedures

Subject to liability and sanctions, employees limiting preconceptions about ages and sex, 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 tolerate sexual assault in any form. Sexual harassment is defined as any unwelcome or unwished sexual act in which a person is threatened, coerced, or forced to comply against her/his

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 testi- mony 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 proce- dures. This investigation will refile in find- ings being made and if necessary, recom- mendations for sanctions, and will serve as the investigation normally carried out prior to deciding to initiate discipline. Facts gath- ered and any findings made during an infor- mal or formal resolution process may be sufficient to obligate the university to take disciplinary action against a faculty member, staff, student or student for the uni- versity to initiate a criminal investigation. If the university pursues disciplinary action against an alleged violator, a hearing may be required. In cases alleging sexual harass- ment/sexual assault, if both housing discipli- ne 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 applicable employee discipline procedure.

Complaints of discrimination and/or sexual harassment/sexual assault will be investi- gated according to the SSU affirmative action and non-discrimination policy and discrimination complaint procedures. This investigation will refile in findings being made and if necessary, recommendations for sanctions, and will serve as the investigation normally carried out prior to deciding to initiate discipline. Facts gathered and any findings made during an informal or formal resolution process may be sufficient to obligate the university to take disciplinary action against a faculty member, staff, student or student 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 applicable employee discipline procedures.

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University Support Services

Alumni Association
Stevenson Hall 1027
707-664-2425
Director of Alumni Relations
Kim Rufeland Gannon
Alumni Secretary
Jo-Anne Smith
The Sonoma State University Alumni Association strives to maintain a continuing relationship between the university and its alumni through special projects, programs and activities. Each year the association awards two scholarships: the Alumni Freshman Scholarship, for the son or daughter of an SSU alum; and the Ambrose R. Nichols Scholarship, honoring SSU’s first president. The association also sponsors the Distinguished Alumni Awards program, alumni networking events, reunions and the Student Ambassador Program.

Membership in the Alumni Association is open to any individuals who have attended Sonoma State University. New graduates receive a complimentary one-year membership at graduation. The benefits of membership include AlumniNote, the alumni newsletter; SSU library privileges; Conoco/Pongoose 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
707-664-2714
Vice President
Jim Meyer
The Office of Development is responsible for coordinating private fund-raising for Sonoma State University among its many constituents. Fund-raising efforts are carried out through comprehensive campaigns, an annual fund drive, a planned giving program and a deferred 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.

University Affairs
Stevenson Hall 1064
707-664-2732
Chief Operating Officer
Alan Murray
University Affairs 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.

Ex Officio Trustees
The Honorable Gray Davis
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Sacramento, CA 95814
The Honorable Cruz Bustamante
Lieutenant Governor of California State Capitol
Sacramento, CA 95814
The Honorable Antonio Villaraigosa
Speaker of the Assembly State Capitol
Sacramento, CA 95814
The Honorable Delaine Eastin
State Superintendent of Public Instruction 735 Capitol Mall
Sacramento, CA 95814
Dr. Charles R. Reed
Chancellor, California State University 401 Golden Shore
Long Beach, California 90802-4275

The individual California State Colleges were brought together as a system by the Donohoe Higher Education Act of 1960. In 1973 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. A new site has been conveyed and a 23rd campus, CSU Channel Islands, is being formally established in Ventura County. 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 statewide 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 limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 1998 totaled 350,254 students, who were taught by over 19,500 faculty. The system awards more than half of the bachelor’s degrees and 30 percent of the master’s degrees granted in California. Some 1.84 million persons have been graduated from CSU campuses since 1960.

University Support Services

Sonoma State Enterprises, Inc.
707-664-2769
Chief Operating Officer
Alan Murray
The Sonoma State Enterprises, Inc. is a not-for-profit, auxiliary corporation of Sonoma State University, established to provide services that are not eligible for state funding, but are nonetheless crucial to the life of the campus. Sonoma State Enterprises operates the University Bookstore, Zinfandel Marketplace, 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 refrigerated rentals. Enterprises’ net proceeds, after fulfillment of appropriate reserve requirements, 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.

University Affairs also has a publications unit that oversees the faculty and staff newsletter, Newsletter; the alumni magazine, Newsbyte; 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, and 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.

Sonoma State University
Academic Foundation
Administration and Finance Center South
707-664-2834
Associate Vice President
Steve Wilson
The Sonoma State University Academic Foundation Inc. is a nonprofit corporation established in 1974 to assist and promote the educational programs of the university. The foundation is a CSU auxiliary organization, as defined in Title 5 of the California Code of Regulations. The foundation sponsors activities that are an integral part of the educational mission of Sonoma State primarily in the receiving and administration of gifts, endowments, and scholarships. The activities of the foundation are directed by a board of student, faculty, community, and administrative representatives.

University Affairs
Stevenson Hall 1064
707-664-2732
Associate Vice President
Lynn McTigue
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.

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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. Names are listed in order of appointment to the Board.

William D. Campbell (2003)
Maureen C. Fallgatter (2003)
Robert Foster (2006)
William Hausk (2001)
Dae Jee Myers (2005)
Dr. Joan Oimo-Corp (2006)
Fred Pierce (2000)
All C. Ratl (2001)
Michael D. Rees (2000)
Anh Th. V. Trinh (2003)

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The Honorable Delaine Eastin
State Superintendent of Public Instruction 735 Capitol Mall
Sacramento, CA 95814
Dr. Charles R. Reed
Chancellor, California State University 401 Golden Shore
Long Beach, California 90802-4275

Officers of the Trustees
The Honorable Gray Davis, president
William Hausk, chair
Joan Oimo Corp, vice chair
Christine Helwick, secretary
Richard F. West, treasurer

The California State University / 345
The California State University

Office of the Chancellor
The California State University
401 Golden Shore
Long Beach, California 90802-4210
562 951-4000

Dr. Charles B. Reed
Chancellor, CSU System

Richard West
Executive Vice Chancellor and Chief Business Officer

Dr. Douglas X. Patiño
Vice Chancellor, University Advancement

Christine Helwick
General Counsel

Campuses of the California State University

California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Dr. Tomás D. Morales, President
(661) 654-2000

California State University, Channel Islands
P.O. Box 2509
Camarillo, CA 93011-2509
Dr. J. Hendrick Byrd, President
(805) 589-3000

California State University, Chico
400 First Street
Chico, CA 95929-0190
Dr. Manuel A. Esteban, President
(530) 898-6116

California State University, Dominica
1000 East Victoria Street
Canoga Park, CA 91304-9005
Dr. James E. Lyons, Sr., President
(310) 243-3300

California State University, Fresno
5210 North Fresno Avenue
Fresno, CA 93740-0057
Dr. Julio I. Medina, President
(559) 278-2233

California State University, Fullerton
1001 Columbia Avenue
Fullerton, CA 92834-6050
Dr. Michael N.里斯, President
(714) 758-2700

California State University, Hayward
25000 Carlos Bee Avenue
Hayward, CA 94544-3035
Dr. Robert B. Keong, President
(510) 885-3000

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0001
Dr. Robert C. Maxon, President
(562) 985-4111

California State University, Los Angeles
3301 Student Affairs Building
Los Angeles, CA 90032-0050
Dr. Norah R. Ray, President
(310) 898-3000

California State University, Monterey Bay
1 Campus Center
Seaside, CA 93955-8011
Dr. John D. Laskowski, President
(831) 582-3330

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91324
Dr. Joel Endlender, President
(818) 677-2222

California State University, San Bernardino
5000 University Parkway
San Bernardino, CA 92407-2979
Dr. Albert E. Kazig, President
(909) 880-5000

California State University, San Diego
5500 University Drive
San Diego, CA 92182
Dr. Richard S. Jackson, President
(619) 534-2000

Campus Map

1 California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099
(661) 654-2000

2 California State University, Chico
1st and Normal Streets
Chico, CA 95929-0722
(530) 898-6211

3 California State University, Dominguez Hills
1000 East Victoria Street
Camarillo, CA 90130-0057
(310) 243-3966

4 California State University, Fresno
5000 North Fresno Avenue
Fresno, CA 93740-0057
(559) 278-2233

5 California State University, Fullerton
1001 Columbia Avenue
Fullerton, CA 92834-6050
(714) 758-2700

6 California State University, Hayward
25000 Carlos Bee Ave.
Hayward, CA 94544-3035
(510) 885-3000

7 Humboldt State University
1 Harport Street
Arcata, CA 95521-4957
(707) 826-4467

8 California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0106
(562) 985-4111

9 California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-8530
(323) 342-4901

10 California Maritime Academy
200 Maritime Academy Drive
P.O. Box 1192
Vallejo, CA 94590
(707) 664-4900

11 California State University, Monterey Bay
100 Campus Center Drive
Seaside, CA 93955-8011
(831) 582-4416

12 California State University, Northridge
18111 Nordhoff Street
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