A Word from the President

Welcome to Sonoma State University. Here on our beautiful campus located in the heart of California’s Wine Country, we offer our students an educational experience of the highest quality. It is an ideal place to live and learn, develop your intellect, increase your understanding of yourself and others, and prepare for the diverse challenges of life in the 21st century.

Sonoma State University is deeply committed to the teaching and learning of liberal arts and sciences. We have earned a national reputation as a leader in integrating the use of technology into our curriculum. Our requirement that all incoming students are assured computer access has created a rich and highly interactive faculty-student community. We want our students to graduate with the ability to think critically and creatively, and to be able to manipulate technology — in short, to be prepared for the workplace and to welcome, eagerly, the intellectual demands of the future.

This campus is student-centered. Our faculty and staff have three main goals: student satisfaction, retention and graduation. We are eager to help you decide your personal goals and design your course of study. To assist in this process, I encourage you to pay attention to the course guides in the sections on academic departments in this catalog. By following the guide in your chosen major field, you should be able to complete your degree in a timely manner. To help you explore your university quickly and easily, please turn to ‘SSU Snapshot’ on pages 4-7 of this catalog.
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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), 707 664-2938 (TDD), or the Multimedia Access Center of the Ruben Salazar Library, 707 664-2597.*
SSU Snapshot

Where is SSU?
Sonoma State University occupies 220 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 the Pacific Ocean just 40 minutes away.

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 through the world wide web, high school students may connect with Sonoma early. As a prospective applicant, you may plug into your current high school classes, see what classes you may need and start your account with the university.

Where will I live?
Currently, campus housing accommodates more than 1,000 students. By the year 2000, additional residential apartments will be constructed for 600 students. See the section on Housing Services, page 28.

What are my annual costs?
For California residents, fees for students enrolled in 6 units or less is $732 per semester. For a class load of 6 units or more, the cost is $1,085 per semester. Non-resident tuition is an additional $246 per unit. For a complete list of fees and other charges, see page 22.

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 313.

What about financial aid?
Fifty-two percent of our students receive financial aid, while 37% receive grants or scholarships. We participate in all state and federal financial aid programs, and the university’s merit scholarship program totals $393,000.

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

For information on Sonoma State University fees and our financial aid and scholarship programs, see the section that begins on page 22.

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 meet 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.

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 17 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 community-wide 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 interest is student government, athletics, Recreational Sports, Greek organizations, or the arts, you will find many opportunities to develop leadership roles.

Sonoma offers four men’s sports and seven women’s sports

Mal Graves, music department faculty member, keeps time for one of the many SSU jazz ensembles that he directs

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 313.

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.

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 accordion 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 a proud graduate.

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 are ready to search 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 33,000 names, maintains a continuing connection between the university and its alumni, sponsoring educational projects, programs and activities to continue the relationship students have with their university.

Helpful Publications

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

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

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

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.

Master’s Degree Programs at SSU
Office of Graduate Studies
Stevenson Hall 1041, 707 664-2114

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

Schedule of Classes
Sonoma State University Bookstore
707 664-2389

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

Student Employee Guide
Employment Rights and Responsibilities
Human Services Administration and Finance Center
707 664-2978

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

Our Mission

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

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

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

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

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

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

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

Our History

The California state legislature established Sonoma State College in 1960.

The college opened in temporary quarters in Rohrer Park in Fall 1961 under the leadership of founding president Ambrose R. Nichols Jr., with an enrollment of 265 upper-division students. Most of the faculty and administrators of the Santa Rosa Center of San Francisco State College, which had served the region since 1956, joined the new college.

The center’s elementary education, psychology and counseling programs were the principal offerings.

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

The college moved to its present 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 41 bachelor’s degrees, 13 master’s degrees and 13 teaching, specialist and service credentials.

Accreditation

Sonoma State University is fully accredited by the Western Association of Schools and Colleges. Individual program accreditations have been granted by the American Chemical Society, the National Association of Schools of Music, the National League for Nursing, the National Association for Schools of Art and Design, and the Council for Accreditation of Counseling and Related Educational Programs. Programs in SSU’s School of Education are approved by the Commission on Teacher Credentialing.
# Academic Calendar

## Fall Semester 1998
- Aug. 24: Academic year begins. General faculty conference
- Aug. 25: Orientation and Advising
- Aug. 26: Classes begin
- Aug. 26: Change of program and late registration begin
- Sept. 9: Last day to drop courses
- Sept. 11: Last day to apply for refund of registration fee or difference-in-unit payment status
- Sept. 11: Last day to add courses or register late
- Sept. 15: Last day to apply for degrees to be awarded in December 1998
- Sept. 18: Last day to declare Basis of Grading
- Oct. 1: Early deadline for degrees to be awarded August 1999
- 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. 30: Last day to withdraw from a class
- Nov. 15: University Scholarship Program applications available
- Nov. 20: Last day to petition for a late schedule change (serious and compelling reasons required); last day to completely withdraw from all Fall 1998 courses.
- Dec. 4: Last day to submit master’s theses or projects to graduate studies office
- Dec. 11: Last day of classes

## Winter Break
- Dec. 14 - Jan. 4

## Spring Semester 1999
- Jan. 20: Spring semester begins. General faculty conference
- Jan. 21: Faculty retreat
- Jan. 22: Orientation and Advising
- Jan. 25: Classes begin
- Jan. 25: Change of program and late registration begin
- Feb. 3: Last day to drop courses
- Feb. 5: Last day to apply for refund of registration fee or difference-in-unit payment status
- Feb. 5: Last day to add courses or register late
- Feb. 12: Last day to declare Basis of Grading
- Feb. 15: Last day to apply for degrees to be awarded in May 1999
- March 1: Early deadline for degrees to be awarded December 1999
- March 1: Last day to submit applications to the scholarship program for next academic year
- March 2: Last day to complete 1999-2000 application process for priority financial aid consideration
- March 7: 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 26: Last day to withdraw from a class
- April 4 - April 9: Spring recess, classes not in session
- April 23: Last day to petition for a late schedule change (serious and compelling reasons required); last day to completely withdraw from all Spring 1999 courses.
- May 1: Early deadline for degrees to be awarded May 2000
- May 7: Last day to submit master’s theses and projects to graduate studies office
- May 14: Last day of classes
- May 17 - May 21: Final examinations
- May 22: Commencement
- May 24: Semester ends
- June 1: Deadline to apply for August 1999 degrees

## Holidays
- Sept. 6: Labor Day, campus closed
- Sept. 9: Admission Day, campus open*
- Oct. 12: Columbus Day, campus open*
- Nov. 11: Veterans’ Day, campus open*
- Nov. 25 - Nov. 27: Thanksgiving, campus closed Thursday and Friday
- Dec. 25: Christmas, campus closed

## Intersession 1999 (special session)**
- Jan. 4 - Jan. 20: Intersession classes in session
- Jan. 18: Martin Luther King Jr.’s Birthday, holiday observed, campus closed

## Summer Session 1999**
- May 24 - July 23: Summer classes in session

### Fall Semester 1999
- Aug. 23: Academic year begins. General faculty conference
- Aug. 24: Orientation and Advising
- Aug. 25: Classes begin
- Aug. 25: Change of program and late registration begins
- Sept. 8: Last day to drop classes
- Sept. 8: Last day to apply for refund of registration fee or difference-in-unit payment status
- Sept. 10: Last day to add courses or register late
- Sept. 15: Last day to apply for degrees to be awarded in December 1999
- Sept. 17: Last day to declare Basis of Grading
- Oct. 1: Early deadline for degrees to be awarded in August 2000
- Oct. 3: 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
- Nov. 15: University Scholarship Program applications available
- Nov. 19: Last day to petition for a late schedule change (serious and compelling reasons required); last day to completely withdraw from all Fall 1999 courses.
- Dec. 3: Last day to submit master’s theses and projects to Graduate Studies Office
- Dec. 10: Last day of classes
- Dec. 13: Final examinations
- Dec. 17: Final examinations
- Dec. 25: Holiday recess, classes not in session
- Jan. 3: Semester ends

### Holidays
- Sept. 6: Labor Day, campus closed
- Sept. 9: Admission Day, campus open*
- Oct. 11: Columbus Day observance, campus open*
- Nov. 11: Veterans’ Day, campus open*
- Nov. 24: Thanksgiving, campus closed Thursday and Friday
- Dec. 25: Christmas, campus closed

### Intersession 2000 (special session)**
- Jan. 4 - Jan. 25: Intersession classes in session
- Jan. 17: Martin Luther King Jr.’s Birthday, holiday observed, campus closed

### Summer Session 2000**
- May 30 - July 28: Summer classes in session

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

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

Academic Programs
Information about SSU academic programs may be obtained from the associate vice president for academic programs, Stevenson Hall 2104, 707 664-2114, and may include:

1. Degree programs and other educational and training programs.
2. The instructional, laboratory and other physical plant facilities that relate to academic programs.
3. The faculty and other instructional personnel.
4. Data on SSU student retention and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest.
5. The names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution’s accreditation, approval or licensing.

Financial Assistance
Information concerning student financial assistance may be obtained from the director of the Office of Financial Aid, 707 664-2389. For more information, please see page 25.

Refund of Tuition and Fees
Information concerning the refund policy of Sonoma State University for the return of unearned tuition and fees or other refundable portions of costs is available from the student’s office, Administrative Finance South, 707 664-2378, and is instruction 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 Patrick Carr, University Police, Human Services North, 707 664-2143, or may the annual campus security report.

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 you will need to supply us, and what the admission requirements are.

How to Apply for Admission to Sonoma State University
It’s easy! Fill out a CUS application online, with a $55 application fee, send it to:
Office of Admissions and Records
Sonoma State University
Robert Park, CA 95492-3699

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

You may also request other paper application forms or apply online to the following websites:

- student.outreach.csusm.edu
- www.admrec.ssonoma.edu/applications.html
- www.admrec.ssonoma.edu/admissions/applications.html

On or before the day you receive your application, you will receive a copy if you or your transcript and other required documents.

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

Application Filing Periods
The application filing period for Sonoma State University is limited. Applicants are strongly encouraged to file during the priority filing period to ensure early consideration. The priority filing period is January 1, 1998, through March 1, 1998.

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 requirements. Admission to Sonoma State is competitive, so we use admission criteria supplemental to the basic CSU admission requirements. Please find 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 quality eligibility index and 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, 1 or 649 using the ACT. If you are a nonresident of California for tuition purposes, you need a minimum index of 2502 (SAT I) or 842 (ACT). The complete eligibility index is on page 21.

First-Time Freshman Applicants
Admissions Requirements
First-time freshman applicants for regular admission (if they)

1. Are a high school graduate;
2. Have a complete high school transcript.
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 year of enrollment.

Honor Courses
Up to eight courses of honors work taken in the last two years of high school can be accepted. An additional point will be given for grades of A and B. 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.
Subject Requirement Substitution for Students with Disabilities
Applicants with disabilities should complete college preparatory course requirements if at all possible. If you are unable to fulfill a specific course requirement because of your disability, alternative college preparatory courses may be approved to work as a subject requirement. Substitutions may be authorized on an individual basis after review and recommendation by the applicant’s academic advisor or guidance counselor in consultation with the director of the disabled student services program. Although the distribution may be slightly different from the California high school requirements, students qualifying for substitutions will still be held for 15 units of college preparatory study. Students should be aware that substitutions may limit later enrollment in certain majors, particularly those involving mathematics. For information and substitution forms, call the disabled student services director at your nearest CSU campus.

Foreign Language Subject Requirement
A foreign language requirement may be satisfied by applicants who demonstrate competence in a language other than English that is spoken in the country of your origin. Credit for coursework may be granted if the student has completed at least two years of foreign language study. Consult with your high school counselor or any CSU admissions office for information.

Test Scores
All lower-division undergraduate applicants must submit scores on the Scholastic Assessment Test (SAT I) or the American College Test Program (ACT). Sonoma State University uses ACT's REDS, SAT's EBRW and writing section scores as part of the admission criteria.

Eligibility Index
The eligibility index is the combination of your high school grade point average (GPA) and your score on either the American College

1. possesses a high school diploma (or has established equivalence through either the Tests of General Ability or the California High School Proficiency Examination).
2. has not been expelled from college in a full-time program for more than one term during the past five years, and will have completed fewer than 50 units.
3. if there has been any college attendance in the past five years, has earned a C average or better.
4. will be returning to a degree-seeking status.

High School Students
Students still enrolled in high school will be considered for enrollment in certain college programs if recommended by their principal and the appropriate campus department chairperson. Such admission is only for given programs and does not constitute the right to continued enrollment. For more information, please contact Office of Admissions and Records at 707-664-2778.

Returning Students
If you were previously enrolled at Sonoma State University and have not registered for two or more semesters, you must file an application for readmission with the Office of Admissions and Records. You will be notified of the outcome of your application. Only by the usual circumstances will that period be extended to ten years. Permission is granted only by special action.

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

If you have completed your undergraduate degree requirements and were graduated from Sonoma State University, you should submit an application for admission. If you are not in good standing at the end of your last enrollment – on probation or disqualified – you must file a petition to the registrar of the institution for any exceptions in these courses.

Applicants should submit the required information at least 30 days prior to the beginning of the term. The application must be accompanied by the appropriate fee. The examination process will continue until the deadline for admission. Applications will not be accepted after the deadline.

Tests
Undergraduate applicants who have not completed the SAT I or ACT must submit scores at the time of their first admission. Registration forms and test dates for each test are available through the admissions office or office counselors or from the campus testing office, or you may write to:

The College Board (SAT I) Registration Unit
Box 592
Princeton, NJ 08541
California Articulation Number System

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

**CAN Number**  **SSU Course**
- CAN ANTH 2 ANTH 201 Introduction to Human Evolution
- CAN ANTH 4 ANTH 203 Introduction to Ethnomedical Anthropology
- CAN ART 2 ART 210 Introduction to Art History
- CAN ART 2 ART 212 Introduction to Art History
- CAN ART 8 ART 202 Beginning Drawing
- CAN ART 10 ART 205 Beginning Painting
- CAN ART 12 ART 236 Beginning Sculpture
- CAN ART 14 ART 201 Art Fundamentals
- CAN ART 16 ART 102 Art Fundamentals
- CAN BUS 2 BUS 200 Principles of Accounting
- CAN BUS 12 BUS 222 Core Business
- CAN DSCC 2 CHM 112A General Chemistry
- CAN CHEM 4 CHEM 112B General Chemistry
- CAN CHEM 12 CHEM 112C Quantitative Chemistry
- CAN ECON 2 ECON 201A Introduction to Macrometrics
- CAN ECON 4 ECON 201B Introduction to Microeconomics
- CAN ENGL 1 ENGL 101 Expository Writing and Analytical Reading
- CAN ENGL 6 ENGL 207 Creative Writing
- CAN ENGL 8 ENGL 239 Survey of Early English Literature
- CAN ENGL 10 ENGL 240 Survey of Later English Literature
- CAN ENGL 14 ENGL 237 Survey of American Literature
- CAN ENGL 22 GEOG 204 Physical Geography
- CAN GEOG 4 GEOG 203 Cultural Geography
- CAN GEOG 8 POLS 200 The American Political System
- CAN GOVT 2 HIST 200 Foundations of World Civilization
- CAN HIST 2 HIST 201 Development of Western Civilization
- CAN HIST 8 HIST 251 History of the United States since 1865
- CAN HIST 10 HIST 252 History of the United States since 1865
- CAN HIST 4 COMS 200 Principles of Mass Communication
- CAN MATH 12 MATH 131 Calculus I
- CAN MATH 14 MATH 132 Calculus II
- CAN MATH 20 MATH 211 Linear Algebra
- CAN MATH 22 MATH 212 Linear Algebra
- CAN MATH 26 MATH 223 Elementary Applied Linear Algebra
- CAN PSY 2 PHL 120 Introduction to Psychology
- CAN SOC 2 SOC 207 Introduction to Sociology

Applicants who graduated from high school after 1988 will qualify for admission if:
- You have completed all subject requirements in English for graduation from high school (you can use both high school and college coursework), or
- You have completed at least 30 semester units of college coursework with a grade of

A candidate who graduated from high school prior to 1988 will qualify for admission if:
- You have completed four years of high school English and two years of high school math, with grades of C or better, or
- You have completed a baccalaureate course with a grade of C or better that meets the general education requirements in mathematics, communication and computer sciences and quantitative reasoning.

Applicants who graduated from high school prior to 1988 will qualify for admission if:
- You have completed four years of high school English and two years of high school math, with grades of C or better, or
- You have completed a baccalaureate course with a grade of C or better that meets the general education requirements in mathematics, communication and computer sciences and quantitative reasoning.

Transfer Applicants Admission Requirements

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

1. You meet the freshman admissions requirements in effect for the term to which you are applying (please see the section on first-time freshman applicants admission requirements, above).
2. You are eligible as a freshman at the time of high school graduation and have been in continuous attendance in an accredited college since high school graduation.
3. You were eligible as a freshman at the time of high school graduation except for the subject requirements, have made up the missed credits with approved examinations, and are in continuous attendance in an accredited college since high school graduation.
4. You have completed at least 56 transferable semester units (84 quarter units) with a grade of C or better, a minimum of 30 semester units of general education requirements, including
   - all of areas A and B4
   - all of areas C and D (see Making Up Missing College Preparatory Subjects sections), or
   - a minimum grade point average of 2.00.

Applicants who graduated from high school after 1988 or later will qualify for admission if:
- You have completed all subject requirements in English for graduation from high school (you can use both high school and college coursework), or
- You have completed at least 30 semester units of college coursework with a grade of

Graduate students are considered for admission in one of the following categories:

1. Postbaccalaureate Unclassified. The university accepts only unclassified graduate students who have been approved to complete the prerequisites for future degree programs. To enroll in courses for a certificate program, apply to Sonoma as a postbaccalaureate unclassified student. Admission in this status does not constitute admission or assurance of consideration for admission to, any graduate degree or certificate program.
2. Postbaccalaureate Classified. If you wish to enroll in a certificate or graduate program, you will be required to satisfy additional preprofessional and other standards, including qualifying examinations, prescribed by the department or program.
3. Graduate Conditionally Classified. If you are admitted to a graduate degree program in this category, if, in the opinion of the appropriate campus authority, you can remedy deficiencies by additional preparation.
4. Graduate Classified. To pursue a graduate degree, you will be required to fulfill all of the above requirements.
5. International Students — Undergraduate and Graduate Admission

Sonoma State University welcomes international students. Please read the following information carefully to determine whether you are qualified to attend Sonoma. If you have any questions, contact the Office of International Student Programs at 707-664-2582. For admissions purposes, international or foreign students include those who hold U.S. visas as students, exchange visitors, or in other non-immigrant classifications.

Sonoma State University has separate requirements and application filing dates for the admission of foreign students. Verification of English proficiency (see the section on TOEFL requirements, below), financial resources, and academic credentials are all important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Admissions Periods for International Students

The university has established deadlines to ensure the timely processing of all application materials, receipt of academic records, test scores, financial resources, and other documents so that there will be adequate time for the admitted applicant to make the necessary necessary to reach the states and the campus prior to the start of each semester.

Fall Semester (classes beginning at the end of August): November 1 - April 1
Spring Semester (classes beginning at the end of January): August 1 - October 1

Required Documents for International Students

Undergraduate and graduate applicants must furnish official documents covering their secondary education, including matriculation and graduation certificates, and a complete record of examination results and results of similar examinations as applicable. Applicants who have attended institutions of higher education overseas must furnish transcripts and other appropriate records of all college work undertaken. If these documents are not in English, certified translations must accompany them.

English Language Proficiency (TOEFL)

All undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 550 or above on the Test of English as a Foreign Language (TOEFL). Graduate applicants must present a TOEFL score of 550 or above. The test cannot have been taken more than two years prior to the date of application to the university.

Housing for International Students

Housing for the international student is available on the university site and on campus. Off-campus housing options, students are encouraged to complete and return the university application materials as soon as possible.

Graduate Requirements

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was primarily in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a
postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the TOEFL.

Health Insurance
Health care in the United States is expensive. We therefore recommend the school-university policy, which costs $482 for one year's coverage and exceeds the maximum allowable per accident or illness and meets all the other conditions specified below. This policy is a good value for our visiting foreign students. Students will be allowed a discount from the regular premium only if they provide the International Services office with evidence that their own policy meets all the foreign student legal requirements for coverage (see below) and is in force and paid. All documents presented must be notarized, in English and denoted in U.S. dollars.

The foreign student legal requirements for insurance are:
- at least 50,000 maximum allowable for each accident of illness
- at least 5,000 available for medical evacuation,
- at least 5,000 available for repatriation and
- a maximum deductible of 50.

TB Testing
Because tuberculosis (TB) is on the increase in the United States and elsewhere, and since early infection with the tuberculosis germ can occur without symptoms, foreign students are required to be tested for TB as soon as possible after arrival in Sonoma State. An initial TB test done for this purpose is free to regularly enrolled SSU students and is available at the Health Center on campus. A hold will be placed in your registration if you fail to comply with either the requirement for health insurance or for TB testing.

Placement Tests in English and Mathematics
The CSU requires new undergraduate students to be tested in English and mathematics after they are admitted. These are not diagnostic tests, but a way to determine whether you are prepared for college work and, if not, to counsel you on how to strengthen your preparation so you will not be exempted from one or both of the tests if you have scored well on other specified tests or completed appropriate courses.

Students required to take the EPT and/or ELM examinations must do so before registering for their first semester, since the score results are required for placement in English 30, 60, and 101-246 and in Mathematics 30, 40, and 50, respectively.

English Placement Test (EPT)
The CSU English Placement Test (EPT) must be completed by all new non-exempt undergraduate* prior to placement in any appropriate university English coursework. Information bulletin and registration materials for the EPT will be mailed to all students subject to the requirements. The materials may also be obtained from the Office of Admissions and Records or testing offices at any CSU campus.

Exemptions from the test are given only to those who present proof of one of the following:
- A score of 3, 4 or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement Program.
- A score on the CSU English Equivalency Examination that qualifies a student for "Pass for Credit" or "Exemption" from the EPT. (See note below.)
- A score of 470 or above on the verbal section of the College Board Scholastic Aptitude Test (SAT) taken prior to March 1993.
- A score of 470 or above on the verbal section of the College Board Advanced Placement English Test taken between March 1993 and March 1995. (If taken after March 1995, see note below.)
- A score of 550 or above taken on the verbal section of the College Board SAT I* Reasoning Test taken on or after April 1, 1995. (See note below.)
- A score of 600 or above on the College Board Achievement Test** in the English Language Arts position with the essay taken prior to January 1994.
- A score of 600 or above on the College Board SAT I* Writing Test taken between January 1994 and March 1995. (If taken after March 1995, see note below.)
- A score of 22 or above on the College Board American College Testing (ACT) English Usage Test taken prior to October 1989.
- A score of 25 or above on the enhanced ACT English Test taken October 1989 or later.
- For transfer students, completion and transfer to the CSU of a college course that satisfies the general education breadth requirement or the intersegmental general education transfer curriculum requirement in English composition, provided such a course was completed with a grade of C or better.
- Undergraduates admitted with 56 or more transferable semester units and who are subject to a campus catalog or bulletin earlier than 1986-87 need not complete the EPT.

** Note: The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Students who took the SAT I and SAT II exams have been scored on a new scale.

Entry-Level Mathematics (ELM) Test
The California State University examinations test for entry-level mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (normal algebra I, algebra II and geometry). All undergraduates must either pass or be exempt from the College Board Advanced Placement Program, or pass the EPT prior to placement in appropriate university mathematics coursework. Specific policies regarding retaking and placement will be determined by Sonoma State. Exemptions from the test are given only to students who can present proof of one of the following:
- A score of 3 or above on the College Board Advanced Placement Mathematics examination (AB or BC math)
- A score of 470 or above on the verbal section of the College Board Mathematics Achievement Test** in the mathematics position taken between March 1993 and March 1995. (If taken after March 1995, see note below.)
- A score of 550 or above taken on the verbal section of the College Board SAT I* Reasoning Test taken on or after April 1, 1995. (See note below.)
- A score of 600 or above on the math section of the College Board SAT I* Reasoning Test or on the College Board SAT I** Mathematics Tests II, Level I or II, or the ICA (Calculus) taken on or after March 1, 1994. (See note below.)
- A score of 24 or above on the American College Testing Mathematics Test taken prior to October 1989 and later.
- A score of 25 or above on the enhanced ACT Mathematics Test taken October 1989 and later.
- For transfer students, completion and transfer to the CSU of a college course that satisfies the general education breadth requirement or the major concentration curriculum requirement in mathematics, provided such a course was completed with a grade of C or better.

** Note: The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Beginning April 1, 1995, the SAT I and SAT II exams have been scored on a new scale; however, the SAT scores qualifying for exemption from the ELM remain the same.

Nonbaccalaureate Courses in English and Math with numbers lower than 100. Some nonbaccalaureate classes carry units of credit that apply to students' unit goal for a given semester but do not necessarily allow the student to meet the course requirements. If you place in nonbaccalaureate courses through the Entry-Level Math or English Placement Test, or both, you will be placed on probation in an appropriate course. Enrollment in nonbaccalaureate classes, as appropriate, is then required during the first semester of enrollment. Students who fail all of these courses must repeat them in the next semester of enrollment. Failure to pass the second attempt will result in disqualification. Students who are disqualified may petition the standards committee to take a course on an individual basis.

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

Evaluation of Transfer Credit

Community College Credit
A maximum of 70 semester (105 quarter) units of college credit, computed as credit toward the units required for a baccalaureate, may be transferred. However, excess units of transfer credit will be computed in the grade point average and credited toward satisfaction of specific requirements such as general education and breadth requirements. Please see page 33 for list of requirements.

Credit Earned at Accredited Colleges
Credit toward fulfillment of graduation requirements will be allowed only if courses satisfactorily completed meet the standards and requirements of Sonoma State University.

Credit for External Degree and Correspondence Courses
A maximum of 24 units of credit earned in correspondence and extension courses may be allowed for the baccalaureate degree. Nine units may be applied toward the major degree. Such course credit does not apply toward the minimum requirements at Sonoma State University.

Credit for Military Service
Students who have an honorable discharge and have completed at least three years active military service will be granted 6 units of lower-division elective credit. To be eligible for such credit, the student must submit satisfactory proof of service which includes a copy of the service record books. Students will be allowed only 30 units of credit as military service. A course may be challenged only during the semester in which it is being offered. When students are resident study may challenge a course.

3. Examinations are set and administered by the institution or course challenged or by a faculty designee of the appropriate department chair. Completed examinations are filed in the department office.

4. Application for Unit Credit by Challenge Examination must be approved by the appropriate department chair.

5. For summer sessions only, challenge examinations must be taken within the first two weeks of the Six Week Summer Session.

6. When students pass the examination for credit, a CR will be recorded on their permanent record but will not be posted to the student’s record until 30 units have been earned in resident study. No resident credit is earned, and units graded CR do not affect the grade point average.

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

Credit by the College Level Examination Program

The university allows students to earn credit toward the baccalaureate through the College Level Examination Program. Students may earn up to 6 units per examination and may not earn more than 30 units. Passing scores for the CLEP exams are established in consultation with academic departments and the California university and college system. Students may not be credited for CLEP results that duplicate course work previously noted on their transcript, nor will they receive credit for CLEP examinations taken after a 12-month period. CLEP credit may be applied toward major requirements at the discretion of the department. CLEP exams are administered on a regularly scheduled basis. Interested students are advised to consult with the Office of Admissions and Records for the following page for course equivalences.

Some CLEP examinations satisfy GE requirements. To find which courses are awarded GE credit by the department that offers the examination.

Students may earn up to 6 units per examination and pass up to a maximum of 30 units total.
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. Students must take the department examination to fulfill the credit requirement. To find which courses are waived, consult the department that offers the examination.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Amount of Credit Approved</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Trigonometry</td>
<td>4 units toward algebra and trigonometry</td>
<td>MATH 107</td>
</tr>
<tr>
<td>American Government</td>
<td>3 units in American political systems. Satisfies state code requirement in U.S. Constitution. This requirement may also be satisfied by passing the examination offered by the political science department. Students must take the department examination to fulfill the credit requirement in state and local government. (1 unit)</td>
<td>POLS 200</td>
</tr>
<tr>
<td>American History Part I</td>
<td>3 units in U.S. history</td>
<td>HIST 251</td>
</tr>
<tr>
<td>(with departmental essay):</td>
<td>Satisfies state code requirement in U.S. history</td>
<td></td>
</tr>
<tr>
<td>Colonization to 1865</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History Part II</td>
<td>3 units in U.S. history</td>
<td>HIST 252</td>
</tr>
<tr>
<td>(with departmental essay):</td>
<td>Satisfies state code requirement in U.S. history</td>
<td></td>
</tr>
<tr>
<td>1865 to present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>6 units toward survey of American literature</td>
<td>ENGL 237, 238</td>
</tr>
<tr>
<td>Analysis and Interpretation of</td>
<td>3 units toward world literature</td>
<td>ENGL 214</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition (with essay)</td>
<td>3 units toward basic composition</td>
<td>ENGL 101</td>
</tr>
<tr>
<td>English Literature</td>
<td>6 units of course credit in survey of English literature</td>
<td>ENGL 239, 240</td>
</tr>
<tr>
<td>Biology (with departmental essay)</td>
<td>6 units toward basic biology course requirement and waives up to 12 units of major requirements</td>
<td>BIOL 115, 116, 117</td>
</tr>
<tr>
<td>Calculus with Elementary</td>
<td>4 units of general education in calculus</td>
<td>MATH 161</td>
</tr>
<tr>
<td>Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Chemistry</td>
<td>Up to 3 units of course credit in general chemistry</td>
<td>CHEM 115A and/or B</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>3 units of course credit in human growth and development similar to child psychology or child development</td>
<td>PSY 302</td>
</tr>
<tr>
<td>Introductory Accounting</td>
<td>4 units of course credit in principles of accounting</td>
<td>BUS 230A</td>
</tr>
<tr>
<td>Introductory Microeconomics</td>
<td>4 units of course credit in introduction to microeconomics</td>
<td>ECON 201A</td>
</tr>
<tr>
<td>Introductory Macroeconomics</td>
<td>4 units of course credit in introduction to macroeconomics</td>
<td>ECON 201B</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>4 units of course credit in general psychology</td>
<td>PSY 250</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>4 units of course credit in introduction to sociology</td>
<td>SOC 201</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3 units of general education requirements in biological sciences and 3 units of general physical sciences. Students passing the CLEP are still required to take a lab course in natural science</td>
<td>BIOL 115</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4 units of general education requirements in social structure</td>
<td>Physical Science 100</td>
</tr>
</tbody>
</table>

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

Credit for Faculty-Evaluated Prior Learning (FEPL)

FEPL Office
322 Nicholl Hall, 707 664-2882

FEPL Coordinator
J.J. Wilson

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

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

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

In the spirit of these principles, Sonoma State University offers its Faculty-Evaluated Prior Learning (FEPL) Program in order to serve highly motivated students with substantial prior learning experience. For the student who decides to apply for FEPL, the Reentry Orientation Seminar (UNIV 310) and subsequent stages of the actual assessment will be in themselves educational. The portfolio product will, in addition, be useful in future educational and career planning. In defining creditable prior learning, it is perhaps easier to begin with what it is not. It is not giving credit for "living." Everyone has lived and has had experience, and this is part of everyone's life and experience produce learning equivalent to portions of a prescribed college curriculum. The credit is not awarded for raw experience, but rather for significant learning experiences that result in a blend of practical and theoretical understanding applicable to other situations. The learning must be demonstrable and documented, according to the policies and procedures outlined below, and in more detail in the online information available from the FEPL coordinator.

FEPL Policies and Procedures

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

Orientation and Advising
This step is accomplished by enrolling in UNIV 310 Re-Entry Orientation Seminar. In this seminar, a FEPL advisor will help the student assess the appropriateness of the prior learning experience as a basis for attempting to earn credit through the College Level Examination Program (CLEP), challenge exams, or Faculty Evaluation of Prior Learning. As a part of the seminar, the student will develop a portfolio that is used as a source of information in the evaluation program (see page 291 for a description of UNIV 310).

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

Faculty Evaluation
The FEPL coordinator forwards the completed portfolio to appropriate faculty evaluators who consider whether the learning demonstrated in the portfolio meets the criteria for college-level learning in their discipline, whether it is upper-divi- sion level, and whether it is appropriate for credit in general education, electives, or the major. Recommendations for award of credit for GE are reviewed according to standard university procedures. The evaluators also recommend the exact titling of the credit to be awarded and the number of units to be awarded in each category. The evaluators’ recommendations and the portfolio are then returned to the FEPL coordinator. The timeline for this process is one semester.

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

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

Limitation on Units Possible Through FEPL
In accordance with WASC guidelines and university policy, no more than 30 units may be earned through a combination of examination and FEPL.

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

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

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by The CSU is found in Education Code Sections 68000-68900, 68121, 68123, 68124, and 89700-89701.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912. A copy of the statutes and regulations is available for inspection at the campus admissions office.

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

The student who is within the state for educational purposes only does not gain the status of resident for graduate, adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.

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

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

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

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

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

9. Certain professional, full-time employees of California schools districts.

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

11. Certain exchange students.

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

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

The California State University Office of General Counsel 400 Golden Shore Long Beach, CA 98002-2475

The appeal must be made within 24 calendar days of notification of the final decision by the campus on the original classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exemption from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 43000 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for an continuing residence in California is due to changes in classification with respect to a previous term are not accepted.

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

Scores from ACT tests prior to October 1999 should be adjusted for use with this index table by adding 2 to the pre-October 1999 composite score.
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>$5</td>
<td>$6</td>
</tr>
<tr>
<td>Associated Students fee</td>
<td>$37</td>
<td>$37</td>
</tr>
<tr>
<td>Instructionally Related Activities fee</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Faculties 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 fee</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>State University fee</td>
<td>458</td>
<td>753</td>
</tr>
<tr>
<td>Total fees per semester</td>
<td>711</td>
<td>1,026</td>
</tr>
<tr>
<td>Total fees per academic year</td>
<td>$1,422</td>
<td>$2,052</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>$5</td>
<td>$6</td>
</tr>
<tr>
<td>Associated Students fee</td>
<td>$37</td>
<td>$37</td>
</tr>
<tr>
<td>Instructionally Related Activities fee</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Faculties fee</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Student Health fee</td>
<td>60</td>
<td>60</td>
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<tr>
<td>Consolidated Service fee</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>State University fee</td>
<td>458</td>
<td>792</td>
</tr>
<tr>
<td>Total fees per semester</td>
<td>732</td>
<td>1,065</td>
</tr>
<tr>
<td>Total fees per academic year</td>
<td>$1,464</td>
<td>$2,130</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 is in addition to the fees listed above.

#### Summer Session and other special sessions

| Fee per unit | $125
| Extension Program | $110

* Fee includes graduation, diploma, transcript, and transcript and I.D. fees.

### Financial Aid Office

Village 600, 707-664-2389

### Customer Services Center

Administration and Finance Center
Building 4, 707-664-2308

### Scholarship Office

Stevenson Hall 1066, 707-664-2261

- The total fee paid per term will be determined by the number of units taken, including those in excess of 15.
- Any student issuing a dishonored check for registration fees will be subject to disenrollment.
- No fees of any kind shall be required or collected from those individuals who qualify for such exemption under the provisions of the Allan Patee Scholarship Act (see please Scholarships, page 26).
- 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 non-credit category, the student must pay an additional amount.

### Credit Cards

VISA and MasterCard bank credit cards may be used for payment of student fees. If using a credit card issued in another's name, you must present a written authorization signed by the person whose name appears on the card.

### Miscellaneous Fees

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

### 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, 42191 (housing charges), and 4802 (all other fees) of the California Code of Regulations. In all cases it is important to act quickly in applying for a refund. Information concerning any aspect of the refund of fees may be obtained from the Customer Services Center or by consulting the current Schedule of Classes.

### Debts Owed to the Institution

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

### Establishment or Abolishment of a Student Body Fee

The law governing The California State University provides that a student body fee may be established by student body referendum with the approval of two-thirds of those students voting. The Student Body Fee was established at Sonoma State University by student referendum on May 5, 1980. The same fee can be abolished by a similar two-thirds approval of students voting on a referendum called for by a petition signed by 10 percent of the regularly enrolled students (Education Code, Section 89300). The level of the fee is set by the chancellor. An increase in the student body fee may be approved by the chancellor only following a referendum on the fee increase approved by a majority of the students voting. Student body fees support a variety of cultural and recreational programs, child care centers and special student support programs.

### Customer Services Center

AFC Building 4, 707-664-2308

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

- Student fee payments
- Registration fees
- Miscellaneous course fees
- WEPT fee equipment fees
- Requests for refund of fees
- Sale of parking decals
- Parking citation payments
- Parking citation appeals
- Housing room and board payments
- Issuance of campus keys
- Lost and found
- Student employee sign-up
- Paycheck pick-up
- Financial aid check disbursement
- Charge of address
- Clearance of financial holds
- Carpool brochures
- Resume maintenance requests for demand students
- Library stickers
- University-related notary services
- Travel reimbursement for students appointed to systemwide committees
- Services for students traveling on official university business

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

### Determination of Residence for Nonresident Tuition Purposes

The campus admissions office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to...
Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning financial independence.

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

| Fall 2023 | September 20 |
| Spring 2024 | January 25 |

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

There are exceptions from nonresident tuition, including:
1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the student 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 one year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. The exception, once attained, is not affected by retirement or transfer of the military person outside the state.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
6. 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 the state the minimum time necessary to become a resident.
7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained as an institution.
8. Graduates of any school located in California that is accredited by the U.S. Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exceptions for purposes of continuous residence is maintained by the student at an institution.
9. Certain credentialed, full-time employees of California school districts.
10. Full-time state university employees and their children and spouses; state employees assigned to work in California while their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain residence for that year.
11. Exchange students.
12. Children of deceased public law enforcement or fire protection employees who were California residents and who were killed in the course of law enforcement or fire suppression duties. Any student, following a final campus decision on his or her residence classification only, may make written appeal to:

The California State University Office of the General Counsel
400 Golden Shore
Long Beach, CA 90802-4275

The appeal must be made within 120 calendar days of notification of the final decision on the campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception to residence status may subject to reclassification as nonresidents and payment of nonresident tuition in all instances. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for such classification has changed, 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 residence determination is by no means a complete explanation of the meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this publication was prepared and the residence determination date.
begin 9 months after a student ceases to be enrolled at least a half-time course of study. Limited loan delinquency information is available for special circumstances as determined by the Secretary of Health and Human Services. The student must be admitted to the BS or MS in Nursing programs.

Short-Term Loans (STL). On a funds-available basis, loans of up to $160 are made interest-free, and periods of these loans are up to 6 or more units. Loan applications are available in the Associated Students office.

Employment

Federal Work-Study (FWS). This is a program of part-time employment for both undergraduate and graduate students. Employment may be either on campus or with approved off-campus organizations. Sonoma State University participates in the America Reads program. Work-Study awards are based on demonstrated need.

Work Opportunities. Employment is generally available in Sonoma County and the surrounding university service area to students with ability and initiative. The SAS Resource Center in Village 400 is helpful in referring interested students to part-time job opportunities.

Application Procedures

All students interested in financial aid applications are required to complete and submit the Free Application for Federal Student Aid (FAFSA). By submitting this single application, applicants will be considered for most of the federal and state financial aid programs that are listed above (excluding HEA, scholarships, non-FWS employment and STL programs). New applicants for Cal Grants must also file a California Student Aid Commission GPA Verification Form. The FAFSA asks for confidential information about family income, expenses, etc., which is used by the financial aid office to establish financial need and determine what aid, if any, the student is eligible to receive. The FAFSA is available at the financial aid office beginning in early December. Many universities require the Free Application before Sonoma State University. Applicants may access an electronic version of the FAFSA at www.fafsa.ed.gov.

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

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

Questions regarding a student's eligibility or types of financial aid offered should be directed to the Financial Aid Office.

Scholarship Office

Stevenson Hall 1066, 707-664-2261

University Scholarship Program

The University Scholarship Program at Sonoma State University provides tangible encouragement and public recognition to students with superior academic qualifications. The program is made possible through the generous support of individuals, businesses, and organizations whose recognition of the outstanding contributions made by the university and its graduates.

Any incoming freshman, undergraduate or graduate student planning to attend Sonoma State University full time, whether entering or continuing, is eligible. Application to, acceptance by, or enrollment in the university is required. Outstanding academic achievement, including a minimum GPA of 3.00 on a 4.00 point scale, is also required, and many scholarships require a minimum GPA of 3.50. This GPA is calculated on your most recent 30 semester units (or the equivalent), including the Fall semester preceding the application period.

Most university scholarships are awarded on the basis of an applicant’s academic record, and overall achievements without special consideration of financial need. Applications of candidates are reviewed by the university scholarship committee, which makes the final determination.

The university scholarship committee asks each applicant to submit a personal narrative and three letters of recommendation, in addition to the basic scholarship application form. In the narrative, which is judged for both content and style, applicants are invited to discuss the basis of their scholarly excellence and to address such matters as academic record and achievements, educational goals, and career objectives, as well as academically related work experience or community service. The letters of recommendation should come from individuals qualified to attest to the student’s academic ability, achievements, and potential.

The scholarship application and award process occurs each spring semester in anticipation of the upcoming academic year. Applications and required materials must be received or postmarked by the first regular business day of March. This deadline is strictly enforced. Scholarship applications are available beginning in November of each year. Students interested in applying for any of the awards offered through the University Scholarship Program may obtain an application form by contacting the scholarship coordinator in Stevenson Hall 1066 or by calling 707-664-2261.

Presidential Scholar at Entrance Program

In addition to the University Scholarship Program, Sonoma State also guarantees a $1,000 Presidential Scholar at Entrance Scholarship for incoming first-time freshmen who have a cumulative 4.00 GPA for their sophomore and junior years and the first semester of their senior year. The GPA calculation does not include PE courses, but does allow for “weighting” of honors, advanced placement and international baccalaureate courses, according to the high school’s policy. Please contact the scholarship office for more information.

Alan Pattee Scholarships

Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties are not charged fees or tuition of any kind at any California State University campus, according to the Alan Pattee Scholarship Act, Education Code Section 68121. Students qualifying for these benefits are known as Alan Pattee scholars. For further information, contact the admisions office, which determines eligibility.

External Scholarships

Community colleges, unions, businesses, churches and other organizations often provide scholarships. Applicants should check with their high school counselor or with the SSU scholarship coordinator for more information.

Notes: A recipient of any scholarship may affect eligibility for certain financial aid. Recipients should check with the Financial Aid Office to determine their options. Financial aid applicants must report the receipt of scholarships to the Financial Aid Office.

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

The 23 campuses and the campus center of the California State University are financed primarily by California taxpayers. The total CSU state appropriation for 1997-98 (including capital outlay funding of $153 million) is $2,077,557,000. However, the total cost of education for the California State University is $2,631,016,000, which must provide support for a projected 258,000 full-time equivalent students (FTES). The number of FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student’s academic load).

The total cost of education in the California State University is defined as the expenditures for current operations, including payments made to the students in the form of financial aid, and all fully reimbursed programs contained in state appropriations, but excluding capital outlay expenditures and student activity and loan funds. The average cost of education is determined by dividing the total cost by the total FTES. The average cost is further differentiated into three categories: state support (the state appropriation, excluding capital outlay), student fee support and support from other sources (including federal and nonfederal funds). However, excluding costs that relate to capital outlay, the average cost of education per FTSE is $1,105.19. Of this amount, the average student fee support per FTSE is $2,263. The state university fee, application fee and nonresident tuition are included in the average costs paid by the students; individual students may pay less or more than $2,263, depending on whether they are part-time, full-time, resident, or nonresident students.

**Includes a supplemental appropriation of $2.5 million for the Economic Improvement Initiative; does not include a $5.1 million retirement reduction due to rate decreases during 1997-98; does not include $6.5 million appropriated for lease bond payments.

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 the federal, state or the campus’s office. This right includes the right to appeal to questions, explanations of financial aid policies and procedures, and a request for reconsideration. The initial appeal must be 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. The financial aid officer in the Appeals Processing Review Board for a decision and/or to request advice and direction from the Financial Aid Advisory Committee.
Housing Services
Zinfandel Hall, 707 664-2541

On-Campus Housing
The Residential Community provides comfortable, convenient accommodations for 1,000 single students. The community is a unique mix of non-traditional resident hall suites and campus apartments, all located just seconds from the main campus classroom buildings. All suites are fully furnished, are carpeted and have their own living rooms and bathrooms; all are wired into the university’s computer network, giving residents direct access to university computing resources, the library and the internet. The community has its own dining hall, swimming pool, computer lab, study rooms, convenience store, post office, game room and outdoor recreation area.

The community’s Resident 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 entering freshman transition successfully into their college academic programs. Incoming freshmen who meet the admissions and contracting deadlines are guaranteed campus housing.

Off-Campus Housing
The Housing Services office helps students find housing in the communities near the university. It has listings of off-campus accommodations, including apartments, houses and rooms in private homes, and a brochure of the local apartment complexes, with phone numbers and addresses, is 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.

For more information:
Fax: 707 664-4158
E-Mail: ssm.housing@sonoma.edu
www.sonomal.edu/housing

University Degrees

Bachelor’s Degree Programs

Bachelor of Arts (B.A.)
- American Multicultural Studies
- Anthropology
- Art, with concentrations in: Art History, Film Emphasis, Art Studio
- Biology, with concentrations in: Botany, Marine Biology, Medical Laboratory Technology, Microbiology, Zoology
- Chemistry
- Chicano and Latino Studies
- Communication Studies
- Criminal Justice Administration
- Economics, with concentrations in: Business Economics, Computer Applications in Economics, International Economics
- English, with concentrations in: Creative Writing, Literature, Secondary Teaching Preparation
- Environmental Studies, with concentrations in: Environmental Conservation and Restoration, Environmental Education, Environmental Technology, Environmental Planning
- French
- Geography, with concentrations in: Cultural Studies, Earth Sciences
- Geology
- History
- Hutchins School of Liberal Studies
- Interdisciplinary Studies Plan
- Teaching Credential Preparation Plan
- Liberal Studies (Ukiah)
- Mathematics
- Music, with concentrations in: Music Education, Performance, Jazz Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Special Majors: Interdisciplinary, California Cultural Studies, Gender Studies, Global Studies, Human Development
- Theatre Arts, with concentrations in: Dance, Drama, Technical Theatre

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

Bachelor of Science (B.S.)
- Biology, with concentrations in: Aquatic Biology, Cell Biology, Ecology, Physiology - Animal, Physiology - Plant
- Business Administration, with concentrations in: Accounting, Business Economics, Finance, Human Resources Management, International Management, Management, Marketing, Special
- Chemistry
- Computer Science
- Environmental Studies, with a concentration in: Environmental Technology
- Geology
- Kinesiology, with concentrations in: Adapted Physical Education, Physical Education, Exercise Science, Athletic Training
- Mathematics, with concentrations in: Applied Mathematics, Computer Science, Statistics
- Nursing: Basic BSN, RN-BSN, LVN-BSN
- Physics, with a concentration in: Applied Physics, Special Major (Interdisciplinary)
Master’s Degree Programs

Master of Arts (M.A.)
- Biology
- Counseling, with concentrations in: Marriage, Family, and Child Counseling (M.F.C.C.) School Counseling (P.P.S.)
- Cultural Resources Management (Anthropology)

Master of Science (M.S.)
- Nursing, with concentrations in: Family Nurse Practitioner Leadership/Case Management Interdisciplinary Studies (ITDS)

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

Minor Programs

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

Environmental Studies and Planning
Film Studies
French
Geography
Geology
German
Georobotics
Health Systems
Organizations (Career Minor)
History
Human Development
Integrative Studies
Interdisciplinary Studies
International Studies
Kinesiology
Latin American Studies
Linguistics
Mathematics
Music
Native American Studies
Philosophy
Physical Sciences
Physics
Political Science
Psychology
Sociology
Spanish
Teaching English as a Second Language (Career Minor)
Theatre Arts
Women's Health (Career Minor)
Women's Studies

History
- Interdisciplinary Studies (ITDS)
- Kinesiology
- Psychology, through Special Sessions
- Art Therapy
- Organization Development
- Special Interest Areas

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

Baccalaureate Candidates

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

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

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

2. Completion of a General Education Program
   The effectiveness of an education in the liberal arts and sciences is critically dependent upon the broad foundation of studies called general education. Through a program of general education, students learn a variety of basic skills and modes of disciplinary inquiry. General education courses are not simply the preliminary and introductory studies of the various disciplines; rather, they provide the necessary context for the more specific study in the major and for the selection of appropriate electives. Completion of one of Sonoma State University's general education programs also ensures completion of graduation requirements in U.S. History, Constitution and American Ideals (American Institution requirements). Please see pages 32-35 for details.

3. Completion of a Major
   Through a concentration of studies in a particular major, students focus in depth upon a particular set of disciplines or subject areas. Because major programs vary considerably in their requirements, students should consult with faculty advisors early in their academic programs. Students are expected to declare a major 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 Catalog 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 administered by the Testing Services office. 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 Centers offers two workshop series, each designed specifically for either native or non-native speakers of English.

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

   Students who have questions about the WEPT should contact the WEPT coordinator, 707-664-4333.

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

6. Unit Requirements and Limitations
   The following requirements and limitations governing course credit units must be observed:
   a. Total Units. A minimum of 124 semester units is required for graduation. (Some majors require up to 152 semester units for graduation.)
   b. Upper-Division Units. Forty units must be upper-division work (300-499 courses), including a minimum of 12 units in the major for the B.A. degree or 18 units in the major for the B.S. degree.
   c. Residence Units. Thirty units must be completed in residence at Sonoma State University, including 24 upper-division units, 12 units in the major and 9 units in general education. The B.F.A. in Art requires 24 upper-division units in art in residence. Note: Units earned in Extension, Open University, Visitor status at Sonoma, non-baccalaureate-level courses, and through credit by examination may not be applied to residence requirements.
   d. Credit/No Credit Grades. A maximum of 24 units of courses with nontraditional grades may be elected. (Please see page 321 for information on nontraditional grading.) Students completing the Hutchins School interdisciplinary general education lower-division program may exceed this minimum (please see page 34). Courses fulfilling major and minor requirements must be graded A-F, except for courses not available in the A-F mode.
   e. Other maximum limits of semester units to be applied toward degree requirements are: Correspondence and Extension Studies 24 units.
Community Involvement Project 295/395
6 units

Special Studies 495
12 units

Student-Instructed Courses 199/299
12 units

Community College transfer credit
70 units

Credit by examination
30 units

Faculty-Evaluated Prior Learning
30 units

General Program
A minor is not required for graduation. Many departments, however, offer programs leading to a minor, and students are encouraged to consider pursuing a minor that complements their major. Minor programs ordinarily consist of approximately 20-30 units, 6 of which must be upper division and require maintenance of a C (2.00) average in minor coursework. Faculty advisors in the department offering the minor will assist students in selecting appropriate courses. Co-enrollment in the major must be completed by the degree date. The minor appears on the student’s official transcripts but not on the diploma. See also Career Minors on page 91.

Electives
To complete the minimum of 124 semester units required for graduation after fulfillment of general education, major, and minor requirements, students may choose from a broad spectrum of courses to broaden their education, deepen understanding of their specialties, pursue work in related fields, and satisfy their curiosity and enthusiasm regarding particular areas of interest.

Double Majors
It is not uncommon for a student to complete the requirements for more than one major within 124 units. If you earn two bachelor of arts degrees, both will appear on your diploma and transcripts; however, if you simultaneously earn a bachelor of arts and a baccalaureate degree in science, you must select which one will appear on your diploma. The second major selected from a different degree program is not counted towards your transcripts. Students who wish to complete requirements for a second major should consult with a faculty advisor early in their academic program.

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

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

Honors at Graduation
The university awards two types of honors to students at graduation: degree honors and departmental honors.

1. Degree Honors
Students graduating with the baccalaureate earn degree honors by meeting the following criteria:
   a. Completion of Sonoma State University of a minimum of 45 letter-graded semester units in residence.
   b. Achievement of cumulative grade point average (GPA) indicated below:

<table>
<thead>
<tr>
<th>Degree Honor</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor</td>
<td>3.60 - 3.74</td>
</tr>
<tr>
<td>舅</td>
<td>3.50 - 3.74</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.50 - 3.74</td>
</tr>
</tbody>
</table>

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

2. Department Honors
Students graduating with the baccalaureate who are judged by their departments to have made outstanding contributions to their disciplines graduate “with distinction.” Check with your major department to learn if they offer departmental honors. Departmental honors are noted on the student’s transcript and on the diploma.

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

The University-Wide Option
Each baccalaureate candidate will complete a university-approved general education program, with courses distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communication and Critical Thinking</td>
<td>9 units</td>
</tr>
<tr>
<td>1. Written and Oral Analysis</td>
<td>8 units</td>
</tr>
<tr>
<td>Prerequisites: Areas A2 and A3</td>
<td>20 units</td>
</tr>
<tr>
<td>HUM 200 Written and Oral Discourse (3)</td>
<td>ENGL 201 Written and Oral Discourse (3)</td>
</tr>
<tr>
<td>2. Fundamentals of Communication</td>
<td>6 units</td>
</tr>
<tr>
<td>ENGL 101 Expository Writing and Analytical Reading (3)</td>
<td></td>
</tr>
<tr>
<td>3. Critical Thinking</td>
<td>6 units</td>
</tr>
<tr>
<td>PHIL 101 Critical Thinking (3)</td>
<td></td>
</tr>
<tr>
<td>PHIL 201 Introduction to Logic (3)</td>
<td></td>
</tr>
<tr>
<td>SCI 101 Critical and Scientific Thinking (3)</td>
<td></td>
</tr>
</tbody>
</table>

B. Natural Sciences and Mathematics (27 units)

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

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

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

1. Physical Science

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 100</td>
<td>Introductory Astronomy (4)</td>
</tr>
<tr>
<td>ASTR 231</td>
<td>Introductory Astronomical Observations (3)</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Chemistry and Society (4)</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Food, Nutrition and Toxicology (4)</td>
</tr>
<tr>
<td>CHEM 105AB</td>
<td>Elements of General, Organic and Physical Chemistry (4, 4)</td>
</tr>
<tr>
<td>CHEM 115AB</td>
<td>General Chemistry (5, 5)</td>
</tr>
</tbody>
</table>

CHEM 116AB (3) Corequisite with CHEM 115AB General Chemistry (3)

GEOL 102 | Our Dynamic Earth (3) |
| GEOL 105 | Rocks, Time, and the Earth (3) |
| PHYS 100 | Descriptive Physics (3) |
| PHYS 102 | Descriptive Physics Lab (1) |
| PHYS 104 | Descriptive Physics Lab (1) |
| PHYS 116 | Introductory Laboratory Experience (1) |
| PHYS 204A | General Physics Laboratory (1) |
| PHYS 210AB | General Physics (3) |

2. Biological Sciences

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 115</td>
<td>Introduction to Biology (3)</td>
</tr>
</tbody>
</table>

To complete a minimum of 9 units, select additional courses from group 1 or 2 above or from group 3 following:

3. Specific Emphasis

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

ANTH 201 | Introduction to Human Evolution (3) |
| ASTR 303 | Extraterrestrial Intelligence and Interstellar Travel (3) |
| ASTR 305 | Protostellar Astronomy (3) |
| ASTR 350 | Cosmology (3) |
| BIOL 15F | Introductory Laboratory (1) |
| BIOL 112 | Diversity, Structure and Function (4) |
| BIOL 122 | Genetics, Evolution and Ecology (4) |
| BIOL 123 | Cellular and Molecular Biology (4) |
| BIOL 220 | Human Anatomy (4) |
| BIOL 224 | Human Physiology (4) |
| BIOL 303 | Natural History of the North Bay Region (5) |
| BIOL 304 | Natural History of the Hawaiian Islands (3) |
| BIOL 308 | Environmental Toxicology (3) |
| BIOL 309 | Biology of Cancer (3) |
| BIOL 311 | Biomedical Immunology (4) |
| BIOL 312 | Oncology (3) |
| BIOL 314 | Field Biology (4) |
| BIOL 332 | Planes and Civilization (3) |
| BIOL 385 | Contemporary Issues in Biology (3) |
| CS 101 | Intro to Computers and Computing (3) |
| CS 150 | Intro to Programming (4) |
| GEOP 204 | Geographic Principles (3-4) |
| GEOL 110 | Earthquakes, Volcanoes and Mountains (3) |

GEOL 120 | Regional Field Geology (3) |
| GEOL 303 | Advanced Principles of Geology (3) |
| PHYS 300 | Physics of Music (3) |
| PHYS 342 | Popular Optics (3) |

Complete one course from the following group:

4. Mathematical Concepts and Quantitative Reasoning

Mathematics courses develop students’ appreciation of one of the chief tools of the natural and social sciences, and a philosophy of the abstract aspects of pure form and number, and an approach to reasoning and logical argument.

MATH 100 | Geometry (3) |
| MATH 101 | Precalculus Mathematics (4) |
| MATH 111 | Symmetry in the Sciences and Arts (3) |
| MATH 131 | Introduction to Finite Mathematics (3) |
| MATH 141 | Studies in Modern Mathematics (3) |
| MATH 161 | Calculus I (4) |
| MATH 165 | Elementary Statistics (4) |

C. The Arts and Humanities

The arts and humanities serve to cultivate and develop imagination, sensibility, and sensitivity, and thus they also develop understanding of the interrelationships among the creative arts, the humanities, and the sciences.

Complete one course from each of the following four groups:

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

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

AMCS 392 | Ethnic Images in Film (3) |
| Art 210 | Introduction to Art Hist. (3-4) |
| Art 211 | Introduction to Art Hist. (3-4) |
| Art 212AB Introduction to World Film History (3) |

# Indicates laboratory course.
+ Meets Areas B2 or B3 for biology.
mt Meets ethnic studies requirement.
2. World Literature

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

Arth 270AA Survey of Asian Art (3)
Arth 454 History of Modern Art — European (3)
Arth 460 History of American Art (3-4)
Arth 464 History of Modern Art — Non-European (3)
CALS 356 Chicano/Latino Music (3)*
CALS 393 Chicano/Latino Cinema (3)*
CALS 479 Chicano/Latino Literature (3)*
MUS 105 Fundamentals (3)
MUS 150 Survey of U. S. Music (3)
MUS 250 Masters of European Music (3)
NAMS 205 Introduction to Native American Arts (3)
NAMS 338 Native Americans and the Cinema (3)*
THAR 100 Introduction to the History of Theatre (3)
THAR 300 Theatre in Action: Performance Analysis and Criticism (3)

3. Philosophy and Values

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

AMCS 150 Critical Thinking and Multiculturalism (3)*
CALS 352 Chicano/Latino Philosophy (3)*
NAMS 346 Pan-Philosophic Systems and Sacred Movements in Native America (3)
PHIL 120 Introduction to Philosophy (3)
PHIL 302 Philosophy of Science (3)
SOCI 431 Sociology of Religion (4)
UNIV 301 Western and Peace Lecture Series (3)

4. Comparative Perspectives and Foreign Languages

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

AMCS 255 Ethnicity in the Humanities (3)*
AMCS 355 Language and Ethnicity (3-4)*
Arth 363 Other Cinemas (3)
CALS 220 Mexican American Arts and Literature (3)*
CALS 451 Chicano/Latino Humanities (4)*
GER 370 Intercultural Training: Germany (3-4)
MUS 270 Music in Society (3)
MUS 350 Musics of the World (3)
MUS 351 Sacred Traditions of South Asia (3)
MUS 352 The History and Secular Traditions of South Asia (3)
MUS 370 Sacred Musics of the World (3)
THAR 373 Dances of the World (3)

5. Contemporary International Perspectives

Courses which introduce international perspectives study major economic and political dimensions of human activity, including consideration of different access to natural resources, wealth, power and influence among the world's nations.

ECON 204 International Macroeconomics (4)
ECON 426 Seminar in the History of Economic Thought (3)
ENSP 200 Global Environmental Issues (3)
GEOG 302 World Regional Geography (3-4)
LING 300 Introduction to Linguistics (3)
POLS 201 Ideas and Institutions (3)
POLS 315 Democracy, Capitalism and Socialism (4)
SOCI 305 Perspectives on the Holocaust and Genocide (3)

6. The Integrated Person (3 units)

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

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

3. United States History

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

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

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

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

POLS 200 American Political Systems (3)
POLS 202 American Political Institutions and Process (3)

Total minimum units in general education: 50, to include:

- Nine units in residence
- Nine upper-division units, either by enrollment in an upper-division thematic block or by choosing upper-division courses in three of the five areas (A-E). Thematic blocks are a total of 9 units of integrated coursework chosen thematically. Thematic courses must be taken as a group to meet the upper-division requirement. Consult the General Catalog or Cal State College Outline for a description of the thematic blocks that are offered each semester.
- An approved science laboratory.
- One course in ethnic studies. Ethnic studies courses are indicated with an asterisk.

The Hastings School Interdisciplinary Option

The lower-division general education requirements, with the exception of mathematis, can be met by taking the Four Hastings School interdisciplinary seminars of 12 units each, and 3 units of mathematics. The seminars are: LIBS 101 The Human Enigma; LIBS 102 Exploring the Unknown; LIBS 204A/B; In Search of Self/The American Experience, and LIBS 302 Challenge and Responses in the Modern World. In addition, 9 units of upper-division general education courses must be completed. The multiple subject option in the Hastings major may be completed in 44 units. For other options within the Hastings major, students must complete 54 units with LIBS 401B. The remaining 6 units must be selected from upper-division courses in areas A-D of the university-wide general education program.

Individualized GE Option

As an alternative to the standard general education program, which provides a course list of specific categories from which to select courses, students may design a program that fits their own interests and needs, choosing courses to fit GE requirements from almost the entire university catalog. You must meet with an advisor to plan to advance your individualized GE program; write a proposal for approval; and fill out a program contract. The proposed program must include at least 18 units of GE work yet to be completed. See the Individualized GE website at sonoma.edu/GE/PGICE.html for more information, application forms and application instructions.

Individualized GE programs are scheduled to have a second baccalaureate degree should see page 32 for information.

Graduate Degrees

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

Graduate programs are described in the graduate college catalog and degree requirements/35

Residence Master’s Degree Programs

Biology
Business Administration
Chemistry
education and Learning Early Childhood Education Educational Administration English
History
Interdisciplinary Studies
Kinesiology

Degree Requirements / 35
ing projects, including theses, investigative projects, creative projects and curriculum projects, are approved by the department and reviewed by the Graduate Studies Office prior to clearance for the degree. These projects are then published by the Sonoma State Library and become part of its permanent collection.

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

General Requirements for the Master's Degree

Master's programs require a minimum of 30 semester units of approved coherent coursework. All courses applied to the program must be completed with an overall GPA of 3.0, 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 equivalent to 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 competence and in what is required to advance the student to candidacy for the degree.
3. No fewer than one-half of the total units required shall be in graduate (500-level) coursework.
4. At least 21 semester units shall be completed in residence.
5. No more than 6 semester units shall be allowed for a thesis or project.
6. No more than 30 percent of coursework shall be allowed in transfer, including work done through Extended Education.
7. No credit toward a master's degree will be given for student teaching in a credential program.
8. At the discretion of the department, up to one-third of the total program units may be in a nontraditional grading mode (credit/no credit).
9. No classes completed as an undergraduate may be used except those granted provisional graduate credit prior to award of the baccalaureate degree.
10. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Crediting 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 30 unit program will remain until the student submits the culminating project. Projects taking more than four semesters to complete will require an approval for extension by the associate vice president for academic programs, or may require re-application to the program and re-enrollment in the units.

Continuous Enrollment Policy

Graduate students who have completed their coursework or who have begun to work on their thesis or other final project must be enrolled each additional semester through one of the following mechanisms:
1. Those students who wish to maintain eligibility for financial aid and use the full resources of the university should maintain regular half-time enrollment and pay half-time fees. Graduate programs should create enrollment opportunities for these students by providing mechanisms such as sections of 555 (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.
The School of Education

Dean
Phyllis Fernlund

Credentialed Office
Stevenson Hall 3007, 707 664-2581

Department
Education

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

School of Business and Economics

Dean
Lawrence S. Clark

School Office
Stevenson Hall 2034, 707 664-2220

Department
Business Administration, Economics

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

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

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

Within the School of Business and Economics, several organizations exist to serve special needs: the Center for Management and Business Research, the Center for Economic Education, the Center for Regional Economic Analysis, the Wine Business Education Program and the Institute for Small Business Development.

Geology
Kinesiology
Mathematics
Nursing
Physics

The School also offers a highly-regarded pre-health professions program that draws on the resources of several departments. The health professions advisory committee, composed of faculty from the departments of biology, chemistry, physics and astronomy, mathematics and kinesiology, assists and advises students as they prepare for admission to medical, dental, veterinary and other graduate schools in the health professions. Sonoma State students are admitted to these programs at rates well above the national averages.

Within the school, the nursing department offers both undergraduate and graduate programs...
School of Social Sciences

Dean
Robert Karlrud

School Office
Stevenson Hall 2078
707 664-2112

The social sciences are intimately concerned with human behavior in all its complexity and with the many kinds of social relationships that influence us as we grow and change as unique individuals throughout our lives. To comprehend adequately the state of the human condition, the interaction of man and environment — past, present and future — must be examined. Social scientists are interested in discovering the ways people are affected by the 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 encomapases a particularly interesting combination of departments and programs. A student can choose from a variety of opportunities, ranging from the core of "traditional" social science fields with an emphasis on applications (anthropology, geography, history, political science, psychology and sociology), to various cross-disciplinary programs (environmental studies and planning, gerontology, linguistics and women's studies), to programs with a professional emphasis (counseling, criminology and justice administration, Teaching English as a Second Language, and public administration).

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

All social science programs permit enough flexibility to allow students to select some sciences, and in some cases students make arrangements to carry two majors. Students in the social sciences have opportunities to study with faculty who are working in a wide spectrum of interests, including such areas as human services, demography, multicultural education and energy studies.

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

School of Extended Education

Dean
David Wells

Office
Stevenson Hall 1012, 707 664-2394

Extended Education complements the university's mission by providing quality, lifelong educational opportunities that meet community needs. Extended Education programs offer resources for learning new career skills, for updating professional skills and meeting relicensure requirements, as well as enabling students to take courses in mathematics, physics, chemistry and computer science that are part of most engineering programs. Interested students should contact an advisor in the department of physics and astronomy.

School Business Management
Training the Trainer

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

Special Programs
EXCEL (a summer program for young people grades 4-10)
American Multicultural Studies

Programs offered
Bachelor of Arts in American Multicultural Studies
Minor in American Ethnic Studies

Department Office
Nichols Hall 214, 707 664-2486

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.

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

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

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

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

Bachelor of Arts in American Multicultural Studies

Admission into the Major
Students must complete AMCS 210 or AMCS 255 with a 2.5 or better (or equivalent transfer course) to be admitted to the major. Each student majoring in AMCS is assigned a faculty advisor and consults with the advisor on progress toward the degree. Upon acceptance into the major, a transfer student's records will be reviewed to articulate the courses that are equivalent to those offered within AMCS, CALS or NAMS at Sonoma State University.

Degree Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>General education</td>
</tr>
<tr>
<td>3</td>
<td>Major core requirements (up to 6 units may be applied to GE)</td>
</tr>
<tr>
<td>12</td>
<td>Areas of concentration for major</td>
</tr>
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<td>3</td>
<td>CPR/service learning</td>
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<td>7</td>
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<tr>
<td>37</td>
<td>General electives</td>
</tr>
<tr>
<td>124</td>
<td>Total units needed for graduation</td>
</tr>
</tbody>
</table>

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

**Major Core Requirements**

Complete the following 14 units:

- AMCS 210 Ethnic Groups in America ........................................... 4
- AMCS 255 Ethnic History in America ........................................... 3
- AMCS 350 Ethnic, Values and Multiculturalism ............................... 3
- AMCS 490 Research and Methodology ......................................... 4
- Total units in the major .......................................................... 14

**Areas of Concentration**

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

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

Choose from the following:

- AMCS 315 Ethnic Music and Dance ............................................. 3
- AMCS 330 Identity, Ethnicity, and History .................................... 3
- AMCS 331 Ethnic History in California ......................................... 3
- AMCS 345 Folklore and Ethnicity ................................................. 3
- AMCS 355 Language and Ethnicity .............................................. 3
- AMCS 360 Ethnic Literatures ..................................................... 3
- AMCS 390 Ethnic Theater .......................................................... 3
- AMCS 392 Ethnic Images in Film and Media ................................ 3
- AMCS 445 Multicultural Education .............................................. 3
- AMCS 460 Multi-Ethnic Children's Literature .............................. 3

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

Choose from the following:

- AMCS 330 Identity, Ethnicity, and History .................................... 3
- AMCS 331 Ethnic History in California ......................................... 3
- AMCS 335 The Demography and Geography of Cultural Diversity in America ......................................................... 3
- AMCS 339 Ethnic Group and American Social Policy ....................... 3
- AMCS 355 Language and Ethnicity .............................................. 3
- AMCS 370 Advanced African Culture ........................................... 3
- AMCS 377 Asian American Experience ........................................... 3
- AMCS 405 Ethnic Families in America ........................................ 4
- AMCS 425 Multiculturalism in Intercultural Relationships ............... 3
- AMCS 432 Health and Culture .................................................... 3
- AMCS 435 Ethnicity and the Life Cycle ........................................ 3
- AMCS 445 Multiculturalism and Education .................................. 4
- AMCS 455 Civil Rights and Human Rights Law ................................ 3

At least 3 units of the above behavioral and social science courses must come from the AMCS department. Remaining courses can come from other departments at Sonoma State University. MAT 165 Elementary Statistics or MAT 141 Ethnomathematics is a prerequisite for the behavioral and social sciences plan area.

**CIP/Service Learning**

Students are required to complete at least 3 units of credit by being involved in a community involvement program (CIP) or service learning opportunities. For 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 courses (9-12 units) may be taken outside AMCS to fulfill the unit requirement of the major. These courses can be from CALS, NAMS, WGS or other departments and programs at Sonoma State University upon consent of the faculty 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. The student is responsible for the accuracy of the major, especially for those students pursuing a double major.

**Honors Program (6 units)**

Students who maintain a 3.5 average or higher in the major at the end of their junior year may elect to enter into a program conferring graduation with distinction in American multicultural studies. The program requires the completion of a two-semester sequence of courses requiring the 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 off original research and to develop a paper based on such research. Such a program prepares the student to go on to their graduate or professional education.

**Double Majors and Minors**

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

**Innovative Changes in American Multicultural Studies**

For more information about multicultural teacher education, cultural diversity training, and community internships, please visit our web site at www.sonoma.edu/dept/amcs. The AMCS department offers regular workshops and open courses on the integration of training, research, learning, and community service.

**Minor in American Ethnic Studies**

Students must complete 20 units to fulfill requirements for a minor in American multicultural studies with the option of three concentrations: American ethnic studies, African American studies, and Asian American studies. Course grade CR/NC are not applicable to minor credits awarded by the AMCS department.

**American Multicultural Studies**

AMCS 255 Ethnicity in the Humanities ........................................ 3
AMCS 330 Identity, Ethnicity and History .................................... 3
AMCS 350 Ethnic, Values and Multiculturalism ............................... 3
Total units in the minor ....................................................... 12

**Concentration Electives** .................................................... 7

**Total units in the minor ....................................................... 20

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

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

**Behavioral and Social Sciences Concentrations**

**Freshman Year: 30 units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>115</td>
<td>15</td>
<td>15</td>
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<tr>
<td>GE ENGL 101 (A2)</td>
<td>GE AMCS 255 (C) (4)</td>
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</tr>
<tr>
<td>GE PHIL 101 (A3)</td>
<td>GE AMCS 200 (A1) (3)</td>
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<tr>
<td>GE Elective (B1, C1, C2)</td>
<td>GE Elective (B4, D2, D3) (9)</td>
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**Sophomore Year: 31 units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>115</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>GE AMCS 210 (D3)</td>
<td>GE AMCS 210 (D3)</td>
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</tr>
<tr>
<td>GE Elective (B2) (3)</td>
<td>GE Elective (D4) (3)</td>
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<td>Electives</td>
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**Junior Year: 31 units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>115</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>GE AMCS 330 (3)</td>
<td>GE AMCS 490 (4)</td>
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<td>AMCS 250 (C3) (4)</td>
<td>AMCS Concentration (6)</td>
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<tr>
<td>GE Electives (D5, E) (8)</td>
<td>AMCS Elective (3)</td>
<td></td>
</tr>
<tr>
<td>AMCS Elective (3)</td>
<td>Electives (7)</td>
<td></td>
</tr>
</tbody>
</table>

**Total units: 124**

**American Multicultural Studies Courses (AMCS)**

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

**200 Issues on Race, Ethnicity and Multiculturalism (3)**

Fall, Spring

Courses that stress the techniques of critical reading and thinking, of expostory writing, and of oral expression through an in-depth examination of race, ethnicity and multiculturalism and its impact on American culture, politics, and social institutions. They examine the principles of thinking, speaking, and writing with a view to the multitude of purposes for which these activities are crucial. Satisfies GE, category A (Written and Oral Analysis).

**201 Career Planning for Nontraditional Students (3)**

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

**210 Ethnic Groups in America (4)**

Fall

Survey and analysis of the diverse experiences of major ethnic groups in their relations to the economic and political positions of the United States as depicted in literary, historical, anthropological, and sociological studies. Satisfies ethnic studies in GE, category D1 (Individual and Society). This course satisfies one of the core requirements of the AMCS major. May be taken 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 and its contemporary ethnic minority populations. This course satisfies one of the core requirements of the AMCS major. May be taken with a focus on California experience.

**315 Ethnic Music and Dance (3)**

Spring, odd years

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

**330 Identity, Ethnicity and History (3)**

Fall

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

**331 Ethnic History in California (3)**

Spring

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

**335 Demography and Geography of Cultural Diversity in America (3)**

Fall, every third semester

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

**339 Ethnic Groups and American Social Policy (3)**

Fall

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

**345 Folklore and Ethnicity (3)**

Spring, even years

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

**350 Ethnic, Values and Multiculturalism (3)**

Fall

An examination of theories of race, ethnicity and multiculturalism and their impact on American thought and practice. Meets ethnic studies and upper-division GE requirements in humanities. Area C3. This course satisfies one of the core requirements of the AMCS major.
355 Language and Ethnicity (3) / Fall, Spring
A study of language as an ethnic marker; language and ethnic identity; language and national revival; bilingualism and bi-dialectism; standard and non-standard speech; foreign accents; linguistic assimilation vs. language retention. Satisfies upper-division ethnic studies in GE, category C4 (Ethnic Studies in Comparative Perspectives). Crosslisted as CALS 426. Topics subject to change. May be repeated for credit.

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

376 Pan-African Cultures (3) / Fall
The history of Third World people in their African and Caribbean nation-states as well as in America has been shaped by the twin forces of imperialism and neocolonialism. These two models as well as an in-depth examination of African American cultures in the western hemisphere will be addressed. Topics subject to change. May be repeated for credit.

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

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

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

392 Ethnic Images in Film and Media (3) / Fall, Spring
An examination of representative and significant works, tracing the evolution of ethnic images in cinema and media from their earliest to latest manifestations. Topics subject to change. Satisfies upper-division ethnic studies in GE, category C3 (Ethnic Studies in Fine Arts).

395 Community Involvement Program (1-4) / Fall, Spring
This course is intended to provide students with practical experience in various ethnic community organizations and health and social service agencies, including recreation programs, tutoring programs, day care centers, senior citizen centers, legal aid offices, homeless shelters, etc.

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

405 Ethnic Families in America (3) / Spring, even years
An analysis of family and community structure and function from a multicultural perspective. Psychological, sociological and anthropological literature on ethnic families will be examined.

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

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

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

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

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

455 Civil Rights and Human Rights Law (4) / Spring, even years
A study of the impact of laws on the sociocultural, political and economic development of ethnic groups in a multicultural society.

460 Multiethnic Children's Literature (3) / Fall, odd years
A study of multi-ethnic children's literature. Stories from folklore and literature are used to exemplify cultural images and traditions.

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

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

475 Senior Seminar (4) / Fall
Directed studies in a seminar setting on a particular topic or theme. Combines secondary reading and original research leading to the completion of a research project. Please see Schedule of Classes for the topic selected by the instructor.

475H Senior Honors (4) / Spring
Senior-year course for the final submission of 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 emphasis is given to the problems of objectivity and bias and the political and moral implications of quantitative and field research. This course satisfies one of the core requirements of the AMCS major.

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

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

499 Service Learning Internship (1-4) / Fall, Spring
Course provides students with practical experience in various ethnic community organizations and in health/social service/educational settings. Includes recreation programs, tutoring programs, day care centers, cultural arts organizations, civic promotion organizations, etc.
Anthropology

Programs offered

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

Department Office
Stevenson Hall 2054, 707 664-7920
www.sonomo.edu/anthropology

Of all the human sciences, anthropology is the broadest. Anthropologists study how human beings come to be as they are, a physically distinct species, communicating through language, adapted to every habitable part of the world, and living an amazing variety of lifestyles. As anthropologists, we have become increasingly engaged with the world of the 1990s, they have led 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. It is studied through study of fossils and comparisons with behavior of other primates 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 interact in the modern world.
- **Linguistic Anthropology** examines the structure and diversity of language and related human communication systems.

In addition, *Applied Anthropology* emphasizes how the theories, techniques and methods can be employed to facilitate stability or change and solve problems in the social world.

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 designing and carrying out research projects. Students often present the results of their work in professional meetings, juried research publications and public documents.

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

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

- Cultural anthropologists helped the government of Venezuela to plan an entire new city in a previously little occupied region. Working for Xerox, cultural anthropologists assist in product development by studying the problems office workers encounter when working with new equipment.
- Uncovering prehistoric cultivation systems, archaeologists have suggested how techniques from the past may be re-employed in the present to achieve sustainable agricultural systems. Archaeologists are employed by a host of federal and state agencies charged with locating and preserving sites 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 pathologists), in crime laboratories (as forensic anthropologists and expert witnesses), in industrial and military facilities (as designers of appropriate environments), and in zoos and nature conservancies (as keepers and students of primates).
- Linguistic anthropologists are active in the design of curriculum for teaching national languages to immigrants and indigenous populations. In Japan, where female speakers are expected to use complex terms of subservience and respect, anthropological linguists have studied how female scientists manipulate the 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, assist in developing and executing individual research projects. Students often present the results of their work in professional meetings, juried research publications and public documents.

Sample Four-Year Program for Bachelor of Arts in Anthropology

In this sample study plan, we recommend specific general education courses or suggest select courses. In the latter case, we

ANTH 300 Nature and Culture: The Growth of Anthropology (Fall) 3
ANTH 342 Community Development and International Service (Spring) 3
Complete one of the following four courses in archaeology: 3
ANTH 321 Perceptions of the Past 3
ANTH 322 Historical Archaeology 3
ANTH 323 Gender and Archaeology 3
ANTH 324 Introduction to Archaeology 3
ANTH 325 World Prehistory 3
ANTH 492 Research in California Prehistory 3
Complete one of the following courses in cultural analysis and theory or ethnic studies: 3
ANTH 445 Human Ecolony (S) 3
ANTH 438 The Role of the Sacred 3
ANTH 352 Special Topics in Culture Change (3)
ANTH 353 Psycholinguistics 3
ANTH 359 Art in Cultural Context 3
ANTH 360 Special Topics in Development Anthropology 3
ANTH 361 Indians of California (3)
ANTH 362 Transnational California (3)
ANTH 363 Communities in Mexico (3)
ANTH 375 Indian Tribes (3)
Complete one of the following four courses in biological anthropological (3)
ANTH 364 Human Evolution (4)
ANTH 302 Human Ethology and Sociobiology (3)
ANTH 315 Cognitive Development in Primates (3)
ANTH 314 Primate Social Organization (3)
Complete one of the following four courses in linguistic anthropological: 3
ANTH 386 Medical Anthropology (Cultural Context) 3
ANTH 382 Language Change (3)
ANTH 386 American Indian Languages (3)
ANTH 389 Language and Communication (3)
Complete 3 units from the following eight courses in anthropological methods: 3
ANTH 411 Topics in Computer Assisted Research (1-3)
ANTH 413 Methods in Captive Primate Studies (1-3)
ANTH 414 Methods in Primate Studies (1)
ANTH 420-021 Archaeological Methods: Lecture (2-3)
ANTH 441 Laboratory in Ethnographic Field Methods (1-4)
ANTH 444 Methods in Biocultural Studies (1-3)
ANTH 447 Ethnobotany Methods (3)
ANTH 489 Methods in Ethnographic Study of Language Use (2)

Total units in major core: 28-31

*At least one such course offered each semester.

Sample Four-Year Program for Bachelor of Arts in Anthropology

Major Electives

To complete the 40-unit requirement for the major, students must choose the remaining units from upper-division anthropology courses. Anthropology units in internship and the community involvement program do not count.

Total units in major electives: 9-12

Total units in the major: 40

ANTH 201 Introduction to Biological Anthropology 3
ANTH 301 Introduction to Cultural Anthropology 3
ANTH 312 Ancestral Behavior 3
ANTH 313 The Study of Culture 3
ANTH 314 The Study of Culture 3
ANTH 315 Cognitive Development in Primates 3
ANTH 316 Primate Social Organization 3
ANTH 321 Perceptions of the Past 3
ANTH 322 Historical Archaeology 3
ANTH 323 Gender and Archaeology 3
ANTH 324 Introduction to Archaeology 3
ANTH 325 World Prehistory 3
ANTH 492 Research in California Prehistory 3
Complete one of the following courses in cultural analysis and theory or ethnic studies: 3
ANTH 445 Human Ecolony (S) 3
ANTH 438 The Role of the Sacred 3
ANTH 352 Special Topics in Culture Change (3)
ANTH 353 Psycholinguistics 3
ANTH 359 Art in Cultural Context 3
ANTH 360 Special Topics in Development Anthropology 3
ANTH 361 Indians of California (3)
ANTH 362 Transnational California (3)
ANTH 363 Communities in Mexico (3)
ANTH 375 Indian Tribes (3)
Complete one of the following four courses in biological anthropological (3)
ANTH 364 Human Evolution (4)
ANTH 302 Human Ethology and Sociobiology (3)
ANTH 315 Cognitive Development in Primates (3)
ANTH 314 Primate Social Organization (3)
Complete one of the following four courses in linguistic anthropological: 3
ANTH 386 Medical Anthropology (Cultural Context) 3
ANTH 382 Language Change (3)
ANTH 386 American Indian Languages (3)
ANTH 389 Language and Communication (3)
Complete 3 units from the following eight courses in anthropological methods: 3
ANTH 411 Topics in Computer Assisted Research (1-3)
ANTH 413 Methods in Captive Primate Studies (1-3)
ANTH 414 Methods in Primate Studies (1)
ANTH 420-021 Archaeological Methods: Lecture (2-3)
ANTH 441 Laboratory in Ethnographic Field Methods (1-4)
ANTH 444 Methods in Biocultural Studies (1-3)
ANTH 447 Ethnobotany Methods (3)
ANTH 489 Methods in Ethnographic Study of Language Use (2)

Total units in major core: 28-31

*At least one such course offered each semester.

Major Electives

To complete the 40-unit requirement for the major, students must choose the remaining units from upper-division anthropology courses. Anthropology units in internship and the community involvement program do not count.

Total units in major electives: 9-12

Total units in the major: 40
Minor in Anthropology

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

Teaching Credential Preparation

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

Master of Arts in Cultural Resources Management

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

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

The CRM program provides its graduates with the following:

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

Admission to the Program

Applications are submitted separately in the fall to the anthropology department and to the university Office of Admissions and Records, for possible acceptance into the program following acceptance of the program's graduate coordinator for the fall semester. Applicants must submit the required departmental requirements and submission, as updated in the fact sheet. Admission to the Cultural Resources Management Program in Conditionally Classified Status.

Anthropology Courses (ANTH)

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

201 Introduction to Biological Anthropology

301 Introduction to Cultural Anthropology

401 Introduction to Archaeology

500 Prehistory

HIST 501 Seminar in Culture, Society, and Policy Analysis

ANTH 502 Archaeology; History and Theory

ANTH 503 Seminar in Cultural Resources Management

ANTH 598/Multisubject Assessment for Teachers

ANTH 599 Theses

Supporting Courses

Total units in the CRM degree

* Per requirement: HIST 472 (History of California to 1913).
** Internships are decided upon by discussion between the student and his or her advisor. Students will normally take both on-campus and off-campus internships. On-campus internships are available at the Cultural Resources Facility, Interpretive and Outreach Services Office, the Northwest Information Center, Archaeological Collections Facility, and the Sonoma County Archaeological Lab. Off-campus agencies include the Office of Historical Preservation, the National Park Service and the Sonoma County Museum.

Anthropology Courses (ANTH)

201 Introduction to Biological Anthropology

301 Introduction to Cultural Anthropology

500 Prehistory

HIST 501 Seminar in Culture, Society, and Policy Analysis

ANTH 502 Archaeology; History and Theory

ANTH 503 Seminar in Cultural Resources Management

ANTH 598/Multisubject Assessment for Teachers

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Anthropology Courses (ANTH)

201 Introduction to Biological Anthropology

301 Introduction to Cultural Anthropology

500 Prehistory

HIST 501 Seminar in Culture, Society, and Policy Analysis

ANTH 502 Archaeology; History and Theory

ANTH 503 Seminar in Cultural Resources Management

ANTH 598/Multisubject Assessment for Teachers

ANTH 599 Theses

Supporting Courses

Total units in the CRM degree

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Anthropology Courses (ANTH)

201 Introduction to Biological Anthropology

301 Introduction to Cultural Anthropology

500 Prehistory

HIST 501 Seminar in Culture, Society, and Policy Analysis

ANTH 502 Archaeology; History and Theory

ANTH 503 Seminar in Cultural Resources Management

ANTH 598/Multisubject Assessment for Teachers

ANTH 599 Theses

Supporting Courses

Total units in the CRM degree

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Anthropology Courses (ANTH)

201 Introduction to Biological Anthropology

301 Introduction to Cultural Anthropology

500 Prehistory

HIST 501 Seminar in Culture, Society, and Policy Analysis

ANTH 502 Archaeology; History and Theory

ANTH 503 Seminar in Cultural Resources Management

ANTH 598/Multisubject Assessment for Teachers

ANTH 599 Theses

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Anthropology Courses (ANTH)

201 Introduction to Biological Anthropology

301 Introduction to Cultural Anthropology

500 Prehistory

HIST 501 Seminar in Culture, Society, and Policy Analysis

ANTH 502 Archaeology; History and Theory

ANTH 503 Seminar in Cultural Resources Management

ANTH 598/Multisubject Assessment for Teachers

ANTH 599 Theses

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language change, with attention given to the history of writing systems and to writing as a source of evidence for the reconstruction of linguistic change.

386 American Indian Languages (3) Spring, even years
Focus is on the indigenous languages of the Americas, with emphasis on three themes: (a) language as a system, (b) language in cultural and social context, and (c) language relationships in space and time.

389 Language and Communication (3) Fall, odd years
Introduction to anthropological perspectives of the social and psychological environments in which people manipulate language and non-verbal communication systems. Focus on cross-cultural investigations of communicative behavior as social interaction. Consideration of the acquisition of communicative skills.

395 Community Involvement Program (1-3) Fall, Spring
An opportunity to explore the application of anthropological method and theory to community service work. Requirements: Approval of a project of anthropological relevance, a minimum of 30 hours per term of credit in the actual working situation, regular consultation with a faculty sponsor, and a paper to be determined by the student and faculty member in charge. Prerequisites: major status and consent of instructor.

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

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

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

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 course in laboratory methodology taught in association with ANTH 314. Primates in the Wild. As such, it focuses on ecological and demographic indices and on observational and analytic methodologies used in current field studies of nonhuman primates. Students will do observational assignments at sites such as the Wild. Each unit of credit requires a minimum of 30 hours of work per term (3 hours per week), including regular consultation with an examination of the faculty member in charge. Prerequisite: ANTH 201 or 202; or any appropriate upper-division course in anthropology or any upper-division course relevant to the proposed topic from another discipline.

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

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

423 Laboratory in Ethnographic Field Methods (1-4) Spring
Field and lab methods in the analysis of human behavior and culture; problems of access, rapport and ethics in conducting research; data gathering through interviewing, participant observation, personal documents, photos, tapes, video, tape recorders, data collection and retrieval; computer applications; and lab analysis and interpretation in the context of theory, problem formulation and research design. May be repeated once for credit.

444 Methods in Material Culture Studies (1) Spring
Field methods training in material culture studies across a range of disciplines, including archaeology, numismatics, science, 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 science and art of plant collection, preservation and presentation, including the collection of pertinent field and informant data. An introduction to plant classification. The use of botanical keys and vegetative mapping. A series of field trips to the various regional and local communities located within the county. A lecture followed by a field component with opportunities for individualized and small group instruction.

449 Methods in the Ethnographic Study of Language Use (1-3) Fall
Application of methods and procedures utilized in the investigation of communication in natural contexts. Prerequisite: concurrent enrollment in ANTH 380 or 390.

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

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

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

495 Special Studies (1-4) Fall, Spring
During the first week of the semester, students interested in special studies in anthropology must submit a written proposal and an outline of projected work to a faculty sponsor. Each unit of credit requires a minimum of 45 hours of work per term (3 hours per week), including regular consultation with an examination of the faculty member in charge. Prerequisite: concurrent enrollment in ANTH 390. May be repeated for credit.

496 Agency Internships (1-3) Fall, Spring
Students in the intern program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per term, including regular consultation with the faculty supervisor. This internship is usually overseen by supervisors in off-campus agencies who report to faculty supervisors. Cr/NoCr only. May be repeated for credit.

497 Anthropology Internships (1-3) Fall, Spring
Students in the intern program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per term, including regular consultation with the faculty supervisor. Cr/NoCr only. May be repeated for credit.

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

502 Archaeology: History and Theory (3) Spring
The rise of theoretical archaeology, with emphasis on the range of theoretical approaches taken by archaeologists and the nature of archaeological problem solving in theory and practice.

503 Seminar in Cultural Resources Management (3) Fall, odd years
Review of federal, state and local legislation pertinent to the inventory, examination 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.

578 Project Continuation (1-3) Fall, Spring
Designed for students working on their thesis or master's project but who have already completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisites: permission of the graduate coordinator. Cr/NoCr only.

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

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

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

596 Agency Internships (1-3) Fall, Spring
Students will have an opportunity to apply anthropological theory and methods and cultural resources management procedures as interns with public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per term, including regular consultation with the faculty supervisor. This internship is usually overseen by supervisors in off-campus agencies who report to faculty supervisors. Cr/NoCr 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 cultural resources management procedures as interns with public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per term, including regular consultation with the faculty supervisor. Cr/NoCr only. May be repeated for credit.

598 Teaching Assistant in Anthropology (1-3) Fall and Spring
Provided with 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 project culminating in the completion of a thesis (4 units maximum for 599A plus B). Prerequisite: filing an Advance to Candidacy form, which requires completion of a thesis prospectus in Special Studies 595 (1) and formation of student's Graduate Committee.
Concentration Courses

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

**Art**

EDUC 444 Teaching in the Content Area (3)

Art 210 or 211 Introduction to Art History (3)

Art 2 Additional activity courses (3)

**English**

Any three upper-division creative writing courses, including at least two genres, and ENGL 342 or 343 if not taken previously.

**Music**

MUS 400 (if not taken previously) Music for the Classroom (3)

MUS 250 Survey of European Music (3)

MUS 250 Survey of World Music (3)

MUS 323 Chamber Singers (2)

MUS 324 Sonoma County Bach Choir (1-2)

MUS 325 SSI Chorus (1-2)

MUS 326 Classical Guitar Ensemble (1-2)

MUS 327 Symphonic Wind Ensemble (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 100 Introduction to History of Theatre: Drama and Dance (3)

THAR 300 Theatre in Action: Performance, Analysis and Criticism (3)

THAR 301 Dance Workshop (3)

THAR 302 Drama Workshop (3)

THAR 100 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

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

Designed specifically for the pursuit of art practices and the study of art history, film history and art management, the art department facilities are located in one of the best equipped physical plants in the country.

The programs are directed by a faculty of professional artists and scholars dedicated to their students and to the pursuit of their own creative and scholarly work. Students also have access to developing new technologies in a number of areas.

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

Art history is an interdisciplinary program within the art department, with a core of period and survey courses that provide an integrative investigation of art and culture by using both original art and new approaches and technologies. The curriculum provides a broad overview of traditional European contributions, an introduction to the arts outside of the European tradition, familiarity with historical methodology and research, including online and electronic sources, and critical thinking.

Our core is enhanced by art history offerings of specialized upper-division classes that have included in-depth studies of artists, themes and post-modern theory, and of current issues such as gender and multiculturalism. As a demonstration of mastery of skills and knowledge in the field, art history requires students to write a senior thesis, which indicates original research or interpretation. With prior approval of the faculty, students may write a more elaborate honors thesis in place of the senior thesis. Students are strongly encouraged to develop competency in at least one foreign language.

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

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

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

**General Procedures**

Students wanting to major in art will be accepted on the basis of their interest and ability in one of the following areas of concentration: Art History and Film History. Art Studio (areas of emphasis below) Painting Printmaking Drawing Sculpture Photography Ceramics

Enrolling freshmen or lower-division transfer students will be accepted by the university in the status of major in the B.A. program. Upper-division transfer students who have fulfilled requirements equivalent to those for lower-division art majors at Sonoma State University will be accepted as art majors in the B.A. program. For information on admissions to the B.A. program, please see page 63.

Courses in the major cannot be taken for CoNCA. A maximum of 3 courses may be challenged for credit toward the major: 2 lower-division and 1 upper-division. Most studio courses require payment of lab fees at time of class registration.
Career Opportunities Relating to the Major
Whether in art history, film history, art studio or gallery and museum management, programs in the art department are committed to academic excellence and the acquisition of skills in 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 diverse field of students, 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

<table>
<thead>
<tr>
<th>Units</th>
<th>General Education</th>
<th>Major Core Requirements</th>
<th>General Electives</th>
<th>Total Units Needed for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td></td>
<td>43</td>
<td>30</td>
<td>124</td>
</tr>
</tbody>
</table>

Note: Although the art department does not specify a unit requirement, reading comprehension of at least one foreign language is considered essential for students who plan to pursue master's or doctoral degrees in the field of art history. 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 Concentration

<table>
<thead>
<tr>
<th>Units</th>
<th>General Education</th>
<th>Major Core Requirements</th>
<th>General Electives</th>
<th>Total Units Needed for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td></td>
<td>43</td>
<td>30</td>
<td>124</td>
</tr>
</tbody>
</table>

Foundation Courses

<table>
<thead>
<tr>
<th>ArtS 101 Art Fundamentals: Two-dimensional or ArtS 208 Basic Black and White Photography</th>
<th>ArtH 210 Introduction to Art History</th>
<th>ArtH 212 World Film History (1894 to WWII)</th>
<th>ArtH 212B World Film History (WWII to Contemporary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
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<td>3</td>
</tr>
</tbody>
</table>

Studio Courses (5 lower-division units)

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

Minimum total lower-division units: 11

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

<table>
<thead>
<tr>
<th>ArtH 211 Introduction to Art History</th>
<th>ArtH 211 Introduction to Art History</th>
<th>ArtH 211 Introduction to Art History</th>
<th>ArtH 211 Introduction to Art History</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
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<td>3</td>
</tr>
</tbody>
</table>

Total core units: 18

Electives

Choose 6 units from the following courses:

<table>
<thead>
<tr>
<th>Literature and Film</th>
<th>ENGL 320/420 Screen/Script Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

ArtH Upper-Division Courses 8
ArtH Upper-Division Modern or Non-Western Course 3
Total units needed for the minor: 20

Recommended electives for Art History Minors

Upper-division art history or criticism courses.

Minor in Film Studies

Please see page 155 for a description of the film studies minor program.

Course Rotation: Art History

Foundation courses:

<table>
<thead>
<tr>
<th>Introduction to Survey (210, 211)</th>
<th>All semesters</th>
</tr>
</thead>
</table>

Freshmen Courses:

<table>
<thead>
<tr>
<th>Introduction to Survey (210, 211)</th>
<th>All semesters</th>
</tr>
</thead>
</table>

Intermediate Courses:

<table>
<thead>
<tr>
<th>Arts 101/202, History of Modern Art</th>
<th>All semesters</th>
</tr>
</thead>
</table>

Upper Courses:

<table>
<thead>
<tr>
<th>Arts 401/402, Upper-Division GE (3)</th>
<th>All semesters</th>
</tr>
</thead>
</table>

Art History Concentration

Freshman Year: 31 units

<table>
<thead>
<tr>
<th>Fall Semester (16 units)</th>
<th>Spring Semester (15 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtH 210 (4)</td>
<td>ArtH 211 (3)</td>
</tr>
<tr>
<td>GE courses (6)</td>
<td>GE courses (6)</td>
</tr>
</tbody>
</table>

Sophomore Year: 32 units

<table>
<thead>
<tr>
<th>Fall Semester (16 units)</th>
<th>Spring Semester (16 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtH 404 (4)</td>
<td>ArtH 405 (4)</td>
</tr>
<tr>
<td>ArtH Period Course (4)</td>
<td>ArtH 406 (4)</td>
</tr>
<tr>
<td>Upper-Division GE (3)</td>
<td>Electives (4)</td>
</tr>
<tr>
<td>Upper-Division GE (3)</td>
<td>Electives (4)</td>
</tr>
</tbody>
</table>

Junior Year: 31 units

<table>
<thead>
<tr>
<th>Fall Semester (16 units)</th>
<th>Spring Semester (15 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtH 403 (4)</td>
<td>ArtH 407 (4)</td>
</tr>
<tr>
<td>ArtH 408 (4)</td>
<td>ArtH 409 (3)</td>
</tr>
<tr>
<td>ArtH 411 (3)</td>
<td>ArtH 412 (3)</td>
</tr>
<tr>
<td>Electives (4)</td>
<td>Electives (3)</td>
</tr>
<tr>
<td>Electives (4)</td>
<td>Electives (6)</td>
</tr>
</tbody>
</table>

Total semester units: 124

Art History and Film History Courses (ArtH)

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

199 Student-instructed Courses (1–4)

Please see current Schedule of Classes for details.

200 Information Resources and Skills for Art History (3)

Techniques for finding library and information resources in visual culture and art history. Covers the use and strategies for accessing information and images in the university library and incorporating that visual imagery into research projects using computer applications. Students will learn about facilities available and how to access, retrieve and evaluate information. Teaching includes lectures, demonstrations and online research for both electronic and print sources. Students will gain experience with software packages such as Pagemaker and Photoshop using the graphics lab in the art department.

58 / University Curricula • Art
210 Introduction to Art History (3-4)
A lecture course covering painting, sculpture and architecture of prehistoric and primitive cultures, and ancient, classical and medieval civilizations, satisfying FINE ARTS (Art).  

211 Introduction to Art History (3-4)
A lecture course covering painting, sculpture and architecture from the Renaissance to the present with a global perspective. Satisfies GE, category C1 (Fine Arts).

212A Introduction to World Film History (3) (1994-2015)
Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of the primitive period, the emergence of the feature film in America, Europe and Japan, the advent of sound, the "great studio era," and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts).

212B Introduction to World Film History (3) (WWII to contemporary)
Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of post-war waves such as Neo-realist and the French New Wave, cinematic modernism, the post-war film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (Fine Arts).

270A Survey of South and Southeast Asian Art (3-4)
A general survey of the arts and cultures of South and Southeast Asia, including India, Thailand, Indonesia, Cambodia and Myanmar, from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

270B Survey of Chinese and Japanese Asian Art (3-4)
A general survey of the arts and cultures of China and Japan from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

300 Graded Assistance Projects (1-4)
Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms or exhibitions projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only.

301 Assistance Projects (1-4)
Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms or exhibitions projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. C/NC only.

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

361 Classic Narrative Film (3)
Theory and analysis of classic Hollywood film. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre filmmaking, the problematic notion of the author, 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, theme or a critical problem and includes the study of Western and non-Western films. May be repeated for credit toward the minor.

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

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

400 Art History Information Resource and Research Skills (2)
Course for upper-division majors researching information for their senior thesis projects. Covers the use and evaluation of methods for finding technology and appropriate software. Prerequisite: upper division art history standing or related major and concurrent enrollment or completion of ART 400B.

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

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

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

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

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

440 Early Italian Renaissance Art (3-4)
Seminar in the Italian Renaissance, its architecture, sculpture and painting.

442 Later Italian Renaissance (3-4)
Seminar/course covering painting, sculpture and architecture of Italy in the 16th and 17th centuries.

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

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

454 Nineteenth Century Art (3-4)
A culturally diverse survey of painting and sculpture in Europe, which may include non-Western traditions, ca. 1570 through the end of the 19th century. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: UNIV 200.

460 History of American Art (3-4)
A survey of the American experience from pre-Colonial times to the present, with insights into European, non-Western and native influences. Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: UNIV 200.  

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

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

465 Modern Art from 1945 to 1979 (3-4)
A seminar/course on modern art in the Western world since World War II. Includes non-Western and native influences. Prerequisite: UNIV 200.

466 Contemporary Art (3)
A seminar/course covering introductory experiences in the mass media of art. Prerequisite: consent of instructor.

470A South and Southeast Asian Art (3)
A seminar/course covering introductory experiences in the arts of South and Southeast Asia (India, China, Tibet, Thailand, Indonesia, Cambodia, and Vietnam), from their beginnings to the present. Emphasis on sculpture and painting. Content emphasis may vary. May be repeated with consent of instructor.

470E Chinese and Japanese Asian Art (3-4)
A seminar/course covering introductory experiences in 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.

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

476 Art Beyond the European Tradition: Selected Topics (3-4)
A seminar/course covering introductory experiences in the arts of Africa, Native America, Hispanic, Latin America and/or other indigenous cultures.

480A Selected Topics in Art (1-4)
An intensive studio course dealing with a special topic of particular art interest.

The topic will vary from semester to semester. The course may be repeated and may be applicable to requirements for a major in Art. Consult advisor and department chair. Prerequisites: major status, advanced standing and consent of instructor.

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

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

491H Senior Thesis: Subtitle (1-2)
Submission of a scholarly paper to the faculty is required in the senior year. The student works in a tutorial situation with an art historian.

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

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

494 Gallery and Museum Methods (4)
An introduction and activity course in methods and techniques of gallery and museum practices. Discussions concerning the nature and function of art galleries and museums, their relationship to the artist and historical work. In addition, the class will assist in show design, installations, publicity, gallery management and record keeping. May be repeated for credit for a maximum of 12 units. Prerequisite: Consent of instructor.

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

496 Directed Field Research Experience (1-4)
Travel to galleries and museums in various North American cities. Individual and group participation required. Destinations vary; consult seminars and professors for semester in which offering is available 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. C/NC only.

497 Directed Field Research Experience (1)
Travel to various destinations, which vary depending on type of field research being offered; consult seminar schedule for specifics. May be repeated and may be applicable to requirements in the major. Students will be required to complete 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.
Bachelors of Arts in Art

Studio Concentration

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

Degree Requirements

- General education: 3 units
- Major requirements: 45 units
- General electives: 28 units
- Total units needed for graduation: 124 units

Requirements for the Major

The art major with studio concentration is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course offerings in studio and associated areas that allow for the development of an emphasis in one or more of the following: painting, sculpture, printmaking, drawing, photography, and ceramics. Six units must be at the advanced level. Admission to advanced classes requires submission of a portfolio to department faculty each semester.

Major Core Requirements

Freshman and Sophomore Years

Complete the following sequence:

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

Choose any combination of the following two to total 4 units: ........... 4
Art 202 Beginning Drawing (2-3)
Art 204 Beginning Life Drawing (2-3)

Choose at least 3 of the following studio courses to total 6 units; at least one course must be taken in a 2-D medium and a 3-D medium: ....... 6
Art 208 Basic Black and White Photography (2-3)
Art 209 Beginning Photography (2-3)
Art 220 Beginning Painting (2-3)
Art 222 Beginning Ceramics (2-3)
Art 230 Beginning Clay Sculpture (2-3)
Art 236 Beginning Sculpture (2-3)
Art 238 Beginning Papermaking (1-3)
Art 245 Beginning Printmaking (1-3)
Art 298 Selected Topics in Art (1-3)

Total lower-division core units .................................. 22

Sophomore or Junior Years

Choose courses from the following 5 courses: .......................... 6
Art 454 Nineteenth Century Art
Art 460 History of American Art
Art 464 Modern Art from 1850 to 1945
Art 465 Modern Art from 1945 to 1979
Art 466 Contemporary Art

Junior and Senior Years

Choose any combination of the following 6 courses to total 5 units: . 5
Art 302 Intermediate Drawing (2-4)
Art 304 Intermediate Life Drawing (2-4)
Art 302 Advanced Draftsmanship (2-4)
Art 404 Advanced Life Drawing (1-4)
Art 406 Advanced Pastel (2-4)

Total upper-division core units .................................. 11

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 is the student's area of emphasis, the 5 upper-division units required in drawing must be concentrated instead in another emphasis, such as painting, printmaking, sculpture, photography or ceramics. At least 6 units must be at the advanced level. Please note that in order to graduate, students must complete all courses necessary for graduation and must be admitted to the bachelor of arts program in the spring of the sophomore year. Therefore, students may enroll as many times as desired in courses in the major without university requirements for admission and must be admitted to the bachelor of arts program in the spring of the sophomore year. Students must complete all lower-division requirements in art; take lower-division courses before upper-division courses in area of emphasis, take Fundamentals 101/102, or equivalents, before any upper-division art course and before most lower-division art courses; maintain a 3.00 GPA in art, exclusive of GE courses; and complete all lower-division requirements by the end of the junior year.

Complete an additional 3 units from the following: ...................... 3
Art 336 Intermediate Sculpture (2-4)
Art 436 Advanced Sculpture (2-4)

Printmaking

Complete 9 of 12 units of the following courses (including repeats); 6 units must be at the advanced level: .......................... 9-12
Art 340 Intermediate Etching and Woodcut (2-4)
Art 440 Advanced Etching and Woodcut (2-4)
Art 342 Intermediate Lithography (2-4)
Art 442 Advanced Lithography (2-4)
Art 343 Intermediate Printmaking (2-4)
Art 443 Advanced Printmaking (2-4)

Drawing

When drawing is the student's area of emphasis, the 5 upper-division units required in drawing must be concentrated instead in another emphasis, such as painting, printmaking, sculpture, photography or ceramics. At least 6 units must be at the advanced level. Please note that in order to graduate, students must complete all courses necessary for graduation and must be admitted to the bachelor of arts program in the spring of the sophomore year. Therefore, students may enroll as many times as desired in courses in the major without university requirements for admission and must be admitted to the bachelor of arts program in the spring of the sophomore year. Students must complete all lower-division requirements in art; take lower-division courses before upper-division courses in area of emphasis, take Fundamentals 101/102, or equivalents, before any upper-division art course and before most lower-division art courses; maintain a 3.00 GPA in art, exclusive of GE courses; and complete all lower-division requirements by the end of the junior year.

Photography

Complete 12 units of the following two courses (including repeats); 6 units must be at the advanced level: ...................... 12
Art 320 Intermediate Photography (2-4)
Art 420 Advanced Photography (2-4)

A maximum of 3 units may be applied from one or more of the following: .......................................................... 0.5
Art 382 Intermediate Monoprint (2-4)
Art 482 Advanced Monoprint (2-4)

Sculpture

Complete 9 units of the following courses (including repeats); 6 units must be at the advanced level: ...................... 9
Art 336 Intermediate Sculpture (2-4)
Art 436 Advanced Sculpture (2-4)

Complete an additional 3 units from the following: ...................... 3
Art 329 Intermediate Ceramics (2-4)
Art 429 Advanced Ceramics (2-4)
Art 330 Intermediate Clay Sculpture (2-4)
Art 430 Advanced Clay Sculpture (2-4)

Ceramics

Complete 9 units of the following four courses (including repeats); 6 units must be at the advanced level: ...................... 9
Art 329 Intermediate Ceramics (2-4)
Art 330 Intermediate Clay Sculpture (2-4)
Art 429 Advanced Ceramics (2-4)
Art 430 Advanced Clay Sculpture (2-4)

Exhibition/Portfolio-BFA and BA (46/492) ...................... Fall semesters
Directed Field Research Experience (496) ...................... Most semesters

Bachelor of Fine Arts

Bachelor of Fine Arts in Art

Studio Concentrations

Degree Requirements

- General education: 3 units
- Major core requirements: 51 units
- Electives in art: ............. 70 units
- Total units needed for graduation: 132 units

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

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

2. To complete the program, candidates will meet all course work...
Major Core Requirements
Freshman and Sophomore Years
Complete the following courses:
ArtS 101 Art Fundamentals.................3
ArtS 102 Art Fundamentals.................3
Art 210 Introduction to Art History........3
Art 211 Introduction to Art History........3
Choose a combination of the following to total 4 units:
ArtS 202 Beginning Drawing (2-4)........2
ArtS 204 Beginning Life Drawing (2-4)........2
Total lower division core units..............16

Junior and Senior Years
Complete the following five courses:
ArtS 461 Modern Art from 1850 to 1945........3
ArtS 465 Modern Art from 1945 to 1979........3
ArtS 466 Contemporary Art.................3
ArtS 465 B.F.A. Seminar....................3
Art 466 Exhibition/Portfolio.................3
Choose any combination of the following to total 5 units:
ArtS 302 Intermediate Drawing (2-4)........3
ArtS 304 Intermediate Life Drawing (2-4)........3
ArtS 402 Advanced Drawing (2-4)........3
ArtS 404 Advanced Life Drawing (2-4)........3
Total upper division core units..............20

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

Painting
Complete at least three courses from three different studio emphases (excluding painting and drawing) to total 6 units.............6
Art 220 Beginning Painting................3
Complete 20 units in the following courses, including at least 8 units at the 400-level:...........20
ArtS 320 Intermediate Painting (2-4)...........
ArtS 420 Advanced Painting (2-4)...........
Complete 5 units in intermediate and advanced auxiliary studio courses (may include 3 units of Advanced Materials or Advanced Photo)...........
Total units in the emphasis..............34

Photography
Complete at least three courses from three different studio emphases (excluding photography and drawing) to total 6 units.............6
ArtS 208 Basic Black and White Photography...........
Complete at least 21 units from the following courses, including at least 8 units at the 400-level:...........21
ArtS 308 Photographic Darkroom Processes (2-4)...........
ArtS 458 Photography Seminar (2-4)...........
Complete 5 units in intermediate and advanced auxiliary studio courses:...........
Total units in the emphasis..............34

Printraking
Complete at least three courses from three different studio emphases (excluding printraking and drawing) to total 6 units.............6
ArtS 243 Beginning Printraking..............2-3
Complete 20 units in the following courses, including a maximum of 12 units in any one printraking area:...........20
ArtS 340 Intermediate Echting and Woodcut (2-4)...........
ArtS 440 Advanced Echting and Woodcut (2-4)...........
ArtS 342 Intermediate Lithography (2-4)...........
ArtS 442 Advanced Lithography (2-4)...........
Complete 5 units in intermediate and advanced auxiliary studio courses (one upper-division course in photography is recommended)...........
Total units in the emphasis..............34

Sculpture
Complete at least three courses from three different studio emphases (excluding sculpture, ceramics, clay sculpture and drawing) to total 6 units.............6
ArtS 236 Beginning Sculpture................2-3
ArtS 229 or 230 Beginning Ceramics or Clay...........
Complete 19 units in the following courses, including at least 8 units at the 400-level (may include 3 upper-division units in Ceramics or Clay Sculpture as an addition to the 2-unit requirement):...........19
ArtS 336 Intermediate Sculpture (2-4)...........
ArtS 436 Advanced Sculpture (2-4)...........
Complete 3 units in Intermediate and Advanced Ceramics or Clay Sculpture...........
Choose one of the following courses to total 5 units:...........
Total units in the emphasis..............34

Total units in the major..............70

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

Studio concentration: Painting emphasis
Freshman Year: 20 units
Fall Semester (15 units)
ArtS 101 2-D Fundamentals (3)............3
Art 211 Art History (3)*..................3
GE courses (9)..................9

Spring semester (15 units)
ArtS 102 3-D Fundamentals (3)............3
ArtS 211 Art History (3)*..................3
GE courses (9)..................9

Sophomore Year: 32 units
Fall semester (16 units)
ArtS 202 Beg. Drawing (2)............2
ArtS 220 Beg. Painting (2)............2
GE courses (12)..................12

Spring semester (16 units)
Arts 204 Beg. Life Drawing (2)............2
ArtS 245 Beg. Printmaking (2)............2
GE courses (12)..................12

Junior Year: 33 units
Fall semester (18 units)
ArtS 320 Int. Painting (3)............3
ArtS 302 Int. Drawing (3)............3
ArtS 465 History of Modern Art (3)*...........
GE courses (6)..................6
Other electives (3)..................3
* also counts for GE requirements

Spring semester (15 units)
ArtS 420 Adv. Painting (3)............3
ArtS 304 Int. Life Drawing (3)............3
ArtS 465 History of Modern Art (459-79)...........
ArtS 236 Beg. Sculpture (2)............2
ArtS 497 Field Trip (1)..................1
GE courses (3)..................3

Senior Year: 31 units
Fall Semester (15 units)
ArtS 310 Int. Painting (3)............3
ArtS 420 Adv. Painting (3)............3

Spring semester (16 units)
ArtS 404 Adv. Life Drawing (3)............3
ArtS 420 Adv. Drawing (3)............3
ArtS 482 Int. Monotype (3)............3
ArtS 492 Portfolio (3)..................3
ArtS 494 Adv. Printmaking (2-3)
ArtS 495 Special Studies (3)
ArtS 497 Field Trip (1)

Total units:..................126

Minor in Art

Studio Concentration
Complete all of the following:
ArtS 101 Art Fundamentals................3
ArtS 102 Art Fundamentals................3
ArtS 211 Introduction to Art History........3
ArtS 229 or 230 Beginning Ceramics or Clay...........
Total units in the minor................20

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

101 Art Fundamentals (3)........Fall/Spring
Basic design. A studio course in the study of form, color and composition 2-dimensional art; rendering of 3-dimensional objects from observations of line and values, and principles of perspective. Basic prerequisite course for studio courses on the 200 level.

102 Art Fundamentals (3)........Fall/Spring
Basic principles of 3-dimensional design; sculpture, architecture, and design explored through a series of projects. Concepts examined include line, plane, volume, texture, color, time, and abstraction using wire, cardboard, clay, plaster, wood, concrete, found objects, and other 3-dimensional media. Prerequisite course for 200-level studio courses. Laboratory fee payable at time of registration.

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

202 Beginning Drawing (2-4)........Fall/Spring
A beginner's studio course in drawing employing a variety of media, including pencil, ink, charcoal, conté and pastel. Includes a unit on objective drawing.

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

206 Basic Black and White Photography (2-4)
Fall, Spring
A studio course focusing on the creation of single and multiple images derived from a variety of original sources, which may include painting, hand-painted prints, collage, chine colle and multiple monoprinted plates. Laboratory fee is payable at time of registration. Prerequisite: previous or concurrent enrollment in Arts 101 and 102.

208 Basic Black and White Photography (2-4)
Fall, Spring
A studio course focusing on the creation of single and multiple images derived from a variety of original sources, which may include painting, hand-painted prints, collage, chine colle and multiple monoprinted plates. Laboratory fee is payable at time of registration. Prerequisite: previous or concurrent enrollment in Arts 101 and 102.

300 Graded Assistance Projects (1-4)
Designed for advanced students to gain practical experience in the function of art to include lectures, workshops, classroom or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only.

301 Assistance Projects (1-4)
Designed for advanced students to gain practical experience in the function of art to include lectures, workshops, classroom 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, sketch, nature or creative work form. Prerequisite: Arts 202 or 204.
304 Intermediate Life Drawing (2-4) / Fall, Spring
A workshop in drawing the human figure for students who have
fulfilled the prerequisite, with an emphasis on developing skills
at intermediate 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 in the individualized development of photographic
skills and theory. Concentration on print quality, including zone sys-
tem. Familiarization with papers, films, and developers. Various pro-
cesses preceding upon black and white technology and darkroom
experimentation. Laboratory fee payable at registration. Prerequisite:
Art 208 or consent of instructor, based on portfolio review.

320 Intermediate Painting (2-4) / Fall, Spring
Intermediate-level studio course in painting. Directed and individual
problems. Group and individually directed. Prerequisite: Art 220.

329 Intermediate Ceramics (2-4)
Not offered every semester
A studio course involving clay projects using throwing and hand-
building techniques. Glazing, shaping, and finishing processes will be investigated.
Laboratory fee payable at time of registration. Prerequisite: Art 229.

330 Intermediate Clay Sculpture (2-4) / Fall, Spring
A studio course with directed projects. Emphasis on concept. May
be repeated for credit up to a maximum of 12 units. Laboratory fee payable
at time of registration. Prerequisite: Art 230.

336 Intermediate Sculpture (2-4) / Fall, Spring
A studio course in sculpture. Emphasis is 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)
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 toward degree or to sculpture-
emphasized courses. 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 woodcut, linocut, embossing, engraving, collagraph,
photo-engraving, monotype, and etching. Laboratory fee payable at
time of registration. Prerequisite: Art 245.

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

382 Intermediate Monoprint (1-4)
Not offered every semester
An intermediate studio course emphasizing single and multiple images
drawn from a variety of original sources, including painting, hand-
painted prints, collagraph, letterpress, etc. May be repeated for credit up to
maximum of 12 units. Laboratory fee payable at time of registration.
Prerequisite: Art 245.

395 Community Involvement Program (CIP) (1-4)
Fall, Spring
Students will fulfill creative activities in behalf of nearby off-campus
community agencies. One to 4 units of credit, based on 30 hours of
contribution effort per unit per semester. Art education assistance
and social service private enterprises. Six CIP units may be applied toward
a degree. Prerequisite: prearranged program with community host-spon-
sor and consent of instructor.

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

402 Advanced Drawing (2-4) / Fall, Spring
Independent work from imagination or nature for the advanced student.
Can be arranged as correlating drawing problems based on怂completed
with advanced studio projects in area of emphasis. May be repeated
for a maximum of 12 units. Prerequisite: at least 3 units of Art 202 or
204, and 3 units of 100-series drawing courses, or consent of instructor.

404 Advanced Life Drawing (2-4) / Fall, Spring
An advanced studio life drawing class with directed special problems
related to drawing the live model and to drawing from nature. May be
repeated for up to a maximum of 12 units. Prerequisite: Art 304.

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

429 Advanced Ceramics (2-4) / Fall, Spring
A studio course addressing advanced throwing and hand-building
techniques, glazing, and firing. Emphasis on concept and individualized
instruction. May be repeated for credit. Prerequisite: at least 3 units of
Ceramics. Laboratory fee payable at time of registration. Prerequisite: Art 329.

432 Advanced Clay Sculpture (2-4) / Fall, Spring
Continued studio work emphasizing individual projects in clay, includ-
ing advanced work in all methods covered in Art 230 and Art 330.
May be repeated for credit up to a maximum of 12 units. Laboratory fee
payable at time of registration. Prerequisite: Art 330.

436 Advanced Sculpture (2-4) / Fall, Spring
Studio and field work that explores the development of individual style.
Individual and group critiques. May be repeated for credit up to
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-level course in etching and woodcutting methods,
including woodcut, linocut, embossing, engraving, photo-engraving,
collagraph, monotype, and etching. May be repeated for credit up to
12 units. Laboratory fee payable at registration. Prerequisite: Art 340.

442 Advanced Lithography (2-4) / Fall, Spring
Advanced studio work in the lithographic process. 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
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. Not currently classed. Objective is to be a more student's creative
resource. Students individually contract work to be presented
in final portfolio or slide presentation. Laboratory fee required. Prereq-
usites: Art 204 or two semesters of Art 308 or consent of instructor,
based on portfolio review.

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

466 Exhibition/Portfolio (B.F.A.) (1-3) / Fall, Professional issues will be addressed in the preparation and presenta-
tion 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, collagraph, chine collé and multiple manipulated
prints. Up to 3 upper-division units may be applied toward a
printmaking or painting emphasis. Up to 12 units may be repeated for
credit. Laboratory fee payable at registration. Prerequisite: Art 382.

492 Exhibition/Portfolio (B.A.) (3) / Fall
Professional issues will be addressed in the preparation and presenta-
tion 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 students not in a major. 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. Indi-
viduals and group participation required. Destinations vary; consult
semester schedule for specific sites. 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 instruc-
tor.

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.
Required at time of registration. Prerequisites: major status and ad-
vanced 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 be expanded or applicable to a major in art. Consent
of instructor required. Prerequisites: major status, advanced standing and instructor consent.

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

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 Califor-
nia 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 recommended for
Multiple Subject Credential students. Students interested in a teaching
career are encouraged to consult with coordinators in the art department
as well as the education department with reference to legally required
education courses, along with field experience, leading to graduate or
second degree studies in art and education with a teaching credential.
The public school art instructor usually is expected to possess a vast
range of academic and visual arts forms, materials and techniques, and
have a strong sense of the conceptualization and philosophies for art education for
younger learners. A broadly based studio arts, art history and education
degree coursework program, including field experience in a concurrent
pattern, is recommended after arrangements are made with both the art
department and the education department. For further information, please see pages
124-127. Contact departmental advisors and review the university’s special
bulletin on Programs in Teacher Education.

Students seeking the multiple subject credential may also wish to
pursue a minor in applied arts (please see page 56).

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

Internships are available at local and regional art galleries, museums,
non-profit organizations and other groups that provide services for
artists. Please see page 91 for a descriptions of the arts management minor
program.
Astronomy, offered as a minor in the department of physics and astronomy, is the study of the universe beyond the earth’s atmosphere. The field today deals with some of the most important questions in science, such as the origin of the universe, the processes by which the elements are formed, and the life cycles of stars and galaxies. Modern astronomy leans heavily on the concepts and techniques of physics and mathematics. A result of this dependence on other fields is that degrees in astronomy are generally granted at the graduate, not the baccalaureate, level. The minor in astronomy, with a B.S. in physics, is an excellent preparation for graduate study in astronomy.

Career fields for which an astronomy minor would be beneficial include aerospace, astronomy, atmospheric science, education, planetary geology, and geophysics. A variety of courses are available within the minor, including laboratory work that utilizes the on-campus observatory, rigorous courses in astrophysics, and a number of descriptive courses for students whose major interests lie in other fields. Selected Topics courses offered in the past include: Variable Stars, Binary Star Systems, Photometric Photometry, Stellar Spectroscopy, and Applications of astro-Photometry. 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, photometric 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 structure, light, and telescopes. The solar system, space flight, stars and stellar evolution, interstellar matter, star clusters, galaxies, the universe. A survey designed primarily for non-science majors. Satisfies GE, category B1 or B3 (Physical Sciences).

231 Introductory Observational Astronomy (3) / Fall
Lecture, 1 hour, laboratory, 3 hours. Principles of astronomical measurement techniques with field and laboratory studies of astronomical objects. Identification of constellations, astronomical coordinates, use of the telescope, techniques in imaging, photometry, and spectroscopy. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in ASTR 100.

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

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

350 Cosmology (3) / Spring
Lecture, 3 hours. A largely descriptive survey. Theories of the universe, as advocated by the Greeks, Newton, Einstein, 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 late stages of stellar evolution. Prerequisites: PHYS 314 and MATH 211.

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

411 Laboratory Instruction Practicum (1)
Laboratory, 3 hours. Presentation of experimental techniques and guidance of student activities in a lower-division astronomy labora-

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

495 Special Studies (1-4) / Fall, Spring
The department of physics and astronomy encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit to their supervising faculty member proposals which outline their projects and exhibit specific plans for their successful completion.
Biology

Programs offered
Bachelor of Arts in Biology
Bachelor of Science in Biology
Master of Arts in Biology
Minor in Biology
Teaching Credential Preparation

Department Office
Dawson Hall 125, 707 664 2189

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

The biology department offers undergraduates two broadly based bachelor’s degree programs within which there are opportunities for selecting a special concentration. The department also offers a master of arts degree in biology. A congenial atmosphere allows students to develop a close relationship with peers, graduate students and faculty. An emphasis is placed on laboratory and field courses to give students practical experience.

Field courses draw upon a unparalleled diversity of habitats: streams, lakes, estuaries, bays, open coast, marshes, grasslands, and wetlands, oak woodlands, redwood groves, temperate and tropical rain forests, and 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, and vertebrates. Excellent laboratory and greenhouse facilities, such as the Raymond Burr Greenhouse and orchid collection, exist for maintaining live material for classroom use and research. A Boston Whaler is also available for aquatic research and teaching.

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, chromatography, electrophoresis, light and electron microscopy, immunofluorescence microscopy and biochemical techniques. A radionuclide laboratory and a darkroom are also available.

Biological graduates are prepared to enter the job market in a variety of careers, including government service, park service, biological research, teaching and medical technology. Students seeking a teaching credential may elect biology as their major within the teaching credential preparation program in science (see page 72). SSU biology graduates have an outstanding record of acceptance in advanced degree programs at technical, dental, veterinary, medical and graduate schools, as well as in five-year hospital internships in medical technology.

Department Chair
Philip T. Northen

Administrative Coordinator
Joyce Francis

Faculty
James L. Christman, J. Hoff Cushman, Donald J. Forish, Donald T. Hone, Chris K. Kjeldan, Philip T. Northen, Charles F. Quibell, Andrew C. Pillai, Nathan E. Runk, Judy Sakanani, Anne B. Swanson, Eileen Thatcher

Bachelor of Science in Biology

The biology curriculum, supported by physical sciences and mathematics, is designed to provide students with a strong background in the principles of biology and with rigorous upper-division instruction. This combination of breadth and in-depth instruction allows students to develop a broad and unique foundation and the skills necessary to deal with the specific biological concerns of today and the flexibility to meet the needs of the profession. From this base, any of the following concentrations may be pursued.

Biology Degree Concentrations

Each biology major may select, in consultation with an advisor, one of the following concentrations for a B.A. or B.S. degree. These degrees share a common lower division core, hence beginning students need not select a plan immediately. The B.A. program leaves more flexibility for electives and a minor. The B.S. requires more physical sciences, mathematics, and total units and is more specialized. Upon completion of the specified course work, that concentration will be designated on the transcript and diploma. Students should contact the biology department for specific requirements.

Bachelor of Arts

Botany
Marine Biology
Medical Laboratory Technology*
Microbiology
Zoology

Bachelor of Science

Aqueous Biology
Cell Biology
Ecology
Physiology—Animal

* Requires an approved internship arranged by the student at a local cooperating medical laboratory.

Biology Advisory Plans

In addition, without specifying a degree concentration, the department has developed advanced plans for the B.A. degree in biology. Contact the biology department for copies of specific advisory plans.

Aqueous Biology and Water Quality
General Biology
Molecular Biology
Pre-Dentistry
Pre-Genetic Counseling

M.A. Degree

Thesis Option

Bachelor’s Degrees in Biology

B.A.  B.S.

Degree Requirements

General education
Biological sciences
Physical science
General electives
Total units needed for graduation

Fall Semester: 30-33 units
Spring Semester: 16-17 units

ENG 101 (3)*
PHL 101 or 200 (3)
Biol 121 (4)
MATH 155* (3-4)
CHEM 115A/116A (5)
Electives a (5-25)

Sophomore Year: 28-34 units
Fall Semester: 14-17 units
Spring Semester: 14-17 units

Biol 123 (4)
Electives b (10-13)
Electives c (11-14)

Junior Year: 30-36 units
Fall Semester: 15-18 units
Spring Semester: 15-18 units

Complete: English proficiency test after completing a total of 60 units (ENG 101, and PHL 101 or 200, and UNIV 200)
Two Biol UD courses (8)
Two Biol UD courses (8)
Electives d (6-9)
Electives e (6-9)

Senior Year: 30-36 units
Complete the biology B.S. requirements by completing the electives in the major (23 units) and support courses in physical sciences.
Complete the biology B.S. requirements by completing the electives in the major specified by the B.S. concentration chosen (26 units) and support courses in physical sciences and math.
Complete general education requirements to a total of 51 units, including ethnic studies (9 of which must be upper division).
Complete total unit requirements *(the B.A. degree, minimum 124; for B.S. degree, minimum 137 units)

* If a student is not eligible to take either 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. Such students should also consider delaying CHEM 115A/116A until satisfying GE math eligibility.

* Electives should include at least one lower-division (100-299) GE course in each quarter. Electives may include additional physical science and mathematics (consult your biology advisor). Unit total per semester should average approximately 15 throughout all eight semesters (8 x 15 = 120) to complete the degree requirements in four years.

Depending on student preparation and interests, the appropriate electives in any one semester may not bring the total to exactly 15.

*Electives may include upper-division BIOS 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 EE. It is recommended that all biology majors enroll in Biology Colloquium (BIOL 390), though it is not a required course. It may be taken as many semesters as you wish, but only 2 units may be applied in the major.

*In the junior year both the genetics requirement (BIOL 320) and the physiology requirement (BIOL 324 or 334) should be completed. 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 must formally apply to graduate. With their advisor, they will then compile a requirements form and list any remaining required courses they must complete to graduate.

Bachelor of Arts in Biology

Lower-Division Core Requirements

Total units in B.A. major concentrations are 57.

Additional required natural sciences support courses...

Required: CHEM 232 or 335B Organic Chemistry
GEOL 102 or PHYS 210AB Intro Geology or General Physics
GEOD 102, 106, 107
Total units in lower-division core...

36

Upper-Division Requirements

Total biology units in B.A.

Total biology units in B.A.

Major Electives

Additional courses in biology should reflect student interests, areas of special interest, major career objectives, and B.A. concentration. These are upper-division biology courses with the restrictions and exceptions listed in the following paragraph. Courses should be selected in consultation with the major advisor.

All courses that are included in the biology major, except BIOL 390, 395, and 499, must be taken under the traditional grading mode (A-F). In the Cr/NC grading mode, a maximum of 4 units from any combination of the following courses may be included. Regardless of major, a minimum of 7 units from any combination of BIOL 390, 395, 499, 496, 498, and 499 may be included. In conjunction with a second major, a maximum of 7 units from any combination of BIOL 390, 395, 499, 496, 498, and 499 may be included. In conjunction with a second major, a maximum of 7 units from any combination of BIOL 390, 395, 499, 496, 498, and 499 may be included. In conjunction with a second major, a maximum of 7 units from any combination of BIOL 390, 395, 499, 496, 498, and 499 may be included.
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 core courses, a senior research project, and 132 total units for graduation. Students must specify and meet requirements for a particular concentration for the B.S. The lower-division core is the same as 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.

Additional Natural Sciences Support Courses... 22

The general structure for all B.S. concentrations is:

MATH 161 Calculus... 4  
CHEM 232 Survey of Organic Chemistry (5 or 6)  
BIOL 375 Animal Behavior (A, B, or C) 3  
PHYS 210AB General Physics... 6  
Concentration-supportive core courses... 4–7

Upper-Division Core

A minimum of 56 units beyond the lower-division core.

A course in cell structure and function... 4  
BIOL 325, 340, 520 or 525  
At least two additional courses in physiology... 5–7  
BIOL 424, 480, 524, or 544  
Additional courses from the above groups in this concentration... 11–13

• This class must be taken in conjunction with one of a selected group of upper-division courses. See biology department office for details.
• See the description for major electives with the B.A. for limitations on CoN/C grading mode and course selection.
• Different concentrations may specify a particular course. Consult your advisor and the biology department for a list of the courses for each B.S. concentration.

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:

• Core Requirements

At least three of the following courses:

BIOL 115 An Introduction to Biology (3)  
BIOL 121 Diversity, Structure and Function (4)  
BIOL 222 Genetics, Evolution and Ecology (4)  
BIOL 223 Cellular and Molecular Biology (4)  
BIOL 218 General Microbiology (4)  
Total units in minor core... 11–12

• Electives

Choose additional upper-division biology courses to total a minimum of 20 units. A maximum of 2 units of BIOL 303, 304, 308, 309, 311, 312, 314, 318, 332 or 335; and a maximum of 1 unit of BIOL 390 may be applied to the minor. Students are urged to seek approval of their minor program by the department chair not later than their junior year.

Total units in minor electives... 9–10

• Biology Courses (BIOL)

Courses are offered in the semester indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments. Biology majors are encouraged to complete all the lower-division core requirements before attaining junior standing (48 units). This maximizes flexibility in upper-division course selection by ensuring that essential prerequisites will have been completed.

100 Credit by Examination (3–6) / Fall, Spring

The GE requirement in biology may be satisfied by passing exams such as the CLEP or AP exams. Credit toward the GE requirement in biology will be awarded for passing this exam. Passing the exam does not waive the laboratory requirement. Please see the Credit by Examination Examinations section of this catalog (page 17) for more information.

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

Lecture, 3 hours. The unifying concept 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 B3 (Biological Sciences). Not applicable to the biology major.

115L Introduction to Biology Laboratory (1) * Fall, Spring

Laboratory, 1 hour. Laboratory work in biology, which includes the following: artificial and natural ecosystems; cellular structure and function; 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) * Lecture, 2 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 compares body plans. Concurrent enrollment in CHEM 15A strongly recommended. Satisfies GE, categories B2 (Biological Sciences) or B3 (Specific Emphasis in Natural Sciences).

122 Genetics, Evolution and Ecology (4) * Lecture, 3 hours; laboratory 3 hours. Second in a three-semester series required for biology majors. Introduces mechanisms of inheritance, evolution, and ecology. Recent advances in understanding processes underlying ecological and evolutionary relationships will be emphasized. Concurrent or prior enrollment in CHEM 110D strongly recommended. Satisfies GE, categories B2 (Biological Sciences) or B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 121 or concurrent enrollment.

212 Cellular and Molecular Biology (4) * Lecture, 3 hours; laboratory 3 hours. Third in a three-semester series required for biology majors. Introduction to cell and molecular biology, with emphasis on molecular, cellular physiology, and regulatory mechanisms. Concurrent or prior enrollment in CHEM 232 or 335A recommended. Satisfies GE, categories B2 (Biological Sciences) or B3 (Specific Emphasis in Natural Sciences). Prerequisites: BIOL 122 or consent of instructor and CHEM 115AB.

218 General Microbiology (4) * Fall, 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. Satisfies GE, category B3 (Biological Sciences) and CHEM 115AB or 105AB.

220 Human Anatomy (4) * Fall, Spring

Lecture, 3 hours; laboratory, 3 hours. Survey of the body systems. Designed for pursuing careers in the allied health professions. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences) 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. An efficient system maintenance 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. Prerequisites: BIOL 115 or 123 and CHEM 115AB or 16AB or 105AB.

* Laboratory fee may be charged; see current Schedule of Classes.
480 Immunology (3) / Fall
Lecture, 3 hours. The component elements of the immune response: antigens and antibodies, activators and inhibitors, cellular macromolecules, dividers, hypersensitivity; immunogenetics. Prerequisites: BIOL 320 and 324. BIOL 340 or 383 strongly recommended.

480L Immunology Laboratory (2)* / Spring
Laboratory, 6 hours. Qualitative and quantitative techniques of immunology and properties of the immune system, including antigen-antibody interactions and cellular immunity. Independent research project required. Prerequisite: BIOL 480.

481 Medical Microbiology (5)* / Alternate Fall, odd years
Lectures, 3 hours; laboratory, 6 hours. Mechanisms of infectious diseases caused by bacteria and fungi, host-parasite interactions in the disease process, therapeutic modalities and infection control. Laboratory techniques for the cultivation, isolation and identification of pathogenic bacteria and fungi. Emphasis is on methods and procedures currently utilized in diagnostic laboratories. Prerequisite: BIOL 340.

482 Parasitology (4)*
Lecture, 2 hours; laboratory, 6 hours. Study of human and animal parasites, their nomenclature, general morphology, life cycles, epidemiology, diagnostic methods and host-parasite relationships. Laboratory techniques for specimen preparation and methods for identification of protozoan and helminth parasites. Prerequisite: BIOL 324.

484 Hematology (4)* / Alternate Fall, odd years
Lectures, 3 hours; laboratory, 3 hours. Blood: the normal and abnormal structure and function of red and white cells and their morphological mechanisms. Prerequisite: BIOL 324.

491 Library and Information Resources — Natural Sciences (2)
Techniques for finding library and information resources in the life sciences. Course covers use and evaluation of print and electronic information sources, including online and Internet databases, research strategies and techniques, compiling and preparing bibliographies, scientific writing form and style, and organization of personal reference files. Prerequisite: at least one biology course or consent of instructor.

495 Special Studies (1-4)*
Investigations to meet an advanced specialized study need beyond the department curriculum. The project should be planned and described in written form with consent of the faculty sponsor. Prerequisites: a major or minor in biology with an upper-division standing; consent of instructor and department chair, and approved petition to enroll.

496 Senior Research for the B.S. Degree (2)*
Fall, Spring
Experimental or observational research carried out in conjunction with designated upper-division laboratory courses under the guidance of one or more of the biology faculty. A written report and oral presentation of results in a public forum are required. Prerequisites: senior standing in the major and previous enrollment in the designated class.

497 Selected Topics in Biology (1-4)*
Intensive study of biological topics, which will vary from semester to semester. May be repeated for credit and may be applicable to the requirements for a major in biology. Prerequisite: consent of instructor.

498 Biology Practicum (1-4) / Fall, Spring
Application of previously studied theory through supervised instructional work experience in biology. Intended for professional growth. A course evaluation is required by students enrolled. May be repeated for a total of 6 units. Prerequisites: upper-division standing in biology, consent of the instructor, and a full time student in whose course the student will be working, and an approved petition to enroll.

499 Internship in Biology (1-4) / Fall, Spring
Work that provides training in the use of biological skills in the community. Requires written agreement by students, faculty sponsor, on the job supervisor and field experience coordinator; please see department office for details. May be repeated for up to 6 units; 3 hours per week for each unit. C/NC grading only.

Graduate Courses
500P Biology Prossemian (2) / Fall
Introductory survey required of all incoming biology graduate students, emphasizing topics such as project design, data analysis and presentation, and manuscript preparation. Includes introduction to graduate program procedures, overview of biology faculty research and scholarly activities. Required of all biology graduate students during first semester at SSU.

500S Graduate Seminar (1-2)
Advanced seminars exploring diverse topics in biological sciences. Topics vary from semester to semester, depending on faculty interest and expertise. This course may be repeated for credit.

501 Marine Ecology (4)* / Alternate Spring, even years
Lectures, 2 hours; laboratory and field, 6 hours. An overview of current topics in marine ecology and marine physiological ecology, with emphasis on integration of interactions between the physiological, population, and community levels. Extensive focus on field or laboratory research projects that emphasize experimental design, data analysis, and presentation of data. Prerequisites: BIOL 300 and either BIOL 336 or 350.

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

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

516 Biogeography (4)*
Lectures, 2 hours; laboratory and field, 6 hours. Overview of the field of biogeography. Geographic distribution of organisms in terms of the geologic, evolutionary, and ecological processes that have caused these patterns. Prerequisite: BIOL 300.

520 Molecular Genetics (4)
Alternate Spring, odd years
Lectures, 3 hours; discussion, 2 hours. Molecular aspects of gene structure, function and evolution, including analytical techniques used to develop comparisons among genes in diversity of organisms. Prerequisites: BIOL 320 or CHEM 445 or 446.

524 Neurobiology (3) / Alternate Fall, even years
Lecture, 3 hours. Vertebrae and invertebrate nervous systems, structures and behavior, nervous development and differentiation, and functional anatomy of neural systems. Prerequisite: BIOL 324.

525 Electron Microscopy (4)* / Fall
Lecture, 2 hours; laboratory, 6 hours. Techniques of transmission and scanning electron microscopy, including preparation of biological materials and photography. Prerequisites: BIOL 325 and PHYS 210B.

544 Advanced Cell Biology (4)* / Alternate Fall, odd years
Development and applications of major concepts in modern cell biology. Specific topics will include membrane structure and properties, metabolic pathways and physiology of energy conversion, cell signaling and principles of intercellular communication, cell-cycle dynamics and macromolecular regulation of cell division. Prerequisites: BIOL 325 and BIOL 324 or 334.

550 Advances in Morphology of Invertebrates (4)*
Alternate Fall, odd years
Lecture, 3 hours; laboratory, 3 hours. Relationship between structure and function, as it is constrained by the laws of chemistry, physics and evolution. Students will explore a variety of adaptations for locomotion and other invertebrate activities. Prerequisites: BIOL 350 and PHYS 210AB recommended.

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

557 Animal Behavior (4)
Alternate Spring, odd years
Lecture, 2 hours; laboratory and field, 6 hours. Concepts of innate behavior, the endogenous and exogenous mechanisms that control behavior, sociobiology, and the ecological adaptations of behavior patterns. Prerequisite: BIOL 350 or 360.

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. C/NC only.

585 Recombinant DNA Laboratory (4)*
Alternate Fall, even years
Laboratory, 9 hours; discussion, 1 hour. Techniques for the manipulation of DNA through gene cloning applicable in the study of all biological processes. Prerequisites: BIOL 320 and CHEM 340 or BIOL 340.

595 Special Studies in Biology (1-3)*
Investigations to meet highly specialized needs and to explore possible thesis topics. Project should be planned and described in writing with consent of faculty sponsor. Prerequisite: approved petition to enroll.

599 M.A. Thesis (1-3)*
Original investigation based on laboratory or field research that meets the department and university standards. Prerequisite: admission to classified standing and advancement to candidacy.
Business Administration

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

Department Office
Stevenson Hall 2042, 707-656-2377
sonoma.edu/business.html

Administrative Coordinator
Sheila Hackworth

The primary objective of the business administration program is to prepare competent and compassionate members of the work force, with an awareness of ethical issues, to provide imaginative and responsible leadership in business and society — domestic and worldwide.

The study of business administration emphasizes issues and problems inherent in modern enterprise. Particular attention is given to the role and responsibilities of administrators in the decision-making processes of corporations, government, labor and other enterprises of society.

In preparing to meet our prime objective, we have designed a curriculum that develops skills in critical and analytical thinking and oral and written communication, provides a broad understanding of the basic functions of organizations and how those functions are related, and develops a specialization in one area of business to a high level of competence.

The bachelor of science in business administration includes a core of course requirements and a broad range of fields of concentration. All majors take core requirements and select concentrations based on individual interests and career plans. The fields of concentration include: accounting, business economics, finance, human resource management, international business, management, marketing, wine business strategies, and a general concentration designed by the student with the approval of a faculty advisor and the department chair.

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

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

Bachelor of Science in Business Administration
This is a 128-unit program arranged in several components:

Degree Requirements

General education ................................................................................................................. 51
Take ECON 10 or ECON 10A .......................................................................................... 3
Take MATH 131 or MATH 161 in B4 .............................................................................. 4
Non-general education prerequisites ................................................................................. 4
Take ECON 201B ............................................................................................................. 4
Business administration requirements .............................................................................. 39
Unrestricted electives ....................................................................................................... 14
Total units needed for graduation: ................................................................................ 128

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

Pre-Major Courses

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

Lower-Division Business Core
BUS 211 Managerial Statistics or MATH 165 Elementary Statistics or ECON 317 Applied Statistics in Business or ECON 450 Legal Environment of Business (4) or

BUS 300 Economics and the Law of Regulation (4)
BUS 230A Principles of Accounting (3)
BUS 250B Principles of Accounting (3)

Upper-Division Business Core
BUS 316 Production/Operations Management (4)
BUS 319 Management Information Systems or BUS 334 Accounting Information Systems (4)
BUS 350 Management (4)
BUS 360 Interpersonal Marketing (4)
BUS 370 Introduction to Managerial Finance (4)
BUS 491 Seminar in Management Strategy and Policy (4)

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

Concentrations: 16-21 units
To complete the major, select courses from the following concentration areas. Appropriate courses from a major such as psychology, sociology, public administration and environmental studies may be substituted in a concentration with the approval of the concentration advisor, the department chair and the dean of the school.

Electives in Major
Students may have as many as 5 selective units in the major depending on the number of units in their concentration. Electives may include BUS 292, 293, 396, 495, 499 or any upper-division business course from any concentration. Business administration students also have an additional 14 units of unrestricted electives in the B.S. degree.

Total units in the major .................................................................................................. 59

Concentration Advisors

Accounting: Anderson, Baldigo, Hossain, Lowrey, Taylor
Business Economics: Benito, Hayes
Finance: Allen, Munshi, Schickle
Human Resource Management: Dove, Eisen
International Business: Baldigo, Gilding
Management: Johnson, Seward, Wright
Marketing: Clark, Nowak, Prunafoud, Wright
Wine Business Strategies: Clark, Lowrey
Special: Liddell, Wright, McGough

Accounting Concentration: 19-21 units
Six courses are required. Prepare students for management-level accounting positions in business, government or public accounting. Specialized courses are offered in financial accounting, cost accounting, auditing and taxation. For an accounting concentration, at least 14 units or four upper-division accounting courses must be taken at sonoma.edu.

BUS 212 Introduction to the Accounting Cycle (1)
BUS 230B Intermediate Accounting (4)
BUS 330B Intermediate Accounting (4)
BUS 426 Business Law (3)
BUS 431 Advanced Accounting (4)
BUS 433A Individual Taxation (4)
BUS 433B Corporation and Estate Taxation (4)
BUS 434 Auditing (4)
BUS 435 Cost Accounting (4)

Business Economics Concentration: 16 units
Four courses are required. The business economics concentration provides courses in micro- and macroeconomics theory, managerial economics, computer applications and forecasting, and money and banking. Employment would be expected in strategic pricing, cost analysis, statistical forecasting and marketing research.

BUS 303 International Economics (4)
BUS 318 Managerial Economics (4)
BUS 319 Intro to Computer Applications and Forecasting (4)
BUS 322 Urban Economics (4)
BUS 335 Money and Banking (4)
BUS 381 Natural Resource Management (4)
BUS 377 Financial Institutions and Markets (3)

Finance Concentration: 16 units
Five courses are required. The concentration prepares the student for a career in financial management, financial analysis and planning, investment banking or insurance.

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

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

Human Resources Management Concentration: 17-18 units
Five courses are required. The concentration prepares the student for positions in human resource management, personnel, labor relations, public relations, wage and salary administration, and training and development. Resources managed effectively may result in production of useful goods or in providing services in a satisfying work environment.

Global aspects of management are included.

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

Select at least two courses:
BUS 385 Special Topics (as relevant: 1-3)
BUS 391 Cross-Cultural Communication and Negotiation (3)
BUS 441 Recruitment, Selection and Performance Appraisal (3)
BUS 470 Training and Development (3)
BUS 474 Labor Relations (3)
BUS 452 Leadership in Organizations (1)
BUS 455 Conflict Management and Alternative Dispute Resolution (3)
BUS 458 Seminar in Systems Management (4)*

International Concentration: 17-19 units
Five courses are required. The international business concentration requires demonstration of foreign language proficiency. Students must complete the second year of a foreign language at the university level or pass the CLEP Testing Service Foreign Language examination to demonstrate proficiency. The concentration prepares students for careers in international business and trade.

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

* Required
Select at least three courses:

BUS 368 International Marketing (3)
BUS 391 Cross-Cultural Communication and Negotiation (3)
BUS 385 Selected Topics (as relevant 1-3)
BUS 473 International Finance (3)
ECON 303 International Economics (4)
ECON 403 Seminar in International Economic Development (4)

*Required

Students are encouraged to select electives and general education courses from the global studies program.

Management Concentration: 17 units

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

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

Select at least three courses:

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

*Required

Marketing Concentration: 18-19 units

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

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

Select at least two courses:

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

*Required

Wine Business Strategies: 19-20 units

Six courses are required. This concentration is most ideal for a student already possessing a viticulture and/or enology academic background, wine industry experience and/or a general management objective within the wine industry. Students are required to take BUS 491W, Seminar in Management and Strategy-Wine Section, as their business capstone course.

The department recommends that most traditional-aged business majors consider another business concentration with an accompanying

Wine Focus. Students choosing this degree approach will complete the concentration requirements for Accounting, Finance, Human Resource Management, Management or Marketing plus a minimum of three wine business courses. Contact the department of business administration for details.

Required Courses (13-14 units)

BUS 465 Wine Marketing (3)
BUS 336 Wine Industry Accounting and Tax (4) or
BUS 475 Financial Management of Wine Business (3)
BUS 340W Human Resource Management — Wine Section (4)
BUS 499W Internship in Business — Wine (3)

Elective Courses (6-7 units)

Select at least two of the following courses:

BUS 336 Wine Industry Accounting and Tax (4) or
BUS 475 Financial Management of Wine Business (3)

(whichever not used above)

BUS 420W Business Data Communications — Wine (3)
BUS 446W Government Regulation and Human Resources - Wine (3)
BUS 495W Special Studies — Wine (2)
GEOG 311 California Wine Geography (3)
GEOG 312 Local Wine Field Geography (1)

Special Concentration: 15 units

Select at least five courses from concentrations listed above. For those students who do not wish to select one of the concentrations listed above, a minimum of 5 classes may be selected from 2 or more concentrations. Students are required to file a study plan approved by both a faculty advisor and the department chair at the time of declaring this concentration. The bachelor of science degree will be awarded with no concentration noted.

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

Freshman Year: 32-34 units

Fall Semester (16-18 units)
BUS 211 (4)
BUS 230A (3)
GE (A1) (3)
GE (6)
GE or elective (3)

Spring Semester (16 units)

BUS 230B (3)
BUS 225 (4)
GE (6)
GE upper division (3)
BUS 292 or elective (2-3)

Sophomore Year: 32 units

Fall Semester (16 units)
BUS 211 (4)
BUS 230A (3)
GE (A1) (3)
GE (6)
GE or elective (3)

Spring Semester (16 units)
BUS 230B (3)
BUS 225 (4)
GE (6)
GE upper division (3)
BUS 292 or elective (2-3)

Junior Year: 33-35 units

Fall Semester (17-18 units)
BUS 319 or 334 (4)
BUS 350 (4)
BUS 360 (4)
GE upper division (3)
BUS 292 or elective (2-3)

Spring Semester (16-17 units)
BUS 316 (4)
BUS 370 (4)
BUS Concentration (3)
GE upper division (3)
BUS 292 or elective (2-3)

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Senior Year
Fall Semester (15-18 units) | Spring (balance of 128 units)
GE upper division (3) | BUS 491
BUS concentration and electives | BUS concentration and electives
Total semester units: 128

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

Minor in Business Administration
A minor in business administration shall consist of 20 units in business administration courses chosen in consultation with a department faculty advisor. At least 12 units must be upper-division resident units. Transfer courses must have an equivalent lower-division course offered in our catalog. BUS 292, 296, 388, 495 and 499 may not be counted in a minor. Students must complete a business administration minor declaration form in consultation with their department of business advisor. Minors must be approved by the department chair.

Master of Business Administration
The master of business administration (M.B.A.) degree program at Sonoma State University is an evening program designed primarily to meet the needs of the working student in Sonoma County and the North Bay region.

The purpose of the M.B.A. degree program is to prepare graduates for positions of leadership in organizational settings in both the private and public sectors.

The basic objectives are to provide the student with: an understanding of the history and foundations of organizations and the cultural, social, international, economic and legal environments in which organizations operate; an understanding of the principles of accounting, organization, finance and marketing in order to analyze and solve business problems; an understanding of business research and analytical methods, and the use of the computer in making managerial decisions; and, broad general business knowledge reflecting general competence for overall management of complex organizations.

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

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

University Requirements
The requirements for admission to graduate study (work beyond the bachelor’s degree) at Sonoma State University are in accordance with Title 5, California Administrative Code. For admission, students must:
1. Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed academic preparation as determined by an appropriate campus authority.
2. Have attained a grade point average of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted.
3. Have been in good standing at the last college attended.
4. Have earned a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). This requirement applies only to applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction.

Department of Business Administration Requirements
An individual may apply for admission to the M.B.A. program with or without an academic background in business administration. Applicants will not be considered without a GMAT score. The department considers the candidate’s letter of application, academic background and performance on the Graduate Management Admissions Test (GMAT) in evaluating high promise of success in the program. The department requires a minimum formula score of 1050 obtained from a combination of the total GMAT score and the grade point average for the last 60 semester (90 quarter) units attempted. The formula is calculated as follows:
Formula Score = (200 x Grade Point Average) + Total GMAT score

To illustrate, if a candidate has a 3.20 grade point average for the last 60 units and a total GMAT score of 500, the total formula score would be 1140.

Example Computation: 200(3.20) + 500 = 1140

The candidate would meet the minimum formula score for admission.

A candidate with a minimum formula score of 1000 who otherwise demonstrates high promise of success in the program may be considered by the department for alternative admission into the M.B.A. program. To be considered, the candidate must clearly demonstrate a record of at least five years of appropriate managerial experience since receipt of the bachelor's degree.

A candidate who is not accepted may appeal to the Graduate Committee for admission reconsideration. Such appeals are not routinely granted.

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 require 20 semester units if taken at the graduate level. Part or all of this requirement may be completed at the undergraduate level. However, once admitted to the M.B.A. program a student may enroll in an undergraduate-level course only with the approval of the M.B.A. director.

M.B.A. Foundation Courses
BUS 501 Principles of Accounting or BUS 230A and 230B (3)
BUS 504 Human Resource Management and Organizational Behavior or BUS 340 or 350 (4)
BUS 506 Market Analysis or BUS 360 (3)
BUS 507 Foundations of Financial Management or BUS 370 (3)
BUS 508 Quantitative Business Analysis or MAT 131, BUS 211 and BUS 219 (4)
ECON 501 Economics of Markets and Industries or ECON 201A and 201B (3)

Foundation courses may be waived for competencies demonstrated by the undergraduate student, as noted above, or by examination. A student needing one or more foundation courses will be admitted as a Conditionally Classified Student.

M.B.A. Core Courses (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 the graduate core, those skills necessary to become an effective leader and manager in today’s business environment. The required core courses include the following:

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

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

An M.B.A. student must complete 12 to 14 units of elective courses to graduate. Students may include up to 6 semester units of approved undergraduate courses. The approved undergraduate course list is available through the M.B.A. director.

Graduate Student Status

A candidate admitted into the M.B.A. program will be admitted in one of two categories:
- Conditionally Classified Graduate Status. This student may not take undergraduate 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., 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 or elective courses, a student must be a Classified M.B.A. student, or a Classified Graduate student in another graduate program at the university, or obtain the written permission of the M.B.A. director.

M.B.A. Program Special Requirements

Analytical Writing Requirement

All candidates for M.B.A. graduate students who do not score at least 4.00 on the analytical writing portion of the GMAT must pass the CSU Written English Proficiency Test (WEPPT) either during their first semester or before completing the foundation courses.

Transfer Credits

A maximum of 8 units of transfer course work may be used to satisfy the combination of M.B.A. core and elective course requirements (30-52 units). No graduate courses that are equivalent to our foundation courses will be accepted toward M.B.A. core and elective course requirements. Transfer courses must be approved by the M.B.A. director.

Grades

No course with a grade below a C can be used to satisfy a prerequisite or degree requirement.

Culminating Accomplishment

All students must complete a thesis, a project or a comprehensive examination. Those doing a thesis or project take 3 units of BUS 599 Master’s Degree Directed Research and BUS 581 Research Methods for Managers is recommended for students doing a thesis or project. Those taking the comprehensive exam may only take 1 unit of BUS 599 Master’s Degree Directed Research for credit toward their degree program. A student should see the M.B.A. director for more details and guidance.

Business Administration Courses (BUS)

Courses are offered in the number of units noted. Please consult the Schedule of Classes for most current information and faculty teaching assignments.

200 The Environment of Modern Business (3)
Fall, Spring
A survey of the major fields of management, designed to introduce students to the range of perspectives available in the discipline. Topics will include: accounting, finance, general management, health care management, human resources management, international relations, marketing, multinational management, organizational behavior and systems analysis.

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

219 End-User Computing Tools for Business (3)
Fall, Spring
A laboratory-intensive course in which students gain a working knowledge of personal and mainframe computer operating systems as well as popular business applications such as spreadsheets and databases.

225 Legal Environment of Business (4)
Fall, Spring, Summer
A study of the legal and ethical framework within which management decisions are made. The course emphasizes the sources, functions and processes of law. It surveys a number of areas, including negligence, contracts, product liability and constitutional law, and reviews government regulations in the areas of consumer protection, antitrust, labor and employment law. CAN BUS 12

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

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

232 Introduction to the Accounting Cycle (1)
Fall, Spring
An introduction to computer accounting applications, including forecasting, database management, and financial statement preparation using a spreadsheet program. Prerequisites: BUS 230A and 230B. Cr/NC only.

290 Introduction to Wine Business Strategies (2)
Fall, Spring
An introduction to wine business principles and strategies applicable to the growing of grapes and the making, distribution and marketing of wine. Additional topics include organizational, human resource, family business and financial management, government regulation and social responsibility.

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

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

Upper-Division Courses

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

316 Production Operations Management (4)
Fall, Spring, Summer
Production/operations management of manufacturing and service operations. Topics include analysis and decision techniques in the location, design, layout, capacity sizing and process design; work design and work measurement; line balancing; forecasting and scheduling; material requirements planning and quality assurance. Inventory control, linear programming, project management and queuing models and simulations are also examined. Prerequisites: computer competency and BUS 211.

319 Introduction to Management Information Systems (4) / Fall, Spring
Study of characteristics of computer based information systems in organizations. Topics include MIS theory, concepts and issues; systems analysis and design; database design using the relational database model; data communications and LAN; and specific implementation in areas of finance, human resources, and marketing. Prerequisite: computer competency.

330A Intermediate Accounting I (4) / Fall, Spring
Current theory of accounting. Topics include the accounting process, design of financial statements, valuation of cash, receivables, inventories, plant and equipment, intangible assets and current liabilities. Concepts such as present value, LIFO and like-kind exchanges are covered. Prerequisites: BUS 230A and 230B.

330B Intermediate Accounting II (4) / Fall, Spring
Current theory of accounting. Topics include the design of the statement of changes in financial position, valuation of capital stock and retained earnings. Other special topics will include earnings per share computation, current and constant dollar accounting, liability, leases, pension plans and price level accounting. Prerequisites: BUS 230A, 230B and 330A.

334 Accounting Information Systems (4) / Fall, Spring
This course presents the basic concepts of computer based information systems theory, provide a working knowledge of systems analysis and design techniques, and introduce several fundamental accounting information flow patterns. In addition, it will examine the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes. Prerequisite: computer competency.

336 Wine Industry Accounting and Tax (4)
This course incorporates current accounting theory within the following areas: vineyard development, farming, pricing, long-term contracts, deferred income recognition, cost accounting, profit planning, not-realizable value, inventory costing methods, cash flow projections, capital budgeting, leasing, competition, foreign currency, translation and, throughout the various topics, corresponding income tax considerations. Prerequisites: BUS 230B and B.

340 Survey of Human Resource Management (4) / Spring
Comprehensive introduction to the management of human resources. Topics include assessing human resource needs, job analysis, recruitment and selection, training and development, performance evaluation, compensation and benefits, safety and health, career development, labor relations and government regulation. Prerequisites: BUS 211 and 225.

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

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

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385 Organisational Theory (3) / Once each year
Course examines the evolution of theories of organisation and management, and focuses on the effects of structural and contextual dimensions in organisation structures. Emphasis is on the strategic implications of organisational design and on the structural mechanisms available to facilitate organisation goals. The effects of organisational change, control, culture, decision making and conflict on structure are also considered. Prerequisite: BUS 250.

354 Applied Business Analysis (3)
The course will focus on defining operational and tactical business problems, goals and decision factors in quantitative terms. Emphasis is on structuring problem situations (1) determining appropriate requisite factors related to the problem, (2) quantifying those factors, and (3) choosing the appropriate quantitative decision-making techniques to arrive at an optimal solution. Consideration is given to the appropriate identification of problems and goals, generally through case studies, and to the effective choice and operationalization of decision-making techniques, generally through a project. Prerequisite: BUS 319.

360 Introduction to Marketing (4) / Fall, Spring, Summer
Introduction to terminology and basic concepts, including product development, pricing, promotion and distribution. Emphasis is on consumer orientation and managing the marketing function within an uncertain environment. Marketing information systems and other marketing foundations are applied to the consumer. Prerequisite: BUS 200A and 200B.

364 Retail Management (3) / Fall
Studies business activities involved in the sale of goods and services in the marketplace including retail institutions, merchandising, store selection, market information, and retail strategy and planning. Prerequisite: BUS 350.

367 Consumer Behavior (4) / Fall, Spring
Analysis of the cultural, social and psychological factors that influence the consumer's decision-making processes, including learning, perception, information search and information processing, personality, lifestyle, motivation and attitudes. Prerequisite: BUS 360.

368 International Marketing (3) / Fall, Spring
Examines the marketing practices and customs, and the cultural, social, legal and ethical differences, of international markets. Emphasis on developing and adjusting the marketing mix of product, price, promotion and distribution to compete in international settings. Prerequisite: BUS 360.

370 Introduction to Managerial Finance (4) / Fall, Spring, Summer
An introduction to the conceptual and analytical framework guiding financial decision-making within the business firm. Emphasis is placed on financial analysis, the evaluation of investments 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, Spring
Study of the role of financial institutions and the financial system in the U.S. economy. Topics include the role of financial intermediaries (including commercial banks), the money market, sources and uses of long-term funds, interest rates and stock prices, the role of the Federal Reserve, monetary policy, international capital markets.

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

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

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

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

394 International Business Strategy (4) / Spring
This course will focus on understanding the political, economic, social and environmental factors affecting the development of options and strategies. Students gain appreciation of different forms of foreign involvement and which types are appropriate in view of national interests of host nations. Topics include the multinational corporation, exporting, importing, socioeconomic development, international economic order, changing U.S. role in the international economic system, and management styles in different cultures. Case studies will be analyzed. Prerequisite: BUS 390 or 393.

417 Management of Services (3)
The study of effective techniques and strategies applicable to the service environment. An integrated service organization-derived service-based organisation. The course provides the student with a viable perspective by contrasting different types of major service businesses. Students are expected to be able to apply basic quantitative tools to solve service management problems. Prerequisite: BUS 316.

420 Business Data Communications (3)
A lecture, literature and case-study oriented survey course on the use of local and wide area data communications in the business enterprise. Topics include LAN, WAN, FDDI and other wide area, multiplexed primary, distributed systems, and evolving system architectures and their impact on business organizations.

422 Business Data Models (3)
Lecture, laboratory; 7 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.

426 Business Law (3) / Fall, Spring
A survey of the laws 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, problems and theory. Topics include consolidations, business combinations, fund accounting, partnerships, foreign exchange and other current issues. Prerequisite: BUS 330A and 330B, or consent of instructor.

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

433B Corporation and Estate Taxation (4) / Fall, Spring
Corporation and principles of federal taxation as they apply to business empires and families, and as it relates to estates and trusts. Prerequisite: BUS 453A.

434 Auditing (4)
Study of generally accepted auditing standards and procedures followed in the examination of financial statements and operating control reviews. Topics include evaluation and analysis of internal control, nature and of procedures for gathering audit evidence, professional ethics and legal liability, the standards of reporting, management, and statistical sampling applications. Prerequisites: BUS 300A and 330B.

435 Cost Accounting (3) / Fall, Spring
Introduction to applications for the accountant’s role in the decision-making process. Topics include contribution margin analysis, job-order and process costing, standard costing, transfer pricing, profit planning, cost centers, cost volume, profit relationships, inventory control, cost accounting in service organizations. Prerequisites: BUS 330A and 330B.

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

442 Training and Development (3) / Spring
Theory and practice of training for developing the human resources in the organization. Topics include adult learning theory and research, methods of assessing training needs and learning styles, design of effective training experiences, presentation skills, and evaluation methods. Prerequisite: BUS 340.

446 Government Regulation and Human Resources (3) / Fall, Spring
Examination of current legislation and executive orders affecting the human resource function. Laws, orders, guidelines and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the relation of societal problems, laws, agencies, guidelines, the courts and management responses. Prerequisite: BUS 340 and 330.

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

451 Entrepreneurship/Small Business Management (3) / Fall
Intended for prospective entrepreneurs wishing to start a new business and/or participate in the management of a small, ongoing company during its early months. Also appropriate for students interested in consulting, banking or investing in small companies. Emphasis on the preparation of realistic, action-oriented business plans necessary for presentation to organizers, and financing. Prerequisite: BUS 360 or consent of the instructor.

452 Leadership
The focus of this course is a comprehensive review of the writings and theories of leadership. Students will evaluate leadership traits and behavior, the effects of reciprocated or transformed leadership, the role of power versus authority, fellowship and related matters. Applications of theory to practice will be emphasized. Prerequisites: BUS 344 and BUS 350.

453 Small Business Analysis (4) / Spring
This course provides students with an understanding of the alternatives to litigation as a means of dispute resolution. The primary focus will be on two alternative, mediation and arbitration. The first half of the course will focus on the mediation process and the basic problem solving skills that are a fundamental component of successful mediation. The second half of the course will emphasize the various methods and definitions on the practical procedures and the skills needed 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 organisations as systems. Focus on the role of systems in the analysis of organisations as systems. Research and current practice in the design of organisations to maximise the effectiveness of the technological, the social and the management subsystems. Student teams conduct a systems study of an actual organization. Prerequisite: BUS 250 or graduate standing.

461 Promotion Management (3) / Fall
Examination of the planning, execution and measurement of the organization's external communications with its environment. Analyzes the four promotion tools: advertising, personal selling, sales promotion and public relations. Prerequisite: BUS 367.

462 Marketing Research (4) / Fall, Spring
The theory and application of marketing research as a tool for management decision making. Emphasis is on the role of identification and definition, research design, sampling procedure, primary and secondary data collection, statistical analysis, interpretation of data and report presentation research findings. Prerequisites: BUS 211 (or ECON 317) and BUS 367.

463 Sales Management and Personal Selling (3) / Spring
Examines theory and practice in the principles and art of selling. Studies Business Administration / 85
planning, organizing, leading, evaluating and controlling of sales force activities. Prerequisite: BUS 367.

465 Wine Marketing (3) An in-depth study of marketing from the perspective of the California wine industry. The course emphasizes wine marketing planning, including an analysis of wine consumer segments. The wine industry's economic, legal, social and competitive environment, industry trends, major problems and opportunities, and strategic alternatives as related to wine varieties and brands, pricing, promotion and distribution. Prerequisite: BUS 360.

466 Organizational Communication (3) / Fall, Spring This course teaches communication theory and skills as they are applied to management situations. Students will study the impact of the organizational environment on the practice of communication theory and the development of strategies for effectively relaying messages. Written and oral exercises will be stressed. Prerequisite: must have passed the WLEPT.

468 Marketing Decision Making (3) Data analysis and "what if" marketing decision making, using computer models and computer simulation. Emphasizes developing computer and analytical marketing skills. Prerequisites: BUS 360 and 367.

469 Marketing Management (4) / Fall, Spring Advanced study of marketing management, strategy and decision making through the use of marketing cases. Requires the integration of marketing concepts and theories from previous marketing course work. Prerequisite: BUS 360 and 367.

470 Managerial Finance (3) / Fall Theory of managerial decision making in finance and its economic and financial context. Topics include the decision-making environment, financial planning, budgeting and control, long-term investment decisions, and capital budgeting techniques, working capital management, the cost of capital, valuation, rates of return, and choosing among alternative sources of funds. Prerequisite: BUS 370.

471 Financial Planning and Strategy (3) / Spring The study 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 mid-size firms. Prerequisite: BUS 470.

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

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

474 Computer Applications in Finance (3) / Fall A course in financial modeling, analysis and research using computers. Emphasis is placed on the role computers play in the evaluation of alternative financial strategies. Prerequisite: BUS 370.

475 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 analysis, managing and financing inventory investments, evaluation of capacity expansion opportunities, and long-term financial planning. Prerequisite: BUS 370.

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

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

499 Internship in Business (1-3) / Fall, Spring, Summer Field experience in management and administration. For upper-division students in fields of their career or academic interest. Minimum of three hours per week per semester unit. Three units maximum are applicable to the business administration major. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. Prerequisite: prior arrangement with internship coordinator.

Graduate Courses Courses numbered between 501 and 510 are prerequisite courses to the M.B.A. Specialist undergraduate experience may substitute for these.

501 Principles of Accounting (3) A foundation course designed to provide a basic understanding of the theory and practice of accounting with emphasis upon basic principles, concepts and controls in relation to external and internal reporting. Prerequisite: a basic competency in an introductory business degree.

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

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

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

509 Quantitative Business Analysis (3) Statistical data analysis with an emphasis on problems from manufacturing and service operations and their solution using a PC. A review of mathematical and algebraic concepts, spreadsheet analysis and database management, and a project involving the application of statistical methods. Prerequisite: BUS 504 or equivalent.

510 Principles of Supply Chain Management (4) A review of the principles of supply chain management with emphasis on strategic planning, forecasting, and decision-making. Prerequisite: BUS 504 or equivalent.

511 Project Management (4) / Fall, Spring, Summer A comprehensive course on project management theory and practices. Prerequisites: BUS 504 or equivalent, or consent of instructor.

512 Leadership and Team Building (3) Leadership and Team Building go hand in hand and represent critical elements of the managerial process. This course examines theoretical formulations of leadership and combines that with study of exemplary leaders. Specific topics include: use of power, authority and persuasion, characteristics of effective leaders, comparison of alternative leadership styles, and entrepreneurial leadership. The role of leaders in molding teams is an underlying theme. Prerequisite: BUS 504 or equivalent, or consent of instructor.

513 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.

514 Seminar in Marketing Management (3) / Spring, Summer 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.

515 Seminar in Financial Management (3) / Spring Financial theory and applied financial analysis. Topics may include security analysis, portfolio management, financial accounting, corporate financial policy, investment banking and international finance. Prerequisites: ECON 501, BUS 501 and BUS 508, or equivalent preparation.

516 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.

517 Research Methods for Managers (3) Practical approaches to the design, execution and interpretation of empirical business research activities. Development of analytical skills and research techniques, including an understanding of the assumptions, limitations and appropriate uses of various research designs and strategies. Prerequisite: BUS 508.

518 Seminar in Strategic Management (3) A consideration of the entire organization from the viewpoint of the chief executive officer. Topics to be covered include strategy formulation, the development of competitive advantage, strategy implementation, and the management of strategic change. Prerequisites: BUS 550, 560, 570.

519 Entrepreneurship and New Venture Creation (3) Entrepreneurship focuses on new venture creation and venture feasibility analysis. Working with teams, students will learn to identify, conceptualize, plan, finance, launch, manage and harvest new ventures. Entrepreneurship, the application of entrepreneurial methods of management to established organizations, will also be discussed. Prerequisites: BUS 550, 560, 570.

520 Seminar in International Business (3) Comprehensive review of the international economic environment as it relates to international business. Topics include the multinational corporation, subcontracting, counter trade and international institutions such as the World Bank and GATT.

521 Special Studies in Business Administration (1-3) / Spring, Summer Supervised independent study. A maximum of 3 units may be applied toward the requirements for the M.B.A. degree. Prerequisite: consent of faculty member under whom the individual work is to be conducted, consent of the M.B.A. coordinator, and approved "Application for Special Study" form.

522 Special Studies in Business Administration (1-3) / Spring, Summer Supervised independent study. A maximum of 3 units may be applied toward the requirements for the M.B.A. degree. Prerequisite: consent of faculty member under whom the individual work is to be conducted, consent of the M.B.A. coordinator, and approved "Application for Special Study" form.

523 Graduate Internship (1-3) / Spring, Summer Field experience for qualified graduate students in business administration. A maximum of 3 units may be applied toward the requirements for the M.B.A. degree. Students must establish with the M.B.A. coordinator that the work experience is clearly integral to the student's graduate studies. Cr/NC grade only.

524 Master's Degree Directed Research (1 or 3) Research directed by the student's committee for thesis, project or comprehensive exam. An Advancement to Candidacy form GSO 1 must be filed with the graduate director before the student registers for this course. Those doing a thesis or project may take 3 units of Master's Degree Directed Research. Those taking the comprehensive exam may only take BUS 590 Masters' Degree Directed Research for 1 unit credit toward their degree plan.

86 / University Curricula • Business Administration

Business Administration / 87
California Cultural Studies

Programs offered
Special Major (B.A.) in Interdisciplinary Studies in California Cultural Studies
Minor in California Cultural Studies

CCS Advisors
Raymond Castro / Chicano and Latino Studies
Edward Castillo / Native American Studies
William Crowl / Geography
William Guyon / Film Studies
Daniel Mekown / History
Andrew Merridell / Political Science
Susan Moulton / Art History
Margaret Purser / Anthropology
Michael Schwager / Director, University Gallery

Department Office
Nichols 340, 707-564-2093

Program Coordinator
Robert Coleman-Senghor / English and California Cultural Studies

Associated Faculty
Marillyn Cannon / Biology
Dorothy Fendel / Geography
Thomas Jacobson / Environmental Studies
Jeff Langley / Director, Performing Arts
Andreas Prahbos / Anthropology
Arturo Ramirez / Chicano and Latino Studies
R. Thomas Roman / Anthropology
Gardner Rust / Music
Larry Shingawa / American Multicultural Studies
Chizuru Shiraishi / History
Terry Wright / Geology

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 whose interests are the study of California. California cultural studies aims to attract a diverse group of students representing a number of ethnic and cultural groups as well as regions within California, into a learning community devoted to the study, preservation and development of California's cultural life. The program has been designed so that students, scholars and artists might work on common-interest projects in an intellectually stimulating atmosphere.

California cultural studies is an interdisciplinary program that incorporates a range of different critical perspectives, pedagogies and resources. The majority of the CCS faculty has done extensive work on some aspect of California's history, physical environment, society, arts, economics, politics or ethnic and cultural groups. With the exception of select core courses, all CCS 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.

All students take a core program of 26-27 units, with an additional 16-20 units in the areas of concentration, 4 units of which are drawn from a single area. Students complete their course of study in CCS through a capstone project or senior thesis that should be designed to encourage close collaboration between professor and student and allow for 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 coordinator. Students are encouraged to take a minor in one of the disciplines represented in the CCS major.

CCS also offers an internship program. Course credit is available in some cases; however, internship courses can only be taken CNC and may not be used to satisfy the requirements of the major. A limited number of off-campus internships at museums, historical societies, research institutes and in fieldwork projects directly related to the California cultural studies degree are available. Students taking the internship course may receive financial assistance if the host institution makes it available. Consult an advisor for further details and restrictions.

Prerequisites to the Major
1. Admission to the major.
2. Sophomore standing (though academic advising may begin earlier due to associated courses and supporting GE courses and programs).
3. Completion of GE categories:
   A1
   A2 (English 101)
   A3 (Critical Thinking)

4. Nine units within a single traditional discipline.

Total units required for a B.A. in Interdisciplinary 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>31</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
ITDS 301 Introduction to Studies in California Culture
ITDS 444 Theory, Methods and Research
ITDS 496 Senior Seminar Project
GEOG 300 California Geography
HIST 472 California History to 1943
POLS 428* Seminar in California Politics and Government

Choose one of the following:

AMCS 311 Ethnicity and History in California
AMCS 319 Chicano/Latino Culture
ANTH 361 Indians in California
CALS 339 Chicano/Latino in U.S. Society: California emphasis

NAMS 412 Native California History and Culture

Choose one of the following:

AMCS 360 Ethnic Literature: California emphasis
AMCS 392 Images in Film: Ethnic California
AMCS 455 Ethnicity and the Arts
Arth 480 California Contemporary Art
Arth 487 California Modern Art
CAL 364 Chicano/Latino Literature: California emphasis
CAL 365 Chicano/Latino Theater in California
ENG 215 Introduction to California Literature
ENG 315 Modern California Literature
ENG 341 Explorations in Language
ENG 480 Studies in California Literature
ENG 485 California Writers

I. Arts and Literature

II. California Ethnic Groups

AMCS 330 Identity, Ethnicity and History California emphasis
AMCS 331 Chicano/Latino Culture
AMCS 466 Selected Topics: Asian Americans in California
AMCS 487 Selected Topics: Asian Americans in California
ANTH 342 Asians in California
ANTH 562 Transnational California
CAL 339 Ethnic Minorities and Social Policy in California
NAMS 412 Native California History and Culture

III. Culture, History, and Politics

ANTH 339 Archaeological Methods
Arth 444 Material Culture
Arth 499 Topics in California Pre-History
CAL 339 Chicano/Latino Culture
HIST 471 The American West
HIST 473 California in the 20th Century
NAMS 442 Regional Historical Studies
NAMS 442 Contemporary Affairs of Native Americans of California
POLS 320 State, City and Country Government

IV. Natural History and Geography

ANAT 347 Ethnobotany
Biol 303 Natural History of the Bay Region
Biol 314 Field Biology
GEOL 111* Field Geology of Yosemite National Park

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 301 Introduction to Studies in California Culture
GEOL 390 California Geography
HIST 472 California History to 1913

Choose one of the following:

AMCS 331 Ethnicity and History in California
ANTH 361 Indians in California
CALS 339 Chicano/Latino in U.S. Society: California emphasis
NAMS 412 Native California History and Culture

Choose one of the following:

AMCS 360 Ethnic Literature: California emphasis
AMCS 392 Images in Film: Ethnic California
AMCS 455 Ethnicity and the Arts
Arth 480 California Contemporary Art
Arth 487 California Modern Art
CAL 364 Chicano/Latino Literature: California emphasis
CAL 365 Chicano/Latino Theater in California
ENG 215 Introduction to California Literature
ENG 315 Modern California Literature
ENG 341 Explorations in Language
ENG 480 Studies in California Literature
ENG 485 California Writers

Total units in the minor core

Total units in the minor

Independent Study 495

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

Supporting Discipline-Specific Courses

All California cultural studies majors are strongly encouraged to minor in a traditional discipline. Students must consult a CCS advisor about the appropriateness of the chosen discipline.

Sample Four-Year Program for B.A. in ITDS Special Major in California Cultural Studies

Freshman Year: 30 units

Fall Semester (15 units)
ENGL 101 (A3) (3)
GE ECO 110 (C2) (4)
ITDS 201 (3)
ITDS 202 (3)
ITDS 203 (3)

Spring Semester (15 units)
ENGL 102 (3)
ITDS 204 (3)
ITDS 205 (3)
ITDS 206 (3)
ITDS 207 (3)

Sophomore Year: 30 units

Fall Semester (15 units)
ENGL 103 (A3) (3)
ITDS 208 (3)
ITDS 209 (3)
ITDS 210 (3)
ITDS 211 (3)

Spring Semester (15 units)
ENGL 104 (3)
ITDS 212 (3)
ITDS 213 (3)
ITDS 214 (3)
ITDS 215 (3)

Junior Year: 30 units

Fall Semester (15 units)
ENGL 105 (3)
ITDS 216 (3)
ITDS 217 (3)
ITDS 218 (3)
ITDS 219 (3)

Spring Semester (15 units)
ENGL 106 (3)
ITDS 220 (3)
ITDS 221 (3)
ITDS 222 (3)
ITDS 223 (3)

Senior Year: 30 units

Fall Semester (15 units)
ENGL 107 (3)
ITDS 224 (3)
ITDS 225 (3)
ITDS 226 (3)
ITDS 227 (3)

Spring Semester (15 units)
ENGL 108 (3)
ITDS 228 (3)
ITDS 229 (3)
ITDS 230 (3)
ITDS 231 (3)
Career Minor in Arts Management

The career minor in arts management provides students with education, training, and experience in the practical, business side of their field. Art history and art studio majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The career minor in arts management may also be combined with any other major, provided that the student also completes at least a minor in art history or art studio.

Interests are available at local and regional art galleries, museums, nonprofit organizations and other groups that provide services in the arts.

Program Advisor
Michael Schwager, Art Gallery
Art Building 101, 707 664-2285

Requirements for the Career Minor in Arts Management
To earn the career minor in arts management, students must complete the following 21 units:

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

Total units in the minor core .................................................. 21

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

Career Minor in Health Systems Organizations

The health systems 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 basic understanding of 1) health systems as significant social, cultural and economic institutions within society; 2) an understanding of the role of health and illness; and 3) the social and psychological implications for those who are served by health systems.

The career minor in health systems organization is offered in association with the Health Systems Organizations program. The minor in health systems organizations complements a number of other majors, such as business administration, nursing, psychology, sociology, AMCS, and politics, in addition to programs in gerontology, women's studies, and medical anthropology. The 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 Hiltifer, health administration program
Stevenson Hall 307, 707 664-2411/2585

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

- AMCS 422 Health and Culture ........................................... 4
- GERN/SOC 452 Health Care and Illness .............................. 4
- GERN 499 Internship ..................................................... 4

Total units in the minor core ............................................. 12

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

Total units in minor electives ............................................ 8

Total units in the minor ..................................................... 20

Career Minor in Teaching English as a Second Language

This career minor in applied linguistics has a specific focus: the training of instruction in English as a second language. The course of study is specifically designed to enhance post-baccalaureate credential programs in English, foreign languages, and liberal studies, as well as function as a practical complement to other curricula in the humanities and social sciences. The program is appropriate for persons with preliminary credentials.

Program Advisor
Shirley Silver, anthropology and linguistics department
Stevenson Hall 3054, 707 664-2419/2307
Career Minor in Women's Health

Women’s health is a large and growing area of research and policy interest in the United States. The curriculum is organized toward enhancing the student’s opportunities for employment in healthcare and related fields. The program is highly suitable for those interested in careers as nurses, physicians, counselors, therapists, public health workers, researchers, and policy makers, and in other fields.

The career minor in women’s health is designed to provide students with interdisciplinary course work, training and work experience in the policies, practice, and experience of women’s health. Career needs of both health care providers and liberal arts and sciences majors are addressed by the program.

Program Advisor
Cindy Sears, women’s studies program
Rachel Carson Hall 32, 707 664-2708/2561

Minor Core Requirements
WGS 280 Gender, Health and Body Image or
NURS 460 Sexuality, Health and Society
WGS 350 Gender, Sexuality and Society
SOCI 452 Health Care and Illness (Crosslisted as GERN 452)
PHIL 355 Ethics of Health Care

Total units in the minor core 10-11

Practical Application
WGS 499 Internship in women’s health setting
NURS 425 Senior Clinical Study

Electives
All electives must be health-related. Courses may be used to fulfill the underlined course in the core courses to make the material relevant. Students are expected to do their term papers and projects on women’s health issues.

Suggested Electives
AMCS 432 Health and Culture
NURS 350 Community Health: Family Response
NURS 491 Health Care Delivery and Finance
PSY 304 Psychology of Women
PSY 454 Biobehavioral and Sociocultural Psychology
PSY 487 Craving, Addictive Disorders and Pain
SOCI 497 Women and Aging (Crosslisted as GERN 400)
WGS 301 Feminist Lecture Series
WGS 499 Special Studies or NURS 495 Special Studies – Women’s Health

Total units in electives 6-8
Total units required in the minor 18-22

Certificate in Teaching English as a Second Language

As a requirement of a student who has satisfactorily fulfilled the specified requirements, the linguistics program will issue a Certificate in Teaching English as a Second Language.

Program Advisor
Stasley Silver, chair, and linguistics department
Steinbeck Hall 2054, 707 664-2415/2507

Course Patterns in Career Minor

Fall Semester
LING 331 Phonological Analysis
LING 405 Phonology and Pronunciation
LING 410 English Grammar and ESL
LING 435 and 436 Linguistics and Second Language Teaching
LING 490 Language and Content
LING 499* Internship in Applied Linguistics

Total units in the fall semester 12

Spring Semester
LING 331 Phonological Analysis
LING 411 Interacting with Text in ESL
LING 452 Language in Sociopolitical Context
LING 442 Teaching English as a Second Language
LING 491 Evaluation and Testing
LING 499* Internship in Applied Linguistics

Total units in the spring semester 13

* Internship in applied linguistics to be taken one time only — either in Fall or Spring semester. Prerequisites: completion of, or concurrent enrollment in, LING 441 or 442.

Program Chair
Gene Schoumann

Department Secretary
Kathleen Hardy

Faculty
Melinda Brooks
David Eck
Vincent H. Haysland
Donald D. Marshall
Douglas Martin
Douglas Rashid
Gene Schoumann
Dale Toddridge

Department Office
Dawson Hall 126, 707 664-2334

Chemistry

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

Department Office
Dawson Hall 126, 707 664-2334

Chemistry

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

Department Office
Dawson Hall 126, 707 664-2334

Chemistry

The chemistry department offers a flexible academic program designed to familiarize students with the chemical sciences and to provide them with the knowledge and skills necessary to enter the competitive job market or to pursue advanced study in chemistry. Students may choose from two options: a Bachelor of Science degree in Chemistry or a Bachelor of Arts degree in Chemistry. The Bachelor of Science degree requires a major in chemistry and an additional 12 units of general education coursework, as specified by the College of Science and Engineering. The Bachelor of Arts degree requires a major in chemistry and an additional 18 units of general education coursework, as specified by the College of Humanities and Social Sciences.

The chemistry department offers a variety of courses in all areas of chemistry, including general chemistry, organic chemistry, inorganic chemistry, physical chemistry, analytical chemistry, biochemistry, environmental chemistry, and chemical education. The department also offers courses in the history and philosophy of science, as well as courses in the social and ethical implications of science.

The chemistry department is committed to providing a high-quality education that prepares students for successful careers in a wide range of fields, including academia, industry, government, and law. The department is proud of its many successful alumni, who have gone on to careers in research, teaching, and business.

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.

Degree Requirements
units
General education 11
Major requirements 40
Supporting courses 19
General electives 1

Total units needed for graduation 124

Major Core Requirements
CHEM 115AB, 116AB General Chemistry (10 units, 5 in the major, 5 in general education)
CHEM 255 Quantitative Analysis
CHEM 325 Inorganic Chemistry
CHEM 335A Organic Chemistry
CHEM 335B Organic Chemistry
CHEM 336 Physical Organic Chemistry Laboratory
CHEM 375A Physical Chemistry
CHEM 377B Physical Chemistry
CHEM 376 Physical Chemistry Laboratory for B.S. students
CHEM 381 Chemical Data Analysis
CHEM 420 Advanced Analytical Chemistry
CHEM 455 Advanced Analytical Chemistry
CHEM 497 Seminar

Total units in the major core 37

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

Total units in major electives 3
Bachelor of Arts in Chemistry

The B.A. degree allows broad preparation for biochemists, for environmental scientists and for those wishing to obtain technical work or seek work allied to chemistry such as: pre-professional medicine or dentistry; electronics; food processing; chemical sales; patent; safety, library, or supervisory work in the chemical industries. This degree provides adequate preparation for graduate study toward an advanced degree in chemistry or in biochemistry. Courses applied to the major core, major electives and supporting courses must be taken in the traditional grading mode (A-F) only.

Degree Requirements

- **General education**
  - units: 51
- **Major requirements**
  - Supporting courses: 33
  - General electives: 11-13
  - Total units needed for graduation: 124

Major Core Requirements

- CHEM 115AB, 116AB General Chemistry (10 units: 5 in the major, 5 in general education)
  - units: 5
- CHEM 115A, 115B Quantitative Analysis
  - units: 4
- CHEM 302A Fundamentals of Physical Chemistry
  - units: 3
- CHEM 310B Fundamentals of Physical Chemistry
  - units: 3
- CHEM 316 Physical Chemistry Laboratory for B.A. Students
  - units: 2
- CHEM 335A Organic Chemistry
  - units: 5
- CHEM 335B Organic Chemistry
  - units: 3

Total units in the major core: 25

Major Electives

In consultation with an advisor, choose an additional 1 unit from upper-division chemistry electives.

Total units in major electives: 8

Supporting Courses

Mathematics

- MATH 116 Calculus I (4)
- MATH 211 Calculus II (4)
- MATH 261 Calculus III (4)

Total units: 9

Sample Four-Year Program for Bachelor of Arts in Chemistry

**Freshman Year: 30-32 units**

- **Fall Semester (15 units)**
  - CHEM 115A (4)
  - CHEM 116A (4)
  - MATH 107 or 161 (4)
  - GE (3)
  - GE (3)
- **Spring Semester (15 units)**
  - CHEM 115B (4)
  - CHEM 116B (4)
  - MATH 211 (4)
  - PHYS 214 (4) or PHYS 214A (4) or PHYS 314 (4) or PHYS 314A (4) or PHYS 314B (4) or PHYS 314C (4)
  - GE (3) or GE (3)

**Sophomore Year: 32-34 units**

- **Fall Semester (16-18 units)**
  - CHEM 255 (4)
  - CHEM 353A (5) or GE (5)
  - MATH 211 (4) or 261 (4)
  - PHYS 214 (4) or PHYS 214A (4) or PHYS 314 (4) or PHYS 314A (4) or PHYS 314B (4) or PHYS 314C (4)
  - GE (3)
- **Spring Semester (16-18 units)**
  - CHEM 215 (4) or 353A (5) or GE (5)
  - PHYS 290B (4) or CHEM 335B (3) or CHEM 335C (3)
  - PHYS 290B (4) or CHEM 335B (3) or CHEM 335C (3)
  - GE (3) or GE (3) or GE (3)

**Junior Year: 30-32 units**

- **Fall Semester (15-16 units)**
  - CHEM 351A (3)
  - CHEM 351B (3)
  - CHEM 375A (3)
  - CHEM 375B (3)
  - CHEM 375A (3)
  - CHM 375B (3)
  - CHM 420 (3) or 455 (3)
  - UD Chem Electives (3) or GE (3)
- **Spring Semester (15 units)**
  - CHEM 352 (3)
  - CHEM 353B (3)
  - CHEM 336 (3)
  - CHEM 316 (3)
  - CHEM 316 (3)
  - UD Chem Electives (3)
  - GE (3)
  - GE (3)

**Senior Year: 28-34 units**

- **Fall Semester (15 units)**
  - CHEM 353B (3)
  - CHEM 336 (3)
  - CHEM 337 (3)
  - UD Chem Electives (3) or GE (3)
  - CHEM 316 (3)
  - UD Chem Electives (3)
- **Spring Semester (15 units)**
  - CHEM 335A (5) or GE (5)
  - CHEM 335B (3) or GE (3)
  - CHEM 335C (3) or GE (3)
  - GE (3)
  - GE (3)

Total semester units: 124

*CHEM 336 recommended but not required.

Advisory Patterns for Bachelor of Arts Degree

With the approval of an advisor in the chemistry department, a student can choose a pattern of chemistry upper-division electives in a B.A. degree to concentrate in the areas of analytical, inorganic, organic or physical chemistry; biochemistry; environmental science; pre-professional preparation; or pre-enology. Patterns are designed to provide guidelines for majors who wish to advance toward specific goals in the chemistry major.

Biochemistry Advisory or Pre-Health Professions Plan

The biochemistry advisory plan is appropriate for students interested in employment in the biochemical, pharmaceutical or biotechnology industries, or in preparation for graduate study in biochemistry. The pre-health professions plan is for students who intend to do graduate work in medicine, dentistry, clinical chemistry, medical technology, pharmacy, veterinary medicine or other paramedical work. For more information about health professions, please see page 262. The upper-division electives for both patterns are CHEM 336, 441, 445 and 446. Strongly recommended courses for the biochemistry plan are CHEM 497 and at least two courses from BIOI 123, 230, 324, 344 and 350.

Environmental Toxicology Advisory Plan

Designed for students interested in careers in the growing environmental analysis industry or for students interested in graduate work in toxicology, environmental chemistry or pharmaceutical chemistry.

The upper-division chemistry electives are CHEM 336, 436 and 496 (toxicology). Strongly recommended courses are CHEM 381 and 497, and at least two courses from BIOI 123, 224, 385, 497 and GEOL 306.

Pre-Enology (Wine Chemistry) Advisory Plan

Designed for students intending to do graduate work in enology or planning to work in the wine industry. The upper-division chemistry electives should include CHEM 445 and 446. Strongly recommended courses are CHEM 336, 499, BIOL 123, 340, and MATH 165.

Minor in Chemistry

Completion of a minimum of 20 units in chemistry courses. The 20 units must include a minimum of 6 upper-division course units and courses in general chemistry, quantitative analysis, and organic chemistry, or a curriculum approved by the department.

Secondary Education Teaching Credential Preparation

Chemistry students must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy and geology. Another part of the examination will test depth of knowledge in a particular area, such as chemistry. The B.A. or B.S. degree in chemistry is recommended to prepare for the part of the examination that tests depth of knowledge in chemistry. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see page 284. For more information, please contact the chemistry department office, Darvin Hall 126, 707-664-2334.

Chemistry Courses (CHEM)

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

101 Chemistry and Society: Selected Topics (3)

102 Toxicology, Food and Chemistry (3)

105A Elements of General, Organic and Biochemistry (4, 4) / A, Fall, Spring

106A Elements of General, Organic and Biochemistry (4, 4) / A, Fall, Spring

106B Elements of General, Organic and Biochemistry (4, 4) / A, Fall, Spring

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

Chemistry / 95

94 / University Curricula + Chemistry
Two courses in chemistry for science majors and students taking pre-professional curricula. Satisfies GE, category B1 (Physical Sciences). Prerequisites: high school chemistry and placement into GE Math, or consent of instructor. Corequisite: CHEM 116AB. CAN CHEM 2 and 4.

116AB General Chemistry Recitation (1-1) Recitation, 1 hour. Recitation section to accompany general chemistry, CHEM 115AB. Corequisite: CHEM 115AB.

195 Lower-Division Special Studies (1-3) Must be approved.

255 Quantitative Analysis (4) / Roll Lecture, 2 hours; laboratory, 3 hours. Theory and practice of methods of analysis, including volumetric, gravimetric and selected instrumental techniques. Prerequisite: CHEM 115B. CAN CHEM 12.

310AB Fundamentals of Physical Chemistry (3, 3) A, Fall; B, Spring

Lecture, 3 hours. Development and applications of the concepts of thermodynamics, equilibrium, kinetics and spectroscopy to chemical systems. Intended for Chemistry B.A./A.S. degrees in chemistry and for related professions. Not applicable to the B.S. major in chemistry. 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 transducers; waveform generators; noise; logic gates and Boolean algebra; number systems and codes; combinational logic circuits; applications of circuit simulation programs. Coordinated with PHYS 313. Prerequisite: concurrent enrollment in CHEM 313L is mandatory. MATH 107; PHYS 210AB or 214; or consent of instructor.

313L Analog and Digital Electronics Laboratory (1) Laboratory, 3 hours. Laboratory to accompany CHEM 313. Coordinated 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 Physical Chemistry Laboratory for B.A. Students (2) / Spring Laboratory, 3 hours. Laboratory to accompany CHEM 316, coordinated with PHYS 316L. Experiments in this lab are designed to address the major topics of CHEM 316 lecture course. Students will experiment with physical and simulated circuits. Prerequisite: concurrent enrollment in CHEM 316 is mandatory.

325 Inorganic Chemistry (3) / Fall Lecture, 3 hours. Periodic relationships and reactions, ionic and elementary covalent bonds, crystal structures, acid-base concepts, and introduction to coordination and organometallic chemistry. Prerequisite: CHEM 255.
Chicano and Latino Studies

Programs offered
Bachelor of Arts in Chicano and Latino Studies
Teaching Credential Preparation Program in Chicano and Latino Studies/Liberal Studies
Teaching Credential Preparation Program in Chicano and Latino Studies/Social Science
Minor in Chicano and Latino Studies

Department Office
Nichols Hall 214, 707 664-2369

Major Core Requirements
CALS 225 Spanish for Chicanos and Latinos (3-4) or
CALS 425 Classroom Spanish for Bilingual Teachers (3-4) or
CALS 426 Chicano/Latino Arts and Literature (3)*
CALS 445 Chicano/Latino History (4) ............................................ 4
CALS 451 Chicano/Latino Humanities (3-4) ......................... 4
CALS 480 Chicano/Latino Studies Seminar (3) ................. 3

Choose 5 units from the following courses:
CALS 219 Chicano/Latino Identity and Heritage (3).............
CALS 220 Chicano/Latino Arts and Literature (3)*
CALS 339 Chicano/Latino in U.S. Society (3).................
CALS 340 Chicano/Latino 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 374 Chicano/Latino Literature (4) ................
CALS 393 Chicano/Latino Cinemas (3) ..................
CALS 400 Special Topics in Chicano/Latino Studies 1-4) ... 1
CALS 403 Chicano/Latino Youth and Adolescents (3-4) ...........
CALS 405 Chicano/Latino Youth Interests (3-4) ........
CALS 407 The Chicano/Latino Male (3-4) ..............
CALS 410 Seminar Hispanic Counseling Strategies (2-4) .......... 2
CALS 425 Spanish for Bilingual Teachers (3) ...........
CALS 432 Latino Community Development (4) ....
CALS 442 Latinos in Contemporary Society (3-4) .........
CALS 456 Bilingual/Cross-Cultural Education (4) .......... 4
CALS 458 Hispanics and Computers: Issues and Applications (2)...
CALS 479 Chicano/Latino Art History (3-4) .............
CALS 490 Chicano/Hispanic Children’s Literature (3-4) ....
Total units in the major ................................................................ 33

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.

To provide students an opportunity to study in other areas of interest, three concentrations are offered: social science, humanities and community studies. They must include at least one comparative ethnic

Department Chair
Raymond Castro

Administrative Coordinator
Perce Smith

Faculty
Raymond Castro, Manuel Hidalgo, Arthur Ramirez

Lecturers
Calaca Baca, Eleonora Buirrú, Carol Delgado, Vivian Hanvan, Rosemary Hurtado, Daniel Lopez, Rane Mendosso, Roberto Ramirez, Joaquin Sanchez

CALS 225 Spanish for Chicanos and Latinos (3-4) or
CALS 425 Classroom Spanish for Bilingual Teachers (3-4) or
CALS 426 Chicano/Latino Arts and Literature (3)*
CALS 445 Chicano/Latino History (4) ............................................ 4
CALS 451 Chicano/Latino Humanities (3-4) ......................... 4
CALS 480 Chicano/Latino Studies Seminar (3) ................. 3

Choose 5 units from the following courses:
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CALS 220 Chicano/Latino Arts and Literature (3)*
CALS 339 Chicano/Latino in U.S. Society (3).................
CALS 340 Chicano/Latino 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 374 Chicano/Latino Literature (4) ................
CALS 393 Chicano/Latino Cinemas (3) ..................
CALS 400 Special Topics in Chicano/Latino Studies 1-4) ... 1
CALS 403 Chicano/Latino Youth and Adolescents (3-4) ...........
CALS 405 Chicano/Latino Youth Interests (3-4) ........
CALS 407 The Chicano/Latino Male (3-4) ..............
CALS 410 Seminar Hispanic Counseling Strategies (2-4) .......... 2
CALS 425 Spanish for Bilingual Teachers (3) ...........
CALS 432 Latino Community Development (4) ....
CALS 442 Latinos in Contemporary Society (3-4) .........
CALS 456 Bilingual/Cross-Cultural Education (4) .......... 4
CALS 458 Hispanics and Computers: Issues and Applications (2)...
CALS 479 Chicano/Latino Art History (3-4) .............
CALS 490 Chicano/Hispanic Children’s Literature (3-4) ....
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Required Major Concentrations
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Teaching Credential Preparation
Please see page 124 for information on professional education programs. For more information, review the university's special bulletin, Programs in Teacher Education.

A. Subject Matter Preparation Program in Chicano and Latino Studies/Liberal Studies
This program, a state-approved waiver program, meets the subject matter requirement for the Single Subject Social Science (Elementary) Teaching Credential. It is specifically designed to provide academic preparation for those students interested in entering the Multiple Subjects/Bilingual Credential program (BCLAD).

At the beginning of the junior year, students must consult with their advisors from Chicano and Latino Studies before enrolling in the CALS liberal studies subject matter preparation program. Students should contact the department for program information and advising materials.

B. Subject Matter Preparation Program in Chicano and Latino Studies/Social Science
This program meets the subject matter requirement for entry into the Single Subject (Secondary) Teaching Credential program. At the beginning of the junior year, students must consult with their advisor before enrolling in one of the following tracks with the Chicano and Latino Studies/Social Science Subject Matter Preparation options:

1. BLS/Social Science (Bilingual option)
2. BLS/Social Science (Non-Bilingual option)

This program is currently under revision.

C. Spanish Language and Chicano/Latino Culture Competencies
All students pursuing a bilingual credential must successfully satisfy Spanish language and Chicano/Latino culture competencies. This should begin at the time the student applies for admission to the credential program and be fulfilled upon completion of the program. For further information, contact the bilingual program coordinator in the department of education. Please see sample four-year program.

D. Minors for Prospective Teachers
For information on minors that are especially suitable for CALS majors pursuing an elementary teaching credential, please see page 56 for a description of the applied arts minor and the university’s special bulletin, Programs in Teacher Education.

Center for the Study of Latino Families and Children
Students interested in research and community internships focusing on Latino families and children will have the opportunity to pursue these experiences through the recently created Student Opportunities Council. Contact the department chair for more information on center-related opportunities.

Chicano and Latino Studies Courses (CALS)
Courses are offered as indicated. Please see the Schedule of Classes for most-current information and faculty teaching assignments.

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Chicano and Latino Studies / 99
219 Chicano/Latino Identity and Heritage (3)
Every second semester
A survey of the Chicano and Latino experience in the United States. The course serves as an introduction to Chicano and Latino studies through the social sciences in order to explain the individual’s status and place within the group and society. This includes how Chicano and Latinos and other Latinos have adapted to the various cultural, social, economic and political elements of U.S. society as compared to other groups. Satisfies ethnic studies requirement in GE, category D1 (Individual and Society).

220 Chicano/Latino Arts and Literature (3-4)
Fall, Spring
A survey of the humanities (arts and letters) found in Chicano/Latino cultures. Introduction to traditional and contemporary literature, drama, cinema, art, music, and dance forms found in the Spanish-speaking communities of the Southwestern United States and their related heritages. Satisfies ethnic studies in GE, category C4 (Comparative Perspectives).

225 Spanish for Bilinguals (4) / Spring
The study of the grammar and structure of Spanish with ample practice, in oral and written forms, to help develop proficiency in normative Spanish, using various language-acquisition techniques. Students will be able to enter upper-division classes in Spanish. Standard or normative Spanish will be compared and analyzed in terms of non-normative, regional and local community varieties of Spanish. Prerequisite: functional Spanish skills at the second-year level or equivalent. Satisfies foreign language in GE, category C4 (Comparative Perspectives and Foreign Languages). This course does not satisfy GE ethnic studies requirements. Requirement: concurrent enrollment in CALS 225L.

225L Language Laboratory / Field Work (1) / Spring
At least two hours per week of practice in the language laboratory or in an approved fieldwork setting such as a Spanish-speaking organization, community agency or bilingual classroom. Cr/NC only. Prerequisite: concurrent enrollment in CALS 225.

301 Experimental and Special Topics Courses (1-5)
Offered occasionally based on student interest and faculty and resource availability. In addition to experimental and special courses, topics may also include: travel-study, lecture series, symposia, conferences, and performance art presentations and workshops.

310 Chicano/Latino Folk Arts and Crafts Workshop (1) / Every fourth semester
Analysis of and workshop on providing Chicano Mexican and other Latino arts and crafts. Includes village and folk arts, with particular emphasis toward adapting these arts to the public school curriculum. Course projects require a public exhibit.

339 Chicanos/Latinos in U.S. Society (3)
The impact of American social policies on Chicanos and Latinos. Policy areas will include: children and families, health and education. Major court decisions and public policies on bilingual and multicultural education, equal employment opportunity, immigration, and affirmative action will be reviewed and analyzed. Primary and secondary sources will be examined in light of historical and social outcomes. This course will focus on Chicanos/Latinos in California every other semester in conjunction with the California Cultural Studies degree. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society).

340 Chicano/Latino Folklore and Popular Culture (3)
Every fourth semester
A description and analysis of traditional cultural expressions of the Mexican and Chicano people in the Southwestern United States. Includes a study of folk narratives, poetry, drama, proverbs, customs, rituals, songs, myths and folk beliefs of both the target and mother cultures. Students also analyze contemporary manifestations of popular Chicano/Latino culture.

352 Chicano/Latino Philosophy (3) / Fall, Spring
The course examines the intellectual history of the Chicano/Latino community. This includes a rich variety of ideas, belief systems, world views and philosophical perspectives derived from pre-Columbian times and later syncretized with European philosophy. The philosophical tradition of the West is seen from a different angle that provides challenging insights for students. Special attention is given to the relationship of these ideas to the ethics and values of the Chicano/Latino community within a cultural and historical milieu. A broader framework allows for the consideration of Chicano/Latino philosophy as a crossroads of Western and Asian philosophical traditions. Satisfies ethnic studies and upper-division GE, category C3 (Philosophy and Values).

354 Latino Politics (4) / Every fourth semester
An examination of the political history and current political thought of the Chicano/Latino community. Includes a survey of social, cultural and political issues addressed by organizations in the local community and throughout the Southwest. Field experience.

365 Chicano/Latino Theatre (1-2) / Every fourth semester
A review of the development of drama in literary Chicano/Latino culture from a variety of sources — anthropological, sociological and historical — as well as contemporary developments. Course includes a workshop leading to the performance of a term play, along the lines of the Teatro Campesino. May be repeated once for credit.

366 Chicano/Latino Music and Dance (1-2)
Every fourth semester
A survey of traditional and contemporary music and dance of Mexican and Chicano society; introduction to historical content of regional dance from pre-Hispanic time to the present. Basic steps and three to five folklorico dances will be taught, leading to a public performance. Dance includes Norteno, Jarabes de Jalisco, Jaroaches de Veracruz and one or more indigenous dances. May be repeated once for credit.

368 Chicano/Latino Music (3) / Every fourth semester
A study of Chicano/Latino music as practiced in the community is the central concern of this course. The origins, development and variations of this music are essential in understanding its influence and Latino music’s impact in Mexico, the United States and the world. A musical background, although helpful, is not necessary. Ultimately, the goal of the course is to help the student become aware of the nature of this music and its place in an American and global context. Satisfies ethnic studies and upper-division GE, category C1 (Fine Arts).

374 Chicano/Latino Literature (3-4) / Fall, Spring
A course designed to identify, analyze and appreciate current literary themes and forms within the Chicano/Latino experience, including their literary antecedents, through novels, short stories, poetry and plays. This course will focus on Chicano/Latino experience, including their literary antecedents, through novels, short stories, poetry and plays. This course will focus on Chicano/Latino experience, including their literary antecedents, through novels, short stories, poetry and plays. This course will focus on Chicano/Latino experience, including their literary antecedents, through novels, short stories, poetry and plays.
393 Chicano/Latino Cinema (3) / Every second semester
Comparative, analytical and critical perspectives on Chicano/Latino cinema in a broad framework. A study of the Chicano/Latino in American and Mexican film leads to the focal point of the course: the emergence of Chicano/Latino film showing the culture from within. The comparative framework includes other Hispanic films (Latin American, Spanish) from throughout the Hispanic world to study interdisciplinary topics that generate film works, such as history, culture, images and social conditions. Satisfies ethnic studies and upper-division GE, category C1 (Fine Arts).

395 Community Involvement Program (CIP) (1-4)
Provides students with practical experience in school classrooms, various ethnic community organizations, health and social service agencies, including recreation programs, day care centers and senior citizen centers. One unit is equivalent to 30 hours of volunteer work per semester. Units are not applicable to the CALS major. Meets field experience requirements for the CALS waiver program.

398 MEChA (2)
Movimiento Estudiantil Chicano de Aztlán involves students in experimental projects that will orient them to problems faced by the Chicano/Latino student community and the greater Hispanic community in the campus service area. May be repeated for credit.

400 Special Topics in Chicano Studies (1-4)
Offered occasionally, based on student interest and faculty availability:
Chicano/Latino Art Workshop
Chicano Perspectives on Mexican History
La Frontera: Border Studies
Economics and the Chicano
Small Business Development: Chicano/Latino Community
La Chicana, and others to be announced

403 Chicano/Latino Youth and Adolescents (3-4)
Spring
General psychological principles and theories of growth and human development as they apply to Chicano/Latino youth. Course will focus on Latino adolescents and their adjustment to the life cycle and American society and its impact on the self, peer group relations, family life and other sources of conflict. Fieldwork/observation required when course is offered for four (4) units. Satisfies ethnic studies and upper-division GE, category E.

405 The Chicano/Latino Family (3-4) / Fall
An examination of changing family patterns among Latinos in the U.S. This will include traditional and evolving gender roles, marriage and alternative family life styles, and child rearing trends. The course also will review how Latino families interact with education, health and public welfare institutions.

407 The Chicano/Latino Male (3-4)
Every fourth semester
This course explores the economic, political and sociocultural forces that contribute to the formation of Latino masculinity. Students will move beyond ethnic and gender stereotypes to develop an understanding of Latino men as both products of and contributors to evolving relationships. The different roles of Latino males including son, father, worker, husband, partner/lover and friend will be examined. Prerequisite: CALS 219 or 220 or consent of instructor.

410 Seminar: Chicano/Latino Counseling Strategies (2-4) / Every second semester
Present-day theories of counseling, theoretical issues and special problems encountered in counseling Chicanos and Latinos. Goals, processes and techniques of counseling in a cross-cultural setting. Students enrolled for 4 units must enroll in a precounseling practicum. Prerequisite: upper-division standing or consent of instructor.

425 Classroom Spanish for Bilingual Teachers (3-4)
Every second semester
A Spanish language development seminar for bilingual teachers and teacher candidates. Use of an immersion approach to develop students’ oral, written and critical thinking skills in Spanish to the degree necessary for competent subject matter instruction in K-12 schools. Using cooperative groups and sheltered instruction modeling, students acquire vocabulary and language development strategies needed to teach content areas in Spanish. The writing portion of the class is held in the Mac Lab. Prerequisite: CALS 225 or equivalent and a score of 2.00 on the credential program’s Spanish Language Test. Satisfies foreign language in GE (C4).

426 Chicano/Latino Sociolinguistics (4)
Every fourth semester
A linguistic analysis of Spanish compared to English and the effects of speaking both languages on bilingual persons. Includes an examination of the development, maintenance and varieties of Spanish spoken in the United States. Studies theories and research on ESL, bilingual education, and first and second language acquisition. Focuses on societal elements as they interact in a complex way with language usage. Chicano/Latino discourse in several dimensions is critically analyzed in conjunction with Mexican and American history, culture, society and language norms, usage and attitudes. The course emphasizes the multifocal interrelationships between the context of Latinos and the problematic outcomes of interactions between history and language, society and linguistics, and culture and language acquisition. Meets requirements for Category II in CLAD/BCLAD credential prerequisites. Note: restricted to seniors.

432 Chicano/Latino Community Development (4)
Every fourth semester
An examination of those economic, political and social forces that affect the development of Latino communities. To include an overview of Chicano/Latino community organizations and their underlying organizational constructs. Students will examine their individual praxis within the most recent theoretical understanding of community and organizational development. Fieldwork project required.

442 Chicanos/Latinos in Contemporary Society (3-4)
An examination of the U.S. Latino population as an emerging cluster of peoples with common historical and sociocultural antecedents. This course will adopt an interdisciplinary approach to compare the experiences of major Latino groups and contrast these experiences with those of selected ethnic groups in the United States. Prerequisite: CALS 219 or 220, or consent of instructor.

445 Chicano/Latino History (4) / Spring
An analysis of Chicano/Latino history, from the exploration and settlement of the Southwest to the present. To include an examination of such themes and topics as: the Chicano heritage, the Mexican War and Treaty of Guadalupe Hidalgo, the land question, social banditry and other forms of resistance, the Chicano in the 20th Century, and contemporary Chicano/Latino issues, organizations and movements.
451 Chicoano/Latino Humanities (3-4) / Fall
A comparative analysis of the history, literature, philosophy, religion, music, visual and performing arts, and popular culture as they have developed in the Chicano and Latino societies from their historical origins in Mexico and Latin America. Course focuses on humanistic works and interpretations in Mexico since the Revolution in comparison to the development of contemporary Chicanos/Latinos humanities since the 1960s. Satisfies upper-division ethnic studies in GE, category C4 (Comparative Perspectives).

456 Bilingual/Cross-Cultural Education (4) / Fall
A historical analysis of bilingual cross-cultural education in the United States. The course covers bilingual/cross-cultural education concepts and the assessment of existing models programs and their impact on Latinos and other language minority students. Bilingual education topics include: historical and legal perspectives, philosophy and goals, program models, first and second language acquisition, ESL, technology, cognitive and affective development of children, minority perspectives on schooling, and empowering language-minority students. Note: restricted to seniors.

458 Chicanos/Latinos and Computers: Issues and Applications (2) / Fall
Focus on computer and related technology issues affecting the Chicanos/Latino community in the areas of bilingual education, business, community service agencies and Chicanos/Latinos social science research. The applications component will provide hands-on experience in each of the above areas with Macintosh, Apple or IBM computers. Prerequisites: functional bilingual proficiency and a CALS GE course. CJS 101 recommended.

459 Bilingual General Science (1-3) / Spring
A general science course taught bilingually (Spanish/English) and designed to give linguistic and cultural depth in the basic science areas required for the liberal education of future school teachers. Includes topics in the areas of study in the biological, physical and earth sciences. Prerequisites: functional Spanish language skills and completion of GE science requirements (Areas B1 and B5).

460 Bilingual Fundamentals of Mathematics (1-3) / Fall
A general math course taught bilingually (Spanish/English) and designed to give linguistic and cultural depth in the mathematics required for the liberal education of future school teachers. Includes number concepts, number systems and problem solving, metrics, geometry, and probability and statistics. Prerequisites: functional Spanish language skills and completion of GE mathematics requirements (Area B4).

479 Chicanos/Latino Art History (3-4)
Every fourth semester
An analysis of art as expressed in the historical culture of Chicanos and Latinos, from ancient times to the present. A cultural art history approach. Field trips. Includes a studio practicum when offered for 4 units. Satisfies ethnic studies in GE, category C1 (Ethnic Studies in the Fine Arts).

480 Chicanos/Latinos Studies Seminar (3-4) / Spring
An in-depth analysis of selected topics from the area of Chicanos/Latinos studies. Using current analytical models and research techniques, students will examine in an integrative manner a specific topic for preparing a research paper and oral presentation. Course serves as a summative seminar for CALS waiver program students. Students are also required to prepare a self-assessment portfolio. Class is restricted to CALS majors who are graduating seniors or pre-student teaching credential candidates enrolled in the CALS waiver program.

490 Chicanos/Latinos Children's Literature (3-4) / Fall
An analysis of children's literature written about and for Chicanos/Latinos children both in the U.S. and abroad. Students will review and analyze the literature for style and content. Includes the study of nontraditional literature collections from the Spanish-speaking community. Prerequisite: functional Spanish language skills.

495 Special Studies (1-4)
Independent study on a special topic for upper-division students. Prerequisites: completion and approval of a special studies form.

595 Special Studies (1-4)
Directed study for graduate students. Prerequisites: completion and approval of a special studies form.

Communication Studies

Program offered
Bachelor of Arts in Communication Studies

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

Administrative Coordinator
Cathryn Studey

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

Communication studies coordinates three distinct approaches to the media: practical application, historical study and critical analysis. Practical application combines basic training in equipment operation, communication skills, production design, organizational skills and professional internship. Historical study focuses on the evolution of the mass media, the relationship of the mass media and society, and public relations. Critical analysis explores media ethics, and the analysis and evaluation of specific mediated texts using qualitative and quantitative methods.

Students are encouraged to develop a specific advisory plan with the assistance of a faculty advisor. Advisory plans, based on the student’s specific interests, may focus on:
- areas such as journalism, criticism or public relations
- media such as radio, television, film or audio recording
- career roles such as television producer, sports announcer or reporter
- preparation for graduate school

Bachelor of Arts in Communication Studies

Degree Requirements

units
General Education .......................... 51
Major requirements .......................... 22
General electives .......................... 27
Total units needed for graduation .......................... 124

The communication studies course requirements are divided into two groups: core (25 units) and major electives (21 units). All students are required to take the seven prescribed core courses, which total 21 units. In addition, every student must earn 4 additional units either as a media minor (COMS 499) or by completing an extensive senior project (COMS 498) for a total of 25 core course units.

Major Core Requirements
COMS 200 Principles of Mass Communication .......................... 3
COMS 201 Introduction to Media Arts .......................... 3
COMS 210 Writing for the Media .......................... 3
COMS 265 Introduction to Radio Broadcasting .......................... 3
COMS 292 Methods of Media Criticisms .......................... 3
COMS 301 Public Relations .......................... 3
COMS 303 Mass Communication Theory and Research .......................... 3
COMS 315 Media Law .......................... 3
COMS 402 Advanced Media Criticisms .......................... 3
COMS 498 Senior Project .......................... 3
COMS 499 Internship in the Media .......................... 4
Total units in the major core .......................... 25

Major Electives
Students should consult with a faculty advisor to plan 21 elective units based on academic and professional goals. The student may select tracks like media arts (audio, video, film), journalism, public relations/ advertising; and graduate school

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

Communication studies has not traditionally had freshmen students begin the major. This plan, however, urges them to take the introductory communication studies course, Mass Communication, of their first year. In addition, this plan does not identify the communication studies elective courses an individual student might take. A complete list of campus-wide courses that are accepted in the major is available through the communication studies department. Students may also do a minor to count as part of their communication studies elective units. Students may not use general education courses for their major elective courses.

Freshman Year: 30 units
Fall Semester (15 units)
ENG 101 (3) HUM 200 (3) COMS 200 (3) COMS 203 (3)
Spring Semester (15 units)
PHIL 102 (3) GE 3 (3) Universitary Electives (3) Elective (3)
Sophomore Year: 31 units
Fall Semester (16 units)
Spring Semester (15 units)
Genral Education (4)
GE 3 (3) GE 3 (3) General Electives (3) Elective (3)
University Electives (3) Elective (3)
Junior Year: 31 units
Fall Semester (16 units)
Spring Semester (15 units)
Upper-Division GE (4)
Upper-Division GE (4) (3) COMS 301 (3) COMS 302 (3)
COMS Elective (3) Elective (3)
Senior Year: 32 units
Fall Semester (16 units)
Spring Semester (16 units)
University Electives (3) University Electives (3)
COMS Elective (3) COMS Elective (3)
COMS 402 (1) COMS 499 (4) Elective (3)
Total semester units: 124

Minor in Communication Studies

The communication studies minor is designed for a limited number of students who recognize the need to understand the pervasive role the media play in society. Students who minor in communication studies must register with the department to be allowed into courses. Students with a minor in mass communication are allowed to take up to 20 units of upper division communication courses as electives. Acceptance to the minor is based upon GPA of 3.00 and at least three semesters of college study.

Minor Core Requirements
COMS 200 Principles of Mass Communication

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300 Public Relations (3)
Overview of the function of public relations organizations in society and the role of the media in the management and promotion of public opinion. Practical insights into how individuals and organizations publicize themselves and attract media attention. Prerequisites: COMS 200 and 202, and senior standing.

301 Mass Communication Theory and Research (3)
Intermediate level study of the key research events that constitute the development of communication theories, government policy and the emergence of communications as an academic discipline. Crosslisted as SOCI 313. Prerequisites: COMS 200 and 202.

310 Reporting (3)
Intensive practical experience in the gathering, writing and investiga-
tion of news stories. Consent of instructor required.

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 syllabus and topics may include advertising, propaganda and persuasion, children and the media, technical writing, etc. Prerequisites: COMS 200 and 202.

331 Songwriting (2)
A class that provides an understanding of various aspects of songwriting both as a creative craft and as a musical art form. Theory, form, lyrics, meter, production and the business of songwriting will be discussed in detail. Participants will have numerous opportunities to have material evaluated and critiqued. Crosslisted as MUS 331.

360 Studio Musicianship and Production (2)
This course will focus on the development of listening skills, with a study of established production styles and the perfection of individual musician- ship in performance. It will include microphone technique, studio terminology and the use of effects, effects and effects automation through multitrack production. Crosslisted as MUS 360.

362 Recording II (2)
A continuation of Recording I (COMS 262). Prerequisites: COMS 262 or consent of instructor. Crosslisted as MUS 362.

365 Advanced Media Production (3)
Lecture and laboratory experiences in program, treatment and develop-
ment, and production techniques in radio/televisión/film. May be repeated for up to 12 units. Prerequisites: COMS 201 and 205, or consent of instructor.

368A Newspaper Writing and Editing (3)
This class reviews the past week's paper (the STARR), makes assign-
ments for the next week, and covers headlines, leads, quotes, interviews, first Amendment, libel, ethics will also be taught. May be repeated for up to 12 units. Prerequisites: ENGL 101 and/or COMS 210.

388B Newspaper Production (2)
Students will learn the techniques of daily newspaper publishing, including the principles of newspaper design, layout, paste-up, ad placement, pho-
tography. Students prepare the flats of the STAR for sending to the press each weekday. May be repeated for up to 12 units.

386C The Business of Newspapers (2)
This course conducts the techniques of running a newspaper, including display and classified ad sales, distribution of newspaper, soliciting new business, budgets. Students will be required to sell ads and will receive commissions on any ads sold above the class minimum. May be repeated for up to 12 units.

385 Media Lab: Radio (1-4)
A media lab to develop a range of skills in the production of radio programs. Focuses on the production of live and pre-recorded pieces for KSUN. The lab also serves as the staff meeting of the radio station. May be repeated for up to 12 units. First enrollment must be for 3 units.

390 Acting for TV and Screen (3)
Techniques and skills of acting for camera. Includes practical in TV studio-prepping, filming, editing and critiquing scenes for television film. Crosslisted as THTR 390.

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

415 Investigative Journalism (3)
This course will focus on the full range of practical aspects of investiga-
tive 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. Prerequisite: COMS 310.

435 Seminar: Mass Media (4)
Seminars provide a unique 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 understood by the general public. Prerequisites: COMS 301 or SOCI 330 or SOCI 331 or consent of instructor.

460 Teaching Assistant in Communication Studies (1-4)
Intended to give students experience assisting instructors. Teaching Assistants help do such tasks as handle email correspondence, and keep instructor and department contract required.

462 Recording III (2)
Continuation of Recording II (COMS 362). Exploration of different microphone and instrument configurations required to obtain specific
495 Special Studies (1-4)
Supervised study of a particular problem or area of interest in the media selected by the student in consultation with a sponsoring faculty member. Meetings will be arranged for discussions and progress evaluations. May be repeated for credit. Consent of instructor and Special Study 495 contract required.

498 Senior Project (1-4)
An extensive project in one particular area of media study. Students concentrating in one medium—film, video, photography or recording—will be expected to present a work in that medium demonstrating a high level of technical and production skill. Students concentrating in criticism will develop a project in criticism of comparable scope. Consent of instructor and senior project contract required.

499 Media Internship (1-4)
A supervised internship in a community organization that employs skills in media production and equipment operation in a practical setting. Students seeking internship placement should work closely with an advisor early in their program to ensure that they acquire the skills necessary for internship placement. May be repeated for up to 12 units. Consent of instructor, Internship Agreement form, and department contract required.

472 Recording IV (2)
A continuing study in the art of audio recording. The class includes lectures, demonstrations, field trips, student projects, new technology in using computers for recording, editing and mastering functions. Students are required to participate in the maintenance of the recording facility. Crosslisted as MUS 472.

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Computer Science

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

Department Office
Dawson Hall 121, 707 664-2667

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 science and software science; and as with all sciences, each of these possesses both theoretical and applied components. Computing theory shares knowledge and techniques with the fields of mathematics, physics, engineering, philosophy, psychology and linguistics. Its applications span the range of human endeavors: the physical, life and social sciences; the literary, visual and performing arts; law; government; recreation; and virtually every sector of the commercial world. Thus computer science is by its very nature an interdisciplinary subject that offers both a solid, unifying foundation for a liberal arts education and valuable career skills.

The curriculum consists of a rigorous course of study in computer science and mathematics, and provides the student with a thorough grounding in programming, fundamentals of computer organization, data structures and algorithm design. It is designed to prepare students for careers in the computer industry and graduate work in computer science.

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

Bachelor of Science in Computer Science

Degree Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>51</td>
</tr>
<tr>
<td>Major core requirements (up to 6 units may apply to G.E.)</td>
<td>67</td>
</tr>
<tr>
<td>General electives</td>
<td>6</td>
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<tr>
<td>Total units needed for graduation</td>
<td>124</td>
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Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 130</td>
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</tr>
<tr>
<td>CS 180</td>
<td>4</td>
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<tr>
<td>CS 250</td>
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<td>CS 251</td>
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<td>CS 310</td>
<td>3</td>
</tr>
<tr>
<td>CS 354</td>
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</tbody>
</table>

Total units in the major core .................................. 41

Major Electives

Choose two of the following:

- (1-4) Object-Oriented Systems
- (1-4) Software Engineering
- (1-4) Human-Computer Interaction
- (1-4) Computer Graphics
- (1-4) Artificial Intelligence
- (1-4) Special Studies
- (1-4) Senior Seminar
- (1-4) Internship

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>MATH 142</td>
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<tr>
<td>MATH 161</td>
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<tr>
<td>MATH 211</td>
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<tr>
<td>MATH 342</td>
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<td>MATH 222</td>
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<td>MATH 416</td>
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<td>MATH 470</td>
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Total units in the major electives .................................. 9

Upper-Division CS Electives

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<td>CS 340</td>
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<td>CS 350</td>
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<td>CS 375</td>
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<td>CS 495</td>
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<td>CS 496</td>
<td>3</td>
</tr>
<tr>
<td>CS 497</td>
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</tbody>
</table>

Total units in the major electives .................................. 67
Sample Four-Year Plan for Bachelor of Science in Computer Science

Freshman Year: 32 units
Fall Semester: 16 units
MATH 142 (3) MATH 150 (4)
GE 3 (3) GE 3 (3)
Spring Semester: 16 units
CS 180 (4) CS 254 (3)
GE 3 (3) GE 3 (3)
Sophomore Year: 32 units
Fall Semester: 16 units
MATH 161 (4) CS 250 (3)
GE 3 (3) GE 3 (3)
Spring Semester: 16 units
MATH 211 (4) CS 310 (3)
GE 3 (3) GE 3 (3)
Junior Year: 30 units
Fall Semester: 15 units
CS 342 (3) Math elective (3)
CS 355 (3) CS 354 (3)
GE 3 (3) GE 3 (3)
Spring Semester: 15 units
CS 450 (3) CS 410 (3)
CS 454 (3) CS 460 (3)
CS elective (3) CS elective (3)
GE 3 (3) GE 3 (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, 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 3
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). Note that 3 units can be satisfied by a combination of CS 390 and 495. CS 497 cannot be applied toward the minor.
Total units in minor electives 13
Total units in the minor 20

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

101 Introduction to Computers and Computing (3) Fall, Spring
Lecture, 2 hours; laboratory, 2 hours. Topics include computer types, history of computing, computer organizations, survey of computer languages, program development, computer applications (word processing, databases, spreadsheets, telecommunications, graphics networks, video discs, CD-ROM), survey of languages, and legal and ethical issues. Meets California AB 1681 clear credential requirement for Level I. Prerequisite: EDUC 415 or 429 or credential or consent of instructor. Not applicable to the CS major.

104 Computer-Based Literacy for Educators (2) Fall, Spring
Lecture, 2 hours; lab, 2 hours. Students in the field of education. Topics include computer fundamentals, applications (word processing, databases, spreadsheets, telecommunications, graphics networks, video discs, CD-ROM), survey of languages, and legal and ethical issues. Meets California AB 1681 clear credential requirement for Level I. Prerequisite: EDUC 415 or 429 or credential or consent of instructor. Not applicable to the CS major.

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 input and output programs; principles of good programming style, readability, documentation, structured program concept; top-down design and refinement techniques; 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).

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 input and output programs; principles of good programming style, readability, documentation, structured program concept; top-down design and refinement techniques; 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.

173 Introduction to Computer Graphics (3) Spring
Lecture, 2 hours; laboratory, 2 hours. A first course in computer graphics hardware and software. Topics include graphics hardware, microcomputer graphics, presentation and business graphics, graphics for artists, computer mapping, CAD/CAM drafting and environmental applications, animation, 3-dimensional graphics and desktop publishing. Students will have hands-on experience using a variety of graphics programs on microcomputers. Not applicable to the CS major. Prerequisite: previous computer course or consent of instructor.

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

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

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

251 Computer Organization: Hardware (3) Fall
Number systems and complement arithmetic, boolean logic, K-maps, combinational circuits, sequential circuits, programmable logic, main memory, memory systems, timing, control, and ALU design programming. Laboratory work will include circuit simulation and hands-on work with boards. Prerequisite: MATH 142 or consent of instructor.

254 Data Structures (3) Fall, Spring
Abstract data types and data structures: stack, queue, trees, lists, trees, hash tables, graph, static and dynamic implementations of data structures, iterative and recursive implementations of algorithms. Prerequisite: CS 150 or consent of instructor.

304 Computer-Based Literacy for Educators (2) Fall, Spring
Lecture, 2 hours; lab, 2 hours. Students in the field of education. Topics include computer fundamentals, applications (word processing, databases, spreadsheets, telecommunications, graphics networks, video discs, CD-ROM), survey of languages, and legal and ethical issues. Meets California AB 1681 clear credential requirement for Level I. Prerequisite: EDUC 415 or 429 or credential or consent of instructor. Not applicable to the CS major.

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

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

354 Algorithm Analysis (3) Spring
Design and analysis of algorithms, with an emphasis on execution and storage efficiency. Topics will include algorithms for searching, 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)
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.

400 Programming Languages (3) Spring
A survey of the syntactic, semantic and implementation features of functional, procedural, object-oriented, logic and concurrent programming languages. Prerequisites: CS 180, 250, and 254, or consent of instructor.

463 Data Communications (3) Fall
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 142 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)
Senior seminar. Students present 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; computer networks; CISC, RISC, Stack Processors; pipelining; I/O interfacing; comparable examples of existing architectures. Prerequisites: CS 250 and 251, or consent of instructor.

450 Operating Systems (3) Fall
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 are required to program and test modules for the sample system. Prerequisites: CS 250, 254 and 310, or consent of instructor.

452 Compiler Design and Construction (3)
Application of language and automata theory to the design and construction of compilers. Lexical scanning, top-down and bottom-up parsing, source code analysis, code generation; optimization. Design and construction of parts of a simple compiler using compiler generation tools. Prerequisite: CS 460 or consent of instructor.

454 Theory of Computation (3) Fall
Mathematical study of the types of problems that can and cannot be solved by computers. Abstract mathematical models of computing devices and language specification systems. Classification of computationally-solvable problems. Prerequisites: CS 254 and MATH 142, or consent of instructor.

460 Programming Languages (3) Spring
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) Fall
The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, internetworks, with examples. Prerequisites: CS 250, CS 254 and MATH 142, or consent of instructor.

470 Software Design and Development (3)
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) Fall
A study of programs, computer algorithms and computer technicians that imitate human intelligence. Topics may include: computer application to chess, pattern recognition, general problem solving, decision making and robotics. Prerequisites: CS 180 or consent of instructor.

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Counseling

Programs offered
Master of Arts in Counseling
Option I: Marriage, Family, Child Counseling
Option II: Personnel Services

The 60-unit graduate program in counseling offers two professional training options: Option I prepares students for Marriage, Family, and Child Counseling (MFCC) licensure, and Option II prepares students for the Personnel Services Credential (PPSC).

The program relies heavily on interpersonal skill training and field experience, beginning during the first semester and culminating with an intensive supervised internship in some aspect of counseling, permitting the integration of theory, research and practical application during the second year. The department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include but are not limited to: marriage and family counseling agencies, mental health clinics, counseling centers, and public schools, community colleges, and college-level student services departments.

Special characteristics of the program include the following:
1. Early observation of and involvement in counseling settings.
2. Development of a core of knowledge and experience in both individual and group counseling theory and practice.
3. Encouragement in the maintenance and development of individual counseling styles.
4. Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling and group experiences. This aspect of the program is seen as crucial to the development of adequate counseling skills and is given special consideration by the faculty as part of its evaluation of student readiness to undertake internship responsibilities.

In sum, there is emphasis in this program on the three "basic pillars" (hopefully, in creative interrelation) of theory, practical experience and personal exploration rather than on just one facet of professional preparation. The effort is to establish in the student a sound foundation for a lifetime of continued professional growth — a foundation that permits confident movement into an entry-level counseling position but which does not pretend to be more. Within the compass of a 60-unit program, the faculty sees such a goal as attainable and eminently worthwhile.

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

The master's program may be completed within two academic years; however, some students with job and/or family responsibilities may wish to move more slowly. Resources permitting, efforts will be made to accommodate individual patterns. For most students, 8 units per semester will be considered a minimal number. It should be stressed that individual program paths should be planned very carefully, since many courses will not be offered every semester.

The Council for Accreditation of Counseling and Related Programs, a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation, has conferred accreditation to the counseling department at Sonoma State University in community counseling and school counseling.

A student who has not been formally admitted to the counseling department may take no more than 12 units and only in the following course offerings of the department, with permission from the department: CSUN 500, 501, 502, 503, 511, 513, 520AB, 521, 522, 523, 525, 535, 545 and 581. Admission to individual courses in no way implies admission to the master's degree program or to the PPSC program.

Master of Arts in Counseling

Admission Requirements
1. A bachelor's degree, preferably in the behavioral sciences and with sound preparation in psychology. A recent course (within the last five years) in basic statistical analysis is a prerequisite for admission to CSUN 513. In addition, a course in personality theory for both options, plus a course in abnormal psychology for the MFCC option, and a course in learning theory for the PPSC option, are PREREQUISITES for admission to the program. Students are expected to have a background in Freud, Jung, traditional behaviorism and client-centered therapy.
2. A 3.00 (B) grade point average in the last two years of undergraduate work is required. Applicants who satisfy all other requirements may petition the university for waiver of this requirement. This waiver is not automatically granted.
3. Completion of counseling department application forms, in addition to those required by the university.
4. A personal interview.
5. Departmental admissions committees (which may include students) have found the following criteria meaningful, or even indispensable, for applicants:
   a. The ability to handle academic work of graduate-level rigor, generally as evidenced by previous academic performance.
   b. Relevant work experience (paid or volunteer).
   c. Behavioral science background (on a B.A. level).
   d. Global personality assessment — suitability for a career in a helping profession.

For more information, please see Graduate Degrees, page 35.
Application Procedures
Interested persons can obtain the standard statewide graduate application form from the Admission Office of State University. Students are accepted to the counseling program only once a year. Therefore, we begin taking departmental applications on November 1 and continue to accept applications for the following fall. A $20 department application fee is required. All applicants to the program must also apply for admission to the university, following the university timelines for admission procedures. For specific instructions and procedures contact the counseling department and the Office of Admissions and Records.

General Information Meetings
Students planning to apply for admission or students wishing to enroll in any of the courses in the program are encouraged to attend one of the monthly informational meetings specifically planned for prospective students. Selection criteria, admission procedures, and registration and advisement procedures will be explained.

Major Core Requirements
COUN 500  Professional Orientation to Counseling  1
COUN 501  Counseling Theory and Practice  3
COUN 510A  Counseling Pre-Practicum  4
COUN 510B  Counseling Practicum  4
COUN 512  Theory and Practice of Group Counseling  3
COUN 513  Research and Evaluation in Counseling  3
COUN 514A  Supervised Internship I  3
COUN 514B  Supervised Internship II  3
COUN 525  Psychological and Educational Assessment  3
COUN 535  Developmental and Clinical Issues with Children and Adolescents  3
COUN 570  Cross-Cultural Awareness in Counseling  3

Total units in the M.A. core  38

Option I — Marriage, Family and Child Counseling
Completion of the marriage, family and child counseling option satisfies all academic requirements (courses) for the MFCC examination.

COUN 502  Adult Development: Individual, Family and Career  3
COUN 503  Dynamics of Individual Behavior  3
COUN 540  Marriage and Family Counseling  3
COUN 545  Law and Ethics for the Counselor  3
COUN 580  Relationship Counseling  3
COUN 581  Introduction to Chemical Dependency I  3

Additional elective units with (department approval)  4

Total units in the MFCC option  22

Total units in the M.A.  60

Option II — Pupil Personnel Services Credential
Candidates for the PPS credential are urged to be mindful of the following: While it is possible to complete all the courses required for the credential in a two-year period, such a program requires extremely careful planning. The department intends to offer each PPS course at least once a year, but students are urged to plan the sequence with their advisor to ensure it matches the availability of courses.

COUN 511  Counseling for Career Development  3
COUN 520A  The Role of the Elementary School Counselor  3
COUN 520B  The Role of the Secondary School Counselor  3
COUN 520P  Pupil Personnel Services: Concepts and Organization  4
COUN 522  Counseling Students with Special Needs  3

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COUN 523  Family Counseling in Schools  4

Additional elective units with (department approval)  1

Total units in the PPS option  22

Total units for the M.A.  60

All master’s candidates are required to complete a project representing a comprehensive and integrative understanding of the field of counseling. Projects are to include a case analysis and a grant proposal for developing a comprehensive mental health or school guidance and counseling specialized program. Six hundred (600) hours of supervised field experience are required for either MFCC or PPS credential options.

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

Sample Two-Year Program for Masters in Arts in Counseling

First Year: 30 units

MFCC
Fall Semester (15 units)
COUN 500 (1)  COUN 501 (3)  COUN 503 (3)
COUN 510A (4)  COUN 520A (4)  COUN 535 (4)
MPPS
Fall Semester (15 units)
COUN 510B (4)  COUN 512 (4)  COUN 525 (3)
Electives (3)  COUN 581 (1)

Second Year: 30 units

MFCC
Fall Semester (15 units)
COUN 513 (4)  COUN 514A (4)  COUN 540 (4)
COUN 545 (3)  COUN 555 (4)
MPPS
Fall Semester (15 units)
COUN 510C (4)  COUN 522 (3)  COUN 514A (4)
COUN 525 (3)  Elective (1)

Elective semester

Spring Semester (15 units)
COUN 530 (2)  COUN 530 (2)  COUN 531 (3)
COUN 534 (4)  COUN 535 (4)
COUN 580 (4)  Elective (1)

Counseling Courses (COUN)

Courses are offered in the semesters indicated. 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 publications and career options. In addition, the course examines the relationship of counseling to other major helping professions.

501 Counseling Theory and Practice (3) / Fall, Summer
The course provides a survey of major psychological, affective/expressive, theoretical, and sociocultural issues in marriage and family counseling and psychotherapy. Crisis assessment and intervention are contrasted with brief, solution-focused therapies and with longer-term, exploratory therapies. These different models of helping are compared and contrasted in the interest of exploring the goals of counseling and the factors involved in helping people change.

502 Adult Development: Individual, Family and Career (3) / Spring
Students are exposed to the many ways that individual goals, cultural expectations and family obligations shift in predictable ways across the adult life cycle. Current research and theory are examined in integrated student with an integrated understanding of the changing needs and developmental demands on individuals as they face each stage of the life cycle and the corresponding choices, adjustments and tasks. Students learn to assess and counsel adults with an eye toward identifying normal developmental challenges, recognizing the interdependence of individual, family, and career issues.

503 Dynamics of Individual Behavior (3) / Fall
A course designed to provide psychopathological and sociopolitical-related issues of diagnosis and treatment. Attention is given to: (1) understanding of the wide variety of psychopathology in clinical practice; (2) the application of evaluation methods and diagnostic classification systems of the DSM-IV-R; (3) development of appropriate treatment plans; and (4) the relationship of class, gender and ethnic background to diagnosis and treatment.

510A Counseling Pre-Practicum (4) / Fall
A course that provides structured exposure to the need to develop necessary basic counseling skills to prepare them for an internship in a wide variety of settings. Training is done through the use of videotape feedback and in-class practice. This course is normally taken in the first semester by new students. Recommend previous or concurrent enrollment in COUN 501. CRNC only.

510B Counseling Practicum (4) / Spring
A course that provides students with an opportunity to continue the development of counseling skills as defined by the counseling profession. Separate sections for MFCC and PPS students: MFCC students see clients and PPS students work in school settings under the supervisor’s instruction. CRNC only. Prerequisite: COUN 510A.

511 Career Development (3) / Spring
An introductory course in career counseling, career guidance and career information resources. Students gain increased knowledge of developmental career guidance programs for middle and high schools; increased knowledge in the foundations of adult career and life span development; increased knowledge and skills with print and computer based resources for increasing vocational and career information; and increased awareness of one’s own personal needs, values, aptitudes and interests as they affect vocational choices. Prerequisites: COUN 523 or consent of instructor. Class fee required at time of registration.

512 Theory and Practice of Group Counseling (4) / Fall, Spring
This course provides the student with an introduction to the concepts and practices unique to group counseling. Students become familiar with the stages of group formation and the demands upon the counselor at each stage. Other topics include confidentiality, co-therapy, group structure, group exercises, group process and basic group counseling skills. A sampling of theoretical approaches to group counseling are covered including: support groups, therapy groups, problem-solving groups and peer counseling. Lectures and exercises are supplemented with in-class practice demonstrations and supervised out-of-class experience. Prerequisite: COUN 510A or consent of instructor.

514A Supervised Internship I (4) / Fall, Spring
Advanced clinical experience at least two full days per week, under faculty supervision in a setting related to the professional goals of the student. In addition, weekly meetings held to discuss related internship problems and to evaluate the field experience. Two semesters are required. CRNC only. Prerequisites: MFCC: COUN 501, 510A, 510AB, 540 (highly recommended); PPS: COUN 501, 510AB, 520AB, 521, 511, 532 (highly recommended).

520A Role of the Elementary School Counselor (3) / Fall
This course examines the expanding role of the elementary school counselor as required to meet the needs of today’s children. Students learn how to develop 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, counseling with small group activities, and helping children meet normal developmental problems and tasks of childhood is stressed. In addition, students establish a K-6 career guidance program as part of the structured counseling and guidance program. The course includes an experiential component.

520B Role of the Secondary School Counselor (3) / Fall
A course designed to increase the knowledge and skills related to the changing role of secondary school counselors. Assisting adolescents in coping with the pressures of family, peers, work, and personal relationships, peer pressure, stress, sexual maturation, and academic/vocational achievement through school programs is an integral part of each school counselor’s duties. The course covers such topics as: Career exploration, peer relationships, parent-teacher communication, and small group work within the school setting. Emphasis is placed on establishing a workable plan with parents and students to help guide adolescents in making career-related decisions.

521 Pupil Personnel Services — Concepts and Organization (4) / Spring
A seminar in organizing, supervising and administering comprehensive personnel service programs for elementary and secondary schools; legal and financial aspects, as well as laws affecting children and child welfare. Prerequisites: COUN 520A, and 520B.

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. Course units include: PL 94-142, Title 5 counseling services for

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handicapped children; GATE; At-Risk Student; IEPs and Student/Child Study Teams.

523 Family Counseling in Schools (4) / Spring
This course adds its focus a study of systems, particularly family systems and how they impact and interact with 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 Brief Therapy. Each student is required to lead or co-lead a parent education group in a school setting during the course. Prerequisites: CON 510A or consent of instructor.

525 Psychological and Educational Assessment (3)
Fall, Spring
Investigation of the nature and rationale of psychological measurement, both individual and group. The emphasis is on the utility in clinical and/or school settings. Attention is given to both limitations and justification in the measurement of human characteristics. Class fee required at time of registration.

535 Developmental and Clinical Issues with Children and Adolescents (6) / Fall, Spring
A course offering a developmental psychology perspective on kinds of counseling interventions appropriately undertaken with children and adolescents. Course objectives include: (1) providing students with an introduction to basic intervention strategies for counseling children and adolescents; (2) familiarizing students with special topics, e.g., impact of divorce on children, child abuse, effects of domestic violence; and (3) consideration of developmental contexts in working with children and adolescents. Prerequisites: CON 301 or consent of instructor.

540 Marriage and Family Counseling (4) / Fall
This course provides a foundation for understanding couple and family relationships by providing an overview of historical and contemporary models of assessment and intervention including ways they can be put to use in work with families reflecting diversity. Attention is devoted to important legal and ethical considerations unique to working with families and couples, assessment tools, crisis intervention (including domestic violence) and treatment planning. Prerequisites: CON 510A and Child Abuse Assessment Workshop 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 counselor. Legal standards related to counseling practice will be surveyed, including issues related to dissolution; child care, custody and abuse; confidentiality; involuntary hospitalization; mandatory reporting requirements; and other issues related to the relationship between law and counseling.

570 Cross-Cultural Awareness in Counseling (3)
Fall, Spring, or Summer
A course dealing with the impact of racism and sexism on the mental health of minority groups and the study of counseling strategies with minority clients. The goal of this course is to enhance pluralistic thinking in counseling; specifically, students increase their awareness of, and sensitivity to, culturally different groups.

580 Relationship and Sexuality Counseling (4)
Spring
An overview of the key theories and intervention approaches applicable in couples counseling. Key areas of human sexuality and sex counseling are examined and integrated with the range of psychodynamic systems and cognitive-behavioral approaches to relationship counseling. Prerequisites: previous or concurrent enrollment in CON 510A and consent of instructor.

581 Introduction to Chemical Dependence (1-4)
Fall, Spring, Summer
A survey course designed to provide a broad conceptual base regarding the major dimensions of dependence upon drugs and alcohol. Emphasis is on practical issues from the standpoint of the family and the community. The course explores historical and current modes of treatment, intervention and prevention of alcoholism and alcohol-related problems. Students are expected to have a basic understanding of psychopathology and family systems prior to enrollment. This course is designed to provide specific instruction in alcoholism and other chemical substance dependency and is designed to meet the requirements issued by the Board of Behavioral Sciences, State of California.

595 Special Studies (1-4)

596 Supervised Field Experience (1-4)
Counseling experience supervised by counseling department faculty. Experience can be gained both at on-campus Community Counseling Clinic or in outplacement programs in community. CN/CN Only. Prerequisite: consent of instructor; for PPS students: CON 510A, 520AB, 525 and permission of PPS faculty.

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, script writing and non-fiction writing. Creative Writing faculty include fiction writer and playwright William Babula, author of St. John's Baptism, According to St. John, St. John and the Seven Veils and St. John's Breviary; fiction writer and essayist Gerald Hasslam, author of That Constant Coast: California Stories, Coming of Age in California and The Other California; poet and fiction writer Elizabeth Carothers Horren, author of Desire Being Full of Distances; While the Distance Widens and The Stones, The Dark Earth; novelist Gerald Rosen, author of The Carmen Miranda Memorial Flagpole, Growing Up Brox and Mehemos Gandhi in a Cadillac; and poet Gillian Cocksley, winner of a Pushcart Prize for Poetry, author of Beckon, Tail Stranger, Some Guernsey Prize and Women Speaking Inside Film Noir.

Visitors to the campus and the program have included Maya Angelou, author of I Know Why the Caged Bird Sings; Quentin Bell, Virginia Woolf's biographer; Paul Eldman, best-selling novelist and economist; David Halberstam, author of The Best and the Brightest; Lewis Lapham, former editor of Harper's Magazine; the feminist writer Meridel Le Sueur; Ishmael Reed, author of Mumbo Jumbo; Jessica Mitford, author of The American Way of Death; the beat poets Allen Ginsberg and Lawrence Ferlinghetti; language poets Charles Bernstein, Lyn Hejinian and Steve McCaffery; Tom Wolfe, author of The Bonfire of the Vanities, and the 1990 Nobel laureate for literature, Cormac Mihale. The late biographer and novelist Irving Stone, author of numerous works, including The Agony and the Ecstasy and Lust for Life; Pulitzer Prize-winning playwright Edward Albee, popular novelist Karl Vonnegut, Jr. the late British poet Sir Stephen Spender, and playwright Ed Bullins have all conducted seminars and workshops for students in the program.

The well-regarded literary magazine ZAUM is a student publication that publishes student work and is published through the English Publications Workshop, an activity of the Small Press Editing course.

VOLT is a nationally distributed magazine that publishes nationally known authors. Winner of three Pushcart prizes and numerous grants, VOLT is committed to innovative writing. Students can work on the magazine by arrangement with instructor.

The SSI Creative Writing program is a member of the Associated Writing Programs.

For program details, please refer to the English department section, page 142.
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

Administrative Coordinator
Laurel Holstrom

The criminal justice administration major offers a liberal arts curriculum concerned with the changing nature and content of law, the shifting public expectations of criminal justice agencies, and the reactions of those agencies to social perceptions and political pressures.

The student is offered an interdisciplinary academic approach to the understanding of the mechanisms of social control, resolutions of criminal justice problems, and a knowledge of accepted procedures and alternatives. This general but all-important background serves as a base for the areas of emphasis that are of interest to the individual student.

Fields of concentration — such as adult and juvenile probation, law enforcement, judicial administration, public advocacy, prevention and diversion, and reparative and peacemaking services — are studied in detail from several perspectives. Criminal justice administration majors are prepared to pursue graduate education in justice studies and the law, as well as other graduate fields.

Bachelor of Arts in Criminal Justice Administration

Degree Requirements
General Education
Majors Core Requirements
Electives (chosen under advisement)
Free Electives
Total units needed for graduation

Please note that transferable units from other institutions may be required to the category "electives chosen under advisement." The course work taken at this university to complete the major requirements must be selected in consultation with a department advisor.

Courses in Spanish and computer and information sciences are highly recommended as supporting subjects.

Students must consult with a faculty advisor before beginning core courses.

Major Core Requirements
CJA 201 (3) and 201CJ
Criminal Justice and Public Policy
CJA 220
Criminal Law
CJA 420 Seminar in Criminology
CJA 330 Government and the Rule of Law
CJA 370 Seminar in Criminal Justice Methods
CJA 404 Introduction to Constitutional Law
CJA 405 Rights of the Accused
CJA 489 Civil Liberties and the Constitution
CJA 385 Management in Public Agencies
CJA 450 Punishments and Corrections
CJA 490 Senior Seminar: Criminal Justice Administration
CJA 599 Internship

Total units in major core: 36

The internship requirement may be waived for students now or previously employed in criminal justice administration or related area. It must be substituted by another four-unit course.

Sample Four-Year Program for Bachelor of Arts in Criminal Justice Administration

Freshman Year: 32 units
Fall Semester (15 units)
ENG 101 (3)
HUM 200 (3)
GE (3)
GE (3)
SPAN 101 (4)
SPAN 102L (1)

Spring Semester (17 units)
PHIL 101 (3)
GE (3)
GE (3)
GE (3)
GE (3)

Sophomore Year: 31 units
Fall Semester (15 units)
ENGL 130 (4)
CJA 201 and CJA 201CJ (4)
SPAN 102 (4)
SPAN 102L (1)

Spring Semester (16 units)
CJA 330 (4)
CJA 450 (4)
Upper-Division GE (3)
Elective (3)

Junior Year: 29 units
Fall Semester (15 units)
CJA 399 (4)
CJA 405 (4)
Electives (3)
Upper-Division GE (3)

Spring Semester (14 units)
CJA 330 (4)
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 490 (4)
CJA 499 (4)
CJA 370 (4)
Electives (5)

Total semester units: 125

Minor in Criminal Justice Administration

The minor consists of any 20 units 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 most current information and faculty assignments.

201 Criminal Justice and Public Policy (3)
Fall, Spring
A systematic analysis of criminal justice agencies, the nature and effect of public opinion and political decisions, and such important issues as police discretion, differential implementation of the criminal law, and negotiations in criminal justice processes. Satisfies GE category D1 (Individual and Society). Criminal justice majors should take concurrently with CJA 201C.

201C Colloquium: Criminal Justice and Public Policy (1)

220 Criminology (4) / Fall or Spring
A survey of the theoretical explanations of delinquent and criminal behavior which examines the origins of criminal law, patterns of criminal behavior systems, and the nature and extent of criminal activity.

330 Government and the Rule of Law (4) / Spring
The historical, political, social, and philosophical antecedents of the American legal system will be examined and particular attention will be paid to the law as an instrument of social control. The role of the Supreme Court in interpreting the Constitution and the role played by judges in making judicial policy will be emphasized.

340 Law Enforcement and Drug Legislation (4)
An examination of issues and problems posed by the illicit and licit use of drugs for the administration of justice and corrections. It critically examines social theories and social policies in reference to drugs. Topics to be covered include: the origins of the contemporary drug crisis in the United States; the development of criminal justice policies regarding drug use; the varieties of drugs and the destructive problem created by each for law enforcement, adjudication, and corrections. Some emphasis will be placed on economics, politics, and international relations as a factor in enforcement policies.

365 Management in Public Agencies (4) / Fall, Spring
Central core courses in formation 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 management problems in criminal justice agencies. Cross-listed as POLS 430.

370 Seminar in Criminal Justice Methods (4)
Fall, Spring
A consideration of the methods used by criminal justice researchers in a variety of basic and applied settings. Topics include the choice of a problem, ethical issues, the logic of science, measurement, sampling procedures, surveys, coding, experimentation, observation, and summarizing findings.

375 Current Issues in Criminal Justice (4)
An in-depth examination of 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 judicial making process by the Supreme Court through the study of case law. Areas to be studied include separation of powers, war powers, federalism, interstate commerce, and judicial interpretation. Fundamental principles of constitutional law that govern and constrain the powers of government will be covered. Cross-listed as POLS 423.

405 Rights of the Accused (4) / Fall
Leading constitutional cases in criminal justice, including: search and seizure, death penalty, electronic surveillance, privilege against self-incrimination, jury trial, right to counsel, and double jeopardy, will be studied in detail. California Supreme Court decisions will be introduced where appropriate.

406 Violence and Terrorism (4)
An examination of the sanctioned use of violence in domestic and international dispute settlements and its implications regarding terrorist activities. How are violence and terrorism legitimated, authorized, and rationalized? The significance of race, national pride, and relative deprivation will also be covered.

407 Police, Courts and Community Relations (4)
The history of the police, police discretion, police minority relations, as well as the sentencing patterns of the courts will be examined. The significance of the role of the court as the last resort in dispute settlements and community relations will also be covered.

420 Seminar in Criminology (4) / Spring
An in-depth analysis of theories of criminal behavior; psychological, sociological, biological factors; professional criminals, white collar crimes, and other selected examples of deviant behavior and their relationship to agencies of social control. CJA 220 strongly recommended.
Economics

Programs offered
Bachelor of Arts in Economics
Minor in Economics
Secondary Teaching Credential Preparation

Department Office
Stevens Hall 204, 707 664 2366
www.sonomc.edu/Econ/

Economics is a social science that focuses on the organization of economic systems for the production of goods and services and the distribution of wealth and income. The SSU economics department is committed to excellence, training students to meet the challenges of the future in a wide variety of careers.

The B.A. degree program has three basic objectives: to provide a sound grasp of the tools of economic analysis and measurement; to provide an understanding of institutional development and the interpretation 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 public sectors.

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 trainers, marketing specialists, program planners, teachers and a wide variety of entry-level jobs where employers expect a person to be able to apply systematic thinking and analysis.

Bachelor of Arts in Economics
Degree Requirements
General education
- Economics
- Mathematics
- Social science

Major requirements
- Economics
- Mathematics
- Social science

Advisory University Coordinator
Sheila McKinley

Faculty
Carlos Benito
Barry Bar-Zion
Victor Garlin
Sue Hayes
Stephan Lewis
Richard Van Gosen

B.A. Field Concentrations

Business Economics
Computer Applications in Economics
International Economics

B.A. Advisory Study Plans

Instead of a field concentration, economics majors may focus their course work beyond the required core courses into an advisory study plan. These plans are not designated on a transcript, but completion can be certified by a letter from the department chair. Please see an advisor for details or to develop a specialized plan. The following plans are available:
Sample Four-Year Program for Bachelor of Arts in Economics

Freshman Year
Fall Semester
ENGL 110A (2) (3)
MATH 131/136 (B4) (3-4)
ECON 201A (D5) (4)

Spring Semester
UNIV 200 (A1) (3)
BIOL 115/115L (B2) (4)
PHIL 200/101 (A3) (3)
ECON 208 (4)

Sophomore Year
Fall Semester
HIST 251/252 (D3) (3)
ENGL/PJUE 214C (2) (3)
ECON 304 (4)

Spring Semester
HIST 201/202 (D2) (3)
PHYS Sci course (B1) (3-5)
Humanities course (C3/C4) (3-4)
ECON 305 (4)
ECON 317 (4)

Junior Year
Fall Semester
Science UD (B3) (3-4)
POLS 202/202D (D4) (3-4)
2 Econ concentration (8)

Spring Semester
Social Science UD (D3) (3-4)
HUMS UD (C3/C4) (3-4)
ECON 2 concentration (8)

Senior Year
Fall Semester
Integrated Person (E) (3-4)
Economics Seminar (0.4)

Spring Semester
Economics Seminar (0.4)
Electives (9-12)
Electives (3-8)

Total semester units: 124

In order to total the 124 units required for graduation, in four years a student must average 15.5 per semester. This can be done by: taking an extra class some semesters; taking P.E. classes; from fall semester junior year; retaking economics for units, selecting the higher-unit-value GE courses when available.

Minor in Economics

Students may qualify for a minor in economics by completing the 20-unit program listed below. The minor will be recorded upon request in the student's official records.

ECON 201A Introduction to Macroeconomics 4
ECON 201B Introduction to Microeconomics 4
ECON 304 Intermediate Macroeconomic Theory 4
ECON 305 Intermediate Microeconomic Theory 4
Electives in economics 4

Total units in the minor 20

Graduate Work in Economics and Related Fields

Economics majors planning graduate work in economics, business, and public administration should take at least one semester of calculus and ECON 409.

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 who wish for such teaching positions should consult with the department chair and review the university's special bulletin on Programs in Teacher Education. For information on the professional education requirements, please see pages 109-112.

Economics Courses (ECON)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty assignments. Unlisted courses are offered every other year and on request.

201A Introduction to Macroeconomics (4) / Fall, Spring
An examination of the basic characteristics of the American economy and the principles that determine its performance. Emphasis is given to those factors that determine the total level of production, employment, prices, interest rates, inflation and recession. Satisfies GE category D5 (Contemporary International Perspectives). CAN ECON 2.

201B Introduction to Microeconomics (4) / Fall, Spring
An examination of the basic principles that determine the behavior of individual consumers and firms in the United States economy as they respond to changing economic conditions. Topics include demand, supply, pricing, production, cost, competition and industrial structure. This course may be taken before ECON 201A. CAN ECON 4.

203 International Economics (4) / Spring
A study of issues, theories and policies regarding international trade and finances, international movements of capital and labor, trade and development, and external debt and foreign aid. Prerequisite: ECON 201A or 203B or consent of instructor.

204 Intermediate Macroeconomic Theory (4) / Fall, Spring
A study of economic theories that explain the level and fluctuation in production, employment, income, money and prices in an economictypically, government policies, fiscal policies, and the cost of living. Prerequisites: ECON 201A and MATH 131 or equivalent.

205 Intermediate Microeconomic Theory (4) / Fall, Spring
A study of theories that explain consumer behavior and decisions making in organizations and firms in the economy. Deals with theories of demand, pricing, production, cost analysis and competition. Prerequisites: ECON 208B and MATH 131 or equivalent.

217 Applied Statistics in Economics and Business (4) / Fall, Spring
Statistical methods and techniques most frequently employed in economics, business, planning and government. Topics include: descriptive statistics, measures of central tendency and dispersion, probability theory, statistical inference, regression analysis, index numbers, time series and forecasting. Prerequisites: ECON 201A or 201B, and MATH 131 or equivalent.

318 Managerial Economics (4) / Fall, Spring
Economic analysis applied to the management decisions of public or private firms. The course is oriented to case studies that illuminate theconomics of today's business. Topics include: pricing and monopoly, industrial organization, government intervention and the economy, and the effects of externalities. Prerequisites: ECON 201A or 201B.

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

322 Urban Economics (4) / Fall
The issues and problems facing communities and regions in their attempts to manage and control growth and enhance the quality of life. Introduction to economic theory and techniques useful for dealing with issues such as economic growth, land use, environmental preservation, transportation and housing. Prerequisite: ECON 201A or 201B.

326 Economic Systems (4)
Alternative roles of property, markets and government interventions in resource allocation, distribution of opportunities and wealth, and decision-making. Analysis of the basic features of socialist econo-

375 Money and Banking (3) / Fall, Spring
An examination of the U.S. financial institutions, including the Federal Reserve System, U.S. Treasury, and the rapidly changing domestic and international banking system. Topics will include alternative theories of monetary and fiscal policy, the determination of interest rates and the price level, and the influence of financial institutions on inflation, recession and growth. Prerequisite: ECON 201A or consent of instructor.

375C Colloquium: Money and Banking (1) / Fall, Spring
Economics majors must take this course concurrently with ECON 375.

381 Natural Resource and Environmental Economics (4) / Spring
A study of the economic, ecological, and social dimensions of the use of the nation's natural resources and the policy implications of their utilization. Prerequisites: ECON 201A or 201B, or consent of instructor.

388 Economics and Law of Regulation (4) / Fall
An analysis of the regulatory environment of American business. Topics include: business regulation, state and federal control, and environ-

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

408 Mathematical Applications in Economics (4)
Applications of mathematical techniques in economics. Construction of micro-and macroeconomic models using calculus and linear algebra. Topics include: employment, inflation, expenditure, supply and demand, national income, growth theory, public policy, and economic analysis. Recommended for students considering graduate study in economics. Prerequisites: ECON 201A, 201B, 305, and MATH 161 or consent of instructor.

411 Seminar in Public Finance (4)
Applications of economic theory to public policy analysis for students seeking careers in the public sector. Topics include: resource alloca-

418 Seminar in Managerial Economics (4) / Spring
An exploration of the problems facing American firms in competing in a global economy. Topics include: product markets, production effi-

426 Seminar in the History of Economic Thought (4)
A study of two or three selected economic theories or economic thought. The interaction of economic thought, economic policy and political issues from the period of the Renaissance to the present day. The works of Smith, Malthus, Ricardo, Marx, Marshall, Keynes and the post-Keynesians are discussed in the context of the economic problems of their times.

Note: All 400-level seminars emphasize training in both written and oral expression. Students are required to present papers and make oral presentations.

433 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 perspec-

400 Seminar in Macroeconomic Theory (4)
A study of the problems facing communities and regions in their attempts to manage and control growth and enhance the quality of life. Introduction to economic theory and techniques useful for dealing with issues such as economic growth, labor use, environmental preservation, transportation and housing. Prerequisite: ECON 201A or 201B.

201A and 201B are corequisites.

ECON 120 / University Curriculum + Economics
**Education**

**Programs offered**

**Basic Teaching Credentials**

- Multiple Subject (Elementary schools) CLAD and Internship Credential
- Multiple Subject (CLAD) Early Childhood Education Emphasis
- Multiple Subject (CLAD) Single Subject (Secondary schools)

**Special Education**

- Mild/Moderate
- Moderate/Severe Disabilities

**Teaching Credential Subject Matter Preparation**

- **Elementary Programs**
  - Environmental Studies
  - Liberal Studies
  - Chicano and Latino Studies

**Secondary Programs**

- Art
- English
- Foreign Languages: French, German, Spanish
- Mathematics
- Music
- Physical Education
- Science (Test only): Biology, Chemistry, Geoscience, Physics
- Social Sciences: - Chicano and Latino Studies
- Social Sciences: - Latin American Studies

**Special 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
- Resources Specialist Certificate of Competence
- Crosscultural Language and Academic Development (CLAD)

**Master’s Degree (M.A.) Programs**

- Educational Administration
- Curriculum, Teaching, and Learning
- Early Childhood Education
- Reading and Language
- Special Education

**Other Programs Affiliated with the School of Education**

- Fifth Year (to obtain a Professional Clear California Basic Teaching Credential)
- Mini Corps
- Partnerships for Professional Renewal

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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.

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

Individuals interested in teaching at the elementary school level should choose one of the following programs: Multiple Subject Credential CLAD, Multiple Subject Credential CLAD Early Childhood Education Emphasis, or Multiple Subject Credential BCLAD. All three of these credentials authorize the holder to teach in a self-contained classroom, preschool through grade 12.

The Child Development Permit program assists students in completing state requirements for employment in child care centers. Courses applying to all levels of the permit are available.

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

Individuals possessing a basic teaching credential may enter programs leading to specialist or service credentials. These advanced credentials authorize the holders to perform specialized roles in public schools.

M.A. in education programs are designed with both full-time and part-time students in mind. Some master’s degree programs may be taken concurrently with advanced credential programs.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the university’s special bulletins and the School of Education’s current program brochures and policy statements.
Basic Teaching Credentials Programs

Basic teaching credentials include Multiple Subject CLAD, BCLAD, and Multiple Subject CLAD with Early Childhood Education Emphasis, Special Education and Single Subject (Secondary) Credentials. The basic authorization to teach in the California public schools requires all the following:

1. Possession of a bachelor’s degree.
2. Verification of appropriate subject matter competency, either an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Submission of scores for the California Basic Education Skills Test for teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSC will meet the requirement.
5. Completion of a state-approved program of professional teacher education.
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary basic teaching credential. A professional clear teaching credential will be recommended by the university upon completion of an approved fifth year of study (30 units beyond the bachelor’s degree) that includes requirements in health education/drug abuse, mainstreaming, computer education and cardiopulmonary re-

Note: Consult the credentials office for the latest information regarding legislative changes in the basic credential programs. Students should consult with the credentials office and the appropriate program coordinator during their first semester on campus if they plan to pursue a credential.

Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:
1. Admission to the university.
2. Upper half of graduating class or a cumulative grade point average commensurate with California StateUniversity regulations.
3. Submission of scores for California Basic Education Skills Test (CBEST).
4. A minimum of 40 hours of documented, supervised field experience.
   (Please see Prerequisite Field Experience Requirement Document for form details).
5. Successful completion of an admissions interview with a member of the School of Education for Single Subject, an interview and/or professional assessment in the academic department may be required in addition to the School of Education interview.
6. Demonstration of aptitude, personality and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation and candidates’ professional goals statements.

Some students may be admitted to basic teaching credential programs who have not met or are of the above requirements when such students have demonstrating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The credentials office provides information regarding standards and data for application to programs in the School of Education:
1. Apply for admission directly to the credentials office, School of Education. Application packets and additional information may be obtained at the credentials office, Stevenson 307.
2. Submit to the credentials office two official transcripts from each college/university attended. (Check with the office of admissions and records regarding additional official transcripts required for admission to the university.)
3. Submit official CBEST results.
4. Submit verification of supervised field experience.
5. Submit three letters of recommendation.

Continuation in Basic Teaching Credential Preparation Programs

1. During the first semester, all candidates must:
   a. Provide evidence from a physician of a clear chest x-ray or negative TB skin test; and
   b. Apply for a Certificate of Clearance. Application forms are available in the credentials office.
2. All education students are required to meet each semester with an education advisor.
3. Students must successfully complete all requirements for each program phase— including coursework, 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 and within the Multiple Subject credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and statutory requirements must be completed prior to continuing enrollment in courses.
5. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reinstatement with time of reinstatement accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Multiple Subject CLAD

Teaching Credential Program

This credential authorizes the holder to teach in a self-contained classroom through grade 12. It is most frequently used for teaching in the secondary schools and middle school. Students pursuing the Multiple Subject CLAD Credential may select from among the approved teaching credential subject matter preparation programs within the following departments:

- Chinese and Latino Studies (please see page 99)
- Nicholls Hall 214, 707-664-2389

Environmental Studies (please see page 151)
- Rachel Carson Hall 18, 707-664-2306
- Hutchinson School of Liberal Studies (please see page 191)
- Rachel Carson Hall 44, 707-664-2491

Students may also satisfy academic requirements by passing the appropriate state-approved examination (MSAT). This examination process provides the option for students to major in an academic discipline of their choice.

All candidates must apply for the Certificate of Clearance prior to or during their first semester.

Three programs are available that lead to a Multiple Subject CLAD Credential. Each program extends over three semesters. For more information regarding these programs listed below, please obtain a program bulletin from the credentials office.

- Multiple Subject Cultural and Academic Development (CLAD) Programs

Multiple Subject CLAD programs are offered in the following domains:

1. Multiple Subject CLAD: The Multiple Subject CLAD Credential program prepares candidates to teach in self-contained classrooms with significant populations of students who are learning English as a second language. Candidates apply to the program in grades K-2, 3-6, or 5-12.
2. Multiple Subject CLAD: The Multiple Subject CLAD program in Early Childhood Emphasis is designed for prospective early childhood school teachers who have a particular interest in developmentally-based education and English as a second language.
3. Multiple Subject CLAD: The Multiple Subject CLAD program is designed for elementary school teachers who wish to teach students who are limited in English language acquisition.

Total student teaching programs are of the following types:

- Prejongtional: grades K-2, 3-6, 5-12
- Developmental: grades K-2, 3-6, 5-12
- Early Childhood: grades K-2, 3-6, 5-12
- Special Education: grades K-2, 3-6, 5-12
- Adolescent: grades K-2, 3-6, 5-12

Multiple Subject CLAD programs are also offered in the following domains:

- MAMS 456 Bilingual/Cross-Cultural Education
- MAMS 451 Chinese/Latino Humanities
- Upper-Division Target Culture Course (3/4)

Total student teaching units for BCLAD programs

BCLAD Prerequisites

Spanish Language Requirement: Candidate must take the Spanish language exam given by the BCLAD program. Candidate must have an entry score of 3.0 FSI for admission. Note: the candidate must have a score of 3.0 FSI to exit the program.

Mathematics Requirements

The following courses or their equivalents are required. Equivalents must be verified by one of the math education advisors in the mathematics department.
1. MATH 45 or 50 Intermediate Algebra.
2. One quarter of college-level math which for Intermediate Algebra is a prerequisite. MATH 100 is recommended, but MATH 111, 131, 141, or other GE courses are acceptable. There is one exception to this requirement that the candidate must also have an intermediate algebra course in college when it was considered a degree requirement. Prior to Fall 1988, that satisfied the 3- unit college-level math class.
3. MATH 300/Elementary Number Systems, Probability and Statistics.
5. MATH 311/312 Technical Mathematics.

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

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Multiple Subject CLAD Early Childhood Emphasis

Phase I
EDUC 431 Child Study and Curriculum Development in Preschool and Kindergarten (3)
EDUC 462 Teaching Reading/Language Arts in the Elementary School (4)
EDUC 410 Second Language Pedagogy (3-4)
EDUC 476 Student Teaching I (in preschool and kindergarten settings) (15)

Phase II
EDUC 437 Integrated Curriculum, Preschool through Elementary (3)
EDUC 472 Teaching Mathematics in the Elementary School (2)
EDUC 473 Teaching Science in the Elementary School (2)

Intersession Enhancement Program
Phase III
EDUC 482 Student Teaching II and Seminar (12)
Candidates may choose to spend one month in Mexico, teaching in Spanish and living with Mexican host families, or live on a college campus in Wales, student teaching in the public schools there. This is an option, not a requirement.

Total units for the program ........................................... 33

Multiple Subject CLAD and BCLAD

Phase I
EDUC 460 Learning and Teaching in Elementary School (3)
EDUC 461 Multicultural Education and the Social Sciences (4)
EDUC 462 Teaching Reading/Language Arts in the Elementary School (4)
(One section of EDUC 462 is taught in Spanish for BCLAD students)
EDUC 410 Second Language Pedagogy (3-4)

Phase II
EDUC 472 Teaching Math in the Elementary School (2)
EDUC 473 Teaching Science in the Elementary School (2)
EDUC 476 Student Teaching I and Seminar (3)

Intersession Enhancement Program
Phase III
EDUC 480 Integrated Curriculum in the Elementary School (3)
(One section of EDUC 480 is taught in Spanish for BCLAD students)
EDUC 482 Student Teaching II and Seminar (12)
Candidates may spend one month in Mexico, teaching in Spanish and living with Mexican host families, or live on a college campus in Wales, student teaching in the public schools there. This is optional.

Total units for the program ........................................... 37

Note for BCLAD candidates: Contact the program coordinator about the Culture and Language Examination and the corresponding scores required for entry to and exit from the program.

Single Subject Teaching Credential

This credential authorizes the holder to teach an approved subject matter area. It is commonly used in middle school and junior and senior high schools. The Single Subject Credential Program is a 12-month program that begins either in the Summer or Fall semester. Students are admitted to the program according to the subject they plan to teach (see below):

Summer Admission Fall Admission
English English
Social Studies Social Studies
Foreign Language* Foreign Language*(Mathematics, Science)**
Music* Physical Education*
Art* *admission for this subject limited to Summer only
**admission for this subject limited to Fall only.

Students admitted in the Summer, who successfully complete all coursework and their final student teaching, will be eligible for the credential in June. Students admitted in the Fall, who successfully complete all coursework and their final student teaching, will be eligible for the credential in August. Thus, all students either begin or end the Single Subject Credential program in the summer.

All coursework and student teaching taken during the summer is through Extended Education rather than through regular university enrollment. Fees for summer enrollment are slightly higher than for coursework during Fall and Spring academic terms.

The Single Subject Credential program is currently undergoing revision for CLAD emphasis. For more information, please contact the coordinator.

Students in the Single Subject program will find the courses needed for each phase listed in the chart above. All prerequisites and Phase I courses must be completed satisfactorily prior to beginning Phase II, and all Phase II courses prior to beginning Phase III.

Prerequisites
Prerequisites may be taken concurrently with Phase I.
EDUC 417 School and Society (3)
EDUC 418 Learning and Development in Adolescents (3)
Total prerequisite units ........................................... 6

Program Requirements
Phase I
EDUC 442 Middle/Secondary Teaching in Multicultural Settings (6)
EDUC 443 Field Practicum. Secondary School Teaching (1)
Total units Phase I ................................................... 7

Phase II
EDUC 444 Teaching in the Content Areas (3)
EDUC 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (3)
EDUC 448 Student Teaching A (3)
Total units Phase II .................................................. 9

Phase III
EDUC 458 Student Teaching B (12)
EDUC 459 Student Teaching Seminar (1)
Total units Phase III .................................................... 13

Total units for program (including prerequisites) ............... 36

Note: All courses in the basic credential programs must be taken for a letter grade (A-F) except for field experience courses, which are graded credit/no credit (C/NC).

*anticipated change to 4 units for CLAD authorization.

Special Education Credentials

Preliminary I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Preliminary I Education Specialist Credential is offered in the areas of mild/moderate (M/M) disabilities and moderate/severe (M/S) disabilities, authorizing the provision of services to individuals in grades K-12 in special day class and resource specialist settings, and adults. The credential in M/M disabilities authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impaired, and serious emotional disturbance. The credential in M/S disabilities authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance and multiple disabilities.

A Multiple Subject or Single Subject credential is no longer required as a prerequisite for admission to a credential program in special education. The Preliminary I Education Specialist Credential Program in M/M disabilities and in M/S disabilities includes coursework in general teacher education for those Education Specialist Credential candidates who do not hold a Multiple Subject or Single Subject credential.

Successful completion of the Preliminary I Education Specialist Credential Program in mild/moderate disabilities or in moderate/severe disabilities will allow the candidate to receive a preliminary Certificate of Eligibility, which authorizes the individual to seek initial employment as a special educator. On securing a special education teaching position, the candidate is eligible to receive a Preliminary I Credential. The Preliminary 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 I Credential. Professional Level II Education Specialist Credential preparation will be available through Sonoma State University.

Prerequisites
CS 334 Computer-Based Literacy for Educators (2)
EDUC 417 School and Society (3) or LIRS 312 Schools in American Society (3)
EDUC 430 Special Education for Teachers (4)
Total prerequisite units ........................................... 9

General Teacher Education Requirements

(choose one of the following three options):

Early Childhood Option
EDUC 457 Seminar: Integrated Curriculum in Preschool Through Elementary (3)
EDUC 462 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component) (4)

Multiple Subject — Elementary Option
EDUC 462 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component) (4)
MATH 300 Elementary Number Systems and Applications (4)

Single Subject — Secondary Option
EDUC 418 Learning and Development in Adolescents (3)
EDUC 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (includes a fieldwork component) (4)

Total general teacher education units ........................................... 7-8

Special Education Requirements

Common Core for Education Specialists
EDUC 422 Collaborative Partnerships in Special Education (3)
EDUC 423A Assessment Curriculum and Instructional Strategies (3)
EDUC 424A Classroom Ecology: Management, Discipline, and Supports (3)

Credential-Specific Curriculum
Mild/Moderate Disabilities
EDUC 423B Assessment, Curriculum, and Instruction: Applied Strategies for Students with M/M Disabilities (3)
EDUC 424B Classroom Ecology: Social Competence and Applied Problem Solving (3)
EDUC 425 Developing Academic Performance of Students with M/M Disabilities (3)
EDUC 465 Student Teaching Practicum M/M (10)
EDUC 466 Student Teaching Seminar M/M (1)

Moderate/Severe Disabilities
EDUC 423C Assessment, Curriculum, & Instruction: Applied Strategies for Students with M/S Disabilities (3)
EDUC 428 Pro Seminar: Topics in the Education of Students with M/S Disabilities (3)
EDUC 467 Student Teaching Practicum M/S (10)
EDUC 468 Student Teaching Seminar M/S (1)

Total Level I Special Education units ................................... 29

Total units for the credential in Mild/Moderate or Moderate/Severe Disabilities .................................................... 45-46

The Preliminary I Education Specialist Credential includes authorization to teach in special resource specialist programs. Teachers with the earlier granted Learning Handicapped or Severely Handicapped Specialist Credential and appropriate experience may add the resource specialist (RSP) certificate by completing the following two courses:

Resource Specialist Certificate Program
EDUC 562 Resource Specialists in Special Education (3)
EDUC 563 Consultation and Collaboration in Special Education (3)

Total units for the RSP certificate ........................................... 6

Specific requirements for the above programs may be obtained from the credentials office, 707-664-2581, or via the internet on the School of Education home page (www.sonoma.edu/education).
Fifth-Year Programs

A fifth year of study is an integral part of teacher education programs in California and is required to obtain a Professional Clear Teaching Credential. The fifth year is defined as 30 semester units after the bachelor’s degree in an approved program of study that includes approved courses in special education, health education, computer education and CPR. Candidates must consult with the fifth-year advisor to plan programs most suited to their prior experience and individual professional goals.

Prerequisites for Admission to Fifth-Year Programs

All candidates must complete the following before admission to a fifth-year program:

1. Be admitted to the university as a graduate student; and
2. Submit to the credentials office two photocopies of a valid basic California teaching credential and two official transcripts from each college/university attended.

Program Guidelines

1. Thirty postbaccalaureate semester units are required for a Professional Clear Teaching Credential.
2. Any course must receive prior written approval from the fifth-year advisor.
3. Approved special education, health education and computer education courses must be completed for a Professional Clear Credential and the units are included in the 30 postbaccalaureate-unit program after completion of 12 units in the bachelor’s degree.
4. The School of Education offers programs leading to advanced credentials. The School of Education aims to provide specific non-classroom services to public schools. Completion of a California Teaching Credential is required for admission to most specialist and service credential programs. These advanced programs may be coordinated with a master of arts degree program.

Prerequisites for Advanced Credential Programs

1. A valid California credential.
2. A cumulative grade point average of at least 2.50 and a GPA of at least 3.00 for prerequisite courses.

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 personal goals statement.
   b. Two sets of official transcripts.

Additional admission requirements that are program specific are listed with each program description.

Professional Administrative Services Credential (PASC II)

In addition to the general admission requirements for advanced credential programs, PASC II candidates must:

1. Verify grade point average of at least 3.00 in the last 30 semester units.
2. Secure favorable recommendations from two school administrators indicating the applicant’s administrative and leadership potential and current administrative activities and accomplishments.
3. Provide two photocopies of a valid Preliminary Administrative Services Credential.

The Professional Administrative Services Credential Program consists of 24 units of coursework, including those formally admitted to the program. The following criteria for coursework must be met:

1. Employment in an administrative position requiring a Preliminary Administrative Services Credential.
2. Twelve units or more shall consist of direct instruction in SSU courses.
3. Two units shall consist of the development of a PASC II Induction Plan. Two units shall consist of assessment of completion of the Induction Plan.
4. Eight semester units or 120 clock hours of approved professional development activities shall be in addition to the pre-scribed 12 units of direct instruction at Sonoma State University.

PASC II Direct Instruction

EDUC 591A Advanced Leadership Assessment: Induction Plan (80 units) 2
EDUC 591B Competency Review Seminar: Assessment of Induction Plan (at the completion of PASC II) 2
EDUC 596A Advanced Field Experiences: Organization Theory, Planning and Application 2
EDUC 596B Advanced Field Experiences: Reflective Leadership 2
EDUC 596C Advanced Field Experiences: Evaluation and Strategic Issues Management 2
EDUC 596D Advanced Field Experiences: School Law and Public Policy 2
EDUC 596E Advanced Field Experiences: Fiscal and Human Resource Management 2
EDUC 596F Advanced Field Experiences: Cultural and Organizational Environment 2

6 semester units or 120 clock hours for PASC II Professional Development Plan 8
Total units for PASC II 24

Reading/Language Arts Specialist Credential

The credential program prepares candidates to serve as reading resource teachers for students of all ages. Coursework focuses on improvement of classroom literacy instruction for students, as well as specialized teaching and leadership for students with reading difficulties. In addition to the general admission requirements for advanced credential programs, candidates must:

1. Submit two official transcripts if they are applying for the Reading/Language Arts Specialist Credential. Grade point average requirements: cumulative upper division/graduate, 3.00; education, 3.00.
Master of Arts in Education

The M.A. degree program in education offers courses of graduate study to prepare candidates for specialized teaching and for curricular and instructional leadership responsibilities in schools. The program, a minimum of 30 units, provides for areas of concentration in educational administration, curriculum, teaching, and learning, early childhood education, reading, and language; and special education. Students must maintain a 3.0 grade point average in all coursework in the approved master's degree program as well as all coursework taken subsequent to admission in conditionally classified standing.

Refer to the Graduate Degrees section for more information, page 35. The graduate coordinator is Johanna Filip.

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 3.0 and a grade point average of at least 3.0 for previous work in education.

Procedures for Applying to the M.A. Program

1. Apply to the university as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
   a. A professional-goals statement.
   b. One set of official transcripts.
   c. One photocopy of a valid basic teaching credential (except where otherwise noted).
   d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for Advancement to Candidacy

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
2. Presentation and approval of program portfolio.
3. Filing of Advancement to Candidacy form with School of Education graduate coordinator.

Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU graduate studies council and the university, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
   a. at least one-half of the units in 500-level courses.
   b. not more than 9 semester units of transfer and/or extension credits.
2. 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 completion and final approval of a thesis, curriculum project or creative project.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

M.A. Core Courses

Three core courses plus EDUC 599 Supervised Research are required for all M.A. in education programs:

EDUC 570 The Reflective Educator (3)
EDUC 571 Research Paradigms in Education (3)
EDUC 598 Developing a Thesis/Project (3)
EDUC 599 Supervised Research for Thesis/Project (3)

- students must follow the course sequence of EDUC 570, 571, 598 and 599.
- none of these courses may be taken concurrently.
- none of the graduate courses may be taken through Extended Education.
- students accepted to the graduate program may take some courses prior to admission to the graduate program.

Total units in the M.A. core: 12

M.A. Concentrations

To complete the 30-unit minimum for the degree, select one of the following concentrations:

Educational Administration
Curriculum, Teaching and Learning
Early Childhood Education
Reading and Language

Special Education

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

Total units in the concentration: 18-22

Total units in the M.A.: 30-34

Concentration Education Administration

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

In addition to the general admission requirements for School of Education graduate programs, candidates must hold a valid basic teaching credential and have three years of successful full-time teaching, or have three years of experience authorized by a services credential such as the Papel 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 among the following courses:

EDUC 580A Educational Leadership and School Management (3)
EDUC 580B Educational Leadership and School Management (3)
EDUC 581 Methods of Educational Personnel: Policies and Procedures (3)
EDUC 582 School-Community Relationships and Politics (3)
EDUC 583 School governance: Judicial, Legislative and Financial Aspects (3)
EDUC 588 Educational Curriculum (3)
EDUC 589 Leadership for Diverse Populations (3)

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

Students must also complete 6-7 units of approved supporting coursework from 400- or 500-level courses. Courses from Professional Administrative Services Credential Program are also acceptable.

Curriculum, Teaching and Learning

Program Coordinator, Gerry Marker

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

In addition to the M.A. core courses, the required concentration courses include:

EDUC 585 Curriculum Development: Theory, Practice and Evaluation (3)
EDUC 586 Teaching and Learning: Research and Application (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 plan is designed rather than selected from previously approved plans.

For a list of approved areas of emphasis plans, consult the curriculum, teaching and learning coordinator in the School of Education.

Early Childhood Education

Program Coordinator, Patricia Nepera

The early childhood education concentration is designed to prepare teachers to work in public school and community-based programs that serve children from infancy through third grade, and to take leadership roles in the field of early childhood education. 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 course in 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 (9 units)

EDUC 565 Action Research in Preschool and Elementary (3)
EDUC 561 Language Development in First and Second Languages (3)

At least one of the following courses:

EDUC 550 Teaching Diversity (3)
EDUC 551 The Role of Play in Development and Learning (3)
EDUC 532 Social-Moral Development in Childhood (3)
EDUC 536 Developmental Curriculum for Infants and Toddlers (3)

Three courses selected from the following 9 units:

EDUC 533 Developmental Psycholinguistics, Language, and Evaluation of Early Childhood Programs (3)
EDUC 534 First and Second Language Curriculum in Preschool and Primary (3)
EDUC 535 Leadership and Advocacy for Children and Families (3)
EDUC 537 Authentic Assessment in Preschool and Primary (3)
EDUC 507 Advanced Seminar in Research in Language and Literacy (3)
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 though the scientist in the next to include 24 units of early childhood education and 6 units of administration coursework. Please see the coordinator of early childhood education for details on the requirements for each level of the Child Development Permit.

Term and Renewal

The Child Development Permit is issued for five years and must be renewed for successive five-year periods upon submission of a completed application and fee, and proof of professional development requirements, to the Commission on Teacher Credentialing described in the Child Development Professional Growth manual.

Authorization

A Child Development Permit authorizes the holder to perform service in the care, development and instruction of children in a child development program. Reference: Title 5, Sections 80105 and 801/4

Professional Development in Early Childhood Education

Professional development opportunities are available for individuals working in auxiliary roles (aides or assistants) and complimentary roles (social work, nutrition, health) in child development centers. Students may enroll in individual courses with participation in the full permit program. For further information, consult the coordinator of early childhood education.

Education Courses (EDUC)

Courses are offered in the semesters indicated. Please see the Schedule of Courses 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 (1) / Fall

An introduction to the theory and practice of early childhood education at the campus child care center. Emphasis is on developmentally appropriate practice as expressed through curriculum and guidance techniques. One hour lecture and two hours of observation/participation in the Children’s School is required for seven weeks.

239 Parent Education Class (2) / Spring

The Parent Education Class facilitates value clarification and the objective study of parent-child behavior. Topics include the developmental stages of children, parental expectations and styles, and different techniques for guiding children’s behavior.

250 Teaching in a Changing World (3)

This course is designed to provide an introduction to the classroom from teachers’ points of view. Areas of content include child and adolescent development, teachers’ roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Participation varies on the teacher making the institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an experience 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 private and public schools. Focus is on the profiles of the various tutors and tutors and how their individual and mutual relationships are affected: learning styles and strategies, self-esteem, dependability, assertiveness, perceived locus of control, communication, stress, coping, strategies of intervening, diversity, social/family and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower them to help and enhance their own effectiveness as a tutor/teacher being. Cr/Nc only. Certificate received upon successful completion of training.

295 Community Involvement Program (1-4)

Fall, Spring

CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/Nc only.

328 Teaching to an Instructional Objective (2)

Guidance in planning the kinds of instruction that will be delivered, self-evaluation and analysis of presentations. Grade only. Prerequisites: Functional Spanish language skills and participation in the mini-courses program, or consent of instructor.

239 The Migrant Experience (2) / Fall

An examination of the historical and social forces which have shaped our society and educational system through the study of literature 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 Development (3) / Fall, Spring

An intensive study of the development and learning of young children through observation and participation in exemplary programs. May be applied toward a Child Development Permit. Satisfies field experience requirement for multiple Subject CLAD Emphasis in Early Childhood Education Credential program. Grade only.

395 Community Involvement Program (1-4)

Fall, Spring

CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/Nc only.

404 Computer Uses in Education (2) / Fall, Spring

Survey and practice of computer applications to enhance student learning. Basic skills with uses of computers and affiliations in education, through an introduction to current research, professional organizations and a variety of instructional software and hardware. Grade only. Prerequisite: CS 304 or permission of instructor. Note: Educational administration students do not have CS 304 as a prerequisite.

405E Student Teaching (Elementary School—Bilingual) (14) / Fall, Spring

Full and paid experience in an assigned elementary bilingual classroom under the guidance of a resident teacher and university supervisor. Cr/Nc only. Prerequisites: completion of all program coursework, consent of bilingual education coordinator and concurrent enrollment in EDUC 414.

410 Second Language Pedagogy (3-4) / Fall, Spring

With increasing numbers of children from different linguistic and cultural backgrounds in schools, preparing to teach and foster development of language and literature among all children in the classroom is a major responsibility. The course reviews first- and second-language acquisition and major second-language teaching methodologies in relation to language development in school settings. The purpose of this course is to help students discover a diversity of approaches, methods, materials and media they can use to help all students in our culturally and linguistically diverse classrooms become active, engaged and independent learners. Attention is given to the integrated development of all language skills within the context of the elementary school curriculum. Grade only. Prerequisite: consent of instructor.

415 Foundations for Multicultural Education (4) / Fall, Spring

A critical examination of current issues in today’s schools, preschool through high school, and future directions in education through the perspectives of history, philosophy, psychology, sociology, anthropology and the politics of education. Content includes the trends and issues of contemporary school systems, developmentally and culturally appropriate educational and examination of educational philosophies. The implications of cultural, racial, linguistic and gender diversity in the classroom are examined, as well as strategies for respecting individual and cultural differences. The course includes an introduction to multicultural curricula, and provides a basis for understanding the relationships of educational research on teaching and learning to inclusive practice in classroom for diverse populations of children. Grade only. This course is a prerequisite to the Multiple Subject CLAD with Emphasis in Early 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: current issues and problems of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of major philosophical theories from early Greek thought through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational content; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only.

418 Learning and Development in Adolescents (3) / Fall, Spring

Examination of theories of learning and teaching, social, physical, emotional and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about teaching practices in planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate and psychological perspectives on issues of diversity. Grade only. 

132 / University Curricula + Education
420 Child Development in the Family, School and Community (3) / Fall
Theoretical and research developments in child development and learning in the contexts of families, schools and communities are addressed, as well as personal, health, cognitive and language development, social, emotional and motor development, information processing, practice, and community-related issues. Gender socialization, second-language learning and cultural differences in child-rearing practices are examined, as well as historical and philosophical perspectives on child development, teaching and learning. This course is a prerequisite to the Multiple Subject CLAD with Emphasis in Early Childhood Education Credential program and may be applied toward the EUCO 420 development permit. Grade only.

422 Collaborative Partnerships in Special Education (3) / Fall
This course, students learn basic communication, consultation, and collaboration skills so they can work with families, school administrators and other special educators, professionals, parents, community agencies, and related service providers. Focus is on skills for creating, maintaining, and evaluating effective teams which address long-term planning and transitional stages across the life span of individuals with disabilities. The course comprises a variety of field assignments in both regular and special education at the elementary and secondary levels. Students are assigned instructional and collaborative tasks with pupils and teachers in regular education and in resource specialist programs at the elementary and secondary levels. Prerequisite: Admission to the Education Specialist Credential program or by permission of the instructor.

423A Assessment, Curriculum and Instruction: Strategies (3) / Fall
This course is designed to provide an introduction to the basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. It is designed to help students learn student needs, plan, implement, modify, and evaluate instruction, including the use of supplementary aids, services, and technology for individuals with disabilities. This course is designed for EUCO 424B in the Mild/Moderate Education Specialist Credential program and EUCO 424C in the Moderate/Severe Education Specialist Credential program. Prereq- uisite: Admission to the Education Specialist Credential program or permission of the instructor.

423B Assessment, Curriculum and Instruction: Applied Strategies for Students with Mild/Moderate Disabilities (4) / Spring
EUCO 423B is an introduction to the concepts and principles of assessment, curriculum, and instruction that are appropriate for students with Mild/Moderate Disabilities. Emphasis is placed on developing effective assessment techniques, developing individualized instruction plans, and designing and implementing instruction plans for learners with Mild/Moderate Disabilities. Prerequisite: Admission to the Mild/Moderate Disabilities Credential program, and EUCO 424A.

424A Classroom Ecological: Management, Discipline and Behavioral Supports (3) / Fall
EUCO 424A represents a first course in the study of classroom ecologies, classroom management, and discipline. It provides the background and support for Special Education Credential candidates in both the Mild/Moderate and Moderate/Severe Disabilities program. Course content offers theoretical and conceptual understandings of the development of social and academic behavior of students with special educational needs. Theoretical and conceptual foundations of a variety of paradigms are developed into applied paradigms of classroom management and positive behavioral supports through a series of readings, exercises, and assignments throughout the course. This course is a prerequisite to either EUCO 424B for candidates in the Mild/Moderate Disabilities credential program, or EUCO 424C for those pursuing the Moderate/Severe credential. Prereq- uisite: Admission to the Special Education credential program (Mild/Moderate or Moderate/Severe) or permission of the instructor.

424B Classroom Ecology: Social Competence and Problem-Solving Skills (3) / Spring
EUCO 424B is a continuation of EUCO 424A for Special Education credential candidates in the Mild/Moderate Disabilities program, offering an in-depth look at problem-solving skills that will be used in classroom management and in teaching students. Course content includes the development of effective classroom ecologies and the development of social competence and applied problem-solving skills for learners with mild/moderate disabilities. Content includes current theories and models for teaching social and academic behavior to learners with special needs. Prerequisite: Admission to the Special Education credential program (Mild/Moderate or Moderate/Severe) or permission of the instructor.

424C Positive Behavioral Supports and Classroom Management (3) / Fall
EUCO 424C represents a continuation of EUCO 424A for Special Education credential candidates in the Moderate/Severe Disabilities program. Course content includes the development of effective classroom ecologies, social, and instructional events in which special educators must plan and implement to provide positive behavioral supports and improved classroom management for learners in inclusive settings. Course content includes: classroom management, behavior analysis, and the development of environmental, social, and instructional events with which special educators will design and implement responsive classroom management strategies to promote positive and prevent problem behavior. Prerequisite: Admission to the Moderate/Severe Disabilities credential program, and EUCO 424A.

423C Assessment, Curriculum and Instruction: Applied Strategies for Students with Moderate and Severe Disabilities (3) / Spring
EUCO 423C represents an in-depth continuation of EUCO 423B for candidates in the Education Specialist Mild/Moderate Disabilities Credential program. Course content includes the development of effective classroom ecologies and the development of social competence and applied problem-solving skills for learners with moderate/severe disabilities. Prerequisite: Admission to the Special Education Specialist Credential program and EUCO 424A.

424D Developing Academic Performance of Students with Mild/Moderate Disabilities (3) / Fall
Course content includes: assessment of learning disabilities; case conceptualization, development of research-based practice on developing academic performance, with a focus on the early intervention and prevention of academic problems. Also includes development of behavior modification programs. Prerequisites: Admission to the Multiple Subject CLAD who demonstrate difficulties in learning. Candidates learn about research-based "best practices" for "academic and development of academic performance" for students with learning disabilities. Course content includes the development of various techniques of classroom instruction, simulations,unteachabledisciplines, and student projects using field-based laboratories. Prerequisites: Admission to Education Specialist Credential program or permission of instructor.

427 Seminar: Integrated Curriculum in Preschool Through Elementary (3) / Spring
Design and implementation of a balanced curriculum model for each school level. Plans are designed to include a variety of instructional approaches and strategies to accommodate the needs of every student. The course is designed to prepare students for teaching in special education settings. Course content includes: strategies for initiating and maintaining pre-kindergarten through sixth grade programs, including instructional strategies for students with special needs. Prerequisites: 424C and 424D (equivalent approval for appropriate faculty are accepted); must be taken concurrently with EUCO 443.

437 Field Practicum in Secondary School Teaching (1) / Fall, Summer
Field experience coordinated with content of EUCO 442. Focused and systematic observation and structured participation. CR/NC only. Prerequisite: EUCO 441. Placement may be arranged by department. Must be taken concurrently with EUCO 442.

444 Teaching in the Content Areas (3) / Fall, Spring
Issues, structures and techniques pertinent to teaching particular subject matter in secondary and middle schools. This course builds upon the field experience and coursework in the previous courses and culminates in the implementation of a complete course. It emphasizes the analysis of issues in teaching individual subject areas. This course is concurrent with the initial student teaching experience. This course is typically included in the course discussion as well as instructor input and guidance to assist candidates in preparing for and evaluating their activities at their field sites during the school year. Prerequisites: Admission to the Multiple Subject Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EUCO 448.

444 Language and Literacy Across the Curriculum: Design and Application for Credential Candidates (4) / Spring
Principles, methods and materials for effective instruction in reading at the secondary level. Includes theory and current research in reading, reading instruction and the development of understanding. This course provides and materials for teaching reading to students with specific learning disabilities. Prerequisites: Admission to the Multiple Subject Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EUCO 447.

448 Student Teaching A (3) / Fall, Spring
Observation and participation in general education and special education teaching experiences in a middle/junior high or senior high school setting under the guidance of a resident teacher and a supervisor. Assignment consists of one teaching period and a minimum of two preparation periods.

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Education / 135
458 Student Teaching B (12)/ Fall, Spring Observation and participation leading to a supervised teaching experience in a middle/junior high or senior high school setting under the guidance of a resident teacher and a university supervisor. Assignments consist of three teaching periods per preparation period daily. Student teachers may teach other than limited responsibility in one of the three courses. CN/C only. Prerequisites: admission to the Single Subject Credential Program in Phase I and Phase II coursework, field experiences and student teaching. Must be taken concurrently with EDUC 459.

459 Seminar: Student Teaching B (11)/ Fall, Spring Support seminar focusing on issues of personal growth and career development and on problems and concerns related to the student teachers’ classroom experience. Prerequisites: admission to the Single Subject Credential program, completion of Phase I and Phase II coursework, field experiences and student teaching. Must be taken concurrently with EDUC 458. CN/C only.

460 Learning and Teaching in the Elementary School (3)/ Fall, Spring Survey of the theories teaching and learning and the social, physical, emotional and cognitive development of students. The course focuses on the application of this knowledge, and includes research-based strategies and systems for effective teaching, classroom management and discipline, and development of instructional objectives, lesson plans and teaching strategies. Prerequisite: admission to the Multiple Subject Credential Program on Grade only.

461 Multicultural Education and the Social Sciences (4)/ Fall, Spring Examination of cultural, ethnic, racial, linguistic, gender, family structure and individual diversity in the classroom, and the role of teachers in cross-cultural classroom teaching. The course is an introduction to educational ethnotheory and provides a basis for understanding the relationship of educational research and classroom teaching in terms of culture, ethnicity, and gender. Approaches and methods and materials integrating social studies with other elementary school subjects are examined and evaluated. Teacher candidates learn how to develop their own programming and teaching strategies. Students use techniques of ethnographic methods to observe and analyze classrooms during the observational field placement of the class (30 hours) during the last half of the semester. Prerequisite: admission to the Multiple Subject Credential program. Grade only.

462 Teaching Reading/Language Arts in the Elementary School (4)/ Fall, Spring Principles, methods and techniques of cumulative, comprehensive, balanced and sequential instruction in reading and language arts. Includes current views of reading theory, current issues in reading/language pedagogy, strategies for both instruction and classroom management. Research based instructional methodologies consistent with the AAM's list of reading skills outlined in the California Reading Initiative, evaluating student progress by pretest/posttest website information, research based instructional methodologies consistent with the AAM's list of critical literature on language arts instruction; no more than 4.5 hours are completed in one week; includes weekly meetings for discussion and feedback. Prerequisite: admission to the Multiple Subject Credential program and completion of, or concurrent enrollment in, EDUC 460 and 461. Grade only. Early childhood education prerequisite: admission to the Multiple Subject Credential Program for the Bachelor of Arts degree in part one of the program. BCLD candidates must see the BCLD advisor to take the BCLD section.

463 Teaching Practicum: Mild/Moderate Disabilities (10)/ Fall, Spring EDUC 463 is the teaching component of the Mild/Moderate Disabilities credential program. Student teaching is a culminating experience that integrates the student teaching component of the Mild/Moderate Disabilities credential program. The seminar provides a problem-solving forum for the initial preparation, social, emotional, cognitive, communicative, and behavioral development of students with mild or moderate disabilities. Prerequisites: admission to the Mild/Moderate Disabilities credential program. EDUC 422, EDUC 423A, EDUC 423A. Co-requisite: EDUC 463.

464 Teaching Practicum: Severe Disabilities (10)/ Fall, Spring EDUC 464 is the teaching component of the Severe Disabilities credential program. Student teaching is a culminating experience that integrates the student teaching component of the Severe Disabilities credential program. The seminar provides a problem-solving forum for the initial preparation, social, emotional, cognitive, communicative, and behavioral development of students with severe or profound disabilities. Guidance and support aimed at a successful student teaching experience is offered through EDUC 464. In addition to the instruction of EDUC 465, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative teaching support groups in the classroom or problem areas. Prerequisites: Admission to the Multiple Subject Credential program, EDUC 422, EDUC 423A, EDUC 424A. Co-requisite: EDUC 467.

467 Teaching Science in the Elementary School (2)/ Fall, Spring Philosophy and techniques of elementary science teaching. Emphasis is on theories and methods of teaching for conceptual understanding, practical skills, and the development of positive attitudes toward science and learning. Major concepts of science are reviewed, with emphasis on representing them in ways that are effective for elementary students. Active, hands-on methods of teaching are presented throughout the course. Grade only. Open only to students in the Multiple Subject Credential program. Applications for cooperative support groups can be arranged in the science department. Prerequisite: admission to the Multiple Subject Credential program. Grade only. Prerequisites: admission to the Multiple Subject Credential program. May take this course anytime after completing MATH 300.

468 Student Teaching Seminar: Moderate/Severe Disabilities (1)/ Fall, Spring EDUC 468 represents the seminar component of the Multiple Subject Credential program. The seminar is designed to provide a problem-solving forum for the special education professional, social, emotional, communicative, and behavioral development of students with severe and profound disabilities. Prerequisites: admission to the Multiple Subject Credential program. Grade only. Prerequisites: admission to the Multiple Subject Credential program.

469 Student Teaching Seminar: Moderate/Severe Disabilities (10)/ Fall, Spring EDUC 469 represents the seminar component of the Mild/Moderate Disabilities credential program. The seminar is designed to provide a problem-solving forum for the initial preparation, social, emotional, cognitive, communicative, and behavioral development of students with mild or moderate disabilities. Guidance and support aimed at a successful student teaching experience is offered through EDUC 469. In addition to the instruction of EDUC 465, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative teaching support groups in the classroom or problem areas. Prerequisites: Admission to the Multiple Subject Credential program, EDUC 422, EDUC 423A, EDUC 424A. Co-requisite: EDUC 467.

500 Advanced Selected Topics in Education (1-4) A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

504 Advanced Practices in Educational Technology (3) Advanced practices in educational technology. An overview and practice of a variety of computer uses in education, extending beyond computer applications to include classroom management techniques, Internet practices, and hardware and software. Emphasis is placed on the applications of technology for a specific student-centered educational challenge. Prerequisites: previous experience in the use of educational technology in the classroom. Permission of the instructor. Grade only. Prerequisites: admission to the Multiple Subject Credential Program. Grade only. Prerequisites: admission to the Multiple Subject Credential Program.
construction of friendships and peer groups processes are discussed. Special emphasis is placed on inclusion and exclusion in classroom peer cultures. Grade only.

507 Advanced Seminar in Research in Language and Literacy (3) / Spring
Critical analysis and evaluation of qualitative and quantitative research in reading and language; implications for curriculum. A focus of the course is on emergent literacy. Grade only. Applicable to the reading/language program and early childhood education M.A. Prerequisite: admission to the reading/language or early childhood education M.A. program.

521 Language Development in First and Second Language Learners (3) / Fall
Research and theory in oral and written language development in home and subsequent languages, including 1) the relationship between lan- guage development and cognition, and 2) literacy teaching and learn- ing. Application of theory to practice. Grade only. Prerequisite: approval of the School of Education.

523 Curriculum and Assessment for First and Second Language Learners (3) / Fall
This course focuses on the principles and procedures for literacy and content learning in English in classrooms with bilingual/ multicultural students, as well as the design and selection of materials, methods and contexts for literacy and content instruction at all ages. This course also focuses a variety of strategies for specially designed academic instruc- tion in English (SDAI). Applies to concentration in reading/language.

523 Advanced Seminar in Curriculum in Language and Literacy (3) / Spring
Critical analysis and development of learner-centered language and literacy curricula. Evaluation of written and spoken language, computer/telecommunications software, and selection of materials for instruc- tion. Grade only. Applicable to the reading/language program. Prereq- site: approval of the School of Education.

524 Seminar: Literature for Children and Adolescents (3) / Fall
Study of children's and adolescents' literature, authors and ways of using literature in the classroom. Grade only. Applicable to the reading/language program. Prerequisite: approval of the School of Education.

525 Policy Planning in Reading/Language Programs (3) / Fall
Alternates Fall, even years
An investigation of decision making and policies for teaching reading and writing; current influences, effectiveness of current curricula, and community involvement. Grade only. Applicable to the reading/language program. Prerequisite: approval of the School of Education.

526 Leadership Roles in Reading/Language Programs (3) / Fall
Principles of designing, organizing, coordinating and evaluating K-12 reading and language programs. Extensive field experience. Grade only. Applicable to the reading/language program. Prerequisite: approval of the School of Education.

527 Field Experience in Reading and Language (3)
Field experience with readers of all ages, including evaluation of reading effectiveness, design and implementation of instruction, and selection and modification of materials. C/NC only. Prerequisite: approval of School of Education.

528 Advanced Study in Secondary Reading (3)
Principles, methods and materials for effective instruction in reading at the secondary level. Includes reading theory and current issues in remedial and second-language reading; emphasis on the teaching strategies between language systems and the cognitive, affective and social aspects of literacy acquisition and development. Issues of cultural and language diversity, bilingualism and acculturation are integrated to the course. Intended for students admitted to advanced reading and lan- guage credential degree programs. Requirements include independent inquiry, curriculum development, comprehensive exam and one year of the reading/language program coordinator and/or course instructor.

529 Evaluation and Assessment in Reading and Language Programs (3) / Spring
An examination of evaluation and assessment of learners' reading/ language development, including self-evaluation; individual and group assessment; methods of reporting progress to students, parents and administrators; development of an assessment and other curricula-based procedures; and the role of standardized testing in schools. Grade only. Applicable to the reading/language program. Prerequisite: approval of the School of Education.

530 Teaching to Diverse (3)
Since most adults have been educated by culture, this course is designed to analyze education as a cultural process. The multicultural nature of today's society in California and the United States makes it imperative for educators to include multiple approaches to teaching and learning. This course reviews theoretical and practical perspectives of cultural diversity, cross-cultural context and culturally sensitive peda- gogy, particularly for English-as-a-Second-English speakers. Grade only. Prerequisite: permission of instructor.

531 The Role of Play in Development and Learning (3)
Stages of development of play from infancy through childhood is from the perspectives of Piaget, Freud, Erikson, and Kohlberg. Emphasis is placed on play through analysis. Focus is on how children play as well as anthropological perspectives on play and culture, play's relationship to learning in academic disciplines such as language and literacy, logical-mathematical and the arts. Topics in- clude: the effects of technology (television, computers and video) on children's play, gender development and play, and play as a tool for developmentally and culturally sensitive curriculum and assessment. Grade only. Prerequisite: permission of instructor.

532 Social-Moral Development in Childhood (3)
Theories and research addressing social-moral development in early childhood, including cultural value differences. Issues of concern are discussed. Stages of perspectives and moral understanding from infancy through middle childhood are considered as well as research on the development of prosocial behavior and moral support. Grade only. Prerequisite: permission of instructor.

533 Seminar: Supervision, Management and Evaluation of Early Childhood Programs (3) / Summer
Summer
An intensive examination of strategies for supervising staff, managing programs and evaluating program quality in settings for children, including preschool, nursery school, day care, Head Start and day care. Grade only. Prerequisite: permission of instructor.

534 First and Second Language Curriculum in Preschool and Primary (3) / Spring
Students explore the nature and development of developmentally and culturally appropriate practices in schools, focusing on strategies for working with children including the development of learning, speaking, reading and writing in the first and second-language. From observations of children's lan- guage, play and projects in a variety of settings, students will explore the socio- and psycholinguistic underpinnings of communicative compe- tence, emerging literacy and conceptual development in both home and second languages. Strategies for linking children's home and school experiences with holistic, interactive and integrated curriculum will be emphasized. The focus of this course is on strategic designs for specially designed academic instruction in English (SDAI). Grade only.

535 Leadership and Advocacy for Children and Families (3)
A critical examination of current policy issues related to the inclusion of families in schools, including bilingual education, family literacy programs, Head Start and Even Start, and coordinated services for families and children from diverse cultural, linguistic and socioeco- nomic background within school settings. Each student will propose and complete a field-based project touching upon one or more of these areas of professional expertise as part of the development of a leader- ship and advocacy portfolio for the course. Applicable to the Child Development Permit.

536 Developmental Curriculum for Infants and Toddlers (3)
This course discusses the development of infants and toddlers in relationship to their home and school environments. References to the needs of professionals in child care and early childhood education are included among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field work requirements for professionals who are interested in child care and early childhood education. The course also includes discussions of research on the child's development in terms of multiple perspectives. Topics include: the role of research in the development of educational programs; the impact of research on the design and implementation of educational programs; the role of research in the development of educational programs; the impact of research on the design and implementation of educational programs; the role of research in the development of educational programs; the impact of research on the design and implementation of educational programs; the role of research in the development of educational programs; the impact of research on the design and implementation of educational programs.
587 Field Experience in Administration (1-3) Fall, Spring
Intensive field experience in school administration that extends learnings and competencies in program coursework. Prerequisite: admission to the Preliminary Administrative Services Credential program and consent of instructor.

588 Educational Curriculum (3) Spring
Survey of educational policies and practices in the classroom, department, implementation, and evaluation of K-12 curriculum. Major areas addressed include: philosophical, historical, psychological, and socio-cultural foundations of curriculum; roles of curriculum, curriculum theory; issues, trends, and future directions; development, implementation, support and evaluation of curriculum; the role of staff development. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to the Preliminary Administrative Services Credential program.

589 Leadersh for Diverse Populations (3) fall, Spring
The goal of this learning experience is to increase participants' understanding and awareness of the impact of instructional practices and administrative decisions upon all students. Topics include: definitions of diversity; identification of instructional needs of students; regulations of categorical programs; legal issues that affect all students; instructional strategies and curriculum for students with special learning needs; school policies and rules in reflections of diverse communities; issues of gender, race, ability level, language, culture, 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.

590 Special Education for Administrators (1) Information on legal aspects of special education. Experience in participating in an individual educational program meeting. Emphasis on the role of the administrator as a supervisor with special needs. Grade only. Course is part of the Preliminary Administrative Services Credential program. Prerequisites: consent of instructor and EDUC 430.

591 Curriculum Development: Theory, Practice and Evaluation (3) Fall
Analysis of sociopolitical, economic and cultural influences on curriculum development, instructional processes and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing and changing curricula. Grade only. This course is required of all candidates for the Preliminary Administrative Services Credential program. Prerequisites: consent of instructor and approval of the School of Education.

592 Advanced Seminar/Practice: Interpersonal Skills (3) Fall
Practical work in oral and written communication, trust building, time management, conflict resolution, skills in dealing with confrontation, facilitating professional norms, building autonomy, and evaluation through self-reflection. Experiences will include seminars, simulated and field practice, and peer and self-assessment. Grade only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

593 Advanced Seminar/Practice: Professional Staff Development (3) Fall
Collaborative planning with other administrators and participants to develop instructional strategies for adult learners, the application of knowledge from the functional methods of supervision of school performance; the integration of organizational goals with specific programs of adult learning, identifying sources of funding to carry out staff development activities (includes field experience). Grade only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

594 Special Studies (1-4) Fall, Spring
In-depth study designed in consultation with an instructor. Grade only. Prerequisites: must complete the standard SSU form and secure the required approvals during the first week of classes.

595 Advanced Field Experiences: Organization, Theory, Planning and Application (2) Fall
Students will be involved in site-based problem solving and analysis, the generation of field implementation of appropriate solutions, and an evaluation of the chosen solutions. Planning, discussion, monitoring, coaching and evaluation will occur in a seminar setting. Grade only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

596 Supervised Research for Thesis/Project (3) Fall
Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Grade only. Prerequisite: completion of EDUC 598. Advance to candidacy approved.
English

Programs offered
Bachelor of Arts in English
Literature concentration
Creative Writing concentration
Secondary Teaching Credential Preparation
Master of Arts in English
Minor in English

Department Office
Nichols Hall 362, 707 664 2140

English, with its various areas of study, remains one of the most comprehensive and "liberalizing" of the liberal arts. It provides a familiarity with the written documents that define the past and give meaning and purpose to the present; it gives knowledge about the sources and structure of language; it develops a student's ability to use language in written and oral forms; it stirs the creative and evaluative impulses; and it provides, through the study of fiction, poetry, drama and the essay, knowledge about human relations, about the multiple ways in which we receive our world, about ourselves.

Since the establishment of Sonoma State University, the English department has maintained a thriving and increasingly diversified program and is at present the university's fifth-largest department. Apart from its majors, the department serves many other students who take English courses to improve their writing, to develop a minor or double major field, or to pursue interests in some aspect of literature, linguistics or creative writing. English is the field most frequently shared by students who wish to combine fields of study in an interdisciplinary major — for example, literature and sociology, literature and history, literature and art, linguistics and psychology.

Students who wish to major in English may choose one of three plans, each of which provides a coherent program with a particular emphasis. After a core of required courses, students will follow programs leading to a major in English or American Literature, creative writing or secondary teaching, which prepares students to enter post-baccalaureate teacher credentialing programs.

Students who have majored in English are found in business, public relations and advertising, broadcasting, journalism, law and government service, as well as in elementary, secondary and college teaching. All of these fields require — beyond their specialized training — an understanding of human motivation, of the conflicts and dilemmas that perennially confront people. They also require a clear recognition of the ways in which language defines and affects our behavior, and the ability to express oneself clearly, logically and with passion.

The English department participates in the Sonoma State University CLEP (College Level Examination Program) credit-by-examination program. For further information on CLEP course equivalents in English, please refer to pages 17-18.

The English department also participates in the applied arts minor, which may be of special interest to students seeking the Multiple Subject (elementary level) Teaching Credential and the university's pre-law and pre-health professions programs.

The English department publishes the following professional and student publications: Virginia Woolf Miscellany, Sonoma Mandala and Voil, A Magazine of the Arts. Students wishing to participate in the production of these publications should contact the English department office.

To be admitted to the English major, students must receive a grade of at least B- in ENGL 101 and 214 or their equivalents. A student with a grade lower than B- in either ENGL 101 or 214 may petition for a review by the department. The review will be based on the contents of an appeal folder, which would contain three essays from the class being reviewed and a one-to-two-paragraph explanation of the basis of appeal.

BACHELOR OF ARTS IN ENGLISH

Degree Requirements

General education: 31 units
Major requirements: 42 units
Core (15 units): Concentration (27 units)
General electives: 31 units
Total needed for graduation: 124 units

Major Core Requirements for All English Majors

(Except secondary teaching concentration students; please see Secondary Teaching Preparation, below.)

An Introductory Course

Complete the following course:

ENGL 301 Literary Analysis Seminar 3 units

A Survey Course

Complete the following course:

ENGL 237 Survey: Early American Literature 3 units
ENGL 238 Survey: Later American Literature 3 units
ENGL 239 Survey: Early English Literature 3 units
ENGL 240 Survey: Later English Literature 3 units

A Shakespeare Course

Complete one of the following courses: 3 units
ENGL 339 Introduction to Shakespeare 3 units
ENGL 439 Studies in Shakespeare 3 units

A Theory Course

Complete one of the following courses: 3 units
ENGL 379 The Structure and History of English 3 units
ENGL 401 Introduction to Modern Critical Theory 3 units
ENGL 487 Studies in Rhetoric 3 units

An Upper-Division Course in Writing

Complete one of the following courses: 3 units
ENGL 303 Special Studies in Composition 3 units
ENGL 307 Introduction to Fiction Writing 3 units
ENGL 318 Introduction to Poetry Writing 3 units
ENGL 329 Screen/Script Writing (Film-TV-Stage) 3 units
ENGL 352 Personal Essay 3 units
ENGL 375 Advanced Composition 3 units
ENGL 407 Advanced Fiction Writing 3 units
ENGL 418 Advanced Poetry Writing 3 units
ENGL 475 Master Class in Nonfiction 3 units

Total units in the major core: 15 units

Note: English majors must choose one of three concentrations: literature, creative writing or secondary teaching.

Literature Concentration

Five general literature courses: 15 units
Three of these courses (9 units) must be at the 300/400 level, and two of these courses (6 units) must be in literature before 1850 (or before 1914 if in American literature).

Electives: 12 units

Total units in the literature concentration: 27 units

Creative Writing Concentration

Four courses in writing: 12 units
Three of these courses (9 units) must be at the 300/400 level, and courses and electives must include two different writing genres (poetry, fiction, screenwriting, essay).

Electives: 12 units

Total units in the writing concentration: 27 units

Secondary Teaching Preparation

Core requirements: 30 units
Complete the following courses: 18 units
ENGL 301 Literary Analysis Seminar 3 units
ENGL 341 Explorations in Language 3 units
ENGL 375 Advanced Composition 3 units
ENGL 379 Structure and History of English 3 units
ENGL 491 Teaching Composition 3 units
ENGL 492 Responding to Literature 3 units
ENGL 228 Survey: Later American Literature 3 units
ENGL 237 Survey: Early American Literature 3 units
ENGL 239 Survey: Early English Literature 3 units
ENGL 240 Survey: Later English Literature 3 units

Sample Four-Year Program for Bachelor of Arts in English

Freshman Year: 30 units
Fall Semester (15 units)
ENGL 101 (3) PHIL 101 (3) Mathematics 3
GE 3 (3) GE 3 (3) PHYS 101 (3) ENGL 214 (3)
Electives (3) (3)

Second Semester (15 units)
ENGL 339 Introduction to Shakespeare 3 units
ENGL 439 Studies in Shakespeare 3 units
ENGL 314 Modern World Literature 3 units
ENGL 345 Women Writers 3 units

In addition to the core courses listed above, students in the secondary teaching program complete one of the three emphases outlined below:

English/Literature, English/drama, English/journalism.

Literature Emphasis: 15 units
Complete the following courses: 6 units
ENGL 345 Youth and Literature (3) Effective: see Credential Advisor (3)

Complete one of the following authors courses: 3 units
ENGL 349 Explorations in Literature (3) ENGL 451 Feminist Perspectives in Literature (3)
ENGL 483 Individual Authors: American (3) ENGL 484 Individual Authors: English (3)

Complete one of the following genre courses: 3 units
ENGL 387 Introduction to Short Story (3) ENGL 386 Introduction to Poetry (3)
ENGL 371 Introduction to Novel (3) ENGL 373 Introduction to Drama (3)

Complete one of the following period courses: 3 units
ENGL 448 Periods in English Literature (3) ENGL 450 Periods in American Literature (3)

Theater Arts Emphasis: 15 units
Complete one of the following courses: 15 units
ENGL 387 Public Speaking (3) ENGL 474 Studies in Drama (3)

Complete one of the following genre courses: 9 units

THAR 120 Beginning Acting (2) THAR 145 Voice for the Actor (2)
THAR 155 Movement for Actors (1) THAR 300 Performance Analysis and Criticism (3)
THAR 302 Drama Ensemble Workshop (1-3) THAR 305 Experiments in New Theatre (3)

Journalism Emphasis: 15 units
Complete the following courses: 15 units
ENGL 368 Small Press Editing: ZAUM (3) ENGL 387 Public Speaking (3)
COMS 202 Methods of Media Criticism (3) COMS 210 Writing for the Media (3)
COMS 368 Media Lab: STAR (Newspaper) (3) Total units in the secondary teaching concentration: 45 units
Sophomore Year: 33 units
Fall Semester (15 units)  
HUM 200 (3)  
GE 60 (3)  
ENGL 238 or 240 (3)  
ENGL 237 or 239 (3)  
GE ENGL 303, 307, 318H, ENGL 305 (3)  
ENGL 367, 369, 371 or 373 (3)  
Electives (3)
Spring Semester (18 units)  
ENGL 340 (3)  
ENGL 301 (3)  
GE NAMS (3)  
ENGL WGS 345 (3)  
Electives (5)  
ENGL 379 (3)  
Electives (3)

Junior Year: 30 units
Fall Semester (15 units)  
GE AMCS 360 (3)  
ENGL 301 (3)  
ENGL 303 (3)  
ENGL 314 (3)  
Electives (3)
Spring Semester (15 units)  
ENGL 483 (3)  
ENGL 451 (3)  
ENGL 482 (3)  
ENGL 435, 535 or 475 (4)  
Advanced Genre (3)  
Electives (6)  
ART 418A, B or C (3)  
ENGL 511 (3)  
Total semester units 134

Minor in English

Students majoring in other fields may develop, in consultation with an English department advisor, a 20-unit English minor.

Six units of any two survey courses (to be selected from ENGL 237, 238, 239, 240, and Advanced Composition (ENGL 375), followed by 11 units of electives chosen from English courses listed under core requirements or literature concentration. Nine units must be in residence at SSU.

Please see an English department advisor for additional course work in pre-law and pre-health.

Teaching Credential Preparation

The English department offers a program of study that satisfies the subject matter preparation requirement for entry into a California teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in English. California majors interested in seeking a general elementary credential may demonstrate subject matter competency 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 work. Literature, creative writing, and theoretical 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 3.0 GPA in the last 60 academic units taken. Applicants must file the University Admissions and Records Office by the 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. Those applying for the creative writing emphasis must include a sample of their writing.

The English department Graduate Committee reviews all complete application files that meet departmental admission standards and admits the most qualified of these applicants to the program. This committee also decides whether an applicant may enter the program with conditional or classified post-baccalaureate status. Classified status is usually granted to admitted applicants with undergraduate majors in English or a 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, page 35, for more information.

Admission to Candidacy

For admission to candidacy, a student will need to have passed the University’s Written English Proficiency Test (WEPT) or acceptable equivalent and to have satisfied two English department requirements:

1. A demonstration of competence in reading a foreign language, or a college transcript showing completion of the two years of a modern foreign language or one year of a classical language.
2. A score on the GRE Advanced Literature Examination at or above the 65th percentile or a grade of B or better on the English department’s comprehensive examination. The English department’s comprehensive examination is given at the end of each semester and may be taken no more than three times. Students who wish to prepare for this examination or for the GRE in literature may take the review seminar, ENGL 494, offered in the Fall semester.

Emphasis within the English M.A.

All students in the English program are required to have a substantial background in literature, advanced writing skills, and a knowledge of research methods and literary theory provided in ENGL 500 and 501. Students further define their degree by means with the graduate advisor to plan course emphases in literature, creative writing, and rhetoric and the teaching of writing.

Degree Options

All options require candidates to take ENGL 500 and 501. At least 15 of the 30 M.A. units must be taken at the 500 level.

To fulfill the requirements for the degree, the student must select one of the following options:

1. Thesis Option: 24 units of course work, plus 6 units of ENGL 599 for researching and writing a thesis.
2. Creative Writing Option: 24 units of course work, plus 6 units of directed writing. ENGL 435, for writing a creative project prepared with a critical introduction.
3. Examination Option: 30 units of course work, plus preparation of a substantial reading area and passage, with a B or better, of a written exam in this area. Students choosing the thesis or examination option are required to take an oral examination. Those choosing the directed writing option are also required to prepare a public presentation of their work.

Requirements for All Options

All courses of the 30 units must be selected from courses numbered in the 500 series.

ENGL 500 Research and Critical Writing 3 units
ENGL 501 Literary Criticism 3 units

Units in required courses

ENGL 599 Thesis Option 6 units
Examination Option: additional course work 6 units
ENGL 535 Directed Writing Option 6 units
Major Electives 12 units
Total units in advising tracks 24 units
Total units in the M.A. Program 30 units

English Courses (ENGL)

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

A. ENGL 101 and 214 are prerequisites for upper-division courses.
B. These courses (or their equivalents), and ENGL 501, are prerequisites for English 400-level and 500-level courses, or consent of instructor.
C. Prerequisites apply to both major and minor.
D. English Placement Test: the university offers 30- and 90-hour courses in English for students who pass the English Placement Test (EPT) at an appropriate level. Please see page 16 for additional information.

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, preparation for ENGL 99. Students will receive guidance on the completion of written assignments that meet university-level standards. Placement on this course is based on the scores on the English Placement Test (EPT). Co/NC only. Not applicable toward graduation.

99 Basic Composition and Workshop (3)  Fall, Spring
Study and review of grammar, sentence structure, punctuation and other standard written forms. Emphasis on literary and practical in the reading and analysis of essays. Students assigned to course on basis of English Placement Test scores. Course includes workshop for individual and small group tutoring. Co/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

99T Basic Composition — Tutoring (1-3)  Fall, Spring
Individual and group tutoring in English composition. Tutoring units are assigned on basis of English Placement Test scores and are taken in conjunction with other writing courses. May be repeated. Co/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

101 Expository Writing and Analytical Reading (3)  Fall, Spring
Study and practice in the expression of facts and ideas; principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading skills. Satisfaction GE, category A2 (Foundations of Communication). Prerequisite: completion of the English Placement Test (EPT). CAN ENGL 2.

199 Student-Instructed Course (1-3)  Fall, Spring
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.

201 Written and Oral Discourse Studies (3)  Fall, Spring
A course in analysis and production of written and oral discourse
301 Literary Analysis: Seminar (3) / Fall, Spring
The art of critical writing on each genre, and the application of traditional and modern criticism to the study of literature. All English majors must take this course at least once in their major.

303 Special Studies in Composition (1-3)
Expository writing, with a specific emphasis that varies from semester to semester; reports, grants, proposals, technical writing and general business writing. Please see Schedule of Classes for current titles. May be repeated for credit.

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 Modern California Literature (3)
An introduction to representative modern California writers from 1890 to the present. Includes an examination of the theoretical, regional, multicultural, and multilingual foundations of California literature. Satisfies GE, category C2 (World Literature).

318 Introduction to Poetry Writing (3) / Fall, Spring
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 analysis 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 curricular offerings. Please see Schedule of Classes for current titles. May be repeated for credit.

342 Children’s Literature (3) / Fall
A study of children's books, with emphasis on both traditional and modern materials. Consideration of children's reading interests and criteria for selection of books.

343 Youth and Literature (3) / Spring
A study of books, both traditional and modern, that are of interest to adolescent and young adult readers.

345 Women Writers (3) / Fall
A survey that, with a varying focus from semester to semester, considers women writers in a number of different periods, countries and genres. Format lecture/discussion. Suitable for non-majors. May be repeated for credit. Satisfies GE, category C2 (World Literature).

349 Explorations in Literature (3)
A course in literary explorations that will include subjects not normally offered in the regular curriculum. Please see Schedule of Classes for current titles. May be repeated for credit.

352 Personal Essay (3) / Fall or Spring
Intended for the general student who wishes to practice expository writing. Provides students with an opportunity to explore personal experience through writing and to learn elements of prose style in an informal, workshop atmosphere. May be repeated for credit. Prerequisites: upper-division standing and completion of the WFPF requirement, or consent of instructor.

367 Introduction to Short Story (3) / Fall or Spring

368 Small Press Editing: ZAUM (1-3) / Fall, Spring
A course offering experience in editing a small literary journal. Activities include editing, layout and graphics. The Sonoma Mandala and other student publications are the vehicles through which this supervised experience is achieved. May be repeated for credit. Prerequisite: consent of instructor.

369 Introduction to Poetry (3) / Fall or Spring

371 Introduction to Novel (3) / Fall, Spring

373 Introduction to Drama (3) / Fall, 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 155.

377 Film and Literature (3) / Spring
The novelplay as a genre has been a dominant feature in Western culture for centuries. This course will involve reading novelplays and viewing film adaptations of these novelplays. The course will focus on the uniqueness of both the novelplay and film as well as the profound influence the novelplay has had on motion pictures.

379 History and Structure of English (3) / Fall, Spring
Focuses on social, political, and structural developments in the English language since its beginnings through 1500 years ago. Review of basic grammar rules and how they came into the language.

383 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 programs, performing such tasks as tutoring and reading for the blind. Students receive 1-4 units, depending on the specific tasks performed. May be repeated for a total of 8 units toward a degree.

399 Student-Instructed Course (1-3)
A course taught by graduate students under the supervision of a department faculty member. The course content will not be covered by the regular course offerings.

400 English Lecture Series (1-3) / Fall or Spring
A public lecture series on topics of general interest. Two units require regular attendance and a final paper. Students who take three units additionally meet once a week in discussion groups and further read on selected topics.

401 Introduction to Modern Critical Theory (3) / Fall, 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 focus of critical theory and their antecedents, and to show their effects upon reading practices.

407 Advanced Fiction Writing (3) / Fall, Spring
Prerequisite: ENGL 307 and consent of instructor.

412 Creative Writing: Selected Genres (1-3) / Fall or Spring
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.

425 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) / Spring
Study of contemporary African 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 subgenres through the context of history, sources, criticism and theatrical reception. Fulfills Shakespeare requirement for English majors.

447 Studies in Comparative Literature (3) / Spring
The study of literary themes and movements. Includes the various literatures that relate to a particular topic, such as decadence and symbolism, and modern European literature. Please see Schedule of Classes for current offering. May be repeated for credit.

448 Periods in English Literature (3) / Fall or Spring
Middle English, Renaissance, 17th century, Restoration and 18th century, Victorian, 20th century. Please see Schedule of Classes for current offering. May be repeated for credit.

450 Periods in American Literature (3) / Fall or Spring
18th century, 19th century, 20th century, American literature. Please see Schedule of Classes for current offering. May be repeated for credit.

451 Feminist Perspectives in Literature (3) / Spring
An advanced course in reading, writing and research from the newly emerging feminist perspectives, interdisciplinary in approach and using a seminar format. May be repeated for credit. Prerequisite: consent of instructor.

460 Teaching Assistant in English (1-4)
Provides students experience in assisting an instructor in an English course during class-related research and tutoring. Prerequisite: consent of the instructor.

462 Research Assistant in English (1-4)
Provides selected students the opportunity to participate in the con-struction and execution of a faculty research project. Prerequisite: faculty invitation.

470 Studies in Poetry (3)
Themes, modes and techniques of poetry: modern British, 20th century American, etc. Please see Schedule of Classes for current offering. May be repeated for credit.

472 Studies in the Novel (3)
In-depth studies of a particular kind of novel: English, 20th century American, political (offered jointly with the department of political science), war novel, etc. Please see Schedule of Classes for current offering. May be repeated for credit.

474 Studies in Drama (3) / Fall or Spring
Study of representative plays of a particular period: Medieval, 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. Course offered for C/NC only. Prerequisite: ENGL 375, 352 or consent of instructor.

480 Studies in California Literature (3)
A study of a topic unique to California literature (e.g. Bents, LA/SF detective fiction, California immigrant and autobiographical litera- ture). Emphasis on the historical, cultural, and regional character of the selected writings. Please see Schedule of Classes for the topic studied. Fulfills the core requirement of the California Cultural Studies special major. May be repeated for credit.

481 Studies in English Literature (3) / Fall, Spring
Close study of topics unique to English literature. Please see Schedule of Classes for current offering. May be repeated for credit.

482 Studies in American Literature (3) / Fall, Spring
Close study of topics unique to American literature (e.g., transcendental- ist, Western American literature). Please see Schedule of Classes for current offering. May be repeated for credit.

482 Individual Authors: American (3) / Fall or Spring
Each semester one or more authors will be selected for study in depth. Please see Schedule of Classes for the author to be studied. May be repeated for credit.

484 Individual Authors: English (3) / Fall or Spring
Each semester one or more authors will be selected for study in depth. Please see Schedule of Classes for the authors to be studied. May be repeated for credit.
Environmental Studies and Planning

Programs offered
Bachelor of Arts in Environmental Studies
General Major (several study plans)
Planning concentration
Bachelor of Science in Environmental Studies
Environmental Technology study plan
Minor in Environmental Studies and Planning
Elementary Teacher Credential Preparation in Environmental Studies
Certificate in Energy Management and Design
Double Major with Economics

Department Office
Rachel Carver Hall 18, 707-664-2306
www.sonomo.edu/envs/

Advisory Plans for the Freshman and Sophomore Years

In fulfilling their general education requirements, students who intend to major in environmental studies should carefully select courses that will meet the prerequisites for their intended study plans. Required and recommended prerequisites for study plans in both B.A. and B.S. degrees are available by contacting the department office.

A broadly based program of lower-division work in the liberal arts and sciences is generally sufficient to meet the requirements for the B.A. degree. This program should include at least one course in biology, one in geology, chemistry or physics, one in philosophy, and two or more in the social sciences, including a course in introductory economics (either macroeconomics or microeconomics is recommended). Additional course work is required for certain B.A. and B.S. study plans.

Bachelor of Arts in Environmental Studies

Degree Requirements

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<tr>
<th>units</th>
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<tbody>
<tr>
<td>General education</td>
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<tr>
<td>Major requirements</td>
</tr>
<tr>
<td>General electives</td>
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<tr>
<td>Total units needed for graduation</td>
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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 C/N/C only.

Courses required for most B.A. study plans:
- ENSP 100 Introduction to Environmental Studies

Special requirements for the B.A. degree program:
- ENSP 200 Global Environmental Issues
- ENSP 301 The Human Environment
- ENSP 321 The Biological Environment

Environmental Studies and Planning / 149
Plan II. Environmental Education
This study plan, in combination with course work in other academic departments and the professional education program, meets the requirements for entry into programs leading to the multiple subject credential required to teach in California elementary schools. Also recommended for students interested in educational positions at environmental education centers, zoos, aquariums and other non-formal settings.

Plan III. Environmental Technology (B.A. and B.S. degree options)
There are three tracks in this study plan: energy management and design, hazardous materials management, and water quality.

Energy Management and Design
Designed to prepare students for careers or for graduate studies in the fields of residential and commercial energy management, energy-efficient architecture and design, energy planning in industry and government, renewable energy applications, and other energy-related businesses. Completion of this study plan results in both a bachelor's degree in environmental studies and a certificate in energy management and design.

Hazardous Materials Management
Designed to prepare students to enter the new and rapidly expanding professions of hazardous waste management, toxic substance control, and environmental protection. Course work provides comprehensive foundation and opportunities to pursue specialized study in the areas of chemistry, computer and mathematical applications, laboratory technology, and public administration.

Water Quality
Water quality studies may lead to employment in public agencies dealing with water supply, water purification, and water policy and law, or with private corporations that have environmental responsibilities or with consulting firms that work for both government and industry. Our program welcomes beginners but also provides upper-division courses for students who have had previous training in community college water technology programs and gives additional training to workers already employed in water-related occupations.

Plan IV. Planning Concentration (City and Regional Planning)
Students in the CSU-approved planning concentration follow a general preprofessional curriculum in planning, and may choose to develop a specialization to suit their interests through a program of recommended electives or a minor. Focus is on sustainable community planning, including land use, growth management, impact assessment, transportation and regional resource planning. Graduates may work for a wide variety of governmental agencies or private firms, or may pursue graduate studies in planning or related fields.

Note: Students interested in future careers in environmental law usually follow the planning study plan.

Minor in Environmental Studies
The purpose of the minor in environmental studies and planning is to help students from traditional disciplines apply their expertise to environmental and planning problems. A minimum of 20 units is required. Recommended course work is normally the same 20-24 units required in most study plans, which is outlined above.
Elementary Teaching Credential Preparation
The department of environmental studies offers an environmental education plan that fulfills subject matter requirements for entrance into an elementary teaching credential program. A detailed description of this plan is available by writing to the department office. This program is offered in conjunction with the SSU education department. Please see page 124.

Certificate in Energy Management and Design
Students who have completed or are pursuing a bachelor's degree in another field may take a specified set of courses to receive a certificate in energy management and design. The certificate program does not lead to a degree, but is focused on a substantial area of study that is practically oriented toward skills and occupations (24 units).

Double Major with Economics
The double major in economics and environmental studies and planning is intended for those students whose particular academic and career interests lie in natural resources economics, economic planning, energy management and/or community development and redevelopment. The double major is also designed especially for capable students who intend to pursue graduate studies in natural resource management, urban planning, law or related career fields.

Environmental Studies and Planning Courses (ENSP)
Classes are offered in the semesters indicated. Please see the Schedule of Classes for most-current information and faculty assignments.

100 Environmental Forum (1) / Fall
Regular weekly departmental seminar. Outside professional speakers and student reports on environmental topics and opportunities for environmental action. Audio and video presentations. Cr/NC only.

200 Global Environmental Issues (3) / Fall, Spring
Lecture-discussion, 3 hours. An introduction to environmental studies and planning, including: humans in relation to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, search for solutions and future prospects. Satisfies GE, category D5 (Contemporary International Perspectives). Prerequisite or Corequisite: enrollment in ENGL 101 or PHIL 101.

301 The Human Environment (3-4) / Fall, Spring
Human cultural adaptations in evolutionary/historical perspective. Effects of human technology and social institutions upon the natural environment. Beliefs, values, attitudes in relation to human and non-human environment. Emphasis on critical thinking and ethical implications of human ideas and behavior. Prerequisite: junior standing.

303 Graphic Techniques in Environmental Design (3) / Fall
An introduction to a variety of graphic communication techniques, including mediums, lettering, model building, paste-up, layout, map making, basic sketching, and slide presentations. Studio/workshop format with individual and class projects designed to enhance the graphic communication skills of those pursuing planning, energy management and design, and other environmental careers. Prerequisite: consent of instructor.

304 World Food/Population Crisis (3) / Spring
Examination of current and future prospects for feeding the world's expanding human population. Analysis of agricultural techniques and consumption patterns in the United States and worldwide. Potentials of the sea, synthetic foods, improved varieties, improved agricultural technology, and the "Green Revolution." Personal, social, economic, political, and ecological implications of the crisis. Prerequisite: completion of GE Category A.

305 Biodiversity and Endangered Species (3) / Spring
An examination of the causes and consequences of species extinction, both nationally and globally. Topics will include the costs of lost ecological services and opportunities to halt or reverse extinction trends. One field trip.

306 Environmental Ethics (3) / Fall
An examination of philosophical issues; concepts of extending rights to nonhuman entities of nature and the question of humans' place in nature; logical and conceptual foundations for an environmental ethic. Prerequisite: completion of GE, category A.

308 Environmental Literature (3) / Spring
A survey of great American environmental books, including H. D. Thoreau's Walden, John Muir's Mountains of California, and more recent works by Mary Austin, Edward Abbey, Annie Dillard, and other environmental authors. The natural, political, artistic, and historical environment of the writers, and cultural results of the environmental movement in various major periods. Prerequisite: completion of GE, category C2 (World Literature).

310 Introduction to Planning (3) / Fall, Spring
An overview of land use planning and associated concerns, such as transportation, open space preservation, housing, economic development, environmental protection, urban design, public finance. Consideration of the evolving forms and functions of cities, towns, and rural areas and society's attitudes toward development, environmental concerns, the appropriate role of government in regulating land use. Course addresses general plans, zoning, growth management, environmental impact assessment and the local political process relating to planning. Current trends in planning and sustainable community development.

315 Environmental Impact Reporting (3)
Fall and/or Spring
The practice and theory of environmental impact assessment and analysis. The process of preparing Environmental impact reports (EIRs) and statements (EISs) as mandated by state and federal statutes and regulations. Reviewing and commenting on environmental documents. Relationship between EIRs and comprehensive planning activities. Litigation of EIRs and environmental mediation. Prerequisite: ENSP 310 or consent of instructor.

316 Planning Theory and Methodology (4) / Spring
Exploration of evolving planning thought and 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 communication skills utilized in urban, environmental, and business planning.
318 Environmental and Natural Resources Planning (3-0) Fall
Review of land use planning and regulation as it relates to the protection of various natural resources and environmental systems. Course subject matter varies and may include: wetlands, open space, endangered species, coastal resources, agricultural land, forests, land subject to flooding, multi-species habitat planning, air quality. Regulatory tools used to ensure resource and environmental integrity.

321 The Biological Environment (3-4) Fall, Spring
Studies of ecosystem functions, populations, succession, biological control of pest species, species extinction, acceleration of natural processes by human times, and other consequences of anthropogenic changes in the environment. Adaptive and mitigative human responses emphasized. Development of speaking and writing skills and use of a global telecommunication system. Subject matter may be focused on a particular environmental theme. Field trip included. Prerequisite: completion of lower-division GE, categories B1 and B2.

323 Environmental Restoration (3) Fall
Application of treatments and mitigating measures to rehabilitate degraded environments and reduce ecosystem conflict with cultural structures. Use of native plants, seed gathering and germination techniques, and removal of exotic species. Academic instruction and hands-on rehabilitation work done in the field. Class fee required at time of registration.

324A Agroecology (1-2) Fall
The agroecology course covers the study and practice of sustainable agriculture. Fall topics include soil testing, composting, seed beds for winter crops, planting green manure crops, and pest control. Environmental considerations of crop and animal diversity, and growing and decrease dependence on chemical pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research activities. Course fee required at time of registration.

324B Agroecology (1-2) Spring
The Agroecology course covers the study and practice of sustainable agriculture. Spring topics include composting green manure, preparation of compost beds, pest and weed control, and planting open field crops. Environmental considerations include 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 activities. Laboratory fee required at time of registration.

325 Natural Resources and Environmental Interpretation (3) Spring
Introduction to land use and environmental agencies, such as parks, wilderness areas, state forests, regional and state forests. Career planning, applied field work, and student projects are required, including use of interpretive techniques such as nature walks, slide and film presentations, and children's programs to educate the public about the value and wise use of natural resources.

331 The Physical Environment (3-4) Fall
Develops an environmental perspective with applications to urban, architectural, botany, ecology, engineering, geography, geology, natural resource planning, hazardous materials management, and water quality. Technical exercises emphasize the use of specific analytical equipment. Prerequisite: completion of GE, category B (Natural Science and Mathematics).

334 Energy, Technology and Society (4) Fall
Designed to assist students in understanding energy as a fundamental measure of organization, energy technology and transformation in society. Principal topics include: energy history, thermodynamics, global issues and trends, energy economics, energy institutions, and the politics of energy. Analysis of current energy situations and future possibilities. Lectures/discussion, student presentations, and field trips.

337 Principles of Energy Management (3) Fall, every other year
An introduction to energy management and other applications for residential and commercial buildings. Fundamentals of active and passive solar design, including: data analysis; heat/flow transfer; building load calculation; DHW and photovoltaic system design and sizing; and energy economics. Computer applications and student design projects. Strong algebra background and PHYS 210A recommended.

356 Environmental Politics and Economics (2-3)
Relevant tools and perspectives for creating a sustainable society in an age of scarcity. Holistic decision-making methodologies for determining environmentally just social policy; political, economic and technological implications of transition to a dynamic steady state; role of ecologically based ethical beliefs; perceptual models; and other noneconomic criteria in the development of social policy for a sustainable society.

360 Assistance Projects (1-4) Fall, Spring
Involvement in on-campus environmental and planning activities. Requires preapproval of activities by faculty supervisor.

363 Computer-Aided Communications in Environmental Studies (2) Fall
Designed to introduce ENSP students to theory and techniques of computer-aided environmental communication. The fundamentals of environmental communication are addressed, demonstrated, and applied through utilization of currently available computer software and hardware.

366 Computer Modeling (3) Spring
A practical course in simulating complex systems using digital computer and automatic dynamic programming. The simulation language STELLA is taught. The principles examined in the course can be applied to any simulation language. Applications in land use planning, hazardous materials management, energy, water, urban renewal, public opinion reporting, and public policy are emphasized. Prerequisites: junior standing and GE mathematics.

375 Portfolio Development and Review (1-2) Fall
Course designed for initial assessment of students entering ENSP multiple subject credential program. Assessment of student's past course work and experience in relation to academic standards required in the credential program. Students develop portfolios of individual training and achievement. Recommended for juniors, CUNIC 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 and emergency response planning and transfer, storage, and treatment facilities, use of local and regional public agencies' activities; and career development for students.

385 Small-Scale Energy Sources (3) Spring
Course content changes from year to year but will scale wind, photovoltaic, biomass, and hydroelectric energy sources. Siting, evaluating, potentially available power, design of fully operational installation, and by-products and waste systems will be examined. Storage, conversion, and integration to existing energy networks, and energy cost comparisons will be examined.

395 Community Involvement Program (1-4)
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 (3-4)
Intensive study of selected topics related to environmental studies and planning. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

405 Commercial Energy Management (3) Spring, every other year
Objectives of the course are to acquaint the student with the full range of energy management techniques and technologies in a commercial or light industrial application. Emphasis will be on the advantages of these technologies in the energy planning process, and investigating various aspects of providing energy management services. Prerequisite: ENSP 337.

408 Classroom Garden (1) Spring
Development of curriculum materials and teaching techniques to utilize school and community gardens as outdoor classrooms. Curricular materials will relate to such topics as plant identification, horticulture, crop cycles, photosynthesis, soils and nutrients, nutrition, insects, predator/prey relationships, pesticides, and soil and water pollution. Lessons plans suitable for elementary school level will be developed.

411A Planning Workshop (4) Fall
The first semester of an intensive, year-long project that provides practical experience in preparation of a general (comprehensive) plan for an actual community or geographic area. The fall semester focuses on background studies and field surveys of land use, public opinion, transportation, economic base, and environmental conditions. Class fee required for second semester. Prerequisites: ENSP 310 and 316, senior standing and consent of instructor.

411B Planning Workshop (4) Spring
Continuation of ENSP 411A. Spring semester focuses on preparation of the plan, including implementation programs, following state guidelines for final draft of the plan. Class fee required at time of registration. Prerequisites: ENSP 411A and consent of instructor.

414 Environmental Law (3) Fall or Spring
Review of environmental law and regulation in the United States generally and California in particular. Overview of federal and California legal systems with emphasis on their role in environmental protection. Substantive laws governing air and water quality, waste management, toxic control, endangered species protection, and environmental justice.

413 Land Use Law (3) Spring
Owning and developing land in the City of Los Angeles. The California Environmental Quality Act, growth management, land use initiatives, vested rights, design review. Constitutional protection of property rights.

417 Urban Design (3) Fall
An exploration of the creative process of deliberate design of the physical and visual form of urban communities. The appearance and aesthetic qualities of public open spaces, streets, buildings, neighborhoods, city gateways, signs, and other elements of the urban scene. Creating a "sense of place." The effects of public policy and regulations on urban form. The role of the urban form planner. Planning for new communities, historic preservation, urban plazas, and public art. Prerequisite: ENSP 310 is recommended.

418 Planning for Sustainable Communities (3) Fall
Sustainable urban and regional land use planning. Definitions and models of sustainability. Evaluation of "sustainable development" on global, national, regional and local levels. Practical experience with city and county planning for sustainability.

419 Transportation Planning (3) Fall
Theory, methods, and tools related to the systematic analysis of city, regional, and rural transportation problems. Land use and transportation interrelationships. Transportation as an integrated system composed of automobiles, public transit, bicycles, and pedestrian travel modes. "Level of service" and traffic impact assessment. Congestion management, energy conservation, sustainability and environmental impact considerations.

430 Environmental Education (3) Fall
Course is designed to introduce the scope and purpose of environmental education, critique existing materials, and investigate program options for schools and community agencies. Educational and interpretive techniques are interrelated throughout the course. Field study and one overnight field trip. This course is a prerequisite to ENSP 440. Class fee required at time of registration.

437 Passive Solar Design (3) Fall, every other year Fundamentals and 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; Field computer applications and student design projects. Prerequisites: ENSP 337 or consent of instructor.

438 Water Technology (3) Fall
Water supply technology and domestic wastewater treatment techniques. Applications of mathematics, microbiological ecology, and chemistry to the practical problems of working toward California certification in water treatment. This course has extensive homework and field trips. Prerequisite: GE math.

440 Environmental Education Techniques (3-2) 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 techniques in Environmental Studies and Planning / 153
Film Studies

Program offered
Minor in Film Studies

Program Office
Art Building 129, 707 664-2364

The film studies minor is an interdisciplinary and interdepartmental program that analyzes the history, theory and practice of film in the larger context of humanistic studies. Students will study a broad range of film texts, from the classic narrative to abstractionist and experimental, and learn to appreciate the aesthetics and film making practices of both Western and non-Western cultures. While exploring the medium's connection with several disciplines and art forms, students will also become familiar with the phases of film production and learn to approach film and the cinema in a critical and analytic manner. The film studies minor offers students a flexible curriculum that complements several existing major degree programs in the humanities and constitutes excellent supplementary preparation for a number of careers.

Consultation with the program coordinator, students can design a minor with an emphasis relevant to their academic and career objectives.

Minor in Film Studies

The minor consists of a minimum of 18 semester units distributed among a core (9 units) and a choice of electives (9 or more units).

Minor Core Requirements
Arth 212A or B Introduction to World Film History ........................................ 3
Arth 361 Classic Narrative Film ................................................................. 3
Arth 363 Other Cinema ................................................................. 3
Total units in the minor core ............................................................... 9

Minor Electives
Students may complete the film studies minor by choosing additional courses in film history or three courses within any one of the following four options.

Film and Literature Option
These courses study different aspects of the complex relationship between film and literature: the role of screenplay in the process of film production; the problems of adaptation; the comparative study of literary and filmic texts; and the special contribution that literary analysis has made to the study of film.
ENGL 529 Screen/Script Writing (Film-TV-Stage) (3)
ENGL 459 Advanced Script Writing (3)
ENGL 377 Film and Literature (3)
FREN 415 Selected Topics: French Film (3)
Total units in the option ............................................................... 9-12

Critical Perspectives Option
Each of the following courses brings a specific disciplinary approach to bear on the study of film, drawing on perspectives from the humanities and social sciences: aesthetics, ethics, structuralism, semiotics, politics, and sociological analysis.

COMS 202 Methods of Media Criticism (3)
COMS 402 Advanced Media Criticism (3)
LIBS 236 Film and Politics (3)
PHIL 358 Philosophy and Film (3)
SOC 344 Cinema and Society (4)
Total units in the option ............................................................... 9-12

Film and the Fine Arts Option
This group of courses focuses on the relationship of film to artistic and theatrical traditions and practice: film analysis and theories of visual aesthetics; film and artistic movements in the 20th century (such as expressionism, futurism and surrealism); film and the media arts; film and the theatrical arts of production design, acting and directing.
ART 208 Basic Black and White Photography (1-4)
Arth 446 History of Modern Art: 20th Century (3-4)
Arth 465 History of Modern Art: American (3-4)
COMS 201 Media Arts I (3)
COMS 355 Media Arts II (3) or THAR 120 Beg. Acting (2)
THAR 130 Beginning Design and Practice: Scenery (3) or THAR 132 Beginning Design and Practice: Lighting (3)
THAR 350 Directing Workshop (2)
Total units in the option ............................................................... 9-12

International and Crosscultural Perspectives Option
These courses develop an understanding of aesthetics and film making practices that stand outside the dominant model of the classic narrative film and the representations of the cultural "other" within the dominant Western tradition.
AMCS 392 Images in Film (3)
PRES 415 Selected Topics: French Film (3)
NAMS 338 Native Americans and the Cinema (3)
NAMS 393 Chicano/Latino Cinema (3)
Total units in the option ............................................................... 9-12

Total units in the minor ............................................................... 9-12

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)

212A Introduction to World Film History (1894 to WWII) (3)
Lecture, 2 hours; films, 2 hours. A chronological survey of historically

Program Coordinator
William Guyn / Art Department

Faculty
James E. Gray / American Multicultural Studies
Marsha Adams, William Guyn / Art
Michael G. Life / Communication Studies
Robert Coleman-Senghor, Don R. Patterson, Gerald Rosen / English
Robert Tellfaden / Sociology
representative and significant films tracing the evolution of the cinema as an art form. Includes study of the primitive period, the emergence of the feature film in America, Europe, and Japan, the advent of sound, the "great studio era," and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts).

212B Introduction to World Film History (WWII to Contemporary) (3)
Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of post-war movements such as neorealism and the French New Wave, modernism, the post-war film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (History of the Fine Arts).

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

362 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.

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.

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Foreign Languages and Literatures

Programs offered

- Bachelor of Arts in French
- Bachelor of Arts in Spanish
- Minor in French
- Minor in German
- Minor in Spanish
- Courses in Foreign Literature in English
- Courses in Intercultural Training
- Courses in Italian
- International Programs
- Teacher Credential Preparation in Spanish

Department Office
Stevenson Hall 3016, 707 664-2251

Faculty
Philip Beard, Sterling Barnett / German
Yvette M. Falkovsky / French
Francisco Gomaa, Elizabeth Martinez, Jorge Porras / Spanish

The programs and courses of the foreign languages department make accessible to students the languages, literatures and cultures of France, Germany and Central Europe, Spain and Spanish America. We recognize the students’ need for linguistic competency and cultural sensitivity in the multilingual, multicultural world in which they will live and work. Thus, language is taught as an integral part of its cultural context. Programs and courses are designed to complement academic work in many other fields.

The department of foreign languages offers major 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.) Courses in the modern foreign languages are taught in the target language; functional control of all language skills (reading, writing, listening comprehension and speaking) is a primary goal.

Through careful academic planning, study of foreign languages can open a wide range of career options in such fields as international business, government services, domestic and international human services, travel, librarianship, translating and interpreting, and teaching. Foreign languages major programs successfully prepare students for graduate study. The importance of early consultation with departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities. It is highly advisable that students combine a major or minor in foreign languages with a major or minor in another discipline.

Course work, minors and majors in foreign languages complement specialized knowledge and expertise in other academic areas. The structure of foreign languages major programs facilitates planning of double majors and minors. In addition to majors and minors offered by other departments, there are interdisciplinary and career minor programs of special interest to foreign languages students, including the international studies minor, the information and research career minor, and the minor in linguistics: teaching English as a second language.

Elementary and Secondary Teaching Credential Preparation

The department offers a subject matter preparation program only in Spanish. French or Spanish majors interested in pursuing either a multiple subject (elementary) credential or a single subject (secondary) credential may also demonstrate competency by passing the appropriate portions of the PRAXIS II: Subject Assessment Tests. For further information, please contact the credentials office, School of Education, 707 664-2251.

International Programs

Through the International Programs of the California State University, Sonoma State University students may spend an academic year in residence at a foreign university. Courses taken abroad through the International Programs count as residence units in all university programs, and can be integrated into an overall academic plan. Immersion programs in the cultures of France, Germany, Spain, Mexico and Quebec are available (please see page 302).

The Foreign 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 tape collection is augmented by cultural slides for use with Crammate projectors. The laboratory provides students with opportunities for listening, responding, recording and playback, and for viewing videotapes made on any of the systems in use throughout the world. A new 20-station computer laboratory offers students the chance to supplement their classroom work using the latest multimedia interactive language learning technology.

Work in the laboratories complements and enriches work in language classes. Students may also work independently, using self-teaching materials available in many of the less-taught languages.
Placement in Foreign Language Courses
Every effort is made to place students in courses at a level where they can continue to learn most satisfactorily. Thus, entering freshmen who have studied a foreign language in high school will usually enroll in an appropriate course in the 101-299 sequence, and students transferring from colleges and other universities may continue the study of their current language courses. All students who have successfully completed a college-level language study may enroll in upper-division courses (300-499).

The faculty of the foreign languages department will assist students in selecting the appropriate course level. The following schedule is recommended:

Students with this many years in high school language courses

<table>
<thead>
<tr>
<th>Years</th>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than two</td>
<td>100</td>
</tr>
<tr>
<td>Two years</td>
<td>102</td>
</tr>
<tr>
<td>Three or more</td>
<td>202</td>
</tr>
</tbody>
</table>

Transfer students with college credit in a foreign language may enroll in courses at the same level as those that duplicate previous work. Exceptions may be made by the department in the following conditions:

1. The courses involved are lower division.
2. The original study was completed three or more years prior to enrollment in the upper-division courses.

Native speakers of French, German, or Spanish are encouraged to consult department advisors concerning advanced placement in these programs.

Course Challenges
Students may challenge courses, as provided in university procedures (please see page 17). It is essential that students interested in challenging courses consult instructors of the courses they wish to challenge at the start of the semester.

Foreign Language Courses (FL)
The department of foreign languages and literatures regularly offers courses in foreign literatures in English, for which there are no foreign language prerequisite. Courses are offered in the semester indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

195 Elementary Special Studies (1-4)
Directed, individual study in a lower-division foreign language.

199 Student-Instructed Course (1-3)
A course taught by graduate students under the supervision of a department faculty member. The course content must be one covered by the regular course offerings. See the Schedule of Classes for specific course offerings.

495 Special Studies (1-4)
Directed, individual study on subject(s) of special interest. Students must prepare a proposal which is approved by the department chair.

Bachelor of Arts in French
The purpose of the French major is to enable students to attain the "advanced" level of competence in speaking, listening, reading and writing as prescribed by the American Council of Teachers of Foreign Languages (ACTFL), and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the francophone world. The French language is studied not as an end in itself, but as a vehicle for the students' broader and more informed participation in their chosen fields.

Degree Requirements
- General education: 51 units
- Major requirements: 29 units
- General electives: 44 units
- Total units needed for graduation: 124 units

Note: Students should note the prerequisites for upper-division courses.

Requirements for the Major
Complete the following 29 units:

- FREN 204 French Oral French: 3 units
- FREN 301 Advanced Comprehension and Expression: 4 units
- FREN 302 Advanced Comprehension and Expression: 4 units
- FREN 303 French Today: 3 units
- FREN 410 French Literature: 3 units

Minor in French
Requirements for the Minor
The French minor prerequisites 15 units or the equivalent of FREN 101, 102, 201, 203, 301, 303, and 401. All of these courses may have been completed elsewhere. Also, the student who wishes to minor in French is required to take:

- FREN 204 Oral French: 3 units
- FREN 301 Advanced Comprehension and Expression: 4 units
- FREN 302 French Today: 3 units
- FREN 310 French Today (3 and 5 units): 6 units
- FREN 410 French Literature (3 units): 3 units
- FREN 320 French Today (3 and 5 units): 6 units
- FREN 411 French Literature (3 units): 3 units

Total units in the minor: 17-18

French Courses (FREN)
Courses are offered in the semester indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments. Note: Unless stated otherwise, courses are conducted in French.

101 First Semester French (4) / Fall, Spring
Assumes no prior experience in French. Moves from simple, everyday greetings to basic vocabulary and phrases describing people, places, food, travel, sports, and professions. Compulsory-based testing of listening, speaking, reading, writing, and cultural skills, according to ACTFL standards. (Listening and speaking, novice-low; reading and writing, novice-high). Requires concurrent enrollment in FREN 101L.

101L Language Laboratory (1) / Fall, Spring
A minimum of two academic hours (100 minutes) weekly of practical sessions in the language laboratory. CoN only. Prerequisite: concurrent enrollment in 101.

102 Second Semester French (4) / Fall, Spring
Students progress through increasingly complex sentence structures. Listening and speaking competence tested at intermediate-low levels; reading and writing at intermediate-low levels, according to ACTFL standards. (Reading and writing, novice-high). Requires concurrent enrollment in FREN 102L. Prerequisite: FREN 101 or by examination.

102L Language Laboratory (1) / Fall, Spring
A minimum of two academic hours (100 minutes) weekly of practical sessions in the language laboratory. CoN only. Prerequisite: concurrent enrollment in 102.

203 Third Semester French (4) / Fall, Spring
Completes the lower-division cycle, followed by a variety of reading materials and an introduction to cultural materials intended to enable the student to sustain his or her independent reading. (Includes cultural knowledge) of speaking and listening skills at the intermediate-high levels, reading and writing at the intermediate-high levels, according to ACTFL standards. Requires concurrent enrollment in lab, FREN 202L. Prerequisite: FREN 102L or by examination.

203L Language Laboratory (1) / Fall, Spring
A minimum of two academic hours (100 minutes) weekly of practical sessions in the language laboratory. CoN only. Prerequisite: concurrent enrollment in 203L.

Foreign Languages / 159
204 Oral French (3-4) / Fall, Spring
Readings of major authors and oral group activities, use of periodicals and listening comprehension through video, film, tapes. Practical work in phonetics and intonation. Includes a laboratory component. Prerequisite: French 101 or consent of instructor.

495 Special Studies (1-4)
Directed individual study. Prerequisite: consent of instructor.

499 Internships (1-9)
Students in the intern program apply skills and methods mastered in their course work in French in a variety of situations in public and private sectors of society. All internships require a number of hours of work (weekly average) per unit, participation in a seminar or conferences, and a final report. Placement must be arranged in advance with department coordinator.

Minor in German

The German minor program consists of a minimum 20 units of course work in German, of which 8 units must be in upper-division courses. Additional German minor students must attain the “Zertifikat Deutsch Als Fremdsprache,” the internationally recognized basic proficiency certificate offered by the Goethe Institute. Normally, students who have successfully completed SJSU’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 see the Schedule of Classes for most current information and faculty teaching assignments. Note: Unless stated otherwise, courses are conducted in German.

101 Elementary German — First Semester (4) / Fall
Includes the first half of the new in language learning techniques. Intensive drill in German is designed to advance students to early fluency. Actual use of an internationally applicable dialectic German will proceed in increasing degrees from the very first day. Prerequisite: concurrent enrollment in GER 101L.

101L Language Laboratory (1) / Fall
A minimum of two academic hours (approximately) weekly of practice sessions in the language laboratory. CoN 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 exposure to all basic grammatical and syntactical aspects of the German language, plus a high degree of confidence in ordinary conversational discourse. Prerequisite: GER 101 and concurrent enrollment in GER 102L.

102L Language Laboratory (1) / Spring
A minimum of two academic hours (approximately) weekly of practice sessions in the language laboratory. CoN only. Prerequisite: concurrent enrollment in GER 102.

105 Elementary Special Studies (1-4)
Directed and individual study.

201 Intermediate German (4) / Fall, Spring
Review and elaboration of GER 101-102, supplemented by selected readings in such areas as philosophy, literature, art, music, history, science and popular culture. Prerequisite: concurrent enrollment in GER 102.

201L Language Laboratory (1) / Fall
A minimum of two academic hours (100 minutes) weekly of written practice sessions in the language laboratory. CoN only. Prerequisite: concurrent enrollment in GER 201.

202 Intermediate German (4) / Fall, Spring
Continuation of 201. Special emphasis on speaking ability. Prerequisite: concurrent enrollment in GER 202L. 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. CoN only.

202L Language Laboratory (1) / Spring
A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. CoN only. Prerequisite: concurrent enrollment in GER 202.

203 Community Involvement Program (1-4)
CIP involves students in basic community problems, performing such tasks as tutoring, coaching 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. CoN only.

205 The Art of Translating (3) / Fall
Intensive practice in translation from German to English, and vice versa, of prose (both literary and media-style), drama and poetry. Thorough attention is paid to the pitfalls of translation as well as to developing the special utility that good translation demands. Prerequisites: GER 301.

405 Special Studies (1-4)
Directed individual study; discussions and reports on selected topics. Prerequisite: GER 202 and consent of instructor.

Italian Courses (ITAL)

Classes are offered in the semesters indicated; if not indicated, please refer to the current class schedule. Note: Unless stated otherwise, courses are conducted in Italian.

101 First Semester Italian (4)
Assumes no prior experience in Italian. Conducted in Italian, provides immediate understanding and use of the language in practical communication, from greetings to travel, eating, shopping, entertainment, and the arts. Competency-based evaluation based on comprehension, speaking, and writing. This experimental approach emphasizes classical Romance culture (art, music, and theater) in an interdisciplinary format. All students earn 4 units upon completion. Students may earn an additional 1-2 units by completing additional assignments on software. Requires concurrent enrollment in ITAL 101L.

101L Language Laboratory (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CoN only. Prerequisite: concurrent enrollment in ITAL 101.

102 Second Semester Italian (2-4)
Conducted in Italian, this course provides a structured elaboration of the basic grammar concepts presented in ITAL 101, with an emphasis on practical use of the language. The conversational, idiomatic, and expressive vocabulary is presented in increasingly complex grammar structures. Practical skills, such as travel, shopping, and eating provide the framework for lessons. Classical Renaissance culture is presented in a series of episodes that expand the grammar and vocabulary content of each chapter. Requires concurrent enrollment in ITAL 102L.

102L Language Laboratory (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CoN only. Prerequisite: concurrent enrollment in ITAL 102L.
Bachelor of Arts in Spanish

The culture and literary traditions of Spain, the growing interest in the politics, culture and commerce of Latin America, the proximity of Mexico and the presence of a large Spanish-speaking population in California and the university's service area all contribute to shape the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program offers a full range of courses in language, literature and culture, as well as an interdisciplinary concentration with the linguistics program. Courses taken abroad in the CUSI International Program may be counted toward the major or minor.

Degree Requirements

General education .............................. 51
Major requirements ........................... 55-59
General electives .............................. 14-18
Total units needed for graduation .......... 124

Requirements for the Major

The course requirements for a major in Spanish are divided into two groups: the basic Spanish prerequisites and the Spanish major.

Basic Spanish Prerequisites

These requirements may be substituted partially or completely by two or more years of high school Spanish, a high school advanced placement certificate or college transfer credits. Native speakers of Spanish with a high school degree from their home country will be exempt.

- SPAN 101: Basic Spanish, 1st Semester ........... 4
- SPAN 101L: Language Laboratory ................ 1
- SPAN 102: Basic Spanish, 2nd Semester ....... 4
- SPAN 102L: Language Laboratory ................ 1
- SPAN 201: Intermediate Spanish, 1st Semester .... 4
- SPAN 201L: Language Laboratory ............... 1
- SPAN 202: Intermediate Spanish, 2nd Semester .... 4
- SPAN 202L: Language Laboratory ............... 1

Total units ...................................... 20-24

Electives

- SPAN 150: Elementary Conversation ............. 2
- SPAN 250: Intermediate Conversation .......... 2

Spanish Major

- SPAN 300: Advanced Composition and Conversation ... 3
- SPAN 301: Advanced Composition ................. 3
- SPAN 302: Advanced Composition .................. 3
- SPAN 304: Linguistics ................................ 3
- SPAN 305: Advanced Reading ...................... 3
- SPAN 306: Introduction to Spain .................. 3
- SPAN 307: Introduction to Latin America ........ 3
- SPAN 350: Advanced Conversation ............... 2
- SPAN 400: Special Topics .......................... 3
- SPAN 496: Seminar in Spanish Literature ........ 3
- SPAN 497: Seminar in Latin American Literature .... 3

Total major units .................................. 35

* Courses drawn from the humanities (art, CALS) or social sciences dealing with Spain or Latin America.

Sample Four-Year Program for Bachelor of Arts in Spanish

Freshman Year: 31 units

Fall Semester (14 units)

- SPAN 101L (1) ................................. 4
- GE A2 (3) ................................... 3
- GE A3 (3) ................................... 3
- GE B4 (3) ................................... 3
- Elective/minor (3) ............................ 3

Spring Semester (17 units)

- SPAN 102L (1) ................................. 4
- GE C1 (3) ................................... 3
- GE B1 (3) ................................... 3
- GE A1 (3) ................................... 3

Sophomore Year: 32 units

Fall Semester (17 units)

- SPAN 201L (counts as C4) (4) ................. 4
- SPAN 202L (counts as C4) (4) ................. 4
- GE B3 (3) ................................... 3
- GE D2 (3) ................................... 3
- GE C2 (3) ................................... 3
- GE D5 (3) ................................... 3

Spring Semester (17 units)

- SPAN 302 (4) ................................. 4
- SPAN 305 (3) ................................. 3
- GE D1 (3) ................................... 3
- Elective/minor (3) ............................ 3

Junior Year: 35 units

Fall Semester (18 units)

- SPAN 300 (5) ................................ 3
- SPAN 303 (3) ................................ 3
- SPAN 306 (3) ................................ 3
- GE C3 UD (3) ................................ 3
- GE D3 UD (3) ................................ 3
- Elective/minor (3) ............................ 3

Spring Semester (18 units)

- SPAN 301 (3) ................................ 3
- SPAN 304 (3) ................................ 3
- SPAN 495 (3) ................................ 3
- Elective/minor (3) ............................ 3
- Elective/minor (3) ............................ 3
- Elective/minor (3) ............................ 3

Senior Year: 30 units

Fall Semester (15 units)

- SPAN 303 (3) ................................ 3
- SPAN 304 (3) ................................ 3
- SPAN 496 (3) ................................ 3
- Elective/minor (3) ............................ 3
- Elective/minor (3) ............................ 3
- Elective/minor (3) ............................ 3

Spring Semester (15 units)

- SPAN 300 (4) ................................ 3
- SPAN 307 (3) ................................ 3
- Elective/minor (3) ............................ 3
- Elective/minor (3) ............................ 3
- Elective/minor (3) ............................ 3

Total semester units: 124

Teacher Credential Preparation Program in Spanish

The foreign languages department offers a subject matter preparation program in Spanish that meets the requirements for entry into a single subject (secondary) teaching credential program. The program meets the state requirement of a minimum of 30 upper-division units.

Spanish Courses (SPAN)

Classes available 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. CRNC 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 maximum of two academic hours (100 minutes) of weekly practice in the language laboratory. CRNC only. Must be taken concurrently with SPAN 102.

150 Elementary Conversation (2)

Directed conversation in Spanish for elementary-level students. Includes individual and class assignments in laboratory. May be repeated for credit. Admission by consent of instructor.

201 Intermediate Spanish, First Semester (4)

Review of fundamentals and a study of complex structural patterns. Reading of authentic cultural materials used in Spain and Latin America. Weekly compositions. Must be taken concurrently with SPAN 201L. Prerequisite: SPAN 102 or equivalent.

201L Language Laboratory (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. CRNC only. Must be taken concurrently with SPAN 201.

202 Intermediate Spanish, Second Semester (4)

Consolidation of grammar patterns in Spanish. Reading of current authentic cultural materials and weekly practice in composition. Must be taken concurrently with SPAN 202L. Prerequisite: SPAN 201 or equivalent.

202L Language Laboratory (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. CRNC only. Must be taken concurrently with SPAN 202.

250 Intermediate Conversation (2)

Practice in essential communicative fluency in Spanish. Prerequisite: SPAN 202L or equivalent.

300 Advanced Composition and Conversation (3)

Practice of advanced Spanish through literary and nonliterary texts, videos and classroom activities, to encourage the students' ability to capture and comprehend ideas in Spanish, and of use of speaking, writing and reading skills. Prerequisite: SPAN 202 or equivalent.

301 Advanced Composition (3)

Compositions to achieve a mastery of the written language. Introduction to the preparation of critical essays and studies. Weekly compositions. Prerequisite: SPAN 300.

303 Phonetics (2)

The sound system and pronunciation of standard Spanish in contrast to the sound system and pronunciation of American English. Consent includes theory and practice. Prerequisite: SPAN 202.

304 Linguistics (3)

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)

The culture of Spain in its history, literature and art. Lectures, readings and discussion. Prerequisite: SPAN 305.

307 Introduction to Latin America (3)

The culture of Latin America in its history, literature and art. Lectures, readings and discussion. Prerequisite: SPAN 305.

350 Advanced Conversation (2)

Subject matter for conversation drawn from topics of general cultural interest (politics, film, theater, folklore, etc.). May be repeated for credit. Prerequisite: SPAN 250 or equivalent.

395 Community Involvement Program (CIP) (1-4)

CIP involves students in basic community problems, performing tasks such as tutoring, coaching and reading for the blind. Students receive 1-4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. CIP is not applicable to the Spanish major or minor.

400 Special Topics (3)

A study in detail of a period, a theme, or an art form in Spanish or Hispanic literature, history, or folklore. Prerequisite: SPAN 306 and 307 or equivalent.

426 Seminar in Modern Varieties of Spanish (3)

The phonological and morphosyntactic character of contemporary regional spoken Spanish (Caribbean, Andean, Gauchos, Andalusian, etc.). A practical introductory sociolinguistic analysis of regional languages in Spain and Latin America (Galician, Basque, Catalan and Ibero-American languages). Prerequisites: SPAN 303 and 304. Only required for linguistics concentration.

495 Special Studies (1-4)

Directed, individual study on subjects of special interest. Students must prepare a proposal that is subject to the approval of the Spanish program.
496 Seminar in Spanish Literature (3)
A detailed study of a representative Spanish author. Requires discussion in class and a term paper. Prerequisites: SPAN 306 and 307 or equivalent.

497 Seminar in Latin American Literature (3)
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.

Geography

Programs offered
Bachelor of Arts in Geography
Minor in Geography
Teaching Credential Preparation

Department Office
Stevenson Hall 2054, 707-664-2194
www.sonoma.edu/GIC/geogdept.htm

A major in geography provides a study of both the natural and cultural environments. This blend of the natural and social sciences offers a broad based field of knowledge for a liberal arts education.

A small department with close student-faculty relationships, geography provides a course of study that is well rounded yet flexible enough to fit specific educational goals of students. Within the range of required courses, students will broaden their research and writing skills, work on various practical projects and problems, and gain field experience. For those who plan to pursue graduate studies in geography, the major provides the necessary knowledge and skills through a balance of cultural and physical course work, methodological viewpoints and geographic techniques. A strong intern program affords students on-the-job experience. Students who so choose may pursue a special concentration in the major in either earth science or cultural studies.

The geography department has a fully equipped cartographic laboratory for both manual and digital cartography, as well as a Pentium-equipped computer laboratory for geographic information systems (GIS) and image processing. The GIS lab includes a file server, a Sun SparcStation, Arc/Info and other GIS and graphics software, digitizing tablets and color plotters. The department is home to the Geographic Information Center (GIC), which conducts research and service projects in the region. The department operates a base station for the local positioning system (GPS) and maintains several GPS mobile receiver units. The department also houses extensive collections of maps, aerial photographs and remotely sensed imagery, and one of the most complete historical weather libraries in California. A facsimile weather map recorder records weather data with current weather data to complement historical resources.

Geography majors who will have upper-division standing may apply for the Terence M. Smith Geography Scholarship, the Geography Alumnus Scholarship or the Claude Mizard Memorial Scholarship. Students pursuing studies in climatology, meteorology or oceanography are eligible to compete for the annual Call Memorial Scholarships.

Sonoma State University graduates in geography have gone into teaching positions in primary, secondary and higher education; to graduate programs in schools across the country; into environmental analysis and regional planning firms; into local and regional planning agencies; into state and federal agencies; and into many private businesses where geographical knowledge has provided them with a well-balanced background.

Bachelor of Arts in Geography

Degree Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>51</td>
</tr>
<tr>
<td>Geography courses</td>
<td>42</td>
</tr>
<tr>
<td>Supporting courses</td>
<td>8</td>
</tr>
<tr>
<td>General electives</td>
<td>23</td>
</tr>
<tr>
<td>Total units needed for graduation</td>
<td>124</td>
</tr>
</tbody>
</table>

Note: Geography majors may double-count no more than two courses for both GE and geography course requirements.

Major Core Requirements

<table>
<thead>
<tr>
<th>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>3-4</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>Senior Seminar in Geography (spring only)</td>
<td>4</td>
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</table>

One upper-division physical geography course from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 310</td>
<td>Meteorology (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Geomorphology (4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 370</td>
<td>Climatology (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 416</td>
<td>Biogeography (4)</td>
<td></td>
</tr>
</tbody>
</table>

(At least one of these will be offered each semester.)

One upper-division cultural geography course from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 320</td>
<td>Political Geography (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 330</td>
<td>Historical Geography of North America (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 335</td>
<td>Rural Geography (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Economic Geography (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 350</td>
<td>Urban Geography (3-4)</td>
<td></td>
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</tbody>
</table>

(At least one of these will be offered each semester.)

One regional area studies course from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 391</td>
<td>The Regional Geography of North America (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 392</td>
<td>Latin America: Culture and Environment (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 420</td>
<td>Regional Geography of Europe (3-4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 460</td>
<td>Seminar in Area Studies (3-4)</td>
<td></td>
</tr>
</tbody>
</table>

(At least one of these will be offered each semester.)

One techniques course from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GEOG 380</td>
<td>Map, Air Photo and Satellite Interpretation (4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 385</td>
<td>Cartography and Computer Mapping (4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 387</td>
<td>Intro to Geographic Information Systems (4)</td>
<td></td>
</tr>
</tbody>
</table>

(At least one of these will be offered each semester.)

Total units in the major core: 26-27
Sample Four-Year Program for Bachelor of Arts in Geography

Geography has not traditionally had freshmen students begin the major. This suggested plan, however, urges them to take one of the lower-division introductory geography courses in the spring of their freshman year. In addition, this plan does not identify the elective courses within the major, nor the electives in the required supporting courses, both of which should be chosen after consultation with the geography advisor(s). The sequence of courses taken is a suggestion only, so please see your geography advisor each semester for assistance.

Freshman Year: 30 units
Fall Semester (15 units)
BIO MATH (B4) (3) GE PHIL 101 (A3) (3)
GE ENG 101 (A2) (3) GE UNIV 201 (A1) (3)
GE (3) GE GEOG 201 (D2) (3)
GE (3), University Elective (3) GE, University Elective (3)
Spring Semester (15 units)
Fall Semester (15 units)
GE (3) GE GEOG 204 (B3) (4)
GE (3), GE (3) GE (3), GE (3) (3)
GE (3) GE (3) GE (3) University Elective (3)
University Elective (3) University Elective (3)
Sophomore Year: 31 units
Fall Semester (15 units)
Upper-Division (4) Upper-Division (4)
Geog (Regional Course) (4) Geog (Regional Course) (4)
Geog (Upper-Div. Ecological) (4) University Elective (3)
University Elective (1-2) University Elective (1-2)
Senior Year: 31 units
Fall Semester (16 units)
Geog Elective (4) Geog Elective (4)
Geog Elective (3-4) Geog Elective (4)
Upper-Division Ge (3) University Elective (3)
University Elective (1-2) University Elective (1-2)
Total semester units 124

Minor in Geography

Geog 203 Cultural Geography 3
Geog 204 Physical Geography 3
Upper-division course in consultation with professor 3-4
Total units in the minor 12

Teaching Credential Preparation

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

Geography Courses (GEOG)

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

Field Experience, 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.

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-study of towns and villages involving interviews, 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. Prerequisites: consent of instructor.

Political Geography (3-4)

An inquiry into the structure and characteristics of political units in order to compare the concepts of state and nation state. The nature of boundaries, frontiers and state zones is studied in detail, and the development of geopolitical theories is traced.

Historical Geography of North America (3-4)

A study of the settlement history of North America and of the changing concepts of man-environment relationships in the chronology of the Europeanization of the American landscape. Investigations into where and why people settled as they did, and the origins of the economic and spatial relationships that constitute the present American scene will be the focus of the course.

Rural Geography (3-4)

The origins, development and spread of domesticated plants and animals. Consideration of diverse agricultural systems, rural settlement types and land use, and modern trends in rural land use and agriculture.

Social Geography (3)

Studies aspects of geography, migration, and the spatial dimension of social organization. Includes in the course are the spatial perspectives of social well-being, poverty, crime and ethnicity. The spatial structure of human settlement, as well as political. Issues of social inequality will be discussed. Satisfies upper-division GE, category B (Integrated Person).

Economic Geography (3-4)

The study of the various ways by which people make a living in varied cultural and physical environments. Principles of locational decision making are examined along with their influence on bringing people and materials together. Topics of discussion will include manufacturing, transportation and marketing.

Urban Geography (3-4)

A consideration of urban origins, the diffusion of the city, and modern-day inner- and intricacy 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.

Geomorphology (4)

Lecture 3 hours; laboratory, 3 hours. Explores the relationships betwennature processes such as weathering, mass movements, running water, wind, ice and glacial ice, and the landslides these processes create. The course looks at geomorphic systems and the role of tectonics and climate in changing the balance of these systems. Actual research
projects are presented to demonstrate geographic approaches to envi-
ronmental questions. Students are exposed to research methods in the
field and lab. Field trips and field reports, use of maps, and hand-on
labs are included. A fee will be charged for this course. Prerequisites:
GEOG 204, GEOL 102, or consent of instructor.

370 Climatology (3-4)
An exploration of the atmosphere, how it differs from place to place and
time to time. The role of radiation, temperature, humidity, evaporation,
cloudiness, precipitation and surface factors (topography, exposure and
altitude) in differentiating world climates. Climate’s influence on man
physically and culturally, be it in history and prehistory. Climate change,
droughts and floods, and solar radiation are among the topics investigated
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
in the pursuit of past climate and future climate models. This course
will be a required part of the course. The range of theories regarding past, present and future
climate, and the response of the environment to such changes will be
explored in detail. Prerequisite: GEOG 204 or consent of instructor.

375 Natural Hazards (2)
A survey of natural hazards in relation to human activities around the
world, emphasizing hazards from weather and geological sources. Weather and climate-related hazards such as hurricanes, tornadoes,
wind, fire, intense precipitation and drought, and geological hazards such as landslides, flooding, earthquakes and volcanism are explored. Al-
though the focus is on naturally occurring hazards, the human is a
catalyst influencing the frequency and intensity of hazard occurrences,
and the increasing risk of damage to human property is an integral part of
the course.

380 Map, Air Photo and Satellite Interpretation (4)
Lecture, 2 hours; laboratory, 6 hours. Observation and analysis of the
physical and cultural environment through interpretation of topo-
graphic maps, aerial photographs and non-photographic remote sensing
imagery. Emphasis on fundamental geometric properties of maps,
images and satellite imagery, and their use in field investigations
involving past and present land use, resource evaluation, geology, soils,
vegetation and hydrology.

385 Cartography and Computer Mapping (4)
An introduction to map and graphic methods in geography: history,
design, theory and construction in various media, both manual and
computer. Topics include map projections, scale, generalization, data
input and processing, color, and map production. Emphasis is placed on
effective communication through design. Exercises guide students
through increasingly complex constructions with manual cartography
and computer mapping.

387 Introduction to Geographic Information Systems (4)
Lecture, 3 hours; laboratory, 3 hours. The principles of geographic
information systems (GIS), including their use as a tool for collec-
tion, input, analysis and output of spatial data. Topics include ele-
ments of a GIS, data structures and their management, and basic
input and output functions. Hands-on exposure to computers and GIS
software packages is provided during the laboratory. Prerequisite:
CS 101 or consent of instructor.

405 Special Studies (1-4)
Special studies may be arranged to cover an area of interest not covered
in the courses otherwise offered by the department. Prerequisites: completed special studies form and consent of the instructor.

496 Selected Topics in Geography (2-5)
A single subject or set of related subjects not ordinarily covered by the
government department. Offerings will vary depending on faculty,
experimental courses and educational needs.

499AB Geography Internship Program (2-5)
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 Somers State University service area.
Credit is given for three hours per unit work per week as arranged with
the intern coordinator. GEOG 499A is offered Fall; GEOG 499B is
offered in Spring.

Graduate Study
The geography department does not offer an M.A.; however, students in
graduate programs such as interdisciplinary studies, cultural re-
nources management, and history may arrange to do graduate-level
research with members of the geography faculty. Students should consult
with the chair of the geography department and their graduate
advisor before arranging for graduate-level studies in geography.

595 Special Studies (1-6)
Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.
Prerequisites: consent of instructor and completed special studies form.
Geology

Programs offered
Bachelor of Science in Geology
Bachelor of Arts in Geology
Minor in Geology
Secondary Education Teaching Credential Preparation

Department Office
Darwin Hall 126, 707 664-2334

Geology is the study of the materials, structures, processes and history of the earth. Philosophically, it allows us to realize our place in the physical universe within the enormity of geologic time. Practically, it leads to understanding of earth processes, the formation of rocks and minerals, and the energy supplies and materials that support our civilization.

The evolution of modern geologic thought was based on field studies; thus, geology is primarily a field science. The basis for field analysis is a firm background in the principles of geology. The department is committed to undergraduate training that includes a well-balanced treatment of geologic principles, with an emphasis on field studies. Students take a fundamental curriculum that concentrates on the analysis of rocks and minerals, geologic mapping and report writing. Techniques of field study are part of the fundamental curriculum. Six field mapping classes are required. Required courses in physics, chemistry and mathematics support understanding of geologic principles. Within the general field of geology, students may choose from major programs that lead to either the B.A. or B.S. professional preparation. 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 should consult with a departmental advisor about their plans 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 decide to do their own work in mathematics and statistics.

Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOF 304</td>
<td>Geologic Mapping and Report Writing</td>
</tr>
<tr>
<td>GEOF 305</td>
<td>Optical Mineralogy</td>
</tr>
<tr>
<td>GEOF 307</td>
<td>Igneous and Metamorphic Petrology</td>
</tr>
<tr>
<td>GEOF 308</td>
<td>Igneous and Metamorphic Field</td>
</tr>
<tr>
<td>GEOF 411</td>
<td>Sedimentary Petrology</td>
</tr>
<tr>
<td>GEOF 412</td>
<td>Sedimentary Petrology Field</td>
</tr>
<tr>
<td>GEOF 413</td>
<td>Palaeontology</td>
</tr>
<tr>
<td>GEOF 417</td>
<td>Structural Geology</td>
</tr>
<tr>
<td>GEOF 418</td>
<td>Structural Geology Field</td>
</tr>
<tr>
<td>GEOF 420</td>
<td>Field Geology</td>
</tr>
<tr>
<td>GEOF 427</td>
<td>Advanced Field Geology</td>
</tr>
</tbody>
</table>

Major Electives
Choose 9 units of upper-division geology electives in consultation with an advisor.

Total units in the major core: 37

Total units in major electives: 9

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115A</td>
<td>Introductory General Chemistry</td>
</tr>
<tr>
<td>PHYS 114</td>
<td>Introduction to Physics I</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Laboratory</td>
</tr>
<tr>
<td>PHYS 214</td>
<td>Introduction to Physics II</td>
</tr>
<tr>
<td>PHYS 216</td>
<td>Introductory Laboratory</td>
</tr>
<tr>
<td>MATH 161</td>
<td>Calculus I with Analytic Geometry</td>
</tr>
<tr>
<td>MATH 211S</td>
<td>Calculus II with Analytic Geometry</td>
</tr>
</tbody>
</table>

(MATH 211S is the 4-unit version of MATH 211S and is highly recommended)

Total units in supporting courses: 26

Total units in the major: 72

Sample Four-Year Plan for Bachelor of Science in Geology

Freshman Year: 28 units
Fall Semester: (14 units)
GEOF 102 (3) | Spring Semester: (14 units)
CHEM 115A/116A (5) | GEOF 105** (3)
GEOF 305 (4) | CHEM 115B/116B (5) | GE (6)
GEOF 307 (4) | GE (6)

Sophomore Year: 31 units
Fall Semester: (16 units)
GEOF 303 (4) | Spring Semester: (15 units)
GEOF 205 (2) | MATH 211S (2) | GE (6)
MATH 161 (4) | GEOF 413 (4)

Total units needed for graduation: 124

Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOF 205</td>
<td>Mineralogy</td>
</tr>
<tr>
<td>GEOF 303</td>
<td>Advanced Principles of Geology</td>
</tr>
<tr>
<td>GEOF 304</td>
<td>Geologic Mapping and Report Writing</td>
</tr>
<tr>
<td>GEOF 305</td>
<td>Optical Mineralogy</td>
</tr>
<tr>
<td>GEOF 307</td>
<td>Igneous and Metamorphic Petrology</td>
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<td>GEOF 308</td>
<td>Igneous and Metamorphic Field</td>
</tr>
<tr>
<td>GEOF 411</td>
<td>Sedimentary Petrology</td>
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<tr>
<td>GEOF 412</td>
<td>Sedimentary Petrology Field Course</td>
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<tr>
<td>GEOF 413</td>
<td>Paleontology</td>
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<td>GEOF 417</td>
<td>Structural Geology</td>
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<tr>
<td>GEOF 420</td>
<td>Field Geology</td>
</tr>
<tr>
<td>GEOF 427</td>
<td>Advanced Field Geology</td>
</tr>
</tbody>
</table>

Total units in the major core: 37

Major Electives
Choose 9 units of upper-division geology electives in consultation with an advisor.

Total units in major electives: 9

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115A</td>
<td>Introductory General Chemistry</td>
</tr>
<tr>
<td>PHYS 200A</td>
<td>Introductory General Physics with Laboratory</td>
</tr>
<tr>
<td>MATH 161</td>
<td>Calculus I with Analytic Geometry</td>
</tr>
</tbody>
</table>

Total units in supporting courses: 22

Total units in the major: 68

Minor in Geology
Completion of a minimum of 20 units from geology department courses will constitute a minor in geology. Six of the 20 units must be upper division. Students should consult with an advisor in the geology department regarding required courses.

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

Geology majors should not take a course from the approved Physical Science Waiver Program prior to January 1995 must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy and geology. Another part of the examination will test depth of knowledge in a particular area, such as geology. The B.A. or B.S. degree in geology is recommended to prepare for the part of the examination that tests breadth of knowledge in geology. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see page 284.

For more information, please contact Professor Rulett Eicken, Darwin Hall 236A, 707 664-2334.

Geology Courses (GEOF)
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 (3) Fall, Spring Lecture, 2 hours; laboratory, 3 hours. A study of the minerals, rocks and landforms that make up our earth in the context of the dynamic forces that form them. Emphasis on local geology, including formations and other environmental aspects. Laboratory study of minerals, rocks and maps. Required one-day field trip on a weekend. Fee required. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirements.

105 The Age of Dinosaurs (3) Fall, Spring Lecture, 3 hours. The life and death of dinosaurs as evidenced by the fossil record will be studied to show how geology and biology combine in the discipline of paleontology. The evolution of dinosaurs over a 150
110 Earthquakes, Volcanoes and Mountains (3) Fall/Spring
Lecture, 3 hours. The natural disasters caused by earthquakes and volcanoes are related to the powerful forces within the earth that form mountains. Plate tectonics is the framework for our study of these dynamic earth changes. Fee required. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis).

111 Field Geology of Yosemite National Park (1) Spring
Field and Lecture study of the geology and geomorphic history of Yosemite and the Sierra Nevada. One-day local field trip; three-day Yosemite field trip; fee required. Prerequisite: GEOL 102 or GEOG 110, or consent of instructor.

120 Regional Field Geology (3) Spring
Lecture, 1 hour, 1 lab. Field study of rocks, minerals and landforms, and the processes that form them. A 10-day field trip to the Death Valley area is taken during spring vacation. Not intended for geology majors. Fee required. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis) and laboratory requirements. Prerequisite: GEOL 102; students must be in good physical condition.

205 Geochemistry (2) Fall
Lecture 1 hour; laboratory 2 hours. Principles of chemical, isotopic, and organic chemical processes associated with the formation of minerals and rocks. Laboratory sessions emphasize the understanding of chemical processes through determination of both the physical and chemical characteristics. Prerequisite: GEOL 102 or concurrent enrollment in GEOL 303 and CHEM 111A/116A.

203 Advanced Principles of Geology (4) Fall
Lecture, 3 hours; laboratory, 3 hours. Advanced treatment of the principles, methods and tools of geology emphasizing the processes that build the earth. Required of all prospective geology majors; recommended for those students who have taken GE 101 and are interested in the study of the earth as a dynamic system. Fee required. Prerequisite: GEOL 102; strong science background recommended.

304 Geologic Mapping and Report Writing (1) Spring
Field study of rock types and their formation. Field study and report preparation. Fee required. Prerequisite: concurrent enrollment in GEOL 303. Students must be in good physical condition.

305 Optical Mineralogy (3) Fall
Lecture, 1 hour; laboratory, 6 hours. Introduction to crystallography and the principles of optical mineralogy. Laboratory exercises are devoted to understanding the properties of crystal lattices and the fundamentals of mineral identification with the petrographic microscope. Prerequisites: MATH 107 and completion of or concurrent enrollment in GEOL 205 and 303.

306 Environmental Geology (3) Fall/Spring
Lecture, 3 hours. Study of geological principles and processes as they relate to our natural environment emphasizing interaction between human activities and the geological environment. Major topics include the nature and behavior of rocks and soils, earthquakes and their associated hazards; landslides, slope stability and building construction; groundwater and pollution; stream processes and flooding; shoreline processes and coastal development; engineering geology and construction of highways and dams; development of natural resources, conservation and ecology. Specific content varies year to year, depending on instructor. Prerequisite: GEOL 102 or consent of instructor.

307 Igneous and Metamorphic Petrology (4) Spring
Lecture, 2 hours; laboratory, 6 hours. A study of the origin, properties, classification and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures and structures of the more common rock types. Laboratory work will emphasize the understanding of the specimen analysis and microscopie petrography. Prerequisites: GEOL 305 and completion of or concurrent enrollment in CHEM 113B or 116B.

308 Igneous and Metamorphic Petrology Field Course (1) Spring
Field studies done in conjunction with GEOL 307. Required weekend field trips. Fee required. Prerequisites: GEOL 304 and concurrent enrollment in GEOL 307. Students must be in good physical condition.

322 Hydrology (3) Spring
Lecture, 3 hours. Water as a natural resource, the hydrologic cycle, distribution of water on the earth. Atmospheric, water, soil, water, runoff and groundwater as related to water supply and use. Applications to problems of flood control, water management and water pollution, with special emphasis on California and Sonoma County. Prerequisites: GEOL 102 or consent of instructor; MATH 106 or 107.

326 Stratigraphy and Earth History (4) Spring/Summer
Lecture, 3 hours; laboratory, 3 hours. The principles of stratigraphy and historical geology will be discussed, with special emphasis given to the application of these principles to the geologic development of North America. The stratigraphic history of California will be treated in detail. The use of sedimentary rocks, fossils and structural principles will be discussed, especially as they relate to our understanding of historical geology. Laboratory work will include a study of sedimentary rocks and their properties, fossils and their occurrence and distribution, the construction and interpretation of various types of stratigraphic maps, and detailed studies of selected maps representing the various geologic provinces of North America. Required field trip. Prerequisite: GEOL 303 or consent of instructor.

395 Community Involvement Program (1-4) Fall/Spring
Involves students in community problems such as zoning, aiding in school science classes, and advising of county agencies. A total of 6 units of CIP credit may be applied toward a degree. May be taken by petition only. Not applicable to the geology major.

396 Internship in Geology (1-4) Fall/Spring
Professional work for a geologic firm or agency. Hours of work to be agreed upon. Fee required. Prerequisite: GEOL 303 and consent of instructor.

400 History of Physical Science (3) Spring, odd years
Lecture, 3 hours. A survey of the historical development of the physical sciences. Crosslisted as PHYS 400. Prerequisite: upper-division standing and consent of instructor.

406 X-Ray Mineralogy (2) Fall, odd years
Lecture, 1 hour; laboratory, 3 hours. Introduction to the use of x-ray diffraction and powder techniques. Prerequisites: CHEM 115A/116A and GEOL 303, and consent of instructor.

410 Geophysics (3) Spring, odd years
Lecture, 2 hours; laboratory, 3 hours. The principles of physics as they are related to the earth. Physical basis for the methods of geophysical investigation: seismology, gravity, magnetics and electromagnetism. Application of geophysical methods to geologic problems such as oil exploration and plate tectonics. Field work and analysis of geophysical problems using geophysical instruments. Extensive use of computer. Required field trips. Prerequisites: GEOL 102 or 303, MATH 161 and PHYS 111.

411 Sedimentary Petrology (4) Fall
Lecture, 3 hours; laboratory, 3 hours. The description, classification and origin of sedimentary rocks. Discussion of weathering and origin of sediment; sediment transportation and sedimentary structures, classical and nonclassical classifications, 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) Full
Field studies done in conjunction with GEOL 411. Required weekend field trips. Prerequisites: GEOL 308 and concurrent enrollment in GEOL 411. Students must be in good physical condition.

413 Paleontology (4) Fall
Lecture, 3 hours; laboratory, 3 hours. Study of the fossils in their geological context. Topics include taxonomy, morphology, evolution, biogeography, extinction and biostratigraphy of the major groups of invertebrate, vertebrate and plant fossils. Laboratory work will include becoming familiar with stratigraphically important fossil groups and the use of fossils in solving both geological and biological problems. Prerequisite: GEOL 102 or 303.

417 Structural Geology (4) Fall
Lecture, 3 hours; laboratory, 3 hours. Introduction to tectonic 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, use of surveying instruments, preparation of field reports. Fee required. Prerequisites: GEOL 411, 412, 417 and 418. Students must be in good physical condition.

422 Geochronology (3) Spring, odd years
Lecture, 3 hours. Introductory cosmochemistry and origin of the elements; meteorites; the earth as a chemical system, chemistry of processes at the surface of the earth; mineral crystal chemistry; introduction to geochronology and stable isotope variations in nature; thermodynamics and its geological application; geochemical prospecting. Prerequisite: GEOL 303, CHEM 115A/116A, 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 suites. Prerequisites: previous or concurrent enrollment in GEOL 307 and CHEM 115B/116B.

427 Advanced Field Geology (4) Summer
A minimum of five weeks of detailed mapping in igneous, metamorphic and sedimentary rocks, and the preparation of field reports and geological maps. Students may also complete this course at another university, but should do so only in consultation with the geology department. Students must demonstrate equivalence in terms of field hours and course content to GEOL 427 as offered at Sonoma State. Prerequisite: senior standing in geology. GEOL 420 strongly recommended.

495 Special Studies (1-4) Fall/Spring
Individual study, under guidance of an advisor, of an advanced field, laboratory or literature problem. Students must qualify and adhere to the department policy on independent study outlined below. Prerequisite: approval of advisor.

Department Policy on Independent Study
1. The student must have a 3.00 or higher grade point average.
2. The student must have demonstrated ability to work independently and do quality work in field classes.
3. The student must have submitted a detailed proposal of work to do, schedule and results expected.
4. The student must have a faculty sponsor who is willing to advise the project and will set up a schedule of meetings for this purpose. This will be reported on the standard University Special Studies form and signed by the student, faculty advisor and department chair.
5. A copy of all documents and two copies of the final paper or report will be filed with the department office before a grade will be assigned.

496 Selected Topics in Geology (1-3)
An intensive study of an advanced topic in geology. May be repeated for additional credit with new subject matter. Prerequisite: adequate preparation for topic under consideration. Additional fee may be required.
Gerontology

Programs offered
Minor in Gerontology
Gerontology Certificate

Department Office
Stevenson Hall 3075/3092, 707-664-2581/2452

The study of gerontology provides students with a broad, multidisciplinary perspective to examine the aging process and to understand the significance of age in biological, social, psychological, and political processes. Participation in the gerontology program encourages students to view aging as a normal part of the life cycle, to become aware of the aging process so that they may view it in others with understanding, and eventually in themselves with equanimity, to gain 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 phenomena posed by a longer life span and a dramatically increased population of older persons, students develop their critical faculties and problem-solving abilities. The field of gerontology offers students opportunities to engage in first-hand research, to develop conceptual analyses, and to plan community projects, as well as to develop a strong background for career development. Those who already work as volunteers or staff in agencies serving the elderly will find the gerontology program valuable in updating their training.

Students who plan to pursue professional degrees in psychotherapy, medicine, dentistry, nursing, or social work will find the courses in the gerontology program will assist them in understanding the problems of their future clients. Students may choose to complete: I. the minor in gerontology; II. certify in gerontology; or III. take a major in gerontology at either the bachelor’s or master’s levels. In the special major program, students construct individually designed interdisciplinary majors, in consultation with the gerontology program director and special major advisor.

Minor in Gerontology
Students must complete the following 22-unit program:

Minor Core Requirements

Biol 318 Biology of Aging..............................................3
Gern 300 Basic Gerontology.........................................3
Gern 319 Aging and Society........................................4
Gern 499 Gerontology Practice......................................4
Gern 421 Psychology of Aging; or
Gern 500 Social and Psychological Issues in Aging............4
Total units in the core course........................................18

Minor Electives

Choose courses to total a minimum of 4 units from the following list: AMCS 433 Aging and Ethnic Minorities (4)
BIOL 224 Human Physiology (5) (3)
BIOL 380 Human Nutrition (4)

174 / University Curricula • Gerontology

1. ECON 393 Economics of Health Systems (4)
2. GERN 312 Adult Development Lecture Series (2)
3. GERN 317 Emotions and Adult Life
4. GERN 332 Death and American Culture (4)
5. GERN 408 Transitions in Adult Development (4)
6. GERN 422 Living and Dying (4)
7. GERN 452 Health Care and Illness (4)
8. NURS 493 Health Care Delivery and Financing (3)
9. PHS 450 Leading Physical Fitness Programs (2)
10. PSY 404 Psychology of Women (4)

Total units in minor electives........................................4
Total units in the minor................................................22

Certificate in Gerontology
The 28-unit certificate program is open to those students who are completing or who have received a bachelor’s degree.

Certificate Core Courses

Biol 318 Biology of Aging..............................................3
Gern 300 Basic Gerontology.........................................3
Gern 319 Aging and Society........................................4
Gern 499 Gerontology Practice......................................4
Gern 421 Psychology of Aging; or
Gern 500 Social and Psychological Issues in Aging............4
Total units in the certificate core..................................24

Certificate Electives

Choose courses to total a minimum of 6 units from the minor-electives list above.
Total units in the certificate electives.................................6
Total units in the certificate............................................28

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

300 Basic Gerontology: A Survey of Concepts, Issues and Services for the Elderly (3) / Fall, Spring Introduces the study of aging from biological, psychological, sociological, and environmental perspectives. Aging is presented as a normal stage of development with both positive and negative aspects. Specific issues discussed include: health care, housing, income maintenance, and advocacy. Satisfies GE category E (The Integrated Person).

305 Issues in Gerontology (2-4)
Focuses on contemporary issues and topics in gerontology. Selected issues incorporating ethical, cultural, social, psychological, and policy perspectives may be offered. Consult Schedule of Classes for specific topic and current unit offering. May be repeated for credit.

312 Adult Development Lecture Series (2) // Fall Lectures and presentations on thematic issues in the field of adult development and aging. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit. Consulted as PSY 312.

317 Emotions and Adult Life (3)
Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relationship 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. Consulted as SOCT 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). Consulted as SOCT 319.

322 Death and American Culture (4)
The role of 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. Satisfies GE category D4 (Psychology: dying, caregiving, grieving and being suicidal). Consulted as SOCT 332.

399 Student-Instructed Course (1-4)
A course designed by an advanced student, approved by the gerontology program, and taught by the student under the supervision of his/her faculty sponsor. Consult the Schedule of Classes for topic to be studied. May be repeated for credit.

408 Transitions in Adult Development (4)
Spring Transitions are key events in adulthood because they require change. This course explores how women and men experience and shape the changes that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or "off-time" transitions and develops understandings of how these transitions shape the development of an individual through adulthood and later life. Consulted as PSY 408.


422 Living and Dying (3-4) // Spring, even years This course explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss as a transformative process, aging, the dying process, bereavement, suicide, homicide, near-death experiences, mythology, and immortality will be addressed. Consulted 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 drug abuse. The class is appropriate for anyone interested in disability, whether for personal or professional reasons. Consulted with PSY 438.

452 Health Care and Illness (4) // Fall, even years A dual focus on the social organization of health care and the social psychology of illness. Analyses of the structure of care, patient - practitioner relationships, and treatment ideologies. Emphasis on the patient's experience of illness, intimate relationships, and self-images. Consulted as SOCT 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. Prerequisites: GERN 300 and consent of instructor. A maximum of 12 units of special study and internship credits may be applied as supporting units.

487 Interdisciplinary Seminar (4)
Explorations of basic human problems as reflected in the arts, humanities, social sciences or natural sciences. Resource persons from other disciplines will participate.

490 Internship Seminar (1)
In this optional seminar, students report on the progress of their internships and discuss institutional procedures and 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 enhancement of professional networks. Requirements: concurrent enrollment in GERN 499 and consent of instructor.

495 Special Studies (1-4) // Fall, Spring Students may propose to participate in independent projects or continuing research with the approval and guidance of the faculty member. The special study may extend for more than one semester. May be repeated for credit.

499 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 NC/NC

500 Social and Psychological Issues in Aging (3-4)
Spring, odd years Analysis of the aging process and the social implications of it. Selected issues provide exploration of relationships between psychological and social development in later life. Developmental, historical, cultural, psychological, and policy perspectives may be offered. Consult Schedule of Classes for specific topic. Consulted 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.

175 / Gerontology
Special Major in Global Studies

The ITDS 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 foreign 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 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, a foreign language and an international or cross-cultural living or work experience. Since the core and basic area requirements include general education courses, students may meet 18 units of GE while completing major requirements. The approved concentrations include Central Europe, Latin America and International Economic Development. In exceptional cases students may 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 year of college study and submit a two-page statement of interests, background, goals and values to the program coordinator.

Students must take both core courses and one course from each of seven basic areas.

Degree Requirements

<table>
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<th>Requirements</th>
<th>units</th>
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<td>General education</td>
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<td>Basic Areas</td>
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<tr>
<td>Concentrations</td>
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<tr>
<td>Electives</td>
<td>37</td>
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<td>Total units needed for graduation</td>
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I. Core Requirements

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<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>HUM 200 Written and Oral Analysis (Global Studies section) (3)</td>
<td>2</td>
</tr>
<tr>
<td>GEOG 303 World Regional Geography (3-4)</td>
<td>3</td>
</tr>
<tr>
<td>Integrative Seminar</td>
<td>2</td>
</tr>
<tr>
<td>International Living, Study or Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>Captive Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Language Study</td>
<td>10</td>
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</tbody>
</table>

II. Basic Areas

Complete at least one course from each of the following areas:

- **Culture**
- **Anthropology**
- **Geography**

III. Concentrations

No courses from the basic areas may be used to satisfy the concentration requirements.

Central Europe 20 units

Take 12 units from Group 1 and choose 8 from Group 2:

**Group 1**

- GER 301 Advanced Composition and Conversation (3)
- GER 302 Advanced Composition and Conversation (3)
- GER 310 Germany Today (3)
- GER 405 Art of Translation/Beginning Interpretation (3)

**Group 2**

- HIST 411 The Enlightenment to WWI (4)
- HIST 412 Europe Since 1914 (4)
- HIST 417 Origins of Modern Russia (4)
- HIST 418 Revolutionary Russia (4)
History

Programs offered
Bachelor of Arts in History
Master of Arts in History
Minor in History
Teaching Credential Preparation

Department Office
Steinmon Hall 2010, 707-664-2313

Department Chair
Clarice Stutz

Administrative Coordinator
Mike Kirby

History is an interdisciplinary discipline that studies both our collective and our individual pasts. It is holistic because it is involved with humanity in all of its dimensions, interests and activities, from the economic and political to the psychological and cultural. Thus, the study of history encourages students to reflect upon and analyze the interrelationship of ideas and material circumstances and of individual and group behavior as revealed in a wide range of human institutions and activities. The study of the ways in which humanity has organized itself, interacted and explained its existence not only promotes the development of a historical perspective on the present but also provides a means of assessing the potential for change. The study of other cultures and their histories also fosters the development of a broader worldview as well as other perspectives on one’s own culture. In addition, the study of history helps the student select areas and periods as well as individually designed research projects.

The history major is designed both to provide the basis for an excellent liberal arts education and to meet the needs of individual students. Within the specific requirements of the major, students receive basic instruction in the history of their own country as well as that of other cultures. They are also introduced to methods of historical inquiry, to different philosophies of history, and to historical writing. Beyond these requirements, students may arrange course work that meets their needs and interests. Course offerings provide opportunities to study selected areas and periods as well as individually designed research projects.

A history major’s skills in historical analysis, writing and research are highly useful in a variety of careers and professions.

In addition to preparation for teaching and graduate work within the discipline of history, the history major provides an excellent background for many postbaccalaureate programs, including law, business, library science, archival research and government careers.

Students who plan to pursue graduate work or a teaching career are advised to diversify their studies rather than concentrate on any single geographic area or nation-state. Those who plan extensive graduate study are encouraged to take foreign language courses and to consider the history honors program. Credential candidates should consider securing classroom experience in a community-involvement program.

Bachelor of Arts in History
The B.A. in history is a 40-unit program that students in consultation with a departmental advisor. Course grades Co/NC are not applicable to the history major, except in the case of HIST 497 Internships, where 3 units of Co/NC are accepted.

Degree Requirements
General education units 41
Major requirements 40
General electives 12
Total units needed for graduation 124

Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HIST 201</td>
<td>Foundations of World Civilization (3)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 202</td>
<td>Development of the Modern World (3)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 251</td>
<td>The United States to 1877 (3)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 252</td>
<td>The United States Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 391</td>
<td>The Study of History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 498</td>
<td>Senior Seminar</td>
<td>4</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 units must include one upper-division course in European history and one course on an area of the world other than the United States or Europe, and 17 units must be upper division.

Total units in major electives: 20
Total units in the major: 124

History Honors Program
Eligible students must have completed the major core requirements, except for the Senior Seminar, to earn the honors degree. 

Faculty
Judith Abbott / Medieval Europe and Rome
Randall A. Dodgen / Asia and the Pacific Basin
Denise E. Harris / U.S. Foreign Relations and Modern U.S. History
LeVall Hallman / Modern U.S., African History, Black History and Women's History
Robert A. Karfunkel / U.S. Social History
Daniel W. Markovin / Early American History and California History
Peter J. D. Mellers / Modern Britain, Modern Europe, Journalism and the Media
William Clay Pool / Ancient Near East, Archaeology and Egyptology, Religious Ideas
Clarice Stutz / Social History, Post-Civil War U.S. History and Historical Methods
Stephen D. Warriner / Russian and Eastern Europe

History / 179
Teaching Credential Preparation
The history department participates in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment examination in the social sciences. History majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact Professor Dennis Harris, department of history.

Master of Arts in History

Requirements for Admission
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 3.0 or better in the undergraduate history major and in previous graduate courses attempted as evidenced by the transcripts furnished. Grade point average of 3.2 or better in history for non-majors.
3. Completion of the Graduate Record Examination (general test or, for non-majors, the subject test in history) with scores acceptable to the departmental Graduate Studies Committee.
4. Three letters of recommendation; completion of program application and personal statement; writing sample.
5. Completion and acceptance of separate application for admission to the university (Office of Admissions and Records). GRE test scores required.
6. Favorable recommendation for admission by the departmental Graduate Studies Committee after review of the complete file. This confers advancement to classified standing as a graduate student.

For more information, please refer to Graduate Degrees, see page 33.

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 3.0 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student’s committee chair and the graduate advisor, a maximum of 9 units of postgraduate transfer or extension credit (or any combination of the two) may be included as part of the student’s specific pattern of study. All courses are to be taken for letter grade.
3. All requirements for the M.A. degree in history, including language and conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within seven years from the time the first course is completed. Completion of requirements form must be signed and submitted to 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 advisors: the satisfactory completion of one of the following two advisors:

Master’s Thesis Option
(chosen in consultation with committee chair):
Courses at the 500 level (including two seminars) 15
Graduate courses at the 500 level (including two seminars) 9
HIST 599 Master’s Degree Thesis Research 6
Total units required for the M.A. 30
306 The Middle East Since 1453 (4)
Major themes in Near Eastern and Islamic history since the fall of the Ottoman Empire. The course of European dominance, the Islamic and Arab nationalistic movements, and the 20th-century era of authoritarian changes will be stressed.

330 Introduction to African History (4)
Survey of African civilizations and cultures from CE until 1945. Emphasis on the African Empire of Ghana, Mali and Songhay, and the evolution of “State Systems” during the 19th and 20th centuries. Special attention is given to the nature of indigenous institutions and African-philosophical worldview.

336 Introduction to East Asia (4)
An introductory and sophomore course 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 religion, gender roles, imperial politics, warfare culture, food and medicine, among others. The relationship between social, economic and political developments will be emphasized.

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 Jesuits with the empire of China, the Japanese samurai with Western capitalism, and the Moors with European settlers.

339 Ancient and Colonial Latin America (4)
A study of the indigenous cultures of Latin America from the Incas to the Incas, the European conquest, the Spanish and Portuguese empires in America, and the struggle for independence in the 19th and 20th centuries. Topics include: political development, land and labor, religion, cultural values, and race relations, art and literature and revolutionary movements.

341 Central America (3-4)
A study of the history and culture of Central America from the pre-Columbian cultures through Spanish rule to the present, with emphasis on Mesoamerican, colonial rule, economic dependency, 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 movements in the 20th century, including revolutions in Mexico, Guatemala, Cuba and Nicaragua, socialism in Chile, peronismo in Argentina, modernization in Brazil. The role of the United States in Latin America and modern Latin American art and literature will also be emphasized.

349 Historical Themes (2-4)
Studies of particular themes, issues and topics of special interest to general students as well as to majors.

370 History Forum (1-4)
A lecture or seminar course on a specific theme or topic presented by the faculty of the department, students, or other members of the campus community. 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 besides numbers, 371, 375 and 376. Most importantly, students should examine semester course schedules as they appear for courses bearing those numbers.

371 Special Topics and Themes in European History (2-4)
Courses include: European Social History;Emergence of European Labor; The Gothic Cathedral in History; And The Renaissance Personality; and European Art and History from 1450 to 1600

373 Special Topics and Themes in American History (3-4)
Courses include Society and Architecture and Business Enterprise in America.

376 Special Topics and Themes in World History (2-4)
Courses include history of journalism, art and the media, and others.

380 20th Century World (3)
An exploration of the origins and development of 20th century ideas, institutions and systems in global perspective. Forces that have united and divided the contemporary world community are examined: imperialism, secular democracy, communism, nationalism, urban culture, racism, cultural traditionalism and technological disparities. Full part of the Social Science Single Subject Waiver Program requirement. Satisfies upper-division GE, category B2 (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 criticisms of modern research writing. Satisfies part of the Social Science Single Subject Waiver Program.

400 The Roman Republic (4)
A history of the Roman people from prehistory through Julius Caesar. The course covers political, economic, social and cultural change in Rome’s transition from a village of mud huts to Mediterranean empire.

401 The Roman Empire (4)
A history of the Roman Empire from Octavian to 476 CE, covering political, economic, social and cultural change in Rome’s transition from Mediterranean and European empire to the collapse of the Empire in the West.

405 Anglo-Saxon England (4)
This course covers developments and changes in the political, economic, social and cultural institutions of Anglo-Saxon England from the settlement and conquest period (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 the intellectual development of church, political structures, economy and military structures, with special attention on the First, Fourth and Sixth Crusades (1095-1270).

408 Early Middle Ages (4)
The Early Middle Ages in Europe from 300-1000. The fusion of classical, Christian and Germanic tribal elements to develop medieval civilization. The course covers political, economic, social and cultural change from the time of Constantine to 1000.

409 The High Middle Ages (4)
Medieval civilization from 1000-1600. The course includes the conflict of the rise of states with growth of national monarchies, the agricultural revolution and growth of commerce, the flowering of medieval culture, and the devotions of the 14th century.

410 Europe, 1450-1650: Renaissance and Reformation (4)
A study of Western European history covering the emergence of Italian art and literature, its expansion and influence, the religious conflict, the loss of European unity and rise of nation states, the Age of Discovery, and related political, social, economic and intellectual developments of the period.

411 The Enlightenment to World War I (1650-1914) (4)
A political, social and cultural history that explores the origins of modern Europe. Topics include the Scientific Revolution, the Enlightenment, the French Revolution, the Industrial Revolution, and the impact of Europe on the world, the growth of liberalism and socialism, and the causes of World War I.

412 Europe Since 1914 (4)
An overview of 20th century European history and culture. Topics include: the impact of World War I; the appeal of totalitarianism; communism, fascism, Nazism; Europe’s “inside” during World War II; rebirth of Europe in the post-Cold War, European integration vs. nationalism; Europe’s cultural impact since 1914.

417 Origins of Modern Russia (4)
From the roots of Russian history in the Kievan, Mongol and Muscovite periods to the rise of Imperial Russia under Peter the Great to the Napoleonic Wars. Topics include the nature of Russian society, culture, government, and Russia’s relations with the West.

418 Revolutionary Russia (4)
A survey of social and political Russia and the revolutionary ideas, movements and events that it served to encourage — the February and December Revolutions (1825 to the death of Lenin in 1924). The course focuses particularly on ideas and attitudes that have shaped Russian and Soviet behavior in the 20th century.

419 Modern Russia and the Soviet Union (4)
A survey of Russian/Soviet history from the 1920s to 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.

423 Britain 55 BCE to 1485 CE (4)
A survey of the social and political development, economic, social and cultural institutions from the Roman invasion of Celtic Britain to the end of the Wars of the Roses. Some topics include the merging of Celtic, Norman and Anglo-Saxon cultures, the development of local self-government and law, the effect of Christianization, Viking invasions and royal government, the rise of towns and commerce, the effects of the Black Death, of personalrule to centralized government, the growth of Parliament, the Hundred Years’ War, the Black Death, economic disruptions and the Wars of the Roses.

427 Aristocratic Britain, 1707 to 1832 (4)
British history from the reign of Queen Anne through the first Reform Act. Topics include: the Augustan Age; the evolution of Parliamentary government; the evolution of the British Empire, including the American Revolution and the Industrial Revolution; the wars with Napoleon; and the early 19th century era of legislative reform.

428 Modern Britain Since 1832 (4)
The evolution of British society from the Reform Bill to contemporary Britain. Major political, economic, social and cultural developments since 1832 are covered. Major 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 power dynamics affecting African peoples and institutions in the 20th century. Major areas and issues for study are colonial struggles for independence, European policies in Africa, philosophies of national leaders, problems of developing nations, and the role of the military in post-independent Africa.

431 History of Cuba (3-4)
A study of Cuba from the indigenous people to the present, with a major focus on the 20th century and the Revolution. Topics include: Spanish colonial period, slavery, Afro-Cuban culture, men and women, immigration, independence, revolution and reform, foreign relations and artistic expression.

432 Seminar in American Economic History (4)
Economic development of the United States since the Revolution. Topics may be: the development of manufacturing and the growth of business concentration; distribution of national income; problems of agriculture; growth of the labor movement; patterns of inflation and depression; issues of international trade on U.S. economic development. Prerequisite: ECON 201A or 201B or consent of the instructor.

433 History of Mexico (4)
A study of the Mexican people from the early native cultures to the present, with particular emphasis on the Mexican Revolution of 1910 and the major political, social, economic and cultural developments of modern Mexico. Includes major Indian cultures, conquest, religion and the Catholic church, literary and artistic expressions, nationalism and women, and relations between Mexico and the United States.

434 The United States and Latin America (4)
A study of official and unofficial relations between the United States and Latin America from the Monroe Doctrine, the war with Mexico, the Panama Canal, U.S. interventions in Central America, the Good Neighbor Policy, the OAS, The Alliance for Progress, and reactions to revolutionary change in Latin America.

435 History of Modern China (4)
Explores the profound changes that have taken place in China from around 1600 to the present, including the apogee and decline of the imperial system, the encroachments of the West, the failure of Republicanism, the rise and eventual victory of the Chinese communists, and the consequences of China’s adoption of a market-based economy in the 1980s.

436 China and Gender in Modern East Asia (4)
A study of the status and role of women in China and Japan. Although emphasizing the period since 1700, the course will begin with a survey of the ancient intellectual traditions that shaped and constrained
438 Modern Japan (4)
Studies the development of Japanese society from earliest times to the present. While some attention will be given to early agrarian culture and the emergence of the warlike elite, emphasis will be on the period after 1600, particularly the emergence of Japan as an international power after 1685 and economic and military aspects of World War II.

446 Women in American History (4)
The changing roles, status and consciousness of women in North and South America. Examines the origins and expressions of sexism, feminist thought and strategy, and female contributions to American society and culture.

447 Women of the Modern World (4)
A study of the major contributions and achievements of women and feminist groups in the development of the modern world, 1500 to the present. Special attention will be devoted to the political, economic, social and cultural issues that directly impacted "The Female World" and those societal problems that accelerated "gender consciousness" among women of the 19th and 20th centuries.

450 Colonial America to 1763 (4)
A study of the social, political, and economic foundations of American society from the beginnings of European expansion into the Americas until 1763. Topics include the European backgrounds, relations with indigenous peoples, and political and social change.

452 The American Republic to 1850 (4)
A study of the economic, social, and political institutions between the American Revolution and the establishment of a western boundary at the Pacific after the Mexican-American War of 1846-48. Topics include the origins of the Constitution, the Civil War, reconstruction, and the development of the economic and political systems of the United States.

454 Civil War and Reconstruction, 1850-1877 (4)
A detailed examination of the background and causes of the Civil War, the problems of the war years, and the struggles of the Reconstruction era.

455 Emergence of Modern America, 1877-1900 (4)
A study of the major economic, political, and social changes that occurred in the United States during this period. Topics include the growth of the industrial economy, the development of the railroad network, and the rise of labor organizing.

456 The Progressive Era, 1900-1929 (4)
A study of the major political, economic, and social changes that occurred in the United States during this period. Topics include the growth of the labor movement, the rise of labor organizing, and the development of the social welfare system.

457 The Great Depression and World War II, 1929-1945 (4)

458 Post-World War II: 1945 to 1963 (4)
Problems and policies of the Truman administration, from Truman through Kennedy. Topics include: the rise of the Cold War, the 1950s and the rise of the military-industrial complex, the Trade Unions, and the size of labor movement, the United States as superpower, and the nuclear threat.

459 Recent U.S. History: 1963 - Present (4)
Presidential administrations since Kennedy. Topics include: the Vietnam War, civil rights movements, social and cultural history of the 1960s, Middle East crisis, governmental corruption, the new conservativism of the 1980s and the end of the Cold War.

460 American Thought and Culture (4)
Study of American ideas in their social context, from the time of the Europeans arrival in North America until the present. Chronological and topical topics vary according to the instructor. (When the class is offered, prospective students should consult the department course description for the period and topics to be covered.)

462 Blacks in American History (4)
A study of African-American culture, including its social, political and economic influences in the United States from the colonial period until the Reagan administration. Focus on the cultural, political and social institutions created by African-American communities.

471 The American West (4)
A regional history of the trans-Mississippi west. Major political, social, and economic events relating to the Western United States are explored.

472 California History I (3-4)
Study of California history from the period of European contact through the early years of the 20th century. Special attention is given to the origins, means, and consequences of Spanish colonization in Al foreign California, to the emergence of Mexican California and to its accelerated Americanization after the Treaty of Guadalupe-Hidalgo. The closing weeks of the course will include attention to themes that, though rooted in the earlier period, continue to shape present-day California. Among these themes are urban, cultural, economic, and political developments, and the consequences of California's great size and its location on the Pacific.

473 California History II (4)
Develops a historical perspective on major political, economic, and social issues from the early 20th century "invention of California" through depression, war and prosperity to the challenges of continuing growth and declining resources at century's end.

475 American Social History (4)
Selected topics of Mexican and American culture and society, including issues such as immigration, labor, race relations, and the role of ethnicity in American society.

481 Religious Ideas in the Ancient Near East and India (4)
Beginning with a study of the symbols of Upper Paleolithic humans, this course explores the epic and mythological traditions of Egypt, Mesopotamia, India, ancient Israel and Canaan through classical Greece. Focus is on development, transmission and transformation of religious expression among the cultures studied.

482 Judaism and Christianity in the Hellenistic and Roman World (4)
The course is a study of Jewish and Christian movements in the period from the conquest by Alexander in 332 B.C. E to the Emperor of the world in 313. This is the critical formative period for the evolution of Judaism and Christianity. The Dead Sea Scrolls of the community at Qumran and the Gnostic materials found at Nag Hammadi in Egypt.

485 Materials and Technologies of the Ancient World (4)
This course will include a study of selected materials and technologies in the Eastern Hemisphere before approximately 500 CE and in the Western Hemisphere before effective European contact. The course is structured as a seminar, and the focus will be on materials and technologies used and their evolution. Emphasis will be placed on the concepts and methodologies employed, particularly in the National Register of Historical Places. Prerequisites: HIST 391 or 472.

491 Project Completion I (1-3)
Final project work on the thesis or master's project. May be repeated for credit, subject to approval by the department.

493 Special Studies (1-4) (4)
A forum for graduate students to present, review, and critique recent written work in group context. May not apply toward MA degree credit.

496 History Journal (2)
This class will cover all aspects of preparing a historical publication, including journal management, editing, setting up and implementing an anonymous review system, selection of manuscripts, layout, budgeting, ad sales, production and distribution. Students will produce the department student history journal as the final result.

497 Internship in History (1-6) (4)
Field experience in city, county, state and federal agencies and with non-profit and community organizations. May be repeated for up to three credits. Prerequisite: prior arrangement with instructor.

498 Senior Seminar (4) (4)
Directed study in a seminar setting on a particular topic or theme by permission of the instructor. Prerequisites: one completed seminar course and completion of at least three courses in the major. Prerequisites: senior standing and permission of instructor.

499 History Honors Seminar (4)
Independent study for advanced undergraduates. Prerequisite: 3.5 GPA. Credit applies toward major. Prerequisite for students interested in 15 graduate courses and permission of instructor.

500 Historical Methods (3)
Workshop course providing practice in archival research, oral history, descriptive statistics, cultural material analysis and other technical research methodologies. Emphasis will be placed on the concepts and methodologies employed, particularly in the National Register of Historical Places. Prerequisites: HIST 391 or 472.

501 Seminar in Culture, Society and Policy Analysis (4)
An analysis of recent work in family, urban, social and economic history, with particular emphasis on that research conducted within a cultural resource management and policy analysis context. Emphasis will be placed on the concepts and methodologies employed, particularly in the National Register of Historical Places. Prerequisites: HIST 391 or 472.

578 Practice (1-2)
Directed study of a student 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 required for the MA degree of 550. Prerequisite: permission of the graduate coordinator. Credit/No Credit only.

591 Writing Practicum (1-2)
A forum for graduate students to present, review, and critique recent written work in group context. May not apply toward MA degree credit.

595 Special Studies (1-4) (4)
Individualized studies in historical topics, themes, periods and areas beyond the scope of the established curriculum. Prerequisites: graduate status and permission of professor and graduate advisor.

596 Research and Teaching Assistance (1-2)
Directed participation and experience in developing teaching methods, course organization and research techniques. Prerequisite: advanced graduate status and consent of instructor and graduate coordinator.

597 Graduate Seminar: Historical Themes (1-2) (4)
Advanced studies and seminars on historical topics and issues extending beyond the scope of conventional political, geographic and/or chronological subdivisions. Emphasis upon professional historical writing. Prerequisites: permission of the instructor. 15 graduate credit units and admission to candidacy. Non-majors only with permission of instructor.

598 Field Examination Reading and Research (1)
Directed reading and research activities. Open to graduate students with classified standing in history who have selected the field examination option for the MA degree. Preferably taken for credit during the
Human Development

ISHD Coordinator
Sue Taylor Parker / Anthropology 707 664-3165

Program Assistant
Jane Wright

Students interested in obtaining a major in Interdisciplinary Studies in Human Development should consult an advisor.

Special Major (B.A.) in Interdisciplinary Studies in Human Development

The special major in interdisciplinary studies in human development (ITIDS) is an interdisciplinary program that focuses on human growth and development across the life span, the underlying processes and structures that support that development, and the relationship between the individual and the complex familial, social, and cultural environments in which development is situated. The ISHD major is designed to provide students with a comprehensive grounding in complementary theoretical approaches to human development across the life span in comparative cross-species, cross-cultural, and multicultural, as well as class and gender, perspectives. These theoretical approaches grow out of classical anthropological, evolutionary, linguistic, sociological, and psychological concerns.

All students are required to take the core courses, plus one of three emphases, and one methodology course. Three emphases within the special major focus on the following broad topical areas: 1) the family and social organizational emphasis focuses on the structures, institutions, and processes of social organization of human and nonhuman societies from the individual to the family level, through the school, community, and governmental levels; 2) the gender and diversity emphasis focuses on gender differences, race, and class in human development across the life span, cross-culturally and within societies; 3) the apprenticeship emphasis focuses on the cognitive and emotional processes of socialization and enculturation in developmental perspective across the life span in a variety of institutional settings cross-culturally and within societies. A B.A. in any of these emphases will prepare students for professional, managerial, service, and educational careers in human development and human services serving infants, children, adolescents, families, and elders. A B.A. in ISHD will complement students' preparation for graduate studies in traditional fields such as psychology, sociology, anthropology, ethnic studies, gender programs, and human development.

Prerequisites to the Major

1. Admission to the major (see program coordinator for application materials) and sophomore standing (though academic advising may be available due to prerequisites and associated GE planning).
2. Completion of GE categories:
   A2 (ENGL 101)
   A3 (Critical Thinking)
3. Note that the following GE categories and courses are prerequisites to the major or to specific required courses, but may be completed after acceptance to the major:

R2 (BIOI 115 or B2 (ANTH 203) prerequisite to ANTH 318)
B4 (MATH 165; required for the major)
D1 (ANTH 203 prerequisite to ANTH 342)
D5 (LING 206; prerequisite to LING 430)

Total units required for the B.A. in Interdisciplinary Studies in Human Development

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>124</td>
</tr>
<tr>
<td>Total units</td>
<td>124</td>
</tr>
</tbody>
</table>

*24 of these units must not overlap with GE units

Major Core Requirements (25 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 318</td>
<td>Human Development: Sex and the Life Cycle (GE category E)</td>
<td>3</td>
</tr>
<tr>
<td>LING 430</td>
<td>Language Acquisition and Communicative Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>GER 421</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOC 319</td>
<td>Aging and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 342</td>
<td>Organization of Societies (3)</td>
<td>3</td>
</tr>
<tr>
<td>WGS 350</td>
<td>Gender, Sexuality, Family (GE category E)</td>
<td>3</td>
</tr>
<tr>
<td>WGS 375</td>
<td>AMCS 402 (Race, Sex, and Class)</td>
<td>3</td>
</tr>
<tr>
<td>ITIDS 491</td>
<td>Faculty Seminar in ISHD</td>
<td>1</td>
</tr>
</tbody>
</table>

Prerequisites: completion of 12 units in core or permission of the instructor.

Major Emphasis

Students choose a minimum of 16 units from one of the following three emphases:

Emphasis Option 1
Family and Social Organization Across the Life Span

Emphasis Option 2
Gender and Diversity Across the Life Span

Emphasis Option 3
Apprenticeship: Play, Education, and Work Across the Life Span

Methodology Courses (Minimum of 2 units; prerequisite: MATH 165)
Humanities Courses

HUMS 200 Written and Oral Analysis (3)
Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression. They examine the principles of thinking, speaking and writing, with a view to the multitude of purposes for which these activities are crucial. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: completion of GE categories A2 and A3.

HUMS 495 Special Studies (1-3)
Independent study designed in consultation with instructor. Students must complete the standard SSU form. Prerequisite: instructor consent.

Hutchins School of Liberal Studies

Programs offered
Interdisciplinary Lower-Division General Education Bachelor of Arts in Liberal Studies Interdisciplinary Studies plan Teaching Credential Preparation plan Minor in Integrative Studies Degree Completion Program

School Office
Crown Hall 44, 707-664-2491

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern since its inception in 1969. All features of the program are designed to encourage students to take themselves seriously as readers, writers and thinkers capable of continuing their own educational process throughout their lives.

The Hutchins School offers a lower-division alternative general education program and an upper-division major in liberal studies leading to a B.A. degree. A minor in integrative studies is also offered.

The Hutchins School has several distinctive features:
• An emphasis on active participation in one's own education, on self-motivation and on "learning to learn."
• Small, seminar-type classes.
• Close cooperation and a feeling of community among students and professors.
• A unified general education program, in which courses integrate material from the humanities, the social sciences and the natural sciences.
• A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view.
• Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines. (Please see course descriptions below.)
• Encouragement to engage in independent study projects.
• Internship/Field Study to bridge academic studies with career placements and community service.
• An opportunity for student-instructed courses.

Whatever their particular interests, all Hutchins students are challenged to read perceptively, to think both critically and imaginatively, to express their thoughts and feelings in writing, speech and other media, and to make productive use of dialogue and discussion.

The Hutchins approach provides effective preparation for a wide variety of careers in which creative, independent thinking and effective communication are the prime requisites. Hutchins School graduates do especially well in teaching, counseling, social services, law, media, journalism and many types of businesses. They have entered graduate programs in fields as diverse as American studies, anthropology, counseling, English, history, law, library science, management, medieval studies, physics, religion, sociology and theatre arts.

Students in other majors may complete a Hutchins School integrative studies minor to help place their disciplines in a wider intellectual context. If space is available, Hutchins School courses are open to all SSU students, regardless of their major. Hutchins majors, likewise, are encouraged to take courses or pursue a minor in an area of special interest or in which they expect to be employed.

Students seeking a teaching credential in elementary or early childhood education can enroll in the Teaching Credential Preparation plan of the liberal studies major.

Students may transfer to another program at the end of any semester without loss of credit successfully completed in the Hutchins program.

Admission
The Hutchins School accepts students at any undergraduate level (freshman, sophomore, junior or senior), depending on space availability, either for the fall or spring semester. When applying to the university, all students seeking admission to the Hutchins School should list "Hutchins School" as their major and should select the appropriate code number indicated below:
• If you are applying for 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 for the Spring semester. Application forms are available in the Hutchins School office.
Hutchins Courses (LBS)

**Lower Division**
Classes are offered in the semesters indicated. Please see the **Schedule of Classes** for most current information and faculty teaching assignments.
Laboratory requirement fulfilled by completing four semesters in lower-division program.

101 The Human Enigma (12) / Fall
Drawing on materials about small-scale societies, ancient Greek culture and contemporary civilizations, this course encourages students, within a comparative framework, to examine the development of cultural values, the concept of human nature, the growth of self-awareness, and the emergence of scientific and abstract thought. Pre requisite: A passing score on the ETP.

102 In Search of Self (12) / Spring
This course focuses on the individual, exploring how personal history, unconscious processes, and political and cultural environments shape the concept of the self. This course develops a fuller understanding of these influences through scientific investigation, historical exploration and creative expression, employing materials drawn from biology, psychology, sociology, literature, history, 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, but related intervening fields of study, including literature, art, philosophy, comparative religions and science. The course considers Newtonian and quantum mechanical theories of physical reality, the religions of various cultures, and the functions of myth and religious language. The term includes a section focusing on the nature of human creativity.

202 Challenge and Response in the Modern World (12) / Spring
An examination of modern accomplishments and problems that have derived from several sources: the 18th-century mechanical models, the Scientific and Industrial revolutions, and the rise of modern economic theories. Asking how it is possible in the 20th century to live a moral life, the course examines the rise of individualism, the tension between personal and social values, the problems of poverty and the distribution of wealth, and the multiple consequences of modern technology. Also included is a major project addressing environmental issues.

Bachelor of Arts in Liberal Studies

**Upper Division**
Options for the bachelor’s degree include: Track I, the general liberal studies major (code 449015); and Track II, the teaching credential preparation plan (code 449012). The general pattern for the major in both tracks is as follows:

During their first semester in the upper division, all transfer students 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 Seminar. LBS 302 is a prerequisite for all upper-division Hutchins courses. Students continue to develop their Hutchins lower division, however, as an elective.

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 304AB.)

Finally, students may elect to major in a particular area as outlined in the adjacent columns. More information on the courses is available from your academic advisor or the Hutchins Office.

Hutchins School of Liberal Studies / 191
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. Instruction is organized around one full Saturday seminar per month, on campus, combined with weekly seminars and on-campus reading and writing assignments. For individual counseling, call Beth Warner, academic coordinator, 707-664-3977.

Hutchins Courses (IBS) Upper Division
Classes are offered in the semester indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

Required Courses
302 Introduction to Liberal Studies (3)
An interdisciplinary "gateway course" examining the meaning of a liberal education emphasizing seminar skills, oral and written communication and introducing the portfolio. To be taken in the first semester of study in the upper division major. CONC only. Successful completion of LBS 302 and IBS 304A or 304B is required to continue in the Hutchins program. LBS 302 is a prerequisite for all upper-division Hutchins courses.

304A We Hold These Truths (3) / Fall
The first course in a two-semester sequence, designed to examine fundamental beliefs, assumptions and "well-established" truths that serve as the foundation for American culture, and thus to consider those truths in light of challenges provided by multicultural perspectives.

304B The Practice of Culture (3) / Spring
The second course in a two-semester sequence, designed to familiarize students with non-European cultures, to develop a language and frame of reference for understanding cross-cultural and multicultural realities, and to raise critical questions regarding the practice of culture in various settings.

302 Introduction to Liberal Studies (3)
An interdisciplinary "gateway course" examining the meaning of a liberal education, emphasizing seminar skills, oral and written communication, and introducing the portfolio. It is taken with LBS 304A or 304B in the first semester of upper-division study. (These are the prerequisites for all upper-division Hutchins courses.) Successful completion of LBS 302 is required to continue in the Hutchins program. Students earning a grade of C- or lower will not be allowed to continue in Hutchins and must repeat the course may be granted only through a petition to the Hutchins Faculty.

304 Senior Synthesis (2) / Fall and Spring
A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper in the major discipline or the student’s own independent intellectual development. Students with similar interests work in small groups and in tutorials. Each student makes an oral presentation of his or her synthesis at the end of the semester. Must be taken in the student’s final semester in the major.

Core Area and Elective Courses
Students are required to complete one course in each Core Area: L, Society and Self; I, The Individual and the Material World; III, The Arts and Human Experience; IV, Consciousness and Reality. For a complete list of the courses offered in any semester, please see the Schedule of Classes and the Hutchins course-offering booklet.

301A The Self and Social Awareness (3)
An introduction to the complex interrelationship between the individual and society. Social interest, self-interest, the role of the individual in a social context, and socialization and character formation will be studied within the framework of contemporary social thought. (Core I)

301B Science, Technology and Human Values (3)
A variety of interdisciplinary issues relating the fields of science, technology and human values. Changes in the dominant mode of Western perception of the material world are also considered. (Core II)

301C Expressionism and the Arts (3)
Communicative and visual arts are examined to determine how they shape and are a product of the process of human symbolic interaction. A consideration of the expression of human values reflected in architecture and urban design notation, realism, philosophy, poetry and art have had history and art are included. Consideration is also given to current expressions in the arts. (Core III)

301D Structures of Consciousness (3)
A survey of the structures of consciousness and the processes of reality construction, which are fundamental to human experience and inquiry in any field. The course may cover the concepts of consciousness and the unconscious found in such fields as phenomenology, psychopathology, sociology, psychoanalysis, transpersonal psychology, Eastern philosophy and intellectual history. (Core IV)

305 Hutchins Forum (1)
The Hutchins Forum is designed to provide a sense of community among Hutchins students and a place that can be at the same time both relaxing and intellectually stimulating. In order to cover the structure, topic, and offer will be elected each semester for discussion. Students are encouraged not only to participate in but also to lead discussions, make presentations and otherwise contribute to the Forum.

307 Lecture Series (2)
Lecture series. Topics vary.

310 Directed Study (1-4)
May be repeated for credit. Prerequisites: LBS 302 and consent of instructor.

312 Schools in American Society (3)
Students will explore basic issues inside the American educational system while fulfilling the state mandated classroom experience requirement for the Hutchins program. (Core I)

315 Directed Study (1-4)
May be repeated for credit. Prerequisites: LBS 302 and consent of instructor.

320 Elective Seminars (3)
New topics in all Core Areas are offered each semester. Schedule and descriptions available in Hutchins office. May be repeated for credit. Some of the topics included in the past among Hutchins' elective seminars are the following: The Past Dimension (Adler); Sleeping and Dreaming (Bremis); Biography of a Community (Killoglo); The Quest (Lee); The Sixties (Miller); Observing and Recording Human Behavior (McPherson); World History: The Material World III; The "Real" (A)ther (Thompson); Food in Cross-Cultural Perspective (Zimmer).
Intensive Learning Experience

Program Office
Stevenson Hall 2010, 707 664 2237

The intensive learning experience program provides opportunities for eligible students to improve their basic academic skills. First-time freshmen who do not meet the English Placement Test (EPT) and/or Entry-Level Mathematics Test (ELM) score requirements for entry-level college English and mathematics courses are eligible for this intensive one-year program. The first-semester courses (ENGL 59 and MATH 30) continue many of the activities of the first semester. The courses are designed to ensure that students who complete them will have sufficient skills and knowledge to succeed at the next level (ENGL 101 and MATH 30, and GE-level math). In addition to coursework, the program provides a variety of diagnostic and support services to promote student skills development and academic success.

Intensive Learning Experience Courses (ILE)
Classes are offered in the semesters indicated. Please see the Schedule of Classes for most-current information and faculty teaching assignments.

30 Writing Skills (3) / Fall, Spring
The course will focus on developmental and learning skills in writing, including language mechanics, sentence, paragraph, and essay 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). CrNC only. Not applicable toward graduation.

99 Basic Composition and Workshop (3) / Fall, Spring
Study and review of grammar, sentence structure, punctuation, and other elements of standard written English and practice in the reading and analysis of essays. Students assigned to this course on the basis of English Placement Test scores. Course includes workshops, individual and small group tutoring. CrNC only. Not applicable toward graduation. Prerequisite: ENGL 30 or placement based on EPT examination.

30 Mathematics Skills (3) / Fall, Spring
The course emphasizes developmental and learning strategies in mathematics, providing activities that develop students' arithmetic abilities and introduce them to beginning concepts of algebra and geometry. Placement based on ELM examination. CrNC only. Not applicable toward graduation.

40 Elementary Algebra (3) / Fall, Spring
Introductory topics include review of real numbers, computational geometry skills, rules of exponents, polynomials, linear equations in one and two variables, factoring, rational expressions, inequalities, roots and radicals, and quadratic equations. Prerequisite: MATH 30 or placement based on ELM examination. Not applicable toward graduation.
Special Minor in Interdisciplinary Studies

The special minor has the following features and requirements:

1. The minor consists of 21-24 units of course work from two or more departments.
2. Two-thirds of these units must be in upper-division course work.
3. Two-thirds of the minor must remain to be completed at the time the minor is approved. Work in progress during the semester of the minor’s approval counts toward the two-thirds requirement.
4. The student must have a minimum GPA of 3.00 in order to apply.
5. A student will not be considered for a special minor before the student’s junior year.
6. A special minor must have the same coherence and academic integrity as are demanded of a special major and is subject to the same application process.

Contact the ITDS coordinator for the detailed guidelines and the application form for the 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.

201 California Issues (3)

Students practice the techniques of critical critique, critical reading and thinking, oral expression and expository writing within the context of issues and themes important to an understanding of California culture and life: immigration, education, diversity, environment, tourism, city planning, race and ethnicity, and cultural arts.

297 Selected Topics (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the Schedule of Classes for areas to be emphasized. May be repeated for credit.

300 California Studies Faculty Forum (1-3)

Lectures, faculty panel discussions and films on a theme of interest to students of California Culture Studies. Open to all CCS majors, minors. Consent varies from semester to semester. May be repeated for credit.

301 Intro to California Cultural Studies (3)

An interdisciplinary and team taught course that introduces students to the California Cultural Studies major. The course explores, topically and historically, the ways California is imagined; painters, film-makers, writers, architects, and geographers have imagined and constructed California. Field experiences will be joined with in-class discussions and small group discussions. May be repeated for credit.

397 Selected Topics (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the Schedule of Classes for areas to be emphasized. May be repeated for credit.

444 Theory and Research Methods (4)

This course explores interdisciplinary approaches to California Cultural Studies. Students are instructed in the theory and concepts of regionalism, material culture, real and imagined topologies; social, critical, literary and art historical analysis; ethnographic methodologies; field studies; case research and reporting; and cataloging, exhibition and electronic archival preservation, Fieldwork required. Prerequisite: ITDS 301.

480 Internship in California Studies (1-4)

Student initiated internships in fields related to CCS and instrumental to the development and refinement of student applied skills: museums, cultural arts projects, tourism, education planning, teaching, conserva-

491 Faculty Seminar in ISHD (1)

An interdisciplinary study in human development faculty discussion of topics in human development from life-span developmental, comparative cross-species, cross-cultural and multicultural, and class and gender perspectives. Open to ISHD majors and minors. Prerequisite: 12 units of ISHD core courses or permission of instructor. CoN/C only.
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 foreign languages. 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 388 20th Century World (3)
   POLS 315 Democracy, Capitalism and Socialism (4)

Foreign Language Studies
For students seriously interested in imparting an international emphasis to their baccalaureate work, the study of at least one foreign language is essential. Without the broadened cultural-linguistic flexibility and heightened self-understanding that result from learning a foreign lan-
guage, one can see the world only through the filter of one's own language and culture. The way to move beyond one's own innate nationalism to a truly international perspective is to learn the language, and therewith the habits and thought patterns, of another people.

The university offers foreign language programs in French, German and Spanish, and courses in India studies. The major programs (French, German and Spanish) all offer various interdisciplinary study options, allowing students maximum flexibility in choosing a program that fits their specific needs. Please see Foreign Languages, page 157, for a detailed description of each program.

International Studies Advisors
Students interested in obtaining a minor in international studies should contact Professors Philip Beard in foreign languages, Francisco Vasquez in the Hutchins School of Liberal Studies, or Robert Gering 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 454 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, humanities, India studies, music, philosophy and theatre arts.

V. Regional Emphasis
Courses on regions or cultures other than the United States in the departments of anthropology, art, foreign languages, geography, history, India studies, music, philosophy, political science or sociology.

VI. Foreign Languages
Modern language courses in the department of foreign languages. (All foreign language skill courses numbered 201 or higher are applicable toward completion of the international studies minor.)

Total units in the minor: 20
Additionally, career advising is offered in each of the major languages, for students who wish to combine their academic concentration with a career involving travel and/or correspondence abroad.

The paramount intent in all these courses and programs is to move students smoothly and rapidly toward genuine fluency in speaking and writing, and in understanding the foreign language. The large number of Sonoma State University students who go on to apply their language skills to work or study abroad testifies to the program’s success in this endeavor.
The discipline of kinesiology encompasses the study of human movement as an expression of an individual's aesthetic values, health and physical being, and/or competitive nature. As such, it is integral and fundamental to a liberal education. The department of kinesiology offers programs leading to B.S. and M.A. degrees that are designed to meet a variety of students' needs and interests. A core of courses that is required for all majors examines the historical/philosophical, physiological, psychological, sociological, and anatomical/biomechanical bases of sport and human movement.

Beyond this core, the kinesiology major consists of several concentrations that allow students to select courses that focus on their special interests. These areas of emphasis include: physical education, adapted physical education, exercise science, athletic training and interdisciplinary studies in kinesiology. The physical education and adapted physical education options prepare students for entry into the teaching credential program. In the exercise science concentration, a student may choose an emphasis in adult fitness, biomechanics, exercise physiology, or pre-physical therapy. The athletic training concentration offers courses necessary for certification by the National Athletic Trainers' Association and requires a student to complete a minimum of 25 percent of the 1,500 clinical hours prior to the awarding of the degree. A student with a special career goal may select the interdisciplinary concentration and, with an advisor, develop an individualized program.

Theoretical and practical learning experiences are an important part of all programs. Students are required to participate in a variety of field experiences, which include working as coaches' assistants, teachers' aides, exercise/recreation leaders, assistants in physical therapy clinics, and instructors for disabled students.

The major concentrations and their related experiences provide training for a variety of careers: teaching and coaching at all educational levels, entry into physical therapy graduate degree programs, directing adult fitness programs, assisting in cardiac rehabilitation programs, athletic training, and teaching in special education. In addition, graduates are prepared to continue their education in pursuit of master's or doctoral degrees.

**Bachelor of Science in 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>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>51</td>
</tr>
<tr>
<td>Major requirements</td>
<td>50-52</td>
</tr>
<tr>
<td>Support courses (maximum outside GE)</td>
<td>18</td>
</tr>
<tr>
<td>General electives</td>
<td>3-5</td>
</tr>
<tr>
<td><strong>Total units needed for graduation</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biology (BIOL 115)*</td>
<td>3</td>
</tr>
<tr>
<td>Human Anatomy (BIOL 220)*</td>
<td>4</td>
</tr>
<tr>
<td>Human Physiology (BIOL 224)*</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition (BIOL 380)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computing (CS 101)*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total supporting units</strong></td>
<td><strong>18</strong></td>
</tr>
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</table>

* GE courses

**Major Core Requirements (all concentrations)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 301 Philosophy/History of Human Movement</td>
<td>4</td>
</tr>
<tr>
<td>KIN 305 Psychological Basis of Human Movement</td>
<td>4</td>
</tr>
<tr>
<td>KIN 315 Sociology of Sport</td>
<td>3</td>
</tr>
<tr>
<td>KIN 330A Measurement and Evaluation or MATH 165 (4)</td>
<td>1</td>
</tr>
<tr>
<td>KIN 350 Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KIN 360 Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>KIN 460 Conditioning for Health and Performance</td>
<td>3</td>
</tr>
<tr>
<td>KIN 410 Lifespan Motor Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units in the major core</strong></td>
<td><strong>26-29</strong></td>
</tr>
</tbody>
</table>
### Sample Four-Year Program for Bachelor of Science in Kinesiology

**Exercise Science Concentration**

#### Lower-Division Preparation

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>32 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>17 units</td>
</tr>
<tr>
<td>GB (A)</td>
<td>GE (A3)</td>
</tr>
<tr>
<td>KIN 340/341</td>
<td>KIN 340</td>
</tr>
<tr>
<td>GE (C3)</td>
<td>GE (D3)</td>
</tr>
<tr>
<td>BUS 219/220</td>
<td>BIOL 380</td>
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</table>

#### Sophomore Year: 29 units

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>14 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE (A1)</td>
<td>PHYS 114/209</td>
</tr>
<tr>
<td>BIOL 220 (B1)</td>
<td>GE (C4)</td>
</tr>
<tr>
<td>GE (D4)</td>
<td>GE (D5)</td>
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</table>

### Biodynamics-Exercise Physiology

#### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (17 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE (A2)</td>
<td>GE (B2)</td>
</tr>
<tr>
<td>CHEM 115B/105B</td>
<td>BIOL 324</td>
</tr>
<tr>
<td>GE (B4)</td>
<td>GE (C4)</td>
</tr>
<tr>
<td>GE (D2)</td>
<td>GE (D3)</td>
</tr>
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</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (16 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 340/95</td>
<td>BIOL/GERN Elective</td>
</tr>
</tbody>
</table>

### Sample Four-Year Program for Bachelor of Science in Kinesiology

**Physical Education, Adapted Physical Education, Athletic Training Concentrations**

#### Lower-Division Preparation

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>32 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>17 units</td>
</tr>
<tr>
<td>GE (A2)</td>
<td>GE (B2)</td>
</tr>
<tr>
<td>GE (B4)</td>
<td>GE (C4)</td>
</tr>
<tr>
<td>GE (D2)</td>
<td>GE (C3)</td>
</tr>
<tr>
<td>KIN 340</td>
<td>KIN 340</td>
</tr>
<tr>
<td>KIN 315</td>
<td>KIN 315</td>
</tr>
<tr>
<td>GE (D3)</td>
<td>GE (D3)</td>
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#### Sophomore Year: 31-32 units

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (16 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE (A1)</td>
<td>GE (D5)</td>
</tr>
<tr>
<td>GE (D3)</td>
<td>BIOL 220 (B3)</td>
</tr>
<tr>
<td>GE (D4)</td>
<td>GE (C1)</td>
</tr>
<tr>
<td>GE (D5)</td>
<td>GE (C4)</td>
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<tr>
<td>KIN 340</td>
<td>KIN 460</td>
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<td>KIN 460</td>
<td>KIN 460</td>
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<tr>
<td>BIOL 380</td>
<td>BIOL 380</td>
</tr>
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</table>

### Upper-Division Specialization

#### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 330A</td>
<td>KIN 330A</td>
</tr>
<tr>
<td>KIN 330B</td>
<td>KIN 330B</td>
</tr>
<tr>
<td>KIN 315</td>
<td>KIN 315</td>
</tr>
<tr>
<td>KIN 350</td>
<td>KIN 350</td>
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<tr>
<td>GE (D3)</td>
<td>GE (D3)</td>
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<tr>
<td>KIN 450D</td>
<td>KIN 450D</td>
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#### Pre-Physical Therapy

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall and (17 units)</th>
<th>Spring Semester (16 units)</th>
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</thead>
<tbody>
<tr>
<td>PSY 425</td>
<td>Elective</td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Fall Semester (16 units)</th>
<th>Spring Semester (14 units)</th>
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</thead>
<tbody>
<tr>
<td>KIN 330A</td>
<td>KIN 330B</td>
<td></td>
</tr>
<tr>
<td>KIN 400</td>
<td>KIN 400</td>
<td></td>
</tr>
<tr>
<td>KIN 300 (2)</td>
<td>KIN 300 (2)</td>
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</table>

### Biodynamics-Biomechanics

#### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 330A</td>
<td>KIN 330A</td>
</tr>
<tr>
<td>KIN 300 (2)</td>
<td>KIN 300 (2)</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (17 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 330 (3)</td>
<td>KIN 330 (4)</td>
</tr>
<tr>
<td>KIN 330 (5)</td>
<td>KIN 330 (6)</td>
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<td>KIN 330 (7)</td>
<td>KIN 330 (8)</td>
</tr>
<tr>
<td>KIN 330 (9)</td>
<td>KIN 330 (10)</td>
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</table>

#### Adapted Physical Education

#### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (17 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 425</td>
<td>KIN 425</td>
</tr>
<tr>
<td>KIN 340</td>
<td>KIN 340</td>
</tr>
<tr>
<td>KIN 340/341</td>
<td>KIN 400</td>
</tr>
<tr>
<td>KIN 340/341</td>
<td>KIN 400</td>
</tr>
</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (16 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 340</td>
<td>KIN 340</td>
</tr>
<tr>
<td>KIN 340/341</td>
<td>KIN 340/341</td>
</tr>
<tr>
<td>KIN 340/341</td>
<td>KIN 340/341</td>
</tr>
</tbody>
</table>

### Athletic Training

#### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (17 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 340</td>
<td>KIN 440</td>
</tr>
<tr>
<td>KIN 440</td>
<td>KIN 440</td>
</tr>
<tr>
<td>KIN 440</td>
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#### Senior Year

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<th>Fall Semester</th>
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### Major Concentrations

Choose one of the required concentrations below to complete the major:

1. Adapted Physical Education Concentration (26)
2. Physical Education Concentration (26)
3. Exercise Science Concentration (24-26)
4. Athletic Training Concentration (24)
5. Interdisciplinary Concentration (24)

Total units in a concentration: 24-26
Total units in the major: 98-102

### 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.

1. Adapted Physical Education Concentration

   After completing the bachelor’s degree, students may pursue career opportunities in private or public agencies. In combination with the physical education concentration (Single Subject Credential), a student may require the special credential in adapted physical education.

   **EDUC 430** Special Education for Teachers .............. 4
   **KIN 340/341** Athletic Injuries/Emergency Response .......... 4
   **KIN 325** Adapted PE-I: Basic Concepts and Special Populations .......... 3

### Other Courses

- **KIN 400** Field Experience/Special Studies .......... 3
- **KIN 425** Seminar in Adapted Education .......... 2
- **KIN 426** Adapted PE-II: Assessment and Programming .......... 3
- **KIN 430C** Field Experience in Adapted PE ........... (min. 13)

### Total units in the concentration: 26
### Total units in the B.S.: 102

### II. Physical Education Concentration

The kinesiology department provides a Teaching Credential Preparation Program. Students who are interested in teaching physical education and coaching in the schools may select this option. Completion of the program certifies the subject matter competence required for entry into a teaching credential program in physical education and exempts the student from taking the Praxis II Subject Assessment Examination. Kinesiology majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact the department office.

- **KIN 300** Analysis of Motor Performance: Aquatics .......... 2
- **KIN 325** Track and Field .......... 1
- **KIN 330B** General Games .......... 1
- **KIN 330D** Sport and Exercise .......... 1
- **KIN 420** One sport (basketball, field sports, softball, or volleyball) .......... 2
- **KIN 425** Conversations KIN 101 .......... 1
- **KIN 320** Practicum .......... 2
- **KIN 325** Adapted Physical Education I: Basic Concepts and Special Populations .......... 3
- **KIN 330B** Measurement and Evaluation .......... 1
- **KIN 331** Observation and Participation in Physical Education Programs .......... 1
- **KIN 341** Athletic Injuries: Basic Studies .......... 3
- **KIN 400** Elementary School Physical Education .......... 3
- **KIN 404** Theory of Coaching .......... 2
- **KIN 430** Field Experience .......... 1

Total units in the concentration: 26
Total units in the B.S.: 102

### III. Exercise Science Concentration

Students who have an interest in adult fitness, biomechanics, exercise physiology and pre-physical therapy may select this concentration. It contains lower-division and upper-division courses beyond the core required of all majors and a set of courses specific to the subspecialty within the concentration.

#### Lower-Division Exercise Science Core

- **CHEM 115A/116B General Chemistry** .......... 8

#### Upper-Division Exercise Science Core

- **KIN 340/341** Athletic Injuries or Emergency Response .......... 3
- **KIN 430/495** Field Experience/Special Studies .......... 3

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Kinesiology / 203

202 / University Curricula / Kinesiology
Total in the exercise science core: 18

* GE courses.
  * Students planning to enter a master's degree program in physical therapy may need to take additional units or courses to satisfy program requirements. Check with the academic school to which you plan to apply for specific requirements.

Areas of Emphasis in Exercise Science

Choose one of the following areas of emphasis to complete the exercise science concentration:

Adult Fitness Management

Biodynamics

Pre-Physical Therapy

Transition to specific areas of emphasis is detailed below.

Adult Fitness Management Emphasis

BUS 219 Introduction to Computer Applications in Management or
BUS 230A Principles of Accounting

BIOL 318 Biology of Aging*

Total units in the concentration: 24

Total units in the B.S.: 50

Pre-Physical Therapy Option

PSY 252 Abnormal Behavior 4

MATH 165 Elementary Statistics* or
BIOL elective related to physical therapy 4

Total units in the concentration: 24

Total units in the B.S.: 52

Biodynamics Emphasis (choose one sequence below)

Biomechanics Sequence:

MATH 161 Calculus

KIN 300 Analysis of Motor Performance
(Aquatics or Track and Field) 4

Exercise Physiology Sequence:

CHEM 340 Biophysics

BIOL/GERN 300

Total units in the concentration: 24

Total units in the B.S.: 52

* GE courses

IV. Athletic Training Concentration

Designed to prepare students in preventive health, management, and rehabilitation of injuries/illnesses to athletes at all levels of competition. This program meets all the National Athletic Trainer's Association (NATA) Internship Road academic course work requirements and 350 hours of 1,500 hours of field work necessary to become a certified athletic trainer.

NURS 473 Health Education and Drug Abuse 3

KIN 430 Emergency Response 3

KIN 431 Athletic Injuries: Basic Studies 3

KIN 430F Field Experience in Athletic Training 6

Min. 350 hours; note: 1300 hours required for NATA certification.

KIN 441 Athletic Injuries: Advanced Studies 3

KIN 443 Therapeutic Modalities and Rehabilitation 3

KIN 444 Prevention, Evaluation, Disposition of Athletic Injuries 3

KIN 445 Organization and Administration of an Athletic Training Program 1

Total units in the concentration: 24

Total units in the B.S.: 50

V. Interdisciplinary Concentration

In consultation with their advisor, students design a concentrated course of study or special emphasis track in preparation for a career goal. Areas of emphasis may include sport psychology, sport communications, sport art, sports management, community recreation and others.

Students, in consultation with their advisors, shall select a minimum of 24 units to complete the program requirements. Courses in kinesiology and those offered by other departments are appropriate and may be applied to this track. A minimum of 3 units, and no more than 6 units, in Field Experience (KIN 430) and/or Special Studies (KIN 495) must be taken. The proposed study list must be signed by the student and advisor and submitted to the department chair for approval. A copy of the signed, approved study list is placed in the student's advising folder.

Total units in the concentration: 24

Total units in the B.S.: 50

Minor in Kinesiology

Students majoring in other disciplines may complete a minor in kinesiology to further their career goals. The minor requires a minimum of 22 units and includes a core of 12-15 units (required of all students) and a minimum of 9 to 10 units of electives. The minor in kinesiology may be desirable for credential candidates pursuing a second teaching area or a career in coaching. For management students entering sport/fitness businesses, for environmentalists involved in outdoor recreation programs, for students in performing arts desiring a physical education/dance background. Students pursuing a kinesiology minor must consult with a departmental advisor for program requirements.

Minor Core Requirements

KIN 300A Measurement and Evaluation 1

KIN 301 History and Philosophy of Human Movement (4) or
KIN 315 Sociology of Sport (3)

KIN 410 Lifespan Motor Development 3

Total courses to be selected from the following:

KIN 305 Psychological Bases of Human Movement (4)

KIN 350 Biomechanics (4)

KIN 360 Physiology of Exercise (4) 8

Total units in the minor core: 12-13

Minor Options

These courses are to be determined with and approved by a departmental advisor. They may include a maximum of 5 units of field work and/or special studies.

Total units in the minor option: 9-10

Total units in the minor: 22

Master of Arts in Kinesiology

The goal of the Master of Arts degree program is to provide increased understanding of the body of knowledge in kinesiology that is based on the biological, sociological, kinesiological and psychological influences on human performance.
305 Psychological Bases of Human Movement (4)  Fall, Spring
Lecture, laboratory. Introduction to the psychological factors involved in learning and performing human movements. Emphasis will be on the influence of attention, memory, augmented feedback, personality and motivation on human movement, as well as the influence of sport, exercise and physical activity on the developing individual over the lifespan.

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.

320 Practicum/Methods (2)  Fall, Spring
Explores the different styles of teaching and managing the classroom; includes a supervised observation and teaching experience in a physical education activity class. Prerequisite: KIN 300 (2 courses).

325 Applied Physical Education I: Basic Concepts and Special Populations (3)  Fall, Spring
An introduction to adapted physical education—common definitions, scope and basic concepts; a study of selected, common disabilities, with a special 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 and graphical with applications in health science and physical education. Meets first half of the semester. Required for all kinesiology majors. Prerequisite: GE math.

330B Measurement and Evaluation (1)  Fall, Spring
The application of measurement techniques in the selection of tests and the development of evaluation instruments in psychomotor, cognitive and affective domains in physical education. Meets second half of the semester. Required of all physical education concentration. Prerequisite: KIN 330A or consent of instructor.

331 Organization and Management of Physical Education (1)  Fall, Spring
Organization 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 disciplinary 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
Study of the principles and practical applications of advanced first aid techniques required to provide the initial emergency care necessary to sustain life and to maintain life support until the victim 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. Presentation of 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 to relation to center of mass, displacement, velocity, acceleration of bodies, and buoyancy. Emphasis is on understanding and applying principles to any movement pattern. Prerequisites: BIOL 220 and GE math.

360 Physiology of Exercise (4)  Fall, Spring
Lecture, laboratory. Study of the acute and chronic effects of human activity and exercise. Laboratory and field experiences in selected areas, including exercise metabolism, skeletal muscle and cardiov pulmonary physiology, body composition estimation, and nutrition as it pertains to clinical, fitness and sports settings. Prerequisites: GE math; BIOL 115 and GE chem.

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 philosophy, relations with media and community, time management, coach and athlete motivation, mental training skills and equipment and facilities management.

410 Lifespan Motor Development (3)  Fall, Spring
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)  Spring, even years
Exploration and discussion of current research and professional issues in the field of adapted physical activity. Prerequisite: KIN 325 or equivalent. Corequisite: 1 unit KIN 438C.

426 Adapted Physical Education II: Assessment and Programming (3)  Fall, even years
Selection, administration and interpretation of motor assessment instruments. Planning and developing appropriate activities and programs to meet individual needs within special populations, in basic skills, movement exploration, rhythms, games, sports, aquatic, physical and motor fitness, and relaxation. Prerequisites: KIN 325, 330A and 410 or consent of instructor. Corequisite: 1 unit KIN 438C.

430A Field Experience in Physical Education (1-3)  Fall, Spring
Provides hands-on 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 study by immediate supervisor. Prerequisite: completion of 10 units in physical education concentration related to specific field experience; C average in major and support courses.

430C Field Experience in Adapted Physical Education (1-3)  Fall, Spring
Provides kinesiology majors specializing in adapted physical education an opportunity to work with individuals with disabilities in school or private settings. Course requirements include a work journal, development of a personal portfolio, and verification of completion by immediate supervisor. Prerequisite: completion of a minimum of three support courses related to the field experience; C average in major and support courses.

430D Field Experience in Exercise Science (1-3)
Provides qualified upper-division students an opportunity to gain experience in either applied exercise physiology, biomechanics, or physical therapy. Course requirements include the development of a personal portfolio, completion of internship hours with athletic programs, a log of completed hours, and a daily journal describing experiences, and verification of completion by immediate supervisor. Prerequisite: completion of a minimum of three support courses related to the field experience; C average in major and support courses.

430E Field Experience in Athletic Training (1-4)
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, a log of completed hours, and a daily journal describing experiences, and verification of completion by immediate supervisor. Prerequisite: completion of a minimum of three support courses related to the field experience; 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. Emphasis on mechanics, anatomy-of-injury and pathology are stressed. Prerequisite: KIN 341 or consent of instructor.

443 Therapeutic Modalities and Rehabilitation Techniques (3)  Spring, odd years
Lecture, laboratory. A study of the theoretical basis of therapeutic rehabilitation design and different techniques of therapeutic exercise care and manual treatment. The physics and mechanics of utilization of therapeutic modalities are also studied. Prerequisite: KIN 343I.

444 Prevention, Evaluation and Disposition of Athletic Injuries (3)  Spring, even years
Lecture, laboratory. Students learn the HIPS technique of evaluating athletic injuries; the prevention of athletic injuries; the disposition of athletic injuries; medical record-keeping with regard to athletic injuries. Prerequisite: KIN 441.

445 Organization and Administration of Athletic Training Programs (1)  Spring, even years
Designed to show students 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)
A review of the methods for conditioning a broad range of people, from sedentary adults through high-performance athletes. Emphasis for adults training will be related to development of a healthy lifestyle through exercise. Training of athletes will emphasize methods for improving running performance (speed and endurance), muscular performance (strength, power and muscle hypertrophy). Methods relate to fluid and electrolyte balance, supply and competition in environmental extremes. Prerequisite: KIN 300.

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 Exercise Science; 495E Special Studies in Athletic Training and 495L 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. Includes observation, condensation, and interpretation of descriptive, experimental and qualitative research is included. The student is introduced to statistical analysis and interpretation of data and to computer application in personal search. Prerequisite: 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 current review of relevant 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 350 or equivalent.

506 Seminar in Biomechanics (3)  Spring, odd years
This course covers application of biomechanical analysis techniques to current problems in sports, exercise, and athletic performance. Emphasis is on computerized analysis 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.

510 Advanced Physiology of Exercise (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

Kinesiology / 207
Latin American Studies

Program offered
Minor in Latin American Studies

Latin American Studies Minor
The minor in Latin American studies offers a cross-disciplinary concentration on an important region of the world for students preparing for careers in or focusing on Latin America. Through a combination of courses in different disciplines, it provides a general background in Latin American culture, history, politics, economics, literature, social structures and foreign relations. Although a foreign language is not required, the study of Spanish, Portuguese or indigenous languages is highly recommended.

The minor consists of 20 semester units, which include courses in at least two different disciplines: at least one from category A, and not more than three courses from any one discipline. Classes used for general education may not be applied towards the minor. Students interested in the minor should contact Professor Tony White in the history department.

A. Regional Courses
   GEOG 392 Latin America: Culture and Environment (3-4)
   HIST 339 Introduction to Latin America (4)
   HIST 342 Modern Latin America (4)

B. Specialized Courses
   POLS 453 Latin American Politics (4)
   SPAN 307 Introduction to Latin America (3)
   ECON 403 Seminar in International Development (4)
   GEOG 318 Field Experience, Baja California (3)
   HIST 341 Central America (4)
   HIST 431 History of Cuba (3-4)
   HIST 433 History of Mexico (4)
   HIST 434 United States and Latin America (4)
   SPAN 497 Seminar in Spanish American Literature, Culture and Folklore (3)

C. Supporting Electives
   Any courses focusing on Latin America in art, literature, philosophy, music, economics, Mexican American studies, Native American studies or liberal studies approved by the advisor for the minor in Latin American studies.

Total units for minor .................................................. 20

Advisor
Tony White / History Department, 707 664-2463

POLS 453 Latin American Politics (4)
SPAN 307 Introduction to Latin America (3)
ECON 403 Seminar in International Development (4)
GEOG 318 Field Experience, Baja California (3)
HIST 341 Central America (4)
HIST 431 History of Cuba (3-4)
HIST 433 History of Mexico (4)
HIST 434 United States and Latin America (4)
SPAN 497 Seminar in Spanish American Literature, Culture and Folklore (3)
Liberal Studies

Ukiah Resident Program

Program offered
Bachelor of Arts in Liberal Studies (Ukiah)

School of Social Sciences
Stevenson Hall 207A, 707-664-2074

Program Coordinator
Sandra Harrison Feldman
Stevenson Hall 207A
707-664-2437

Program Assistant
Susan L. Oliver

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, 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 is being rewritten for submission 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 (anthropology, English, history, philosophy) 16

Behavioral sciences (economics, geography, political science, psychology, sociology) 16

Natural science (astronomy, biology, chemistry, geology, physics) 6

Electives (drawn from above disciplines or in consultation with advisor) 16

Total units in the major 54

* Includes 9-unit upper-division GE requirement.

Liberal Studies – Ukiah Admission Criteria

Courses are offered in Ukiah for resident credit to students who meet the following criteria:

1. Students must be residents of Mendocino 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.

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 4001. More information about the program may be obtained by calling the liberal studies—Ukiah program office, 707-664-2074.

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)

Natural Science (3)

Behavioral Science (3)

Humanities (3)

Spring Semester (15 units)

Natural Science (3)

Behavioral Science (3)

Humanities (3)

Senior Year: 24 units

Fall Semester (15 units)

Behavioral Science (3)

Behavioral Science (3)

Humanities (3)

Major Elective (3)

Spring Semester (9 units)

Behavioral Science (3)

Humanities (3)

Major Elective (3)

Total semester units 124

Minor in Linguistics

For a minor in linguistics, students must complete 20 units as follows:

Minor Core Requirements

LING 200 Introduction to Linguistic Studies
LING 310 Phonological Analysis
LING 311 Grammatical Analysis

Total units in the minor core 9

Minor Electives

Choose 11 units from other linguistics courses and/or linguistically oriented courses offered in other programs or departments. For an approved list of such courses, see the linguistics program coordinator.

Total units in minor electives 11

Total units in the minor 20

Linguistics Courses (LING)

Courses 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; and the mind, child language acquisition; role and function of language in the context of personal and group interactions and identity; 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 C5 (Contemporary International Perspectives).

310 Phonological Analysis (3) / Fall

Introduction to articulatory phonetics; methods and practice in the analysis of sound systems, with attention given to American English. Prerequisite: LING 200 or consent of instructor.

311 Grammatical Analysis (3) / Spring

Methods and practice in the analysis of word and sentence structure, with emphasis on non-Western European languages. Prerequisite: LING 310 or consent of instructor.

320 Meaning, Context and Reference (3) / Spring, odd years

Introduction to the linguistic approach to the study of meaning, including the ways in which meaning is determined by language use. Prerequisite: LING 200 or consent of instructor.

405 Phonology and Pronunciation (1) / Fall

The analysis of knowledge gained in LING 310 Phonological Analysis is applied to the diagnosis and treatment of the pronunciation problems of ESL learners from a range of language backgrounds. In addition, a focus on current methods, materials, and techniques for the teaching of pronunciation includes the design and implementation of appropriate strategies, tasks, and activities that respond to individual learner problems. Prerequisite or coerequisite: LING 310.
410 English Grammar and ESL (3) / Fall
Exploration of and suggestions for classroom teaching of, aspects of English structure that ESL/EFL students find particularly difficult. Emphasis is on such features of English as tense-aspect; modals; articles; measure words; collective nouns and quantifiers; personal pronouns; non-reflexive it/there/their; focus constructions; complementation; logical connectives. 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 such key questions as the nature of "stages" in development, the role of innate linguistic knowledge, and the role of experience in language acquisition. Prerequisite: LING 200.

432 Language in Sociopolitical Context (3) / Spring
Focus on such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions, and language planning. Practical introduction to the insights offered by discourse analysis to the study of language varieties reflected in particular geographical regions, and by members of particular social classes/groups. Prerequisite: LING 200 or consent of instructor.

433 Intercultural Communication (1) / Spring
Emphasis on fostering awareness of cultural differences in communicative strategies and learning styles. LING 432 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 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

490 Language and Content (1) / Fall
Relation between language and content, with focus on different approaches to content-based instruction and task-based learning. Requires 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 entailing 50-60 hours for the semester in teaching English as a second language or in the development of ESL materials. Prerequisite: LING 441 or 442. To be taken one time only.

593 Special Studies (1-3)
Students interested in Special Studies in linguistics must complete a special studies application by the end of the first week of the semester. Prerequisite: graduate standing and consent of instructor.

Supplementary English Language Courses (SELD)
Courses in Supplementary English Language are designed to enable Sonoma State University students for whom English is a second language to improve their proficiency in the English language, especially in the reading and writing skills required for success at the university. Admission to these courses is determined by ESL Placement Test scores. Courses in SELD prepare students for entrance into ENGL 101. Students will also be required to take the Written English Proficiency Test.

100A Supplementary English Language Development (3)
Designed for international students and other non-native 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 Development (3)
Designed for international students and other non-native speakers of English, this course focuses on the development of academic discourse skills, with stress on strengthening proficiency in a range of oral and written American English styles. Limited enrollment. Admission by ESL Placement Test only.

Mathematics

Mathematics is a rapidly growing discipline whose concepts and applications play an ever-increasing part in modern life. Mathematics has always been an essential tool in the physical sciences, and has more recently been applied extensively in such diverse areas as medical and biological research, environmental studies, management science, behavioral and social sciences, and, of course, computer science. Our basic curriculum is designed to prepare students for employment as professional mathematicians in business, industry, government, and teaching, as well as to provide a sound background for continuation of study toward advanced degrees in mathematics, computer science, and related fields.

The B.A. program provides preparation for teaching, general application of mathematics, and graduate study in mathematics.

The B.S. degree program offers concentrations in applied mathematics, computer science and statistics. These programs prepare students for graduate study in mathematics and in a variety of other fields: computer science; statistical work in government and industry; biostatistics; actuarial work; and consultative problem solving in modern industry.

Degree Requirements

General Education

Major courses

Electives

Total units needed for graduation

Core Curriculum

MATH 161 Calculus I

MATH 211 Calculus II

MATH 220 Higher Mathematics: An Introduction

MATH 222 Elementary Applied Linear Algebra

MATH 261 Calculus III

MATH 340 Real Analysis I

Total units in core curriculum

B.A. Program (Pure Mathematics)

Core curriculum

MATH 231 Differential Equations I

MATH 306 Number Theory or

MATH 308 Geometry

MATH 320 Modern Algebra I

MATH 322 Linear Algebra

MATH 360 Complex Variables

MATH 418 Topology or

MATH 420 Modern Algebra II or

MATH 440 Real Analysis II

Supporting Courses

MATH 180 Computing for Math/Science

CS 150 Intro to Programming (3 units in GE)

PHYS 114 Intro to Physics (3 units in GE)

Total units in B.A. program

B.A. Program (Secondary Teaching)

This B.A. program satisfies state requirements for subject matter prepa-
rations in mathematics for the Single Subject Teaching Credential.

Core curriculum

MATH 250 Probability and Statistics

MATH 306 Number Theory

MATH 308 College Geometry

MATH 310 History of Mathematics

MATH 320 Modern Algebra I

MATH 345 Probability Theory or

MATH 470 Mathematical Modeling

MATH 416 Graph Theory and Combinatorics

MATH 395 Community Involvement Program

Supporting Courses

MATH 180 Computing for Math/Science

PHYS 114 Intro to Physics (3 units in GE)

Total units in secondary teaching program

Note: Students considering graduate school in mathematics are advised to choose MATH 211 and MATH 322 as additional courses.
B.S. Program (Applied Mathematics)
This B.S. concentration prepares students for employment in industry and graduate schools in scientific fields.

Supporting Courses
MATH 181 Computing for Statistics 4
PHYS 114 Intro to Physics 4

Total units in statistics 53

Sample Four-Year Program for Bachelor of Arts in Mathematics

Freshman Year: 29 units
Fall Semester (15 units)
MATH 161 (GE) (4 units)
GE (3)
ENGL 101 (3)
GE (3)

Spring Semester (14 units)
MATH 211 (4 units)
PHYS 114 (GE) (4 units)
MATH 180 (2)

Sophomore Year: 31 units
Fall Semester (16 units)
MATH 261 (4)
MATH 229 (3)
MATH 222 (3)
GE (3)
GE (3)

Spring Semester (15 units)
MATH 320 (4)
MATH 320 (4)
GE (3)
GE (3)
UD GE (GE)

Junior Year: 32 units
Fall Semester (16 units)
MATH 306 or Elective (3)
MATH 320 (4)
GE (3)
GE (3)

Spring Semester (16 units)
MATH 340 (4)
Elective or MATH 306 (3)
GE (3)
UGE (GE)

Senior Year: 32 units
Fall Semester (16 units)
MATH 418 or Elective (3)
MATH 420 or Elective (3)
UD GE (GE)
Elective (3)

Spring Semester (16 units)
MATH 500
MATH 420 or Elective (3)
Elective (3)
Elective (4)

Total semester units: 124

B.S. Program (Computer Science Option)
This B.S. concentration prepares students for industry employment and graduate schools in computer-science-related fields. Students who are interested in the mathematical foundations of computer sciences generally opt for this major.

Core curriculum 22
MATH 231 Differential Equations I 3
MATH 232 Linear Algebra 3
MATH 345 Probability Theory 3
MATH 352 Numerical Analysis 3
MATH 416 Graph Theory and Combinatorics 3
CS 250 Computer Organization: Software 3
CS 254 Data Structures 3
CS 354 Algorithm Analysis 3
CS 355 Database Management Systems Design 3
CS 375 Computer Graphics 3
CS 454 Theory of Computing 3

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 232 Linear Algebra 3
MATH 345 Probability Theory 3
MATH 355 Statistical Inference I 3
MATH 367 Statistical Consulting (twice) 4

Choose three of the following four courses:
MATH 441 Operations Research 3
MATH 465 Statistical Inference II (4)
MATH 467 Applied Statistical Methods (3)
MATH 470 Mathematical Modeling (3) 9-10

Cooperative Master of Arts in Mathematics
The department of mathematics participates in a cooperative master's degree in mathematics with San Francisco State University. Through this program, students who have been accepted into the master's degree program at San Francisco State may complete up to 12 units of course work in residence at Sonoma State University. Students interested in this cooperative program should contact the chair of the mathematics department for further information.

Minor in Mathematics
Twenty units of mathematics are required. These must include MATH 161 (or its equivalent) and at least 6 units of upper-division mathematics courses, not including MATH 300. Approval of the mathematics department should be obtained by the junior year in order to plan the minor properly.

Teaching Credential Preparation
The B.A. program for secondary teaching is designed to prepare students planning to teach in middle, junior, and high schools. This program is currently accredited by the California Commission on Teacher Credentialing, and successful completion certifies that a student has achieved the subject matter competence required by the Commission for a Single Subject Teaching Credential in mathematics. An alternative route for demonstrating subject matter competence is passage of the PRAXIS exam (formerly NTE) in mathematics, together with selected work in mathematics. Students considering either route to secondary teaching should consult the mathematics department education advisor.

The mathematics department also offers course work to prepare students for teaching in elementary schools. The minimal college-level mathematics preparation recommended for elementary teachers is two courses: MATH 100 and MATH 300. In addition, both the Hutchins School of Liberal Studies and the Mexican American studies department offer mathematics concentrations. Contact the appropriate department for details. Students planning to earn either the Multiple Subject (elementary) or Single Subject (secondary) credential may further emphasize mathematics in their teaching preparation by completing course work leading to a supplementary authorization and/or a minor in mathematics. Contact the mathematics department education advisor for further details regarding these options.

Entry-Level Mathematics (ELM) Exam
The Entry-Level Mathematics Examination, if applicable, must be taken within the two years before enrollment in any general education or developmental mathematics course (MATH 40, 45, or 50). The ELM results will place the student in the appropriate level of mathematics course. Note that MATH 50 or 45 is a prerequisite for MATH 100, 107, 111, 113, 141 and 160. Please consult the Schedule of Classes or phone the Office of Testing Services for times and place of examination. The examination will be given in conjunction with the English Placement Test. For additional information, please see page 16.

Grading Policy in the Mathematics Department
Nonmajors
All mathematics courses except MATH 40, 45, 50, 100, 107, 111, 113, 141 and 160 are available in the CnNC grading mode to non-majors.

All Students
MATH 175, 295, 330, 395 and 499 are available only as CnNC.

Mathematics Majors
An upper division mathematics course may be an elective at most 17. However, maximum of 6 units total credit in MATH 330, 375, 395 and 499 may be applied toward my mathematics degree.

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

30 Mathematics Skills (3) / Fall
Spring
The course emphasizes developmental and learning strategies in mathematics, providing activities that develop students' arithmetic abilities and introduce them to beginning concepts of algebra and geometry.

Placement based on ELM examination taken within past two years.

Course credit is not applicable toward graduation.

40 Elementary Algebra (3) / Fall, Spring
Introduction to topics include review of real numbers, computational geometry skills, rules of exponents, polynomials, linear equations in one and two variables, factoring, rational expressions, inequalities, roots and radicals, and quadratic equations.

Prerequisite: MATH 30 or placement based on ELM examination taken within past two years.

Course credit is not applicable toward graduation.

45 Beginning and Intermediate Algebra (4)
Fall, Spring
The course begins with a review of elementary algebra and an introduction to functions, inverse functions, and their graphs through the use of the computer and/or graphing calculator. Other topics include quadratic, exponential, logarithmic, and an introduction to trigonometric functions, as well as conic sections, the distance formula, and nonlinear equations in one variable.

Prerequisite: placement based on ELM examination taken within past two years.

Course credit is not applicable toward graduation.

50 Intermediate Algebra (3) / Fall, Spring
Topics include quadratic, exponential, logarithmic, and an introduction to trigonometric functions, as well as conic sections, the distance formula, and nonlinear equations in one variable.

Prerequisite: MATH 40 or equivalent, or placement based on ELM examination taken within past two years.

Course credit is not applicable toward graduation.

100 Geometry (3) / Fall, Spring
A linear approach to geometry, with topics from the history of geometry and axiomatic systems. Euclidean geometry, polygons and tessellations, three-dimensional geometry, analytic geometry and conics, trigonometry, measurement, transformations, topology, and number patterns in geometry. Satisfies the GE requirement for mathematics, category B4.

Prerequisite: placement by ELM examination within past two years or MATH 45 or MATH 50.

107 Precalculus Mathematics (4) / Fall, Spring
Course covers the necessary concepts and inequalities, radicals and fractional exponents, quadratic equations, graphing relations and functions, absolute values, absolute inequalities, systems of equations, exponential and logarithmic functions, trigonometric functions, equations and identities, DeMoivre's and Euler's Theorems, and complex numbers. Satisfies the GE requirement for mathematics, category B4.

Prerequisite: placement by ELM examination taken within past two years, if applicable, MATH 45 or MATH 50.

107W Precalculus Workshop (2) / Fall, Spring
A workshop designed to be taken with MATH 107. Exploration of precalculus concepts through problem solving in a group setting.

Corequisite: MATH 107.

111 Symmetry in the Sciences and Arts (3)
Exploration of the mathematical theory of symmetry in the plane and in space. The theory uses the idea that the set of rigid motions comprises an algebraic structure called a group, and that composing rigid motions 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
architectural and decorative art; engineering of mechanical devices; music and dance; decorative art; evolution and taxonomy; crystallography; chemical bonding and atomic structure; philosophy; and mathematical proofs. Satisfies GE requirement for mathematics, category B4. Prerequisite: placement by the ELM examination taken within past two years or MATH 45 or MATH 50.

1.3 Introduction to Finite Mathematics (3) / Fall, Spring A GE course designed to give students an understanding of finite mathematics applied in the modern world to social sciences, economic analysis, statistical analysis, and decision making. Topics include linear models, linear programming, sets, combinatorics, probability, and statistics. Recommended for students with interests in the social sciences and management. Satisfies GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45 or MATH 50.

1.4 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 contemporary issues, appreciating the beauty and creativity of mathematics, understanding forms of mathematical discourse, and the ways of mathematics in modern society. Satisfies the GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45 or MATH 50.

2.1 Discrete Structures (3) / Fall, Spring A study of discrete structures and their applications in computer science. Topics will include: sets, set theory, graphs, Boolean algebra, grammars, and languages. Throughout the course, applications to computer science will be discussed. Prerequisite: MATH 107 or consent of instructor. CS 130 should be taken concurrently.

2.1 Calculus I (4) / Fall, Spring Calculus I includes limits, continuity, derivatives including trigonometric functions, chain rule, curve sketching, extremum problems, implicit differentiation, related rates, Mean Value Theorem, logarithmic and exponential functions, integration to introduction to functions, fundamental theorem of calculus, and estimation of area under a curve. Satisfies the GE requirement for mathematics, category B4. Prerequisite: MATH 107 or consent of instructor. CAN MATH 18.

2.1 Calculus I Workshop (2) / Fall, Spring A workshop designed to meet with MATH 211. Exploration of first-semester calculus concepts through problem solving in a group setting. Corequisite: MATH 211.

3.1 Elementary Statistics (4) / Fall, Spring This course is a computer-intensive introduction to elementary statistics. Topics include: elementary descriptive and inferential statistics and their applications to behavioral science, economics, and social sciences, discrete probability theory, sampling, random variables, special distributions, central limit theorem, estimation, test of hypothesis, analysis of variance, linear regression and correlation, and some nonparametric tests. Satisfies the GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45 or MATH 50.

3.2 MATH 110 Colloquium (1) / Fall, Spring A student taking this course will be required to attend all presentations in the MATH 110 Colloquium series during the semester and, in addition, keep a journal. May be taken three times for credit. CoCNC only. Prerequisite: consent of instructor.

3.3 Mathematics and Science (2) / Fall, Spring This course will utilize a software system, such as Mathematica, to implement numerical, symbolic, and graphical calculations useful in mathematics and science. It will also introduce students to procedural programming in that system. Prerequisite: MATH 161 or consent of instructor.

3.3 Computing for Statistics (2) / Spring Students will use high-level computer language and software packages such as SASS or SPSS to perform statistical analysis, understand computer output, interpret statistical results and write their own programs. Prerequisite: MATH 265 or MATH 365, or concurrent enrollment or consent of instructor.

3.4 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 15 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

3.5 Discrete Mathematics (3) / Spring A study of discrete mathematical systems with emphasis on its use in other areas of mathematics and in real-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.

3.6 Calculus II (4) / Fall, Spring Calculus II includes the calculus of exponential and logarithmic functions, trigonometric and inverse trigonometric functions, techniques of integration, separable differential equations, Taylor polynomials, L'Hopital's rules, improper integrals, series, and introduction to partial derivatives. Prerequisite: MATH 161 or consent of instructor. CAN MATH 20.

3.6 Calculus II-S (2) / Fall, Spring First half of MATH 211. Prerequisites: MATH 161 or consent of instructor. Open to students who meet the chemistry B.A. program.

3.6 Calculus II Workshop (2) / Fall, Spring A workshop designed to be taken with MATH 211. Exploration of the second semester calculus concepts through problem solving in a group setting. Corequisite: MATH 211.

3.7 Higher Mathematics: An Introduction (3) / Fall, Spring This is a transitional course supplying background for students going to calculus into the more abstract topics of higher mathematics courses. The principal aim of this course is to develop proficiency in reading and creating proofs. The following topics are included: elementary logic, methods of proof, set theory, relations and functions. Topics that may be covered include: algebra, homomorphisms, cardinality, Boolean algebra, the integers, limits and the real numbers. Transfer students are encouraged to take MATH 225 and 226 in the following semester if possible. Prerequisite: MATH 211 or equivalent, or consent of instructor.

3.8 MATH 222 Elementary Applied Linear Algebra (3) / Fall A course in vector and matrix algebra applied to science and computing. Topics include linear systems, vectors, matrices, Gauss-Jordan elimination, linear programming and geometric transformations. Prerequisites: MATH 107 or consent of instructor. CAN MATH 26.

3.9 Differential Equations I (3) / Fall, Spring Separable and exact equations, first- and second-order linear initial value problems, series solutions, including Bessel and Ricatti equations. Applications. Higher-order homogeneous linear equations. Methods for nonhomogeneous equations, including variation of parameters and undetermined coefficients. Systems solution about the origin. Ordinary differential equations. Introduction to numerical methods. Prerequisite: MATH 211 or equivalent, or consent of instructor.

3.10 Probability and Statistics (3) / Fall This course will cover discrete probability theory, random variables, special probability distributions, elementary descriptive statistics, sampling theory, estimation hypothesis testing, analysis of variance, linear regression, and correlation. Prerequisite: Any GE-level math course or consent of instructor.

3.11 Calculus III (4) / Fall, Spring Calculus III includes partial derivatives, multiple integrals, alternate coordinate systems, vector functions and their derivatives, line integrals, Green's Theorem, Stokes' Theorem, Divergence Theorem. Prerequisites: MATH 211 or equivalent, or consent of instructor. CAN MATH 22.

3.12 Intermediate Statistics (3) / Spring An in-depth examination of the application of statistical techniques to the real world. The course extends the concepts learned in MATH 161 and introduces new topics; it is suitable for students with an interest in applying statistics to their field of interest. Topics selected from: theory of estimation, point estimation, interval estimation and hypothesis testing, multiple regression, principles of experimental design, sampling theory, time-series analysis, and multivariate analysis. Prerequisite: MATH 161 or MATH 250 or instructor consent.

3.13 Community Involvement Program (1-4) / Fall, Spring CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. No more than 3 units of credit may be applied toward any mathematics degree. May be repeated for credit up to 6 units total. CoCNC only.

3.14 Elementary Number Systems and Applications (4) / Fall, Spring Designed for elementary and middle school teachers. Topics include problem-solving strategies, sets, numeration, structure of the real number system, arithmetic operations, number sense and estimation, discrete probability, descriptive statistics, and use of calculators. Emphasis is on problem-solving, communicating ideas, and interpreting mathematics in meaningful ways for adults and children. Prerequisite: MATH 100 or other GE math course instructor consent.

3.15 Geometry for Elementary Teachers (1) / Spring, Fall, Spring An exploration of basic concepts of measurement and geometry designed for students interested in elementary or middle school teaching. The nature of measurement, two- and three-dimensional shapes and their properties, symmetry, congruence, similarity, tessellations, manipulatives, and additional topics in geometry. Emphasis is on reasoning, problem solving, communicating ideas, and interpreting mathematics in meaningful ways for adults and children. Prerequisite: MATH 100 or other GE math course instructor consent. Any GE mathematics course may be taken before, after, or concurrently with MATH 350.

3.16 Number Theory (3) / Spring, Fall, Spring Mathematical induction, Euclidian algorithm, congruences, fundamental theorem of arithmetic, perfect numbers, and Euclid's prime number theorems. Functions, prime number theory. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

3.17 College Geometry (3) / Fall The Hillbert postulates, isometries in the Euclidean plane, non-Euclidian geometry, construction of new postulates from fields. Prerequisites: MATH 200 and MATH 220 or consent of instructor. Any student who has not taken high school geometry is advised to take MATH 100 before MATH 390.

3.18 History of Mathematics (3) / Spring Mathematics from ancient times to the present. The student learns how to solve problems of the past using only the tools of the past. Prerequisite: MATH 161 or consent of instructor.

3.18 Modern Algebra (4) / Fall Topics cover group theory, including permutation groups, cyclic groups, Lagrange's theorem, homomorphisms, and factor groups; and an introduction to the theory of rings, integral domains, and fields. Prerequisites: MATH 220 or consent of instructor.

3.18 Linear Algebra (3) / Spring Topics include linear programming and other applications using linear models, vector spaces, linear transformations, matrices, linear equations, determinants, and Cayley-Hamilton theorem. Prerequisites: MATH 220 and MATH 222 or consent of instructor.

3.18 Techniques of Problem Solving (3) / Spring An introduction to problem-solving heuristics and problem-solving strategies, including a discussion of problem-solving heuristics and various algorithms and heuristics for solving problems in the mathematical Association of America. No more than 4 units of credit in this course may be applied toward any mathematics degree. May be taken four times for credit, CoCNC only. Prerequisite: MATH 161 or consent of instructor.

3.18 Differential Equations II (3) Fall, Spring, Fall, Spring Picard's method and a discussion of the existence and uniqueness of solutions. General properties of solutions, including the Sturm separation theorem for second-order linear equations. Power series solutions for a regular singular point. Laplace transforms. Linear systems of differential equations. Nonlinear differential equations and stability. Prerequisite: MATH 231 or consent of instructor.

3.19 Real Analysis I (4) / Spring Topics include construction of the real numbers, topology of the real line, sequences and series, completeness, the derivative, the Riemann integral, and sequences and series of functions. Prerequisites: MATH 220 and MATH 261, or consent of instructor.

3.20 Discrete Structures II (3) / Fall A study of discrete structures that have applications in computer science, computer science and engineering, and computer science and engineering. Prerequisites: MATH 142 and MATH 211 and one of the following: MATH 142, MATH 200, MATH 220.
345 Probability Theory (3) / Fall
Topics include probability spaces, discrete and continuous random variables, probability mass functions, probability density functions, cumulative distribution functions, Markov chains, queueing theory, moment generating functions, law of large numbers, and central limit theorem. Prerequisites: MATH 261 and MATH 220, or consent of instructor.

352 Numerical Analysis (3) / Fall
Selected numerical and iterative processes for solving equations. Topics include computer methods, finite differences, Lagrange interpolations, and the finite element method and the theory of spline functions. Prerequisites: MATH 251 (may take concurrently) and MATH 180 or CS 150 or competence in a high-level programming language, or consent of instructor.

360 Introduction to Complex Variables (3) / Fall 1998, Spring 2000, Fall 2001
Topics will include the complex field, functions, limits, continuity, complex differentiation and the Cauchy-Riemann equations, complex integration, residues, conformal mappings. Prerequisite: MATH 120, or concurrent enrollment in MATH 261, or consent of instructor. MATH 251 and MATH 340 are recommended.

365 Theory of Statistical Inference I (3) / Spring
A course in mathematical statistics, concerned with developing the concepts of statistics by the use of calculus. Topics include: theory of sampling, probability of test results, tests of significance, confidence limits, the t, F, and chi-square distributions. Prerequisite: MATH 345 or consent of instructor.

367 Statistical Consulting (2) / Fall, Spring
This course is a blend of theoretical and practical aspects of statistical consulting. Students learn how to consult with professionals in various fields, find creative statistical solutions to real-world problems and present results in written and written form. Students also learn about library research and software packages. This course may be repeated for a total of 4 units. Prerequisite: MATH 165 or MATH 250 or MATH 365 or consent of instructor.

375 MATH Colloquium (1) / Fall, Spring
Students will be required to attend all presentations, keep a journal, and write a significant paper on one of the presentations. May be taken three times for credit. No more than 3 units may be applied to the upper-division major requirement. May not be taken concurrently with MATH 175. Prerequisites: consent of instructor and upper-division standing.

395 Community Involvement Program (1-4) / Fall, Spring
CIP involves students in the community performing such tasks as tutoring, coaching, and helping the blind. Students receive 1 to 4 units, depending on specific tasks performed. No more than 3 units of credit in CIP may be applied toward any mathematics degree. May be repeated for a total of 6 units. Cs/NC only.

416 Graph Theory and Combinatorics (3) / Spring
Set theory, counting techniques such as permutations, combinations, generating functions, partitions and recurrence relations, Polya's theorem, Hamiltonian and Eulerian properties of graphs, matchings, trees, coloring problems and planarity. Applications in many disciplines. Prerequisite: MATH 142 or MATH 200 or MATH 230 or consent of instructor.

418 General Topology (3) / Fall, even years
Topics include definition of a topology, closed sets, relatizations, base and subbases of a topology, compact topological spaces, separation axioms, normal spaces, regular spaces, metric spaces, continuous mappings, product spaces, function spaces. Prerequisite: MATH 340 or consent of instructor.

420 Modern Algebra II (3) / Spring, even years
A continuation of MATH 130. Topics include theory of rings, integral domains, and fields; unique factorization domains; extension fields; and Galois theory. Prerequisites: MATH 320 and 322 (taken concurrently) or consent of instructor.

431 Partial Differential Equations (3) / Fall 1999, Spring 2001, Fall 2002
A course in partial differential equations (pde). Topics include mathematical models in physics, theory and solution of quasi-linear first-order pdes, second-order linear and nonlinear pdes including applications. Fourier series, boundary-value problems, Fourier and Laplace transforms. Numerical methods and solutions. Prerequisite: MATH 231 or consent of instructor.

440 Real Analysis II (3) / Fall, odd years
A continuation of MATH 340. Topics include sequences and series of functions, Taylor series, Weierstrass approximation theorem, Fourier series and the Lebesgue integral. Prerequisite: MATH 340 or consent of instructor.

441 Operations Research (3)
Spring 1999, Fall 2000, Spring 2002
A course in operations research and industrial problem solving. Topics include optimization, simplex algorithm for linear programming, queueing theory, game theory, PERT project time path analysis, mathematical modeling of industrial problems. Prerequisites: MATH 222 and MATH 345, or consent of instructor.

465 Theory of Statistical Inference II (3) / Fall, even years
Topics will include: general lineal hypothesis, linear and nonlinear regression, analysis of variance, design of experiments, multivariate analysis. Prerequisite: MATH 365 or consent of instructor.

467 Applied Statistical Methods (3) / Fall, odd years
A computer-intensive course designed to complement the theoretical statistics covered in MATH 165 and MATH 165. The course deals with advanced applications of statistics to diverse areas. Topics selected from: theory of estimation, ANOVA, multiple regression, principles of experimental design, sampling theory, time series analysis and multivariate analysis. Prerequisite: MATH 365 or consent of instructor.

470 Mathematical Models (3) / Fall
The process of expressing scientific principles, experiments, and conjectures in mathematical terms. Topics include: gathering reliable data, exposing underlying assumptions, variables, and relationships. Choice of modeling levels. Testing and refining of models. Deterministic vs. stochastic models. Applications to biology, physics, chemistry, geology, social science and environmental sciences. Prerequisite: MATH 211 or consent of instructor.

485 Selected Topics in... (1-3)
Subject matter and number of units to be determined by the instructor and may differ from semester to semester. Some of the possible areas of study are multivariable analysis, calculus of variations, convex geometry, differentiable manifolds, graph theory, Galois theory, algebraic topology, integral equations. This course may be repeated for up to 6 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

495 Special Studies (1-4) / Fall, Spring
Prerequisites: a lower-division math course and consent of instructor.

496 Seminar in Mathematics (1-3)
A mutual exploration of selected current issues in mathematics by members of the mathematics facutly and mathematics majors. Non-majors may enroll by permission of the instructors. Prerequisite: upper-division standing.

499 Internship in Mathematics (1-3)
Field experience in mathematics, computer science, or statistics. May be repeated for credit up to 3 units total. Cs/NC only. Prerequisite: prior arrangement with instructor.

Graduate Courses
595 Special Studies in Mathematics (1-4)
Subject matter and number of units to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.
A commitment to active involvement stands at the heart of the music curriculum. Students are involved in many ways—as performers, composers, critics or historians—but intelligent and lively participation informs every facet of the department's various degree programs.

The core curriculum for music majors provides a thorough foundation in each essential skill 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 aspects of 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 base from which a student may pursue graduate studies or a variety of careers. The jazz studies concentration trains the student in the techniques and practice of contemporary jazz style. 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 the study of vocal technique and voice development. Students are trained in the recording arts of analog and digital synthesis, professional training in analog recording, and in the minor in recording arts.

The music faculty strive for a balanced curriculum that explores music of different cultures, ethnic groups, formal styles and historical periods. The faculty freely explore sound as a creative medium, and offer students thorough and tangible skills. Any student planning to do graduate work in music should consult a music advisor in time to plan a major 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 major curriculum. All entering and transfer students will be given placement examinations in piano, music theory, and, where appropriate, sight-singing and dictation during their first week of instruction. Students with inadequate preparation in keyboard will be expected to take MUS 109 Intensive Keyboard Lab I. Students without background in any of these areas will also be expected to take MUS 105 Fundamentals.

All music majors, whether continuing or transfer students, must complete or successfully challenge MUS 320 Ear Training IV (annual ear training). Students in all concentrations must also pass MUS 309 Keyboard Proficiency Lab. Jazz studies students must pass or successfully challenge MUS 392 Jazz Piano II.

- Basic keyboard proficiency is a prerequisite to enrollment in MUS 110 Foundations of Theory. MUS 320 and 309 (or 392) are prerequisite to enrollment in certain upper-division music courses and to admission into the Single Subject Teacher Credential Program in Music.

**Lower-Division Program**

The core of the lower-division program for music majors is a sequence of courses in music literature, composition, and music history. This sequence is a comprehensive approach to ear training in its broadest sense. It includes sight-singing, dictation, counterpoint, harmony, and harmonic and rhythmic analysis as they relate to the development of aural and written skills. Materials and techniques from variety of musical styles are used.

**Upper-Division Program**

The upper-division program is designed to integrate studies of theory, music literature, keyboard and aural skills, music history and analysis. Students who wish to specialize in jazz, music education or performance will be required to take classes that develop skills specific to these areas.

Standard music majors and students in the jazz studies concentration are required to complete a senior project. The senior project, MUS 490, may take the form of directed research leading to a lecture-demonstration, a recital, an extended composition, the preparation of a performing edition, or another project of substantial effort. Students enrolled in the performance concentration must present a senior recital, MUS 491.

**The Performance Requirement**

Music department ensembles include Chamber Music, Classical Guitar Ensemble, Chorus, Sonoma County Youth Choir, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Chamber Singers, Musical Theatre, New Music Workshop, Symphonic Wind Ensemble, Vocal Jazz Ensemble and Vocal Jazz Workshop.

All music majors must participate in departmental ensembles during six semesters of their undergraduate study. At least two semesters of this requirement must be met in vocal ensembles, and at least two semesters must be completed at SSU. Students may participate in a community orchestra with credit for MUS 495 (Special Studies) with department approval. Students enrolled in the music education concentration must include one World Music Workshop in their requirements. Students enrolled in the performance and music education concentrations must participate in departmental ensembles during eight semesters of their undergraduate study.

Students enrolled in private instruction must agree to perform in ensembles designated as appropriate by the music faculty, unless excused by their private instructor. Such a sounderlind fee of $25 per semester is charged for use of music department facilities and equipment. In addition, a $20 deposit is charged for checking out a departmental instrument.

**Concert Attendance**

Music in Performance MUS 299, in,String, or NC, is required of all music majors. To complete this requirement, full-time music majors must attend 10 concerts each semester sponsored by the music department or by the Center for Performing Arts. Students are enrolled part-time (1 to 6 units) may be exempted from this requirement with prior departmental approval.

**Advising**

Each student must consult an advisor in the music department before beginning work as a music major and at the beginning of each semester thereafter. The advisor's signature constitutes departmental approval of the student's semester schedule.

The total number of core units required for the major ranges from 43 to 52, depending on the emphasis chosen. Students should consult their advisors early to determine the program most appropriate to their skills.

**Bachelor of Arts in Music**

**Standard Music Major**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>units</th>
<th>General education</th>
<th>51</th>
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<tbody>
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<td>Major core requirements</td>
<td>43</td>
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<tr>
<td>Total units needed for graduation</td>
<td>124</td>
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</table>

**Requirements for the Major**

The courses listed below constitute the standard major in music. A student satisfactorily completing these courses, along with other university requirements, will earn a B.A. with a major in music. Students with highly developed special interests are encouraged to consult an advisor about arranging individually tailored programs of study. Complete all the following:

- MUS 110 Foundations of Theory
- MUS 120 Ear Training I
- MUS 150 Survey of U.S. Music
- MUS 111 Choral Literacy I
- MUS 250 Survey of European Music
- MUS 210 Texture and Style

**Sample Four-Year Program for Bachelor of Arts in Music**

**Freshman Year: 32 units**

- Fall Semester (16 units)
  - ENG 101 (GE area A2) (3)
  - GE MTH (GE area B4) (3)
  - MUS 110 (5)
  - MUS 120 (2)
  - MUS 109 (2)
  - MUS 299 (1)

- Spring Semester (16 units)
  - HUMS 100 (GE area A1) (3)
  - MUS 111 (3)
  - MUS 121 (2)
  - MUS 209 (2)
  - MUS 299 (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)
  - MUS 299 (1)

- Spring Semester (16 units)
  - GE (area D3) (3)
  - MUS 320 (2)
  - MUS 299 (1)
  - Elective (4)

**Junior Year: 30 units**

- Fall Semester (14 units)
  - GE (area C1) (3)
  - MUS 350 (GE area C4) (3)
  - MUS 299 (1)

- Spring Semester (16 units)
  - GE (area D1) (3)
  - MUS 320 (2)
  - MUS 299 (1)
  - Elective (4)

**Senior Year: 30 units**

- Fall Semester (14 units)
  - GE (area B2) (3)
  - MUS 490 (2)
  - MUS 299 (1)

- Spring Semester (16 units)
  - GE (area B3) (3)
  - MUS 490 (2)
  - MUS 299 (1)
  - Elective (4)

**Total semesters: 124**

**Jazz Studies Concentration**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>units</th>
<th>General education</th>
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<td>Major requirements</td>
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<tr>
<td>Total units needed for graduation</td>
<td>124</td>
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**220 / University Curricula + Music**
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, and teachers. Students planning to pursue careers as performers should take private instruction in their major instrument or in voice as a part of their program. These students normally enroll each semester in at least one music department ensemble appropriate to their area of interest. They should also seek opportunities for performance off-campus in a wide variety of performing environments.

Complete all the following:
- MUS 112 Jazz Theory I
- MUS 121 Ear Training II
- MUS 111 Counterpoint
- MUS 220 Ear Training III
- MUS 212 Jazz Theory II
- MUS 292 Jazz Piano I
- MUS 317 Vocal/Small Band Arranging
- MUS 392 Jazz Piano II
- MUS 320 Ear Training IV
- MUS 389 Jazz Improvisation II
- MUS 489 Jazz Improvisation III
- MUS 342 Studies in Music History (must be a jazz topic)
- MUS 490 Senior Project
- MUS 300 Seminar
- MUS 150 Survey of U.S. Music (3)
- MUS 250 Survey of European Music (3)
- MUS 350 Survey of World Music (3)
- MUS 377 Choir (1)
- MUS 347 Stage Band Composition and Orchestration (3)
- MUS 317 prerequisite for 417

Total units in the major: 46

Sample Four-Year Program for Bachelor of Arts in Music
Jazz Studies Concentration

Freshman Year: 28 units
Fall Semester (14 units)
- ENGL 101 (GE area A2)(3)
- PHIL 101 (GE area A3)(3)
- GE Math (GE area B4)(3)
- MUS 111 (5)
- MUS 112 (3)
- MUS 106 (2)
- MUS 299 (1)
- Ensemble or Elective (2)

Sophomore Year: 32 units
Fall Semester (16 units)
- GE area D11(3)
- HUMS 200 (GE area A1)(3)
- MUS 220 (2)
- MUS 292 (1)
- MUS 309 (1)
- Music Ensemble (2)
- MUS 299 (1)
- Studio Lessons (1)

Junior Year: 32 units
Fall Semester (16 units)
- GE area D12(3)
- GE area D11(3)
- MUS 220 (2)
- MUS 292 (1)
- MUS 309 (1)
- Music Ensemble (2)
- MUS 299 (1)
- Studio Lessons (1)

Senior Year: 32 units
Fall Semester (16 units)
- GE area D11(3)
- GE area B3(3)
- MUS 220 (2)
- MUS 292 (1)
- MUS 309 (1)
- Music Ensemble (2)
- MUS 299 (1)
- Studio Lessons (1)

Total units in the major: 124

Performance Concentration
Degree Requirements units
General education
- MUS 111 General music (1)
- MUS 112 Major requirements (3)
Remaining units
- MUS 106 Major electives (2)
- MUS 299 (1)
- Ensemble or Elective (2)

Total units needed for graduation: 124

Requirements for the Major
The performance concentration is intended for vocal or instrumental students who show special aptitude for careers as performers. It is expected that a student graduating in performance will have reached a level of at least semiprofessional competence.

Admission to the performance concentration is by audition. Once admitted, students will be required to pass annual jury exams, to enroll in an appropriate ensemble each semester, and to fulfill the repertoire standards specified in each performing medium. Advanced standing may be approved for those entering students who demonstrate suffi- ciently 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
- MUS 120 Ear Training I
- MUS 111 Counterpoint
- MUS 121 Ear Training II
- MUS 210 Texture and Style
- MUS 220 Ear Training III
- MUS 300 Seminar
- MUS 309 Keyboard Proficiency Lab
- MUS 311 Harmony and Analysis
- MUS 320 Ear Training IV
- MUS 299 (1)
- Studio Lessons (1)

Two semesters, private instruction (1, 1) and completion of MUS 197, first-year jury examination (1)

Two semesters, private instruction (1, 1) and completion of MUS 197, second-year jury examination (1)

Two semesters, upper-division private instruction (1, 1) and completion of MUS 397, third-year jury examination (1)

Two semesters, upper-division private instruction (1, 1) and completion of MUS 491, Senior Recital (3)

Upper-division electives in music
- MUS 150 Survey of U.S. Music (3)
- MUS 250 Survey of European Music (3)
- MUS 350 Survey of World Music (3)

Total units in the major: 124

Sample Four-Year Program for Bachelor of Arts in Music
Performance Concentration

Freshman Year: 32 units
Fall Semester (17 units)
- ENGL 101 (GE area A2)(3)
- PHIL 101 (GE area A3)(3)
- GE Mathematics (GE area B4)(3)
- MUS 111 (3)
- MUS 112 (3)
- MUS 120 (2)
- MUS 109 (2)
- Music Ensemble (2)
- MUS 299 (1)
- Studio Lessons (1)

Sophomore Year: 32 units
Fall Semester (16 units)
- ENGL 101 (GE area A2)(3)
- MUS 291 (1)
- MUS 313 (1)
- MUS 320 (2)
- MUS 309 (2)
- Music Ensemble (2)
- MUS 320 (2)
- Studio Lessons (1)

Total units needed for graduation: 124

Music Education Concentration
Degree Requirements units
General education (including 6 units in Music)
- MUS 111 General requirements (2)
- MUS 112 Major requirements (5)
- MUS 291 (1)
- Studio Lessons (1)

Total units needed for graduation: 124

Requirements for the Major
The music education concentration is a B.A. program that provides the skills necessary for teaching music in public or private schools in California. It is recommended for anyone planning a career in music education.

Students are admitted to the music education concentration by special application to the music department. Those intending to complete the major in music education should consult with a music faculty advisor as soon as possible after admission to the university.

The program consists of a core of basic music major requirements, plus specialized courses for prospective teachers of vocal, instrumental and general music in elementary, junior high and senior high schools.

The following courses exemplify the type of work required in this concentration. The actual requirements are under revision to comply with new state standards. Consult the music education advisor for current requirements.

Complete all the following:
- Theory/Ear Training (17 units)
- MUS 112 Jazz Theory I
- MUS 311 Audio Seminar
- MUS 210 Texture and Style
- MUS 212 Jazz Theory II
- MUS 310 Ear Training I
- MUS 320 Ear Training II
- MUS 320 Ear Training III
- MUS 300 Seminar
- MUS 311 Harmony and Analysis
- MUS 342 Studies in Music History
- MUS 343 Studies in Music Genre
- MUS 344 Studies in Specific Composers
- MUS 347 Studies in World Music
- MUS 300 Seminar

One of the following:
- MUS 159 Fundamentals of Music Technology or
- MUS 259 Making MIDI-Based Music
- MUS 261 Audio & Video Recording
- MUS 292 Jazz Piano I
- MUS 309 Keyboard Proficiency Lab

Music Directing Skills (13 units)
- MUS 295 CIP Elementary School or
- MUS 295 CIP Secondary School or
- MUS 395 CIP Elementary School or
- MUS 395 CIP Secondary School
- MUS 490 Music for the Classroom
- MUS 314 Instrumentation and Choral Arranging
- MUS 402 Choral Conducting
- MUS 410 Instrumental Conducting
- MUS 490 Senior Project

Academic coursework: 52

Students must complete eight semesters of private lessons on one instrument or voice (6 units), class instruction in vocal and instrumental music for schools: MUS 413, 418, 422, 423, 424, 429 and 440 (7

Music / 223
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 with a faculty member of the music department for advising early in their academic careers. At least 6 units of the minor must be completed at Sonoma State University.

Liberal Arts Concentration
Complete all the following:
- MUS 105 Fundamentals
- MUS 110 Foundations of Theory
- MUS 120 Ear Training I
- Ensemble coursework
- Elective in music
- Upper-division lecture course
- and one of the following two courses:
- MUS 150 Survey of U.S. Music
- MUS 250 Survey of European Music

Total units in the minor: 20

Jazz Studies Concentration
Complete all the following:
- MUS 110 Foundations of Theory
- MUS 120 Ear Training I
- MUS 112 Jazz Theory I
- MUS 289 Jazz Improvisation I
- MUS 292 Jazz Piano I
- MUS 300 Seminar (on a jazz topic)
- Performing Ensemble
- and one of the following two courses:
- MUS 317 Vocal/Small Band Arranging (3)
- MUS 412 Jazz Composition (3)

Total units in the minor: 20

Recording Arts Concentration
Complete all the following courses:
- MUS 150 Survey of U.S. Music
- MUS 263 Recording I
- MUS 400 Recording II
- MUS 402 Recording III
- MUS 360 Studio Musicianship and Production
- and one of the following four courses:
- MUS 463 Music Business II (2-3)
- BUS 200 Introduction to Business (4)
- MUS 499 Internship (may be combined with MUS 490)
- MUS 490 Senior Project (on-campus recording projects)

If MUS 490 and 499 are combined, then an appropriate 2-unit upper-division elective is required to bring the minor to a minimum of 70 units.

Total units in the minor: 20-21

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

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 aurally, orally, and at the piano.


108 Jazz Melodic Sight-Reading (1) / Fall, odd years
This course is designed to improve jazz melodic sight-reading skills. Class only.

109 Intensive Keyboard Lab I (2) / Fall
A course designed to prepare prospective music majors who fail to meet the keyboard competencies required for entry into the program. Those students also lack knowledge of theory fundamentals should take MUS 105 with this class. Prerequisite: prospective major status and recommendation of a music advisor.

110 Foundations of Theory (3) / Fall
The course covers basic material of music theory in a variety of styles: melodic design, rhythm, tonal concepts and the construction and progression of chords. Prerequisites: MUS 105, placement test and concurrent enrollment in MUS 120.

111 Counterpoint (3) / Spring
A study of traditional counterpoint and the principles of counterpoint applicable to other styles. Prerequisite: MUS 110 and 120, placement test and concurrent enrollment in MUS 121.

112 Jazz Theory (3) / Fall
Harmonic materials and notational skills appropriate to jazz composition, arranging and performance. Prerequisite: consent of instructor.

115 Class Instruction in Voice (1) / Fall
Group work in the fundamental techniques of singing. Problems of tone production, 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.

116 Class Instruction in Guitar (1) / Spring, odd years
Basic performing techniques on guitar. Offered for upper-division credit as MUS 418 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

120 Ear Training II (2) / Fall
Development of sight-reading, keyboard harmony, and dictation skills using diatonic materials drawn from traditional and contemporary sources. Classroom drills may be supplemented by computer software. Prerequisite: MUS 105 and placement test.

121 Ear Training II (2) / Spring
Continuation of Ear Training I. Prerequisites: MUS 112 or 120 and placement test.

122 Class Instruction in Strings (1) / Fall, even years
Basic performing techniques on one or more string instruments. Offered for upper-division credit as MUS 422 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

123 Class Instruction in Woodwinds (1) / Spring, even years
Basic performing techniques on one or more woodwind instruments. Offered for upper-division credit as MUS 423 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

124 Class Instruction in Brass (1) / Fall, odd years
Basic performing techniques on one or more brass instruments. Offered for upper-division credit as MUS 434 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

129 Class Instruction in Percussion (1)
Spring, odd years
Basic performing techniques on one or more standard percussion instruments. Offered for upper-division credit as MUS 429 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

133 Private Instruction—Strings (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

134 Private Instruction—Woodwinds (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

137 Private Instruction—Brass (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

138 Private Instruction—Percussion (1) / Fall, Spring
Private instruction on percussion instruments. May be repeated for credit. Prerequisite: audition.

139 Private Instruction—Keyboard (1) / Fall, Spring
Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: audition.

141 Private Instruction—Voice (1) / Fall, Spring
Private voice instruction. May be repeated for credit. Prerequisite: audition.

143 Private Instruction—Guitar (1) / Fall, Spring
Private guitar instruction. May be repeated for credit. Prerequisite: audition.

148 Accompanying Workshop (1-3) / Fall, Spring
A course to develop sight reading for pianists. Students are paired with vocal music undergraduates to prepare for performance.

150 Survey of U.S. Music (3) / Fall, Spring
An introductory course with lectures and demonstrations dealing with the breadth 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, even years
An introduction to the use of computers and systems as tools for musicians. Course covers MIDI sequencing, notation, sound design, theory and ear-training application. Prerequisite: music major or consent of instructor.
197  Freshman Jury (1) / Fall, Spring  
Performance with critiques by members of the music faculty. Prerequisite: freshman standing as a major in the performance concentration.

199  Student-Instructed Course (1-3)  
Topic will differ each semester. Cr/Nc only.

209  Intensive Keyboard Lab II (2) / Spring  
A course in the intensive study of the piano. Prerequisite: MUS 109. Prerequisite: MUS 109.

210  Texture and Style (3) / Fall  
A continuation of the theoretical studies begun in MUS 110 and 111, with special emphasis on the treatment of texture in musical styles of the 19th and 20th centuries. Prerequisites: MUS 111, 121, placement test, and concurrent enrollment in MUS 220.

212  Jazz Theory II (3) / Spring  
A continuation of MUS 112. Advanced harmonic concepts are studied. Prerequisite: MUS 112 or consent of instructor.

220  Ear Training III (2) / Fall  
Continued Ear Training I. Development of sight-singing, keyboard harmony, and dictation skills using chromatic harmonic and modal materials drawn from traditional and contemporary sources. Prerequisites: MUS 121, 209, and placement test.

221  Sight-Singing Practicum I (1-2) / Fall, Spring  
Applied techniques in developing sight-singing skills. May be repeated for credit. Prerequisite: consent of instructor.

250  Survey of European Music (3) / Fall, Spring  
An introductory course, stressing demonstrations dealing with classical European music from the Middle Ages to contemporary music. Satisfies GE, category C1 (History of the Fine Arts).

259  Making MIDI-based Music (1-3) / Fall  
A hands-on course emphasizing MIDI sequencing as a basis for student projects. Other topics include demonstration of analog and digital techniques of sound generation, manipulation and control; lectures and listening exploring the historical and technical evolution of electronic music; and discussion of evolving relationships between technology and musical style.

261  Audio and Video Recording (2) / Spring, odd years  
This course will give hands-on instruction in the use of audio and video recording equipment by educators in classrooms and concert situations. These technical skills will help educators assess and document student performance, and create supplemental teaching materials.

262  Recording (1-2) / Fall  
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 COMS 262.

263  Music Business I (2) / Every third semester  
The course content, student career goals and developing plans to achieve those goals. Topics include: How the music/entertainment industry works, professionalism, general business skills, and the music industry.

270  Music in Society (3) / Fall  
A study of the relationship between the operation of the society, the activities of musicians, and the nature of music produced in various social contexts. Satisfies GE, category C4 (Comparative Perspectives).

280  Live Performance Techniques (2)  
Every third semester  
A study of live performance techniques and their impact and effectiveness on musical performance. To perfect attitudes of professionalism, cultivate confidence, and prepare music students for classical, jazz, or popular performance careers. Prerequisite: consent of instructor.

289  Jazz Improvisation (3) / Fall, Spring  
Exploration of the techniques of musical composition and improvisation based on the scales and chords used in jazz. May be repeated for credit. Prerequisite: MUS 110 or consent of instructor.

292  Jazz Piano I (1) / Fall  
An introduction to jazz improvisation at the keyboard. Emphasis is placed on developing skill in reading lead sheets, in chord substitution, and sight-reading at the keyboard, and in creating an improved "piano trio" texture. Prerequisite: MUS 209 or consent of instructor.

295  Community Involvement Program (1-4)  
CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and performing for hospitals and schools. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Students taking CIP through the music department must arrange for supervision by a music department staff. Cr/Nc only.

297  Sophomore Jury (1) / Fall, Spring  
Performance with critiques by members of the music faculty. Prerequisite: sophomore standing as a major in the performance concentration.

299  Music in Performance (1) / Fall, Spring  
This course consists of attendance at ten concerts presented by the music department of the College for the Performing Arts. Required of all music majors. Cr/Nc only.

300  Seminar: (subject) (5) / Fall, Spring  
An intensive study, for music majors, of the history and theory of a specific topic in music. May be repeated for credit under different subtitles. 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 repertoire. Figures bass, chord elaboration, harmonization, transcription, sight-reading, and improvisation. Prerequisite: Placement test. Students who lack sufficient keyboard fluency may take pre-major intensive Keyboard Labs (MUS 109 and 209) to meet the required competency.

311  Form and Analysis (3) / Spring  
The evolution of formal generating processes and the analysis of selected formal structures in Western and non-Western music. Emphasis is placed on formal organization as it relates to musical perception and expressive performance. Prerequisites: MUS 111, 121, and 150 or 250.

314  Instrumentation and Choral Arranging (3) / Spring, odd years  
Techniques of instrumentation and choral arranging. Prerequisites: MUS 325, 324 or 325, and 210 or 317; performance experience on strings, woodwind, brass, and percussion instruments (recommended); and consent of instructor.

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  
Continuation of Ear Training III. Emphasis on music of the 20th century, with focus on post-tonal idioms. Variations from semester to semester. May be repeated for credit with permission of instructor. Prerequisites: MUS 220 and placement test.

333  Chamber Singers (2) / Fall, Spring  
Small vocal ensemble. Repertoire may include madrigals, motets, masses and partitas from the Medieval, Renaissance, Baroque and 20th century periods. Emphasis is placed on the development of comprehensive musicianship, interpretive skills, and ensemble sensitivity. Frequent public performances. Admission by audition. May be repeated for credit.

340  Sonoma County Bach Choir I-2 (3) / Fall, Spring  
Medium-sized vocal ensemble specializing in rehearsal and performance of music from the Renaissance, Baroque, Classical and 20th-century periods. Repertoire features major choral/orchestral works by Schütz, Bach, Mozart, and others, performed with historical instrumentation and performance practices. Frequent public performances. Admission by audition.

355  SSU Chorus (1-2) / Fall, Spring  
Large choir consisting of SSU Campus Community and a cappella literature. Emphasis placed on development of vocal technique and musicianship skills, and on preparation of repertoire. Includes public performances. Not a required course; experience required; single-unit credit given a single screening after enrolling. May be repeated for credit.

356  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 repertoire, covering a broad and public performance is required. Repetitions are open to class members are welcomed. Prerequisites: consent of instructor.

357  Symphonic Wind Ensemble (1-2) / Fall, Spring  
The study and presentation of winds ensemble music from all periods of music literature. May be repeated for credit. Prerequisite: consent of instructor.

359  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.

360  Musical Theatre (1-3) / Fall, Spring  
A course devoted primarily to the study and performance of operatic literature. Designed for singers, coaches, and other interested in lyric theatre. The course emphasizes all aspects of musical theatre. May be repeated for credit. Prerequisite: consent of instructor.

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

363  Performance Practice Workshop (1)  
Every third semester  
A hands-on introduction to the performance practices in the performance of a variety of musical styles. Styles explored may vary from semester to semester. Prerequisite: consent of instructor.

340  Acting and Directing for the Lyric Theatre (1-3) / Spring  
A course designed primarily for singers, actors, and stage directors in which emphasis is placed on the study of the interdependence of music and drama in relation to the lyric stage. May be repeated for credit. Prerequisite: consent of instructor.

341  Studies in Counterpoint (1-3)  
Study of a particular contrapuntal style. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

342  Studies in Music History (1-3)  
Detailed consideration of a particular historical period, region, or style. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

343  Studies in Musical Genres (1-3)  
An in-depth study of a particular type of music. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

344  Studies in Specific Composers (1-3)  
Study of life and works of a specific composer. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

346  Studies in Music Theory (1-3)  
The study and analysis of the music systems 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 African, Asian, and Latin American musical traditions through the ages and across cultures. Prerequisites: GE, category C4, Comparative Perspectives.

351  The Sacred Traditions of South Asia (3) / Fall  
A course in the exploration of the music traditions of South Asia from the earliest times to the present, with a focus on India. A study of ritualistic practices of Hindusm, 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. Prerequisites: GE, category C4, Comparative Perspectives.

352  The History, Music and Secular Traditions of South Asia (3) / Spring  
An exploration ofAF innovations, musical expressions and traditions 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. Prerequisites: GE, category C4, Comparative Perspectives.
360 Studio Musicianship and Production (2) Every third semester
The class will focus on the development of listening skills, with a study of established production styles and the perfection of individual musicianship in performance. It will include microphone technique, studio terminology, use of special effects in performance, and artistic creation through multitrack production.

362 Recording II (2) / Spring
A continuation of MUS 262. Prerequisite: MUS 262 or consent of instructor. Crosslisted as COMS 362.

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 American States. Satisfies GE, category C4 (Comparative Perspectives).

379 Contemporary Jazz Ensemble (1-2) / Fall, Spring
Rehearsal and performance of literature from post-bop through fusion, with different ethnic music, classical music, rock, and free improvisation. May be repeated for credit. A Latin music ensemble is also offered some semesters. Prerequisite: consent of instructor.

380 Jazz Improvisation II (3) / Fall, Spring
This class explores tunes that are based on the diatonic modes and blues progressions in all 12 keys. Various improvisation techniques are discussed. Prerequisite: MUS 289 or consent of instructor.

391 Concert Jazz Ensemble (1-2) / Fall, Spring
Rehearsal and performance of literature in traditional and contemporary jazz idioms. Repertoire includes original arrangements especially designed for the ensemble by music faculty and students. May be repeated for credit. Prerequisite: consent of instructor.

392 Jazz Piano II (1) / Spring
Continuation of MUS 292. Prerequisite: MUS 292 or consent of instructor.

394 Vocal Jazz Workshop (2) / Spring
Rehearsal and performance of solo and ensemble vocal jazz literature. Singers develop skills in scat singing, ensemble singing, microphone technique, ballad interpretation, and jazz musicianship. May be repeated for credit. Prerequisite: audition.

395 Community Involvement Program (1-4)
CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and performing for hospitals and schools. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Students taking CIP through the music department must arrange for supervision by a music department advisor. Cr/NC only.

396 Vocal Jazz Ensemble (1-2) / 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 105 or equivalent or consent of instructor.

402 Choral Conducting (2) / Fall
Basic conducting techniques, and techniques of choral rehearsal and performance. Prerequisite: MUS 399, 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 vocal 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 Orchestra (3) Spring, even years
The goal of this class is to write a complete arrangement for a 16-piece big band. Arrangers like Thad Jones, Bob Brookmeyer and Sammy Nestico will be studied. Prerequisites: MUS 112, 212 and 317.

418 Class Instruction in Guitar (1) / Spring, odd years
Basic performing and teaching techniques on guitar. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

422 Class Instruction in Strings (1) / Fall, even years
Basic performing and teaching techniques on orchestral string instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

423 Class Instruction in Woodwinds (1) Spring, even years
Basic performing and teaching techniques on band and orchestral woodwind instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

424 Class Instruction in Brass (1) / Fall, odd years
Basic performing and teaching techniques on 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) / Fall, Spring
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 Instrumental Proficiency Jury (1) / Fall, Spring
A performance illustrating proficiency as well as knowledge of the technical apparatus and basis of sonority on string, woodwind, brass, and percussion instruments. For students in the music education concentration and the Music Subject Matters Competency Program. Cr/NC only. Prerequisites: MUS 422, 423, 424 and 429.

441 Private Instruction — Voice (1) / Fall, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 141 and audition.

443 Private Instruction—Guitar (1) / Fall, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 143 and audition.

445 Private Instruction — Composition (1-2) / Fall, Spring
Private instruction in composition for advanced students. May be repeated for credit. Prerequisite: MUS 425 or consent of instructor.

446 Private Instruction — Conducting (1-2) / Fall, Spring
Private instruction in conducting for advanced students. May be repeated for credit. Prerequisite: audition.

448 Accompanying Workshop (1-3) / Fall, Spring
A course to develop sight-reading ability for pianists. Students are paired with vocal or instrumental students to prepare music for performance.

451 Repertory Class — Private Instruction (1) / Fall, Spring
This class provides an opportunity for students to perform their repertory in a group setting. Private instruction faculty coaches students in technique, interpretation, and presentation. Classes are normally offered for voice, piano, and percussion. May be repeated for credit. Prerequisite: concurrent enrollment in the appropriate private instruction course.

460 Teaching Assistantship in Music (1-4)
Open only to advanced music majors or music majors with special skills. Intended to give students experience in assisting the instructor in a music course or, under the supervision of a faculty member, experience in teaching other students. Cr/NC only.

462 Recording III (2) / Fall
Continuation of Recording II (MUS 362). Exploration of different microphone and instrument configurations required to obtain specific types of recorded sound. Extensive individual work in the studio on specific projects designed to develop student capacity to plan and engineer a demonstration tape. Crosslisted as COMS 462. Prerequisite: MUS 362 or consent of instructor.

463 Music Business II (2-3)
Every third semester
The course continues Music Business I and concludes with an intensive focus on industry itself. Topics will include songwriting, publishing, copyright, licensing, unions, organizations, agents, attorneys, managers, concert promotion, theater, television applications, the record industry, contracts, distribution, production, advertising, and film. Independent project, exams and class participation assignments are required. Crosslisted as COMS 463.

472 Recording IV (2) / Spring
A continuing study in the area of audio recording. The class will include lectures, lab assignments, field trips, student projects, new technology in using computers for recording, editing and mastering functions. Students will be required to participate in the maintenance of the recording facility. Crosslisted 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 that culminates the work of the music major. Group or individual projects in research, analysis, theory, or performance that bring together all the skills and proficiencies developed by the student. Prerequisites: completion of all music major requirements or consent of instructor.

491 Private Instruction — Senior Recital (3) / Fall, Spring
The preparation and presentation of a senior recital is the culminating activity for music majors in the performance concentration. Prerequisites: completion of all performance concentration requirements or consent of instructor.

495 Special Studies (1-4)
Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of 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.
The Native American studies program is designed to provide a minor with a multidisciplinary approach to Native Americans through ethnohistory, history, sociology and the humanities. By approaching the multiplicity of Indian cultures from a variety of academic perspectives, a deeper understanding of native societies, past and present, will emerge. The program is designed to present a variety of American Indian experiences and issues within the wider context of human history and evolution. The program is especially interested in providing teachers, community service personnel, tribal administrators, and other interested persons with useful skills in dealing with this unique community. Special emphasis will be placed on assisting educators with practical and theoretical approaches to Indian education. Students in Native American studies are encouraged to apply toward the NAMS minor selected courses from history, anthropology, art, CALS, AMCS and education.

Students may develop a special major in Native American studies; those interested should review the guidelines for special majors and consult the program coordinator.

Minor in Native American Studies

The suggested pattern for completing the minor is:

Minor Core Requirements

NAMS 200 Introduction to Native Americans (3) or
NAMS 205 Introduction to Native American Arts (3).............. 3
NAMS 305 North American Indian History.......................... 4
NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans.................... 3
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 442 Contemporary Affairs of Native Americans of California (4)
NAMS 495 Special Studies (1-4)
Total units in minor electives........................................ 10
Total units in the minor.............................................. 20
Regional Historical Studies (4)
Seminar. Provides students with an opportunity to pursue various regional studies of Indian groups from precontact times to the present.
Prerequisite: NAMS 200 or consent of instructor.

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.

Advanced Native American Art Workshop (3)
Emphasizes the practical application of traditional and contemporary Native American art forms, designs, and techniques. This course attempts to advance the students’ utilization of and appreciation for the various methods and skills of Native American art while promoting individual creativity.

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-Indianness and political activism.

Contemporary Affairs of Native Americans of California (4)
An intensive study of the contemporary problems, issues, and developments involving American Indians in California.

Special Studies (1-4)
Prerequisites: An upper-division core course; approval of supervising faculty member and approval of program coordinator.

Program offered (fully accredited by the NLNAC)
Bachelor of Science in Nursing
Basic BSN
RN-BSN
LVN-BSN

Master of Science in Nursing
Family Nurse Practitioner
Leadership/Clinical Management
Post-Master's Certificate
Family Nurse Practitioner
Case Management

The purpose of nursing is to provide humanitarian 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 television conferencing technology for distance learning, Web-based 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 community within its service area and beyond. Consequently, there are many clinical opportunities available. Students have a variety of community-based placements in the hospital setting and other health-care agencies. Graduates of both the baccalaureate and master programs are well prepared for careers in a multiplicity of health 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, NY, 10014, 212.989.9393.

Bachelor of Science in Nursing (BSN)
The undergraduate nursing program provides three options to obtain a baccalaureate degree in nursing:
1. A basic baccalaureate program that prepares students to become licensed registered nurses.
2. An RN to BSN two-year program for licensed RNs with Associate degrees or the equivalent.
3. An LVN to BSN program for licensed LVNs.

Graduates of the undergraduate program are prepared to plan and provide patient care, to teach patients, families and staff, and to provide leadership in the provision of health care to clients. The bachelor of science in nursing program offers the student an opportunity to become a liberally educated professional, qualified for certification as a public health nurse, and with a sound foundation for the pursuit of graduate education in nursing.

Eligible applicants should contact the nursing department.

RN's who have attended a hospital (diploma) program should contact a community college with an RN program to obtain equivalent credit for their diploma program (30 ungraded lower-division nursing units) and to complete general education requirements of the community college for an A.A. degree.

Basic Baccalaureate Option
Students are eligible to apply to the basic baccalaureate nursing major (pre-licensure program) when they have completed the nursing prerequisite courses. These courses may be taken at either Sonoma State University or another university or junior college. Students who complete their prerequisites at Sonoma State University will be considered first for admission to the nursing major, but are not guaranteed entrance.

Admission Criteria
Admission to Pre-Nursing

Students applying directly from high school must meet the following criteria:
1. Standard SSU admission criteria.
2. High school chemistry/biology with a GPA of 3.00 (B) or better.

Community college transfer students must meet the following criteria:
1. Standard SSU transfer criteria.
2. Average in nursing prerequisite science courses.

Admission to the Nursing Major (final three years of program)

Nursing is an impacted program and, therefore, requires supplemental application beyond acceptance to Sonoma State University. Students applying to the nursing program must submit:
1. GPA of 3.00 or better in prerequisite science courses: BIOL 220, 218, 224 and CHEM 105/106/107 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).

Basic Baccalaureate Degree Requirements
- units
  - General education
  - Major requirements
  - Support courses
  - Total units needed for graduation 128

Required courses for the Five-Year Program for Bachelor of Science in Nursing

Year 1 (Pre-Nursing)
- Fall Semester
  - BIOL115 (B3) (2)
  - BIOL 220 (B3) (4)
  - CHEM05A/B (4)
  - CHEM10B (4)
  - plus GE requirements
- Spring Semester
  - BIOL115 (B3) (2)
  - BIOL 220 (B3) (4)
  - CHEM05A/B (4)
  - CHEM10B (4)
  - plus GE requirements

Year 2 (Pre-Nursing)
- Fall Semester
  - BIOL224 (B3) (4)
  - plus GE requirements
  - BIOL218 (4)
  - plus GE requirements
- Spring Semester
  - BIOL224 (B3) (4)
  - BIOL218 (4)
  - plus GE requirements

Year 3 (Nursing)
- Nursing major acceptance required from this point forward.
- Fall Semester
  - NURS 200A (3)
  - NURS 200B (4)
  - NURS 205A (3)
  - NURS 205B (2)
  - NURS 210A (4)
  - plus GE requirements
- Spring Semester
  - NURS 200A (3)
  - NURS 205A (3)
  - NURS 205B (2)
  - NURS 210A (4)
  - plus GE requirements

Year 4 (Nursing)
- Fall Semester
  - NURS 340 (4)
  - NURS 345 (4)
  - NURS 350 (10)
  - plus GE requirements
- Spring Semester
  - NURS 340 (4)
  - NURS 345 (4)
  - NURS 350 (10)
  - plus GE requirements

Year 5 (Nursing)
- Fall Semester
  - NURS 360 (3), NURS 405 (3)
  - NURS 440 (4)
  - plus GE requirements
- Spring Semester
  - NURS 360 (3), NURS 405 (3)
  - NURS 440 (4)
  - plus GE requirements

RN-BSN Option
Sonoma State University’s baccalaureate program also offers a two-year upper-division major designed to articulate with two-year community college nursing programs. The program provides upper-division education for registered nurses with an associate degree in nursing who wish to continue their practice and function with greater independence in a variety of settings.

Admission Criteria
1. Current California licensure as a registered nurse (Nurse 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 approval. Failure to pass state board exams will disqualify the student from the major — but not from the university — until such time as a passing score is obtained.)
2. Sixty semester units of college-transferable credit: 30 units should meet California State University general education requirements (including Areas A1 and B4); 30 units must be credit for lower-division courses.
3. Minimum of 3 semester units of college-transferable credit in general chemistry with a grade C or better.
4. Human anatomy/physiology within the past 10 years or direct clinical nursing experience within the past two years.

Requirements for the RN-BSN Option
- units
  - General Education (40 units may be transferred from a community college or university)
  - Major Requirements
    - Lower-division at community college or university 30
    - Upper-division at SSU
      - Spring Semester
        - NURS 385 (5)
        - NURS 403 (3)
      - Fall Semester
        - NURS 400 (3)
        - NURS 495 Practicum (2)
        - NURS 495 Theory (2)

Total units needed for graduation 128

Sample Two-Year Program for Bachelor of Science in Nursing

The sequence below is for full-time students. A part-time sequence is also available that can be completed in six semesters.

Year 1
- Fall Semester
  - NURS 305 (3)
  - NURS 312 (3)
  - NURS 315 (3)
  - NURS 350 (3)
  - plus GE requirements
  - Spring Semester
  - NURS 385 (5)*
  - NURS 385 (5)*
  - NURS 403 (3)
  - NURS 400 (3)
  - NURS 495 Theory (2)*
  - NURS 495 Practicum (2)*

Year 2
- Fall Semester
  - NURS 300 (3)
  - NURS 405 (3)
  - NURS 440 (4)
- Spring Semester
  - NURS 425 (4)*
  - NURS 450 (3)

Master of Science in Nursing (MSN)
The goal of the graduate curriculum is to provide an advanced professional education to nurses with a BSN. The graduate degree is designed to respond to society’s needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. Specialization in an area of nursing practice or function enables graduates to contribute effectively to current and future societal health needs. Graduates assist in the development and refinement of nursing science by assuming leadership roles within the profession and by participating in research and other scholarly activities.

The curriculum includes a core of instruction with an emphasis on theoretical and conceptual foundations of nursing practice, research, professional issues and leadership. One concentration offers specialization as a family nurse practitioner (FNP), with emphasis on advanced clinical practice, including the diagnosis and treatment of common illnesses, as well as consultation and preventive services for the family. A second specialty, nursing leadership and career management, prepares nurses for executive leadership functions and responsibilities in current and emerging health care systems.

Application Procedures
The standard SSU application form is used (available from the SSU Office of Admissions and Records). In addition, applicants must:
1. Meet the minimum admissions requirements for the chosen option.
2. Submit a separate nursing department application form.
3. Submit three letters of recommendation (on departmental forms).
4. Complete an interview with the department.
5. Application packets are available from the nursing department. Applicants who have their RNSN from SSU need to supply to the university for graduate standing.

Culminating Experience
Degree requirements include completing a directed project during the final semester of study. The project provides an opportunity for the student to materialize the major learning outcomes of the graduate program. It is initiated in NURS 510, Professional Issues in Advanced Nursing, and completed in the final clinical residency course.

Pathways Curricular Option
Application to the department of nursing’s master of science program requires the foundation and prerequisite coursework to be completed by a bachelor of science in nursing. For those registered nurses who hold a baccalaureate degree in a field other than nursing, the department offers a Pathways Option that provides the student an individualized study plan in preparation for application to the master’s program, taking into account the student’s background and chosen master’s option (family nurse practitioner or leadership and career management).

Pathways Program Admissions Procedure
In addition to the standard SSU California State University application, Pathways application materials include:
1. Application form with goals essay, 2 transcripts, 3 recommendations, 4 resume listing work and educational experiences, and 5 an interview with the department. For forms and directions, contact the nursing department.

Admission Status: Initial status will be as conditionally classified while the student is fulfilling requirements for foundation skills and knowledge or other graduate admissions criteria. When all criteria are met, the student can apply to the appropriate graduate option.

Family Nurse Practitioner Option
The purpose of the family nurse practitioner option is to prepare registered nurses with a bachelor’s degree in nursing for advanced clinical practice with an emphasis on promoting individual and family wellness. The FNP concentration focuses upon the theoretical and scientific bases for the diagnosis and management of common illnesses, as well as health teaching, counseling and preventive services. Emphasis is placed upon advanced clinical skills that include history-taking, physical examination, health screening, management of common illness, and techniques of prevention and risk reduction.

In addition, an understanding of the economic and ethical factors affecting health care delivery provides nurses with unique capabilities to respond to society’s complex needs. The ability to evaluate, selectively apply and conduct clinical research is included as an important dimension of advanced professional practice.

Admissions Requirements
1. B.S. degree (RN with a bachelor’s in an area other than nursing, please see Pathways program, above).
2. GPA of 3.00 in the last two years (60 units) of undergraduate study.
3. Current California licensure as a registered nurse.
4. Acceptable scores on the Graduate Record Examination.
5. Completion of courses in statistics and physiology within the last seven years; completion of physical assessment within the last three years (Students may challenge the Physiology Requirement by taking the NLN test).
6. Completion of course(s) in community health nursing.
7. Two years full-time experience as an RN.

Curriculum
Students have a three-semester clinical preceptorship with a primary care physician or nurse practitioner. The student and faculty share responsibility for finding an acceptable preceptor. Content includes health needs and risks of all family members, family theories, and legal and professional issues pertinent to nurse practitioners. Content taken concurrently with the clinical experiences will include health risk assessment of individuals and families, diagnosis and treatment of common illnesses, and issues pertinent to nurse practitioners.

Students develop and conduct research projects, and take courses in health economics and ethics of health care. Students complete a directed project that serves as an integrating experience for the diverse content areas in the curriculum.

The SSU family nurse practitioner option meets criteria specified in Section 1484, Title 16, of the California Administrative Code and is approved by the California Board of Registered Nursing.
Admission Requirements
Nursing Leadership and Case Management Option
1. B.S. degree (RN with a bachelor's degree in an area other than nursing, please see Pathways program)
2. GPA of 3.00 in the last two years (60 units) of undergraduate study.
3. Current California license as a registered nurse.
4. Acceptable scores on the Graduate Record Examination.
5. Completion of courses in introductory computer applications (or equivalent competency) and statistics within the last seven years.
6. Completion of course(s) in community health nursing.
7. Demonstrated computer literacy and the ability to use common word processing software, and forecasting software such as Excel. Students must have access to a computer that is on-line with an Internet provider supporting both e-mail and world wide web functions. The mechanism for demonstrating these competencies is a 1-credit self-paced introductory course offered through the SSU Office of Extended Education via the Internet.

Curriculum
Leadership and case management options is managed in cohorts. Students take an average of 6 units per semester at SSU. The cohorts are enrolled every year. Additionally, courses are taught via the traditional classroom, teleconference and internet. The first year of the nursing leadership and case management option focuses upon the acquisition of a theoretical base in nursing theories, the health care delivery system, advanced practice issues and ethics. Students prepare a research proposal and conduct a research study.

The second year incorporates further knowledge in leadership and case management theories, financial reimbursement, quality management and human resources. Analysis and evaluation of organizational and management theories in relation to the provision of health care and nursing care systems are undertaken. A two-semester leadership competency program provides applications for theoretical knowledge with a mentor in an acute care agency selected by the student. Students tailor their plan of study and select the focus for their residency, based on their professional background and career goals.

Leadership/Case Management Option
The purpose of this option is to prepare nurses for leadership and management functions in organizing, delivering, monitoring and coordinating complex patient care in current and emerging health care systems. The curriculum prepares registered nurses for advanced practice roles focused on directing and evaluating nursing practice and health care programs. Graduates will be able to facilitate high-quality client care, and to meet individual clinical needs by coordinating care in conjunction with agencies within the community and hospital setting.

The curriculum emphasizes: 1) application of theories and concepts of organization, leadership, management and quality in administration and case management; 2) initiating, coordinating and evaluating activities of health team members in community and institutional settings in both rural and urban areas, and 3) conducting beginning research. The course of study provides for the development and application of knowledge relevant to the financing and funding of the health care system, and the analysis of the interrelationships and interdependence of its various elements. Students learn to apply specialized knowledge and skills in selected areas of administration and case management in health care services in a variety of settings.

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

Assessment and Clinical Decision Making (3)
Lecture/discussion, 3 hours; lab, 3 hours. Concepts and skills of human assessment basic to clinical decision making within the care process are expanded. Interview skills focus on eliciting an accurate and thorough history, taking into account multiple dimensions that characterize the person. Examination skills are further developed to provide a database for nursing diagnosis and planning nursing care. Laboratory for physical examination of extremities. Prerequisite: acceptance to RN-BSN program; concurrent enrollment in NURS 315.

Introduction to Professional Nursing (3) / Full
Provides introduction to RN-BSN program. The relationship between personal and professional development is explored with emphasis on student self-assessment, including clinical background, critical thinking, computer literacy, communication and self-care. This course also explores the relationship between communication, health and the responsibility of the nurse to create positive environments that promote health and healing. Prerequisites: acceptance into the RN-BSN program; concurrent enrollment in NURS 350.

Advanced Pathophysiology (3) / Full
Principles and concepts of health and illness in childbearing and child-rearing families. Preventive and therapeutic aspects of nursing care for the pregnant client, infant, child, and adolescent are emphasized. Use of community resources introduced. Prerequisites: all 200-level nursing major courses; concurrent enrollment in NURS 345 and 350.

Principles and concepts of health and illness in childbearing and child-rearing families. Preventive and therapeutic aspects of nursing care for the pregnant client, infant, child, and adolescent are emphasized. Use of community resources introduced. Prerequisites: all 200-level nursing major courses; concurrent enrollment in NURS 345 and 350.

Clinical Practicum with Expanding Families (4) / Full
Applies the caring process to child-bearing and child-rearing families. Clinical experiences focus on principles and concepts of health promotion and maintenance in various phases of the health and illness continua. Prerequisites: all 200-level nursing major courses. Corequisites: NURS 340 and 350. Malpractice insurance required.

Family Health Theory (3) / Full
Lecture/discussion, 3 hours. Examines, within a community context, concepts, theories and assumptions related to family development, dynamics and communication patterns across the life span, as well as family responses in health and illness. Selected family health problems will be used to deepen students' understanding of the family as a community unit, its roles in health promotion, assessment, planning and intervention. Prerequisites: for BSN students, completion of all 200-level courses and concurrent enrollment in NURS 340 and 345; for RN-BSN students, concurrent enrollment in NURS 312.

Community Health Nursing Theory (3) / Full, Spring
Lecture/discussion, 3 hours. Introduces concepts, theories and research...
385 Care of Individuals and Families with Complex Needs (5) / Fall
Lecture, Clinical Practicum. Applies the caring process to individuals and families with complex health care needs, emphasizing care of older adults. Clinical experience will originate in acute care settings and include discharge planning and follow-up processes in community settings. Prerequisites: NURS 340, 345 and 350.

390 Organizational Behavior in Health Care Settings (4) / Fall
Overview of organizational behavior and foundations of organizational theory and how health care organizations function. The student analyzes executive leadership role, communication, leadership and management characteristics within the context of organizational behavior patterns. Decision making and concepts of change and innovation initiative are explored. Classical and current organizational behavior research will be applied via assigned readings and discussion. Alternate to BUS 340.

395 Community Involvement Program (1-4) / Spring
CIP involves students in community problems related to the promotion of health and the prevention of illness. Credit may be given for such activities as volunteer work in health agencies and planning and participating in community health projects. A total of 6 units may be taken toward the degree. May be taken by petition only. Prerequisites: admission to the nursing major, consent of advisor and department chair.

396 Selected Topics in Nursing (1-5) / Spring
A single topic or set of related topics not ordinarily covered by the nursing major curriculum. May be offered as community health, health planning and policy. The course may be repeated for credit with different topics, to a maximum of 12 units. Prerequisites: consent of instructor.

400 Research and Writing in Nursing (3) / Spring
Lecture/discussion, 3 hours. Evaluates the nature of inquiry, basic research concepts, language and rationale. Approaches to research and ways of knowing in nursing and related sciences are explored. Quantitative and qualitative research methods are compared. Students critically analyze research issues in the RN to BSN curriculum. Emphasis is on health and illness, evaluation, and measurement, and curriculum development for translating health knowledge into desirable health behaviors. Includes units on nutrition, drug abuse, and AIDS. Credit is also received for the completion of drug and alcohol abuse requirements of the Ryan Act Credential; enrollment priority is given to students in the Ryan Credential program. Prerequisite: upper-division standing.

405 Community Health Nursing Practicum (3) / Fall, Spring
Clinical practice, 9 hours. Utilizing concepts, theories and research findings related to family and community health, students provide nursing care to individuals and families in community settings. Focus is on the application of nursing knowledge to individuals and families. Personal development, leadership, and team management abilities are expanded through family nursing practice. Prerequisites: NURS 360 and 385.

425 Senior Clinical Study (4) / Fall, Spring
Clinical application of theories and concepts from nursing and related sciences in the nursing care of selected populations. Research based knowledge and pertinent theoretical frameworks are utilized to respond to needs of individuals and families. Theoretical principles of effective leadership are developed and applied. Problem-solving strategies are developed as management problems are analyzed. The process of management is examined from the point of view of healthcare and practice are critically evaluated. Prerequisite: completion of all 300-level course work.

440 Nursing Leadership and Management (4) / Fall
Lecture/discussion, 3 hours. Formulates a theoretical foundation for the process of nursing practice and management of health care services and organizational behaviors. Topics in leadership and management behavior are covered. Prerequisite: completion of all 300-level course work. Corequisite: NURS 360.

450 Nursing in a Sociopolitical Environment (3-3) / Spring
Seminar, 3 hours. Analysis of historical and contemporary sociopolitical issues central to the nursing profession and health care delivery structures. Concepts of professionalism are applied to appraise the status of nursing within social, political, ethical and cultural perspectives. Personal accountability and effectiveness of sociopolitical advocacy are emphasized. Prerequisite: completion of all 300-level course work. Corequisite: 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) / Fall, Spring
Lecture, 3 hours. Emphasizes the teacher's responsibility for health education. Emphasis is given to identifying school health issues in drug education, client needs, planning, implementation, and evaluation of health and drug education programs. Prerequisite: upper-division standing.

480 Health, Sexuality and Society (3) / Fall, Spring
Examine issues in human sexuality as they relate to the health and well-being of self and others. The range of human sexual response will be explored. The impact of illness, abuse, and the effects of socialization on one's sexuality will be analyzed. Satisfies GE category E. Open to non-nursing majors. Prerequisite: upper-division standing.

495 Special Studies (1-4) / Fall, Spring
Individual or group study, under guidance of an advisor, of special problems in nursing. Prerequisites: admission to the nursing major and/or consent of instructor and department chair. Specific guidelines are available from the nursing department.

501 Assessment and Maintenance of the Well Family (3) / Fall
Lecture/discussion, 3 hours. Explores the students' ability to identify and promote behaviors that enhance the health of self, individuals and families. Principles from epidemiology, family health, psychology, sociology, change theory and related therapies. Focuses on rapid identification of physical, mental, emotional and spiritual health risks and modification of those risks as part of primary care. Prerequisites: acceptance to the family nurse practitioner program.

502 Theoretical Foundations of Nursing (3) / Fall
Lecture/discussion, 3 hours. This course builds upon an undergraduate foundation in nursing theories. The linkages between theory, research and practice are further developed. Concepts from selected nursing theories are critically analyzed. Comprehension and application of theoretical foundations from other disciplines, including systems theory, developmental theory, interpersonal and transactional theories, and ethical theory will develop. Students will 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/demonstration, 3 hours. The research process is presented, with a view to preparing the adult nurse for inquiry into the meaning and value of the research and theory into nursing practice. Students are expected to critically evaluate research literature for selected applications to nursing practice. Students are guided in the design of a research proposal that serves as the basis for a research project to be completed in NURS 503B. The course provides a variety of research designs and methodologies as they relate to the nature of nursing research questions. Prerequisites: previous or concurrent enrollment in NURS 502.

503B Research Project (3) / Spring
Seminar, 3 hours. Students work with selected faculty members in refining and implementing a research proposal. The seminar provides a forum to explore a variety of research designs and methodologies, instrument development and data collection procedures as they relate to the student's respective research proposals. Emphasis is also placed on the dissemination of research through preparation of an oral presentation and written report. Prerequisite: NURS 503A.

504A Health Care Delivery and Financing (1) / Fall
Lecture, 2 hours. Course reviews the principal ways health care is organized and financed. Reviews market and non-market forces in the 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. Emphasis is given to the economics of health care delivery system, consumer, insurers and providers. Emphasis is placed on analyzing the relationship between finance, systems and health policy. Prerequisite: NURS 504A.

510 Professional Issues and Leadership (2) / Spring
Seminar, 2 hours. Current nursing issues in advanced practice and professionalism are examined from a leadership perspective. Focuses on expanding nursing power and influence in professional situations. Cultural perspectives in health care, and nursing as a subculture, are examined. Faculty and students collaborate in the identification of pertinent issues. Prerequisite: concurrent enrollment in NURS 550A, B or C.

515 Financial Management in Health Care Organizations (4) / Spring
Provides the student with theory and experience with the elements of budget development. The course is divided into segments: (1) pre-budget, (2) budget preparation and (3) monitoring variance. Students select a clinical site and mentor to provide clinical experience with budget preparation and monitoring. Prerequisite: graduate standing. Alternate to POLS 503.

522 Instructional Process in Higher Education (3) / Seminar, 3 hours. Examination of curriculum formation, revision and evaluation processes. Works to develop a holistic framework for instructional design and evaluation. Students develop an explicit theoretical base for application to nursing practice or research. Prerequisites: acceptance to master's nursing program or consent of instructor.

530A Nursing Leadership Theory I (4) / Spring
Seminar, 4 hours. A course in which theories of organizations and management are identified which influence the nurse and the organizational delivery systems. Emphasis will be placed on analyzing and evaluating the relationship between clinical nursing practice and organizational management. Organizations will be analyzed according to structure, functions and organizational behaviors. Prerequisites: concurrent enrollment in NURS 535A, previous or concurrent enrollment in BUS 340 and POLS 503.

530B Nursing Leadership Theory II (3) / Fall
Seminar, 3 hours. Focus is on continuation and further development of a knowledge base relating to health care delivery systems and nursing service management. Students will be placed on completion of the leadership/management processes, including use of human and financial resources and health policy development. Prerequisites: NURS 530A and NURS 535A.

532A Case Management Theory I (4) / Spring
Seminar, 4 hours. A course in which the student develops knowledge and understanding of case management in relation to coordinating and evaluating client care is explored. Emphasis is placed on analyzing and evaluating the relationship between the provision of case management services and efforts to facilitate the most independent role of the case manager is analyzed. Prerequisites: acceptance to Leadership and Case Management program; concurrent enrollment in NURS 535A, and previous or concurrent enrollment in POLS 503 and NURS 493.

532B Case Management Theory II (3) / 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 case management process, including human and financial resources and organizational, local, state and federal health policy development. Prerequisites: NURS 532A and NURS 535A; concurrent enrollment in BUS 458.

535A Residency I (3) / Spring
Field Work, Focuses on the application of theoretical knowledge in a nursing leadership management setting. The student gains an understand of the relationship of administrative theory to administrative practice through the initiation of the project proposal designed in NURS 535A and 532A. Prerequisites: concurrent enrollment in NURS 530A or 532A.

535B Residency II (1) / Fall
Fieldwork. Continued application of theoretical and conceptual knowledge in a nursing leadership management setting. An understanding of the relationship of administrative theory to administrative practice is gained through the implementation and completion of the project, which is designed to improve administrative skills. Prerequisites: NURS 532A, 535A or 532A; and concurrent enrollment in BUS 530B or 532B.

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238 / University Curricula + Nursing

Nursing / 239
Philosophy

Programs offered
Bachelor of Arts in Philosophy
Minor in Philosophy

Department Office
Nichols Hall 362, 704 664-2163

The Philosophical Life

The department of philosophy believes that a philosophical education must focus on a core of perennial themes and approaches in such a way as to give department majors a chance to pursue avenues of thinking that are of paramount importance to them. In designing the department major, care has been taken to emphasize both the historical and analytical dimensions of philosophy, as well as its theoretical and practical dimensions. In this regard, the department of philosophy believes that the Socratic dictum "Know thyself!" requires the exercise of both theoretical and practical reason. The design of the major expresses this fundamental belief.

In its historical dimensions, an education in philosophy gives the student a nuanced appreciation of the wide array of conceptual systems that have been brought into play 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 permit of rationality helps personnel for careers in a wide variety of fields requiring finely honed reasoning and communication skills. Such fields include law, medicine, social and political advocacy, counseling, teaching, print and electronic media, and research and writing in both academic and nonacademic fields.

Faculty and Curriculum

At the heart of the philosophy program is the faculty: highly individual philosophers who represent key approaches to philosophy, and who are actively engaged in ongoing research and exploration. The curriculum is expressly designed not only to provide the major with needed methods and historical perspectives, but also to bring the major into contact with a broad spectrum of approaches to philosophy.

Advising
Advising begins with an initial advising interview with the department chair, during which the student will choose a regular faculty advisor.

Bachelor of Arts in Philosophy

A major in philosophy involves a core of courses required of all majors, one senior seminar, and 18 elective units in philosophy chosen by the student. Core courses provide overviews of the major areas of philosophy, whereas elective courses may be more specialized or experimental in content and method.

Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>General education</td>
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<tr>
<td>Major requirements:</td>
<td></td>
</tr>
<tr>
<td>Core (24)</td>
<td>42</td>
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<tr>
<td>Electives (18)</td>
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<tr>
<td>General electives</td>
<td>31</td>
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<td>Total units needed for graduation</td>
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Major Core Requirements

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>PHIL</td>
<td>Philosophical Reasoning</td>
<td>3</td>
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<tr>
<td>PHIL</td>
<td>Ethics and Value Theory</td>
<td>3</td>
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<tr>
<td>PHIL</td>
<td>Great Thinkers of the West: Thales to Ockham</td>
<td>3</td>
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<tr>
<td>PHIL</td>
<td>Great Thinkers of the West: Hobbes to Kant</td>
<td>3</td>
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<tr>
<td>PHIL</td>
<td>Epistemology</td>
<td>3</td>
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<td>Metaphysics</td>
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<td>PHIL</td>
<td>Senior Seminar</td>
<td>3</td>
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<td>Total</td>
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</tbody>
</table>

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 the chair of the full-time faculty selected by the applicant. These three faculty members shall constitute the student’s major committee.

The major requirement is thus 42 units: 24 core units and 18 units of electives. Students may petition for elective units to be transferred in from outside the department.

Sample Four-Year Program for Bachelor of Arts in Philosophy

Freshman Year: 30 units

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>PHIL 101 (3) or PHIL 102 (3)</td>
</tr>
<tr>
<td>Spring</td>
<td>PHIL 101 (3) or PHIL 102 (3)</td>
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Junior Year: 30 units

<table>
<thead>
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<th>Courses</th>
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<tr>
<td>Fall</td>
<td>PHIL 200 (3) or PHIL 201 (3)</td>
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<td>Spring</td>
<td>PHIL 200 (3) or PHIL 201 (3)</td>
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Senior Year: 32 units

<table>
<thead>
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<tbody>
<tr>
<td>Fall</td>
<td>PHIL 300 (3) or PHIL 301 (3)</td>
</tr>
<tr>
<td>Spring</td>
<td>PHIL 300 (3) or PHIL 301 (3)</td>
</tr>
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</table>

Total: 92 units

S40A FNP Diagnosis and Treatment in Primary Care (I) / Fall
Lectures/disseussion, 3 hours. Emphasis on the foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral. Prerequisite: acceptance to family nurse practitioner program.

S40B FNP Diagnosis and Treatment in Primary Care (II) / Spring
Lectures/dissussion, 3 hours. Further develops a foundation for the diagnosis and management of common acute and chronic illness in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Continues to emphasize the interdisciplinary aspect of primary health care through partnerships with patients as a basis for collaboration, consultation and referral. Prerequisite: NURS 540A.

S49 Health Maintenance Practicum (3) / Fall, Spring
Clinical practicum in primary care settings. Includes patient education and health teaching which may be offered as credit or not for credit. Evaluation of data collection in the following areas: patient education, health teaching, and wellness screening. Evaluation of clinical skills, health status, and care management. Prerequisite: NURS 540A.

S50A FNP Preceptorship I (3) / Fall, Spring
Clinical preceptorship, 6 hours. Beginning clinical practice in primary care settings is implemented. Specialized skills and clinical skills are utilized to assess physical, emotional, social, cultural and spiritual needs of patients. Concepts from various disciplines are integrated in order 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 540; previous or concurrent enrollment in NURS 501 and 540A.

S50B FNP Preceptorship II (4) / Fall, Spring
Clinical preceptorship, 9-12 hours. Continued implementation of clinical practice in primary care settings. Further develops and expands FNP clinical judgment and practice skills in family primary care. Research findings and theory-based knowledge are applied to formulating diagnoses and management plans. Personal and professional development plans are evaluated. Prerequisite: NURS 540A.

S50C FNP Preceptorship III (2-4) / Fall, Spring
Clinical preceptorship, 12 hours. Expands clinical practice in primary and extended care settings. Facilitates the integration of nursing and other theories and research in providing health care to individuals, families and groups. Conceptual perspectives are applied as a foundation for complex decision making in advanced nursing practice. Professional identity is expanded to integrate the multiple aspects of the nurse practitioner role. Prerequisites: NURS 540A/B, 549 and 550A/B.

S51A FNP Preceptorship: Clinical Challenge (3-3) / Fall, Spring
Clinical preceptorship challenge. Faculty evaluation of clinical practice skills. Prerequisite: concurrent enrollment in NURS 550A, 549 and 550A/B. Prerequisites: 552, 554, 559.

S52 Pharmacology for FNP's (2) / Fall
This course focuses on selected special topics and techniques for FNP practice, such as treatment protocols, gerontology and emergency procedures. These topics and techniques support advanced FNP practice in a variety of clinical settings. Prerequisites: concurrent enrollment in NURS 550A, B or C.

S57 Project Continuation (1-3) / Fall, Spring
Directed 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.

S59 Special Studies in Nursing (2-4) / Fall, Spring
Individually arranged course for one or more students who wish to pursue academic interests beyond the scope of the regular curriculum. Prerequisites: acceptance into master’s program in nursing, and consent of instructor and department chair.

S60 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.

S61 Master’s Thesis (2-6)
Research on thesis developed by student in consultation with nursing faculty, and approved by the department chair and the student’s Thesis Committee. Prerequisites: NURS 503A and approval of thesis prospectus.
Lower-tier courses are designed to provide the student with fundamental background information and skills. Non-majors who wish to take upper-tier division courses are encouraged to take a mixture of lower-tier courses in philosophy before taking upper-tier division courses. Courses at the 500 level are sometimes offered concurrently with 400-level courses, please consult the current Schedule of Classes for more information.

101 Critical Thinking (3) / Fall, Spring
Critical thinking is the best defense against intellectual trickery and self-delusion. It provides specific techniques and tools whereby we can avoid basic fallacies in our own thinking and detect them in the thinking of others. A reasoning is highly complex and abstract activity and cannot be satisfactorily studied in an intellectual vacuum. Hence, in this course, critical and logical techniques are contrasted with the context of the world of human interests and activities — social, political and scientific. All of the basic "tricks" for persuading people to accept false premises and conclusions as true are systematically laid out and their detection practices. Satisfies GE, category C3 (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 C4 (Critical Thinking). CPHIL 2.

120 Introduction to Philosophy (3) / Fall, Spring
This course provides an introduction to the enduring questions of thinking: 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). Prerequisites: PHIL 101. CPHIL 2.

202 Philosophical Reasoning (3) / Fall
Instruction in reasoning is skill-oriented, with emphasis on the practice of thinking, writing, and careful reflection. This course is designed to aid students to develop advanced abilities in analyzing, criticizing and defending conceptual positions. The focus will be on philosophical texts and questions.

290 Great Thinkers of the West: Thales to Occam (3) / Fall
An introductory survey of the great thinkers of Greece, Rome and Medieval Europe. Readings by Plato, Aristotle, and Augustine, St. Francis and Aquinas. We trace the emergence of philosophy in the Ancient World, its flowering in the "Golden Age," and its decline and its re-emergence into the Hellenistic period, followed by the quest for a new synthesis of Greek, Roman and Biblical elements in Medieval thought and culture.

295 Great Thinkers of the West: Hobbes to Kant (3) / Spring
Modern philosophy, from the platitude of Descartes to the atomistic empiricism of Hume and Locke, and then to the great Kantian synthesis at the start of the contemporary era. This survey emphasizes the basic epistemological, metaphysical and ethical positions developed in this period, which lay the foundations for contemporary Western philosophy, culture and common sense. A knowledge of modern philosophy is crucial for assessing the phenomena of postmodernism.

302 Ethics and Value Theory (3) / Fall and Spring
An introduction to the philosophical analysis of ethics, morality and values. Emphasis is on the nature of moral judgment and its relationship to the concept of duty. Course covers such issues as: What is the good life? What consideration are relevant to making moral decisions? Are moral principles universally viable? Is there any a priori to a given society? How, if at all, are moral judgments justified or moral disagreements resolved? Satisfies GE, category C3 (Philosophy and Values). Consult Schedule of Classes for logic to be studied. May be repeated with different focus for credit.

305 Epistemology (3) / Fall
Every academic discipline and in everyday experience, we make claims to know a variety of things. The course deals with whether, and what, we are justified in saying that we know. At the end of the course of study we address: the definition(s) of knowledge; the nature of belief and justification; skepticism about knowing (whether we can know that we know); criteria for knowing, types of knowing: influences on knowing; and the uses (and abuses) of knowledge.

310 Metaphysics (2) / Spring
Classically, metaphysics included "first philosophy," or the question of the ultimate nature of reality. In the 20th century, the term has been focused on the implications of our use of language, to include such questions as: What is the view of what exists implied by ordinary language? What happens when formal languages, or alternative conceptual schemes, imply that different objects exist? Are there minds, or just mental activities? What does science teach us about reality? What role might religion play?

312 Science and Its Critics (3)
Science has a pervasive impact today: on how humans live, on how society is structured. As a result, science is often seen as the "true" of the world at the same time, serious questions have been raised about science: Should it serve as our major authority on questions of knowledge, ethics and reality, or is there another way to look at the philosophy of science, and then examines and evaluates contemporary criticisms of science from postmodern, post-structuralist, feminist, religious and non-Western perspectives.

330 Studies in 19th Century Philosophy (3)
A study of major figures and themes in European philosophy after Kant. Hegel, Kierkegaard, Marx, Mill, Schopenhauer, Nietzsche, the foundations of existentialism, anti-Semitism, 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 outmoded or irrational way of understanding — and transforming — a person's relationship to himself or herself, to others, to nature, to spiritual ideals? In addition to exploring the orientation of modern thinkers sympathetic to religion (such as Schopenhauer, Kierkegaard), we will consider the critique of religion by anti-theological thinkers (e.g., Freud, Marx, Russell). The contrast between Western and non-Western religious perspectives will be considered.

340 Advanced Practice in Critical Thinking (3)
Instruction in advanced critical thinking is skill-oriented, with emphasis on practice, designed to aid the student to develop advanced ability to analyze, critique and advocate ideas; to distinguish what one knows from what one merely believes; and to think one's way to justified conclusions or beliefs in a variety of subject areas.

345 Theory of Critical Thinking (3)
Critical thinking is relevant whenever we try to figure something out and evaluate the evidence for a course of action, interpretation or conclusion. The course covers such issues as: What is the good life? What consideration are relevant to making moral decisions? Are moral principles universally viable? Is there any a priori to a given society? How, if at all, are moral judgments justified or moral disagreements resolved? Satisfies GE, category C3 (Philosophy and Values). Consult Schedule of Classes for logic to be studied. May be repeated with different focus for credit.

350 Advancement in Ethics (3)
A consideration of contemporary issues in ethical theory. Topics vary from semester to semester. Prerequisite: one course in ethics.

355 Ethics and Health Care (3) / Fall
A critical study of philosophical theories, religious methodology and professional codes of ethics, and their relevance to decision making by persons providing or receiving health care. Discussion topics include the provider/client relationship, refusal of life-saving treatment, informed consent, animal and human experimentation, and allocating scarce resources.

360 Aesthetics (3)
An analysis of the nature of art. Includes consideration of such problems as: the cognitive role of the arts, art and perception, artists and their world, the nature of the arts, art's imaginative creativity, and the principles of critical evaluation. Emphasis varies.

365 Philosophy and Literature (3)
An inquiry into the complex, interesting, and controversial relationship between philosophy and literature, by means of an examination of how philosophers have interpreted literature; how literature has influenced literary theory (and vice-versa); how philosophically inclined poets, novelists, and other writers theorize about their work and lives. Discussion of literary and philosophical issues is central to this course. This course draws upon both historical and contemporary sources.

368 Philosophy and Film (3)
A turn to film and film studies in search of contemporary culture's handling of philosophical themes. The course will develop strategies for reading film as a medium, while also considering how film has influenced philosophical thought, and vice-versa. We will then examine and analyze films that present philosophical issues and concepts, focusing on how films may offer different perspectives on philosophical issues related to questions of ethics, politics, and social justice.

370 Social and Political Philosophy (3)
A philosophical survey of theories concerning the ideal society, the nature of justice, the question of justified revolution, individual rights, social welfare, and the role of private property in the good society. Authors to be considered include Hobbes, Locke and Marx. Contemporary sources will be included at the discretion of the instructor. Emphasis varies.

375 Philosophy of Law (3)
A philosophical survey of theories concerning the ideal society, the nature of justice, the question of justified revolution, individual rights, social welfare, and the role of private property in the good society. Authors to be considered include Hobbes, Locke and Marx. Contemporary sources will be included at the discretion of the instructor. Emphasis varies.

376 Philosophy of Law (3)
This course covers two basic "metaphysical" issues: (1) alternative philosophical justifications for the existence, authority, and nature of law and legal institutions; and (2) alternative philosophical theories regarding the relationship between law and morality. The course considers the theories of natural law, legal positivism and legal realism, and applies all of the above to a particular problem within the law that raises significant issues of justice, equality and legal responsibility.
Physical Sciences for Elementary School Teachers

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 Electives
Complete 6 units from the following:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ASTR 305</td>
<td>Frontiers in Astronomy (3)</td>
<td>3</td>
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<tr>
<td>GCOG 310</td>
<td>Meteorology (3-4)</td>
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<td>GEOL 306</td>
<td>Environmental Geology (3)</td>
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<td>GEOL 323</td>
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<td>PHYS 300</td>
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<td>3</td>
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<tr>
<td>PHYS 342</td>
<td>Popular Optics (3)</td>
<td>3</td>
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<tr>
<td>GEOL PHYS 400</td>
<td>History of Physical Science (3)</td>
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</table>

Total units in the minor electives 6

Total units in the minor, including 6 units in general education 22-23

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. Prerequisites: PHIL 452, PHIL 450. Prerequisites: advanced standing and instructor consent.

462 Research Assistant in Philosophy (1-6)
Intended to give selected students experience in participating in the construction of a professor’s research project. Prerequisites: advanced standing and a faculty invitation.

470 Teaching Assistant in Philosophy (1-6)
Intended to give students experience in assisting the instructor in a philosophy course by doing research and tutoring students in the class. Prerequisites: advanced standing and consent of the instructor.

493 Special Studies (1-3)
Advanced individualized instruction and research with one or more members of the philosophy faculty. The course is designed to provide advanced students with an opportunity to do specialized research and study under strict faculty supervision. Prerequisite: consent of the instructor.

499 Internship (1-4)
Supervised training and experience in applied philosophy for advanced students in community organizations. Internship contracts are required. Cr/NC only. Prerequisite: consent of the instructor.

Graduate Courses
The philosophy department does not offer a master’s program. However, a number of students have received graduate credit for work in philosophy under the auspices of the interdisciplinary M.A. Interested students should consult the chair of the philosophy department and the special major advisor.

595 Special Studies in Philosophy (1-6)
Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.

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 Electives
Complete 6 units from the following:

<table>
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<tr>
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<tbody>
<tr>
<td>ASTR 305</td>
<td>Frontiers in Astronomy (3)</td>
<td>3</td>
</tr>
<tr>
<td>GCOG 310</td>
<td>Meteorology (3-4)</td>
<td>3-4</td>
</tr>
<tr>
<td>GEOL 306</td>
<td>Environmental Geology (3)</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 323</td>
<td>Hydrology (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 300</td>
<td>Physics of Music (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 342</td>
<td>Popular Optics (3)</td>
<td>3</td>
</tr>
<tr>
<td>GEOL PHYS 400</td>
<td>History of Physical Science (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total units in the minor electives 6

Total units in the minor, including 6 units in general education 22-23
### Programs offered

- Bachelor of Science in Physics
- Bachelor of Arts in Physics
- Minor in Physics
- Teaching Credential Preparation

### Department Chair
Duncan E. Polond

### Department Secretary
Goyle Walker

### Faculty
- Lynn R. Cominsky
- John R. Dunning Jr.
- Samuel L. Grauer Jr.
- Duncan E. Polond
- Sooil Koham
- Gordon G. Spear
- Joseph S. Tein

### 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 astrophysics, atmospheric science, biophysics, environmental science, geophysics and physical oceanography.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education (may include up to 6 units from the major requirements)</td>
<td>51</td>
</tr>
<tr>
<td>Major requirements</td>
<td>38</td>
</tr>
<tr>
<td>Supporting courses</td>
<td>25</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

### Total units needed for graduation: 124

### Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 114</td>
<td>Introduction to Physics I (may be applied to GE)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Laboratory Experience (may be applied to GE)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 214</td>
<td>Introduction to Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 216</td>
<td>Introductory Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 312</td>
<td>Analog and Digital Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 313L</td>
<td>Analog and Digital Electronics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 314</td>
<td>Introduction to Physics III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 316</td>
<td>Introductory Quantum Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 320</td>
<td>Analytical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 325</td>
<td>Introduction to Mathematical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 340</td>
<td>Light and Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 381</td>
<td>Computer Applications for Scientists</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 430</td>
<td>Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 450</td>
<td>Statistical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 460</td>
<td>Quantum Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total units in the major core: 38

### Major Electives (Advanced)

To complete the major, select 8 units from the list below. At least two of the courses chosen must be laboratory classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 380</td>
<td>Astrophyics: Stars (3)</td>
</tr>
<tr>
<td>ASTR 482</td>
<td>Advanced Observational Astronomy (2)</td>
</tr>
<tr>
<td>ASTR 495</td>
<td>Special Studies (1-4)</td>
</tr>
</tbody>
</table>

### Electives in the advanced electives

- PHYS 333 | Precision Machining for Experimental Physics (1) |
- PHYS 400 | History of Physical Science (3) |
- PHYS 413 | Advanced Electronics Laboratory (1) |
- PHYS 445 | Lasers, Fiber Optics, and Detectors (3) |
- PHYS 447 | Lasers and holography Laboratory (1) |
- PHYS 449 | Fiber Optics and Detectors Laboratory (1) |
- PHYS 475 | Physics of Semiconductor Devices (2) |
- PHYS 481 | Applied Nuclear Chemistry and Physics (2) |
- PHYS 482 | Applied Nuclear Chemistry and Physics Laboratory (2) |
- PHYS 493 | Senior Design Project (2) |
- PHYS 494 | Physics Seminar (1) |
- PHYS 495 | Special Studies (1-4) |

### Total units in the advanced electives: 8

### Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 161</td>
<td>Calculus I (3 units may be applied in GE)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Introduction to Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHRM 115AB, 116AB</td>
<td>General Chemistry</td>
<td>10</td>
</tr>
</tbody>
</table>

### Total units in support courses: 25

### Total units in the major: 71

### Sample Four-Year Program for Bachelor of Science in Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

### Freshman Year: 31 units

#### Fall Semester (15 units)
- CHEM 115A (4) | Spring Semester (16 units) |
- CHEM 116A (4) |
- PHYS 211 | CHEM 115B (4) |
- PHYS 212 | CHEM 116B (4) |
- PHYS 214 | MATH 211 (4) |
- PHYS 216 | ENGL 101 (3) |
- PHYS 312 | PHYS 114 (4) |
- PHYS 313L | PHYS 116 (1) |
- PHYS 314 | Elective (2) |
- PHYS 316 | Elective (2) |
- PHYS 320 | PHYS 494 (Recommended) |

#### Sophomore Year: 31 units

#### Fall Semester (15 units)
- CHEM 115A (4) | Spring Semester (16 units) |
- CHEM 116A (4) |
- PHYS 211 | MATH 231 (3) |
- PHYS 212 | PHYS 314 (4) |
- PHYS 214 | PHYS 316 (1) |
- PHYS 216 | PHYS 381 (2) |
- PHYS 312 | GE (3), GE (3) |
- PHYS 313L | GE (3), GE (3) |

#### Junior Year: 30-31 units

#### Fall Semester (16 units)
- PHYS 313, 313L (4) | Spring Semester (15-14 units) |
- PHYS 323 (3) | PHYS 340 (3) or 450 (2) |
- PHYS 325 (3) | PHYS 350 (3) |
- ASTR 380 | GE (3), GE (3) |
- ASTR 482 | GE (3), Physics Elective (4) |
- ASTR 495 | Special Studies (1-4) |

#### Total units in the major core: 40-41

### Senior Year: 31-32 units

#### Fall Semester (15 units)
- PHYS 430 (3) or 450 (2) |
- PHYS 460 (3) |
- Physics Elective (3) |
- PHYS 475 | GE (1) |
- PHYS 481 | GE (1) |
- PHYS 494 | Electives (6) |

### Total semester units: 124

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major requirement</td>
<td>51</td>
</tr>
<tr>
<td>Supporting courses</td>
<td>25</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

### Total units needed for graduation: 124

### Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 114</td>
<td>Introduction to Physics I (GE)</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Laboratory Experience (GE)</td>
</tr>
<tr>
<td>PHYS 214</td>
<td>Introduction to Physics II</td>
</tr>
<tr>
<td>PHYS 216</td>
<td>Introductory Laboratory</td>
</tr>
<tr>
<td>PHYS 313L</td>
<td>Analog and Digital Electronics Laboratory</td>
</tr>
<tr>
<td>PHYS 314</td>
<td>Introduction to Physics III</td>
</tr>
<tr>
<td>PHYS 316</td>
<td>Introductory Quantum Laboratory</td>
</tr>
<tr>
<td>PHYS 320</td>
<td>Analytical Mechanics</td>
</tr>
<tr>
<td>PHYS 325</td>
<td>Introduction to Mathematical Physics</td>
</tr>
<tr>
<td>PHYS 340</td>
<td>Light and Optics</td>
</tr>
<tr>
<td>PHYS 381</td>
<td>Computer Applications for Scientists</td>
</tr>
<tr>
<td>PHYS 430</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>PHYS 450</td>
<td>Statistical Physics</td>
</tr>
<tr>
<td>PHYS 460</td>
<td>Quantum Physics</td>
</tr>
</tbody>
</table>

### Application Specializations

Choose one of the following specializations:

- ASTR 413 | Advanced Electrons (3) |
- ASTR 413L | Advanced Electrons Laboratory (1) |
- ASTR 475 | Physics of Semiconductor Devices (2) |

### Total units in the major core: 40-41

### Applied Physics Concentration

Students may earn a B.S. with an applied physics concentration.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education (may include up to 6 units from the major requirements)</td>
<td>51</td>
</tr>
<tr>
<td>Major requirement</td>
<td>40-47</td>
</tr>
<tr>
<td>Supporting courses</td>
<td>17</td>
</tr>
<tr>
<td>Electives</td>
<td>9-10</td>
</tr>
</tbody>
</table>

### Total units needed for graduation: 124
### Major Electives (Advanced)
Choose 6 units. No more than 1 unit in ASTR 405 and PHYS 494, 495, and 497 may be used to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 411</td>
<td>Laboratory Instruction Practicum (1)</td>
<td>1</td>
</tr>
<tr>
<td>ASTR 482</td>
<td>Advanced Observational Astronomy (2)</td>
<td>2</td>
</tr>
<tr>
<td>ASTR 495</td>
<td>Special Studies (1-4)</td>
<td>1-4</td>
</tr>
<tr>
<td>PHYS 320</td>
<td>Analytical Mechanics (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 381</td>
<td>Computer Applications for Scientists (2)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 384</td>
<td>X-Ray Analysis (2)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 411</td>
<td>Laboratory Practicum (1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 413</td>
<td>Advanced Electronics (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 413L</td>
<td>Advanced Electronics Laboratory (1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 445</td>
<td>Lasers, Fiber Optics, and Detectors (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 447</td>
<td>Lasers and Holography Laboratory (1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 449</td>
<td>Fiber Optics and Detectors Lab (1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 475</td>
<td>Physics of Semiconductor Devices (2)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 481</td>
<td>Applied Nuclear Chemistry and Physics (2)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 482</td>
<td>Applied Nuclear Chemistry and Physics Laboratory (2)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 493</td>
<td>Senior Design Project (2)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 494</td>
<td>Physics Seminar (1)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 495</td>
<td>Special Studies (1-4)</td>
<td>1-4</td>
</tr>
<tr>
<td>PHYS 497</td>
<td>Undergraduate Research in Physics (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total units in the major electives: 6

### Required Supporting Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 161</td>
<td>Calculus I (3 units may be applied in GE)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 115A, 116A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

(1 unit may be applied in GE)

Total units in supporting courses: 17

Total units in the major: 63-64

---

### Sample Four-Year Program for Bachelor of Science in Physics

#### Applied Physics Concentration
The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years. Physics electives must include 5 or 6 units in one of the application specializations.

#### Freshman Year: 30 units

<table>
<thead>
<tr>
<th>Fall Semester (15 units)</th>
<th>Spring Semester (15 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115A (4)</td>
<td>MATH 211 (4)</td>
</tr>
<tr>
<td>CHEM 116A (1)</td>
<td>PHYS 114 (4)</td>
</tr>
<tr>
<td>PHYS 116 (1)</td>
<td>PHYS 116 (1)</td>
</tr>
<tr>
<td>ENGL 101 (3)</td>
<td>Elective (2)</td>
</tr>
<tr>
<td>PHYS 494 (1)</td>
<td>PHYS 494 (1) (recommended)</td>
</tr>
</tbody>
</table>

**Total units needed for the degree:** 124

#### Sophomore Year: 31 units

<table>
<thead>
<tr>
<th>Fall Semester (15 units)</th>
<th>Spring Semester (16 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 261 (4)</td>
<td>PHYS 314 (4)</td>
</tr>
<tr>
<td>PHYS 214 (4)</td>
<td>PHYS 316 (1)</td>
</tr>
<tr>
<td>PHYS 216 (1)</td>
<td>GE (3)</td>
</tr>
<tr>
<td>GE (3)</td>
<td>GE (3)</td>
</tr>
</tbody>
</table>

**Total units in the major core:** 32-36

... (Continues with detailed course list and requirements)
Junior Year: 31 units
Fall Semester (15 units)  Spring Semester (16 units)
Physics Elective (UD) (3)  PHYS 340 (3)
Physics Elective (UD) (3)  Physics Elective (UD) (3)
Area of Concentration* (3)  Area of Concentration* (3)
GE (3)  GE (3)
GE (3)  Elective (4)

Senior Year: 31 units
Fall Semester (16 units)  Spring Semester (15 units)
Physics Elective (UD) (3)  Physics Elective (UD) (3)
Area of Concentration* (3)  Area of Concentration* (3)
GE (3), Electives (7)  GE (3), Electives (6)
Total semester units: 124

*Area of Concentration = 12 units in one other subject. Eleven of the 51 units of GE are met by required courses listed here (in areas A2, B1, B3 and B4). (One more can be met with a physics elective.)

Minor in Physics
Completion of a minimum of 20 units in physics courses, including not more than one first course or more than one second course, constitutes a minor in physics (First courses are PHYS 100, 210A, and 114 and their equivalents taught elsewhere. Second courses are PHYS 210B, 214 and their equivalents.). Interested students should consult with the advisor in the department of physics and astronomy.

Teaching Credential Preparation
See page 284 Teaching Credential Preparation in Science Courses. For more information, please contact Joseph Tenn, Darwin Hall 144, 707 664-2594, joe.tenn@sonoma.edu or Douglas Martin, Darwin Hall 311D, 707 664-2833, doug.martin@sonoma.edu.

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

Grading Policy: All courses submitted toward major requirements in the physics and astronomy department must be taken for a letter grade (A-F). This policy does not apply to courses challenged or offered only on a Cr/NC basis.

100 Descriptive Physics (3) / Fall, Spring
Lecture, 3 hours. A descriptive survey of the important principles of physics. Not recommended for B.S. students. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite for chemistry, physics or mathematics majors: physics and astronomy department approval.

102 Descriptive Physics Laboratory (1) / Spring
Laboratory, 3 hours. Experimental demonstrations, exercises and field trips illustrating the methods by which physicists have learned what they claim to know about the world. Instruction is at the PHYS 100 level. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in PHYS 100 or ASTR 100, or consent of instructor.

114 Introduction to Physics I (4) / Fall, Spring
Lecture, 4 hours. The first of three basic sequential courses in physics for science and mathematics majors. Introduction to vectors; classical mechanics, including particle dynamics and fluid mechanics; simple harmonic motion; thermodynamics and kinetics. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite: MATH 161.

116 Introductory Laboratory Experience (1)
Fall, Spring
Laboratory, 3 hours. Demonstrations and participatory experiments are used to increase the student’s familiarity with gravitational, electromagnetic and nuclear forces in nature. Applications include biological, geophysical, medical and environmental phenomena. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in PHYS 114.

209AB General Physics Laboratory (1, 1)
A, Fall; B, Spring
Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210AB and develop the student’s ability to perform measurements of physical phenomena and to increase their appreciation of the sense of the physical universe gained through experimentation. 209A satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisites: high school algebra and trigonometry and a high school physical science. For 209A: previous or concurrent enrollment in PHYS 210A. For 209B: 209A and previous or concurrent enrollment in 210B.

210AB General Physics (3, 3) / A, Fall; B, Spring
Lecture, 3 hours. A basic course in physics for students majoring in biology, geology or preprofessional programs. Fundamentals of Newtonian mechanics, thermodynamics, optics, electricity and magnetism, special relativity and quantum physics. Registration by mathematics majors requires physics and astronomy department approval. 210A satisfies GE, category B1 or B3 (Physical Sciences) requirement. Prerequisites: high school algebra and trigonometry.

214 Introduction to Physics II (4) / Fall, Spring
Lecture, 4 hours. The continuation of PHYS 114. Electrostatics, quasistatic fields and currents, magnetostatics; electromagnetic induction; waves; physical and geometric optics. Prerequisites: PHYS 114; previous or concurrent enrollment in MATH 211.

216 Introductory Laboratory (1) / Fall, Spring
Laboratory, 3 hours. Selected experiments to increase the student’s working physical knowledge of the natural world. Prerequisites: PHYS 114 and 116. Concurrent enrollment in PHYS 214 is strongly recommended.

300 Physics of Music (3)
Lecture, 3 hours. Introduction to physical principles encountered in the study of music; applicable laws of mechanics and acoustics; harmonic analysis; musical scales; sound production in musical instruments; elements of electronic music. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: PHYS 100 or ASTR 100 or consent of instructor.

313 Analog and Digital Electronics (3) / Fall
Lecture, 3 hours. DC and AC circuit theory, applications of diodes, transistors and operational amplifiers, electronic test instruments; electronic transducers; waveform generators; noise; logic gates and Boolean algebra; number systems and codes; combinational logic circuits; applications of circuit simulation programs. Crosslisted as CHEM 313. Concurrent enrollment in PHYS 313L or CHEM 313L is mandatory. Prerequisites: MATH 107; PHYS 210B or 214; or consent of instructor.

313L Analog and Digital Electronics Laboratory (1)
Fall
Laboratory, 3 hours. Laboratory to accompany PHYS 313. Crosslisted with CHEM 313L. Concurrent enrollment in PHYS 313 or CHEM 313 is mandatory. Experiments in this lab are designed to address the major
topics of PHYS 313 lecture course. Students will experiment with physical and simulated circuits. Prerequisites: MATH 107; PHYS 210B or 214; or consent of instructor.

314 Introduction to Physics III (4) / Spring
Lecture, 4 hours. The continuation of PHYS 214. Special relativity; elementary quantum mechanics; the Bohr atom and deBroglie waves; the Schrödinger wave equation with applications to simple one-dimensional problems and to atomic structure; elementary nuclear physics; introduction to equilibrium statistical mechanics; the partition function, Boltzmann statistics. Prerequisites: PHYS 214; previous or concurrent enrollment in MATH 261.

316 Introductory Quantum Laboratory (1) / Spring
Laboratory, 3 hours. Advanced experiments to increase the student’s understanding of the experimental foundations of quantum physics. Prerequisites: PHYS 214 and 216. Concurrent enrollment in PHYS 314 strongly recommended.

320 Analytical Mechanics (3) / Spring
Lecture, 3 hours. Principles of Newtonian mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to central force problems and small vibrations. Prerequisites: PHYS 114 and previous or concurrent enrollment in MATH 231.

325 Introduction to Mathematical Physics (3) / Fall
Lecture, 3 hours. Coordinate systems and vectors; vector calculus; series expansions; differential equations; orthonormal functions; matrices and tensors; eigenvalues, eigenvectors, and eigenfunctions; solutions of systems of linear equations; complex numbers, complex plane, polar forms; Fourier series and Fourier integrals; use of mathematical symbolic processing software. Prerequisites: PHYS 214 and MATH 261 or consent of instructor.

333 Precision Machining for Experimental Physics (1) / Spring
Laboratory, 3 hours. Techniques of precision machining as employed in the fabrication of experimental scientific apparatus. Emphasis on the use of the lathe and milling machine, working properties of metals and plastics, conventions of design drawings. Prerequisite: advanced standing as a physics major or consent of instructor.

340 Light and Optics (3) / Spring
Lecture, 3 hours. The quantum theory of light, coherence, interference, diffraction and polarization, masers, lasers, geometrical optics, spectroscopy. Prerequisite: PHYS 314 or 325.

342 Popular Optics (3) / Spring
Lecture, 3 hours. A descriptive, nonmathematical, but analytical treatment of the physical properties of light, the camera, telescope, microscope and laser; holography, mirages, rainbows and the blue sky; colors in flowers, gems and pigments; human and animal vision and visual perception. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: any physical science course or consent of instructor.

350 Descriptive Quantum Physics and Relativity (3)
A survey of the development, interpretation and implications of the concepts of quantum physics and relativity that form the basis for the current understanding of the laws of the physical universe. Experiments that require a quantum theory explanation, or that tested the application of quantum theory to real physical systems, will be discussed. Prerequisite: a one-semester course in physics or astronomy or consent of instructor.

381 Computer Applications for Scientists (2) / Spring
Lecture, 1 hour; laboratory, 3 hours. Applications in physics using a high-level programming language like FORTRAN or C. Prerequisites: PHYS 114 and MATH 211.

384 X-Ray Analysis (2)
Lecture, 1 hour; laboratory, 3 hours. Industrial, environmental, and medical uses of X-ray powder diffraction for crystal structure studies and X-ray fluorescence for elemental composition determinations. Data obtained using our computer-coupled x-ray diffraction instrument is analyzed with the help of Jade+ software and the current powder diffraction file of crystal structures. Sample preparation and radiation safety. Prerequisites: CHEM 115A and either PHYS 209B or PHYS 216, or consent of instructor.

395 Community Involvement Program (1-2)
CIP involves students in basic community problems related to physics and astronomy—performing such tasks as tutoring, reading to the blind, service to local, county and state agencies, and service as teacher aides to elementary schools. Students receive 1-2 units, depending on the specific task performed. Not more than 4 CIP units will be applicable to the physics major requirements. May be taken by petition only.

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

400 History of Physical Science (3) / Spring
Lecture, 3 hours. A survey of the historical development of the physical sciences. Crosslisted as GEOG 400. Prerequisite: major in the physical sciences or consent of the instructor.

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

413 Advanced Electronics (3) / Spring
Lecture, 3 hours. Flip-flops and sequential logic circuits; timing diagrams of logic devices; MSI and SSI devices; D/A and A/D converters; measurements and signal processing; introduction to microprocessors and microcomputers; microprocessor-controlled circuits; application of circuit simulation programs. Concurrent enrollment in PHYS 413L is mandatory. Prerequisites: PHYS 313 and 313L or CHEM 313 and 313L, or consent of instructor.

413L Advanced Electronics Laboratory (1) / Spring
Laboratory, 3 hours. Laboratory to accompany PHYS 413. Experiments in this lab are designed to address the major topics of the PHYS 413 lecture course. Students will experiment with physical and simulated circuits. Concurrent enrollment in PHYS 413 is mandatory. Prerequisites: PHYS 313 and 313L or CHEM 313 and 313L, or consent of instructor.

430 Electricity and Magnetism (3) / Fall
Lecture, 3 hours. Electrostatics, magnetostatics, electric currents, electromagnetic induction, electric and magnetic fields in matter,
475 Physics of Semiconductor Devices (2) / Full 
Lecture, 3 hours; laboratory, 5 hours. Semiconductor materials, crystal structure and growth, energy bands and charge carriers, conductivity and mobility; metal-semiconductor and p-n junctions; p-n junction diodes, bipolar junction transistors, field-effect transistors, CCDs, photonic devices and integrated circuits. Laboratory: Photolithography and contact resistance measurements; I-V and C-V characteristics of diodes; characterization of transistors. Prerequisites: PHYS 314 or consent of instructor.

481 Applied Nuclear Chemistry and Physics (2) / Full 
Lecture, 2 hours. This course offers a working knowledge of nuclear radiations, radioactive sources and nuclear reactors. Interaction of ionizing radiation with matter; physical, chemical and biological effects. Radiochemical dating. Nuclear reactor theory and neutron activation. Radiocarbon tracer methods. Crosslisted as CHEM 481. Prerequisites: PHYS 214, CHEM 115A and one upper-division course in the sciences.

482 Applied Nuclear Chemistry and Physics Laboratory (2) / Full Laboratory lecture, 1 hour; laboratory, 3 hours. Use and production of radioactive sources. Nuclear reactor problems using a neutron hower. Applications to detection of trace elements, nuclear chemical phenomena, radiological safety. State-of-the-art instrumentation and laboratory practices. Crosslisted as CHEM 482. Prerequisites: PHYS 216 and previous or concurrent enrollment in PHYS 481.

493 Senior Design Project (2) / Fall, Spring 
A directed project to develop either a working prototype or a detailed conceptual design for an operational laboratory device. A report on the design, characteristics considered and selection of the device will be required. Prerequisites: PHYS 313 and 313L.

494 Physics Seminar (1) / Fall, Spring 
A series of lectures on topics of interest in physics, astronomy and related fields. May be repeated for credit up to 3 units maximum. Prerequisite: consent of instructor.

495 Special Studies (1-4) / Fall, Spring 
The physics and astronomy department encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit proposals to their supervising faculty members that outline their projects and exhibit concrete plans for their successful completion.

497 Undergraduate Research in Physics (2) 
Supervised research in an area of physics that is currently under investigation by one or more members of the physics and astronomy department’s faculty. This course may be repeated for up to 6 units of credit. Prerequisites: junior standing and consent of instructor.

The political science program at Sonoma State University offers excellent opportunities for the study of government and politics. More than 40 courses cover all the major aspects of the discipline. Students develop an understanding of how behavior as it relates to politics. They learn to discuss and analyze critically the many current public policy issues facing the United States and the world. They are taught how to analyze and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The political science major is an attractive 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 302) and comparative approaches and politics (POLIS 349). In addition, every major participates in writing and presenting a senior paper through the senior seminar (POLIS 498). Beyond this common core, as part of the additional 20 units required for the major, each student must complete at least one upper-division course in each of the four major fields of political science: political theory, international relations, comparative government, and American government and politics. Since politics and economics are so closely tied together, the department recommends each student complete a basic course in economics. In addition, the department encourages international study for political science students and will arrange for appropriate credits for courses of study at international universities.

A 20-unit minor in political science 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.

Features

The political science faculty is an interesting and diverse group of scholars. Several are involved actively in their own research projects and regularly offer the opportunity for students to participate in these projects, often in paid positions. Most of the faculty have also traveled extensively, both in this country and abroad.

Political science majors run an active student club that sponsors talks by leading political scientists, candidate debates and social events throughout the year. In addition, those students enrolling in Model United Nations (POLS 345/399) travel each spring to another university in the United States or Canada for a simulation of the United Nations General Assembly.

Internships

The department offers several programs through which students may gain practical experience while earning academic credit. A political science internship involves working in the office of a public official or, when possible, in an election campaign. Prior interns have served in responsible positions with state assembly members, state senators and members of Congress and in a number of campaigns for local, state and national office. The comparable program in public administration places students in public agencies, 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 Seminar Program under which they work with members of the legislature, officers of the executive branch, or lobbyists to gain a fuller understanding of the political process first hand. Finally, special arrangements also may be made for some students to serve as staff to members of Congress in Washington, D.C., for a semester.

Academic Advising

The department expects students routinely to seek faculty advice when planning their programs. They may ask any faculty member to assist them initially. As they develop specific interests within the discipline, they are encouraged to select a faculty advisor who shares these interests.

Preparation

Students are encouraged to take English composition and social science courses, including civics, economics and history. Experience in journalism and debating activities also can be helpful. A foreign language is recommended but not required for the degree. Students who plan further study at the graduate level are strongly encouraged to take courses in an appropriate foreign language, with proficiency in two foreign languages is often required in doctoral programs.

Community college transfer students should contact their counseling office or the Sonoma State University political science office to identify appropriate lower-division major/minor preparatory courses.
### Bachelor of Arts in Political Science

**Degree Requirements**

<table>
<thead>
<tr>
<th>Units Required</th>
<th>General Education</th>
<th>Major Requirements</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td></td>
<td>40</td>
<td>33</td>
</tr>
</tbody>
</table>

**Total units needed for graduation: 124**

#### Major Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 201</td>
<td>Ideas and Institutions</td>
</tr>
<tr>
<td>POLS 202</td>
<td>Basic Issues in 20th Century American Politics</td>
</tr>
<tr>
<td>POLS 302</td>
<td>Approaches to Political Analysis</td>
</tr>
<tr>
<td>POLS 349</td>
<td>Introduction to Comparative Government</td>
</tr>
<tr>
<td>POLS 498</td>
<td>Senior Seminar or additional upper-division, writing-intensive course</td>
</tr>
</tbody>
</table>

#### Political Theory

Choose one of the following five courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 310</td>
<td>Classical Political Thought</td>
</tr>
<tr>
<td>POLS 311</td>
<td>Development of Modern Political Thought</td>
</tr>
<tr>
<td>POLS 312</td>
<td>American Political Thought</td>
</tr>
<tr>
<td>POLS 315</td>
<td>Democracy, Capitalism, and Socialism</td>
</tr>
<tr>
<td>POLS 415</td>
<td>Explorations in Political Theory</td>
</tr>
</tbody>
</table>

#### International Relations

Choose one of the following five courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 342</td>
<td>International Relations and Foreign Policy</td>
</tr>
<tr>
<td>POLS 345</td>
<td>Model United Nations (4)</td>
</tr>
<tr>
<td>POLS 444</td>
<td>United States Foreign Policy</td>
</tr>
<tr>
<td>POLS 485</td>
<td>Arms Control, Disarmament and Nonproliferation</td>
</tr>
<tr>
<td>POLS 486</td>
<td>Selected Issues in International Relations</td>
</tr>
</tbody>
</table>

#### Comparative Politics

Choose one of the following five courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 350</td>
<td>European Parliamentary Democracies</td>
</tr>
<tr>
<td>POLS 351</td>
<td>Politics of Russia</td>
</tr>
<tr>
<td>POLS 352</td>
<td>Politics of Eastern Europe</td>
</tr>
<tr>
<td>POLS 451</td>
<td>Soviet Foreign Policy</td>
</tr>
<tr>
<td>POLS 452</td>
<td>Third World Political Systems</td>
</tr>
</tbody>
</table>

#### American Government and Politics

Choose one of the following 14 courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 320</td>
<td>State, City and County Government</td>
</tr>
<tr>
<td>POLS 330</td>
<td>Politics of Race, Ethnicity and Sex</td>
</tr>
<tr>
<td>POLS 391</td>
<td>Gender and Politics</td>
</tr>
<tr>
<td>POLS 420</td>
<td>Theories of American Politics</td>
</tr>
<tr>
<td>POLS 421</td>
<td>Federalism and Intergovernment Relations</td>
</tr>
<tr>
<td>POLS 423</td>
<td>American Constitutional System</td>
</tr>
<tr>
<td>POLS 424</td>
<td>The Bill of Rights, Civil Liberties and the Constitution</td>
</tr>
<tr>
<td>POLS 425</td>
<td>The American Presidency</td>
</tr>
<tr>
<td>POLS 426</td>
<td>The Legislative Process</td>
</tr>
<tr>
<td>POLS 427</td>
<td>The American Executive Branch</td>
</tr>
<tr>
<td>POLS 428</td>
<td>Seminar in California Politics and Government</td>
</tr>
<tr>
<td>POLS 429</td>
<td>Interest Groups</td>
</tr>
<tr>
<td>POLS 430</td>
<td>Introduction to Public Administration</td>
</tr>
<tr>
<td>POLS 461</td>
<td>Politics and the Media (4)</td>
</tr>
</tbody>
</table>

**POLS 466 Political Psychology**

**POLS 484 Elections and Voting Behavior**

**Total units in the major core: 28-33**

#### Major Electives

To complete the total major requirement of 40 units, choose additional units from other upper-division political science courses.

- Total of 6 internship (POLS 439) and special studies (POLS 495) units may be counted toward the 40 units.

**Total units in major electives: 7-19**

**Total units in the major: 40**

**Recommended Course**

ECON 210A or 210B is strongly recommended as a general elective to political science majors.

### Sample Four-Year Program for Bachelor of Arts in Political Science

#### Freshman Year: 30 units

- Fall Semester (15 units)
  - POLS 201: Ideas and Institutions
  - POLS 202: Basic Issues in 20th Century American Politics
  - POLS 302: Approaches to Political Analysis

- Spring Semester (15 units)
  - POLS 349: Introduction to Comparative Government
  - POLS 498: Senior Seminar or additional upper-division, writing-intensive course

#### Sophomore Year: 31 units

- Fall Semester (15 units)
  - POLS 310: Classical Political Thought
  - POLS 311: Development of Modern Political Thought
  - POLS 312: American Political Thought

- Spring Semester (16 units)
  - POLS 349: Introduction to Comparative Government
  - POLS 498: Senior Seminar or additional upper-division, writing-intensive course

- Fall Semester (15 units)
  - POLS 310: Classical Political Thought
  - POLS 311: Development of Modern Political Thought
  - POLS 312: American Political Thought

- Spring Semester (16 units)
  - POLS 349: Introduction to Comparative Government
  - POLS 498: Senior Seminar or additional upper-division, writing-intensive course

#### Junior Year: 29 units

- Fall Semester (16 units)
  - POLS 310: Classical Political Thought
  - POLS 311: Development of Modern Political Thought
  - POLS 312: American Political Thought

- Spring Semester (16 units)
  - POLS 349: Introduction to Comparative Government
  - POLS 498: Senior Seminar or additional upper-division, writing-intensive course

#### Senior Year: 32 units

- Fall Semester (16 units)
  - POLS 310: Classical Political Thought
  - POLS 311: Development of Modern Political Thought
  - POLS 312: American Political Thought

- Spring Semester (15 units)
  - POLS 349: Introduction to Comparative Government
  - POLS 498: Senior Seminar or additional upper-division, writing-intensive course

#### Total semester units: 124

Note: Nine units of the GE requirement must be filled with upper-division courses; 40 units are required for the political science major; 124 units are required for graduation.

### Minor in Political Science

**POLS 200: American Political System (3) or POLS 202: Basic Issues in 20th-Century American Politics, fulfills state core requirements in U.S. Constitution and state and local government.**

**Total units in the minor: 20**

**Code Requirements**

- POLS 200: The American Political System, or POLS 202: Basic Issues in 20th-Century American Politics

#### Graduation Requirements for the Master's Degree

- A grade point average of at least 3.00.
- Satisfactory completion of the approved 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 of less than B is earned will be acceptable in meeting the 40-credit M.P.A. requirement. Students earning a B- (or lower) in a course will be required to repeat the course with a grade of B or better.

Concentration in Public Management

This track is designed to equip people to work in policy positions, in staff positions, in public administration, and in line positions in public management. Training provides both technical competence and flexibility, and is based on a premise that public sector careers typically call for movement back and forth between analytic, staff and line responsibilities.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 501</td>
<td>Advanced Theory</td>
<td>4</td>
</tr>
<tr>
<td>POLS 502</td>
<td>Organizational Theory</td>
<td>4</td>
</tr>
<tr>
<td>POLS 503</td>
<td>Budgeting and Fiscal Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 504</td>
<td>Personnel Administration for Government</td>
<td>4</td>
</tr>
<tr>
<td>POLS 505</td>
<td>Research for Public Managers</td>
<td>4</td>
</tr>
<tr>
<td>POLS 510</td>
<td>Program Implementation</td>
<td>4</td>
</tr>
<tr>
<td>POLS 550</td>
<td>Budget and Fiscal Policy</td>
<td>4</td>
</tr>
<tr>
<td>POLS 580</td>
<td>Fundamentals and the Political and Community Environment of Nonprofit Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 582</td>
<td>Strategic Management and Planning</td>
<td>4</td>
</tr>
<tr>
<td>POLS 583</td>
<td>Resource Development</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

M.P.A. Elective Courses

In addition, 8 units of electives are required, with Ethics in Administration (POLS 505) being highly recommended. No more than a total of six internship (POLS 597) and/or special studies (POLS 595) units may be counted toward the 40 units.

Total units in the M.P.A. electives = 32

Culminating Experience for the Public Management Concentration

Students in the public management concentration are required to complete either a thesis or a comprehensive examination prior to award of the degree. Those opting for the thesis requirement will be required to complete at least 36 units of course work, as indicated above. Students opting for the comprehensive examination shall complete a minimum of 40 units of course work, exclusive of prerequisites and POLS 596. Upon approval of the program director, they will take two four-hour written comprehensive examinations: one focusing on general public administration theory, the other on specialized topics in public policy and agency administration.

Concentration in Nonprofit Agency Administration

This track offers an M.P.A. degree with an emphasis on nonprofit agencies. Curriculum includes both general courses on administrative theory and public administration and highly specialized courses oriented toward the operation and management of nonprofit organizations. The program also offers a Graduate Certificate in Nonprofit Administration, which is described below.

At a minimum, the concentration in nonprofit agency administration (NPAA) requires 16 units of course work from the traditional M.P.A.

Concentration in Aging Services Administration

The objective of the concentration is to prepare students for administrative careers in a variety of settings serving the needs of all ages, with a special emphasis on the elderly. The program is designed for prospective students preparing for licensing and certification by the State of California as Administrators in Training. Concurrent enrollment in the certificate program in gerontology is strongly recommended. Required courses in the concentration include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 502</td>
<td>Organizational Theory</td>
<td>4</td>
</tr>
<tr>
<td>POLS 504</td>
<td>Personnel Administration for Government</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>Program Implementation</td>
<td>4</td>
</tr>
<tr>
<td>POLS 507</td>
<td>Budget and Fiscal Policy</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

In addition, 20 units of advanced nonprofit courses are required, as are 8 units of elective. Specialized courses required for students enrolled in the nonprofit administration include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 580</td>
<td>Fundamentals and the Political and Community Environment of Nonprofit Administration</td>
<td>4</td>
</tr>
<tr>
<td>POLS 582</td>
<td>Strategic Management and Planning</td>
<td>4</td>
</tr>
<tr>
<td>POLS 583</td>
<td>Resource Development</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>32</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 agency development, activity and funding, and offers intensive exposure to the practical managerial and administrative techniques necessary for agency survival in the 1990s.

Certificate Program Courses

The certificate program requires 26 units of course work, all of which may be applied toward the master's degree in public administration. Although students in the nonprofit certificate program are encouraged to pursue the master's degree, there is no requirement to do so.

As part of the 26-unit certificate program, students 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 administrative 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 Credit by Examination: 

Examination

The state code requirement in California state and local government may be satisfied by passing an examination in the political science department.

199 Media: Contemporary Issues (2)

200 The American Political System (3) / Fall, Spring

An examination of American politics and governmental institutions. Introduces students to the political system and how to participate in it, should the need arise. Satisfies the core requirements in American Constitution and California state and local government. Satisfies GE, category D4 (U.S. Constitution and State and Local Government).

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 between values, ideology and the political process. Political science majors are expected to take this course, which stresses written expression, during their first year in the department. Satisfies GE, category D5 (Contemporary International Perspectives).

202 Basic Issues in 20th Century American Politics (3-4) / Fall, Spring

Leaders and issues in American political life considered in relation to major periods of change, e.g., progressive, isolationism, the New Deal, containment. Open to juniors in political science. Meets core 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

An introduction to the theory and method of comparing political systems and how they interrelate. The course considers comparisons and contrasts with varied governing systems, including issues and problems of global interdependence.

292 Social Science Library Research (1) / Spring

A basic introduction to social science library research sources, with special emphasis on political science. Course includes learning library research skills and practice with print resources and electronic sources.

293 Social Science Research Methods (4)

Social science research and statistical methods, which includes as a significant component computer-based data analysis using the SPSS (Statistical Package for the Social Sciences) programs. It may include building data files and data analysis using multivariate tables, correlation and regression techniques in a directed research project. The course includes a two-hour laboratory.

310 Classical Political Thought (4)

A comprehensive look at the foundations of Western political thought, with major attention to the theories of Plato, Aristotle and Thomas Aquinas.
311 Development of Modern Political Thought Since 1500 (4)

312 American Political Thought (4)

315 Democracy, Capitalism and Socialism (3-4)

320 State, City and County Government (4)

330 Politics of Race, Ethnicity and Sex (3)

335 International Politics and Foreign Policy (4)

345 Model United Nations (4)

349 Introduction to Comparative Government (4)

350 European Parliamentary Democracies (4)

351 Politics of Russia (4)

352 Politics of Eastern Europe (4)

353 European Social Democracy (4)

354 Comparative Political Parties (4)

359 Special Topics (1-4)

360 Interdisciplinary Seminar (1-4)

361 Explorations in Political Theory (3-4)

362 Theories of American Politics (4)

363 Federalism and Intergovernmental Relations (3-4)

364 American Constitutional System (4)

365 The Bill of Rights, Civil Liberties and the Constitution (4)

366 The American Party System (4)

367 The Legislative Process (4)

368 Seminar in California Politics and Government (4)

369 Interest Groups (4)

370 Introduction to Public Administration (4)

371 Politics and the Media (4)

372 Field experience in city, county, state and federal agencies. May be repeated three times for credit. Note that more than a total of 6 internship and special studies units may be counted in the 40-unit major. Prerequisite: prior arrangement with a faculty member.

423 American Constitutional System (4)

425 The Bill of Rights, Civil Liberties and the Constitution (4)

426 The American Party System (4)

427 The American Presidency (4)

428 Seminar in California Politics and Government (4)

429 Interest Groups (4)

430 Introduction to Public Administration (4)

431 Explorations in Political Theory (3-4)

432 Theories of American Politics (4)

433 Federalism and Intergovernmental Relations (3-4)

443 United States Foreign Policy (4)

445 East European Foreign Policy (4)

446 Political Life in Latin America (4)

452 Third World Political Systems (4)

456 Political Psychology (4)

457 Urban Politics and Policy (4)

461 Politics of Regulation and Land Use (4)

464 Elections and Voter Behavior (4)

468 Selected Issues in International Politics (4)

473 International Politics and Foreign Policy (4)

474 American Political Thought (4)

475 Democracy, Capitalism and Socialism (3-4)

480 United States Foreign Policy (4)
494 Selected Topics in Political Science (1-4)

495 Special Studies in Politics (1-4)
A student may be required to be a faculty member in participating in a continuing research project under the faculty member’s instruction. The research may extend for more than a single semester. Students who participate in the course may have their work considered for graduation with honors. This course may be repeated for credit. Note that no more than a total of 6 special studies and internship units may be counted toward the 40-unit major.

498 Senior Seminar (4) / Spring
An opportunity for senior major and graduate students to integrate their basic understanding of political science by exploring the interrelationships between the substantive subfields, basic concepts and the major modes of analysis current in political science today.

Graduate Courses
Upper-division students may enroll in graduate courses with the permission of the instructor.

501 Advanced Public Administration (4)
This core course examines the functional and administrative literature, including aspects of organizational structure, group behavior, policy studies and social psychology. Special attention will focus upon specific topics within the field's organizational behavior, power, leadership, personnel, control, and administrative responsibility. Prerequisite: POLS 430 or consent of instructor.

502 Organizational and Political Analysis (4)
Present basic analytic tools that can be used in diagnosing political and organizational situations. Emphasis will be given to the role and use of influence, strategic thinking, and bargaining in organizations.

503 Budget and Fiscal Policy (4)
An examination of the budgeting process in government and private nonprofit agencies, with emphasis on the conflict between traditional fiscal theory and budgeting reforms. Public policy formation and evaluation of results as revealed in the budget will be explored.

504 Personnel Administration for Government and Nonprofit Organizations (4)
The evolving character of public personnel administration in the United States will be considered, as well as the issues of personnel administration in private nonprofit organizations. Topics include work in organizations, employee participation, the relationship of public personnel to democracy, diversity in the workplace and the fair and effective use of volunteers will be explored.

505 Research for Public Managers (4)
Lecture and laboratory. An examination of quantitative research techniques required by agency and program managers. Course includes work in data analysis, introduction to computer usage, techniques of needs assessment and program evaluation, and use of simple analytical models.

506 The Public Policy Process (4)
The course will look at the public policy making process with an 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.

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 561.

508 Comparative Public Policy (4)
A comparison of selected public policies in North America and Western Europe, with an emphasis on differences in policy content in such areas as education, environment, and aging policy.

511 Collective Bargaining in Government and Nonprofit Organizations (4)
A course that looks at the historical and current development in labor relations in both the public sector and also in the non-profit sector. The course looks at changing concepts and their implications for the existing institutions, processes and values for both the sectors.

513 Organizational Development (4)
An examination of values, methodologies, strategies and theories of organization development.

513 Leadership and Supervision (4)
Examines the role of leader and leadership in administrative agencies, together with an examination of techniques of supervision and administrative control.

525 Human Resource Management in Nonprofit Agencies (2)
An examination of current issues in the management of employees and volunteers in nonprofit organizations. Recruitment, staff development, performance evaluations, labor-management issues and affirmative action are reviewed.

529 Contract and Grant Administration for Nonprofit Agencies (2)
An examination of the principles and practices of grant and project administration within the nonprofit context. Included are discussions of fiscal and progress reporting requirements, agency legal responsibilities, post-project performance review, and techniques of effective record keeping and project management. Time management and performance tracing will also be discussed.

530 Marketing and Public Relations for Nonprofit Agencies (2)
An examination of the marketing and public relations for nonprofit agencies, together with techniques for designing and implementing realistic marketing and public relations programs. Course will stress adaptation of marketing techniques to not-for-profit organizations, and will explore the types of access to press, electronic and other media available to nonprofits.

537 Bargaining, Politics and Administration (4)
An examination of the politics of administration, with an emphasis on the dynamics of budgeting and interagency conflict. Of special interest in this course will be the focus on new theories of decentralization—budgeting and political coalition building in an era of decreasing resources.

538 Administrative Law (2-4)
Introduction to the legal process within the framework of administrative agencies and procedures. The function of administrative laws, including the role of legal agencies, delegation of powers, administrative procedures and statutes, and development of the current body of case law.

539 Program Implementation (4)
Focuses upon the critical movement from statute or authorization to an actual functioning program. The course will concentrate primarily on a series of case studies involving human services, environmental, economic development, and criminal justice programs at the federal, state, and local levels.

550 Special Topics: Program Evaluation (Evaluation)
Techniques of administrative analysis and program evaluation. Included are examinations of techniques for assessment of policy impact and effectiveness, analysis of program objectives, evaluation methodology, and the administration of evaluation systems.

551 Organizational Computer Usage (4)
An investigation of contemporary developments in the area of information systems, this course views computer usage from the organizational, rather than data processing perspective. Central areas of concern are organizational planning and change, and the development of information systems that meet the planning challenge.

560 Special Issues in Public Policy (4)
An examination of selected issues in public policy/public affairs. Specific topics will be offered on the basis of student interest and current issue development.

564 Aging Services Administration (4)
For individuals interested in careers in the administration of health care and social services for the elderly. An introduction to the field of long-term care administration through the use of lectures and structured case studies. Specifically addresses management decision making in the operation of skilled nursing facilities, congregate care facilities, day care, home health care and retirement communities. Open to undergraduates. No prerequisites.

579 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. CNVC 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 operations. 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 fund raising, major donor development, as well as the legal restrictions for nonprofit agencies and the funding criteria used by corporate, community and private foundation funding sources.

584 Fiscal Administration of Nonprofit Agencies (4)
This course is an examination of basic principles of managerial finance and control in nonprofit agencies. Budgeting, fund accounting, cash flow analysis, expenditure control, long-range financial planning, audit, grants and contracts in nonprofit agencies are studied.

595 Special Studies in Political Science (1-4)
A student may be invited by a faculty member to participate in a continuing research project under the faculty member’s invitation. 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 presidential, legislature, and public policy areas as health and aging and regulation. Prerequisite: completion of all master's degree requirements.

597 Graduate Internship (3-5)
Intensive field experience in a public or private agency. The student must define a current political problem and a strategy for dealing with the problem, and work toward implementing the strategy.

599 Master’s Thesis (2-4)
Prerequisite: submission of an authorized Advancement to Candidacy form.

Political Science / 261
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 curricula or list of recommended majors, certain skills and academic experiences are essential for students who wish to enter law school and succeed. Among these skills are: effective use of written and spoken language, an understanding of human institutions and values, and competency in the critical analysis and communication of ideas. Pre-law programs are designed to develop these required skills and to offer relevant academic experiences. Special pre-law programs can be developed within the following departments:

American Multicultural Studies
Criminal Justice Administration
Economics
English
Environmental Studies
History
Hutchins School of Liberal Studies
Philosophy
Political Science

Students wishing to pursue a pre-law program should consult the pre-law advisor in the appropriate department. Departmental advisors and SSU’s Advising Center staff can help students plan a program with the balance and rigor that provide sound preparation for the field of law. The Career Resource Center contains law school catalogs and the Testing Center can provide information about the LSAT.

Sonoma State University alumni who are practicing attorneys have undergraduate degrees as diverse as their present fields of specialization: anthropology, criminal justice administration, English, French, history, Hutchins School of Liberal Studies, business administration, mathematics, Mexican American studies, philosophy, physics, 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-med 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
  - Inorganic or general chemistry .................................. 10
  - Organic chemistry .................................................. 8-10
  - Some schools also recommend biochemistry.

- **Chemistry**
  - A one-year course with lab .......................................... 8

- **Mathematics**
  - Some schools require a year of college mathematics and/or a calculus course ................................. 4-8

- **Foreign Language**
  - A few schools recommend a modern foreign language course .............................................. 0-8

- **Psychology**
  - An introductory psychology course is recommended by some schools ........................................... 4

Courses for Health Professions
The following courses at Sonoma State University will generally fulfill the recommended courses suggested above:

- BIOL 121* Diversity, Structure and Function ................. 4
- BIOL 122* Genetics, Evolution and Ecology ................. 4
- BIOL 123* Cellular and Molecular Biology ................. 4

- CHEM 115AB* and 116AB* General Chemistry and Lab ........ 10
- CHEM 335AB* and 336 Organic Chemistry and Lab .......... 8-9

- ENGL 101 and 214 Expository Writing and Literature ........ 6
- MATH 107 Precalculus Mathematics ............................. 4
- MATH 161 Calculus .................................................. 4
- PSY 250 Introduction to Psychology ............................. 3

* Required courses for all California medical schools.

Applicants with a grade point average below 3.00 are almost never considered by medical admissions committees, and few students with a grade point average below 3.40 are accepted.

In addition to the required courses, most health professions students are required to take an examination such as the Medical College Admissions Test, Dental Admissions Test or the Graduate Record Examination, or, at the time of application.

The School of Natural Sciences health professions advisory committee has been established to offer assistance to students interested in careers in the health professions. The main functions of the committee are to:

1. Advise students on how best to prepare for admission to health professions schools. Since the Sonoma State University campus is small, the health professions advisory committee has the opportunity to communicate with students on a personal basis. Individual departments may also have pre-health professions advisors.
2. Maintain career information related to health professions, including catalogs from various schools and registration materials for examination 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, 707-664-2354/2171.
What is Psychology?

Traditionally, psychology is defined as the study of human and animal behavior (normal and abnormal) and the psychological, social and biological processes related to that behavior. According to the American Psychological Association, "Psychology has three faces: It is a discipline, a major subject of study in schools 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, skills and abilities in order to solve human problems."

Psychology is an extremely diverse field that attracts people with a wide variety of backgrounds, interests and skills.

Opportunities in Psychology

A career in psychology means hard work, but it can also mean opportunity — breakthroughs in new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people — for example, helping them overcome depression, deal with the problems of aging or stop smoking. Others are excited by research questions on topics such as animal behavior, eating disorders, how the brain functions and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, government, community agencies, sports competitions, police departments, government agencies, private laboratories and the military, among other settings.

Psychologists fill many different roles. For example, they work at schools, helping them overcome depression, deal with the problems of aging or stop smoking. Others are excited by research questions on topics such as animal behavior, eating disorders, how the brain functions and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

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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 transfer students or for students who wish to complete a double major.

The General Research Advisory Plan is designed for students planning entry into doctoral programs in psychology in a university or professional school after graduating from Sonoma State University. It consists of courses that most university doctoral programs in the United States and Canada consider as preparation for their programs, plus courses specific to Sonoma State University that are particularly useful for this purpose.

The Developmental Psychology Plan is designed to prepare students for work and study around developmental concerns in areas such as health care, child care, education, and family life. The plan provides a solid base in the major, with a focus on how to apply this knowledge in the world of work and everyday life. Students work with an advisor to develop a plan tailored to their specific goals.

The Human Services Advisory Plan is designed for students who plan to go directly into work in applied settings, as well as for those who are already performing psychological work who need additional information, concepts, and skills. It is specifically recommended for students preparing for work in nonacademic settings, such as psychology, social work, or counseling, as well as those preparing to complete the requirements for a certificate in gerontology.

The Psychology in the Workplace Advisory Plan is designed to prepare students to enter the world of work, whether it be in business, government or non-profit settings. Today’s employers are looking for people who are fast, flexible, adaptive learners. High level jobs these days require that applicants be able to juggle multiple responsibilities and have strong skills in information access and analysis, in working collaboratively, in written and oral communication; in group leadership, and in research and data analysis, to name only a few. A background in psychology and related fields can help to lay such a foundation. This advisory plan is intended to steer students toward a pattern of courses in psychology and allied departments, such as business and public administration, that are aimed at developing the skills needed in the work world. This advisory plan is also recommended for students who plan to do graduate work in programs such as organization development, public administration, and business.

The Learning Community: The Learning Community is not an advisory plan, but it is a unique approach to the major that offers a 12-unit block of courses taken as an integrated whole. It is intended primarily for sophomores and juniors. The specific courses included will vary from year to year.

In this program, students have an opportunity to participate actively in designing their own curriculum. The program may be offered for one or two semesters. Each semester’s block of classes will include 4 units of integrative seminar (PSY 450), a course in which students actively reflect on the process of learning as a community.

What the Learning Community asks of you is a willingness to experience an alternative to traditional educational structures: bring heart, mind, body and soul with you into the classroom and community; become connected with your peers, passions, learning styles and unique talents; honor, respect and value differences as well as our similarities; create a personal educational program within the context of a community of learners; live your education and practice humanistic values in your lives.

Suggesting Courses
The department recognizes the relationship and interdependence of psychology with the other disciplines in the university. Therefore, the department requires that students complete at least 12 units of supporting work with a minimum grade of C each. These units will be taken in departments other than psychology. However, it is possible, with the support of the student’s faculty advisor, to include psychology courses in the 12 supporting units. A second major or minor will be presumed to meet this requirement. Students should obtain written approval from their advisor on the department’s advisory plan form before enrolling in courses they wish to use as supporting work. A record of this approval should be placed in the student’s advising file in the psychology department office.

Academic Advising
Students are encouraged to meet with their faculty advisor once a semester to review their academic progress and plans. Students are encouraged to come in for advising before the scheduled mid-semester advising period, when faculty are likely to have more availability. During the first upper-division semester as an SSU student, you are encouraged to sign up for one of the five advisory plans (please see the previous section).

Sample Four-Year Program for Bachelor of Arts in Psychology

Freshman Year: 30-32 units
Fall Semester (15-16 units)
UNIV 102 (optional) (2)
ENGL 101 (3)
PHIL 101 (3)
BIOL 115 (3)
BIOL 115L (1)
PSY 250 (3)
Elective (1)
Sophomore Year: 32 units
Fall Semester (16 units)
PSY 242* (40)
CIS 101* (4)
GE (1)
GE (1)
GE (1)
Elective (3)
Junior Year: 32 units
Fall Semester (16 units)
GE Upper Division (3)
PSY 295/295 - CIP (optional) (3)
Elective (3)
Spring Semester (16 units)
GE Upper Division (3)
PSY Upper Division (3-4)
Supporting Electives (3-4)
Elective (1-3)
Senior Year: 30-32 units
Fall Semester (15-16 units)
PSY Upper Division (3-4)
Supporting (3-4)
Supporting or Elective (3-4)
Elective (1-3)
Spring Semester (15-16 units)
Supporting or Elective (3-4)
Elective (1-3)
Total semester units: 124

*A lab in another general education science course may be substituted for BIOL 115L.
**May be taken either semester of the freshman year.
***Supporting for the psychology major may be taken as electives. In the event of mind-body integration, however, the department recommends one physical activity in kinesiology, dance, etc. each semester.
****Recommended for all students who do not already have well-developed computer skills.
*****Required core course.
******Prerequisite or recommended for most upper-division courses in this major.
*******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.
********Supporting units are typically 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 295 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.

Minor in Psychology

Students seeking a minor in psychology are encouraged to consult with a psychology faculty advisor to assist them in planning a series of courses tailored to their own personal and career goals. The requirements for the minor are:

1. Completion of PSY 250 Introduction to Psychology (or an equivalent course), with a grade of C or better.
2. Completion of at least 20 units of upper-division psychology courses, with a minimum grade of C. Courses must be taken for a letter grade unless Credit/No Credit is the only way the course is offered.

Minor in Gerontology

The minor in gerontology provides students with a focused 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 and practical background in the interdisciplinary field of gerontology, along with an understanding of the field and its applications. The requirements include 17 units in anatomy and physiology, psychology, and social aspects of aging, and 4 elective units. Specific courses are listed under gerontology in the catalog.

Field Work and Special Studies

Special Study: Students who wish to carry out self-initiated, independent study and research are encouraged to contact an individual faculty member of their choice after they have formulated a preliminary outline of the project on which they wish to work.

The Community Involvement Program (CIP): The department actively participates in the university's Community Involvement Program wherein academic credit can be obtained for volunteer work in the community. (COC/only)

Field Placements and Internships: Each semester a number of advanced undergraduate and graduate students participate in field placements or internships with placement organizations and agencies throughout the university's six-county service area. These internships involve on-the-job training by the agency and academic work under the direction of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found within the department. Applications for internships are due at least two weeks preceding the internship semester. 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. A maximum of 8 units of PSY 499 Internship can be applied toward the degree. For students who take both PSY 295/ 395 (CIP) and PSY 499 Internship, only 10 units, in all, can be applied toward the major, with any remaining units being applied toward B.A. electives.

Master of Arts in Psychology Through Special Sessions

Residential Program

The Psychology department’s master of arts programs are administered through Special Sessions in Extended Education. These self-support programs are funded entirely through student fees. The traditional master of arts programs is not accepting applications at this time due to budgetary constraints.

Organization Development

This program provides advanced preparation for professional practice with organizations and other human systems, including individuals, groups, and communities. It emphasizes the development of competence and emerging models of leadership, consultation, and change.

Course work combines a focus on core and emerging concepts, skill development and group process training, and extensive supervised field experience. Internships and field projects provide opportunities for integrating theory with practice in actual work settings.

Students are admitted only for the Fall term and together as one group through the four-semester program. Interaction among students and instructors is an important source of study and learning. Both the coursework and supervision includes the acquisition of the personal awareness and interpersonal competence required for effective practice in organization development.

Classes are scheduled in the evenings to meet the needs of currently employed professionals, and are scheduled all four evenings each week. For employed students, work schedule flexibility is highly desirable. This is an intensive and demanding program, with classes meeting two or more nights per week. Preparation time outside of class averages 20 hours per week, including meetings with student teams and organizational clients.

Program of Study

These required courses are taken in sequence by each group.

PSY 301 - Family Therapy
PSY 554 - Behavior and Experience in Work Organizations
PSY 553AB - Group Dynamics in Organization Development
Electives

While the required courses comprise a full program of study for the master's degree, some students may elect to enrich their learning with one or more of the following:

BUS 344 Organizational Behavior
BUS 350 Management
BUS 352 Leadership and Team Building
PSY 242 Computer Application in Social Science
PSY 322 Myth and Symbol
PSY 418 The Psychology of Family
PSY 462 Seminar in Humane and Existential Psychology
PSY 485 Ecopsychology
PSY 558 Human Systems and Social Change

Culminating Experience

The culminating experience component consists of two parts:

1. An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization.
2. A publishable article on a topic relevant to professional practice in organizations. Both reports must be planned with and approved by the faculty student's advisor.

Application and Admissions

Criteria for acceptance into the organization development program are:

B.A. or B.S. degree from an accredited college.
At least two years of relevant work experience, e.g., as a manager or supervisor, consultant, psychologist, or staff specialist.
An acceptable level of competence in oral and written communication, demonstrated by:

- A written statement about the student’s background, relevant work experience, and specific goals for the program.
- Individual and group interviews during the admissions process.
- A recent example of the applicant’s academic or professional writing.

At least a 3.00 average in the previous 60 units of courses.

Applicants submit the following materials as part of their application:

- A written statement about the student's background, relevant work experience, and specific goals for the program.
- Individual and group interviews during the admissions process.
- A recent example of the applicant’s academic or professional writing.

At least a 3.00 average in the previous 60 units of courses.

A qualifying test: either the Miller Analogies Test or the Graduate Record Exam.

Applicants should have a foundational understanding of issues and concepts encountered in organizations, as well as those pertaining to human behavior and experience. Generally, this means that applicants with a B.A. in psychology may need coursework in business administration, while those with a degree in business may need courses in psychology. Prerequisite coursework in one or more of the following may be used to satisfy these requirements:

- Organization behavior, management, or systems theory.
- Psychological foundations, personality, or human development.

Applicants are encouraged to consult with the graduate coordinator about these requirements before enrolling in prerequisite courses.

For application forms for graduate study at Sonoma State University, contact the Office of Admissions and Records at your nearest CSU campus. For departmental application materials for the organization development program, contact the graduate secretary in psychology, 707-664-2680; or write to:

Graduate Admissions
Special Sessions M.A. in Psychology
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3689

For more information, please refer to Graduate Degrees, page 35.

Special Sessions Individual Program Goals of the Program

This program offers two years of in-depth and intense exploration. Students who have been accepted in the past have been particularly concerned with personal meaning and growth, matters in their sense of self-direction, and capable of developing and communicating their goals. The program goal is learning that has relevance to basic human experience.

General Description

The program is designed for self-directed individuals who may already be in the professional workplace but who have never been able to further their educational and career goals through a more traditional graduate program. It provides the opportunity to develop a focused, master- unit individualized curriculum, working closely with an advisor from the Sonoma State University psychology faculty. The program also requires 9-12 units of graduate level seminars in psychology through Extended Education.

The program requires a high level of individual initiative and knowledge of resources in the field. It is therefore most appropriate for those with background and work experience in psychology and knowledge of their professional and personal needs.

The special sessions M.A. is equivalent to one earned in a conventional graduate program in psychology with comparable academic standards. Students must be willing to commit to the SSU campus to attend regular weekly or biweekly meetings with their faculty advisors and monthly meetings with a cohort of other students.

Interest Areas of Study

Through the Special Sessions program there are currently four subject areas of interest. The interest areas are: leadership, creativity and leadership, humanistic and transpersonal psychology. Other interest areas may be developed. There is also a more structured program in Organization Development that offers the opportunity to learn process consulting and systems intervention in organizations.

Prerequisites

The following must be met before a student can officially begin the M.A. program, although it is possible to apply while working to fulfill these prerequisites:

1. B.A. degree from an accredited college or university.
2. A 3.00 GPA for the last 60 units of academic work.
3. An undergraduate major in psychology or an approved equivalent.
4. Applicants with minimal preparation in psychology must complete 28 units in psychology from the following list, depending on the focus of the applicant's proposed program:

   - PSY 240 Introduction to Psychology
   - PSY 250 Development of the Person
   - PSY 255 Methods and Social Psychology
   - PSY 306 Theories, Methods and Issues in Psychology
   - PSY 307 Advanced Theories, Methods, and Issues in Psychology
   - PSY 410 Child Psychology
   - PSY 413 Abnormal Psychology
   - PSY 461 Seminar in Humanistic and Existential Psychology
   - PSY 463 Personality
   - PSY 464 History and Theoretical Foundations of Psychology, at Sonoma State University, or the equivalent.
   - Completion of the Miller Analogies Test or the Graduate Record Exam
   - The written English proficiency test (WET), or an equivalent test, or a waiver based on submission of a publishable-quality paper.

Fees

Fees are paid on a per-unit basis. Students must enroll in a minimum of 8 units per semester while in the program. These fees cover advising, administration, portfolio evaluation and thesis/project supervision. Note: Students enrolled in the Creative Arts Program enroll for 6 units per semester and are subject to the Creative Arts Program fee. It is advisable for students to pay fees for any additional learning experiences such as workshops or course work, whether or on off campus. Fees are set by the Office of Extended Education and for the 1997-98 academic year were $170.00 per unit but may increase to meet changing program costs.

University policy also requires students to maintain continuous enrollment until completion of the M.A. program or pay a continuing enrollment fee. University policy also requires students who take 4 semesters to complete their thesis/project to re-enroll in PSY 599 Master's Thesis Project.

Evaluation

Within the first 15 units of study each student selects an M.A. Committee, in consultation with an advisor. The committee typically includes the advisor, a representative from the SSU psychology department or other qualified SSU university faculty, and a qualified professional from the field (either from the University, or in the community). This committee is responsible for evaluating the student's M.A. work. There are two phases to the evaluation. The first occurs after 15 units of study and involves the student's candidacy candidacy; the second is at the end of the student's program and includes the presentation of a portfolio of completed work, a thesis project and its defense.

Application Procedures

Students may enter the program during the Fall or Spring semester. Completed applications must be received, evaluated, and the student admitted and registered by the start of classes, August or January, respectively.

Step 1: Review written materials about the various interest areas available for study in the program.

Step 2: Submit the completed application packet, including letters of recommendation, official transcripts, autobiographical statement and statement of professional goals, to the Office of Extended Education, Sonoma State University.

Step 3: Applications will be screened by the Admissions Committee of faculty advisors from the pool of those persons considered eligible. A final group will be interviewed and selected by the Admissions Committee. A more complete final proposal will be developed during the first semester in consultation with an assigned faculty advisor.

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Psychology Courses (PSY)

Courses 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.

210 Peer Advising for Resident Assistants (3) (Spring)

An introduction to the development of listening and helping skills to be able to assist other students who are experiencing short-term crises. Prerequisite: permission of instructor.

237 Careers in Psychology (2)

Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

242 Computer Applications in Social Science (4)

An introduction to the use of microcomputers in human services settings. Lecture, demonstration and hands-on experience with an emphasis on psychological applications are used to build practical computer skills for students in the human services area. Crosslisted as SOC 242.

250 Introduction to Psychology (3) (Fall, Spring)

Psychological perspectives on human behavior and experiences. Theories, methods, and techniques are used to develop an understanding of perception, cognition, sensation, emotion, personality dynamics, psychopathology, and social dynamics. Prerequisite: upper division courses in the major for students who enter Sonoma State University as first-time freshmen. Prerequisite: upper division courses in the major for students who transfer into psychology from other majors at Sonoma State University. Satisfies GE, category D (Individual and Society). CAN PSY 2.

290 Psychological Topics (1-4)

One or more psychological topics are selected for study at the lower-division (freshman-sophomore) level. Consult Schedule of Classes for the topics to be studied and current unit offering. May be repeated for credit if a different topic is addressed.

295 Community Involvement Project (1-4)

CIP gives students an opportunity to "test" real world career possibilities while rendering needed community service. Students may earn credit if the course is in a major that requires or recommends community service or service, attendance at all three seminars and a final paper. Up to 6 units of CIP may be counted toward graduation. CR/NC only. Students who have taken both PFS 295/395 and PFS 499 can apply for no more than 10 units from these courses, counted toward the psychology major.
298 Psychological Topics (1-4)
Conference on selected topics. Not available every semester. Cr/NoCr only. Additional conferences for required.

299 Student-Instructed Course (1-4)
Each Student-instructed course is designed by an advanced student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department Executive Committee before approval and granted. Consult Table of Courses for the topics and credits. Only two SIC’s may be credited as supporting courses toward the psychology major.

302 Development of the Person (3-4) / Fall, Spring
A multidisciplinary examination of the social, cultural, personal and psychophysiological development of the human being. Satisfies the human beings to determine how humans differ socially and psychologically from other species, and how the person develops. Shows how thought and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE category E (The Integrated Person). Upper-division psychology general education courses (currently 302 and 305) may be double-counted as upper-division GE units and as "supporting units for the psychology major." If they are not counted as GE units, however, they can be used in the "32 upper-division units in psychology" category.

303 The Person in Society (3)
How human behavior, think and feel in interpersonal relationships, families, workforces, communities and natural environments. How each of these social relationships affect the way people behave in the other. Interrelationships with larger political and economic variables are explored, drawing from other disciplines that offer relevant insights and knowledge. Satisfies GE category D1 (Individual and Society) and upper-division psychology general education courses (currently 302 and 305) may be double-counted as upper-division GE units and as "supporting units for the psychology major." If they are not counted as GE units, however, they can be used in the "32 upper-division units in psychology" category.

306 Theories, Methods and Issues in Psychology (3-4) / Fall, Spring
Part I of a year-long course that presents perspectives and techniques useful as professional settings and personal life. Includes past and present understandings of human experience, integrating issues and controversies. Hierarchical and contemporary theories and methods con- sidered include traditional scientific methodology and behavioral, psychodynamic, existential-humanistic and transpersonal approaches. Prerequisites: PST 250, ENGL 101, 102, PHIL 101, and admission to the psychology major or consent of instructor.

307 Advanced Theories, Methods and Issues in Psychology (3-4) / Fall, Spring
A continuation of PST 306. Prerequisite: PST 306 or consent of Instructor.

310 Crovding Ecstasy: Addiction and Recovery Lecture Series (1) / Fall, Spring
A weekly lecture series that introduces students to how alcohol and other drugs affect the contemporary world. United States. The personal and societal impact of addiction, recovery, and abuse are presented. Prediction strategies and techniques are also included. The course is valuable for students who are planning careers in counseling, social service, nursing, public health, or public policy. Cr/NoCr given on the basis of attendance and weekly response papers. May be taken twice for credit.

311 Psychology Dialogue Series (1-2)
A lecture series that explores careers and topics of interest to psycholo- gists. Practitioners of various fields of psychology are invited to speak on the nature of their work, current social and political issues in psychological practice, and their view of the future of psychology.

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 with GERN 312.

315 Integrative Seminar (1-4)
A forum for questioning, discussion and integration of ideas and methods studied in classes and in students' independent inquiries. Students have an opportunity to formulate questions important to them, and to respond to the questions and concerns of others. No more than 8 units of Integrative Seminar may be applied to the psychology major. Prerequisites: junior standing and concurrent enrollment in at least one upper-division psychology course.

316 Integrative Seminar II (2-4)
A continuation of Integrative Seminar I. Prerequisites: PST 315 and concurrent enrollment in at least one upper-division psychology course. No more than 8 units of Integrative Seminar may be applied to the psychology major.

317 Integrative Seminar III (2-4)
A continuation of Integrative Seminar II. Prerequisites: PST 316, senior standing and concurrent enrollment in at least two other upper-division courses. No more than 8 units of Integrative Seminar may be applied to the psychology major.

318 Integrative Seminar IV (2-4)
A continuation of Integrative Seminar III. Prerequisites: PST 317, senior standing and concurrent enrollment in at least two upper-division courses. No more than 8 units of Integrative Seminar may be applied to the psychology major.

322 Myth, Dream and Symbol (4) / Fall, Spring
Exploration of the creative unconscious in both individual growth and the evolution of culture. Myths, dreams and symbols are explored from the standpoint of theory, group interaction, inner work, etc. Approaches vary by instructor and may draw from texts by Freud, Jung, Campbell, Hillman, Wilber, Singer and others.

324 Learning Motiments (1)
A series of presentations from individuals from all areas of the universi- ty, focused on their own personal moments of significant learning. May be repeated once for credit.

329 Group Process (1-4) / Fall, Spring
The use of the small group as a basis for understanding the individual, the individual's relationship to others, and the individual in group behavior. This class is normally conducted as an encounter group, with supplemental readings and written work. Prerequisite: consent of the instructor. Cr/NoCr only.

342 The Psychology of Meditation (3-4)
An exploration of simple (secular) meditative practices as a means of developing awareness, self-growth and psychological insight. Basic instruction in various meditation techniques, actual meditation prac- tice, readings and discussions of the psychodynamics of meditation. Cr/ NoCr only.

350 Psychology of Health and Nutrition (4)
A holistic approach to health must consider both mental and physical aspects of well-being. This course will focus on basic nutrition, the psychology of eating, and the psychological effects of ingesting. Prerequisite: entrance by examination on the first day of class or permission of instructor.

352 Psychology of Yoga (2-4)
Unification of mind and body through the practice of Yoga. An introduction to the literature and practice of Yoga. The course normally includes separate lecture and practice sessions. May be repeated for credit.

358 Seminar in the Psychology of the Body (3-4)
A consideration of the works of Reich, Lowen, Feldenkrais, Selver and others concerned with mind-body integration. In a given semester, the course may be an integrative one or may deal with particular topics. In the latter case, the Schedule of Classes will list the particular topic in parentheses.

395 Community Involvement Project (1-4)
CIP gives students an opportunity to "realize their" career possibilities while rendering much-needed community service. Students may earn credit for volunteer service in a variety of human service settings that may serve in future employment possibilities for psychology majors. Requirements are 30 hours of community service per week, attendance at three seminars and a final paper. Up to 6 units of CIP may be counted toward graduation. Cr/NoCr only. Students who have taken both PST 295/395 and PST 499 may apply no more than 10 units from these courses, combined, toward the psychology major.

399 Student-Instructed Course (1-3)
Each student-instructed course is designed by an advanced student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department Executive Committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two SIC’s may be credited as supporting courses toward the psychology major.

403 Psychology of Gender
Examines what it means to be male and female in the world today. Examines theories of gender development and selected topics such as communication, achievement, relationship, emotion, sexuality and health.

404 Psychology of Women (4) / Spring
Examines women's development and women's place in the world from a psychological perspective. Material is drawn from contemporary research and thinking, longitudinal studies, case studies, personal narratives, and story.

406 Social Psychology (3-4) / Fall, Spring
The formation and change of attitude and belief systems; interpersonal perception and dynamics; behavior in small groups; and contemporary problems of intergroup relations. Cultural influences on these processes may be considered.

408 Transitions in Adult Development (4)
Transitions are key events in adulthood because they require change. Course explores how individuals shape and experience the changes that come with adult development. Includes discussion of developmental stages, as well as expected, unusual or "off-time" transitions in adulthood, and develops understandings of how these transitions shape the develop- ment of an individual throughout adulthood and later life. Crosslisted as GERN 408.

410 Child Development (4) / Fall, Spring
The growth and development of the child from birth to adolescence.

411 Seminar: Behavioral and Emotional Problems of Children (3-4)
Study and observation of children with problems, and examination of the environments in which those problems occur.

412 Adolescent Psychology (3-4) / Fall
An attempt to understand the world of adolescence through theory, research and personal interaction with adolescents.

418 The Psychology of Family (3-4) / Once a year
A study of the family as a social psychological group. Considers family of origin, present families and relationships, and parenting.

421 Psychology of Aging (4) / Fall

422 Community Psychology (3-4) / Spring
Community structure and processes in relation to human needs. Or- ganizing community action, and the role of the individual in social change. Theories and strategies of organizing, building alliances, and affecting legislation and policy.

424 Human Systems Leadership (3-4)
Designed to develop skills related to the functioning of human, task-oriented organizations, this course uses social-psychological theory, phenomenologically-based data, and a holistic, systemic 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 Behavior (3-4) / Fall, Spring
A problem-based course that helps students explore the world with, and examination of variables that produce them. Review of current major DSM categories.

426 Seminar Introduction to Counseling (4) / Fall, Spring
An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented. Prerequisite: consent of instructor. PST 306 recommended.

429 Seminar in the Gestalt Process (4) / Once a year
An experiential-deductive approach to the Gestalt process as developed
515 Psychological Writing Seminar: Advanced (2-4)
Advanced instruction in the analysis, organization, style and content of psychological writing, inclusion of personal explorations, and presentation(s) and critique of thesis. Prerequisite: PSY 599 or concurrent enrollment in PSY 599. Co/NC only.

521 Seminar (1-4)
Seminar instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

521 Personal/Interpersonal Process (1-4)
Personal psychological process work and/or group process in the area indicated on the transcript evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

533AB Group Dynamics in Organization Development (3/3)
Conceptual and experiential exploration of group and interpersonal interaction processes. Developmental models of group behavior, intervention and facilitation methods and skills. Interpersonal feedback in the service of personal and professional development. Limited to students in the Organization Development Program. Two semesters.

541 Professional Training (1-4)
Supervised professional training in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

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.

550 Facilitation and Training (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.

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.

552 Organization and Team Development (4)
Contributions of systems theory and organization development practice for guiding constructive change and self-renewal in groups, organizations, and communities. Students integrate theory and practice of process-oriented leadership and consultation, in the context of a supervised field experience with an actual organization. Prerequisite: PSY 550.

554 Seminar: Behavior and Experience in Work Organizations (4)
A study of human behavior and experiences in organizations. A goal of this course is to understand the interrelationship between key human experiences and organizational structure. Specific phenomena such as power, leadership, changing nature of work values, and group phenomena will be studied, while special topics will be selected based upon student interest. Prerequisite: consent of instructor.

555 Integrated Study (1-4)
Integrated study incorporating a variety of modalities, in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

556 Sociotechnical Systems and QWL (4)
A seminar in the design or redesign of work organizations and jobs to enhance the quality of working life or to humanize work. Classic and modern cases in industrial democracy and Quality of Working Life (QWL) will be studied. Value and practical issues in the design of work to enhance human aspects will be emphasized. Prerequisites: PSY 554 and consent of instructor.

558 Human Systems and Social Change (4)
The "human systems" perspective in the context of an information and communications society, as developed by general systems theory, organization development and humanistic-transpersonal psychology. Organizational and societal leadership are explored from perspectives of values, organizational dynamics and cultural/economic/ecological systems.

560 Professional Workshop (1-4)
Each semester a particular problem or methodology will be selected for study in depth, such as Gestalt Therapy or Wilderness Leadership, with the aim of developing professional capacity in the area studied. Consult Schedule of Classes for current topic. May be repeated for credit.

561 Research Methods (1-4)
Apprenticeship in qualitative and/or quantitative research methods, as indicated, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

566 Biofeedback Practicum (2-4)
Develops proficiency in the use of biofeedback equipment through scheduled training sessions and supervised actual biofeedback training sessions. Case presentation format is used for discussion of issues that emerge in the student's clinical experience.

570 Directed Field Experience (1-6)
Internship arranged at an approved college, school, hospital, or clinic. Regularly scheduled individual and group meetings with psychology department faculty for consultation regarding field experiences. Prerequisite: consent of instructor.

571 Practicum (1-4)
Training and applied skill development in an 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. Available on a Co/NC basis only.

573 Internship in Biofeedback (1-4)
Internship is practical experience using biofeedback equipment during supervised biofeedback training sessions. Available for letter grade only.

575 Research Seminar (1-4)
Explanation of various theoretical and research approaches to a variety of psychological problems. Emphasis is on stimulation of students' individual research interests. Major emphasis on the actual design, conduct and completion of an individual research study.

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. Co/NC only.

580 Seminar in Teaching Psychology (1-4)
Discussion of theory, methods and materials of teaching psychology. Customary emphasis is on undergraduate college instruction, but may vary according to the needs and interests of participants. Prerequisite: consent of instructor.

581 Internship (1-6)
Field experience in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

582 Practicum: Teaching College Psychology (1-4)
Practical experience of supervised teaching in a college psychology classroom. Prerequisite: consent of instructor.

583 Graduate Research Assistant (1-4)
Students learn advanced research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 15 units of thesis, special study and internship credit may be applied to the M.A. in psychology.

593 Special Studies for Graduate Students (1-4)
Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisite: graduate standing and consent of instructor. Co/NC only.

596 Graduate Tutorial (1-4)

599 Master's Thesis: Project (1-3)
A research study or creative project developed by the student in consultation with the psychology department and approved by the department and the Graduate Study Committee. A student may not register for the initial units of PSY 599 until 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, 707 664-2488 (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, Hutchins School of Liberal Studies, music, Native American studies, philosophy, psychology and sociology offer courses either entirely devoted to religious subject matter or with significant religious content. Students interested in a major or minor in religious studies should consult the interdisciplinary studies coordinator for the procedures involved in developing a suitable program of study.

Science Course

For more information, please contact the School of Natural Sciences
Darwin Hall 123, 707 664-2171

Science Course (SCI)

150 Introduction to Careers in the Health Professions (1)
Lecture, 1 hour. An introduction to careers and current issues in the health professions. The professions examined generally require a bachelor’s degree before being accepted into the 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. Co/NC only.

Social Science Courses

For more information, please contact the School of Social Sciences
Stevenson Hall 2078, 707 664-2112

Social Science Course (SSCI)

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 also 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)
Contents of each portfolio will reflect the courses students have taken to complete the program, and will include organized examples of their achievement in each of the core courses in history, political science, economics and geography, and in the courses they have chosen in the breadth/perspectives part of the program.

Social Science Subject Matter Preparation Program

Principal Advisor
Marilyn Hutchins and faculty from the School of Social Science
707 664-2409

Program Coordinator
Peter McMillan
History Department, 707 664-2313/2489

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 380 Twentieth Century World 3

II. United States History, including California

HIST 251 The United States to 1877 3
HIST 252 The United States since 1877 3
HIST 472 California History Part I 4

III. Geography

GEOG 302 World Regional Geography 3
GEOG 330 Historical Geography of North America (or world) 3
GEOG 391 Geography of North America 4
GEOG 390 Geography of California 2

IV. Political Science

POLS 200 American Political System 3
POLS 423 American Constitutional System 4

V. Economics

ECON 201A Introduction to Macroeconomics 4
ECON 201B Introduction to Microeconomics 4

VI. Behavioral Sciences

One course from the following:

ANTH 318 Human Development: Sex and the Life Cycle 3
PSY 303 Person in Society 3
SOCI 431 Sociology of Religion 4

VII. Portfolio Evaluation

SSCI 400 Portfolio Evaluation 1

Total units in the core 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 201 Introduction to Cultural Anthropology 3
PSYC 303 Person in Society 3
SOCI 201 Introduction to Sociology 3
WOMS 375 Race, Sex and Class 3

II. Contemporary International Perspectives

One course from the following:

ECON 426 Seminar in the History of Economic Thought 3
POLS 315 Democracy, Capitalism and Socialism 3

III. The Integrated Person

One course from the following:

ANTH 341 Emergence of Civilization 3
AMCS 350 Ethics, Values and Multiculturalism 3
GEOG 353 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
GEOG 353 Social Geography 3
PSY 302 Development of the Person 3
WOMS 350 Gender, Sexuality and Family 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 339 Ethnic Minorities and American Social Policy 3
AMCS 350 Ethics, Values and Multiculturalism 3
AMCS 355 Language and Ethnicity 3
AMCS 370 Asian Americans 4
AMCS 400 Pan-African Cultures 4
AMCS 420 Sexism and Racism in the United States 3-4
Sociology

Programs offered
Bachelor of Arts in Sociology
Minor in Sociology
Teaching Credential Preparation

Department Office
Stevenson Hall 2084, 707 664-2561

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 SSSMP advisor.

Freshman Year: 31 units
Fall Semester (15 units)
PHIL 101 (A3) (3)  
HIST 20* (D2) (3)  
ENGL 101 (A2) (3)  
UNIV 200 (A1) (3)  
GEOL 102 (B1) (3)  
ART 210 (C1) (3)  
MATH 165 (B4) (4)  
ANTH 20* (D1) (3)  

Sophomore Year: 32 units
Spring Semester (17 units)
HIST 202* (3)  
HIST 252* (3)  
FL 214 (C2) (3)  
ECON 201A* (D5) (4)  
GEOS 204 (B3) (4)  

Junior Year: 32 units
Fall Semester (16 units)
HIST 472* (4)  
HIST 391 (4)  
GEOS 300* (2)  
POLS 423* (4)  
Elective (2)  

Senior Year: 30 units
Spring Semester (15 units)
Elective (4)  
HIST 380* (3)  
Elective (4)  
GEOS 230* (4)  
Elective (2-3)  

Total semester units 124

* History/social science subject matter program course.
** Behavior science course.

Society shapes attitudes, goals, hopes and aspirations, and preferences in friends, careers, 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, and to understand the world, 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. This 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, welfare, medicine, work, politics, leisure and the media, are also explored in depth. To develop skills for analyzing 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 many liberal arts education, the department offers a variety of courses of interest to non-majors. These concern such current social issues as the problems of the aged, drugs and society, gender roles, education, and the information revolution.

The major has been designed to allow each student, in consultation with an advisor, to develop an individualized program of study. The required courses ensure a solid grounding in sociological concepts, theories and research approaches.

By the time students graduate, they will:
1. create clear, succinct writing and speaking.
2. understand the structure and logic of the full range of the discipline.
3. formulate critical and analytic questions about society and be able to investigate them through original research.
4. demonstrate competence in handling databases and using appropriate technical tools.
5. apply theory and methods in sustained independent inquiry.

There are human services emphases for those interested in supervision, program planning and counseling in agencies such as halfway houses, alcohol rehabilitation homes, battered women's shelters, recreation departments and special schools. Other study plans provide direction for business, government jobs, self-employment and teaching.

The major provides background for those who wish to go on to graduate training in such fields as sociology, social work, counseling, public health administration, criminology, business administration, urban planning and law.

Regardless of career interest, the department encourages students to gain practical, on-the-job training through internships with major employers and social agencies in the area.

The department has a chapter of the national sociology honor society, Alpha Kappa Delta, and gives a C. Wright Mills Award for Sociological Imagination.

Bachelor of Arts in Sociology

Degree Requirements
General education
Sociology courses
General electives
Total units needed for graduation

Major Requirements
Introduction to Sociology
Basic Concepts and Tools in Sociological Research
Sociological Analysis
Survey of Sociological Theory
Senior Seminar
Total units

Additional Major Requirements
Methods seminar
Substantive areas requirements
Upper Division sociology electives
Total units in the major

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:
Social Development of Self
Urban Sociology
Methods Seminar: Microcomputers and Macro Data Analysis

278 / University Curricula • Social Science Subject Matter Preparation Program

Sociology / 279
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 that human agency and social action as fundamental to social life and takes us into account both thinking and feeling in defining situations and in constructing actions. Microsociology focuses on reciprocal relationships between individual self and society with emphasis on:

- the social shaping of self, identity, and role.
- the interaction between self and others.
- the development, maintenance, and change of subjective and social meanings. Applying microsociological approaches to status variables such as gender and age reveal how they are constructed, given meaning, and played out in individual lives.

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

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 a vehicle for change, helping people to construct meanings or contributing to discussion. Students considering careers in the media, education, human services, and recreation are among those who will find these classes of special value.

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 Copyright

Transnational Sociology
Transnational sociology provides a comparative perspective on societies throughout the world. Economic, political, and social institutions and dynamics are examined and compared. Among specific topics are ideologies, religions, world elites and local communities. Courses in transnational sociology explore these consequences and their long-term implications. Students interested in a historical and comparative examination of international issues would be well served to take courses in this area.

SOCI 380 Political Sociology
SOCI 381 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 306 Career Planning
SOCI 363 Services Administration
SOCI 366 Administration of Juvenile Justice (consulted with CIA)
SOCI 377 Group Dynamics
SOCI 405 Punishments and Corrections
SOCI 501 Culture (CIA)
SOCI 461 Social Work and Social Welfare
SOCI 463 Bureaucracies and Institutions

Macrosociology
Courses within in this area investigate large social structures, institution, networks and processes that define and shape individual and organizational behavior, and contribute to social and public policy. This area provides a conceptual overview of diverse social institutions. Macrosociology gives the student new insight into American society and its problems and possibilities from both the personal and professional perspectives.

SOCI 333 American Society
SOCI 340 Drugs and Society
SOCI 341 Computers and Society
SOCI 345 Family Systems
SOCI 347 American Culture
SOCI 363 Race and Ethnicity
SOCI 420 Seminar in Criminology

Sample Four-Year Program for Bachelor of Arts in Sociology

Freshman Year: 32 units
Fall Semester (16 units)
ENG 101 (3)
ENGL 101 (3)
Mathematics GE (3)
GE BIOL 115 (6)
GE BIOL 115L (1)
Electives (3)
Spring Semester (16 units)
PHIL 101 (3)
GE Physics Science (3)
GE World History (3)
SOC 201 (3)
Electives (3)

Sophomore Year: 30 units
Fall Semester (15 units)
ENGL 101 (3)
SOCI 101 (3)
History (Polis). Sci. (6)
GE Comp. Persp. (3)
Foreign Language
Electives (3)
Spring Semester (15 units)
SOCI 101 (3)
Sociology (3)
History of the Arts
GE World Lit (3)
Electives (6)

Junior Year: 31 units
Fall Semester (16 units)
SOCI 300 (4)
Sociology (3)
Sociology (3)
Sociology (3)
Sociology (3)
Spring Semester (15 units)
SOCI 375 (4)
Soc. Microsociology Area (4)

Senior Year: 31 units
Fall Semester (15 units)
Soci. Methods Seminar (4)
Soci. Trans-National Area (4)
Soci. MC Introp. Int'l. (3)
Perspectives
Electives (5)
Spring Semester (16 units)
SOCI 498 (4)
SOCI 499 (4)
Electives (6)

Total semester units: 124

Minor in Sociology
SOC 201 Introduction to Sociology
Upper division courses in sociology chosen in consultation with an advisor

Total units in the minor

Teaching Credential Preparation
The sociology department participates in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences. Sociology majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis Subject Assessment for Teachers. For further information, contact Miriam Hutchins at 707-664-2409.

Sociology Courses (SOCI)
Courses are offered in the semesters indicated. Please see the Schedule of Classes for current information and facility teaching arrangements.

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 DI (individual and society) and SOCI.

202 Basic Concepts and Tools in Sociological Research (1)
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.

242 Computer Applications in Social Science (4)
The computer as a tool in human services and other psychological functions. The course is organized around a series of projects. Hands-on experience in preparation of reports, information storage and retrieval, design and maintaining of psychological research projects, data presentation via graphs and graphics, etc. Students will learn any basics they do not already know. Crosslisted as PSY 242.

292 Library and Information Research: Social Science (2)
An introduction to the use of the library and the Information Center, with emphasis on its social sciences and its resources, including the library's reference collection, microform collection, government documents and periodicals. Students will learn to construct search strategies using indexes, abstracts, statistical sources and computer databases. Crosslisted as POLS 292.

300 Sociological Analysis (4)
Fall, Spring
Consideration of the ways in which sociological questions are formulated and answered. Examination of research in conceptualization, theory construction, deductive and inductive reasoning, and other elements of sociological analysis, with emphasis upon sociological research methods. Required for majors. CR/NC only.

305 Lecture Series (2)
Lectures, panel discussions and films on a theme of current sociological interest. Content will vary from semester to semester. May be repeated for credit.

306 The Sociology of Career Planning (3-4)
How to identify and locate liberal arts jobs in government, business, private institutions, or self-employment. Choosing a career, job-hunting skills and techniques, and keeping a job. Study of such work-related issues as dual-career families, equal opportunity and professionalism.

310 Craving Ecstasy Lecture Series (1)
A weekly lecture series that introduces students to how alcohol and other drugs affect contemporary United States. The personal and societal impact of addiction, recovery and abuse are presented. Discussion 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 activities as crime, illness and leisure.

314 Deviant Behavior (4)
The social causes and consequences of deviance: delinquency, criminality, addiction, social exclusion and "deviant" behavior. Examines the conversion and commitment to deviant worlds, and the social processes involved in the transformation to a deviant identity.

315 Socialization (4)
Analysis of the social processes through which human beings are induced into social groups, in both childhood and adulthood. Particular attention is given to the socializing effects of schools, work, family and friends.

316 Social Psychology (3-4) Fall, Spring
Introduction to the use of social psychology in understanding the individual's attitudes and behavior. The formation and change of attitudes and values, interaction and interpersonal dynamics, and the cultural influences on them. Topics include symbolic interactionism, social psychology of prejudice and the consequences of ethnicity, class and gender. Crosslisted as PSY 406. Satisfies GE DI (Individual and Society).

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. Addresses both basic emotions such as anger, joy, pleasure and excitement, and the more complex emotions such as love, jealousy,
319 Aging and Society (4)
Spring
Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities, and those who are poor. Crosslisted as GERN 319. Satisfies GE, category D1 (Individual and Society).

331 Communication Theory and Research (3)
A critical analysis of the nature and functions of mass communications in contemporary society. Overview of the history, structure, function and influence of the mass media. Development of critical and analytic skills necessary to determine when and how "truth" is manipulated to serve special parochial or cultural interests. Crosslisted as COMS 301.

332 Death and American Culture (4)
Examination of the relation of cultural values to practices, attitudes and views about death. Appraisal of sociological and social psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war and grief. Emphasis on the social psychology of dying, caregiving, grieving and being suicidal. Crosslisted as GERN 332.

335 American (U.S.) Society (4)
Study of the major values, institutions and social organizations in the United States. The social sources of change and stability in U.S. society.

340 Drugs and Society (4)
Examination of the sociopsychological, political, economic, ethical and legal factors relating to drug use and abuse. Theories of causation and methods of rehabilitation will be criticized. Crosslisted as CTA 340.

341 Computers and Society (4)
The impact of computers on government and business, school and family, work and leisure, equality and inequality, crime and security, power and freedom, work roles and sex roles. An overview of computer applications in social research and social services (including education, criminal justice administration and the helping professions).

345 Family Systems (4)
Explores family forms in other cultures, as well as variations in U.S. society by race, class and ethnicity. Analyzes the three primary familial systems: marital, parental and kin. Critiques popular solutions to the problems families face.

347 American Class Structure (4)
An overview of stratification in the United States. Analysis of the effects of this system on those who participate in it, through the study of theoretical, ethnographic and community studies. Analysis of how class affords power, prestige, opportunity, culture and consciousness, as well as the interaction of ethnicity, gender and class.

363 Race and Ethnicity (3-4)
The history and prevalence of racial and ethnic groups in the United States. Structure of multifaceted 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 and nonprofit. Includes training in such skills as organizational 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 perceives and reacts to 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 CTA 497.

375 Survey of Sociological Theory (4) / Fall, Spring
A critical examination of the writings of major sociological theorists, including Marx, Weber and Durkheim. This course will involve students in critical analysis of central sociological theories and offer them tools for understanding the development of sociological thought and its unique role in sociology. Satisfies upper-division GE, category D1 (Individual and Society).

377 Group Dynamics (4)
The role of communication, leadership style, size, goals, power, conflict resolution and other factors in determining group effectiveness. Application of small-group research to team building and discussion groups.

380 Political Sociology (4)
An analysis of the relation between political processes and ideologies and the larger society. Emphasis on the social consequences of power arrangements, political economy and political structures. Comparisons between societies will be made.

381 Population and Society (4)
Variables such as gender, race, ethnicity, age, social development, politics and environment are explored as they influence population change. The uses of population studies for consumer marketing, political campaigns, jury selection and social planning are addressed, with an emphasis on California and Sonoma County case studies.

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, communication, power, ideology, political culture and countermovements. Case studies will emphasize the civil rights, women's rights and environmental movements in the United States.

383 Social Change (4)
Theories and methods for analyzing social change, past, present and future, such as: the relationship of the powerless, steam energy and computer to the rise of the agricultural, industrial and information ages, the development, dissemination and impact of such major technologies as the printing press, the automobile, VCRs and computers.

417 Sociology of Mental Illness (4)
Identifies the social sources of behavior defined as mental illness.

450 Punishments and Corrections (4)
A consideration of the problems created by pressures to punish and control criminals, the politics of correctional leaders. The use and misuse of probation and parole, the concept of correction, and alternatives to incarceration. Crosslisted as CTA 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 uninstructiveness and student subversion.

452 Methods Seminar: Health Care and Illness (4)
A dual focus on the social organization of health care and the social psychology of illness. Analyses of the structure of care, patient-practitioner relationships and treatment ideologies. Emphasis on the patient's experience of illness, intimate relationships and self-images. Crosslisted as GERN 452.

461 Social Work and Social Welfare (4)
The history of social welfare and social services in modern society. Comparison of government social services with nonprofit or private social services. Overview of major social service issues such as mental health, senior services and aid to families. Recommended for anyone considering social work, counseling, or human service administration.

463 Methods Seminar: Bureaucracies and Institutions (4)
Political, economic, social and psychological analyses of administrative structures. The role of formal and informal organization, ideology in bureaucracy, decision-making, morale and conflict.

480 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 disaffection of these jobs, and how work has changed historically or may evolve in the future.

495 Special Studies (1-4)
Supervision of the student in a 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 or presentation will be required.

497 Interdisciplinary Seminar (1-4)
Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics will vary. May be repeated for credit.

498 Senior Seminar (4) / Fall, Spring
Each semester different topics are offered to allow advanced sociological analysis, for example, women and aging, the Holocaust, and the male role. Check department for current offerings. Required for all majors. May be repeated for credit. Prerequisite: Open only to sociology majors who have completed at least 20 upper-division units in sociology, including SOC 300 and 375.

509 Internships (1-4)
Prerequisite: consent of instructor.
Teaching Credential Preparation in Science Courses

Students who wish to work toward a secondary teaching credential should contact Professor Douglas Martin, Darwin Hall 311D, 707-664-2811.

Students seeking a California Science Teaching Credential must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing.

One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in one or more of these particular areas, depending on the specialization of each individual student. A baccalaureate degree in either biology, chemistry, geology, or physics is recommended for preparation for the part of the examination that tests depth of knowledge in that one particular area. The following courses are recommended for preparation 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 209AB General Physics Lab (1, 1) .............................. 8-10

Theatre Arts

Dance / Drama / Technical Theatre

Programs offered

Bachelor of Arts in Theatre Arts
- Drama concentration
- Dance concentration
- Technical Theatre concentration

Minor in Theatre Arts

Department Office
Ives Hall 206, 707-664-2474

The Arts have as their shared world the deep need of human beings to give form to their experiences as a way of giving meaning to those experiences and communicating them to other people. We can say, then, that artists are engaged in various methods of exploring, perceiving, naming, organizing, shaping and presenting experience. In most of the arts, the presentation is separate from the presenter — thus, the painter paints the painting, but when it is finished it can be viewed as an object in itself. In theatre, however, the primary medium of expression is the human body. The playwright or choreographer is dependent upon the performer to embody his or her vision and ideas. The purpose of the technology of theatre (lighting, sound, costumes, sets) is to support clarity, intensity, enhance and deepen that embodiment.

We believe that theatre can be a crucible in which values and beliefs, both personal and societal, can be tested. As we enter into the small world of a theatrical production, temporarily assuming the reality of the experiences, personalities and beliefs of the characters and situations we are preparing to bring to life, we are presented with unique opportunities to grow in empathy, compassion and understanding. The study of the theatre and history of theatre in many cultures helps to broaden our theatrical possibilities, to provide perspective and context, and to illuminate meaning. The making of theatre offers opportunity and imperative to discover who we are and what we truly believe, not just about theatre, but about life.

Here in the liberal arts setting of Sonoma State University, we are free to experiment, to innovate as well as to conserve. We work to create a teaching-learning environment, a model for the collaborative work of theatre and life, in which student and teacher are equally important and respected. In sum, we are committed to creating, teaching and learning about theatre that enlightenment as well as entertainment, that explore the values and ideas of many cultures and times, and that contribute to the artistic and personal growth of both participant and audience.

Bachelor of Arts in Theatre Arts

Drama Concentration

Degree Requirements .......................... units
General education ................................... 51
Drama arts requirements .......................... 48
General electives ................................ 25
Total units needed for graduation ............ 124

Phase I, Required (freshman and sophomore years)

- THAR 100 Introduction to the History of Theatre: Drama and Dance ............. 3
- THAR 120A Beginning Acting A ........................................... 2
- THAR 120B Beginning Acting B ........................................... 2
- Any two of the following three technical theatre classes:.............. 4
  - THAR 143B* 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 Stagedrafts

Phase II, Required (junior and senior years)

- THAR 300 Theatre in Action ........................................ 3
- THAR 320A Intermediate Acting Block A ................................ 5
- THAR 320B Intermediate Acting Block B ................................ 5
- THAR 350 Directing ..................................................... 3
- THAR 370A History of Theatre A ......................................... 3
- THAR 370B History of Theatre B ......................................... 3
- THAR 400 Theatre of Today ............................................ 1
- THAR 410A Advanced Acting Block A ................................ 5
- THAR 410B Advanced Acting Block B ................................ 5

Total units required in Phase II ................. 37

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

Drama Concentration

Freshman Year: 31 units

- Fall Semester: (16 units)
  - THAR 143A (2)
  - THAR 144A (2)
- Spring Semester: (15 units)
  - THAR 143B (2)
  - THAR 144B (2)
  - GE(12)
  - GE(12)
Bachelor of Arts in Theatre Arts

Dance Concentration

Degree Requirements [12 units]

General education ... 51
Theatre Arts requirements ... 48
General electives ... 25

Total units needed for graduation ... 124

Students must complete Phase I before Phase II.

Phase I, Required (freshman and sophomore years)

THAR 100 Introduction to the History of Theatre: Dance and Drama ... 3
THAR 210A Dance Technique Level I ... 2
THAR 210B Dance Technique Level II ... 2
THAR 240 Choreography I ... 2

Choose two from the following technical theatre courses ... 4
THAR 143A 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 ... 13

* prerequisite or concurrent enrollment in THAR 143A Stagescapes.

Phase II, Required (junior and senior years)

THAR 300 Theatre in Action ... 3
THAR 310A Intermediate Dance Block A ... 3
THAR 310B Intermediate Dance Block B ... 3
THAR 340 Choreography II ... 2
THAR 345 Choreography III ... 2
THAR 371A History of Dance A ... 3
THAR 371B History of Dance B ... 3
THAR 400 Theatre of Today ... 1
THAR 410A Advanced Dance Block A ... 3
THAR 410B Advanced Dance Block B ... 3

Total units required in Phase II ... 35

* prerequisite or concurrent enrollment in THAR 143A Stagescapes.

Thematic Freshmen Year: 31 units

Fall Semester (16 units)
THAR 310A (5)
THAR 340 (2)
THAR 371A (3)
GE UD III
Electives (3)

Spring Semester (15 units)
THAR 310B (5)
THAR 345 (2)
THAR 371B (3)
GE UD IV
Electives (4)

Sophomore Year: 31 units

Fall Semester (15 units)
THAR 410A (5)
THAR 400 (1)
GE II
Electives (4)

Spring Semester (15 units)
THAR 410B (5)
THAR 371B (3)
Electives (3)

Total semester units: 124

Thematic Sophomore Year: 30 units

Fall Semester (15 units)
THAR 100 GE C1(1) (3)
THAR 210A (2)
GE II
Electives (5)

Spring Semester (15 units)
THAR 210B (2)
Electives (4)

Total units in the Phase I ... 124

Total units in the Phase II ... 34

Total units in the technical theatre concentration ... 48

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

Dance Concentration

Freshman Year: 31 units

Fall Semester (16 units)
THAR 143A (2)
THAR 143B (2)
GE II
Electives (3)

Spring Semester (15 units)
THAR 144A (2)
Electives (5)

Sophomore Year: 30 units

Fall Semester (15 units)
THAR 100 GE C1(1) (3)
THAR 210A (2)
GE II
Electives (5)

Spring Semester (15 units)
THAR 210B (2)
Electives (4)

Total semester units: 124

Thematic Freshmen Year: 31 units

Fall Semester (16 units)
THAR 310A (5)
THAR 340 (2)
THAR 371A (3)
GE UD III
Electives (3)

Spring Semester (15 units)
THAR 310B (5)
THAR 345 (2)
THAR 371B (3)
GE UD IV
Electives (3)

Sophomore Year: 31 units

Fall Semester (15 units)
THAR 410A (5)
THAR 400 (1)
GE II
Electives (4)

Spring Semester (15 units)
THAR 410B (5)
THAR 371B (3)
Electives (3)

Total semester units: 124

Thematic Sophomore Year: 30 units

Fall Semester (15 units)
THAR 100 GE C1(1) (3)
THAR 210A (2)
GE II
Electives (5)

Spring Semester (15 units)
THAR 210B (2)
Electives (4)

Total units in the Phase I ... 124

Total units in the Phase II ... 34

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

Fall Semester (16 units)
THAR 143A (2)
THAR 143B (2)
GE II
Electives (7)

Spring Semester (15 units)
THAR 144A (2)
Electives (3)

Sophomore Year: 31 units

Fall Semester (15 units)
THAR 100 GE C1(1) (3)
THAR 371A (3)
GE UD II
Electives (5)

Spring Semester (15 units)
THAR 120A or 210A (2)
THAR 244 (2)
GE II
Electives (5)

Total semester units: 124

Thematic Freshmen Year: 31 units

Fall Semester (16 units)
THAR 310A (5)
THAR 340 (2)
THAR 371A (3)
GE UD III
Electives (3)

Spring Semester (15 units)
THAR 310B (5)
THAR 345 (2)
THAR 371B (3)
GE UD IV
Electives (3)

Sophomore Year: 31 units

Fall Semester (15 units)
THAR 410A (5)
THAR 400 (1)
GE II
Electives (4)

Spring Semester (15 units)
THAR 410B (5)
THAR 371B (3)
Electives (3)

Total semester units: 124

Thematic Sophomore Year: 30 units

Fall Semester (15 units)
THAR 100 GE C1(1) (3)
THAR 210A (2)
GE II
Electives (5)

Spring Semester (15 units)
THAR 210B (2)
Electives (4)

Total units in the Phase I ... 124

Total units in the Phase II ... 34

Total units in the technical theatre concentration ... 48

Minor in Theatre Arts

The minor in theatre arts consists of 24 units of theatre arts courses. Students may choose a concentration in either dance or drama. Six of the elective units must be upper division. Students contemplating a minor in theatre arts should consult the theatre arts department at the earliest possible date for approval and advising.

Minor Core Requirements

THAR 100 Introduction to the History of Theatre ... 3
THAR 300 Theatre in Action: Performance and Criticism ... 3
THAR 301 Dance Ensemble ... 3
THAR 302 Dance Ensemble Workshop ... 3

Total units in the minor core ... 9

Minor Electives

Electives must include at least 6 upper-division units and should be chosen in consultation with an advisor. (Choreography I is required for a dance emphasis.)

Total units in the minor electives ... 15

Total units in the minor ... 24

Theatre Arts Courses (THAR)

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

100 Introduction to the History of Theatre: Drama and Dance

101 Onstage! The Art of Theatre (3)

110 Dance Fundamentals

120 Acting I

120A Beginning Acting (2)

286 / University Curricula • Theatre Arts

Theatre Arts / 287
tion of acting includes group and individual exercises, improvisation and scene work, leading toward believability, physical action, relaxation, emotional memory and characterization. May be taken three times for credit.

120B Beginning Acting (2) Continuation of THAR 120A. Prerequisite: THAR 120A.

143A Beginning Theatre Technology: Stagecraft (2) Fall Work in both theory and practice will cover 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) Fall An introductory course in the fundamentals of costume design and construction. Basic makeup for the stage will be examined and practiced. Corequisite: concurrent enrollment in THAR 143A is required.

144A Beginning Theatre Technology: Scenery (2) Spring Design principles are applied to scenery design and construction 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) Spring Basic lighting design, including the drawing of lighting plots and the techniques of rigging and operating lighting systems. Work in class will afford direct experience in designing lighting of dramatic productions. Prerequisite: THAR 143A.

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 THAR 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, placement and balance, 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 front work, 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 I (2) Continuation of THAR 210A. Prerequisite: THAR 210A, 220A and 230A. 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, as well as make prompt books to manage a performance. Students serve as stage managers for theatre arts productions. Prerequisites: THAR 144A and B.

240A 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 will assist in painting scenery to be used in Performing Arts productions. Includes instruction on handling toxic materials safely and on protecting the environment. Prerequisites: THAR 140A and B, 144A and B.

295 Community Involvement Program (1-4) 300 Theatre in Action: Performance Analysis and Criticism (3) An investigation of techniques, form and content in drama and dance performances. Oral discussion and written critiques of 10 departmental, local and/or Bay Area productions will develop articulate understanding of contemporary performance and its relation to theatre history, the arts, society and culture. Required of all theatre arts majors. Satisfies upper division GE, category C1 (History of the Fine Arts), for juniors and seniors only. May be taken two times for credit.

301 Dance Ensemble (1-3) A process-and-product class in which dance is choreographed, rehearsed and combined with text (narrative, light, decor) for presentation in public performance. Dances may be choreographed and directed by faculty or by students. May be repeated six times for credit. Prerequisite: THAR 240 or consent of instructor.

302 Drama Ensemble Workshop (1-3) A production class in which students participate in plays directed by faculty members. Styles, periods and production approaches vary from semester to semester. Students receive credit for major participation in the areas of acting, designing and technical work. May be repeated six times for credit. Prerequisite: consent of instructor.

310A Intermediate Dance Block (2-5) The Dance Block integrates the study of contemporary dance technique with the study of improvisation and anatomy for dancers. The safe and intelligent use of the body, the development of technical and improvisational skills, and artistry are emphasized. Prerequisites: THAR 210A and B, and THAR 240.

310B Intermediate Dance Block (2-5) Continuation of THAR 310A. Prerequisites: THAR 210A and B, THAR 240 and THAR 310A.

311 Anatomy for Dancers (1) Study of the neuromuscular and skeletal systems through lecture and movement. Includes location of bones, muscles and major organs; alignment of bones for efficient walking, standing, sitting, dancing; principles of ideokinesis and constructive rest. Emphasis will be on how the neuromuscular, skeletal and organ systems carry out the human organism's intent to move. Prerequisites: THAR 110 and 112.

313 Lecture Series (1-3) 320A Intermediate Drama Block (2-5) In-depth study of acting, integrating fundamental acting skills into the creation of believable and dynamic characters. Includes exploration and development of physical work including vocal work and movement for the actor, leading to extensive scene study, script analysis and exploration of the link between improvisation and text. Prerequisites: THAR 144A and B.

320B Intermediate Drama Block (2-5) Continuation of THAR 320A. Prerequisites: THAR 210B and 320A.

325 Auditioning 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., classical/modern, dramatic/ musical, solo/ensemble; 2) preparing the audition piece, 3) giving a winning audition, and 4) evaluating performance for future guidance. May be taken three times for credit.

340 Choreography II (2) Spring Further development of choreographic skills and artistry. Includes problems in group choreography and relationship to fundamentals of rhythm. May be taken three times for credit. Prerequisite: THAR 240.

343 Scene Painting (2) Spring The basics of layout techniques and painting of full-scale scenery will be realized by the class with hands-on painting of the SSU productions scheduled for that semester. The course includes sections on being safe with toxic materials, and how to keep the environment green. Prerequisites: THAR 143, 144A and B.

344A Design for the Stage: Theories (2) A continued examination of design and rendering techniques for all areas of design for the stage. Students study advanced drawing techniques. Class works as a team, with students assuming various design responsibilities for selected plays. Prerequisites: THAR 144A and B and consent of instructor.

344B Design for the Stage: Theories (2) Continuation of THAR 344A. Prerequisites: THAR 144A and B, THAR 344A and consent of instructor.

345 Choreography III (2) Spring Further development of choreographic skills and artistry, including movement for voice and relationship of movement to sound and music. May be taken three times for credit. Prerequisite: THAR 340.

350 Directing Workshop (2) Fall A workshop in directing scenes and one-act plays, which are performed before an audience. Auditions, casting, rehearsal production, relation- ship to actors, designers and technicians, and fundamental skills in composition, blocking, characterization, style and script analysis are explored. Approaches of significant directors are examined. May be taken three times for credit. Corequisites: THAR 320A or consent of instructor.

355 Advanced Directing Workshop (2) An advanced workshop in directing scenes and one-act plays. Each student will select one directing project for the semester, applying and putting into practice all information learned in Directing Workshop. Prerequisites: THAR 350 and consent of instructor.

370A History of Theatre (3) Survey seminar of theatre history and dramatic literature. Major trends and "turns" in theatre books to theatre examined. Emphasis on how theatre history and dramatic literature can be interpreted and re-examined to resonate with today's theatre. The theatre artist is viewed as a voice for humanity as well as a voice for social change. Prerequisite: THAR 100 or consent of instructor.

370B History of Theatre (3) Continuation of THAR 370A. Prerequisite: THAR 370A or consent of instructor.

371A History of Dance A (3) Survey of history of Western theatrical dance from virtual roots to 19th century Romantic and Classical ballet. Prerequisite: THAR 100 or consent of instructor.

371B History of Dance B (3) History of theatrical dance in the 20th century, including global influences on more recent dance forms. Prerequisite: THAR 371A or consent of instructor.

373 Dances of the World (3) An examination of dance as cultural expression primarily in non-Western, but not excluding, Western dance forms. This course will focus on ways in which dance flows across cultural boundaries, reflecting and creating culture. Satisfies upper-division GE, category C4.

380 Research (3) Development of research skills, with practical application to programs for theses or productions. Students are encouraged to investigate topics of personal interest. The final research project may consist of an exploration of a particular era or phenomenon, or may be groundwork for a major creative project. May be taken three times for credit. Prerequisites: THAR 100, 300 and 370.

390 Acting for TV and Screen (3) Techniques and skills of acting for camera. Includes practice in television studio preparing, filming, editing and critiquing scenes for television or film. Coordinated with COM 390.

395 Community Involvement Program (1-4)

400 Theatre of Today (1) Full survey of Western artistic and multidisciplinary performing arts. May also include subjects vital to the emerging artist such as career preparation guidance, resumes writing, graduate school application, professional growth and community theatre options. Prerequisites: THAR 100 and 300 and consent of instructor.

401 Senior Project Ensemble Workshop (3) Spring The senior student, under faculty supervision, is engaged in a produc- tion process in which all the production members, while participating in the actual production, are also working on a self-contained unit producing both dance and drama senior projects. Prerequisite for both: consent of department faculty.

410A Advanced Dance Block (2-5) A continuation of the work begun in 320A and B, with the focus on increasing technical and improvisational skill, and more refined
perception of the structure and meaning of movement. Prerequisites: THAR 100, 120, 300, and 310A and B.

410B Advanced Dance Block (2-5)
Continuation of THAR 401A. Prerequisites: THAR 100, 120, 300, 310A and B, and THAR 410A.

420A Advanced Acting Block (2-5)
Further development and integration of acting skills, including a wider scope of theatrical styles and scripts from the world’s dramatic literature. Emphasis is placed on strengthening connections between performer and ensemble and between performer and director. Prerequisites: THAR 100, 120, 300, 310A and B.

420B Advanced Acting Block (2-5)
Continuation of THAR 420A. Prerequisites: THAR 420A.

430 Special Topics (1-3)
Each semester a special topic in theatre arts is selected to introduce students to recent theory, research and practice in the discipline. Consult Schedule of Classes for topic to be studied and current unit offering. May be taken two times for credit.

444 History of Ornament (2)
Focus and function of props, furniture, and architectural structures produced by humankind throughout the ages. Examination of ways in which decoration, style, and use of these objects have evolved under political, cultural, and socioeconomic influences. May include research and construction of properties for Performing Arts productions. Prerequisites: THAR 143, 144A and B.

450 Teaching/Directing for Dancers (2)
Seminar and practical experience in organization and communication about movement for choreography, teaching and directing. Class includes student teaching and evaluations. Recommended as preparatory experience for the senior project in dance. Prerequisite: consent of instructor.

460 Drama for Children (2) / Spring
Developing skills and resources for working with children, including creative dramatics, mime, storytelling and scripted drama. Practical experience in working with children will be gained through master teacher observation and student teaching. May be taken three times for credit.

463 Theatre Management (3) / Fall
The study of scheduling, promotion, ticketing, house and stage management, booking, budgeting, technical theatre in terms of budgeting, and marketing theatrical productions. Practical application is gained by participation in the evening performances of the Center for Performing Arts.

470 Dance for Children (2) / Spring
Developing resources and skills for working with children in creative movement. Class includes participation in rhythmic activities and movement exploration, with observation and student teaching of children’s dance classes. May be taken three times for credit.

480 Coordinated Projects (1-3)
Involvement in on- and off-campus drama or dance projects with student directors, actors, designers and/or technicians, and under faculty supervision. May be repeated six times for Cr/NC only. Prerequisite: consent of faculty supervisor.

490 Theatre Practicum (1-3)
The use and development of a theatre skill — acting, dancing, designing, lighting, constructing, sewing — in a commercial environment where the evaluation of the work is under professional rather than faculty supervision. May be taken four times for Cr/NC only. Prerequisite: consent of faculty advisor.

495 Special Studies (1-4)
Individualized study of topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed and regular schedule of contact hours.

499 Internship: Theatre Management (1-4)
The student will gain practical experience in various management areas of theatre. Individual internships may include public relations, publicity, programming, scheduling, box office management, funding, sales, budgeting. The unit value will be determined by each internship. May be taken three times for Cr/NC only.

University Courses

University addresses several student needs. Usually crosslisted through other departments on campus, the courses develop essential skills for study and work. Many courses listed below help student make intelligent choices, to relieve career goals to academic goals, and to develop analytical skills for academic and career interests.

UNIV 100 3-1-3 Freshman Seminar (2)
This course uses lecture and active learning strategies to orient students to the university. Through it, students can ease their transition to college and become familiar with campus resources and information systems. Students will explore their values, skills, interests, and the undertaking of the personal strategies necessary to formulate career paths. Prerequisite: permission of instructor. Cr/NC only.

UNIV 102 Freshman Seminar (2)
This course uses lecture and active learning strategies to orient students to the university. Students can ease their transition to college, develop computer competencies, become familiar with campus information systems, explore possible majors and career direction, explore sex and sexual harassment, and become familiar with campus resources. This course is strongly recommended for first-semester freshmen.

UNIV 103 Learning Strategies (3)
An academic success course that introduces the student to a variety of study skills and learning strategies that can help maximize learning potential, academic performance and adjustment to the academic standards of the university.

UNIV 103A Learning Strategies: Mathematical Thinking (1)
An academic success course that explores mathematical thinking, problem solving, and personal and cultural approaches to mathematics. Suitable for all students who have not yet passed a GE math course.

UNIV 103B Learning Strategies: Study Skills (1)
An academic success course that provides in-depth study skills, information and practice, including effective time management, test taking, textbook reading, stress management and memory techniques.

UNIV 103C Learning Strategies: Writing (1)
An academic success course that reviews strategies, skills and habits that lead to improved academic writing.

UNIV 103D Learning Strategies: Supplemental Instruction (1)
Discipline-specific study skills taught in the context of a designated GE course. Consent of instructor required. May be taken three times. Cr/NC only. Coerequisite: enrollment in designated GE course.

UNIV 237 Career Life Planning (1-2)
Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

UNIV 238A Foundations of Leadership Skills (2)
This course teaches the conceptual knowledge and skills that comprise the practice in today’s society. Through theory, discussion and experiential learning, the course provides the foundational knowledge required for actual leadership opportunities on campus and future employment in the work world. Topics include historical and modern views on leadership, the relationship between service, fellowship 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, self-awareness and the development of practical skills requisite to the good practice of leadership. This lab allows students to individualize their leadership skills development according to their interests. Workshop areas include conflict resolution; diversity; facilitating groups; multimedia literacy; responding to sexual assault; peer helping skills; event planning and programming; and many others. Concurrent enrollment in UNIV 238A strongly recommended. Cr/NC only.

UNIV 299 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 crosslisted when appropriate.

UNIV 301 War and Peace Lecture Series (3)
Students attend the public War and Peace Lecture Series and meet in discussion groups weekly to address a broad range of issues relating to the problem of war and prospects for peace. Lecturers represent diverse discipline — e.g., economics, physics, peace studies, political science, sociology — and institutions. Discussion sessions synthesize material presented in lectures and outside readings and elicit students’ personal responses to the issues raised. Weekly essays and a term project required. Satisfies GE, category C3 (Ethics and Values).

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 strategies inventories, introduction to educational uses 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 (12)
Academic programs in institutions outside the country. Enrollment is by permission of the Office of International Programs. Cr/NC only.
Women's and Gender Studies

Programs offered

Special Major in Gender Studies
Minor in Women's Studies
Career Minor in Women's Health

Department Office
Nichols 220, 707 664-2840

Program Coordinator
E. Kay Trimmer

Faculty
Cindy Swarns
E. Kay Trimmer

Women and gender studies graduates hold tools — knowledge, self-awareness, critical thinking skills and breadth of perspective — that public service organizations, the media, private industry, government and graduate schools want and need.

The gender studies major and minors are excellent preparation for students going into teaching, counseling, social work, public relations, public policy and management; students going on for advanced degrees in a variety of fields, including law and medicine; students seeking advocacy work in political action organizations; and students pursuing a wide variety of other career options. Women’s health is a large and growing area of research and policy interest in the United States. The career minor in women’s health is valuable for those interested in careers as nurses, physicians, midwives, clinical psychologists, health educators, public health workers, research analysts and policy makers.

The women’s and gender studies program participates in conferences and offers courses and internships on gender issues in education. We also participate in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences.

Each semester the women’s and gender studies program publishes a flyer listing all program offerings and courses on women and gender in other departments. Copies of the flyer may be obtained in the program office in Nichols 220.

The women’s and gender studies program provides:
- information on all SOU courses that focus on women or gender.
- semester lecture series on a special topic (e.g., women’s health, men’s lives). These courses are open to the public.
- resources on internship opportunities, graduate programs, and research on women and gender.

In cooperation with the campus Women’s Resource Center, 707 664-2840, we prepare;
- referrals to women’s organizations and services on campus and in the community.
- noncredit speakers, workshops and support groups on topics of interest, and special events for Women’s History Month in March.

Special Major in Gender Studies

The special major in gender studies is an interdisciplinary curriculum which explores the nature and function of gender socialization, gender roles and gender stratification. This includes courses in anthropology, women’s studies, history, and cross-cultural examinations of the impact of gender on the division of labor, the social construction of intimacy, sexuality and family, mechanisms of governmental and social control, the content and conduct of academic research and teaching and the interacting systems of racial, ethnic and class stratification. Gender studies also focuses on ideological constructions of masculinity and femininity and human development.

The gender studies major is constructed to encourage students to double-major or to minor in another discipline. The major has three components:
1. An interdisciplinary core of 21 units that exposes students to feminist theory and research about gender.
2. A disciplinary concentration of 16 units that exposes students to how gender analysis has developed within, and influenced, a specific discipline.
3. Skills application in education or human services through a total of 7 units of coursework and internships in organizations or in teaching.

Degree Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>General Education</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major core requirements</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>29</td>
</tr>
<tr>
<td>Total units needed for graduation</td>
<td>124</td>
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</tbody>
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I. Core Requirements

- WGS 280 Gender, Health and Body Image or WGS 300 Gender and Sexual Identity in Family
- WGS 375 Race, Sex and Class (croslisted as AMCS 420 or POLS 330) 3
- WGS 425 Feminist Research Methods 4
- WGS 475 Contemporary Feminist Thought 3
- Electives 5

Any combination of courses from women’s and gender studies and/or other departments that focus on gender issues. These courses must be in addition to those taken to fulfill III and II below.

Total core units | 21

II. Disciplinary Concentration

Students must specialize in one discipline (defined as any recognized major or minor in the university) by completing 16 units of coursework in that area as follows:
1. A course on gender (3-4 units). Examples: Sociology of Gender, Women Writers, Gender and Archaeology, or Women in U.S. History.
2. An introductory (3-4 units) course in the discipline (may be lower or upper division).
3. An additional upper-division courses (8-10 units) in the discipline, chosen in consultation with a gender studies advisor.

Total disciplinary units | 16

III. Skills Application in Education or Human Services

WGS 491 Practicum in Adult Teaching and Learning (Coordinated in EDUC 490) 3
WGS 492 Syllabus Design 3

Total units in the minor | 22

Minor Core Requirements

The core courses provide an organized framework for understanding women's and gender studies programs. Within this framework, students can focus on one or more disciplines and/or groups and a societal perspective. It is recommended that students enroll in the core courses in the following order:
- WGS 280 Gender, Health and Body Image or WGS 300 Gender and Sexual Identity in Family
- WGS 375 Race, Sex and Class (croslisted as AMCS 420 or POLS 330)
- WGS 475 Contemporary Feminist Thought

Total units in the minor core | 9

Minor Supporting Courses

Minors in women's studies must complete at least two courses from at least two of the following categories:
- Women in American Society
- Women in the Humanities
- Biological and Psychological Perspectives on Women
- Women in International and Crosscultural Perspectives
- Special Topics in Women

Minors may count no more than one course from any of the categories.

Total units in supporting courses | 7
Total units in the minor | 16

Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The curriculum is organized toward enhancing students' opportunities for employment in health care and other settings. It is a highly suitable program for those interested in pursuing careers as nurses, physicians, counselors, therapists, public health practitioners, and other health-related professionals.

Total skills application units | 7
Total units necessary for gender studies major | 44

Women's and Gender Studies | 293
health workers, research analysts and policy makers, and in a variety of other fields.
The career minor in women’s health provides students with interdisciplinary coursework, training, and work experiences in the public, private, and practice experience of women's health. Care of women's health requires both health care providers and liberal arts and sciences majors are important.

Program Advisor

Cindy Strauss, Women’s and Gender Studies Program
Rachel Cano-Hall 32, 707-664-7208/2840

Minor Core Requirements (9-10 units)

WGS 280 Gender, Health and Body Image
NURS 480 Health, Sexuality and Society or
WGS 350 Gender, Sexuality and Family
SOC 452 Health Care and Families
PHIL 355 Ethics of Health Care (3)

Practical Application (3-4 units)

WGS 499 Internship in women’s health setting (4)

Electives (6-8 units)

All electives must be health (including mental health) related. When the health course does not explicitly deal with women’s health, we expect students to bring the understanding gained in the core courses to make the material relevant. Students are expected to do their term papers and projects on women’s health issues.

Suggested Electives

AMCS 432 Health and Culture
GERN 300 Basic Gerontology
NURS 340 Health and Illness in the Expanding Family
NURS 493 Health Care Delivery and Finance
PSY 404 Psychology of Women
PSY 408 Transitions in Adult Development
PSY 454 Biofeedback and Psychophysiology
SOC 497 Women and Aging (crosslisted as GERN 400)
WGS 301 Women’s Health Lecture Series
WGS 495 Special Studies
NURS 495 Special Study — Women’s Health

Total units required in the minor: 20

Sample Four-Year Plan for Gender Studies Major

Plan to complete the gender studies major (44 units) and graduate (124 units) in eight semesters starting in the freshman year. This major is organized to facilitate a double major or minor in another discipline. Hence 20 units of the gender studies major can be counted toward the double major. (e.g., all the discipline concentration and 4 additional units can be counted for both majors)

Freshman Year: 30 units

Fall Semester (15 units)

WGS 280 (GE) (3)
Course in discipline (4)
GE (3), GE (3)

Spring Semester (15 units)

WGS 485R (3)
WGS 475 (3)
Disciplinary course (4)
Course to complete the minor in a discipline (4)
Electives (2)

Total semester units: 124

Sophomore Year: 32 units

Fall Semester (16 units)

WGS 280 (GE) (3)
Course in discipline (4)
GE (3), GE (3)

Spring Semester (16 units)

WGS elective (3)
Disciplinary course (4)
GE (3)
Electives (6)

Junior Year: 31-33 units

Fall Semester (17 units)

WGS 375S (3)
Course in discipline (4)
GE (3)

Spring Semester (16-16 units)

GE (3)

WGS 491 (3) and WGS 492 (2)
Disciplinary course needed for 20-unit minor (4)
Upper division GE (3)
Electives (3-4)

Senior Year: 31-33 units

Fall Semester (17 units)

WGS 425 (4)
WGS 475 (3)
Electives (10)

Spring Semester (15-16 units)

WGS 485 (3)
WGS 499 (2)
WGS 491 (3) or WGS 499 (2)
Electives (9)

Total semester units: 124

Sample Four-Year Plan for Gender Studies Major

Plan for transfer students and those who declare a major in gender studies at the start of their junior year. (This plan assumes the student has completed 62 units toward graduation and all lower-division GE courses.) The plan is designed to facilitate a minor in another discipline.

Freshman Year: 33 units

Fall Semester (14 units)

WGS 350 (3)
WGS Elective (3)
Gender course in discipline (4)
Course in discipline (4)

Spring Semester (17-18 units)

WGS 375S (3)
WGS Elective (3)
Gender course in discipline (4)
Course in discipline (4)

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.

199/399 Student-Instructor Course (1-4)

An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s). Consult the women’s studies flyer for the current semester for descriptions of offerings. C/N/C only.

280 Gender, Health and Body Image (3) / Fall

This course explores the relationship between gender, health and well being throughout the life cycle. Some possible topics include the relationship between gender ideology and body image; the interplay of gender, race and class in producing eating disorders, eating disorders and disordered eating; disability; violence as a health issue; and reproductive health issues for women and men. Satisfies lower-division GE category E (The Integrated Person).

201 Feminist Lecture Series (1-2)

A weekly lecture series (or occasional workshops) offering presentations and discussions of current issues from feminist perspectives.

Women’s and Gender Studies courses listings are subject to change. The Spring semester is defined as the semester that follows Fall semester.

210 Special Problems of Women (2-4)

A variable-topics seminar focusing upon intensive study of specific problems of women in society. May be repeated for credit.

230 Women’s Bodily Health and Image (3)

A course designed to increase awareness concerning women’s health issues throughout the life cycle, including creating a positive body image. The influence of the American medical system on women’s health issues as well as alternative approaches to creating and maintaining women’s health will be explored.

300 Psychology of Women (4) / Spring

An exploration of the psychology of women, with attention to issues of power and conflict, intimacy and dependence, social issues in therapy, and the impact of race, class, ethnicity and sexual preference on women’s psychological development. Crosslisted as PSY 404.

350 Gender, Sexuality and Family (3) / Fall, Spring

An exploration of changing ideals and practices of gender, sexuality and family life in the United States, drawing especially on recent feminist scholarship. Topics for reading and discussion will focus on both the historical and current role of gender, race, class, and sex in family life, especially in upper-division GE, category E (The Integrated Person).

350L Masculinity and Men’s Lives (2-3)

This course offers undergraduate students the opportunity to explore, using multi-disciplinary perspectives, how gender, race, class, and social class and sexual preference affect men’s experience. It will, in addition, explore the different perspectives in the men’s movement today.

365 Women’s History and Women’s Activism (3)

This course will take an activist-historical perspective on the history of American women. The course will review historical figures and trends and the history of feminist activism, especially concerning women into history and the strategies for equality beginning with the Seneca Falls Convention in 1848.

375 Race, Sex and Class (3-4) / Fall, Spring

An overview of the interaction of race, sex, and class oppression and resistance in the historical and contemporary experience of Native American, Asian American, African American and Latino people. The course seeks to enhance understanding of how racism and sexism function in the political, social and economic systems of the United States. Crosslisted as AMNC 420 and POLS 330. Satisfies GE category D1 (Individual and Society).

380 Gender and Social Movements (3)

Social movements organized around gender issues and identities are significant sources of social change in modern societies. This course analyzes the structure and dynamics of social movements in the United States with a focus on gender, with attention to the roles or organizations, resources, leadership, recruitment, commitment, values, ideology, political culture and countermovements. Case studies will emphasize the women’s suffrage movement, the women’s peace movement, the feminist movement that began in the 1960s as its offshoots and countermovements, the gay and lesbian movement, and women’s movements. Crosslisted with SOCI 497.

395 Community Involvement Program (1-4)

The purpose of CIP is to encourage student involvement in the community. Students who are sponsored by a women’s studies focus upon women’s needs and organizations. C/N/C only.

425 Feminist Research Methods (4) / Fall

A feminist critique of traditional methods of constructing knowledge and research practices and a discussion of gender-inclusive research strategies. Students will be given instruction in library and electronic information retrieval and in grant writing for research funding. Students will design, execute and report on a research project. Students who are not majoring in gender studies may take this class in conjunction with (or after) a methods class in their discipline.

475 Contemporary Feminist Thought (3) / Fall

An overview of the development of feminist thought since World War II in relation to historical and social conditions of women and men, and to the development of the women’s movement, men’s movement, and gay and lesbian movements. An exploration of the current controversies about how we comprehend gender difference. The aim of the intellectual work in this course is not only to increase our knowledge, but to enhance our ability to reason theoretically and to link theory with our practice to redress gender inequality. Prerequisite: WGS 280 or WGS 350 or consent of the instructor.

485 Senior Seminar (3) / Spring

This course provides an opportunity for advanced study on a special subject each time it is offered, including such topics as health, family and work. The special topic will be explored in the semester format. Students will write research papers or design organizational or advocacy programs. This course should be taken during the student’s senior year. Prerequisites: WGS 280 or WGS 350, WGS 375, or consent of the instructor.

490 Practicum in Feminist Organizations (3) / Spring

Students will be required to work in and studying a local organization with the explicit or implicit goal of changing gender roles and/or improving women’s and men’s lives (e.g., Women’s Resource Center of Lawrence County’s Women’s Health Project, National Women’s History Project, Commission on the Status of Women, Athena House, Men Evolving Non-Violently, etc.). We will look at the interaction of feminist goals and organizational structure. Can feminists change the way organizations operate? How does the need for efficiency and productivity affect feminist goals? Students are strongly encouraged to take 1 or 2 units of CIP or Internship with this course.
493 Special Studies (1-4)
Upper-division students may elect to do an independent research or action project under the direction of a women's studies faculty member.

499 Internship (1-4)
Supervised training and experience for advanced students in community agencies concerned with women's and men's issues and gender change. Student teaching of a student-taught university course is another form of internship. At present we offer credit (not a grade) for student teaching and off-campus projects. Special contracts are required and are obtainable either in the Department of Education, or the Center for Field Experience. Internships may be paid. Prerequisites: WGS 395 or consent of the instructor.

Graduate Courses

500 Seminar in Feminist Theory and Method in the Social Sciences (3) Fall
A seminar in feminist critiques of social science theory and methodology in various disciplines (depending on student interest)—anthropology, history, political science, psychology and sociology. A survey of feminist attempts to reformulate and transform social science theory and methods, including debates and disagreements among feminist scholars. Completion of an individual research project and analysis of research is required. 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

Anthropology Building
707 664-2381
fax: 707 664-4115
e-mail: adrian.prostelli@sonoma.edu
www.sonoma.edu/projects/csc

Director
Adrian Prostelli

The Anthropological Studies Center undertakes activities that benefit the students of Sonoma State University, scholarship in the field of historic preservation, and the community at large. The center fulfills its mission in education, research and public service by creating the opportunity for SSU students to learn real-world skills in historic preservation through the center’s professional apprenticeship program; maintaining an Archaeological Collectors Facility in which hundreds of thousands of artifacts are available for students and scholars to study; providing technical analyses to scholars and students alike through the Obsidian Hydration Laboratory; and by operating an Office of Interpretive and Outreach Services that provides the public with information about archaeology and historic preservation.

Since 1992, non-governmental organizations and state and federal agencies have awarded ASC more than $1.75 million annually 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 regular employees and many student interns/employees.

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 CIHS prepares grant proposals in cooperation with faculty and other centers within the School and directly administers a wide variety of human service projects. Working in this way, CIHS is a statewide resource for systems design and related activities, such as program evaluation, information exchange, resource development, acknowledgment of service excellence, and support for service initiatives benefiting socially disadvantaged individuals. For more than 18 years, the CIHS has developed proactive responses to improve and expand services to diverse clientele throughout the United States.

The work of the CIHS is organized within eight program areas:
- school restructuring projects
- early childhood special needs projects
- employment training and vocational education projects
- language development projects
- substance abuse and child abuse prevention projects
- equity and diversity projects
Center for Critical Thinking
Richard W. Paul
The center conducts advanced research and disseminates information on critical thinking and moral critique. It works in conjunction with the Foundation for Critical Thinking, the National Council for Excellence in Critical Thinking, and the National Council for the Social Studies, and the U.S. Department of Education to facilitate the implementation of high standards of critical thinking instruction in kindergartens through university. Its major work includes:

International Conferences on Critical Thinking
Each summer, during the last week of July, the center hosts the oldest critical thinking conference, with registrants from every state of the union and many foreign countries. More than 150 distinguished experts in the field present sessions on critical thinking and critical thinking instruction every day. These sessions are designed to meet the needs of the widest variety of educational levels and concerns from kindergartens through graduate school. A variety of subject matter and subject fields is used as examples of critical thinking instruction. In the two days before the conference, intensive sessions are held that lay a foundation for the conference and for critical thinking instruction.

Staff Development Services
The center provides staff development services at every level of education from kindergarten through graduate school. Staff development programs emphasize an exploration of critical thinking, underlying concepts of critical thinking and how to develop enthusiasm in students regarding improvement in the power and effectiveness of their own thinking. We focus on teaching designers that enable students to discover the power and potential of developing a mind that reasons well. There is a focus on the critique and redesign of instruction to infuse critical-thinking principles into subject-matter instruction. Seminars and workshops in critical thinking for business management are also available.

Resources for Instruction
The center has done research that has been embodied in a series of resources published by the Foundation for Critical Thinking, our sister organization. Available through the Foundation are micro-courses and books, such as Ethics Without Inattentionism, as well as critical thinking handbooks targeted to grade levels from kindergarten through high school. Educational videotapes are also available. The most recent addition to the videotape resources is the three-part series, How to Teach Through Socratic (Critical) Thinking. One of the key resources offered by the Foundation is Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World, a collection of major papers of Richard Paul.

Center for Management and Business Research
Stevenson Hall 2042, 707-664-2377
The Center for Management and Business Research serves as a bridge between the institution and the external community, and provides the business community with an opportunity to upgrade existing skills, to gain new knowledge, and to increase productivity. The center also serves as a repository of a comprehensive economic database useful to decision makers in the North Bay region.

Sonoma Economic Forum
Director
Lawrence Clark
The Sonoma Economic Forum is a partnership of representatives of organizations in the public and private sector. The forum’s primary purpose is the collection, analysis, dissemination, and discussion of economic information.

Center for Educational Economics
Director
Richard Van Giessen
The Center for Educational Economics provides the educational and general public in the service area with a variety of educational materials. The center also conducts workshops for high school and college level teachers as requested by Senate Bill 1213.

Institute for Small Business Development
Director
Amelia Gilreath
The institute works with small businesses that meet specific requirements for field work for small business students.

Center for Pan-Pacific Exchange
Stevenson Hall 2087, 707-664-3974
e-mail: margaret.purser@sonoma.edu
Director
Margaret Purser
The Center for Pan-Pacific Exchange was established in 1994 to support and facilitate a growing number of SUU projects and programs whose faculty are teaching, researching, and serving as consultants or on boards and committees. The center focus is on cultural and educational exchange.

Center for Regional Economic Analysis
Stevenson Hall 2042, 707-664-2377
Director
Stephen D. Lewis
The Center for Regional Economic Analysis conducts research, collects and disseminates data, and provides students with research and internship opportunities on issues related to regional economic development and forecasting. The center employs an interdisciplinary team of economists, demographers, and computer scientists.

Center for Teaching and Professional Development
Nichols Hall 134, 707-664-2448
www.sonomal.edu/CPTD/
Director
Thomas H. Nolen, 707-664-2830
thomas.nolen@sonoma.edu
Associate Director
Paula H. Hammet, 707-664-3912
paula.hammet@sonoma.edu
The Center for Teaching and Professional Development is funded from the budget for academic programs and services. It is administered by the university faculty to support professional development, especially excellence in teaching. It provides ongoing faculty support and a community for faculty and a staff person and provides a variety of services.

Workshops and programs are designed to support the faculty and staff in applications of educational technology, innovative curriculum development, classroom management and professional communication. The program is highlighted by collaborative learning, computer-mediated instruction, teaching traditional and non-traditional subjects, and developing and maintaining scholarly and professional writing skills, and institutional leadership for department chairs. Center staff consult with faculty one-on-one and in groups to develop effective methods and strategies for the enhancement of teaching. Professional staff are also available for making classroom visits to provide feedback on teaching.

Academic Centers and Institutes
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North Bay International Studies Project
Rachel Carson Hall 10A, 707 664-2409

Directors
Miriam Hutchins and Alice Bartholomew

The North Bay International Studies Project is one of the grant-funded, statewide network of 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
Art 112, 707 664-2500
fax: 707 664-3920

Director
Peter Phillips

Founded by Carl Jensen in 1976, Project Censored is a nonprofit program within the SSU Foundation, a 501(c)3 organization. Its principle objective is the advocacy for, and protection of, First Amendment free press rights in the United States.

Through a partnership of faculty, students and the community, Project Censored serves as a national media ombudsman by identifying important national news stories that are under-reported, ignored, misrepresented or censored by media corporations anywhere in the United States. The project also encourages and supports journalists, faculty and student investigations into First Amendment issues through its annual censorship yearbook, quarterly newsletter Censored Alert and nationwide free-press advocacy.

Each year, Project Censored publishes a list of the top 25 most censored/misunderstood nationally important news stories. The book, Censored: The News Stories That Didn't Make the News, is released each year in March. Project Censored is administered through the SSU sociology department.

Sonoma Film Institute
Ives Hall 211A, 707 664-2606

Director
Eleanor Nichols

The Sonoma Film Institute brings the university a selection of films designed to contribute to the educational processes and the cultural awareness of the students and the community. The institute works with Sonoma State University's various film studies courses to offer a wide range of foreign and domestic films.

Sonoma State American Language Institute
Village 511, 707 664-2742
fax: 707 664-2505
e-mail: joan.waggle@sonoma.edu

Director
Joan Waggle

A program of the Office of Extended Education administered by the Academic Foundation, the Sonoma State American Language Institute provides intensive language instruction to students, professionals and others who need to learn English quickly to meet academic, job-related and social needs.

The students, who come from Asia, Latin America, Europe and the Middle East, study grammar, composition, reading and oral communication as well as elective courses such as TOEFL, Computer Lab, Research, American Culture, Business, and Idioms & Slang. SSALI 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 SSALI program, contact the institute or access its web page at www.sonomastate.edu/ed/exed/ssali/
Library hours
707 664-2395

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

The Ruben Salazar Library has a collection of more than 500,000 bound volumes, with approximately 7,000 new titles added each year. Current periodical subscriptions number 2,000. Some 65,000 items are contained in the government documents area, and there are growing regional information files. The microform collection has more than 1.3 million items, made more easily accessible through high-quality reader/printers, including portable suitcase units that can be loaned to students.

The Salazar Library is among the most electronically accessible in California and makes numerous online resources available to all students and faculty, from home or from campus. Students must acquire the current password for subscription services by showing an SSU library card at the reference desk on the first floor. Library users can obtain many types of scholarly information from across the world on the library’s web server, at http://libweb.sonoma.edu/

The Salazar reference department provides reference and teaching services to library patrons, utilizing the full range of electronic and print sources. Librarians provide library and Internet instruction in a variety of ways: for specific classes, at the request of the instructor; in UNIV 292 Information Competency, a class for credit; in scheduled special workshops; and through the School of Extended Education.

The first floor of the library houses the circulation/loan desk, the reference desk, a fully networked classroom, and a separate 24-hour study room. An archives and special collections complex is open during all library hours and contains many historical materials and a women artists collection. A first-rate document delivery and interlibrary loan service, called IBARO, provides access to materials not held by the library.

The second floor houses the circulating book collection and the periodicals collection. There is also a curriculum library for teacher education, a Macintosh word processing lab, and photocopying facilities, including color copying. The Multimedia Access Center houses non-print facilities, such as sound recordings, videocassettes and interactive multimedia, as well as the instruction and equipment needed to use these materials. So students may produce their own multimedia presentations, there is equipment for digitizing graphical and text materials and for color printing. Video editing facilities are planned.

A new information center, to open in 2000, will house the library and the information technology units. Plans include an improved journals access and document delivery area, five electronically equipped classrooms for training and instruction, a video conferencing facility, a coffee shop, and an automated storage unit for quick access to bound periodicals and other materials.

Through innovation and the use of technology, the library hopes to keep pace with the university’s research needs, and to help prepare students to cope with the world of the 21st century.
Information Technology

Ruben Saizas Library 1502
707 664-2366

Information Technology (IT) supports faculty and staff in their use of information resources and electronic technology in teaching, research, and the operation of the institution. As well as supporting instruction and research and offering video production and photographic services through Instructional Technology Services, IT provides administrative computing services; manages the campus World Wide Web information server (www.sonoma.edu); and operates the telephone and auxiliary network, fax center, video-conferencing and other telecommunications facilities through Technical Services.

IT also operates a fully staffed service center, located in Saleser Library 1012, reached at 707 664-HELP, and provides all members of the Sonoma State University community with assistance in the use of information technology.

The following facilities are available for use by students, faculty and staff:

- a wide range of Macintosh and Pentium microcomputers located in labs on campus.
- worldwide network access to computers (Internet).
- dial-up access to the Internet at 28.8 Kbps through PPP and ARA protocols.
- compressed video conferencing.
- classroom video projection.
- DEC VAX 6000 Alpha cluster VAX/VMS Timesharing System.
- Sun UNIX servers.
- Macintosh, Unix and NT-based WWW servers.

All students, faculty and staff are entitled to accounts on the main campus VAX system. The system supports the Library On-line Public Access Computing (OPAC), electronic mail (including POP, IMAP and SMTP), access to remote systems, and a range of statistical and programming tools.

Assured Access Program
Sonoma State University is one of the first public universities in the country to expect all incoming freshmen to have 24-hour access to a networked personal computer. This access can be through a personally-owned computer, or by the use of shared facilities, such as the computer labs. Students are expected by faculty to have access to a networked personal computer, and as with textbooks, the highest quality of access comes through ownership. The university, in cooperation with Sonoma State Enterprises, computer vendors and a local banking organization, offers numerous programs, including, in some cases, no-cost equipment loans, that are intended to ensure that all students have adequate access to microcomputer regardless of their financial resources.

Academic Computing Resources

IT'S operates eight university computer centers 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 at the IT Service Center to assist computer users. Consultants may be reached by telephone at 664-HELP.

The Computer Center Lab is open 24 hours per day during the semester. Other labs are available on a more limited basis. All labs except the Computer Center lab and the Semilab Lab may be scheduled for classes. For open hours please consult the schedules posted in each lab or in the Computer Center.

University labs include:

- Computer Center Lab - Mac/IBM (24 hour lab)
- Stevenson 1040 - Power Macintosh (Forign Languages)
- Stevenson 2044 - Compaq Pentium
- Stevenson 2055 - IBM Pentium
- Carson Hall 1 - Power Macintosh
- Darwin 16 - Power Macintosh
- Darwin 19A - Power Macintosh
- Semilab - Power Macintosh/Pentium (Residence Halls)

In addition to using these labs, faculty may check out Power Macintosh computers, equipped with LCD projectors, for classroom presentations.

Institutional Technology Services

Instructional Technology Services (ITS) supports all applications of computing and media technologies that are directly related to instruction. As well as managing the institute computer labs, ITS provides consultation, equipment and software in support of the university's instructional programs.

Photography

Photographic Services provide black-and-white prints, color slides, copies and duplicate slides from illustrations and art reproductions; and other materials to be used for classroom instruction and public relations programs of the university, and to support publication of faculty papers in non-profit professional journals.

Media Production Services

The Media Production Lab offers assistance to students, faculty and staff in the planning and production of media projects for classroom and university-related events. On-location videotaping service is available to faculty and staff for the recording of guest lecturers and other university-sponsored events. Those working on media projects are invited to consult with the lab coordinator about the design and production of any media project.

Production capabilities include: a video studio for making 35mm slides from books or magazines, color video recording and editing facilities in VHS and 1/4" U-matic formats, audio recording and mixing facilities, and graphic arts production for overhead transparencies.

An orientation program is also available for those who wish to learn to use portable video recording equipment. Upon completion of the brief orientation, individuals may use the portable video suites for instructionally related activities.

Administrative Information Services

AIS is a group that deals with the use of information. It supports student records, financial systems and other core administrative applications for the university, including student registration and web-based access to information systems.

Technical Services

ITS operates an extensive high-speed ATM (asynchronous transfer mode) campus LAN (local area network) that provides access to a wide variety of resources from microcomputers located in labs and offices, and allows for sharing of data between computers. The network is integrally linked to the national and international resources available through the Internet. Authorized users can use the network to send and receive electronic mail, access remote computer systems, and transfer files between computers. Dial-up lines that connect into the CSUNet are also available 24 hours daily.

IT also manages the university's modern telecommunications system. Voice mail services, automated information and other advanced phone features are available. Residential Community phones are connected to the system, and all rooms in the Residence Halls are equipped with direct high-speed connections to the Internet.
**Student Services and Support**

Once you have decided to attend Sonoma State University, how do you make sure that you take full advantage of your university experience?

At Sonoma State University, we are committed to enhancing the quality of life for all students. The university offers a wide range of student services and co-curricular programs and activities to support our goals of student satisfaction, retention and graduation. We encourage you to become familiar with these services and programs that enrich your college experience. They are provided by the professional staff in Student Academic Services and Student Affairs.

**Student Academic Services**


The goal of 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. Student Academic Services aim to provide timely, accurate and consistent information that will help students achieve 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.

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

Several programs within Student Academic Services provide services to all students and utilize all Student Academic Services staff. With the concern for the quality of life of students, their satisfaction with theSSU experience, and the need to provide the environment for students’ many transitions, programs within each of SSU’s Educational Teams and Orientation programs welcome students to the university and provide the framework for such important transitions. Student Leadership opportunities as well as drug and alcohol education programs involve all aspects of student development.

**Educational Mentoring Teams**

The Educational Mentoring Team (EMT) program is an advising and college orientation program for all incoming first-time freshmen. An EMT consists of a faculty member, a student services professional and a peer advisor. As students make the transition to Sonoma State, one of the most important roles the EMT plays is providing academic advising to incoming students so they begin their educational career with appropriate coursework and educational and career planning.

All incoming students are assigned to an EMT to ensure all students are advised during their transition to the university. Each team provides the instruction for a two-day Freshman Seminar course and the academic advising for assigned freshmen. While the course is not required for graduation, most freshmen will benefit from understanding how to access the various resources on campus, such as the computer network, the electronic library services and other topics, such as:
- the meaning, value and expectations of a liberal arts college experience;
- problem solving and decision making: selection of a college major and a future career choice;
- navigating the university curriculum — how to graduate in four years.

**Student Leadership Development**

Student Academic Services recruits and trains student leaders to fill a number of important student leadership positions including the Peer Mentors for the Educational Mentoring Teams, Orientation Leaders for the Orientation Programs, Summer Bridge Leaders, and the Community Service Advisers for the Residential Life Community. All student leaders participate in extensive training, beginning with enrollment in UNV 238 Group Leadership Skills and through participation in intensive training for the programs in which they become leaders.

**Residential Life**

Zinfandel Hall, 707-664-4023

The campus Residential Community provides comfortable, convenient, personalized living accommodations for almost 1100 single students. The residential life program is designed to be an important part of the student’s overall educational experience by providing recreational, social and educational opportunities. The professional Residential LIFE staff are trained in educational services and academic advisement.

The professional and student staff within the Residential Community provide personal support for the individual student in transitioning to the university environment. There is a diverse program of activities to create a sense of belonging in the Residential Community and the university through providing and supporting social, recreational, athletic and cultural programming.

These may include a trip to see Phantom of the Opera, hear Mayer Angelou speak, whale watch at the ocean, play on an intramural team, or barbecue with neighbors.

The Residential Student Association, the student government for residents, is an outstanding opportunity for leadership skills. University Live!, a residence hall organization, promotes substance-free activities and provides safe walks and safe rides. Our Residential Life student groups are involved in regional and national organizations, enabling students to expand their skills and abilities.

Special living options enhance the student’s university experience. Freshman Seminar Housing, Women in Math and Science House, Global Studies House, Healthy Living, Upper-Division and Substance-Free Living Environments are among the current options.

**Coming to Sonoma State University...**
Moving through Sanoma State University...

Advising Center
Village 200, 707 664-2427
www.sonomo.edu/SAS/Advising/

Taking advantage of the many services provided through the Advising Center ensures that you stay on track towards graduation.

The Advising Center provides the following services for students:

- Academic advising for undeclared students
- Educational Opportunity Program
- Summer Bridge Program
- Career advising
- International student programs
- Foreign student advising
- National Student Exchange

Academic Advising for Undeclared Students

All SSU students are assigned an academic advisor. Students with declared majors are assigned an advisor within their academic departments. Undeclared students are assigned to an advisor from the Student Academic Services (SAS) Advising Center.

The advisors use an integrated advising and career development approach. Undeclared students are assisted in identifying appropriate general education and other coursework that will meet their academic goals. Undeclared students are encouraged to begin career development planning in areas of interest in order to declare a major by their junior year.

SAS advisors participate on Educational Monitoring Teams or Freshmen Seminar courses to assist in their transitions 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.

Educational Opportunity Program

The Educational Opportunity Program is charged with services, support, and retention of historically low-income and educationally disadvantaged students who have the potential to successfully matriculate in the California State University. The EOP provides admission, academic, and financial assistance to eligible undergraduate students. Students who wish to apply to the EOP program should check the EOP response on the

Csu application admission. An EOP application will be sent to interested students by the SSU Admissions and Records Office.

The EOP within the division of Student Academic Services provides a comprehensive array of services to support student success at Sonoma State University with graduation as the goal for all EOP students. From the point of admission to the university, advisors provide academic, career, and personal advising to EOP students. Advisors assist students with concerns regarding housing, financial aid, and balancing college with personal life demands while meeting graduation requirements. 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.

Sommer Bridge Program

The Sommer Bridge Program is a comprehensive residential program designed to ensure that special admit students who are targets for the criteria of the program and regular admit students who might benefit from attending the program make a smooth transition to the university. The primary focus of the program is to strengthen students' 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 intended to facilitate a supportive community for the Sommer Bridge participants. This supervised residential program is free and provides an experience of college life.

The Learning Center

Village 200, 707 664-2533/2429

The Learning Center at Sonoma provides comprehensive learning assistance programs through the staff of the Learning Skills Services program and the student/peer tutors of the Tutorial Program.

Learning Skills Services

707 664-2853

Learning Skills Services is a Student Support Services Program funded by the U.S. Department of Education that is designed to assist low-income, first-generation college, and physically or learning disabled students and enhance their knowledge of effective learning strategies that promote retention and academic success in university courses.

An interdisciplinary staff provides instruction and academic advising, communication with the curriculum, and curricular consultation to ensure academic success. These services include educational assessment; individual and small-group instruction; workshops; supervision of instructors in selected GE courses; Learning Strategies courses (UNIV 103, 103A, 103B and 103C); a writing lab; self-paced and computer-assisted instruction; and other special academic support activities.

Students are involved in developing skills such as time management, math anxiety management, overcoming writing apprehension, promoting more effective and efficient reading and study habits, and test-taking strategies. Learning Skills Specialists work closely with faculty and advisors to provide students a network of support that encourages high achievement and a successful university experience.

Tutorial Program

707 664-2429

The Tutorial Program provides free tutoring to enrolled Sonoma State University students for a large variety of courses. Services are available during daytime and evening hours. The primary goal of the program is to encourage and assist students in the development of their learning as independent learners. To ensure success at CSU, students are encouraged to submit requests for tutoring in subjects to facilitate a supportive community for the Sommer Bridge participants. This supervised residential program is free and provides an experience of college life.

Diversity Resources

Administration and Finance, Bldg. 1100 Room 221
707 664-2921
707 664-2958 (TDD/Text Telephone)

Diversity Resources ensures that all students with disabilities equitably have opportunities for higher education by ensuring affirmative access to the programs and services of students with disabilities. Students are chal lenge and supported in developing self-determination and independence as people with disabilities. DRS takes responsibility for ensuring that all students with disabilities have access to the resources and services necessary for their success.

Diversity Resources plans and coordinates programs and activities, including the support of students with disabilities, including post-secondary students. DRS works within the university community, ensuring that it upholds its responsibility to the students and works to develop these students' competencies.

Diversity Resources offers a coordinated, wide-ranging program that reflects Sonoma State University's emphasis on the autonomy and responsibility of the individual. DRS recognizes the growth-catalyzing power of disabilities and the power of diversity. Students are encouraged to use available resources and are challenged to become successful self-advocates.

Complete access will be different for each student, depending on the individual's needs. Disability Resources coordinates and encourages students to use university resources that will bring them success and independence.

An Accessible Learning Environment

The SSU campus is designed with access in mind. The campus itself is flat, making it easy to get from one location to another. The modern buildings comply with current accessibility laws. Cash drawers, elevators, and electric doors facilitate campus accessibility.

Disability Resources provides auxiliary services to ensure that the university's obligations under state and federal laws prohibiting disability discrimination are fulfilled.

One of the university's greatest strengths is access to personalized teaching. Faculty provide educational settings that meet individual student needs.

Disability Resources has a 23-year history on campus. The office plays an active, highly visible role in shaping the climate of the university. By advocating for the civil rights of people with disabilities in higher education, the center has helped to ensure the university provides access for all students.

Services

The goal of Disability Resources is to foster student development and to promote independence and self-advocacy. DR offers a progressive, nonintrusive style of providing services. Disability management advisors are available for informal, drop-in advising. Specific appointments may also be made. Services are available to any student with a disability, including physical, perceptual, learning and temporary.

Disability Resources maintains a team approach to providing services that support people with disabilities to work at the office. Liaisons are established with key staff in other departments including the Library, Admissions and Records, Financial Aid, Housing, Learning Center, Roomy Program, Access and Equity, Advising, and Counseling.

Learning Skills Services works with Disability Resources to provide discipline-based learning instruction, workshop and study on students' skills, and computer use.

Students with verified disabilities may obtain any of the following services from Disability Resources:

Educational services

- admissions assistance
- priority registration
- goals clarification
Student Affairs

Division Office
Stevenson Hall 1054, 707-664-2838

Vice President for Student Affairs
Rand Link

The vice president for student affairs provides overall supervision and direction for various student services at the university. The Student Affairs division includes the Office of Campus Life, Women’s Resource Center, Inter-Cultural Center, recreational sports, Fitness Center, intercollegiate athletics, Student Health Services, 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 on campus by assisting them to take full advantage of their university experience. In support of the overall mission of the university, the division will endeavor to make the campus responsive to our increasingly diverse student population and to facilitate the active involvement of students in their own learning. The programs within the division attempt to provide a comprehensive array of services that begin with matriculation and continue beyond graduation, and the program activities are based on a knowledge of human development and learning characteristics.

Student Affairs staff members are educators, first and foremost. For our programs to be truly effective, they must be accomplished through meaningful collaboration with the instructional faculty. Student Affairs programs are designed to contribute to the intellectual, emotional, and social development of our students. The outcomes that we seek for students are increased self-understanding, self-esteem and motivation, as well as the development of leadership skills, cultural awareness, responsible behavior and respect for others. We assist students to relate meaningfully with others while developing the capacity to engage in a personally satisfying lifestyle.

A unifying goal for the programs in Student Affairs is improved retention and graduation of our students, and the entire division is working toward this goal. The values of diversity, equity, excellence, mutual respect, inclusion and leadership are sound goals for any institutional mission. The concept of student diversity and the improvement of recruitment, retention and graduation among under-represented students are fundamental commitments of the Student Affairs division. The promotion of a positive campus climate and a sense of community for a diverse student population is a key goal of the division.

The Student Affairs division is continually assessing the needs of a changing student population and then initiating new programs or improving organized distributions to respond to those needs. The programs and services within the division are constantly being evaluated to ensure that resources are expanded wisely from a learner-centered perspective. In summary, the Student Affairs division serves a crucial integrative function between the needs and aspirations of the student and the goals of the university.

Employer-facilitated Interview Techniques. Services are available that respond to students' concerns about hiring, employment, and career preparation, including part-time and seasonal jobs as well as full-time, career-related employment.

Part-time and seasonal job listings are continually developed, and thousands of opportunities are posted for self-referral to help students earn money to support themselves during their college years and to make valuable career connections. In addition to developing off-campus opportunities, the Resource Center serves as the posting location for all on-campus student employment opportunities, including both student assistant and federal college work-study jobs.

The center receives more than 30,000 full-time job listings for use by students and alumni. On-Campus Recruiting also assists students in their transition to the world of full-time work. The Recruiting Program brings employers to campus who are seeking to hire entry-level professionals.

Electronic Information
Part-time and full-time job listings for SSU students are available at:
www.sonoma.edu/SAS/rec

Through the worldwide web, students can link to other job search resources on the Internet locally, nationally and internationally. The career library has books detailing electronic job searching strategies and resources beyond the Internet.

Testing Services
Testing Services provides a variety of services to the campus community designed to assist students in their admission, placement and graduation requirements. Tests are offered on a regularly scheduled basis. An annual test calendar is included in the Schedule of Classes and in the SAS Center Resource Center.

Students must pre-register for all tests. Disabled students who require special arrangements should contact Disability Resources at 707-664-2677 or (TDD) 664-2958.

The following are regularly offered through Testing Services:

- Undergraduate students for admission
  - Scholastic Aptitude Test (SAT)
  - American College Test (ACT)

- Test of English as a Foreign Language (TOEFL for International Students)

Placement tests:
- CSU English Placement Test (EPT)
- CSU English Immersion Test (ELIM)

Upper division graduation requirements
- SSU Written English Proficiency Test (WEPT)

Credit-by-examination candidates
- College Level Examination Program (CLEP)

Graduate school candidates
- Graduate Record Exam (GRE)
- Law School Admissions Test (LSAT)
- Medical College Admissions Test (MCAT)
- Miller Analogies Test (MAT)
- PRAXIS Tests (teacher credential)
- TOEFL (international students)

Credentialed candidates must contact the Credentials Office for testing requirements at 707-664-2311.

Students interested in graduate work at Sonoma State must check with their department about specific testing requirements.

Associated Students
Student Union Building 201
707-664-2815

The Associated Students — elected and governed by students, for students — is a non-profit corporation serving as an advocate for students, an organization that facilitates a two-way communication line through the California State Student Association. Every SSU student is a member of the AS, and students and supporters pay by paying a $37 fee per semester. The AS serves students in two distinct ways: through advocacy, representation, and through programs and services.

AS offers students the chance to serve fellow student as executives, board members and committee representatives. Student government allows students to develop leadership, decision-making, budget management and policy-making skills. More than 200 students participate in our campus democracy.

AS programs include the Children’s School, Associated Students Productions and JUMP (Community Service Program). AS services include: Transitional Housing, the short-term health center, supplemental health insurance, sports club insurance, and accounting services for clubs.

Leadership Development
Conducts workshops, classes and retreats in leadership development. The emphasis is on teaching students how to assume leadership roles on campus. Emerging Leader program provides online courses for first-time leaders.

Sexual Assault Education
Provides rape prevention educational programs to campus community; support and referral to survivors.

Student Organizations
Provides information and advice to chartered student clubs.

Student Activities
Offers a variety of special activities, including Fall Festival, Campus Activities and Services Carnivals, Welcome Week, College Bowl, Student Elections, Black and White Ball, Weekend Programming and Leadership Recognition Programs.

Campus Life
Office of Campus Life
Student Union Building 108
707-664-2391

The Office of Campus Life (OCL) is committed to the development of the whole student and serves to promote educational endeavors outside the classroom. The OCL plays a critical role in the retention of students by providing and supporting opportunities for involvement in campus activities. Working closely with the Associated Students and the Student Union, the OCL staff supports the planning and implementation of student-initiated and student-related educational, cultural and social events. OCL administers programs and procedures related to student activities, including student use of campus facilities and services, food service vendors, vendor permits, distribution of published literature, and the speakers’ policy. Major programs coordinated by OCL include:

Greek Life
Provides support and advice to 12 fraternities and sororities; governing body support; coordinates programs, including Greek Re- treat, Greek Week; campus and community philanthropy.

The Inter-Cultural Center is an educational and cultural resource center for students and faculty. The Inter-Cultural Center promotes diversity and understanding among all students and faculty and provides programs and services that support the development of a multicultural campus community.

The Inter-Cultural Center provides a variety of programs and services to promote cultural understanding and appreciation. These programs and services include cultural events, workshops, films, concerts, and special events.

The Inter-Cultural Center is located in the Union Building 108.

Early Childhood Education/Child Care
The Children’s School
707-664-2200

The Children’s School at Sonoma State University provides a variety of services for the children of students enrolled in the university, and for the children of faculty and staff. These services include day care and care for children aged 2 through 5, 7:30 a.m. to 5:30 p.m., Mondays through

Student Services and Support

Student Affairs

310 / Student Services and Support

Women’s Resource Center
Student Union, First Floor
707-664-2845

Women’s Resource Center promotes understanding of the evolving roles of women and men and helps women develop their full potential. The center brings attention to challenges that hinder the inclusion, equality and advancement of women in all areas of society.

A community and campus resource, the center coordinates such programs as Women’s History Month activities each March, plus year-round lectures, workshops, forums, films, conferences and events that address issues of particular interest to women. Many of these events are co-sponsored with student clubs, faculty members or community groups. The center also offers students volunteer, internship, and student assistant opportunities.

Crossroads, the newsletter published by the WRC, keeps students informed of local events, issues and activities concerning women.

The WRC also provides information and referral to campus and community resources, social services and organizations.

The WRC office houses a lending library of more than 600 books, publications and video tapes. Books and resources are available for research, class assignments, and entertainment and personal growth.

The WRC provides a study, leisure, reading and meeting area for men and women.

Early Childhood Education/Child Care

The Children’s School
707-664-2200

The Children’s School at Sonoma State University provides a variety of services for the children of students enrolled in the university, and for the children of faculty and staff. These services include day care and care for children aged 2 through 5, 7:30 a.m. to 5:30 p.m., Mondays through
International Student Services and Admissions

Sonoma: A World of Difference
Students have entered or enrolled in higher education will be the leaders of industry, commerce, government, education and the arts in the 21st century. The global market-place, affordable air travel, extraordinary levels of human migration and the rise of transnational communities have made it clear that the most valuable graduate students will be those who are prepared to live and work in a variety of ethnic and international settings 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.

Bringing the World to Sonoma
International students are central to Sonoma State University's outreach to the world. They bring to our campus and to our surround community 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, represented virtually every continent and island area in the world. These students come here to experience a traditional American liberal arts education, but in an multicultural and international setting.

Athletics

Intercollegiate Athletics
PE Building 14, 707 664-2521

Director
Bill Fusco

Sonoma State University sponsors 11 intercollegiate programs, four sports for men — soccer, baseball, basketball and tennis — and seven for women — soccer, cross country, volleyball, basketball, softball, tennis and track and field. The philosophy of the institution and, specifically, of the athletic program is to provide the opportunity for maximum participation for all Sonoma State University students who participate in intercollegiate athletics that staff and resources allow.

Information and Applications
Because it offers so many advantages, admission to Sonoma State University is competitive. We encourage interested students to request additional information and application materials by writing early to:

International Services
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
USA.

Please allow three to four weeks for a reply.

Application due dates
Fall 1999: May 31, 1999
Spring 2000: November 1, 1999
Fall 2000: May 31, 2000
Spring 2001: November 1, 2000

Financial aid information of special importance to international students, please see Fees, Financial Aid, page 22; Housing Services, page 28; and Admissions, page 15.

Students from abroad are also encouraged to visit the Sonoma State University web site: www.sonoma.edu

312 / Student Services and Support
Health and Wellness

Student Health Center
Student Health Center Building
707-664-2921
www.sonoma.edu/SHC/
The Student Health Center, located on Redwood Circle, directly east of the Residence Halls and southwest of Nicholson Hall, is accredited by the Accreditation Association for Ambulatory Health Care, Inc., in association with the Institute for Medical Quality.

The university maintains a modern, well-equipped, on-campus health center that provides private primary health care for regularly enrolled students who pay the required university registration fees. The Student Health Center is open 8 a.m. to 4:30 p.m. on weekdays and 8 a.m. to 12:00 noon on Saturdays, with limited hours during the summer. Regular health center services are available during the school year, winter semester break and spring break. Limit services are available during the summer. A dedicated professional staff, consisting of doctors, nurses, nurse practitioners, laboratory and X-ray technologists, and a pharmacist, provide quality outpatient care for acute and subacute conditions and injuries, as well as preventive medical services such as immunizations. Pap smears, contraception and health education.

Although most services, including doctor and nurse practitioner visits for primary medical care, are available at no additional cost to students, nominal fees are charged for medications, specialized diagnostic tests, pre-employment and pre-participation physicals, summer services and certain other supplemental services. Referrals to off-campus physicians or community medical facilities are provided when specialty consultation, long-term care, complex diagnostic procedures, surgery or hospitalization is needed. Since students and their families are financially responsible for medical care obtained outside the Student Health Center, supplemental health insurance is advised to help cover the cost of services that are beyond the scope of the Student Health Center or are needed when the health center is closed. An outside insurance carrier that contracts directly with affiliated SSU students offers a moderately priced supplemental accident and health insurance policy. The program includes the Student Health Center, 707-664-2815, for more information.

Services rendered by the Student Health Center and its medical records are confidential and held in a manner consistent with the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Upon request, a copy of the Student Health Center Privacy Notice is available in the Student Health Center Office.

Opportunities for student involvement with health-related issues are available through the Student Health Advisory Committee (SHAC) and various peer health education projects. Those interested in learning about a career as a health care provider or a career in a health-related field are encouraged to contact the Student Health Center or the Associated Student Offices.

Proof of measles and rubella immunization is required of all new and returning students before registration. Many students have had two previous immunizations — typically one in early childhood and another upon entering school or college — but the recommended schedule is one dose of MMR vaccine followed by an additional dose of measles/rubella immunization at age 11 or 12 years. Immunizations are available at no additional cost to students.

The Student Health Center provides basic health services, including the treatment of common colds, infections, allergies, minor injuries, and first aid, as well as the administration of medications. The center also provides a variety of health education programs, including information on the prevention of sexually transmitted diseases, cardiovascular disease, and substance abuse. The Student Health Center also offers a variety of health promotion programs, including smoking cessation, stress management, and exercise programs.

Coast Pacific Health Services
Coast Pacific Health Services
707-664-2815
The Student Health Center is co-sponsored by Coast Pacific Health Services. The center provides basic health services, including the treatment of common colds, infections, allergies, minor injuries, and first aid, as well as the administration of medications. The center also offers a variety of health education programs, including information on the prevention of sexually transmitted diseases, cardiovascular disease, and substance abuse. The center also offers a variety of health promotion programs, including smoking cessation, stress management, and exercise programs.

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Counseling and Psychological Services
Counseling and Psychological Services
Administration and Finance Center #2
707-664-2153
Counseling and Psychological Services offers a variety of counseling services, including individual, group, and couples counseling, as well as crisis intervention. Services are available to all currently enrolled SSU students. No appointment is necessary. Services are provided by licensed psychologists, licensed social workers, and professional master's level counselors.

Services include:
- Individual counseling
- Group counseling
- Couples counseling
- Crisis intervention
- Consultation services
- Outreach services
- Referrals to community resources

Services are available to all currently enrolled SSU students. No appointment is necessary. Services are provided by licensed psychologists, licensed social workers, and professional master's level counselors.

The counseling center offers workshops on a variety of topics, including stress management, time management, and relationship issues. The center also offers a variety of educational programs, including workshops on stress management, time management, and relationship issues. The center also offers a variety of educational programs, including workshops on stress management, time management, and relationship issues. The center also offers a variety of educational programs, including workshops on stress management, time management, and relationship issues. The center also offers a variety of educational programs, including workshops on stress management, time management, and relationship issues. The center also offers a variety of educational programs, including workshops on stress management, time management, and relationship issues.

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The Arts at Sonoma State University

University Support Services

Alumni Association
Stevenson Hall 1024, 707 664-2426
Director of Alumni Relations
Kim Ruhf
Alumni Secretary
Jo-An 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 alumni; and the Ambrose R. Nichols Scholarship, honor the 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: alumni newsletter; SSU library privileges; Costco/Price Club membership; special rates for use of campus Fitness Center and swimming pool; discounts for performing arts and athletic events; access to an MBNA America Bank Mastercard; discounts at the Career Development Center; and invitations to special campus events. Annual, Family, Senior and Lift Memberships are available, as are Associate Memberships, for friends of the university.

Activity and Education
Stevenson Hall 1024, 707 664-2712
Vice President
Jim Meyer

The Office of Development is responsible for coordinating private fundraising for Sonoma State University among its many constituents. Funding efforts are carried out through comprehensive campaigns, an annual fund drive, a planned giving program and a memorial giving program. Contributions are sought for unrestricted purposes, scholarships, student talent awards, faculty development, departmental funds and capital campaigns. Donors may designate their gifts to be used for immediate purposes or to establish or add to permanently endowed funds.

Sonoma State Enterprises, Inc.
Chief Operating Officer
Alan Murray, 707 664-2769

Sonoma State Enterprises, Inc. is a not-for-profit, auxiliary corporation of Sonoma State University, established to provide services that are not eligible for state funding, but are nonetheless crucial to the life of the campus.

University Affairs
Stevenson Hall 1064, 707 664-2732
Associate Vice President
Lynn McIntyre

The University Affairs Office coordinates the public, media and government relations of the university. One of its primary functions is to communicate information about the university to students, faculty, staff, alumni and the community. The office's news bureau responds to media inquiries and actively works to place stories about the university in local, regional and national publications and broadcasts.

University Affairs also has a publications unit that oversees the faculty and staff newsletter, Newsflash, the alumni magazine, InSights, an Expert's Guide, and an SSU Facts Book, a campus events calendar, the Schedule of Classes, the university catalog, and various special communications projects for diverse academic and administrative areas.

Additional responsibilities include maintaining relations with government leaders and agencies, maintaining several active world wide web sites for the campus, and working closely with the Development Office and the Alumni Association in support of university advancement and community outreach efforts.

The Center for Performing Arts
Ives Hall 205, 707 664-2225
Managing Director
Floyd Baro
University Box Office
Evert B. Person Theatre, 707 664-2353

The Center for Performing Arts, within the School of Arts and Humanities, coordinates the performance activities of the music and theatre arts departments, providing technical and production support in scene design, costume, lighting and sound, development, marketing and promotions, facility scheduling and box office operations.

The center manages five distinct performance and rehearsal venues: a 50-seat studio theatre, a 100-seat dance studio/theatre, a 125-seat recital hall, a 242-seat proscenium auditorium and a state-of-the-art, fully equipped 475-seat proscenium theatre with fly system, elevator orchestra pit, large stage, scenic shop and costume shop. The center sponsors both on- and off-campus performances by university performing arts groups as well as guest artist series.

Performing ensembles, comprised of students and community members, include: Chamber Music Workshop, Contemporary Jazz Ensemble, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Musical Theatre, Drama Ensemble, Dance Ensemble, Chorus, Sonoma County Bach Choir and Vocal Jazz Ensemble. Symphonic Wind Ensemble, New Music Workshop, Classical, Guitar Ensemble, Chamber Singers. In addition, a number of student-initiated projects in music, dance and drama are presented each semester, including noon-hour recitals each week.

There are more than 125 performances presented each academic year, with an annual attendance of more than 10,000 people. In addition, the center sponsors special benefit performances, the annual Performing Arts Talent Award Recipients’ Showcase, and the Redwood Empire Jazz Festival.

The box office, located in the Evert B. Person Theatre, is open Wednesday through Saturday. Reserved tickets are available for all performances; call 707 664-2353 for more information. Discount rates on all tickets for SSU students and groups are available for all performances. Free student rush tickets are available for SSU students.

University Art Gallery
Art 101, 707 664-2295
Director
Michael Schwegler

Open 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 in excess of 100 local and nationally recognized artists, the proceeds from which directly benefit the gallery’s programs.

Throughout its existence, the Art Gallery has organized and displayed more than 100 museum-quality exhibitions ranging in focus from experimental installations and multimedia works to art that celebrates traditional styles and techniques. A brief list of artists featured at the Art Gallery includes Jennifer Bartlett, Beattie & Davidson, Larry Bell, Curren Lomas Garza, Mineko Grimmer, Mildred Howard, Maya Lin, Judith Linhares, James Lania, Manuel Ocampo, Judy Pfaff, Raymond Saunders, Bill Viola, Peter Vonkoks, Howard Warshaw and William Wegman, among many others.

In addition to its public programs, the Art Gallery serves as a teaching facility, providing both art history and art studio students hands-on experience in the fields of museum and gallery work and arts administration. The Art Gallery also works with local schools and community groups, offering outreach programs, such as slide packets and study guides, that supplement the exhibitions and help make contemporary art more accessible to a wide range of people.

The Art Gallery is open 11 a.m. to 4 p.m. Tuesdays through Fridays, and noon to 4 p.m. Saturdays and Sundays. Admission is free.

Information about the gallery's exhibits, events and programs is available online at www.sonoma.edu/ugallery.
Academic Regulations

Registration and Enrollment

The university offers several opportunities for registration. At least two registration periods are held prior to the start of classes. Students are encouraged to participate in them if at all possible. Late registration, which requires payment of an additional fee, is available during the Change of Program period.

New students must confirm their intention to enroll at Sonoma by paying an Enrollment Confirmation Deposit (ECD). Information will be sent at the time of admission about the ECD. All eligible continuing students and all admitted applicants who have paid the ECD will be mailed registration eligibility notification confirming 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 receive registration information by mail, but must register during subsequent registration periods or during late registration.

The best sources for registration information are the Schedule of Classes and the World Wide Web. The Schedule of Classes is published each semester and can be purchased in the campus bookstore. It provides a detailed description of all classes, including course descriptions, course prerequisites, text titles, and fees. Registration information can also be located on the Office of Admissions and Records World Wide Web pages at www.admrec.sonoma.edu.

Telephone Registration

The only way you can register is by telephone. It is suggested that you telephone registration quick and easy. Carefully read all of the registration information that follows to make the registration process even simpler.

Students who fail to pay their fees by the registration fee deadline will be deregistered 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 must contact their academic departments or the Academic Advising Center.

Undergraduate students who have not declared a major will be advised at the Academic Advising Center, Village 200, 701 644-2442. Undergraduate students who have not declared a major after 65 semester units must be advised each semester.

Undergraduate students who have declared their major department, or if undecided, the Academic Advising Center, to make an advising appointment. Students who have not been advised may have holds placed on their records that will prevent them from registering by phone during the initial registration period.

Holds

Be sure to clear any holds before registering. Depending on the nature of the hold, access to registrar's records may be restricted and the student may miss out on his or her registration appointment. For additional information about a financial hold, contact the Customer Service Center. For nonfinancial holds, contact the office that placed the hold.

Password

Access to telephone registration requires the entry of a 9-digit SSU ID number (see Security number or assigned number) and a six-digit password PIN. Password PINs can be obtained on the registrar’s Web site. For eligibility notification, for example, in response to the prompt to enter ID and password, if the SSU ID is 99988-7777 and the PIN is 006297 the password PIN obtained is 99988877770407.

Enrollment Categories

Registration appointments are assigned on a priority basis. With the exception of first-time freshmen, appointments are assigned by class level in descending order of units passed.

- First-time Freshman
- Second-year Freshman
- Classified Graduate
- Credential
- Senior
- Junior
- Sophomore
- Freshman

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 must register for up to 19 units without special approval.

Students have a 3.00 overall college grade point average may petition to enroll in more than 19 units. Students must submit a petition to the Office of Admissions and Records and receive approval before they may enroll in additional courses. A listing of the additional courses must be submitted with the petition statement.

The maximum academic load recommended for graduate students is 12 units, but a student may register for up to 19 units. Students who wish to take more than 19 units must consult with their department chair or graduate coordinator and secure approval of the associate vice president for academic programs and graduate studies.

Students who need to be registered full-time should note that 12 units is the minimum load to qualify for undergraduate status. Some additional allowance is made for graduate students officially accepted into master's degree programs who are taking classes that are part of their approved plan of study.

Continuing Student Status

Once you enroll, pay fees, and attend classes at Sonoma State University, you will be in "continuing student status" for the current and subsequent semester. Reappraisal to SSU is required if you take a leave of more than two semesters; if you graduate with a baccalaureate from this or any other institution; or if you are a newly admitted student who enrolls, pays registration fees, and then withdraws before the end of the fourth week of classes.

Catalog Year Requirement

Undergraduate students must be 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 entrance, the most recent graduation from Sonoma. Substitutions for discontinued courses may be authorized or required by the proper campus authorities. The continuous attendance policy allows interruptions in enrollment so long as the student remains in the same major or designates one or two quarters each calendar year.

Auditors

Upon agreeing to audit an as intrastystem student must be in continuing student status with Sonoma. Temporary leave from Sonoma State University for one term may be arranged with the SSU Office of Admissions and Records within the application deadlines outlined by the campus at which the student wishes to enroll. The return to SSU will be arranged by the Office of Admissions and Records without further application by the student. Contact the Office of Admissions and Records, Stevenson Hall 888, for details concerning regulations and procedures.

Cross Enrollment

Concurrent enrollment at Sonoma and a non-SSU institution without formal admission to the non-SSU institution is permitted through the Cross-Enrollment program. Students cross-enrolling should be aware of the policies governing acceptance of transfer credits as described elsewhere in the catalog. To enroll, and to have a 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 888.

Cross Registration

Sonoma offers cross-registration with the University of California, Berkeley, and with the College of Marin. For specific information, contact the Office of Admissions and Records, Stevenson Hall 888.

Declaring or Changing a Major

Students admitted to Sonoma State University in good standing may, with permission of an appropriate approval, change their major. A Change of Major form must be submitted to the Office of Admissions and Records with the appropriate private departmental approvals. Students should contact their intended major for major change requirements and change of major fees.

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 (www.admrec.sonoma.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 the maximum enrollment limit during the change of program period. Consult the Schedule of Classes or the Office of Admissions and Records web pages (www.admrec.sonoma.edu) for appropriate dates and approvals.

Dropping and Withdrawing from classes

Students are responsible for attending all classes in which they have registered. Failure to attend classes will result in the grade of F, U, W, or NC. Students may exit classes by either dropping or withdrawing from them. Dropping with a grade is recorded in the student record, withdrawing results in the grade of W, which has no penalty attached. Students may freely drop classes during the Change of Program/Late Registration period, using Telephone Registration.

Students may withdraw from class from the end of the Change of Program period until the end of the eighth week of instruction. The instructor’s signature is needed.

After the eighth week of instruction, students may withdraw without academic penalty only by securing the approval of the instructor and the chair of the department in which the course is taught, and permission of the university standards committee. Regulations for withdrawing from any class are described in the Schedule of Classes. (See Refund of Fees, pg 23.)

Withdrawing from individual classes is not permitted during the final three weeks of instruction. Where withdrawal is necessary in cases such as accident or serious illness where the cause of the withdrawal is clearly beyond the student’s control, and where permission of an incomplete is not practicable. Students wishing to withdraw under these circumstances must obtain the approval of the appropriate
**Grades**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Symbol</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Commendable</td>
<td>3.50</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>3.00</td>
</tr>
<tr>
<td>D</td>
<td>Minimum Performance</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Point System**

- 4.00 point value of course
- 3.50 point value of course
- 3.00 point value of course
- 2.50 point value of course
- 2.00 point value of course
- 1.50 point value of course
- 1.00 point value of course
- 0.00 point value of course

**No Credit (NC)**

<table>
<thead>
<tr>
<th>Nontraditional Grades (CR/NC)</th>
<th>Credit (CR)</th>
<th>No Credit (NC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit (CR) may be awarded in undergraduate and graduate-level courses.</td>
<td>No Credit (NC) may be awarded in undergraduate and graduate-level courses.</td>
<td></td>
</tr>
</tbody>
</table>

**Incomplete (I)**

- "I" indicates that a portion of required course work has been completed and evaluated, but that the student was absent for a portion of the required course work in the prescribed time period due to unforeseen, but justified, reasons and that there is still a possibility of completing the course work. The "I" grade must be upgraded by the instructor within one calendar year of the last day of class. Failure to upgrade the "I" grade will result in the student being administratively dropped from the class. In classes where there is an option between traditional and nontraditional grading modes, the mode must be declared using the Teleclass registration system. After the Drop/Add period, students may change to the nontraditional grading mode by using the Change of Program form. Undergraduate students may elect a maximum of 24 units of nontraditional grades. For students applying for degrees under catalog years beginning in Fall 1987, only courses graded A-F may be applied toward major and minor requirements, except for courses not available in the A-F mode. A course taken CR/NC when the alternative was available can only be counted as an elective or toward the general education requirements. This provision is enforced only when the student drops the course within the add/drop period. If a student fails to complete the assigned work within one calendar year, the "I" will be changed to an F or NC as determined by the grading basis of the enrollment.

**Unauthorized Incomplete (U)**

- "U" indicates that an enrolled student did not withdraw from the course and failed to complete course requirements. It is used when, in the instructor’s opinion, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of GPA computation, U is equivalent to F.

**Satisfactory Progress (SP)**

- "SP" is used in connection with thesis, projects and similar courses where assigned work requires the student to be assigned a grade.
Prohibition and Disqualification
There are two probationary and disqualification statutes in which students may be subject: academic or administrative.

Academic Probation
If a student's cumulative grade point average in all university work attempted or if her/his cumulative grade point average at Sonoma State University falls below the minimum GPA shown below, the student will be subject to academic probation.

- Undergraduate: 2.00
- Postbaccalaureate: 2.50
- Graduate Student: 3.00

Academic Disqualification
Students are subject to academic disqualification should they fall below a 2.00 (C) average by the number of grade points indicated either for all units attempted or for all units attempted at Sonoma State University.

- Freshman and Sophomores: 0-59 units completed: 15 grade points or more below a 2.00
- Juniors: 60-89 units completed: 9 grade points or more below a 2.00
- Seniors: 90 or more units completed: 6 grade points or more below a 2.00

A student who fails to maintain a cumulative grade point average sufficient for graduation is subject to academic or academic misconduct. A student may be subject to academic disqualification should he/she fall below a 2.00 (C) average by the number of grade points attempted or for all units attempted at Sonoma State University.

- Freshman and Sophomores: 0-59 units completed: 15 grade points or more below a 2.00
- Juniors: 60-89 units completed: 9 grade points or more below a 2.00
- Seniors: 90 or more units completed: 6 grade points or more below a 2.00

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- Freshman and Sophomores: 0-59 units completed: 15 grade points or more below a 2.00
- Juniors: 60-89 units completed: 9 grade points or more below a 2.00
- Seniors: 90 or more units completed: 6 grade points or more below a 2.00
Student Disciplinary Procedures
Inappropriate conduct by students or by applicants for admission is subject to the Office of Admissions and Records.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with the campus academic, administrative, or service functions, and who have reason for using student records connected with the campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).

Sonoma State University’s disclosure policy is considerably stricter than the FERPA regulations require.

When students in the campus directory state that they wish only "directory information" be released, we release only whether or not they are in current attendance, whether they are graduates or undergraduates, and whether they have received a degree. Permission to release "directory information" must be obtained from the student. sonoma.edu.

The Office of Admissions and Records is the custodian of the student’s name, address, telephone number, date of birth, major field of study, dates of attendance, degree and awards received, and the most recent previous educational agency or institution attended by the student.

Student Conduct and Student Discipline
Office of Coordinator of University Student Discipline
Stevenson Hall 1054, 707-664-2838

Principles of Student Conduct
Students are expected to conduct themselves so as to reflect credit to themselves and to the university. One of the fundamental objectives of the university is to foster the development of students as active and responsible citizens in our society; and students are, therefore, expected to make steady growth in maturity, self-reliance and self-discipline as they progress toward a degree of maturity. To help students achieve this end, the university relies not only upon its instructional program, but also upon extracurricular activities and student-faculty collaboration in many aspects of university community life. The various student groups, elected and appointed, are given a reasonable amount of authority under regulations designed to promote excellence in conduct and to give good names to university. The rights and responsibilities of the students, therefore, are defined in such a manner that the student will be aware of the conduct expectations.

The university's conduct regulations are designed to foster the development of students as active and responsible citizens in our society; and students are, therefore, expected to make steady growth in maturity, self-reliance and self-discipline as they progress toward a degree of maturity. To help students achieve this end, the university relies not only upon its instructional program, but also upon extracurricular activities and student-faculty collaboration in many aspects of university community life. The various student groups, elected and appointed, are given a reasonable amount of authority under regulations designed to promote excellence in conduct and to give good names to university. The rights and responsibilities of the students, therefore, are defined in such a manner that the student will be aware of the conduct expectations.

Title 5, California Code of Regulations
41301. Disposition of Fees; Compliance with Government Regula-
tions
The president of the campus may place on probation, suspend or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter or trimester in which the violation occurred, or suspended or expelled shall be refunded. If the student is readmitted before the close of the semester or trimester session during which he or she is suspended, no additional tuition or fees shall be required of the student.
Measles and Rubella Immunization Health Screening Provisions The California State University system requires all new students and all reenrolled students who were born after January 1, 1957, to provide proof of measles and rubella immunity. Rubella. Because many indi-
viduals who were immunized against measles in early childhood have been shown to be still susceptible to measles, it is now recommended that each individual receive a second dose of measles vaccine, with the second dose generally administered between 4 and 6 years of age (that is, during early childhood and a second dose upon entering school or college). Individuals who were immunized against measles in early childhood and have received only one dose of measles vaccine during their lifetime should receive an addi-
tional measles/rubella immunization.

Other Campus Policies

Campus Smoking Policy
Sonsoma State University has a policy in its student employment and to provide a safe and healthful environment. Research findings show that smoking and the breath-
ing of secondhand smoke constitute a sig-
nificant health hazard. In addition to direct health hazards, smoking contributes to in-
stitutional costs in other areas, including cleaning and maintenance costs and costs associated with employee absenteeism, health care and worker compensation payments.

It is, therefore, the policy of Sonsoma State University to prohibit smoking in campus buildings and in areas of the campus where non-smokers cannot avoid exposure to smoke. Specifically, smoking is prohibited in all campus buildings, including class-
rooms, lecture halls, laboratories, offices, work areas, study areas, reception areas, meeting rooms, lounges, libraries, stockrooms, elevators, eating areas, lounges and restrooms. Smoking is prohibited in all par-
tially enclosed areas, such as the covered walkways in Racerus Callo Hall, the breez-
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Smoking is permitted generally outside ground areas. It is also generally permitted on cur Thanks to the support of donors and contributors who were born after January 1, 1957, to provide proof of measles and rubella immunity. Rubella. Because many indi-
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tions or to act in a passive manner should the sexual advances be rejected. Another form of sexual harassment occurs when a student or group is treated adversely or subjected to offensive behavior on the basis of sex, that because it is sufficiently severe and pervasive creates a hostile environment. Sexual harass- ment may include one or more of the following (but is not limited to the following examples):

• Verbal harassment or abuse.
• Subtle pressure for sexual activity.
• Persistent remarks about another person’s clothing, body or sexual activities.
• Unnecessary touching, patting, pinching, or brushing against another person’s body.
• Demanding sexual favors accompanied by implied or overt threats concerning one’s job, grades or letters of recommendation.
• Disrupting comments about women as a group.
• The use of sexist humor or demeaning sexual allusions.
• Calling on women students less fre- quently or being more critical of their com- ments.
• Giving women employees more difficult assignments and being more critical of their work; and/or making statements that com- municate to students or employees limiting preconceptions about appropriate and ex- pected behaviors, abilities, career directions, and personal goals that are based on sex rather than individual interest or ability.
Sonoma State University and its auxiliary organizations do not discriminate on the basis of sex in any form. Sonoma State University has adopted the State of California definition of sexual assault to mean any involuntary sexual act in which a person is threatened, coerced, or forced to comply against her/his will and includes rape, acquaintances rape, date rape, acquaintance rape, 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 dis- crimination that is prohibited in Title VII of the Civil Rights Act of 1964, as amended and Title IX of the Educational Amendments of 1972, as amended. It is also governed by the California Penal Code Sections 261 and 243.4, and Assembly Concurrent Resolution No. 46 (Resolution Chapter 105, passed into law on September 14, 1987).

Sexual Orientation
Sonoma State University and its auxiliary organizations do not discriminate on the basis of sexual orientation in terms of em- ployment or the educational programs or activities they conduct in accordance with California Government Code 11021.I with with California State University Executive Order 340.

Vietnam-Era Veteran Status/ Veteran’s Status
Sonoma State University and its auxiliary organizations do not discriminate on the basis of Vietnam-era veteran’s status or veteran’s status in terms of employment or the educational programs or activities they conduct in accordance with the Vietnam Era Veterans Readjustment Assistance Act of 1974 (most coverage under this law ended as of 12/31/94) and with CSU Executive Or- der 340.

Discrimination Complaint Procedures
Students, faculty, and administrators are regularly informed of the university’s policies and procedures regarding discrimi- nation and sexual harassment/sexual assault policies and complaint procedures. In addi- tion, all supervisors are regularly informed of their responsibility regarding complaints made against those whom they supervise.

All employees and students, female or male, who believe they have been subjected to dis- crimination, including sexual harassment and sexual assault, have several ways to make their concerns known. Regardless of the means selected for resolving allegations of discrimination (including sexual 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 business dealings with the university, his or her employment, compen- sation or work assignments, or 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, in- cluding sexual harassment or sexual assault will be investigated according to the SSU affirmative action and non-discrimination policy and discrimination complaint procedures. This investigation will result in find- ings being made and if necessary, recom- mendations for sanctions, and will serve as the investigation normally carried out prior to deciding to initiate discipline. Facts gath- ered during the informal or formal resolution process may be sufficient to oblige the university to take disciplinary action against a faculty member, staff member or student for or the univer- sity to initiate a criminal investigation.

If the university pursues disciplinary action against an alleged violator, a hearing may be required. If sexual harassment/sexual assault, if both housing disci- pline and student discipline are initiated and require a hearing, the housing and student discipline hearings will be combined into one hearing. Due process guarantees exist under the student discipline process and the appropriate employee discipline proce- dures.

Complaints of discrimination and/or sexual harassment/sexual assault will be investi- gated promptly and thoroughly. The univer- sity recognizes that under certain circum- stances, it has an independent duty to ascer- tain where discrimination or sexual harass- ment/sexual assault exists irrespective of whether a complaint is actually filed (for ex- ample, concerns of sexual harassment in- volving physical contact, recurrent or sys- tematic patterns of discrimination, and/or sexual assault involving a university em- ployee or student).

Sonoma State University’s sexual assault guidelines, which are included in the dis- crimination complaint procedures, describe the support available to a victim, reporting procedures and university disciplinary proce- dures and sanctions for students. Sexual assault in a form of sexual harassment and is also a violation of the criminal Code. If a sexual assault report is made to any campus officer, the sexual assault education coordi- nator and the director of affirmative action will be notified. If possible, the reporting party will be provided with the option of participating in an initial meeting to be held that includes the sexual assault education coordinator, the director of affirmative ac- tion and an officer from the university police to advise the victim of various report- ing options.

It is the policy of Sonoma State University that retaliation against reporting parties is prohibited. The university acts vigorously to prevent any retaliation being taken against those initiating inquiries or filing com- plaints; retaliation constitutes separate grounds for finding a complaint with these procedures and for potential disciplinary ac- tion against the alleged violator.

When discrimination or sexual harassment/sexual assault has been found to occur, the university and its auxiliary organizations will impose sanctions on the individual de- termined to have engaged in sexually harass- ing or discriminatory conduct or communi- cation at the level appropriate to the scope and scale of the violation.

Those who are considering taking action are urged to meet with the director of affirma- tive action prior to filing a complaint. Dis- cussions at this stage can be confidential and are meant to assist in the process of deter- mining which reporting options are most appropriate. Every effort will be made to resolve potential complaints at the lowest level possible and consistent with the desires of the person bringing forward the complaint. All current faculty, students, staff and administrators may use the discrimina- tion complaint process for resolving sexual harassment, sexual assault and discrimina- tion complaints and/or documenting that the individual has resolved a complaint. All stu- dents, faculty or staff who believe that they may have been discriminated against, sexually harassed or sexually assaulted should obtain a copy of the SSU discrimination complaint procedures by contacting the Of- fice of Affirmative Action, Stevenson Hall

4011, 707 664-2664, or through our web page at:
www.sonomast.edu/FacAffairs/aa.html.

Course Requirements Policy
Faculty should include in a written state- ment containing the following infor- mation:
1. Office number, office hours and office telephone number.
2. Prerequisites.
3. Required texts and other required and/or recommended material.
4. Course description.
5. Syllabus.
6. Specific course requirements, such as ex- ams, quizzes, papers, textbooks, field trips, labs.
7. Grading policy and standards (the rela- tive weight of examinations, quizzes, papers, class participation and other factors).
8. Approximate due dates for assignments and exams (subjective, objective, etc.), and format of the course.

Furthermore, students should be advised of faculty expectations for them in the course no later than the end of the second class. Any changes in course requirements should be communicated to students in a timely man- ner. It is the responsibility of the student to read the course statement and to request any clarification of course policies. If the stu- dent adds the course after the first week of class, it is incumbent upon the student to seek course information in a timely manner.

328 / Regulations and Policies

Regulations and Policies / 329
The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges and in 1982 the system became the California State University.

The oldest campus, San Jose State University, was founded as a Normal School in 1857 and became the first institution of public higher education in California. California State University, Monterey Bay, became the CSU's 21st campus in September 1994. The California Maritime Academy in Vallejo, founded in 1929, joined the CSU as its 22nd campus in July 1995. The CSU's 23rd campus, California State University, Channel Islands, is in the planning stage to serve students in the Ventura County region. Responsibility for the California State University is vested in the board of trustees, consisting of ex officio members, alumni and faculty, and members appointed by the governor. The trustees appoint the chancellor, who is the chief executive officer of the system, and the presidents, who are the chief executive officers of the respective campuses.

The trustees, the chancellor, and the presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The CSU academic senate, 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 has its own unique geographic and curricular character, all campuses, as multi-purpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All campuses require for graduation a basic program of general education, regardless of the type of bachelor's degree or major field selected by the student.

The California State University offers more than 1,500 bachelor's and master's degree programs in some 200 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time, late afternoon and evening study, or by distance learning from home or work via computer or television. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

In fall 1996, the system enrolled approximately 336,000 students, taught by more than 17,000 faculty. Last year, the system awarded more than 50 percent of the bachelor's degrees and 30 percent of the master's degrees granted in California. More than 1.2 million persons have been graduated from the 22 campuses since 1960.
Faculty and Administration

Vice President for Administration and Finance
Laurence Furukawa-Schereth

Associate Vice President
Steve Wilson
Controller
Lettie Coots
Treasurer
William A. Ingle
Senior Director, Customer Services
Gloria Digg
Senior Director, Entrepreneurial Services
Alan K. Murray
Senior Director, Facilities Services
E. John Bond
Senior Director, Human Services
Edna Hnilicka
Senior Director, Planning and Analysis
Dennis Harris

SSU Advisory Board
Dan Benedetti
Mary Calhoun
Bob Denham
Pamela Devlin
Herb Dwight
Rochelle Fastmeier
Ed Lopez
Paulo C. Moura
Everett B. Person
Helen Rudick
Ellen Musland Solyer
Carlos Tamayo
Michael Troy
David Viviani

Vice President for Student Affairs
Rand Link
Assistant Vice President for Student Affairs
Lavanya Brown
Director, Athletics
William Fusco
Director, Campus Life
Eileen Naughton-Merberg
Director, Children’s School
Lisa Thompson-Clark
Director, Student Health Center
George G. Schwangart
Executive Director, Student Union
John Wright

Dates listed in parentheses indicate year of appointment to Sonoma State University.

Judith Abbott (1991)
Associate Professor of History
B.A. 1970, University of Minnesota
M.A. 1977, Ph.D. 1980, University of Connecticut

Marsha Adams (1985)
Professor of Art

Les K. Adler (1978)
Professor of History, Hutchins School of Liberal Studies
B.A. 1963, University of New Mexico
M.A. 1965, Ph.D. 1970, University of California, Berkeley

Harold G. Alderman (1969)
Professor of Philosophy
B.A. 1961, University of Florida
M.A. 1965, Ph.D. 1967, Tulane University

Chester L. Allen (1985)
Professor of Business Administration
B.B.A. 1961, University of Texas at Austin
M.B.A. 1969, Texas A & I University
D.B.A. 1973, Texas Tech University

Associate Professor of English
B.A. 1969, University of California, Riverside
M.A. 1976, Reed College
Ph.D. 1988, University of Texas at Austin

William F. Alvarez (1994)
Assistant Professor of Counseling
B.A. 1973, Rutgers University
M.A. 1976, Southern Methodist University
Ph.D. 1983, Cornell University

Leo Avillar (1988)
Chair, Student Academic Services Advising Center
B.A. 1972, Loyola University, Los Angeles

Ellen J. Amsterdam-Walker (1969)
Professor of Music
A.B. 1977, A.M. 1985, Smith College
Ph.D. 1968, University of California, Berkeley

Sherri C. Anderson (1980)
Professor of Business Administration

Thomas B. Anderson (1968)
Professor of Geology
B.S. 1961, Yale University
M.S. 1965, Ph.D. 1969, University of Colorado

Anthony Apolloni (1990)
Director, California Institute on Human Services; Professor of Political Science
B.S. 1968, M.A. 1969, Memphis State University
Ph.D. 1975, George Peabody College

Ruben Arrioina (1992)
President, Sonoma State University; Professor of Political Science
A.A. 1966, Hills College
B.A. 1968, M.A. 1970, University of Texas at Austin
Ph.D. 1983, University of New Orleans

Kathryn Armstrong (1966)
Professor of Art
B.A. 1955, University of Colorado
M.F.A. 1958, California College of Arts and Crafts
M.A. 1965, University of California, Berkeley

Kay Ashbrook (1996)
Scholarship Coordinator
B.A. 1967, University of California, Santa Barbara

Marco Assom (1981)
Assistant Director, Admissions and Records
B.A. 1975, Arizona State University
M.A. 1990, Sonoma State University
Ph.D. 1996, University of Notre Dame

William Babula (1981)
Dean, School of Arts and Humanities; Professor of English
B.A. 1965, Rutgers University
M.A. 1967, Ph.D. 1969, University of California, Berkeley

Andre Bailey (1993)
Admissions Counselor, Admissions and Records
B.S. 1994, Sonoma State University

Bryan D. Baker (1992)
Associate Professor of Geography
B.A. 1975, Southern California College
M.A. 1980, Fuller Theological Seminary
M.A. 1986, San Diego State University
Ph.D. 1991, University of Minnesota, Minneapolis/St. Paul

Michael E. Baldino (1975)
Professor of Business Administration
M.B.A. 1966, University of Chicago
Ph.D. 1977, California Coast University

Melinda C. Barnard (1990)
Associate Professor of Communication Studies
B.A. 1975, Stanford University
M.A. 1976, Harvard University
Ph.D. 1986, Stanford University

Susan V. Barnes (1972)
Professor of Psychology, Hutchins School of Liberal Studies
B.A. 1965, Rutgers University
M.S. 1971, University of Oklahoma
Ph.D. 1973, California School of Professional Psychology, San Francisco

William Barnier (1969)
Professor of Mathematics
B.A. 1961, M.S. 1963, San Diego State College
Ph.D. 1967, University of California, Los Angeles

Philip H. Board (1969)
Professor of Foreign Languages (German)

Jan Beal (1974)
Assistant Director, International Services
B.A. 1972, Sonoma State University

Roger V. Bell, Jr. (1995)
Associate Professor of Philosophy
B.A. 1966, University of California, Berkeley
M.A. 1971, San Francisco State University
Ph.D. 1975, State University of New York at Stony Brook
Timothy A. Roll (1968)  
Professor of Geography  
B.A. 1965, University of Oregon  
M.A. 1964, Ph.D. 1971, University of Oregon

Barry Ben-Zion (1969)  
Professor of Economics  
B.A. 1965, Simon's College  
M.A. 1968, Ph.D. 1973, University of Oregon

Carlos A. Benito (1990)  
Professor of Economics  
C.P.A. 1992, licenciado 1964, Universidad Nacional de Cuyo, Argentina  
M.A. 1971, Ph.D. 1973, University of California, Davis

P. Sterling Bennett (1967)  
Professor of Foreign Languages (German)  
B.A. 1961, Harvard University  
M.A. 1964, Ph.D. 1970, University of California, Berkeley

Bruce Berkowitz (1980)  
Program Coordinator, Student Activities  
B.A. 1979, Sonoma State University

Anthony Bish (1995)  
Assistant Professor of Theatre Arts  
B.A. 1984, Indiana University  
M.F.A. 1989, Temple University

Maurice Blaug (1970)  
Professor of Interdisciplinary Studies, Actuarial Science and Liberal Studies  
B.S. 1959, City University of New York  
M.S. (Physics) 1962, M.S. (Zoology) 1966, Ph.D. 1970, University of Minnesota, Minneapolis/St. Paul

Wanda L. Boda (1994)  
Assistant Professor of Kinesthetics  
B.S. 1982, University of Iowa  
M.A. 1986, University of Texas at Austin  
Ph.D. 1991, University of Massachusetts at Amherst

F. Leslie Brooks, Jr. (1968)  
Professor of Chemistry  
B.S. 1957, University of California, Berkeley  
M.A. 1960, Ph.D. 1963, University of Washington

LaNette Brown (1983)  
Assistant Vice President, Student Affairs  
B.A. 1965, Valparaiso University  
M.S. 1970, University of Wisconsin

Philip Brownell (1970)  
Counselor, Advising/Counseling Center  
B.A. 1961, University of California, Berkeley  
M.S. 1972, University of California, Berkeley

L. Roe Bruce (1984)  
Director, Assessment and Analytical Studies  
B.A. 1977, M.A. 1979, California State University, Chico  
Ed.D. 1994, University of California, Berkeley
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