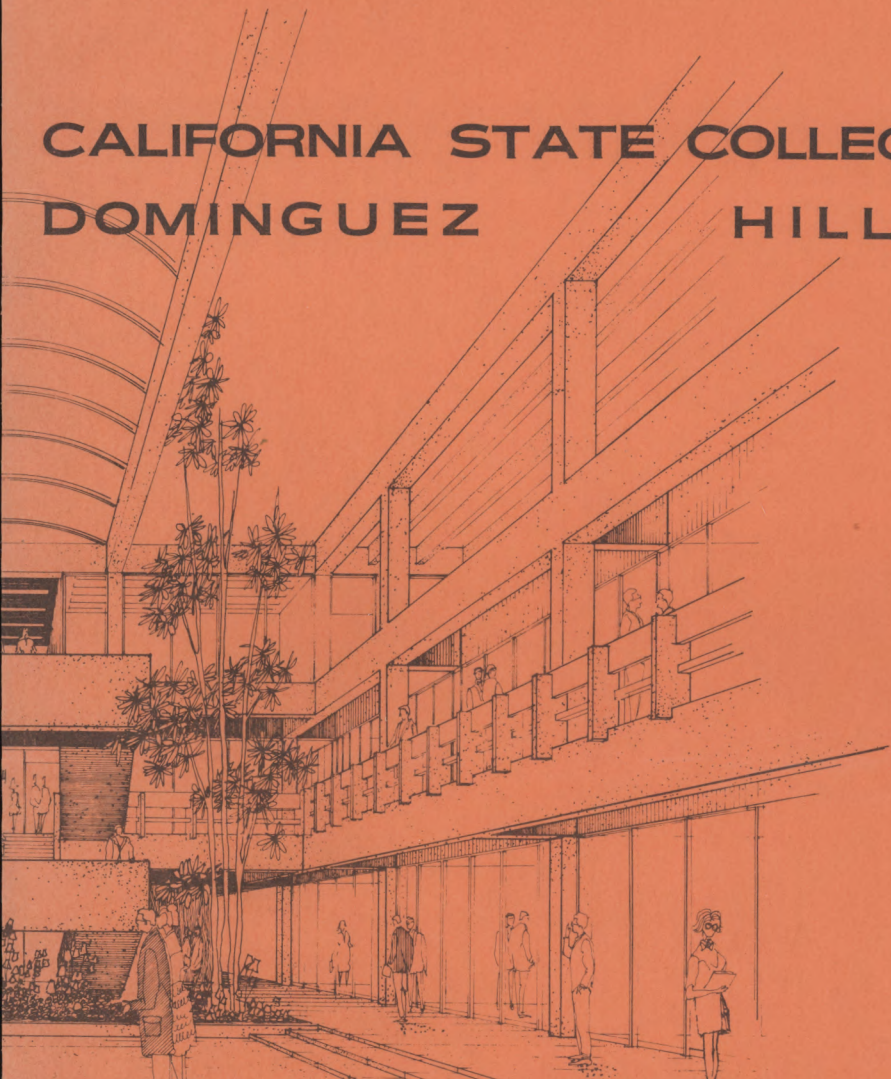


**CALIFORNIA STATE COLLEGE
DOMINGUEZ HILLS**



GRADUATE

BULLETIN

1969 - 70

12-15-69

COVER: Shown is the central court of the new Social and Behavioral Science Building at Cal State, Dominguez Hills. This project, now under construction, is designed by George Vernon Russell A.I.A., architect. Full use of this building, which houses most of the specialized needs of the social sciences is planned for Fall 1971.

(Graduate Catalog)

This catalog is prepared to serve as a temporary one during the 1969-70 year. With a graduate committee functioning during the 1969-70 year, the catalog will be revised in terms of curriculum planning and revision for 1970-71 and the subsequent years.

12/17/69

CALIFORNIA STATE COLLEGE

DOMINGUEZ HILLS

GRADUATE STUDIES BULLETIN

1969-1970

1000 EAST VICTORIA STREET
DOMINGUEZ HILLS, CALIFORNIA 90247

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ACADEMIC CALENDAR 1969-70

Fall Quarter 1969

- September 15, Monday First day to file application for admission or readmission for the Winter Quarter 1970.
- September 15, Monday Testing for freshmen; orientation, academic advisement, and registration for transfer students.
- September 16, Tuesday Orientation, academic advisement, and registration for freshmen.
- September 22, Monday Classes begin.
- September 26, Friday Last day to add classes.
- October 6, Monday Last day for refund of Materials and Service Fee.
- October 17, Friday Last day to drop classes without academic penalty; last day for refund of Non-Resident Tuition Fee.
- October 27, Monday-
November 7, Friday Registration materials available for continuing students.
- October 28, Tuesday-
October 31, Friday Academic advisement for continuing students.
- November 3, Monday First day to file for admission or readmission for the Spring Quarter 1970.
- November 3, Monday-
November 14, Friday Registration-by-mail period for continuing students.
- November 27, Thursday-
November 30, Sunday Thanksgiving recess.
- December 5, Friday Last day of classes.
- December 8, Monday-
December 10, Wednesday . . . Final examinations.
- December 11, Thursday-
January 1, Thursday Christmas recess.

Winter Quarter 1970

- December 29, Monday Orientation and academic advisement for transfer students.
- December 30, Tuesday Registration for first-time freshmen and continuing students.
- January 2, Friday First day to file application for admission or readmission for the Fall Quarter 1970.
- January 5, Monday Classes begin.
- January 9, Friday Last day to add classes.
- January 16, Friday Last day for refund of Materials and Service Fee.
- January 30, Friday Last day to drop classes without academic penalty; last day for refund of Non-Resident Tuition Fee.

February 9, Monday-
 February 20, Friday Registration materials available for continuing students.

February 10, Tuesday-
 February 13, Friday Academic advisement for continuing students.

February 16, Monday-
 February 27, Friday Registration-by-mail period for continuing students.

March 12, Thursday Last day of classes.

March 13, 16, 17,
 Friday, Monday, Tuesday . . Final examinations.

March 18, Wednesday-
 March 23, Monday Academic recess.

Spring Quarter 1970

March 24, Tuesday Orientation and academic advisement for new students; registration and payment of fees for all students.

March 26, Thursday Classes begin.

March 27, Friday Good Friday--Academic Holiday.

April 1, Wednesday Last day to add classes.

April 8, Wednesday Last day for refund of Materials and Service Fee.

April 22, Wednesday Last day to drop classes without academic penalty.

April 24, Friday Last day for refund of Non-Resident Tuition Fee.

May 14, Thursday-
 May 25, Monday Registration materials available for continuing students.

May 19, Tuesday-
 May 22, Friday Academic advisement for continuing students.

May 25, Monday-
 July 15, Wednesday Registration-by-mail period for continuing students.

May 29, Friday Memorial Day--All-College Holiday.

June 8, Monday Last day of classes.

June 10, Wednesday-
 June 12, Friday Final examinations.

June 13, Saturday Commencement.

COLLEGE ADMINISTRATION

President	Leo F. Cain
Vice President	Lyle E. Gibson
Dean, School of Humanities and Fine Arts	Marvin Laser
Dean, School of Natural Sciences and Mathematics	Robert B. Fischer
Dean, School of Social and Behavioral Sciences	Donald A. MacPhee
Director, Teacher Education Programs	Ruth A. Martinson
Dean of Students	M. Milo Milfs
Associate Dean, Admissions and Records	Peter D. Ellis
Registrar	Larry D. McClelland
Business Manager	Robert J. Murray
Dean, College Services and Facilities Planning	Harry A. Nethery
College Librarian	Phillip Wesley
Graduate Studies Committee:	

Robert B. Fischer, Chairman
Richard Beym
Robert Calatrello
Herman Loether
Solomon Marmor
Phillip Wesley

THE COLLEGE

The California State College, Dominguez Hills, is located on the historic Rancho San Pedro, the oldest Spanish land grant in the Los Angeles area. Its 346-acre campus was in the continuous possession of the Dominguez family through seven generations, from its concession to Juan Jose Dominguez in 1784 to its acquisition by the college in 1967.

The Legislature of the State of California, at the First Extraordinary Session in 1960, authorized the establishment of this college as part of the California State College system to meet the higher education needs in southwest Los Angeles. The first members of the planning staff were appointed in 1962. Freshman and junior students enrolled in the fall of 1965 for the first classes offered by the college.

To guide the development of this new institution, the planning staff undertook a series of studies designed to provide information on student needs, community needs, and trends in higher education. These studies included a compilation of the future plans of students in 21 high schools and four junior colleges in the area, a survey of recent curriculum trends in colleges and universities throughout the United States, an analysis of curricula in eight nearby institutions of higher education, and a survey of industrial, business, and civic needs in the area. In addition, a series of meetings was held with administrators of the nearby junior colleges to develop articulation of program.

The undergraduate academic program, developed by the California State College, Dominguez Hills, emphasizes the liberal arts and sciences as an educational foundation for all students. It was designed so that students will acquire competency in a specific field as well as a broad understanding of the forces and issues in modern society. Opportunity for specialization, not only in specific disciplines but also in certain applied fields and professions, is provided in later work, particularly at the graduate level. Graduates of this college, it is expected, will have developed the judgment and maturity to function as productive citizens within the changing patterns of our society.

The college is currently offering programs preparing candidates for credential certification as elementary and secondary teachers. In addition, selected graduate courses in Education are also available, and a master's degree program in Education will be initiated soon.

In 1969-70, the California State College, Dominguez Hills, is offering programs leading to the master of arts degree in Behavioral Sciences and in English. A master's degree in mathematics will be implemented as of fall, 1970. Additional master's degree programs in the several disciplines

of the liberal arts and sciences and in academic interdisciplinary fields in the applied arts and sciences will be added to the curricular offerings of the College in the years ahead.

ACCREDITATION

The California State College, Dominguez Hills, is accredited by the Western Association of Schools and Colleges. Standard procedures of credit transfer between accredited institutions are therefore in effect.

THE EDUCATIONAL RESOURCES CENTER

The Educational Resources Center combines the College Library, the Audio-Visual Services, and the Curriculum Materials Center into one basic unit. In this way, the total informational needs of the college community are met by one integrated service, using specialists in each area who are prepared to assist students in attaining their educational goals.

The College Library, at present, consists of more than 60,000 volumes, more than 700 current periodical subscriptions, and a collection of bound periodicals and microfilm.

Audio-Visual Services has over 300 films, 750 recordings, and 6,500 slides. In addition, many other films may be rented or previewed by arrangement.

The Curriculum Materials Center, designed to support the Teacher Education Programs, comprises State textbooks, supplementary texts, curriculum guides, media kits, and similar material.

RESEARCH AND DATA PROCESSING SERVICES

The office of Research and Institutional Studies provides centralized technical assistance and data processing services for instructional support, research, and administration.

Services supporting instructional programs include technical advice and computer processing for students enrolled in undergraduate and graduate programs and for faculty in the development and implementation of improved methods. Technical staff assistance in research methods and data processing services are available for college research programs, including the development and implementation of government and industrial research contracts and institutional evaluations and studies. Technical assistance in the development and implementation of administrative procedures and data processing for all areas of the college are also provided through this office.

Computer processing services are obtained through the use of the California State College Data Center located in the Los Angeles metropolitan area and through the purchase of time on commercially available computers located nearby. The installation of a high-speed teleprocessing terminal to effect data communication between the college and the site of the computers being used is now being planned. In addition, limited amounts of computing services in time-shared (or conversational) mode are available through teletypewriter units installed at the college.

ADMISSION TO THE COLLEGE

Before applying for admission to the California State College, Dominguez Hills, students should study carefully the specific graduate programs which will be available to them.

The beginning periods for filing applications for admission for each of the three quarters are:

Fall Quarter:	January 4
Winter Quarter:	September 15
Spring Quarter:	November 3

Students who file applications after the enrollment quotas at this college are filled, will be notified of enrollment opportunities at other California State Colleges if they so desire.

Application forms will be provided upon request by mail or in person from:

Office of Admissions
California State College, Dominguez Hills
1000 East Victoria
Dominguez Hills, California 90247

ADMISSION TO TEACHER EDUCATION PROGRAMS

Students who wish to work toward a teaching credential at the California State College, Dominguez Hills, must be admitted not only to the college but also to the Teacher Education Programs. (See page 16 for prerequisites for admission to the program) To apply for admission to the college, students must:

1. Submit a completed Application for Admission, showing social security number, with the \$20 non-refundable application fee.
2. Have each college attended send directly to the California State College, Dominguez Hills, two copies of the transcripts for advising purposes.
3. Complete health forms and Residence Questionnaire.

The deadline date to apply for admission to the Teacher Education Programs is the end of the first month of the quarter prior to initiation of professional courses in Education. Specific information on Teacher Education Programs may be obtained from the Office of the Director.

GRADUATE ADMISSION

ADMISSION WITH GRADUATE STANDING (UNCLASSIFIED)

An applicant who has earned a bachelor's degree or the equivalent from a fully accredited institution is qualified for admission to the college with unclassified graduate standing. Admission to California State College, Dominguez Hills, as an unclassified graduate student does not constitute admission to a graduate degree curriculum.

Application and Fee

All prospective graduate students must submit a completed Application for Admission, showing social security number, with the \$20 non-refundable application fee. This should be done as early as possible in the application period.

Transcripts

If a prospective unclassified graduate student is currently enrolled in his last semester or quarter prior to receiving his baccalaureate degree, he must request that institution to send a transcript showing all course work completed and work-in-progress directly to the Office of Admissions and Records. He must indicate on his Application for Admission that he will graduate at the end of the term. When work-in-progress has been completed, he must request a complete transcript verifying degree and date it was granted.

ADMISSION TO GRADUATE DEGREE CURRICULA (CLASSIFIED)

A student who has been admitted to California State College, Dominguez Hills, as an unclassified graduate student may be admitted to a graduate degree curriculum as a classified graduate student if he satisfactorily meets the professional, personal, scholastic and other standards for graduate study, including qualifying examinations. Admission to classified status may come at any time subsequent to admission to the college, but only through approval of the department concerned and the Director of Graduate Studies.

Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to

demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in such curricula. Students whose performance in a graduate degree curriculum is judged to be unsatisfactory by the college may be required to withdraw from all graduate degree curricula.

Test

A graduate student who applies for classified status is required to submit results of general aptitude tests of the Graduate Record Examination.

Transcripts

Also, he must have two copies of transcripts from all institutions of higher learning he has attended sent to the California State College, Dominguez Hills.

REGISTRATION

Each student registers in the California State College, Dominguez Hills, at times scheduled for this purpose at the beginning of each quarter. Registration covers filling out official cards, paying fees, receiving a student identification card, and enrolling in courses.

Registration by mail is available to certain groups of students; others register in person.

The student should consult the calendar and the registration instructions provided for the quarter he plans to attend.

Auditors

Auditors must register in the usual way and pay the same fees as would be charged if the courses were taken for credit. Enrollment as an auditor is subject to the approval of the instructor; a student registered as an auditor may be required to participate in any or all classroom activities at the discretion of the instructor. Credit for courses audited will not subsequently be granted on the basis of the audit. No record of audit appears on the student's permanent record card nor are transcripts issued for audited courses.

A student who wishes to audit a course in addition to his regular program must obtain the approval of the instructor and pay the fees required as if the course were taken for credit.

An audited course should be taken into consideration when planning a program so that the study load will not be excessive.

Concurrent Enrollment

Concurrent enrollment in resident courses, in extension courses, or in another institution is permitted only when the entire program has received the approval, first, of the adviser and, second, of the Registrar. This approval must be obtained before any course work is started.

Change-of-Program After Registration

A change-of-program after registration is any change that is made in a student's official study list. Such a change includes: dropping a class, adding a class, changing the number of units for a class in which the student is registered, changing the section of the same course.

A change-of-program may be made before the deadline date listed for each quarter in the official college calendar. Forms may be obtained from the Registrar. A fee of \$1 is charged for each change-of-program made after registration. No change is effective until the change-of-program form has been signed by the instructor and filed with the Registrar. If a student officially drops a class by the end of the fourth week of instruction, the course will not be recorded on the student's permanent record. If a class is dropped after the end of the fourth week of instruction, the grade WF shall be assigned. A student who must drop a course after the fourth week of instruction for reasons beyond his control and who can justify extenuating circumstances may file a petition requesting further consideration of his case.

Course Numbering System

The course numbering system for the college is based on a three-digit number followed by a decimal point, as follows:

- 000-099. Sub-collegiate courses. Credit is granted for such courses only if equivalent work has not been taken in high school.
- 100-199. Lower division courses
- 200-299. Upper division courses
- 300-399. Graduate professional courses
- 400-499. Graduate courses

Extension course: Designated by "X" preceding course number.

Special summer session course which does not appear in the catalog: Designated by "S" preceding course number.

Only 200 and 400 level courses carry credit toward a master's degree.

Schedule of Fees

Tuition is not charged to legal residents of California. All students pay the regular fees shown below. Auditors pay the same fees as students registering for credit. All fees are subject to change by the Trustees of the California State Colleges.

Fees for each quarter are payable at the time of registration. No individual will be admitted to class prior to payment of registration fees.

For Admission to the College

Application Fee	\$20.00
Materials and Service Fee (per quarter)	
Students enrolling for 6 or less units	18.00
Students enrolling for more than 6 units	36.00
Student Activity Fee (per quarter)	
Students enrolling for 6 or less units	3.50
Students enrolling for more than 6 units	
Fall Quarter	10.00
Winter and Spring Quarters.	5.00
Non-resident Tuition Fee (per quarter, in addition to the other Registration fees)	
U.S. Citizens	
Per unit or fraction thereof	20.00
Maximum charge - 15 units or more	297.00
Per academic year	890.00
Foreign-Visa Students (Students who are citizens and residents of a foreign country.)	
Per unit or fraction thereof	5.75
Maximum charge - 15 units or more	85.00

Additional fees are charged for campus parking permits, for late registration, for changes in program, for late return or loss of library books, and for other miscellaneous purposes.

COLLEGE REQUIREMENTS FOR THE MASTER'S DEGREE

Advancement to Candidacy

After meeting certain requirements, the student is advanced to "candidacy" which means that he has cleared the preliminary hurdles on his way to the degree and that the faculty believes he is capable of achieving it. Requirements for advancement to candidacy include: status as a "classified" student, completion of a minimum of three courses (12 quarter units), recommendation of the appropriate department or institute, and approval of the all-college graduate studies committee. Grade point averages will be weighed by the department in determining whether the student's undergraduate and graduate record merits advancement to candidacy. (See Graduate Admission)

Requirements

The course of study leading to the Master of Arts degree varies considerably in structure and content because different disciplines have different expectations; however, certain minimum standards are prescribed by the California Administrative Code, Title 5, and by the college. These requirements are:

1. A minimum of 45 quarter units of graduate work completed within seven years, except that the college may extend the time for students who pass a comprehensive examination in the relevant course or subject field. Of these units:

Not less than 36 shall be completed in residence;
Not less than 18 shall be in courses organized primarily for graduate students;
Not more than 9 shall be transfer credit;
Not more than 12 in unclassified status may be counted in the degree program;
Not more than 9 shall be allowed for a thesis;
No units in student teaching or extension course classes taken at another college shall apply.

2. A grade-point average of 3.0 (grade of B on a five-point scale) or better in all courses taken to satisfy requirements for the degree.
3. Completion of a satisfactory pattern of studies in an approved field of concentration. (Foreign language requirement is policy determined by the department concerned.)
4. Completion of one or more of the following: a project in the creative arts; a thesis; a comprehensive examination.

The departments determine which alternatives are most appropriate to particular disciplines.

5. Approval of the department, the graduate studies committee, and the faculty of the college.

GENERAL REGULATIONS

Grades and Grade Points

Student performance in each course is reported at the end of each quarter by one of the following grades (with the grade points earned):

Grade	Grade Points
A Excellent	4
B Good	3
C Fair	2
D Barely Passing	1
F Failure	0
I Incomplete	0
W Withdrawal Passing (Not counted in grade average.)	
WF Withdrawal Failing (0 grade points for units attempted.)	

The following grades are for approved courses only:

- P Pass (Not counted in grade average, but units allowed.)
- PR Work-in-Progress (Credit is deferred until completion of course sequence.)

Incomplete Grade

The incomplete grade may be assigned when a student's work had not been completed because of circumstances beyond his control. The student must arrange with his instructor for completion of the required work. An incomplete grade cannot be removed by repeating the course.

A period of one calendar year is allowed for the conversion of an incomplete grade to a letter grade. An incomplete grade not made up is automatically changed to an "F" grade at the end of this period. Forms to change an incomplete to a letter grade are available in the Office of Admissions and Records. It is the student's responsibility to pick up the form, secure the signature of the instructor, and have the instructor return it to the Office of Admissions and Records within the time allowed.

Scholastic Standards

All graduate students will be disqualified whose postgraduate grade-point average at California State College, Dominguez Hills, or whose overall postgraduate grade-point average falls below 2.0. Higher standards are required for master's degree candidates and for graduate students seeking teaching credentials.

Official Withdrawal

Students who wish to withdraw from the college are urged to consult the Dean of Students prior to official withdrawal. Official withdrawal is necessary if a student leaves the college at any time after registration and does not intend to complete the quarter. The forms for initiating this process may be obtained from the Office of Admissions and Records.

When official withdrawal from the college or from a course occurs before the quarterly deadline for dropping classes (the fourth week of instruction), there is no academic penalty. However, if official withdrawal occurs after the fourth week of instruction, grades of WF will be automatically assigned. A petition to change automatically assigned penalty grades may be filed with the Dean of Students. A student who does not officially withdraw from the college shall automatically receive grades for all courses on his official study list.

Transcripts of Record

A student may obtain an official transcript of his record by making formal application to the Registrar. A fee of \$1 is charged for each transcript after the first request.

Selective Service

Selective Service information is available at the Office of Admissions. Students subject to Selective Service should keep their local boards informed of all situations which might affect their draft classifications.

Verification of enrollment in full-time programs will be submitted to the Selective Service Boards by the Office of Admissions. Any change of status during the quarter, such as dropping courses or withdrawal, will be reported to the Local Board by the Office of Admissions.

EDUCATION

The Graduate Institute in Education currently offers a program of teacher preparation leading to the standard elementary and secondary teaching credentials. In addition, some graduate courses designed for teachers interested in curriculum development and special areas have been developed. The program in education will be expanded during the current academic year.

Each of the credential programs is a three-quarter sequence which includes concurrent courses, field assignments, and directed teaching.

Details regarding the requirements for each program are available from the Office of the Director of Teacher Education Programs. Pre-requisites for admission to these programs are:

1. Completion of courses in Motivation and Learning (Psychology 210) and Developmental Psychology (Psychology 220).
2. Application for admission to the Teacher Education Program before or during the first month of the quarter prior to the initiation of professional courses in Education. Application forms are available on request from the Office of the Director of Teacher Education Programs.
3. Acceptance by the Teacher Education Committee.

Requirements for Standard Elementary Credential

Education 320.	Principles and Methods of Teaching
Education 330.	The Teaching of Reading
Education 340.	Materials and Procedures for Elementary School Social Studies
Education 350-351.	Materials and Procedures in the Humanities and Fine Arts
Education 395-396.	Supervised Teaching in the Elementary School
Education 397.	Seminar in Student Teaching
History 386.	History and Philosophy of Education
	plus added courses to complete the fifth year (minimum: 45 units)

Requirements for Standard Secondary Credential

Education 320.	Principles and Methods of Teaching
Education 380.	Methods and Materials in Secondary Education
Education 390-391.	Supervised Teaching in the Secondary School
Education 397.	Seminar in Student Teaching
History 386.	History and Philosophy of Education
	plus added courses to complete the fifth year (minimum: 45 units)

All credential candidates are required to pass an examination in advanced English composition prior to program completion. In addition, elementary candidates who have not taken Basic Studies Mathematics must complete this course or a course including mathematics for elementary teaching.

Course Offerings in Education

Graduate Professional

320. Principles and Methods of Teaching. The basic principles which underlie successful teaching, including planning for varying capabilities and interests, design of effective classroom organization, and study of inter-personal relationships. Includes analysis of critical incidents, in printed and taped form, and classroom observation. Two hours of lecture-discussion and three hours of observation and participation per week.
One-Half Course (2)
330. The Teaching of Reading. Procedures and materials for teaching reading throughout the total program, including the use of recent media and methods. Three hours of lecture-discussion and three hours of observation and participation per week.
Full Course (4)
340. Materials and Procedures for Teaching in the Social Studies. Study of selected approaches to and methods of inquiry within the social and behavioral sciences. Development of applications for elementary school social study. Critical analysis of conventional and experimental social studies programs. Three hours of lecture-discussion and three hours of observation and participation per week.
Full Course (4)
350. Materials and Procedures in the Humanities and Fine Arts. The development of understandings and appreciation in music, art, literary masterpieces, and creative writing at the elementary school level. One hour of lecture-discussion and three hours of observation and participation per week.
One-Half Course (2)
351. Materials and Procedures in the Humanities and Fine Arts. A continuation of Education 350. Three hours of lecture-discussion and three hours of observation and participation per week.
Full Course (4)
370. Materials and Procedures in Elementary Science and Mathematics. Major emphasis on planning and evaluating science and mathematics programs for children. Examination of materials and procedures used in experimental programs. Uses of mathematics in children's scientific inquiry.
Full Course (4)

380. Methods and Materials in Secondary Education. Preparation for supervised teaching in both the departmental and interdepartmental fields of emphasis. Four hours of lecture-discussion and six hours of observation and participation per week.
One and One-Half Courses (6)
390. Supervised Teaching in the Secondary School. The student is required to complete a minimum of 120 hours of supervised teaching in a two-quarter sequence. The supervised teaching will be arranged in conjunction with scheduled observations of outstanding teachers. All students are required to attend a weekly seminar with faculty supervisors and supervising teachers.
Full Course (4)
391. Supervised Teaching in the Secondary School. A continuation of Education 390.
Full Course (4)
395. Supervised Teaching in the Elementary School. The student is required to complete a minimum of 180 hours of supervised teaching in a two-quarter sequence. The supervised teaching will be arranged in conjunction with scheduled observations of outstanding teachers. All students are required to attend a weekly seminar with faculty supervisors and supervising teachers.
Two Full Courses (8)
396. Supervised Teaching in the Elementary School. A continuation of Education 395.
Full Course (4)
397. Seminar in Student Teaching. Weekly meetings with faculty supervisors and supervising teachers. Required for all elementary and secondary student teachers.
One-Half Course (2)

Graduate

420. The Process of Curriculum Development. A course designed to review contemporary developments in curriculum theory and practice, to provide experience in development of units of instruction, to develop criteria for evaluating published curriculum materials. Prerequisites: Graduate standing; basic teaching credential, or consent of instructor.
Full Course (4)
425. Comparative Education. Systematic study of foreign educational systems; administration, control of finance of schools; the operation of school systems and educational developments in emerging countries. Prerequisite: Graduate standing.
Full Course (4)

430. The Teaching of English as a Second Language. Issues and problems, techniques, procedures and materials for teaching dominant language (standard English) to the bilingual and to the bidialectal. Prerequisite: Graduate standing and English 210 or English 219, or consent of instructor.
Full Course (4)
431. Seminar in Reading: Diagnosis and Remediation. Survey of reading programs for children with special learning needs; determine techniques and procedures for appraising reading proficiency; discuss the theoretical and practical consideration of the causes of reading disability; know some classroom techniques and materials for individual diagnosis. Prerequisites: Education 330, graduate standing or professor's consent. (Section 1 - elementary; section 2 - secondary)
Full Course (4)
450. Education and Human Development. A course designed to familiarize students with empirical studies of human development which have special relevance to educational practice. Emphasis on studies of the normal range of human development. Examination of major studies for their implications for teaching. Review of methods of research. Prerequisite: Graduate standing and introductory course in developmental psychology, child psychology or Psychological Foundations of Education or consent of instructor. Teaching experience desirable.
Full Course (4)
453. Identification and Study of Pupil Differences. The intensive study of pupil variation and search for special pupil abilities and needs within classroom groups. Educational planning based on identified needs of individual pupils. Prerequisite: Teaching experience and graduate standing.
Full Course (4)
460. Psychology and Education of the Gifted. The study of research on the gifted and its implications for curriculum planning. Analysis of problems in planning related to school structure, work with school personnel, parents and the community. Specific curriculum changes. Prerequisite: Graduate standing.
Full Course (4)
461. Curriculum Planning for the Gifted. An extension of Education 460. Both historical and current studies by students of curriculum movements planned especially for the gifted, and of the writings of curriculum experts past and present. Studies to form a basis of intensive curriculum development in a given topical field. Prerequisite: Graduate standing and Education 460 or equivalent.
Full Course (4)

470. The Education of Disadvantaged Learners. Examination of the nature of socio-cultural disadvantage in learning; review of contemporary theory and research regarding children from a variety of backgrounds who often do not succeed in school; examination of current programs of compensatory, remedial, preventive and enrichment education for such learners. Prerequisite: Graduate standing.
Full Course (4)
471. Practicum in Teaching the Disadvantaged. Provides classroom experience in working with disadvantaged learners in a variety of programs. Includes opportunity to evaluate critically new text and instructional materials and to become acquainted with resources for programs. Prerequisite: Education 470.
Full Course (4)
475. Self-Development of the Teacher. Study of theories and practices recommended for personal development. Field studies and critical appraisals of non-school programs for the development of imagination and creativity in the adult years.
Full Course (4)
476. Issues in Education. Identification of significant and persistent issues in education, preparing students to analyze contemporary issues in education, to evaluate policy statements and published opinions with an awareness of elements involved. Prerequisite: Graduate standing; experience in teaching desirable.
One-Half Course (2)
480. Seminar in Supervision of Teaching. A weekly seminar in preparation for supervision of candidates for teaching credentials. Prerequisite: Invitation of Director of Teacher Education Programs only.
One-Half Course (2)

TEACHER EDUCATION FACULTY

Milagros R. Aquino, Assistant Professor of Education, Ed. D. UCLA

Rose M. Bromwich, Associate Professor In Education, ED. D. UCLA

Robert L. Calatrello, Assistant Professor, Ed. D. USC

Muriel Carrison, Assistant Professor, Ed. D. USC

Ruth M. Larson, Associate Professor, Ph. D. Ohio State University

Ruth A. Martinson: Director of Teacher Education Programs and
Professor of Education and Psychology

Penrod Moss, Associate Professor, Ed. D. UC Berkeley

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN
BEHAVIORAL SCIENCES

The program leading to the MA degree is conceived as a full-year, or four-quarter, sequence. The program should be of value to personnel specialists in business, industry, or agencies; school and college administrators; administrators of programs or agencies; general classroom teachers; specialist teachers of the gifted, disadvantaged, educationally handicapped, or retarded; researchers and Ph. D. candidates in behavioral sciences; and candidates for advanced degrees in higher education.

Goals of the program are: development of a thorough background in the theoretical bases of the Behavioral Sciences; development of awareness of the importance of societal problems in the field, and development of skills and understanding requisite to dealing with problems effectively.

Completion of the degree requires the following:

1) Written examinations on the following core areas: (a) theory in the behavioral sciences; (b) research methods in the behavioral sciences; (c) biological bases of behavior. After a student has been classified, he may take these examinations whenever he believes he is prepared. Successful completion of the three examinations is a prerequisite for advancement to candidacy. Examinations not completed successfully may be repeated once. The student may prepare for the examinations by taking upper division or graduate courses as part of his program, but is not required to do so.

2) Preparation in a field of special interest. Each student will be expected to do work in an area of special interest (to be defined by the student and approved by his adviser). A final oral examination will be given the student covering his area of special interest and his thesis or special project.

3) A thesis or special project (up to 9 units). A student must be advanced to candidacy before he can begin formal work on his thesis or project.

4) A total of 45 units in courses (including thesis) at least 27 of which are at the graduate level. Courses available at the graduate level are listed below.

Advancement to Classified Status. A student may be advanced to classified status by satisfying one of the following patterns of criteria:

(a) (1) An upper division (all work past the first 90 quarter units) undergraduate grade point average of 3.0 (a "B" average) and (2) a combined total score (verbal plus quantitative) on the general aptitude tests

of the Graduate Record Examination of at least 1000.

(b) (1) An upper division undergraduate grade point average of 3.0 or (2) a combined total score on the Graduate Record Examination of at least 1000, and (3) a 3.0 grade point average for 12 quarter units of course work taken as an unclassified graduate student.

(c) A 3.0 grade point average for 12 quarter units of course work taken as an unclassified graduate student and a favorable letter of recommendation from a professor teaching in the Behavioral Sciences graduate program.

A student wishing to be advanced to classified standing must complete an Application for Classified Standing. This form may be obtained in Room W224.

Advancement to Candidacy. A student may be advanced to candidacy upon successful completion of the three written examinations in the core areas. An Application for Advancement to Candidacy must be completed. This form is also available in Room W224.

GRADUATE COURSE OFFERINGS IN BEHAVIORAL SCIENCES

An understanding of statistics and research methods, graduate standing, and consent of instructor is prerequisite to enrollment in the following courses:

400. Introduction to Graduate Studies in the Behavioral Sciences. Consideration of the scope of the M.A. program in Behavioral Sciences. Culminates in planning of individual student programs. Required as a first course for all students seeking the degree.
One-Half Course (2)
410. Seminar in Theory. Discussion of the origin, development, and usefulness of theory in general, followed by a critical examination of specific theories from various fields investigating all aspects of behavior (anthropology, biology, psychology, etc.) and a determination of their value in leading to understanding of human beings as individuals and in social relations.
Full Course (4)
412. Biological Bases for Behavior. Genic control of cellular metabolism, hormonal regulation, and central and peripheral nervous system processes underlying various problems of behavior.
Full Course (4)

414. Seminar in Research Methods. Consideration of various types of research methods in the Behavioral Sciences with reading and evaluation of selected published research reports. Demonstration of skill in selecting appropriate statistical procedures and interpreting results. Development of a brief research proposal, including definition of problem and description of procedures.
Full Course (4)
416. Studies in Research Literature. Critique of selected major research studies in the student's special interest field.
Full Course (4)
420. Critique of Programs and Practices. Critical evaluation of operational programs and practices, with reference to the student's special interest field, as described in the literature and as studied in special field assignments. Development and analysis of evaluation criteria.
Full Course (4)
430. Studies in Human Communication. Reading and discussions concerning verbal and nonverbal communication. Critical reviewing of the theories of Miller, Skinner, Whorf, Chomsky, and others. Discussion of psycholinguistics and the mechanisms whereby language influences and is influenced by individuals and societies. Three hours of discussion: research projects by arrangement.
Full Course (4)
440. Seminar in Applied Behavioral Sciences. Selected applications of the behavioral sciences to the schools, military, business, industry, and other institutions. Observations, field experiences, readings and discussion related to topics such as leadership, industrial engineering, human factors, personnel selection and classification, social work and employment counseling, industrial sociology, and industrial anthropology. Three hours of discussion, field work and observation by arrangement.
Full Course (4)
497. Directed Research. Research in any area of Behavioral Science such as psychological, social neurophysiological, or biochemical problems. Choice of area with consent of adviser. May be repeated for a total of 8 units.
One-Half Course (2) or Full Course (4)
498. Directed Reading. In consultation with a faculty member, assignment of a list of readings which may be used as background information for preparation for examinations or for orientation in a little known area. Or, reading in an area of special interest which may serve as an introduction to a future research proposal. May be repeated for a total of 8 units.
One-Half Course (2) or Full Course (4)

499. Thesis. A thesis or special project.
(9 units)

Anthropology 440. Seminar in Social Anthropology. Selected studies of the theory and research of social anthropology, with specific subject matter varying from quarter to quarter. Prerequisite: Graduate standing and consent of instructor.
Full Course (4)

Anthropology 442. Seminar in Applied Anthropology. A consideration of practical applications of anthropological theory and research to contemporary societies and social systems. Prerequisite: Graduate standing and consent of instructor.
Full Course (4)

Economics 410. Studies in Economic Behavior. The study of the economically motivated decisions and acts of individuals and groups as they shape and are shaped by the economy. Prerequisite: Graduate standing and consent of instructor.
Full Course (4)

Education 430. The Teaching of English as a Second Language. Issues and problems, techniques, procedures and materials for teaching the dominant language (standard English) to the bilingual and to the bidialectal. Prerequisite: Graduate standing and English 210 or English 219, or consent of instructor.
Full Course (4)

Education 450. Education and Human Development. A course designed to familiarize students with empirical studies of human development which have special relevance to educational practice. Emphasis on studies of the normal range of human development. Examination of major studies for their implications for teaching. Review of methods of research. Prerequisite: Graduate standing and introductory course in developmental psychology, child psychology or Psychological Foundations of Education or consent of instructor. Teaching experience desirable.
Full Course (4)

Education 460. Psychology and Education of the Gifted. The study of research on the gifted and its implications for curriculum planning. Analysis of problems in planning related to school structure, work with school personnel, parents, and the community. Specific curriculum changes. Prerequisite: Graduate standing.
Full Course (4)

Education 470. The Education of Disadvantaged Learners. Examination of the nature of socio-cultural disadvantage in learning; review of contemporary theory and research regarding children from a variety of backgrounds who often do not succeed in school; examination of current programs of compensatory, remedial, preventive and enrichment education for such learners. Prerequisite: Graduate standing.

Full Course (4)

Political Science 410. Studies in Political Behavior. A study of man's political beliefs, values and goals as the bases for his political behavior. Includes analysis of directly and indirectly observable political action and also those perceptual, motivational, and attitudinal components of behavior which make for man's political identifications, demands and expectations. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

Psychology 410. Studies in Applications of Learning Theories. Consideration of relevance in selected learning theories to the special interest field. Emphasis on current research studies. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

Psychology 420. Studies in Differential Psychology. Readings, discussions and research projects concerning the dimensions and significance of human individual differences. Research, measurement techniques, and theories in differential psychology will be critically reviewed. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

Psychology 440. Seminar in Social Psychology. A comprehensive investigation of the major theoretical perspectives in the field of social psychology, with a review of exemplary classic and contemporary research literature. Emphasis is divided among different schools such as Gestalt psychology, field theory, reinforcement theory, psychoanalytic theory, role theory, and other views which relate to the problem of how people affect one another. Students participate in individual or joint research projects. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

Psychology 450. Individual Assessment. Study of techniques for analyzing the individual's role within his cultural-economic milieu and measuring his personal characteristics, such as abilities, interests, and other personality variables. Development of skill in interviewing and observing the individual and integrating results of these procedures with psychometric data to provide a valid overall assessment. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

Psychology 452. Individual Testing. Study of Techniques for administering and interpreting results of individual ability tests such as the Wechsler and the Stanford-Binet Intelligence Scales. Supervised practice in administering at least one of these tests so that a level of skill is reached to assure valid results. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

Sociology 411. Seminar in Social Organizations and Institutions. Selected studies of the organization of contemporary social systems and the forms and functions of social institutions. Emphasis upon the integral relationship between social organizations and social institutions. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

Sociology 450. Seminar in Interaction Processes. Experiences in both the theoretical and practical study of group dynamics. Stress on the small group, with specific concern for problems such as communication, leadership, decision making, gamesmanship, equilibrium and change. Relevant research literature reviewed, and laboratory experiments in interaction processes conducted. Prerequisite: Graduate standing and consent of instructor.

Full Course (4)

BEHAVIORAL SCIENCES FACULTY

The faculty members teaching in the program have typically been from the Departments of Anthropology, Biology, Economics, Political Science, Psychology, and Sociology, and the Institute for Education. The list which follows is representative, but not inclusive, of the faculty members participating in this program.

Jack Adams, Associate Professor of Psychology, Ph. D. Claremont Graduate School

Harbans L. Arora, Associate Professor of Biological Science, Ph. D. Stanford

Harold Charnofsky, Associate Professor of Sociology, Ph. D. USC

Hyman C. Goldman, Associate Professor of Education, Ed. D. USC

Herman Loether, Professor of Sociology, Ph. D. University of Washington

Francis X. McArdle, Assistant Professor of Political Science, Candidate for Ph. D. Syracuse University

Penrod Moss, Associate Professor of Education, Ed. D. UC Berkeley

Nancy Nash, Associate Professor of Psychology, Ph. D. UC Berkeley

Lisa Shellberg, Assistant Professor, Ph. D. Claremont Graduate School

Nancy Wood, Assistant Professor of Psychology, Ph. D. Ohio State University

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH

The program leading to the Master of Arts Degree in English is conceived as a full-year (four-quarter) sequence. Opportunities for concentration in English literature, American literature, or creative writing exist in a flexible curriculum that offers two alternative procedures through which candidates may advance toward their degrees. Under Plan 1 students elect to prepare for the Comprehensive Examination; under Plan 2 students elect to write a thesis, a special project arising from scholarly research or creative activity. Regardless of the plan chosen, all Master of Arts candidates in English are advised that:

1. A reading knowledge of at least one foreign language is a valuable research and teaching tool. While a formal foreign language requirement is not part of this program, those planning to pursue a Ph. D. in English will eventually be held responsible for reading ability in two or three foreign languages.
2. Course work must represent reasonable and intelligent distribution among periods and major writers. No more than 12 units selected from upper division undergraduate offerings in English may count toward a Master's degree in English. Each student's program must be approved by a faculty adviser and must also satisfy the all-college policies applicable to Master of Arts degrees. (See page 9)
3. A knowledge of the history and structure of English is required. This requirement may be satisfied by: (1) successful completion of English 213 and 214 or equivalents, or (2) passing an examination in the history and structure of English.
4. Students whose undergraduate major was in a field other than English may be asked to take additional upper division work before enrolling in 400 level courses.

Courses available during 1969-70 are listed below. Additional offerings are planned for 1970-1971.

Graduate

Graduate standing or consent of department head is prerequisite to enrollment in the following courses.

410. Bibliography. The tools and methods of literary research. For Candidates who elect Plan 2 (Thesis).
One-Half Course (2)

434. Seminar: Studies in Renaissance Literature (1500-1603). Aspects of English Renaissance Literature within a framework of significant continental achievements, such as those of Erasmus, Ariosto, Castiglione, Machiavelli, Tasso, and others.
Full Course (4)
437. Seminar: Studies in Late Renaissance Literature (1603-1660). Investigation of the baroque ascendancy in English prose, poetry and drama of the late renaissance with varying emphasis on selected work of such representative writers as Jonson, Shakespeare, Bacon, Beaumont, Fletcher, Webster, Milton, Burton, Browne, Taylor, Donne, and the metaphysical poets.
Full Course (4)
440. Seminar: Studies in Neo-Classical Literature (1660-1798). Selected studies in Restoration dramatic and non-dramatic literature, and Neo-classical writing in the age of Dryden, Swift, Addison, Steele, Defoe, Pope, Johnson, Richardson, Fielding, and Sterne.
Full Course (4)
443. Seminar: Studies in Romantic Literature (1798-1832). Selected studies in the Romantic movement in English literature up to the death of Scott, including such precursors as Burns and Blake.
Full Course (4)
446. Seminar: Studies in Victorian Literature (1832-1901). A study of major writers from the time of the Great Reform Bill to the fin de siècle, with an emphasis on literary responses to emerging scientific thought, social consciousness, and religious issues.
Full Course (4)
449. Seminar: Studies in Modern British Literature. Selected study of the literature of the modern period in England, Ireland, and the Commonwealth, as typified by such novelists and poets as Conrad, Yeats, Lawrence, Joyce, Woolf, Forster, Eliot, Auden, Thomas, Greene, and Lessing.
Full Course (4)
452. Seminar: Students in American Literature (1836-1917). Selected study of major American writing from the Renaissance to the First World War.
Full Course (4)
455. Seminar: Studies in American Literature, The Modern Period. Study of selected American authors and their works since the Lost Generation.
Full Course (4)

499. Thesis. A thesis or special project required of candidates
in Plan 2.

2 - 9 Units.

ENGLISH DEPARTMENT FACULTY

John J. Bullaro, Associate Professor of English, Ph. D. Wisconsin

Caroline R. Duncan, Assistant Professor of English, M. A. University
of Georgia

Patricia Eliet, Assistant Professor of English, M. A. Oberlin

Dale Elliott, Assistant Professor of English, M. A. Ohio State

Lila Geller, Assistant Professor of English, Ph. D. UCLA

Violet L. Jordain, Assistant Professor of English, Ph. D. UCLA

Michael Mahon, Assistant Professor of English, Ph. D. UC Santa Barbara

David B. Rankin, Associate Professor of English, Ph. D. London

Abe C. Ravitz, Professor of English, Ph. D. NYU

James Riddell, Assistant Professor of English, Ph. D. USC

Ephriam Sando, Associate Professor of English, Ph. D. UCLA

Joan F. Santas, Assistant Professor of English, Ph. D. Cornell

Michael Shafer, Assistant Professor of English, Ph. D. UC San Diego

Hal Marienthal, Associate Professor of English, Ph. D. USC

Jacj Vaughn, Assistant Professor of English, Ph. D. Denver

Walter Wells, Assistant Professor of English, M. A. NYU

Marvin Laser, Dean, School of Humanities and Fine Arts, Professor of
English, Ph. D. Northwestern

