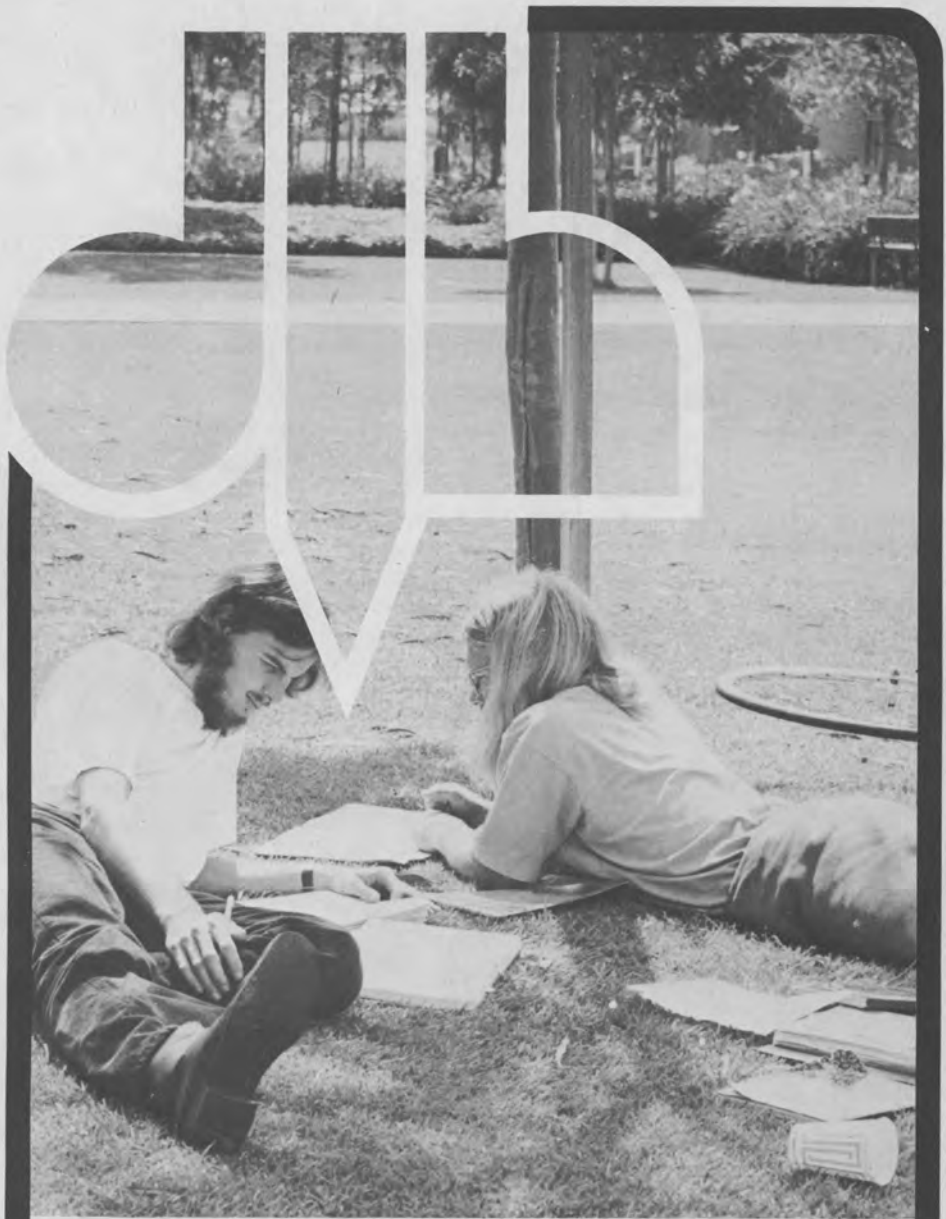
A stylized logo where the letters 'CSU' are formed. The 'C' is a simple circle with a dot. The 'S' is a vertical bar with a pencil shaft and eraser integrated into it. The 'U' is a simple arch. The entire logo is outlined in white and set against an orange background.

Catalog
74/75

The California
State University
and Colleges
California
State College
Dominguez Hills



**California State University
and Colleges
California State College
Dominguez Hills**

NOTICE

The Board of Trustees of The California State University and Colleges, in Section 43800 of Title 5 of the *California Administrative Code*, has reserved the right to add, amend, or repeal any of its regulations, rules, resolutions, standing orders, and rules of procedures, in whole or in part, at such time as it may choose. None shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Trustees. The Chancellor reserves the right to add, amend or repeal any of his Executive Orders, at such time as he may choose, and the President of California State College, Dominguez Hills reserves the right to add, amend, or repeal provisions of this catalog and rules of the College, including handbooks, at such time as he may choose. No Executive Order shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Chancellor nor shall any catalog provision or rule of the College be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the President.

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ACADEMIC CALENDAR 1974-75

	<i>FALL 1974</i>	<i>WINTER 1975</i>	<i>SPRING 1975</i>
First day to file application for admission or readmission.....	Nov. 1, 1973 Thursday	June 1, 1974 Saturday	Aug. 1, 1974 Thursday
Fall General Faculty Meeting.....	Sept. 19, 1974 Thursday		
Academic advisement and registration in person for all students	Sept. 23-26 Mon.-Thurs.	Jan. 2,3,4,6 Thurs., Fri., Sat., Mon.	March 26-28 Wed.-Fri.
Instruction begins	Sept. 30 Monday	Jan. 8 Wednesday	March 31 Monday
Last day to add courses	Oct. 4 Friday	Jan. 14 Tuesday	April 4 Friday
Last day to file for graduation to insure processing of degree requirements check	Oct. 4 (<i>March graduation</i>)	Jan. 14 (<i>June graduation</i>)	April 4 (<i>Summer Session or Dec. graduation</i>)
Last day for refund of Materials and Service Fee	Oct. 14 Monday	Jan. 22 Wednesday	April 14 Monday
Last day to drop classes without a permanent record of enrollment	Oct. 18 Friday	Jan. 28 Tuesday	April 18 Friday
Last day for refund of Non-Resident Tuition Fee	Oct. 25 Friday	Feb. 4 Tuesday	April 25 Friday
Academic Advisement for Continuing Students			May 12-15
Examination study day	Dec. 11 Wednesday		
Final examinations.....	Dec. 12, 13, 16, 17 Thurs., Fri., Mon., Tues.	March 17-20 Mon.-Thurs.	June 9-12 Mon.-Thurs.
Quarter ends	Dec. 17 Tuesday	March 20 Thursday	June 12 Thursday
Commencement.....			June 14 Saturday
Academic Holidays	Nov. 11, Mon. Nov. 28, 29 Thurs., Fri.	Feb. 17, Mon.	May 26, Mon.

Summer Session 1975

Registration in person	June 12, 13
Instruction begins	June 16
Last date for change of program	June 20
Final examinations	July 24, 25
Academic Holiday	July 4

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES



THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

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 fourteen of the nineteen campuses received the title *University*.

The oldest campus—San Jose State University—was founded in 1857 and became the first institution of public higher education in California. The newest campus—California State College, Bakersfield—began instruction in 1970.

Responsibility for The California State University and Colleges is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers on the respective campuses.

The Trustees, the Chancellor and the Presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of The California State University and Colleges, 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 and Colleges through a distinguished faculty, whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All of the campuses require for graduation a basic program of "General Education-Breadth Requirements" regardless of the type of bachelor's degree or major field selected by the student. A limited number of doctoral degrees are offered jointly with the University of California.

Presently, under the system's "New Approaches to Higher Education," the campuses are implementing a wide variety of innovative programs to meet the changing needs of students and society. Among pilot programs under way are instructional television projects, self-paced learning plans, minicourses, and credit-by-examination alternatives. *The Consortium of The California State University and Colleges* fosters and sponsors local, regional, and statewide external degree and certificate programs to meet the needs of individuals who find it difficult or impossible to attend classes on a campus.

Enrollments in fall 1973 totaled nearly 290,000 students, who were taught by a faculty of 16,000. Last year the system awarded over 55 percent of the bachelor's degrees and 35 percent of the master's degrees granted in California. Over 400,000 persons have been graduated from the nineteen campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES*

EX OFFICIO TRUSTEES

The Honorable Ronald Reagan <i>Governor of California</i>	State Capitol, Sacramento 95814
The Honorable Ed Reinecke <i>Lieutenant Governor of California</i>	State Capitol, Sacramento 95814
The Honorable Bob Moretti <i>Speaker of the Assembly</i>	State Capitol, Sacramento 95814
The Honorable Wilson C. Riles <i>State Superintendent of Public Instruction</i>	721 Capitol Mall, Sacramento 95814
Dr. Glenn S. Dumke <i>Chancellor of The California State University and Colleges</i>	5670 Wilshire Blvd., Los Angeles 90036

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Appointments are for a term of eight years expiring March 1 of the years in parentheses. Names are listed in order of appointment to the Board.

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- Daniel H. Ridder (1975)
604 Pine Ave., Long Beach 90801
- Karl L. Wente (1976)
5565 Tesla Rd., Livermore 94550
- William O. Weissich (1977)
1299 4th St., San Rafael 94901
- Robert A. Hornby (1978)
810 South Flower St., Los Angeles 90017
- Wendell W. Witter (1979)
45 Montgomery St., San Francisco 94106
- Mrs. Winifred H. Lancaster (1977)
P.O. Drawer JJ, Santa Barbara 93102
- Gene M. Benedetti (1978)
8990 Poplar Ave., Cotati 94952
- Robert F. Beaver (1976)
254 East 27th St., Los Angeles 90011

*As of April 1, 1974

Roy T. Brophy (1980)
2160 Royale Rd., Suite 20, Sacramento 95815

Mrs. C. Stewart Ritchie (1980)
1064 Creek Dr., Menlo Park 94025

Frank P. Adams (1981)
235 Montgomery St., San Francisco 94104

Richard A. Garcia (1979)
P.O. Box 2073, Glendale 91209

Dean S. Leshner (1981)
P.O. Box 5166, Walnut Creek 94596

Dr. Claudia H. Hampton (1982)**
450 N. Grand, Room G53, Los Angeles 90012

Mrs. Yvonne W. Larsen (1975)**
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Robert A. Hornby
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Chairman

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Secretary-Treasurer

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The California State University and Colleges

5670 Wilshire Boulevard
Los Angeles, California 90036
(213) 938-2981

Glenn S. Dumke

Chancellor

H.E. Brakebill

Executive Vice Chancellor

Norman L. Epstein

Vice Chancellor and General Counsel

D. Dale Hanner

Vice Chancellor, Business Affairs

Harry Harmon

Vice Chancellor, Physical Planning and Development

C. Mansel Keene

Vice Chancellor, Faculty and Staff Affairs

Alex C. Sherriffs

Vice Chancellor, Academic Affairs

**Subject to confirmation by the State Senate.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, Bakersfield
9001 Stockdale Highway, Bakersfield, California 93309

Jacob P. Frankel, *President* (805) 833-2011

California State University, Chico
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Stanford Cazier, *President* (916) 345-5011

California State College, Dominguez Hills
1000 E. Victoria Street, Dominguez Hills, California 90747

Leo F. Cain, *President* (213) 532-4300

California State University, Fresno
Shaw and Cedar Avenues, Fresno, California 93740

Norman A. Baxter, *President* (209) 487-9011

California State University, Fullerton
Fullerton, California 92634

L. Donald Shields, *President* (714) 870-2011

California State University, Hayward
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Ellis E. McCune, *President* (415) 884-3000

Humboldt State University
Arcata, California 95521

Alistair W. McCrone, *President* (707) 826-3011

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Stephen Horn, *President* (213) 498-4111

California State University, Los Angeles
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John A. Greenlee, *President* (213) 224-0111

California State University, Northridge
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James Bond, *President* (916) 454-6011

California State College, San Bernardino
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Brage Golding, *President* (714) 286-5000

Imperial Valley Campus
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(714) 357-3721

San Francisco State University
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San Jose State University
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John H. Bunzel, *President* (408) 277-2000

California Polytechnic State University, San Luis Obispo
San Luis Obispo, California 93407

Robert E. Kennedy, *President* (805) 546-0111

California State College, Sonoma
1801 East Cotati Avenue, Rohnert Park, California 94928

Thomas H. McGrath, *President* (707) 795-2880

California State College, Stanislaus
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Carl Gatlin, *President* (209) 633-2122

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Chairman, Department of Chemistry.....	Ulrich de la Camp
Chairman, Department of Health Science.....	Eugene N. Garcia
Chairman, Department of Mathematics.....	Gordon Matthews
Chairman, Department of Physical Education and Recreation.....	John L. Johnson
Chairman, Department of Physics and Information Science.....	Samuel L. Wiley
Chairman, Earth and Marine Sciences Committee.....	Gene A. Kalland
Chairwoman, Foundations of Natural Science Committee.....	L. Danette Dobyns
Dean, School of Social and Behavioral Sciences.....	Donald A. MacPhee
Chairwoman, Department of Anthropology.....	Polly Pope
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Chairman, Behavioral Sciences Committee.....	Harvey Nash
Chairman, Urban Studies Committee.....	Judson A. Grenier
Chairman, Graduate Behavioral Sciences Program.....	_____
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Chairman, Department of Business Administration.....	Herbert Milgrim
Chairman, Department of Public Administration.....	_____
Chairman, Department of Urban and Environmental Management.....	_____

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Administrative Assistant to Business Manager	Sidney Goldstein
Controller	Edwin E. Ogren
Chief Accountant	Marie Stanton
Procurement and Support Services Officer	Rudolph E. Pliska
Personnel Officer	Robert Scott
Chief of Plant Operations	Woodrow W. Bush
Chief of Campus Police	Werth L. Harvey
Manager of Bookstore	Eldon Morgan

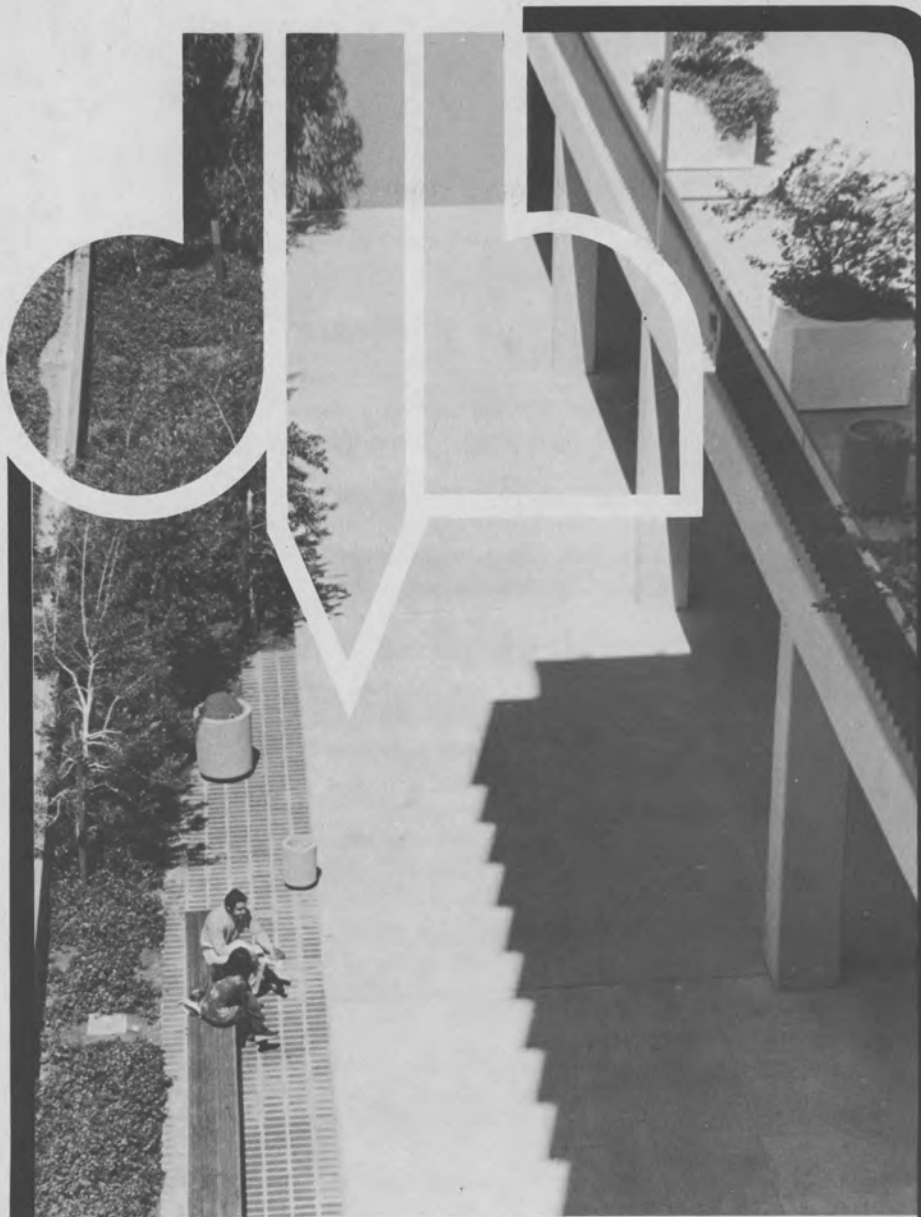
College Services and Facilities Planning

Vice President for Administration	Harry A. Nethery
Associate Dean, Admissions, Records, and Relations with Schools	Peter D. Ellis
Director of Admissions	Gerhard J. Bolli
Registrar	Larry D. McClelland
Building Program Coordinator	Thomas S. Bullock
Campus Judicial Coordinator	Gary B. Colboth
Director, Administrative Planning and Construction	Howard Unterbrink
Director, Institutional Studies and ADP	Carl Cagan
Director, Educational Resources Center	Phillip Wesley
Chief of Public Services	Diane O. Sternfels
Head Reference Librarian	Jon L. Breen
Chief of Technical Services	Juanita Portis
Head Acquisitions Librarian	E. Kenneth Bennett
Head, Bibliographic Services	Irene Godden
Head, Library Purchasing	Dennis E. Newborn
Coordinator, Audio Visual Services	David J. Hudson, Jr.

Student Affairs

Dean of Student Affairs	Emory H. Holmes
Associate Dean of Student Affairs	_____
Assistant Dean of Student Affairs	Larry E. Gray
Director, Personal Counseling	Hymen C. Goldman
Director, Career Counseling and Placement	Janie MacHarg
Director, Financial Aid	_____
Director, Educational Opportunity Program	Norma Cole
Director, Special Projects	William M. Hagan
Director, Student Activities and College Cultural Programs	Dema Staley
Director, Health Services	Stephen Greenberg
Physician	Stephen Greenberg
Nurse	Arthelma Johnson
Director, Veterans' Affairs	_____





The College

THE COLLEGE

BACKGROUND

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 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, during the pre-opening years, 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 programs.

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 has been 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. 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.

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, Audio-Visual Services, and Curriculum Materials Center. It is designed to meet the total informational needs of the college community.

The College Library has a book collection of more than 140,000 volumes, over 100,000 microforms, and subscribes to approximately 1,600 periodicals. The collection is increasing at the rate of about 15,000 volumes a year.

To further a wide acquaintance with recorded knowledge, the Library has an open shelf arrangement which facilitates direct access to the materials in the collection and encourages browsing or study in any field of interest. Facilities and services include microform reading and reproduction, photo duplication, typing room, and inter-library loan. Expert reference service is available to the entire campus community.

Audio-Visual Services provides instructional media for both classroom use and independent study. The Center has over 500 films, 2,000 recordings, and 22,000 slides. In addition, other materials are provided through rental libraries and free loan services.

The Curriculum Materials Center is designed to support the Teacher Education Program. State textbooks, supplementary texts, curriculum guides, media kits and similar materials are available to both students and faculty.

RESEARCH AND DATA PROCESSING SERVICES

The Office of Institutional Studies and ADP 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 the Information Systems field as well as other departmental and interdepartmental 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 State University Data Center located at the Office of the Chancellor in Los Angeles. A high-speed teleprocessing terminal to effect data communication between the college and the site of the central computers is now being utilized. The on-campus system contains disk units for data storage, and processes programs written in procedural and assembler languages.

INTERNATIONAL PROGRAMS

An overseas study program is offered by The California State University and Colleges International Programs in which students enroll for a full academic year simultaneously at their home campuses, where they earn academic credit and maintain campus residency, and at a distinguished foreign university or a special program center.

Cooperating universities abroad include the University of Provence, France; the University of Heidelberg, Germany; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the University of Granada and the Univer-

sity of Madrid, Spain; the University of Uppsala, Sweden; Tel Aviv University and the Hebrew University of Jerusalem, Israel; and Waseda University, Japan. In the United Kingdom, cooperating universities, which may vary from year to year, include Dundee, Leicester, London, Oxford, Liverpool, Lampeter, and Sheffield. In addition, California State University and Colleges students may attend a special program in Taiwan, Republic of China, or an architectural program in Copenhagen, Denmark.

Eligibility is limited to students who will have upper division or graduate standing during their year of participation, who have a 2.5 overall grade point average, who show ability to adapt to a new environment, and who, in the cases of France, Germany, Mexico, and Spain, are proficient in the language of instruction at the foreign university. Selection is made by a faculty committee on the student's home campus and by a statewide faculty committee.

The International Programs is supported by state funds to the extent that such funds would have been expended had the student concerned continued to study in California. Students assume costs for pre-departure orientation, insurance, transportation, housing, and meals. Home campus registration fees, tuition on the home campus for out-of-state students (if the student is not a California resident), and personal incidental expenses or vacation travel costs while abroad are also paid by the student. The Office of International Programs collects and administers funds for those items which the program must arrange or can negotiate more effectively, such as home campus fees, orientation costs, insurance, outbound transportation, and, in some centers, housing. Students accepted in the International Programs may apply for any financial aid available at their home campuses, except work-study.

Application for the 1975-76 academic year must be submitted before February 14, 1975 (except for United Kingdom applicants who must submit applications by January 7, 1975). Applicants are notified of acceptance by April 1, 1975. Detailed information may be obtained by writing to The California State University and Colleges International Programs, 5670 Wilshire Boulevard, Los Angeles, California 90036.

STUDENT AFFAIRS

The same basic educational principles underlie both the student affairs program and the instructional program of the college. The extra-class activities of the college are designed to serve the abilities, needs and interests of all students. Participants must select wisely those activities which will broaden their cultural and intellectual lives and avail themselves of those services which contribute to their self-understanding and long-range career objectives.

Student services are vital to the college in order that students gain a full educational experience—intellectual, personal, social, and physical. While the instructional program focuses on the development of the intellect, student services enrich this classroom experience. Enrolled students are encouraged to make frequent use of these services.

STUDENT ACTIVITIES

The Office of Student Activities and College Cultural Programs offers a wide variety of opportunities for participation in educational, cultural, social, and recreational activities. It coordinates student, faculty, and community initiated programs for the benefit of the college and local community. It works with the Student Association and chartered and forming student organizations, as well as with individual student and faculty programs, to provide facilities, resources, coordination, and counseling.

As a communication center, the office maintains a master calendar of all campus events and schedules student-initiated activities. All information and announcements posted on campus bulletin boards are cleared through the Activities Office.

Chartered Organizations

The number of chartered student organizations varies yearly, depending upon student interest. Students wishing to pursue a particular interest or concern not covered by existing clubs, may apply for a charter through the Office of Student Activities. Some of the existing organizations include: A.C.L.U., Alpha Kappa Delta, Anthropology Club, A.S.I.A.N.S., Astronomical Society, Behavioral Sciences Graduate Studies Association, Black Caucus, California Association for Health, Physical Education and Recreation, Chicanos for Creative Medicine, Christian Science, Circulo Hispanico, Earth and Marine Science, French Circle, General Psionics, History Club, Jewish Students Association, Karate Club, Maranatha, M.E.C.H.A., Pre-Law Society, Society for Asian Studies, Sociology Association, Young Democrats, and Young Voters for the President.

Student Housing

Until the college operates student residence halls on campus, it will have no college-approved housing for students. A housing rental listing service will be maintained by the Director of Student Activities and College Cultural Program, but this is provided solely for the convenience of students. Parents are urged to assist minor students in selecting appropriate living accommodations.

The Student Association

A student referendum established the Student Association with a constitution, an elected government and mandatory annual fees for all students; amendments and changes, including abolishment, are provided for also by student referendum. The governing body of the Association is the Council, composed of elected officers. The Council makes final determination on budget matters. Within the Association, various Commissions and agencies are concerned with Finance, Publications, Academic Affairs, Activities, Organizations, Recreational Sports, Community Service and Environmental Quality.

THE CENTER FOR EVALUATION AND APPLIED RESEARCH

The Center for Evaluation and Applied Research assists students to register for national examinations, such as the College Entrance Examination Board tests, the American College Testing Program, the Graduate Record Examination, the Law School Admission Test, and the Admission Test for Graduate Study in Business, and administers and interprets vocational-academic interest and personality adjustment inventories as a counseling service to students. Students interested in taking tests for credit by examination can receive advice and assistance in making arrangements to take these tests.

The Center is also prepared to assist faculty regarding methods of evaluating student achievement, new instructional procedures, use of modern technology to support instruction, such as television and computer services, and using course objectives as a basis for preparing appropriate course examinations. Test scoring and item analysis is provided upon request. The Center also offers assistance in selecting and preparing examinations for granting advanced credit.

COUNSELING CENTER

The Counseling Center provides an integrated service through one office including all phases of counseling, placement, and financial aids. *Counseling* is provided for students who wish to confidentially discuss any problem which could deter them from fulfilling their educational objectives. While some students may be concerned with the selection of an appropriate major or vocation, other students may require the opportunity to realistically evaluate a personal or social problem which is related to the achievement of their educational objectives. A testing service is available to students who—with the guidance of trained counselors—may wish to clarify their scholastic abilities and interest patterns, as well as the motivational resources needed to do successful academic work. Services are available either individually, on a time limited basis, or in group counseling activities. The group counseling activities include Personal Growth and Effectiveness Experiences, Relaxation Training, Assertion Training, Test Anxiety Desensitization Activities, etc. The professionally trained staff in the Counseling Center is available to all regularly enrolled students, by appointment.

The Office of Career Counseling & Placement functions to meet the vocational needs of all enrolled students. Services offered can be divided into three main categories: Career Counseling, Career and Educational Placement, and Part-time

& Seasonal Employment. Career Counseling is offered to facilitate students' career decision-making. Students are encouraged to begin career planning early; assistance is available beginning with the freshman year. Career counselors are available to help students explore vocational/personal needs and interests, and to provide assistance in such things as interviewing techniques and resume preparation. The career placement service maintains listings of career positions and arranges for employers to provide on-campus interviews for students prior to the completion of their degree or credential programs. A vocational library, containing information on occupational opportunities and on specific employers, is available for student use.

Candidates for teaching positions are advised to contact the placement office at least five months prior to the completion of their Teacher Education program.

Part-time employment opportunities, both on-campus and off-campus, are listed with the Career Counseling and Placement Service. Students are encouraged to contact this office regarding these opportunities.

Vocational Rehabilitation Services

Students who have a physical, emotional, or other disability which handicaps them vocationally may be eligible for the services of the State Department of Rehabilitation. These services include vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.), and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses and transportation.

Handicapped Students

California State College, Dominguez Hills, has made a special effort to accommodate the physically handicapped student. All buildings and classrooms are either accessible by normal ground level entrances, or the buildings are provided with elevators. Although the campus is spread out and may pose a problem for persons on braces, special arrangements can be made. Parking lots have oversized stalls and are near the center of campus.

A handicapped student services program, (P.U.S.H.) Program Uplift for Students Handicapped, serves the needs of disabled students. P.U.S.H. also provides the disabled student with information on financial aid, priority registration, parking, the bookstore, and where and how to get books in braille.

STUDENT HEALTH

Limited health services are available through the Health Center, 8:00 a.m. to 8:00 p.m. Monday through Thursday; 8:00 a.m. to 5:00 p.m. on Friday. Medical treatment is available to students through the Health Center and through a student health insurance program. All students are encouraged to participate in a supplementary medical plan which is made available through the college. This insurance plan provides for major hospital expenses and surgical benefits at a low cost to students. Emergency medical service is available to staff and faculty. Information concerning the medical insurance programs of the college can be

obtained from the Health Center or by picking up an insurance application and brochure at the Information Window.

New students are required to have health clearance prior to registration. Medical history forms are sent to each student with the notification of admission and must be returned to the Health Center. Medical examinations are to be conducted by the family doctor at the expense of the matriculating student.

TUTORIAL COMPONENT

The Tutorial Unit, a component of the Educational Opportunity Program, provides assistance to students whose background is weak in a particular subject area or who are having difficulty in varied areas or courses. The tutorial unit is a student service staffed primarily by upper division students. Tutors are available on regular schedules and provide assistance on either a one-to-one basis or in groups. To utilize the resources of this unit to its utmost, tutoring is available on a first-come-first-served basis as needed by students.

Learning Lab

The Learning Lab is available to all students. The objectives of the Learning Lab are to assist students in improving:

1. Study skills
2. Organization of reading for maximum comprehension
3. Reading rate
4. Vocabulary
5. Spelling

OFFICE OF VETERANS AFFAIRS

The Office of Veterans' Affairs provides a wide variety of services and programs to assist veterans in reaching their educational and career aspirations. Services include the following:

Admissions Assistance - preadmissions counseling and advisement, explanation of college policies and programs, and special admission for veterans who do not meet the undergraduate admission requirements, but do have the ability to succeed in college.

Tutorial Assistance - qualified tutors available to veterans needing this assistance to satisfactorily complete courses; tutoring fees paid by the Veterans Administration.

Referral Services - assistance in making full use of services offered on campus, and referral to agencies in the community for services not provided by the college.

Information Services - assistance with all veterans benefits, rights, and resources; information on legislation affecting veterans; listing of civil service and "veterans preference" job opportunities.

Drop-In - all veterans are welcome to drop by the office and rap, meet other vets, and have a cup of coffee. Office hours are: 7:30 a.m. to 7:30 p.m. Monday thru Thursday, 7:30 a.m. to 5:00 p.m. Fridays.

STUDENT FINANCIAL AID

The purpose of the financial aid service is to provide appropriate financial assistance to eligible students to aid them in achieving educational objectives. Students are invited to contact the Financial Aid Office for counseling and information. To be considered for financial assistance students must complete the financial aid section of the Application for Admission. The financial aid application deadline is April 15 for the following fall quarter. Since the majority of the financial aid programs are governmentally sponsored, it is important to note that any financial aid commitments are subject to governmental appropriations and regulations.

Loans

National Direct Student Loan Program (NDSL). NDS loans are available to all students who meet the need criteria. The maximum amount that may be borrowed per year is \$2,500, although awards rarely exceed \$1,000. Repayment plus three percent simple interest begins nine months after the student ceases to carry at least one-half of the normal full-time academic load.

Federally Insured Student Loan (FISL). These are long-term, low-interest loans made to students who meet the need criteria by commercial lending institutions, such as banks, savings and loan associations, and credit unions, and are, under certain conditions, interest-free while the student is in college. The maximum loan per academic year is \$2,500, although most lending institutions impose a lower maximum. Repayment and interest begins after graduation or termination of higher education.

Short-Term Loans. Students in good standing who are facing financial emergencies may apply for short-term loans for educational purposes. Generally these loans do not exceed \$50.00 and must be repaid within thirty days. These funds have been provided through the generosity of various individuals and organizations.

College Work-Study. College work-study is available to students who meet the need criteria. High priority is given to students from low income families who can contribute little, if any, towards college expenses. Wages range from \$1.90 to \$3.25 an hour.

Grants

Law Enforcement Education Program. Law Enforcement Education grants are available for students who are presently regular law enforcement agency employees. Grants may not exceed the exact cost of registration fees and books.

Supplemental Educational Opportunity Grant Program (SEOG). Undergraduate students who have extreme financial need are eligible for this program. Grants range from \$200 to \$1,000 per year. These grants must be awarded in combi-

nation with other financial aid; therefore, the amount of the grant is matched with at least an equal amount of NDSL, college work-study, scholarships, or other institutionally administered funds.

California Educational Opportunity Grant Program. Full-time undergraduate students admitted under the California Educational Opportunity Program (EOP) may apply for this program. Grants range from \$200 to \$700, and the need requirements are the same as for the SEOG Program.

Scholarships

Scholarships are awarded for financial need and academic achievement. Applications are available in the Financial Aid Office during January and February; interviews are arranged in April; and selections are announced in May.

Awards are made for one academic year and are generally renewable if the student maintains high standards of scholarship and personal conduct and continues to need assistance.

P.T.A. The California Congress of Parents and Teachers. Two awards are given to Teacher Education candidates working toward an advanced credential to teach in the public schools in California. The criteria include merit, potential and need.

Josie G. Bain. This award is given to a Teacher Education candidate working toward a California credential to teach in an elementary or secondary school who demonstrates potential as an outstanding teacher and who has financial need. The award covers the fixed expenses of the college for one year.

Alan Pattee. 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 or College, according to the Alan Pattee Scholarship Act, *Education Code* Section 23762. Students qualifying for these benefits are known as Alan Pattee scholars.

It is hoped that additional scholarship awards will be available soon.

STANDARDS FOR STUDENT CONDUCT

The college seeks to create the optimum climate for academic excellence for both students and faculty. Within this climate, students must have the opportunity to develop an understanding of their roles as citizens in a democracy. In order to achieve these goals, the college strives to minimize its regulatory controls over individual student conduct and to maximize the opportunity for student self-control and self-discipline. Students who attend the college are expected to conduct themselves in a manner compatible with the laws of federal, state and local governments, as well as with the stated purposes of the college. The *California Administrative Code, Title 5, Section 41301*, reads:

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established for the campus of which he is a student, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- a. Cheating or plagiarism in connection with an academic program at a campus.
- b. Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- c. Misrepresentation of oneself or of an organization to be an agent of a campus.
- d. Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- e. Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his family or the threat of such physical abuse.
- f. Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- g. Unauthorized entry into, unauthorized use of, or misuse of campus property.
- h. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
- i. Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a college campus function without prior authorization of the campus president.
- j. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- k. Abusive behavior directed toward a member of the campus community.
- l. Violation of any order of a campus president, notice of which has been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
- m. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.
- n. For purposes of this Article, the following terms are defined:
 - 1. The term "member of the campus community" is defined as meaning California State University and Colleges Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
 - 2. The term "campus property" includes:
 - A. real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University and Colleges, and
 - B. all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

3. The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
4. The term "behavior" includes conduct and expression.

While students have every opportunity to learn self-discipline in matters of social conduct, those who are unable to achieve a reasonably acceptable level of mature conduct are subject to certain disciplinary actions. State College regulations and campus policy and procedures are cited in the California State College, Dominguez Hills, Statement on Student Rights and Responsibilities. Copies may be obtained from the Office of the Dean of Students or from the Student Association Office.

THE SCHOOL OF EDUCATION

The School of Education provides professional programs of study at the undergraduate and graduate level. A primary objective of the various programs in Education is to relate educational theory to school practice at both the public school teacher and administrator levels.

Credential Programs

The School of Education has developed a performance-based, field-centered teacher education curriculum. After fulfillment of certain prerequisite experiences, students are selected for the professional sequence of work, including a one-year internship in a public school setting. Specialist credentials are available through post-baccalaureate programs of study.

Master's Degree Programs

MASTER OF ARTS IN EDUCATION

Curriculum Specialization. Students electing the Specialization in Curriculum are provided an opportunity to extend their own understanding of the process of personal growth and development in relation to teaching and learning, to examine special problems in development and organization of school curriculum, and to develop sensitivity to communities and cultures which schools serve. This broad option includes electives in special education, social and philosophical foundations, socio-linguistics and reading and educational technology.

Early Childhood Education Specialization. This option is designed to prepare individuals to assume leadership positions in public or private early childhood education facilities. In addition to a core of instruction in research methods, human development, socio-cultural understanding, and curriculum development, students may pursue one of two emphases: Administration or Curriculum-Instruction. This program is performance-based and requires an internship experience.

MASTER OF ARTS IN SPECIAL EDUCATION

Learning Handicapped Specialization. This advanced specialization prepares the student for the delivery of special education services to the learning disabled, behaviorally disordered, and educable retarded. At the conclusion of competency-based training, students will be able to assume a special day class, resource teacher, and/or teacher-consultant role appropriate to the demand for personnel in this area.

Severely Handicapped Specialization. This advanced specialization prepares the candidate for the delivery of special services to the trainable retarded and multiply handicapped. Competency-based training prepares the student for special day class and/or teacher-consultant roles appropriate to the increasing demand for personnel in this area.

Gifted Specialization. This advanced specialization selects and prepares candidates for the education of the gifted. Competency-based training enhances the experienced teacher's skills in providing an increasing variety of programs for the gifted and talented.

Evening Programs

Students seeking to complete degree requirements in the School of Education principally or entirely through evening enrollment will be able to do so in the following fields:

- Early Childhood Education (MA)
- Education (MA)

THE SCHOOL OF HUMANITIES AND FINE ARTS

The School of Humanities and Fine Arts offers instruction in communications, language, literature, music, philosophy, theatre arts, and visual arts. In addition to the fields of concentration shown below, the School is responsible for instruction in humanities and fine arts offerings in General Education and in elective courses.

Students choosing departmental or interdepartmental fields offered by the School of Humanities and Fine Arts will ordinarily be pursuing one or more of the following objectives: completing a college education in the liberal arts and sciences with an emphasis on humanistic and fine arts studies; preparing for graduate study leading to advanced degrees in one of the fields offered by the School; preparing for a career in teaching; or preparing for a variety of occupational or avocational pursuits in which an emphasis on the humanities and fine arts is especially desirable.

Among course offerings open to all students in the college are activities courses and workshops in theatre arts, music, and studio art. These courses offer training and experience in creating works in the visual arts and in creating and performing works in the arts of music and drama.

Fields of Concentration

Departmental fields offered by the School, available either as majors or minors, are:

Art	Music
Communications	Philosophy
English	Spanish
French	Theatre Arts

Interdepartmental fields, available either as majors or minors, are:

East Asian Studies	Mexican American Studies
Latin American Studies	Twentieth Century Thought and Expression
Linguistics	

In addition to the above, the School of Humanities and Fine Arts currently offers lower division courses in Japanese and a number of courses not assigned to specific departmental or interdepartmental programs.

The School also offers a Master of Arts Degree in English. Other M.A. degree programs are projected for subsequent years.

School Requirements for the B.A. Degree

In addition to satisfying all other college requirements for the B.A. degree, students who plan to take the degree in one of the departmental fields offered by the School of Humanities and Fine Arts must complete satisfactorily at least 36 upper division quarter units in the pattern specified for the departmental field.

Evening Programs

Students seeking to complete degree requirements in the School of Humanities and Fine Arts principally, or entirely, through night enrollment will be able to do so in the following fields:

Art

English (B.A. and M.A.)

Philosophy

Night sections of courses meeting degree requirements in the above fields are regularly scheduled at 6:00 p.m. or later over a two-year cycle.

Advisement

Academic advisement for all students selecting majors or minors in the School of Humanities and Fine Arts is available through departmental and interdepartmental offices housed in the Educational Resources Center (ERC). Students who are undecided about the specific choice of fields of concentration are invited to confer with the School Coordinator of Advisement, whose office is also located in the Educational Resources Center.

THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The School of Natural Sciences and Mathematics includes departments of biological science, chemistry, health science, mathematics, physical education-recreation, physics and information science. In addition to the fields of concentration shown below, the School is responsible for instruction within the General Education program and for elective courses in the biological and physical sciences, mathematics, and physical education.

Programs in the departmental fields are sufficiently flexible to serve students with various educational, vocational and professional goals. Suitable combinations of departmental and interdepartmental fields or minors will enable a student to prepare for graduate work and a subsequent career as a professional scientist; to prepare for professional graduate schooling in such fields as medicine and dentistry; to enter directly into industrial or government laboratories; to prepare for teaching; or to provide a scientific background for a future career in business, law, or management.

Lower division students who plan to choose departmental fields or certain minors in the School of Natural Sciences and Mathematics will normally complete course sequences in chemistry and in mathematics in the freshman year, and course sequences in physics and in biological science in the sophomore year.

Fields of Concentration

The departmental fields of concentration offered by the School of Natural Sciences and Mathematics are:

- Biological Science
- Chemistry
- Mathematics
- Physical Education
- Physics

The interdepartmental fields of concentration offered by the School are:

- Earth and Marine Sciences
- The Foundations of Natural Science

A major in Health Science: Medical Technology, a single field, is also offered by the School.

Minors

The School offers the following minor fields:

Actuarial Studies	Information Science
Biological Science	Mathematics
Bio-Organic Chemistry	Physical Education
Earth and Marine Sciences	Physics
	Statistics

THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

The School of Social and Behavioral Sciences includes the undergraduate departments of anthropology, economics, geography, history, political science, psychology, and sociology; and, a graduate department of Behavioral Sciences. In addition to the fields of concentration shown below, the School is responsible for courses in the General Education program and elective courses in the social and behavioral sciences.

Curriculums in the School are designed to explain the cultural landscape, human attitudes, and human behavior through methods already well established, and through the use of newer analytical techniques frequently involving quantitative procedures.

Programs in the departmental or interdepartmental fields provide a wide degree of flexibility for attaining various educational, vocational, or professional goals. Appropriate combinations will enable students not only to complete their bachelor's degree with an emphasis on social and behavioral sciences, but also to prepare for graduate work and to obtain a background for additional study leading to careers in government service, law, and other professions.

A new single field program in Human Resources: Gerontology is currently being developed. For further information, contact the School of Social and Behavioral Sciences.

Fields of Concentration

The departmental fields of concentration offered by the School of Social and Behavioral Sciences are:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

The interdepartmental fields of concentration offered by the School are:

- Afro-American Studies
- American Studies
- Behavioral Sciences
- Urban Studies

The School also offers a Master of Arts Degree in Behavioral Sciences, with concentrations in applied Behavioral Sciences and Sociology. Concentrations in Psychology and Marriage and Family Counselling are currently being planned.

Evening Programs

Students seeking to complete degree requirements in the School of Social and Behavioral Sciences principally or entirely through night enrollment will be able to do so in the following fields:

Afro-American Studies	Political Science
Anthropology	Psychology
Behavioral Sciences (B.A. and M.A.)	Sociology
History	

Night sections of courses meeting degree requirements in the above fields are regularly scheduled at 6:00 p.m. or later over a one- or two-year cycle.

Advisement

Academic advisement for all students selecting fields of concentration in the School of Social and Behavioral Sciences is available through departmental and interdepartmental offices housed in the Social and Behavioral Sciences building (SBS). Students who are undecided about the specific choice of fields of concentration are invited to confer with the School Coordinator of Advisement, whose office is also located in the Social and Behavioral Sciences building.

THE DIVISION OF MANAGEMENT

The Division of Management offers professional management programs in business administration, public administration, and urban and environmental management. Undergraduate, single field majors leading to the Bachelor of Science degree are offered in:

Business Administration

with concentrations in—

Accounting

Business Data Systems

Business Economics

General Business

Real Estate

Public Administration

Environmental Management

Urban Management

In addition, a Master of Business Administration degree is offered.

Undergraduates whose primary academic interests lie in other areas may take a minor in one of the following:

Business Administration

Public Administration

Environmental Management

Urban Management

The Division of Management also offers External Degree programs in Business Administration. Information regarding these programs is available from the Office of Innovative Programs.

Evening Programs

Students seeking to complete degree requirements in the Division of Management principally or entirely through evening enrollment will be able to do so in the following fields:

Business Administration

Public Administration

Urban and Environmental Management

THE SMALL COLLEGE

The Small College concept, permitting educational innovation and closer student-faculty contact, has been in the master plan of California State College, Dominguez Hills, since its inception.

Begun with the cooperation of a Carnegie Corporation grant, the Small College enrolls lower division students each quarter in a creative, accelerated program leading to the baccalaureate degree. The Small College is a part of the larger institution and has its own facilities, faculty, goals, and modes of achievement.

Opportunities for Acceleration

Although the Small College offers a variety of learning experiences and students may pursue their education at varying rates of speed, the program provides the typical student with the opportunity to earn a bachelor's degree in three years. The three-year baccalaureate can be achieved by elimination of repetition of subject matter, and utilization of such techniques as student acceleration, advanced placement, and independent study. It does not require additional work, such as summer session or extension.

The Curriculum

The Small College curriculum structure recognizes the variety of material and learning techniques and the depth of inquiry which distinguish college level courses, especially those created within an innovative program. Classes in the Small College, termed modules, vary in length and unit value according to the subject matter and the teaching technique utilized.

Each module is taught to specific learning objectives. The student is advised what these objectives or goals are and what abilities he will be expected to have mastered upon the completion of the module. At any time the student demonstrates that the objectives have been accomplished, credit is granted for the class. By the same token, no credit will be granted for a module without the student's first demonstrating that the goals have been met. Pre-testing out of modules is encouraged.

The thrust of the program is interdisciplinary; the Small College has no "departments," and students are encouraged both in their coursework and in their programs of study to study a problem from several points of view, using the insights which a variety of disciplinary approaches can lend.

Advisement/The Mentor System

One of the major foundations of the program is the personal involvement of the faculty in the academic progress of each student. Upon admission, each student is assigned to a faculty member who is to serve as guide, adviser, and friend, or as "mentor." This assignment is made on a random basis, and a student may elect to change mentors if his interests or wishes so dictate. The mentor is responsible for advising the student concerning progress toward aca-

democratic goals. Together, mentor and student design an individual program of study that will meet the student's interests, needs and capabilities.

The Program Design

General Education. Students are expected to follow a general program of introduction to the main disciplines within the humanities, social sciences, and natural sciences: for each of these three areas, 8 units (in two fields—e.g., physics and chemistry) are required. Students are expected to increase their skills in Basic Subjects (writing, mathematics, etc.): 12 units are required here. The remaining portion of the 60 general education units is given to electives of the student's choice. The Small College has no freshman composition courses *per se*: a student improves his writing skills by taking from 3-5 writing "adjuncts," spread out over his college career, in which the student works on his papers for other classes with the aid of a writing adjunct instructor. The units from these writing adjuncts (2 each) are counted toward the student's 12 unit Basic Subject requirement.

No specific courses are required for general education. The Small College introductory offerings are interdisciplinary in content, often focusing on a specific problem or theme and utilizing an emphasis often reserved for "advanced" courses, rather than the broad survey course approach; courses are designed to enable the students to attack a problem or idea as a specialist in that discipline would, rather than giving a broad overview of the field. Portions of this program may function as initial steps in the student's Area of Concentration.

Areas of Concentration. The Areas of Concentration correspond somewhat to "majors" but consist of broad interdisciplinary fields rather than the specialized subject matter areas traditionally offered for the baccalaureate. Their structure is flexible in order both to serve immediate student needs and to make the curriculum adaptable to later changes in content. Students can choose an Area of Concentration in Civilizations, Science, Technology and Society, Human Studies, and Environmental Studies. They may also select, under faculty advisement, a "field of emphasis" in a more specialized area within the Area of Concentration: such a field of emphasis may correspond to a large college "major," or to an emphasis of the student's own choosing. Students combine Small College classes, large college classes and independent studies to devise their individual program in the Areas of Concentration.

1. Civilizations. The Area of Concentration in Civilizations is designed to encourage students to explore the thought and institutions of one or more cultures, and through more than one time period. It can include work from a number of traditional disciplines: history, political science, sociology, anthropology, literature, philosophy, history of science, art, music, and religion. And, as with all Areas of Concentration in the Small College, it will include work that crosses the lines of all these disciplines to achieve a multidisciplinary or interdisciplinary approach. Most students will want to emphasize either "Ideas" or "Institutions" in their study of Civilizations, but

choosing one or the other of these categories is not required.

Whether emphasizing Ideas, Institutions, or combining both, an Area of Concentration in Civilizations will involve three components:

- a. A "Field of Emphasis"—a cluster of closely related, *often sequential* modules (modules may include Experiential Education or Independent Study). The "Field of Emphasis" can be a special area chosen by the student, in consultation with a Small College faculty member. It can also resemble a conventional "major," or a Large College major.
 - b. A group of modules related but not identical to the Field of Emphasis—with "related" interpreted in any defensible way. The "related area" can be related in any number of ways. For instance, it can be an area similar to the Field of Emphasis, but of a different civilization; it can be a study of the same civilization, but in a different way; it can be a study of analogous problems in different ways *and* different civilizations. The "related area" can provide a comparative perspective, or an extension of the original Field of Emphasis.
 - c. Additional modules—in the general field of Civilizations. "Miscellaneous" can be anything. It will provide something like General Education *within* the Area of Concentration.
2. Science, Technology and Society. This Area of Concentration is designed both to provide students with a firm foundation in the understanding of science in general, and to offer students insights into the impact of science and technology on society. Depending on individual interests, students may design their programs in pursuit of a specialized field either in the applications or implications of science. This Area of Concentration includes two basic components:
- a. Basic Sciences. The core modules in this component are designed to help students gain a good understanding of one branch of science, and to obtain an integrated view of science in general. There are six modules in each of the following fields: biology, chemistry, mathematics, and physics. The first module in each of the four fields is a prerequisite to *all* other modules in the program. While some of these modules are sequential, many of them may be taken in any order. Not all modules are required for all students. The list of all modules is provided so that each student can build an individualized program, using the first module in each field and a number of other modules to form a coherent program in science.
 - b. Perspectives in Science. This component views science in historical and social contexts, and examines the impact of science on society. Students are required to take at least one module from each of the following areas: (1) Philosophy of Science; (2) History of Science: for example, Myth and Science Fiction; Scientific Revolutions; Historiography of Scientific Revolutions; (3) Impact of Science: for example, Values, Man, and Organization; Elixir of Civilization; Oil; Energy; Politics and Ecology; Darwin and Darwinism. In addition, a topical seminar will be held periodically to unite the diverse disciplines.

3. Human Studies. This Area of Concentration explores the complexity of human existence from the perspectives of the biological and physiological sciences and the social and behavioral sciences. Students in this Area of Concentration will be exposed to the theories and methodologies used by people in these fields to study human biology and human and social behavior. Students will be expected to apply their learning to the solution of problems through different modes of investigation worked out between students and their instructors.

a. Social and Behavioral Sciences. This Field of Emphasis currently has two required modules: A module in Statistics; the year-long Supermodule in the Social and Behavioral Sciences. The Supermodule entitled "Introduction to the Social and Behavioral Sciences" is required for all Social and Behavioral Science students and counts toward the General Education requirement. There are no prerequisites for this supermodule, but students interested in the Social and Behavioral Science Field of Emphasis must take all three sections. The first 10-week section deals with topics; the second 10-week section deals with theories; and the third 10-week section deals with methods. Each 10-week section of the supermodule is worth 5 units, making a total for the three sections of 15 units. The supermodules will be team taught by faculty from the disciplines of anthropology, applied behavioral sciences, philosophy, political science, psychology, and sociology.

The remainder of the program in the Social and Behavioral Sciences includes electives, Independent Study, Experiential Education, and a Thematic Project to be planned in consultation with the student's mentor.

b. Human Biology. No full program will be available in the field of Human Biology in the academic year 1973-74, but modules leading to such a Field of Emphasis will be offered. The Field of Emphasis in Human Biology is being developed and it is planned that it will be ready for the academic year 1974-75. Present module offerings in Basic Science Courses can be applied to this Field of Emphasis. It should be noted that the Large College is also planning such a program which is tentatively slated to begin Fall quarter, 1974. Students taking the Human Biology Field of Emphasis may take some of the core requirements in the Large College, and should consult with their mentors about doing so.

4. Environmental Studies. This Area of Concentration is designed to offer a broad spectrum of educational opportunities to the student which reflect emerging social and scientific needs. The ability to combine classroom, workshop, theory, research, field experience, and community service will be developed.

The two Fields of Emphasis, Urban Studies and Environmental Science, are viewed as closely related with an interdisciplinary link between them.

a. Environmental Science. The Field of Emphasis in Environmental Science is an interdisciplinary program that is designed to provide the basis for

understanding and defining environmental problems, and the practical skills and experience necessary to effect solutions to these problems. The program as tentatively structured requires theoretical and applied studies in chemistry and physics, as well as biology. Students interested in Environmental Sciences should enroll in modules designated for Natural Science majors.

- b. Urban Studies. This Field of Emphasis will be designed to cover the range of problems that an urban society faces: economic, racial, social, political, educational, historical, psychological, environmental and ethnic.

Urban Studies is currently under development. Although a complete program in this Field of Emphasis has not yet been outlined, modules that apply or relate to Urban Studies will be offered.

Thematic Project. The thematic project is a major educational component of the Small College program, providing a student with the opportunity to integrate several types of learning experiences in a way that is personally meaningful and useful. Thus, it is a means whereby each student can individualize his/her own program. Completion of a thematic project is necessary to satisfy Small College graduation requirements.

A thematic project may relate to a student's Area of Concentration, to his/her future career goals, or to some area he/she was always interested in but never had the opportunity to pursue. It may be a research effort, such as writing a thesis or conducting an experiment; it may be a design effort such as composing a piece of music or sculpturing a piece of art; or it may be a developmental effort, such as setting up a program or producing a play. The basic requirement is that, when completed, it will result in an evaluable product.

Many types of learning experiences will be involved in doing this project, such as writing a proposal, taking coursework, doing field work or research, and producing a final product. Through these learning experiences, a student will acquire experience and knowledge in how to define, tackle, and eventually solve problems independently and creatively. Specifically, the student will:

1. Learn to write a clear proposal defining what he/she plans to do.
2. Learn to be an independent thinker and worker and derive the sense of personal accomplishment this brings.
3. Develop skill in reporting on a completed project.
4. Increase his/her chances of being evaluated favorably by graduate and professional schools.
5. Meet people working in his/her area of interest, many of whom may be in a position to recommend employment.

Admission

The Small College is committed to a creative admissions policy where each applicant is given personal attention. Prospective students from all social, cultural, and academic backgrounds are encouraged to apply. The Small College can

consider only those applicants that have met the admissions requirements of California State College, Dominguez Hills. Inquiries may be directed to the Small College office, SCC B-145.

Course Offerings

Many Small College classes are open to large college students, who may use them as electives, in some cases as counting toward general education requirements, and, after consultation with the individual department involved, to satisfy requirements for the major. The Small College publishes its own course offering list each quarter; interested students should visit the Small College table at registration or come to the Small College office for a list of offerings.

OTHER ACADEMIC PROGRAMS

EXTERNAL DEGREE PROGRAMS

In essence, an external degree program is a self-support program leading to a regularly established degree offered at a location other than the college campus, with the location, in part, determined by the needs of the students within the program.

California State College, Dominguez Hills, with the approval of The California State University and Colleges Commission on External Degree Programs, is offering a Master of Business Administration, a Portal Program in Business Administration, a Bachelor of Arts in Humanities (Images of Humanity), a Master of Arts in Humanities, and a Master of Science in Medical Technology.

Further information about external degree programs, including admission requirements and course descriptions, is available in the Office of Innovative Programs.

SUMMER SESSION

Immediately following the close of Spring quarter, a six-week summer session is conducted. A comprehensive schedule of classes from the regular college catalog is offered, as well as special courses designed for presentation during the Summer Session only.

Students registering are not required to file an Application for Admission or transcripts. However, they must be high school graduates and are expected to have satisfied prerequisites for the courses in which they enroll. Admission to the summer session does not constitute admission to a regular quarter.

Persons desiring further information or placement on the summer session mailing list for catalogs and course announcements should contact the Summer Session Office.

EXTENSION

The college offers special programs at various off-campus locations. These offerings are either regular courses of the college or special courses/programs designed to meet the particular needs of the community. Information is available in the Office of the Director of Extension.

CENTER FOR TRAINING AND DEVELOPMENT

The Center for Training and Development at California State College, Dominguez Hills, coordinates the college's response to a wide variety of community education needs through the development of professional/career in-service training programs. The Center also offers workshops, symposia, conferences, and specialized consulting services.

INTERCURRICULAR STUDIES PROGRAM

The Intercurricular Studies Program at California State College, Dominguez Hills, developed jointly with the Office of the Chancellor, California State Univer-

sity and Colleges, and with the California Department of Education, coordinates high school and college curricula, enabling students to attain college credit for college level performance whether the student is enrolled in high school or college at the time competency is achieved.

THE EVENING PROGRAM

California State College Dominguez Hills offers a variety of programs for the person wishing to pursue a graduate or an undergraduate degree through evening classes.

Undergraduate Programs

Students attending classes in the evening can gain degrees in 13 different majors. While practically all of the 39 degree programs schedule courses after 5 P.M., the offerings in these 13 areas are broad enough to permit a student to meet all degree requirements principally or entirely through evening enrollment.

These programs include:

- Afro-American Studies
- Anthropology
- Art
- Behavioral Sciences
- Business Administration
- English
- History
- Philosophy
- Political Science
- Psychology
- Public Administration
- Sociology
- Urban and Environmental Management

In addition, a variety of minors are available to students attending classes in the evenings. More information can be obtained from the respective department or School Office.

Graduate Programs

All five of the college's graduate programs are offered in the evening. These programs have traditionally attracted the person who is working, already established in a profession, and seeking an advanced degree.

The five master's programs are:

- Behavioral Sciences (Sociology)
- Business Administration
- Early Childhood Education
- Education
- English

Specific degree requirements and a more detailed explanation of the degree programs can be obtained from the individual department or School office.

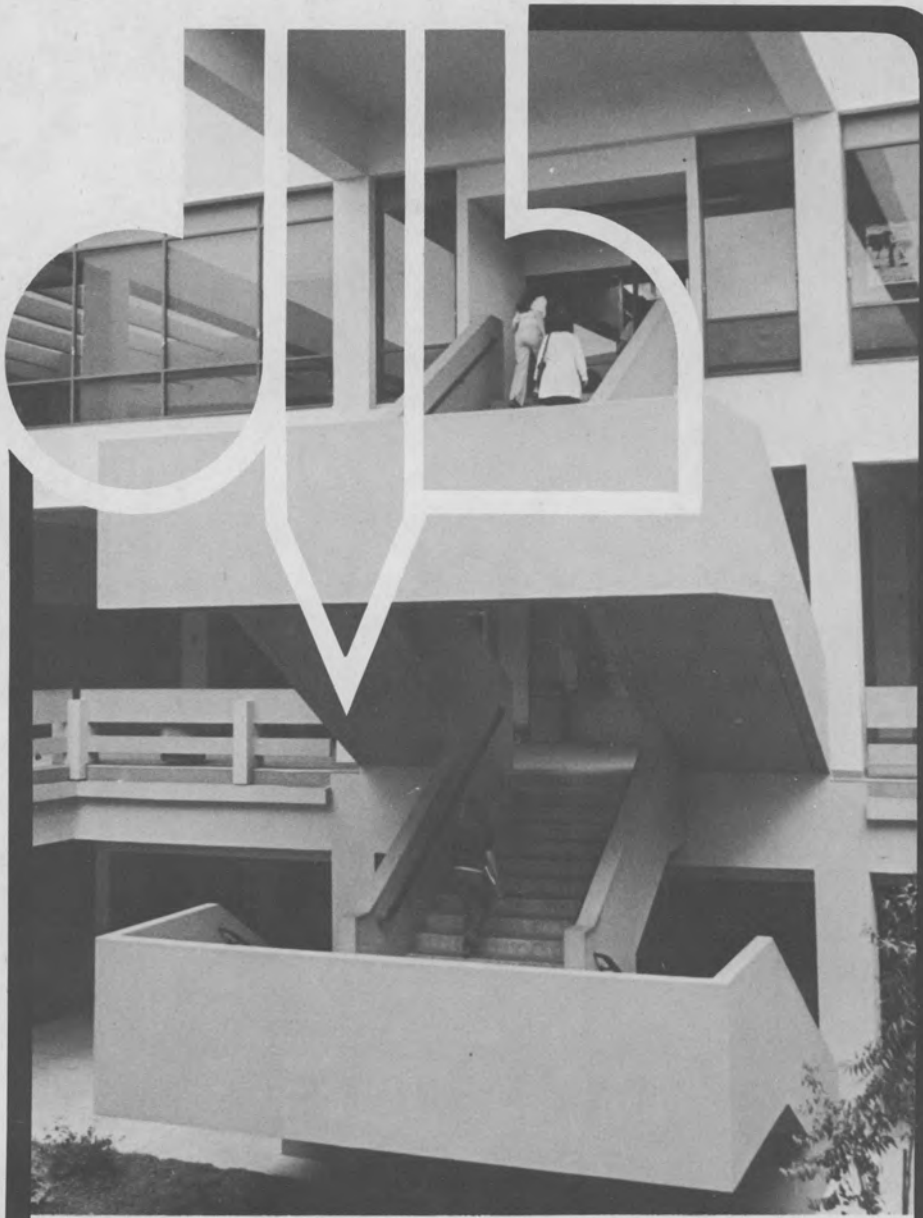
Student Services

The various services of the college are available to students attending in the evening. The Office of Student Affairs provides services in four specific areas: Veterans Affairs, Health Center, Financial Aids, and Career Counseling and Placement.

The college library, which houses more than 140,000 volumes and an extensive collection of periodicals, is open Monday through Saturday during the academic year.

Food services are available on campus to serve the evening student looking for a quick meal on the way to class.





Degree Requirements

COLLEGE REQUIREMENTS FOR THE BACHELOR'S DEGREE

DEGREE PROGRAMS **

The College offers the Bachelor of Arts and the Bachelor of Science degrees in the majors listed below:

Afro-American Studies (B.A.)	*Information Systems (B.A.)
*American Business and Society (B.A.)	Latin American Studies (B.A.)
American Studies (B.A.)	Liberal Studies (B.A.)
Anthropology (B.A.)	Linguistics (B.A.)
Art (Studio and History Options) (B.A.)	Mathematics (B.A.)
Behavioral Sciences (B.A.)	Medical Technology (B.A.)
Biological Science (B.A.)	Mexican American Studies (B.A.)
Business Administration (B.S.)	Music (B.A.)
Communications (B.A.)	Philosophy (B.A.)
Chemistry (B.A.)	Physical Education (B.A.)
Earth and Marine sciences (B.A.)	Physics (B.A.)
East Asian Studies (B.A.)	Political Science (B.A.)
Economics (B.A.)	Psychology (B.A.)
English (B.A.)	Public Administration (B.S.)
Foundations of Natural Science (B.A.)	Sociology (B.A.)
French (B.A.)	Spanish (B.A.)
Geography (B.A.)	Theatre Arts (B.A.)
History (B.A.)	Twentieth Century Thought and Expression (B.A.)
Health Science: Medical Technology (B.S.)	Urban Studies (B.S.)
	Urban & Environmental Management (B.S.)

Students seeking a baccalaureate degree from the college must complete specific requirements as determined by the Trustees of the California State University and Colleges; the California Administrative Code, Title 5; and, California State College, Dominguez Hills.

Briefly summarized, the college-wide requirements include all of the following:

1. Completion of 186 quarter units of credit.
2. Completion of General Education (60 quarter units).
3. Satisfaction of statutory requirements in American history and government—either by completing a course (History 101 or Political Science 101) or by successfully passing an examination.
4. Completion of one of the following: a Major with Dual Fields of Concentration; a Major and a Minor; or a Major in one of the seven designated Single Fields. Specifications for each field are outlined under their appropriate headings elsewhere in the catalog.
5. Completion of elective courses (beyond the requirements in 2, 3 and 4 above) to reach the total of 186 quarter units of credit.

* To be deleted at end of 1974-1975

** students who anticipate a major in interdepartmental fields must see their advisors as some of the fields may no longer be used as majors

UNITS

Total Units

A minimum of 186 quarter units is required for the bachelor's degree.

Upper Division Units

A minimum of 60 quarter units of upper division credit must be completed.

Resident Units

1. A minimum of 36 quarter units must be completed in residence—i.e., at the California State College, Dominguez Hills.
2. At least 18 of these 36 residence units must be completed among the last 30 quarter units counted toward the degree.
To assure the acceptability of courses taken out of residence toward fulfillment of requirements at this College, students who plan to complete any of the last 30 quarter units out of residence must petition in advance for approval with the Office of Admissions and Records.
3. Extension credit or credit by examination may not be used to fulfill the minimum residence requirement.
4. Credit received in summer session at California State College, Dominguez Hills may be counted as residence credit.

SCHOLARSHIP

A minimum grade point average of 2.0 is required for:

1. All units attempted at California State College, Dominguez Hills;
2. All units attempted (combination of California State College, Dominguez Hills units and transfer units);
3. All units attempted for the departmental major or minor; and all units attempted for the interdepartmental major or minor; or
4. All units attempted for the major in a single field.

GENERAL EDUCATION

Completion of a minimum of 60 quarter units in General Education, as specified in The California Administrative Code, Title V, is required of all students graduating from California State College, Dominguez Hills.

The flexible design of the academic program makes it possible for each student to select courses which meet his personal goals. Courses used to fulfill requirements in General Education may *not* be used to fulfill major course requirements, except as specified in the Liberal Studies major.

Offerings are in the Humanities and Fine Arts, the Social and Behavioral Sciences, and the Natural Sciences and Mathematics.

I. Natural Sciences and Mathematics

Select one course:

Biological Science 102

Biological Science 110

Select one course:

- Chemistry 102
- Chemistry 110
- Physics 101
- Physics 110

II. Social and Behavioral Sciences

Select two courses:

- Anthropology 100
- Economics 100
- Geography 100
- History 100
- Political Science 100
- Psychology 100
- Sociology 100

III. Humanities and Fine Arts

Select two courses (each one from a different field):

- Art 100
- Art 110
- Music 100
- Music 101
- Philosophy 101
- Philosophy 102
- English 130
- Foreign Language—Any lower division course

IV. Basic Subjects

Required Courses:

- English 100
- English 101

Select one course:

- Mathematics 100
- Mathematics 110
- Mathematics 150
- Mathematics 160

V. General Electives

Courses to complete the 60 quarter units minimum shall be selected from courses in categories I through IV not already used and/or the following elective courses:

- Biological Science 112
- Biological Science 120
- Chemistry 112
- Mathematics 112
- Physics 112
- Physics 150

Physics 156

Physics 160

VI. Statutory Requirements

In addition to the General Education requirements, students must also satisfy the statutory requirements in United States history and government by completing one of the following:

History 101, or

Political Science 101, or

Examination

Certification

Accredited junior colleges and four-year colleges may certify that all or part of the general education requirements have been met. Transfer students with complete certification of Title V requirements will not be required to complete additional courses in general education.

AMERICAN HISTORY AND INSTITUTIONS

To qualify for graduation, each student shall demonstrate knowledge of the Constitution of the United States and American history, including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the State of California.

These statutory requirements may be satisfied by completion of either Political Science 101, American Institutions, or History 101, American Institutions, or by passing a comprehensive examination on these fields. Students transferring from other colleges who have not already met one or more of these requirements may take examinations in only those parts not met. Students transferring from other accredited institutions of collegiate grade who have already met these requirements shall not be required to take further courses or examinations therein.

MAJOR REQUIREMENTS

A candidate for graduation must present one of the following in fulfillment of degree requirements.

A Major With Dual Fields of Concentration

The Major with Dual Fields of Concentration consists of two fields of concentration—one a departmental field and the other an interdepartmental field.

Departmental Fields of Concentration

Anthropology

Art

Biological Science

Chemistry

Communications

Economics

English

French

Geography

History

Mathematics

Music

Philosophy

Physical Education

Physics

Political Science

Psychology

Sociology

Spanish

Theater Arts

Interdepartmental Fields of Concentration **

Afro-American Studies
*American Business and Society
American Studies
Behavioral Sciences
Earth and Marine Sciences
East Asian Studies
The Foundations of Natural Science

*Information Systems
Latin American Studies
Linguistics
Mexican American Studies
Twentieth Century Thought and
Expression
Urban Studies

For the Departmental Field of concentration, a minimum of nine full courses, including lower and upper division requirements, must be completed. Seven of the nine full courses must be in upper division work. Specific course requirements for each field are listed in this catalog under its heading. A grade point average of C or better is required.

For the Interdepartmental Field of Concentration, a minimum of nine full courses, including lower and upper division requirements, must also be completed. Six of the nine full courses must be in upper division work. Specific course requirements for each field are listed in this catalog under its heading. A grade point average of C or better is required.

A Major and A Minor **

The Major and Minor combination consists of two fields of concentration. *The Major* may be selected from any departmental or interdepartmental field of concentration and must consist of a minimum of nine full courses and be in accordance with the regulations specified in the preceding section. A grade point average of C or better is required.

The Minor may be selected from any departmental or interdepartmental field of concentration offering a minor program. The minimum number of courses required for the minor is six (24 units), of which four courses (16 units) must be upper division work. A grade point average of C or better is required.

A Major in a Single Field

Students who select a major in one of the six fields designated—Business Administration, Health Science: Medical Technology, Liberal Studies, Public Administration, Urban Studies: Environmental Management, and Urban Studies: Urban Management—are required to satisfy the requirements listed for that field only and are not required to select a second field of concentration. A grade point average of C or better is required.

Course Requirements

A course may not satisfy unit requirements in more than one field of concentration; i.e., a course which is used to satisfy a requirement in a departmental field may not also be used to satisfy minimum course requirements in an interdepartmental field, and vice versa.

* To be deleted at end of 1974-1975

** students who anticipate a major in interdepartmental fields must see their advisors as some of the fields may no longer be used as majors

ELECTIVES

After the General Education course requirements and the major, departmental, and interdepartmental course requirements are completed, additional courses as elective units are required to complete the minimum 186-unit requirement for graduation.

Electives chosen by the student to complete the minimum requirements for graduation may be selected to broaden general education and avocational interests.

DOUBLE MAJORS AND SECOND BACCALAUREATE DEGREES

Second Major

A student may complete an additional major or minor within a single degree program. Units used to satisfy the requirements for an additional major or minor cannot have been used in the first major or minor. The student shall declare the second major or minor at the time the Application for Graduation is filed, and have the appropriate advisement form submitted. The completion of an additional major or minor will be noted on the academic record. In no case will a student be awarded two diplomas or two degrees at the same time.

Second Baccalaureate Degree

A student may elect either a departmental, an interdepartmental, or a single field major. No minor is required. He or she must meet the following specific requirements:

1. Have a bachelor's degree from an accredited institution prior to commencing work towards a second bachelor's degree.
2. Meet all general education requirements of the college.
3. Complete the requirements for a major in a discipline other than that in which a previous degree was earned. Units from the first degree may not be counted.
4. Receive program approval from the major department.
5. Complete a minimum of 40 quarter units in residence (of which a maximum of 4 quarter units may be credit-by-examination).
6. Maintain at least a 2.0 (C) grade point average in all courses taken for the degree.

REQUIREMENTS UNDER WHICH A STUDENT GRADUATES

A student in continuous attendance in regular quarters and continuing in the same major may, for purposes of graduation requirements, elect to meet the graduation requirements in effect either at the time of his entering the college or at the time of his graduating therefrom. This applies to both departmental and interdepartmental fields. If the student interrupts his attendance, he will then have to satisfy the catalog requirements in effect at the time of his readmission or his graduating therefrom.

Continuous attendance is defined as no interruption in enrollment since the student's first registration in a California community college, in the State College, or in any combination of California community colleges and State Colleges.

APPROVED PROGRAM OF STUDIES

A student should declare his major at the beginning of his junior year (upon completion of 90 quarter units) by completing the departmental, interdepartmental major and/or minor advisement forms. These forms may be obtained from the faculty advisors.

APPLICATION FOR GRADUATION

An undergraduate must file a Candidacy for Bachelor's Degree Card as well as advisement forms during the first week of instruction in the quarter prior to the quarter in which he/she intends to graduate, so that a graduation evaluation may be prepared.

Application for graduation must be filed in accordance with the following schedule:

File first week of Fall Quarter for graduation at the end of Winter Quarter.

File first week of Winter Quarter for graduation at the end of Spring Quarter.

File first week of Spring Quarter for graduation at the end of Summer Quarter.

File first week of Spring Quarter for graduation at the end of Fall Quarter.

Failure to file on time may result in late processing. If a student does not graduate in the term for which he files, he must notify the Office of Admissions and Records of the new term in which he plans to graduate. The original graduation check is valid as long as the student remains in continuous attendance and completes the fields of concentration under which the graduation check was requested.

GRADUATION WITH HONORS

Any student who has achieved a grade point average of 3.50-3.79 on the last 90 quarter units completed at the college, as well as a 3.50-3.79 on all courses used for the major, will be awarded the honor of Graduation with Distinction. Any student who has achieved a grade point average of 3.80 or better on the last 90 quarter units completed at the college as well as a 3.80 or better on all courses used for the major will be awarded the honor of Graduation with Great Distinction. (If the student has a dual field of concentration rather than a major and a minor, the grade point average will be based on both majors.)

Students who achieve the above honors will have the information recorded on their transcripts and diplomas.

Faculty Approval

Formal approval by the faculty of the college is required in order for a degree to be awarded.

COLLEGE REQUIREMENTS FOR THE MASTER'S DEGREE

The College presently offers the following graduate programs:

Master of Arts in Behavioral Sciences

Master of Business Administration

Master of Arts in Education

Master of Arts in English

Master of Arts in Special Education

Program descriptions are found under the appropriate headings elsewhere in this catalog. More detailed information is available from the individual departments.

ADMISSION WITH GRADUATE STANDING: UNCLASSIFIED

Students seeking a master's degree must be fully matriculated. To be fully matriculated, a student must: (1. have filed with the Office of Admissions an application for admission (or readmission) with graduate standing, and official transcripts of all previous college work; and, (2. have been admitted to the College as an unclassified graduate student.

ADMISSION TO A GRADUATE DEGREE CURRICULUM: CLASSIFIED

A student who has been admitted as an unclassified graduate may, upon application, be admitted to a graduate curriculum as a classified student. The student must satisfactorily meet the professional, personal, scholastic, and other standards for admission to the graduate degree curriculum, including qualifying examinations, as the appropriate authorities may prescribe. The appraisal is made by the faculty of the department concerned, and by the Dean of Graduate Studies. It is the student's responsibility to initiate classification proceedings to obtain classified status in a graduate degree program.

ADVANCEMENT TO CANDIDACY

A student who has been classified (as above) may, upon application and with approvals, be advanced to candidacy. This means that he/she has accomplished the preliminary steps on the way to the degree, and that the faculty believes he/she is capable of achieving the degree. Requirements for advancement to candidacy include: status as a classified student, recommendation of the appropriate department or school, 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 record merits advancement to candidacy.

Requirements

The course of study leading to the Master's 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 V*, and by the college. These requirements are:

1. A minimum of *45 quarter units* of approved graduate work completed within seven years of the date when all the requirements for the degree are completed, except that the college, at its option, may extend the time for students who pass a comprehensive examination in the relevant course or subject field.
 - A. Not less than *36 quarter units* shall be completed in residence.
 - B. Not less than *22½ quarter units* shall be in courses organized primarily for graduate students.
 - C. No more than *9 quarter units* shall be in student teaching, extension, or a combination of student teaching and extension; and no units in student teaching or in extension classes taken at another college shall apply.
 - D. Not more than *9 quarter units* shall be allowed for a thesis.
2. A grade of "B" (3.0 on a scale where A-4.0) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.
3. Completion of a satisfactory pattern of studies in an approved field of concentration. (Foreign language requirement is a 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 will determine which alternatives are most appropriate to particular disciplines.
5. Approval of the department, the Graduate Studies Committee, and the faculty of the college.

APPLICATION FOR GRADUATION

During the first week of the final quarter of the degree program, the student should obtain a Graduation Application for Master's Degree card from his/her graduate department office, and file the completed card in the Office of Admissions and Records. At the same time, a copy of the student's Program for the Master's Degree should be sent to the Office of Admissions (Graduation Section) in order that a Master's Degree Check may be prepared.

If all degree requirements are not completed during the quarter of the application, a new application must be filed listing the quarter of actual completion of the requirements; however, there is no additional diploma fee.



Course Offerings

AFRO-AMERICAN STUDIES

An Interdepartmental Field of Concentration

The interdepartmental field in Afro-American Studies is designed to provide an understanding of the cultural and social roots of Americans of African descent as well as the political, social, and economic factors that have influenced their development and contribution in American culture.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN AFRO-AMERICAN STUDIES

Upper Division

- A. History 254. The Afro-American from Africa through Reconstruction
History 275. Africa: Pre-Colonial Period
- B. Any three of the following in the School of Social and Behavioral Sciences, of which not more than two may be selected from the same department:
 - Anthropology 238. Peoples of Sub-Saharan Africa
 - Geography 262. Modern Africa
 - History 255. The Afro-American from Reconstruction to the Present
 - History 276. Africa: Colonialism to Independence
 - Political Science 223. Black Politics
 - Political Science 238. New States in World Politics
 - Political Science 249. Government and Politics in Sub-Saharan Africa
 - Psychology 283. Psychology of the Black Experience
 - Sociology 216. Black Communities: Class, Status, and Power
 - Sociology 235. Social Movements: Black Awareness
 - Sociology 260. Minority Racial and Ethnic Relations
- C. Any two courses from the following list in the School of Humanities and Fine Arts:
 - Art 254. Afro-American Art
 - Art 265. Art of Black Africa
 - English 243. Afro-American Poetry
 - English 244. Afro-American Prose
 - Music 252. Afro-American Music
- D. An elective outside the student's departmental field from sections B and C or any of the following:
 - Anthropology 210. Psychological Anthropology
 - Anthropology 220. Urban Anthropology
 - † Economics 245. Economic Development
 - Economics 282. Economics of Poverty
 - Philosophy 270. Philosophy in the Modern World
 - Philosophy 272. Philosophical Issues in Third World Social Thought
 - Political Science 220. Urban Government and Politics
 - Political Science 248. The Politics of Developing Areas
- E. Afro-American Studies 290. Seminar in Afro-American studies.

† Consult course description for prerequisites.

REQUIREMENTS FOR THE MINOR IN AFRO-AMERICAN STUDIES

Upper Division

- A. History 254. The Afro-American from Africa through Reconstruction
History 255. The Afro-American from Reconstruction to the Present
- B. Any two of the following:
Anthropology 238. Peoples of the Sub-Saharan Africa
Economics 282. Economics of Poverty
Geography 262. Modern Africa
History 275. Africa: Pre-Colonial Period
History 276. Africa: Colonialism to Independence
Political Science 223. Black Politics
Political Science 238. New States in World Politics
Political Science 249. Government and Politics in Sub-Saharan Africa
Psychology 283. Psychology of the Black Experience
Sociology 216. Black Communities: Class, Status, and Power
Sociology 235. Social Movements: Black Awareness
Sociology 260. Minority Racial and Ethnic Relations
- C. Any two of the following:
Art 254. Afro-American Art
Art 265. Art of Black Africa
English 243. Afro-American Poetry
English 244. Afro-American Prose
Music 252. Afro-American Music
- D. Afro-American Studies 290. Seminar in Afro-American Studies

COURSE OFFERING

Upper Division

- 290. SEMINAR IN AFRO-AMERICAN STUDIES (4).** An integrative seminar serving as a capstone to the interdepartmental major in Afro-American Studies. Intensive study of selected topics relating to the Afro-American culture and the preparation of research papers by members of the class. *Prerequisite: Senior standing and consent of the instructor.*

AMERICAN BUSINESS AND SOCIETY

(Formerly: AMERICAN BUSINESS AND ECONOMIC SYSTEMS)

An Interdepartmental Field of Concentration

The field of American Business and Society has been deleted from this college's program. Only those who started their work in this field as a major or a minor before Fall of 1974-75 may continue in the program. Advisement for continuing students is available from the program chairman. Those who are not eligible to begin the program but who are interested in doing work in this field should consult an American Studies adviser or the program chairman.

AMERICAN STUDIES

An Interdepartmental Field of Concentration

The American Studies program offers the student an opportunity to approach the American experience historically and culturally across conventional disciplines. Its requirements provide the basis for a broad analysis of national development and an in-depth focus on particular American problems, issues and conflicts.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN AMERICAN STUDIES

Upper Division

- A. American Studies 200. Introduction to American Studies
- B. History 252. History of American Thought
- C. One of the following:
 - Economics 215. American Economic History
 - Political Science 215. Congress and the President
 - Political Science 254. American Political Thought
 - Political Science 260. American Constitutional Law:
Distribution of Power
- D. One of the following:
 - † English 240. American Literature I
 - † English 241. American Literature II
- E. One of the following:
 - † Art 250. American Art
 - Music 250. American Music
- F. Three of the following:
 - One theme or period course in American history;
 - One course with American focus in the School of Social and Behavioral Sciences *or*
Chemistry 286. American Science and Technology;
 - One course with American focus in the School of Humanities and Fine Arts:
American Studies 297. Directed Research in
American Studies
- G. American Studies 290. Seminar in American Studies

Order of Courses

In planning the sequence in the American Studies program, the student is expected: (a) to enroll in American Studies 200 at the beginning of his Interdepartmental study (and no later than his junior year); (b) to enroll in the required

† Consult course description for prerequisite.

core courses B, C, D and E before pursuing the electives in F; and (c) to enroll in American Studies 290 (and American Studies 297, for those electing it) at the end of his study in the program. Students electing American Studies 297 should enroll in it either concurrently with, or after, American Studies 290.

REQUIREMENTS FOR THE MINOR IN AMERICAN STUDIES

Upper Division

Six courses (24 units) are required.

- A. American Studies 200. Introduction to American Studies
- B. History 252. History of American Thought
- C. One of the following:
 - Economics 215. American Economic History
 - Political Science 215. Congress and the President
 - Political Science 254. American Political Thought
 - Political Science 260. American Constitutional Law: Distribution of Power
 With adviser's consent, one elective course with American focus in the School of Social and Behavioral Sciences
- D. One of the following:
 - † English 240. American Literature I
 - † English 241. American Literature II
- E. One of the following:
 - † Art 250. American Art
 - Music 250. American Music
 - Chemistry 286. American Science and Technology
 With adviser's consent, an elective course with American focus in the School of Humanities and Fine Arts
- F. American Studies 290. Seminar in American Studies

COURSE OFFERINGS

Upper Division

- 200. INTRODUCTION TO AMERICAN STUDIES (4).** Introduction to the concepts, methods and problems of American Studies as an interdisciplinary field.
- 290. SEMINAR IN AMERICAN STUDIES (4).** An integrative seminar applying the concepts and methods of the various disciplines and of the interdisciplinary field of American Studies to selected problems in American culture. *Prerequisite:* Senior standing and consent of instructor and American Studies adviser.
- 297. DIRECTED RESEARCH IN AMERICAN STUDIES (4).** Preparation of an original research paper on an American Studies problem selected by the student. *Prerequisite:* Senior standing and consent of instructor and American Studies adviser.

† Consult course description for prerequisite.

ANTHROPOLOGY

Anthropology surveys the uniformities and variations of cultural custom in societies of the world. It investigates human behavior by seeking to understand the nature of society; and it concerns itself with problems of contemporary cultures, as well as being interested in the search for the earliest evidence of man. The major in anthropology is designed for students who wish to pursue careers in public service, teaching, and research; or, for those who plan to enter graduate school. Students wishing to concentrate in *Biological Anthropology* should take Anthropology 260, 261 and 262. Those interested in *Archaeology and Prehistory* should take Anthropology 213, 250 and 251. For those interested in *Cultural Anthropology*, there is a wide range of options. It is strongly recommended that majors take an elementary statistics course and Anthropology 212. *Language and Culture*.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ANTHROPOLOGY

Lower Division

- Anthropology 110. Cultural Anthropology.
- Anthropology 111. Human Origins and Variability.
- Anthropology 112. Archaeology and Prehistory

Upper Division

- A. Required course:
 - †Anthropology 285. Theory in Cultural Anthropology
- B. One course selected from each of the following groups:
 1. Anthropology 230. Indians of North America
 - Anthropology 231. Contemporary Mexican American Culture and Its Antecedents
 - Anthropology 232. Contemporary Cultures of Mexico and the Caribbean
 - Anthropology 233. Peoples of South America
 - Anthropology 235. Peoples of East Asia
 - Anthropology 238. Peoples of Sub-Saharan Africa
 2. Anthropology 210. Psychological Anthropology
 - Anthropology 212. Language and Culture
 - Anthropology 214. Anthropology of Conflict
 - Anthropology 215. Magic, Religion, and Witchcraft
 - Anthropology 220. Urban Anthropology
 - Anthropology 225. Comparative Peasant Societies
 - Anthropology 240. Social Structure
 - Anthropology 241. Folklore
 - Anthropology 243. Women in Cross-Cultural Perspective
 3. Anthropology 213. Methods and Techniques of Archaeology
 - Anthropology 250. Old World Prehistory
 - Anthropology 251. New World Prehistory

† Consult course description for prerequisite.

- 4. Anthropology 260. Human Evolution
 - Anthropology 261. Methods and Techniques in Biological Anthropology
 - Anthropology 262. Primate Social Behavior
- C. Electives chosen to provide a minimum of 36 quarter units in upper division Anthropology. May be selected in consultation with adviser from any of the above groups or from:
 - Anthropology 275. Ethnographic Methods and Techniques
 - Anthropology 292. Special Topics in Anthropology
 - Anthropology 298. Independent Study

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

Lower Division

- Anthropology 110. Cultural Anthropology
- Anthropology 111. Human Origins and Variability

Upper Division

- A. One of the following courses:
 - Anthropology 230. Indians of North America
 - Anthropology 231. Contemporary Mexican American Culture and Its Antecedents
 - Anthropology 232. Contemporary Cultures of Mexico and the Caribbean
 - Anthropology 233. Peoples of South America
 - Anthropology 235. Peoples of East Asia
 - Anthropology 238. Peoples of Sub-Saharan Africa
- B. Three additional upper division Anthropology courses. Students in consultation with an adviser may develop a program with concentration in a specific sub-discipline of Anthropology, such as archaeological-biological anthropology, theoretical anthropology, or some smaller area.

COURSE OFFERINGS IN ANTHROPOLOGY

Lower Division

- 100. BASIC STUDIES ANTHROPOLOGY (4).** Cultural institutions and processes, with emphasis on tools and methods used by anthropologists to study the functional and historical aspects of human behavior.
- 110. CULTURAL ANTHROPOLOGY (4).** Examination of anthropological approach to study of man. The concept of culture, evolution of cultural systems, application of concept of culture to anthropological problems.
- 111. HUMAN ORIGINS AND VARIABILITY (4).** Human biology in cultural perspective. Fossil evidence for the biological evolution of non-human primates and of humans. The genetic mechanisms which bring about these changes. Basis for population variations. *Three hours of lecture and three hours of laboratory per week.*
- 112. ARCHAEOLOGY AND PREHISTORY (4).** Introduction to methods and techniques used by archaeologists in reconstructing past cultures and a review of the major stages of cultural development.

Upper Division

- 210. PSYCHOLOGICAL ANTHROPOLOGY (4).** An examination of the relationship between psychological factors and culture viewed in cross-cultural perspective. Topics include personality formation, visual patterning, effects of child rearing practices, stress under culture change.
- 212. LANGUAGE AND CULTURE (4).** Analysis of language as an aspect of culture. Relationship between language and culture patterns; dynamics of language and cultural change; the problem of meaning.
- 213. METHODS AND TECHNIQUES OF ARCHAEOLOGY (4).** Consideration of basic procedures and techniques used by archaeologists to excavate, analyze and interpret prehistoric remains. Field trips to museums and excavation sites. *Prerequisite: Anthropology 112 (may be taken concurrently) or equivalent.*
- 214. ANTHROPOLOGY OF CONFLICT (4).** Examination of current theories of aggression, conflict, and factionalism; analysis of law and warfare in non-western cultures; socio-cultural factors involved in war; forms of control; resolution of conflict.
- 215. MAGIC, RELIGION, AND WITCHCRAFT (4).** A comparative analysis of magico-religious systems in their cultural setting and the role of the supernatural in human societies.
- 220. URBAN ANTHROPOLOGY (4).** Comparative analysis of patterns of urban culture. Evidences of prehistoric urban life. Urban cultural patterns in nonindustrialized societies.
- 225. COMPARATIVE PEASANT SOCIETIES (4).** A comparative analysis of traditional societies with cases drawn from historical and contemporary cultures throughout the world. Aspects of local institutions and politics; political and economic integration with the state; peasant economic and marketing systems; religion, ideology, subcultural variation, and cultural integration.
- 230. INDIANS OF NORTH AMERICA (4).** Native peoples of North America, their origins, cultural patterns. Culture change after European settlement.
- 231. CONTEMPORARY MEXICAN AMERICAN CULTURE AND ITS ANTECEDENTS (4).** Native peoples of Pre-Columbian Mexico and Nueva Hispana. Their origin, cultural patterns, and culture change after Spanish settlement and United States western expansion.
- 232. CONTEMPORARY CULTURES OF MEXICO AND THE CARIBBEAN (4).** An analysis of the contemporary cultures of Middle America, including Mexico and the Caribbean, with emphasis on ethno-historical background and socio-cultural change.
- 233. PEOPLES OF SOUTH AMERICA (4).** A comparative analysis of the peoples of South America, with special consideration of the effect of cultural contact and socio-cultural change.
- 235. PEOPLES OF EAST ASIA (4).** Investigation of rise of civilization in East Asia; comparative analysis of socio-cultural institutions among the peoples of East Asia.
- 238. PEOPLES OF SUB-SAHARAN AFRICA (4).** Comparative analysis of the cultures of Sub-Saharan Africa; historical, cultural, and ecological backgrounds of the regional ethnic groups.

- 240. SOCIAL STRUCTURE (4).** A comparative analysis of the structure, function, and change in human socio-cultural organization and kinship systems. Consideration of current anthropological theories developed to account for the principles involved in institutional organization.
- 241. FOLKLORE (4).** Theory and method in the study and collection of folktales, myths, legends, proverbs, riddles, and other forms of verbal tradition.
- 243. WOMEN IN CROSS-CULTURAL PERSPECTIVE (4).** Women's social identities and roles from a comparative and evolutionary perspective. Theories of sex role determinants in traditional and contemporary societies.
- 250. OLD WORLD PREHISTORY (4).** Examination of the archaeological record of the Old World (Europe, Africa, Asia). Emphasis on the study and critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. *Prerequisite: Anthropology 112 or equivalent, consent of instructor.*
- 251. NEW WORLD PREHISTORY (4).** In-depth examination of the archaeological record of the New World (North America, Mesoamerica, and Andean area). Emphasis on critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns.
- 260. HUMAN EVOLUTION (4).** Detailed review of all pre-human primate and human fossil discoveries and their theoretical implications for understanding human evolution. *Prerequisite: Anthropology 111 recommended.*
- 261. METHODS AND TECHNIQUES IN BIOLOGICAL ANTHROPOLOGY (2).** An introduction to the identification of skeletal material and the research methods and techniques for analysis of primate and human evolution and genetic information. *One hour of lecture and three hours of laboratory per week. Prerequisite: Anthropology 111.*
- 262. PRIMATE SOCIAL BEHAVIOR (4).** Survey of the social behavior and organization of monkeys and apes and their relevance to the evolution of human behavior and social organization.
- 275. ETHNOGRAPHIC METHODS AND TECHNIQUES (4).*** Field study of a selected subculture under supervision and with instruction to acquaint students with techniques of obtaining, ordering, and analyzing cultural data. Students complete a research project based on field experience. Strongly recommended for cultural anthropology students. *Prerequisite: Anthropology 110 or equivalent.*
- 285. THEORY IN CULTURAL ANTHROPOLOGY (4).** A historical and critical survey of the main theoretical approaches to the study of the origin and development of culture, of the principal concepts developed within anthropology, and of the important figures who have contributed to the discipline. *Prerequisites: Anthropology 110, 111, 112, and three additional upper division courses in Anthropology, or consent of instructor.*
- 288. ANTHROPOLOGICAL THEORIES OF BEHAVIOR (4).** A critical analysis in terms of anthropological research and findings of current theories, both cultural and biological, that have been advanced to explain human behavior. NOTE: This course will not count toward the Anthropology major.
- 292. SPECIAL TOPICS IN ANTHROPOLOGY (4).** An intensive study of an issue, or concept or theory in anthropology that is of special interest to both the faculty member and the students. *Prerequisite: Consent of instructor.*
- 298. INDEPENDENT STUDY (2,4).*** Independent study of a particular problem under the direction of a member of the anthropology department. *Prerequisite: Consent of instructor.*

*Repeatable course.

Anthropology

Graduate

440. SEMINAR IN SOCIAL ANTHROPOLOGY (4). 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.*

442. SEMINAR IN CROSS-CULTURAL STUDIES IN DEVIANT BEHAVIOR (4). An examination of deviant behavior in various parts of the world. Consideration of the mechanisms whereby deviance is recognized and controlled in other cultures. Comparative analysis of concepts of deviance. *Prerequisite: Graduate standing and consent of instructor.*

ART

The art program at Dominguez Hills offers the student the opportunity to concentrate in either art history or in one of four aspects of studio art: painting, sculpture, drawing, or graphics. The art history program offers one of the widest selections of courses at the undergraduate level in the California State University and College system. The studio art program, begun in the fall of 1973, offers close supervision in small class situations by an actively producing faculty.

*Art majors will choose between an
ART HISTORY or a STUDIO ART specialization.*

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ART

With a Specialization in Art History

Lower Division

- A. Art 101. Introduction to Traditional Western Art I
Art 102. Introduction to Traditional Western Art II
- B. Plus one of the following 3-unit courses:
 - Art 165. Graphics Media
 - Art 170. Art Structure I
 - Art 171. Art Structure II
 - Art 179. Beginning Drawing
 - Art 180. Beginning Painting
 - Art 190. Beginning Sculpture

Upper Division

36 units are required:

- A. Three courses in an Emphasis Area to be selected upon advisement. Emphasis Areas are:
 - 1. Art of Egypt and the Near East, Art of Greece and Rome, and Medieval Art;
 - 2. Medieval Art, Renaissance Art, and Baroque Art;
 - 3. Renaissance Art, Baroque Art, and Nineteenth Century Art;
 - 4. Nineteenth Century Art, Twentieth Century Art, and Art Since 1945;
 - 5. Twentieth Century Art, Art Since 1945, and Modern Architecture;
 - 6. Art of India, Art of China, Art of Japan and Korea;
 - 7. Art of Latin America, Art of California and the Southwest, and Pre-Columbian Art;
 - 8. American Art, Art of California and the Southwest, and Twentieth Century Art;
 - 9. African Art, Pre-Columbian Art, and Oceanic Art.

Art

- B. Four courses in Art History outside of Emphasis Area to be selected upon advisement.
- C. Art 295. Senior Seminar in Theories of Art Criticism
- D. Art 297. Directed Research

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ART

With a Specialization in Studio Art

Lower Division

Required (3-unit) courses:

- Art 165. Graphics Media
- Art 170. Art Structure I
- Art 171. Art Structure II
- Art 179. Beginning Drawing
- Art 180. Beginning Painting
- Art 190. Beginning Sculpture

Upper Division

36 units are required:

- A. Art 269. Concepts of Art
- B. Three courses in one Art History Emphasis Area
- C. Seven (3-unit) courses from the following lists; *four courses must be from the same list.*
 - 1. DRAWING
 - Art 271. Intermediate Drawing
 - Art 272. Advanced Drawing
 - Art 273. Life Drawing I
 - Art 274. Life Drawing II
 - 2. PAINTING
 - Art 280. Intermediate Painting
 - Art 284. Advanced Painting I
 - Art 286. Advanced Painting II
 - Art 287. Painting Media
 - Art 288. The Human Figure in Painting
 - 3. GRAPHICS
 - Art 276. Beginning Etching
 - Art 277. Intermediate Etching
 - Art 278. Advanced Etching
 - Art 279. Beginning Lithography
 - Art 281. Intermediate Lithography
 - Art 282. Advanced Lithography
 - Art 283. Silkscreen

4. SCULPTURE

- Art 285. Intermediate Sculpture
- Art 290. Advanced Sculpture—Wood
- Art 292. Advanced Sculpture—Metal
- Art 293. Advanced Sculpture—Plastics
- Art 294. Advanced Sculpture—Casting
- Art 296. Advanced Sculpture—Structural Systems

REQUIREMENTS FOR THE MINOR IN ART HISTORY

- A. Three 200-level courses in a single Emphasis Area to be selected by advisement. (12 units).
- B. Three 200-level electives selected from the Art History courses. (12 units).
- C. Strongly recommended, if the student has not already had them or the equivalent, are the lower division Art 101 and Art 102.

**REQUIREMENTS FOR THE MINOR IN COMBINED
ART HISTORY AND STUDIO ART**

- A. Three 200-level courses in Art History. (12 units)
- B. Four studio courses taken as electives at the 200-level. (12 units)
- C. Strongly recommended, if the student has not already had them or their equivalent, are Art 101, Art 102, and any of the lower division studio art courses.

COURSE OFFERINGS IN ART*Lower Division*

- 101. INTRODUCTION TO TRADITIONAL WESTERN ART I (4).** An introduction to the arts of Egypt, Mesopotamia, Greece and Rome, and Medieval Europe. Discussion of concepts, style development, iconography, and interrelationships between art and society.
- 102. INTRODUCTION TO TRADITIONAL WESTERN ART II (4).** A continuation of Art 101. An introduction to the art of the Renaissance, the Baroque, and the Rococo periods. Discussion of concepts, style development, iconography, and internal relationships between art and society.

Art

- 110. THE CREATIVE EXPERIENCE (4).** A workshop exploring a variety of two and three-dimensional materials and processes for non-art majors. *Two hours of lecture and four hours of laboratory per week.*
- 165. GRAPHICS MEDIA (3).** Experiences in the print processes of silkscreen, wood-block, linoleum block, and monoprint.
- 170. ART STRUCTURE I (3).** Principles of design as they relate to two-dimensional elements (point, line, shape, texture, color, etc.) and their composition on the pictorial surface. Introduction to various two-dimensional media.
- 171. ART STRUCTURE II (3).** Principles of design as they relate to the three-dimensional elements (line, plane, volume) and their composition in space. Introduction to various three-dimensional media.
- 175. VISUAL ELEMENTS WORKSHOP (2).*** A foundation course introducing the various elements and principles of design and vision with emphasis on structure, color study, and composition. *Three hours per week plus additional work by arrangement.*
- 179. BEGINNING DRAWING (3).** A foundation course in drawing, oriented to the understanding and use of various systems of graphic representation.
- 180. BEGINNING PAINTING (3).** A foundation course introducing the student to problems of pictorial space, organization, and color through the use of two-dimensional painting media. *Prerequisite: Art 179.*
- 190. BEGINNING SCULPTURE (3).** Introduction to the basic principles and materials of sculpture. Various temporary and permanent media.

Upper Division

All art majors are expected to have taken Art 101 and Art 102 or equivalents before taking any 200 level courses in art history.

- 208. ART OF EGYPT AND THE NEAR EAST (4).** The architecture, sculpture, painting, and minor arts of Egypt and the Near East from the beginnings of civilization to the time of Alexander the Great.
- 210. ART OF GREECE (4).** The architecture, sculpture, painting, and minor arts of Ancient Greece from the 3rd millennium to the 1st Century B.C.
- 211. ART OF ROME (4).** The architecture, sculpture, painting, and minor arts of ancient Italy and the Roman Empire from the 8th Century B.C. to 315 A.D.
- 215. EARLY CHRISTIAN AND BYZANTINE ART (4).** The architecture, painting, sculpture, and minor art from the Age of Constantine to the Coronation of Charlemagne in the West and to the Fall of Constantinople in the East.
- 216. ROMANESQUE AND GOTHIC ART (4).** Architecture, sculpture, and painting of Western Europe from the time of Charlemagne until the advent of the Renaissance.
- 220. RENAISSANCE ART (4).** The architecture, painting, and sculpture of Western Europe in the fifteenth and sixteenth centuries.
- 225. BAROQUE ART (4).** The architecture, painting, and sculpture of Western Europe in the seventeenth and eighteenth centuries.
- 230. NINETEENTH CENTURY ART (4).** The architecture, painting, and sculpture of Europe in the nineteenth century.
- 231. TWENTIETH CENTURY ART (4).** The architecture, painting, and sculpture of Europe and the United States in the Twentieth Century.

*Repeatable course.

- 232. MODERN ARCHITECTURE (4).** History of the technological and stylistic developments in the architecture of the nineteenth and twentieth centuries.
- 233. ART SINCE 1945 (4).** Painting, sculpture, prints, and architecture since 1945.
- 234. ASIAN ARTS I: ART OF INDIA (4).** Development of the visual arts in India from the earliest times to the modern era.
- 235. ASIAN ARTS II: ART OF CHINA (4).** A study of the visual arts of China.
- 236. ASIAN ARTS III: ART OF JAPAN AND KOREA (4).** A study of the visual arts of Japan and Korea. (Art 234, 235 and 236 may be taken separately and in any order.)
- 240. CAREER MANAGEMENT FOR THE ARTIST (4).** An examination of the business aspects of the artist's career. Relationships with gallery directors, museum curators, collectors, and colleagues. *Prerequisite: Upper division standing.*
- 250. AMERICAN ART (4).** A study of the ways in which American artists, architects, and designers have reacted to, been influenced by, and initiated important world trends in the arts.
- 253. ART OF CALIFORNIA AND THE SOUTHWEST (4).** The art and architecture of California, Arizona, New Mexico, Texas and contiguous areas from prehistoric to more recent times. Emphasis on the nature of regional variations related to broader art historical movements.
- 254. AFRO-AMERICAN ART (4).** A study of selected works in Afro-American culture including an examination of African and other influences.
- 255. HISTORY OF URBAN AESTHETICS (4).** Explores the aesthetic problems of design within the framework of the development of urbanization.
- 260. LATIN AMERICAN ART (4).** The architecture, painting, and sculpture of the various Latin American nations from the conquest to present times.
- 262. PRE-COLUMBIAN ART (4).** The architecture, sculpture, painting, and minor arts of the pre-Columbian cultures of the Western Hemisphere with emphasis on Mexico and Peru.
- 265. ART OF BLACK AFRICA (4).** A study of the civilization and culture of Black Africa through the examination of architecture, painting, sculpture and related arts.
- 268. ART OF OCEANIA (4).** A study of selected works of architecture, sculpture, painting and related arts from Australia, Indonesia, Melanesia, Micronesia, and Polynesia.
- 269. CONCEPTS OF ART (3).** Exploration of ideas prevalent in traditional and contemporary art by means of student art projects. Emphasis on realization of idea in form and medium. Discussion and slides of various artists and movements. *Principally for art majors; others by consent of instructor.*
- 270. TWENTIETH CENTURY ARTISTS: THEIR WRITINGS AND THEIR ART (4).** An examination of some of the outstanding art and documents by or concerning twentieth century artists to understand the art of this period and to locate both similarities and differences between their "20th-centuryness" and their relationship to tradition.
- 271. INTERMEDIATE DRAWING (3).** Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. *Prerequisite: Art 179 or equivalent.*
- 272. ADVANCED DRAWING (3).*** Advanced studies in graphic representation, with special emphasis on aesthetic development, experimentation, and individual problem-solving. *Prerequisite: Art 179 and 271.*

*Repeatable course.

Art

- 273. LIFE DRAWING I (3).** Development of the graphic representation of the human form. Live models used to introduce problems of form, structure, and anatomy. *Prerequisite: Art 179 or equivalent.*
- 274. LIFE DRAWING II (3).** An advanced course in the graphic study of the human figure. Emphasis upon the creative interpretation of form and structure through media. *Prerequisite: Art 273.*
- 275. ENVIRONMENTAL DESIGN (4).** Problems of design in relation to the urban environment from a functional and aesthetic point of view. *Two hours of lecture, three hours of studio work plus field work by arrangement. Prerequisite: Art 175 or equivalent.*
- 276. BEGINNING ETCHING (3).** A foundation course in intaglio printmaking, introducing the process of aquatint, soft ground, and hard ground etching. *Prerequisite: Art 165.*
- 277. INTERMEDIATE ETCHING (3).** A continuation of basic intaglio techniques and an introduction to color printmaking. *Prerequisite: Art 276.*
- 278. ADVANCED ETCHING (3).*** Special projects in selected aspects of intaglio printmaking. *Prerequisite: Art 277.*
- 279. BEGINNING LITHOGRAPHY (3).** An introduction to the basic techniques of lithographic printmaking processes. *Prerequisite: Art 179 and Art 165.*
- 280. INTERMEDIATE PAINTING (3).** Problems in the creative use of the materials of painting. Emphasis on visual concepts, interpretation, and expression. *Prerequisite: Art 170 and 180.*
- 281. INTERMEDIATE LITHOGRAPHY (3).** A continuation of basic techniques in lithography and an introduction to color printmaking. *Prerequisite: Art 279.*
- 282. ADVANCED LITHOGRAPHY (3).*** Special projects in selected aspects of lithographic printmaking. *Prerequisite: Art 281.*
- 284. ADVANCED PAINTING I (3).** Development of a more comprehensive understanding of materials and methods as they relate to current concepts of painting. Problems of color field, shaped canvas, and geometric abstraction. *Prerequisite: Art 280.*
- 285. INTERMEDIATE SCULPTURE (3).** Continued study of principles and materials of sculpture. Various temporary and permanent media. *Prerequisite: Art 171 and 190.*
- 286. ADVANCED PAINTING II (3).*** Advanced study emphasizing aesthetic development, personal imagery, and individual critical awareness. Self-initiated studio problems. *Prerequisite: Art 284.*
- 287. PAINTING MEDIA (3).** A study of the traditional and contemporary methods and materials. Development of an understanding and appreciation of the technical problems common to the media of the painter.
- 288. THE HUMAN FIGURE IN PAINTING (3).** Study of the structural and symbolic implications of the human form in terms of painting techniques and styles. Problems emphasizing the development of personal expression. *Prerequisite: Art 180 and 273.*
- 290. ADVANCED SCULPTURE—WOOD (3).*** Instruction in woodworking techniques applied to solution of student individual projects. Possible topics include wood carving, tool forming, laminating, assembling. *Prerequisite: Art 285.*
- 291. SPECIAL STUDIES IN ART (4).*** Detailed study of a period, area, figure, or movement in the history of art.

*Repeatable course.

- 292. ADVANCED SCULPTURE—METAL (3).*** Instruction in metalworking techniques applied to solution of student individual projects. Possible topics include soldering, brazing, welding, and sheet metal fabrication. *Prerequisite: Art 285.*
- 293. ADVANCED SCULPTURE—PLASTICS (3).*** Instruction in plastic-forming techniques applied to solution of student individual projects. Possible topics include sheet plastic fabrication, thermoforming, and resin casting. *Prerequisite: Art 285.*
- 294. ADVANCED SCULPTURE—CASTING (3).*** Instruction in sculptural casting techniques. Possible topics include sand casting, waste molds, displacement molds, lost wax process. Variety of casting materials. *Prerequisite: Art 285.*
- 295. SEMINAR IN THEORIES OF ART CRITICISM (4).** Various approaches to art criticism throughout the centuries with particular emphasis on contemporary problems of criticism. *Prerequisite: Senior standing and consent of instructor.*
- 296. ADVANCED SCULPTURE—STRUCTURAL SYSTEMS (3).*** Examination of contemporary systems used to define large volumes of mass or space. Exploration of small and full-scale studies. Individual and group projects. *Prerequisite: Art 285.*
- 297. DIRECTED RESEARCH (1,2,3, or 4).** Preparation of a research paper on a selected topic. *Prerequisite: Consent of department head.*
- 298. INDEPENDENT STUDY (1,2,3, or 4).** An art project undertaken with the advice and supervision of an art faculty member. *Prerequisite: Consent of department head.*

* Repeatable course.

BEHAVIORAL SCIENCES

An Undergraduate Interdepartmental Field of Concentration and a Graduate Degree Program

The Undergraduate Interdepartmental program in Behavioral Sciences is designed to provide the student with a broad, systematic understanding of human behavior, and of the biological, psychological, cultural, and social forces that influence such behavior.

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 public agencies; school and college administrators; administrators of community action programs; general classroom teachers; applied researchers; individuals interested in junior college credentials; and individuals desiring to pursue a Ph.D. in behavioral science, education, psychology, sociology, or communication.

B.A. DEGREE REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN BEHAVIORAL SCIENCES

Prerequisite

One course in elementary statistics selected from the following:

- † Mathematics 150. Elementary Statistics and Probability
- Psychology 150. Elementary Statistical Analysis in Psychology
- Sociology 120. Elementary Statistical Analysis in Sociology

Upper Division

Anthropology, Psychology, Sociology, Political Science, and Biological Science majors must replace the course(s) offered by the department in which the student is majoring: Political Science majors must replace the required Political Science course of category C with any course in categories B, D, or E. Biological Science majors must replace the required Biological Science course of category D with any course in categories B, C, or E; Anthropology, Psychology, or Sociology majors must replace the two courses (one in category A, and one in category B) offered by their major department with two replacement courses selected from categories B, C, D, or E, with no more than one of these in a single discipline and no more than one from category E.

- A. Three courses, on modern theories or systems and their historical origins, in the core areas of the behavioral sciences—anthropology, psychology, and sociology:

Anthropology 288. Anthropological Theories of Behavior
Psychology 205. History and Systems of Psychology
Sociology 255. Modern Sociological Theories

- B. Three additional courses, one in each of the three core areas of the behavioral sciences, selected from the following:

† Consult course description for prerequisite.

- Anthropology 210. Psychological Anthropology
 - Anthropology 214. Anthropology of Conflict
 - Anthropology 240. Social Structure
 - Anthropology 241. Folklore
 - † Anthropology 262. Primate Social Behavior
 - Psychology 212. Theories of Learning
 - Psychology 240. Social Psychology: Psychological Perspective
 - Psychology 250. Developmental Psychology
 - Psychology 260. Theories of Personality
 - Psychology 263. The Abnormal Personality
 - Sociology 214. Formal Organizations
 - Sociology 240. Social Psychology: Sociological Perspective
 - Sociology 252. Sociology of Conversation
 - Sociology 254. Sociology of Knowledge
 - Sociology 265. Deviant Behavior
- C. One course relating to political behavior, selected from the following:
- Political Science 236. Theories of International Relations
 - Political Science 270. Public Opinion and Propaganda
 - Political Science 271. Conflict and Violence
 - Political Science 273. Psychology and Politics
- D. One course relating biology and human behavior:
- † Biological Science 270. Biological Bases of Human Behavior
- E. The following courses, which also approach human behavior in a systematic fashion, are *not required* courses. But a student majoring in Anthropology, Biological Science, Political Science, Psychology, and Sociology may select one of these courses to replace a required course which falls within the student's departmental major:
- Economics 285. Economic Policy and Social Values
 - † English 219. Psycholinguistics
 - Geography 252. Environmental Perception
 - Philosophy 279. Contemporary Moral Issues
 - Philosophy 230. The Nature of Scientific and Humanistic Inquiry
- F. The senior seminar in this field.

REQUIREMENTS FOR THE MINOR IN BEHAVIORAL SCIENCES

Upper Division

A total of six courses, distributed as follows, are required.

- A. Four courses in the core disciplines of the behavioral sciences (i.e., anthropology, psychology, or sociology) selected from the following, with no more than two courses in a single discipline. Students with a departmental major in anthropology, psychology, or sociology are to select courses outside the departmental major.
- Anthropology 210. Psychological Anthropology
 - Anthropology 214. Anthropology of Conflict
 - Anthropology 240. Social Structure
 - Anthropology 241. Folklore
 - † Anthropology 262. Primate Social Behavior

† Consult course description for prerequisite.

Behavioral Sciences

Anthropology 288. Anthropological Theories of Behavior
Psychology 205. History and Systems of Psychology
Psychology 212. Theories of Learning
Psychology 240. Social Psychology: Psychological Perspective
Psychology 250. Developmental Psychology
Psychology 260. Theories of Personality
Psychology 263. The Abnormal Personality
Sociology 214. Formal Organizations
Sociology 240. Social Psychology: Sociological Perspective
Sociology 252. Sociology of Conversation
Sociology 254. Sociology of Knowledge
Sociology 255. Modern Sociological Theories
Sociology 265. Deviant Behavior

B. One course relating to political behavior, selected from the following:

Political Science 236. Theories of International Relations
Political Science 270. Public Opinion and Propaganda
Political Science 271. Conflict and Violence
Political Science 273. Psychology and Politics

C. The senior seminar in this field.

COURSE OFFERING

Upper Division

290. SEMINAR IN BEHAVIORAL SCIENCES (4). A seminar designed to integrate previous course work by approaching selected problems from the perspectives of the various behavioral sciences. Preparation of seminar paper. *Prerequisites: Senior standing and consent of instructor.*

MASTER OF ARTS DEGREE IN BEHAVIORAL SCIENCE

The Behavioral Science Graduate Program offers three degree concentrations leading toward a master of arts degree in behavioral science. They are Applied Behavioral Science, Psychology, and Sociology.

Admission and Classification

For Applied Behavioral Science and Sociology Concentrations

All students are admitted to the Behavioral Science Graduate Program as conditionally classified students. To be so admitted the applicant must arrange for a personal interview with the Chairperson, Behavioral Science Graduate Program, and possess the following:

1. A Bachelor of Arts degree from an accredited college or university.
2. A 2.85 or higher grade point average in the last 90 quarter units (60 semester units) of undergraduate work.

A student must be a classified student in the Behavioral Science Graduate Program in order to write a thesis or take comprehensives or to take Behavioral Science 498 or 499. To become classified a student must accomplish the following:

1. Complete at least two upper division *methods* courses and two upper division *theory* courses in two of the three following disciplines: anthropology, psychology, and sociology. The specific courses will be selected with a faculty advisor. A grade of "B" or better is required in each of the above theory and methods courses.
2. Meet *one* of the following three requirements:
 - A. Obtain a G.R.E. score of at least 1000, with a 450 verbal score, or
 - B. Obtain a grade point average of 3.0 in the last 90 credit hours of college work, or
 - C. Upon petition to the Behavioral Science Graduate Curriculum Committee, three acceptable letters of recommendation from faculty members who have had the student in class *may be* considered to substitute for one of the above.

For Psychology Concentration

All students are admitted to the Behavioral Science Graduate Program as conditionally classified students. To be so admitted the applicant must arrange for a personal interview with the Chairperson, Behavioral Science Graduate Program, and possess the following:

1. A bachelor's degree or equivalent from a fully accredited institution.
2. An upper division grade point average of 3.0 (grade of "B" or better) assuming that no more than 20% of such units were taken on a Pass No Credit or other grading system not involving A,B,C,D,F grades.
3. At least 14 units of psychology undergraduate courses selected from the following (or equivalents):

Psychology 125—Introduction to Research Methods
Psychology 150—Elementary Statistical Analysis in Psychology
Psychology 230—Behavioral Statistics and Research Design

Note: Psychology 231—Measurement in Psychology—may be substituted for Psychology 230.

Two upper division psychology courses including laboratory work in addition to those listed.

Two elective, upper division psychology courses.

Classification as a student in the Psychology Concentration requires accomplishment of all the following:

1. Possess a Bachelor of Arts degree or the equivalent from a fully accredited institution.
2. Obtain an upper division grade point average of 3.0, assuming that no more than 20% of such units were taken on a Pass/ No Credit or other grading system not involving A, B,C,D,F grades.
3. Complete the following undergraduate courses or their equivalents:
Psychology 125—Introduction to Research Methods
Psychology 150—Elementary Statistical Analysis in Psychology

Behavioral Sciences

Psychology 230—Behavioral Statistics and Research Design *or*

Psychology 231—Measurement in Psychology

Two upper division psychology courses including laboratory work (in addition to those listed above)

Two elective upper division psychology courses.

4. Complete both the Graduate Record Examination (GRE) Aptitude Test and the GRE Advanced Test in Psychology.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BEHAVIORAL SCIENCE

Applied Behavioral Science Concentration

1. 45 quarter units selected as follows. At least 33 units are to be elected from graduate offerings:
 - A. Behavioral Science 400: Introduction to Graduate Studies in the Behavioral Sciences.
 - B. 27 additional units selected from 400-level courses offered by the Behavioral Science Graduate Program. Up to 5 quarter units of thesis may be earned in Behavioral Science 499 if student elects the thesis option.
 - C. 16 additional elective units *with approval of the chairperson* to be selected from upper division and graduate courses in behavioral science, psychology, sociology, anthropology, and political science.
2. Completion of *one* of the following:
 - A. Master's thesis
 - B. Comprehensive examinations

Psychology Concentration

1. 45 quarter units of graduate work selected as follows:
 - A. Behavioral Science 400: Introduction to Graduate Studies in the Behavioral Sciences.
 - B. Two 400-level courses in the Behavioral Science Graduate Program. These courses are to be chosen in consultation with student's advisor.
 - C. Psychology 420—Seminar in Research Methodology.
 - D. One of the following:
 - Psychology 410. Seminar in Learning
 - Psychology 416. Seminar in Perception
 - E. Two of the following:
 - Psychology 440. Seminar in Social Psychology
 - Psychology 450. Seminar in Developmental Psychology
 - Psychology 460. Seminar in Personality
 - F. Behavioral Science 499. Thesis (maximum of 5 units).
 - G. 14 units of graduate level work selected with student's advisor.
2. A grade point average of 3.0 or better in all courses taken to satisfy the requirements for completion of the degree.
3. Completion of Thesis.

† Consult course description for prerequisite.

Sociology Concentration

1. 45 quarter units selected as follows. At least 33 units are to be elected from graduate offerings:
 - A. Behavioral Science 400. Introduction to Graduate Studies in the Behavioral Sciences.
 - B. Sociology 405. Seminar in Sociological Methods.
Sociology 455. Seminar in Sociological Theory.
 - C. 4 additional sociology courses at the graduate or upper division level.
 - D. 10 units selected from 400-level courses offered by the Behavioral Science Graduate Program.
 - E. 9 additional units (up to 5 units may be earned in Behavioral Science 499 [Thesis] if student elects the thesis option) of upper division or graduate level elective course.
2. Completion of *one* of the following:
 - A. Thesis
 - B. Comprehensive Examinations

COURSE OFFERINGS IN MASTER OF ARTS PROGRAM IN BEHAVIORAL SCIENCES

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

Behavioral Science

- 400. INTRODUCTION TO GRADUATE STUDIES IN THE BEHAVIORAL SCIENCES (2).** Consideration of the scope of the M.A. program in Behavioral Sciences. *Required as a first course for all students seeking the degree.*
- 401. ADVANCED STATISTICS FOR BEHAVIORAL SCIENCE (4).** Analysis of variance as it relates to various experimental designs, and such topics as factor analysis, multi-variant regressive analysis, path-analysis, and scaling techniques.
- 410. SEMINAR IN THEORY (4).** 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, for example) and a determination of their value in leading to understanding of human beings as individuals and in social relations.
- 411. CROSS-CULTURAL BEHAVIOR IN COMPLEX SOCIETIES (4).** Analysis and discussion of cultural factors affecting human behavior in complex societies. Emphasis upon the cultural behavior of the major ethnic groups in the United States as it relates to family organization and critical life choices.

Behavioral Sciences

- 412. COMPUTER APPLICATIONS IN BEHAVIORAL SCIENCE (4).** Past and present applications of computers in social science data processing, statistical analysis, laboratory research, field studies, simulation, model building, and theory construction. The computer as teacher or tutor. Computing vs thinking. Programs as theories.
- 414. SEMINAR IN RESEARCH METHODS (4).** 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.
- 416. SEMINAR IN SPECIAL TOPICS (4).** The analysis and study of a current topic in Behavioral Science. *Course may be repeated once for a total of 8 units.*
- 417. ATTITUDE CHANGE AND PERSUASION (4).** Examination and evaluation of the major theories of attitude formation and change as they relate to human behavior. Analysis of balance theory, social judgment theory, cognitive-dissonance theory, inoculation theory, and attribution theory. Examination of research methods in attitude change.
- 420. CRITIQUE OF PROGRAMS AND PRACTICES (4).** 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.
- 422. THE DESIGN OF SOCIAL SYSTEMS (4).** A cross-disciplinary examination of the design of small scale social systems: their structure, functions, limitations, and the problems of control and coordination.
- 430. STUDIES IN HUMAN COMMUNICATION (4).** Reading and discussions concerning verbal and nonverbal communication. Critical review of the theories of Miller, Skinner, Shoft, Chomsky, and others. Discussion of psycho-linguistics and the mechanisms whereby language influences and is influenced by individuals and societies.
- 431. ORGANIZATIONAL COMMUNICATION BEHAVIOR (4).** Analysis of communication systems, both formal and informal, in complex organizations. Emphasis upon communication in organizations as it relates to such topics as networks, change, human development, and organizational behavior.
- 434. SEMINAR IN BEHAVIORAL CONTROL (4).** A cross-disciplinary examination of the techniques and procedures of human behavioral control including literature in behavior modification, brain stimulation, genetic engineering, drugs, advertising, environmental design, brainwashing, hypnosis, and interpersonal and group influences.
- 440. SEMINAR IN APPLIED BEHAVIORAL SCIENCES (4).** 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.
- 442. MARRIAGE AND FAMILY EDUCATION (4).** An examination of theory, research, and practicum in the general areas of preparation for marriage, sex education, and the role of the child in the family.
- 443. SEMINAR IN MARRIAGE, FAMILY AND CHILD COUNSELING (4).** A study of the history of marriage counseling, family therapy, crisis counseling, and the various approaches to marital conflict resolution including pre-marital and divorce counseling techniques and methods.

- 497. DIRECTED RESEARCH (2).*** Research in any area of Behavioral Science such as psychological, social, neurophysiological, or biochemical problems. Choice of area with consent of advisor.
- 498. DIRECTED READING (2).*** In consultation with a faculty member, assignment of a list of readings that may be used as background information for preparation for examinations; or, for orientation in a little known area; or, for reading in an area of special interest that may serve as an introduction to a future research proposal.
- 499. THESIS (1-5).** A thesis or special project.

Psychology

- 410. SEMINAR IN LEARNING (4).** An intensive study, examination, and critical analysis of contemporary theory and research in animal and human learning.
- 416. SEMINAR IN PERCEPTION (4).** Consideration of selected topics and current developments in sensory processes (vision and audition) and perception.
- 420. SEMINAR IN RESEARCH METHODOLOGY (4).** Advanced experimental design; discussion of generalization, significance, and reliability in research; advanced statistical techniques.
- 431. INDIVIDUAL TESTING (4).** 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.
- 440. SEMINAR IN SOCIAL PSYCHOLOGY (4).** 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.
- 450. SEMINAR IN DEVELOPMENTAL PSYCHOLOGY (4).** Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs. cognition, gerontology, imitation and social development, and research on adolescence.
- 460. SEMINAR IN PERSONALITY (4).** Readings, discussion, and empirical study designed to broaden and deepen the understanding of major issues and problems in personality theory and to enhance the ability to plan, conduct, and evaluate personality research.
- 467. INDIVIDUAL ASSESSMENT (4).** 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.

Sociology

- 405. SEMINAR IN SOCIOLOGICAL METHODS (4).** Advance study of sociological research techniques and strategies. Consideration of survey design and analysis as they relate to theory testing. *Prerequisite: Sociology 206.*

* Repeatable course.

Behavioral Sciences

- 411. SEMINAR IN SOCIAL ORGANIZATIONS AND INSTITUTIONS (4).** 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.
- 418. SEMINAR IN MARRIAGE AND THE FAMILY (4).** A sociological examination of contemporary social issues and changes affecting marriage and family life in American society. Normative and alternative family and marital life styles will be explored.
- 450. SEMINAR IN INTERACTION PROCESSES (4).** 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.
- 455. SEMINAR IN SOCIOLOGICAL THEORY (4).** A detailed concern for classical and contemporary literature and problems in sociological theory.
- 469. SEMINAR IN JUVENILE DELINQUENCY (4).** A course designed to investigate causes, nature, and consequences of juvenile delinquency from sociological perspective. Reading and discussion of theoretical studies and empirical research.

Other

Political Science 410. STUDIES IN POLITICAL BEHAVIOR. See Political Science Course Offerings.

BIOLOGICAL SCIENCE

The undergraduate degree program is designed to provide a broad general understanding of the science of biology with the opportunity for some specialization through the choice of electives. The major may be used to prepare students for careers in teaching, industry, and government. It may also, with the proper choice of minor or interdepartmental program, fulfill the entrance requirements for medical, dental, veterinary, medical technology, or graduate school.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN BIOLOGICAL SCIENCE

Lower Division

The following lower division courses are required to fulfill General Education requirements or to prepare the student for upper division standing in Biological Science.

Biological Science 110-112-114. Principles of Biology

Chemistry 110-112-114. General Chemistry

Physics 120-122. Elements of Physics *or*

Physics 110-112 or 110-114. General Physics

Mathematics 110-112. Differential and Integral Calculus I and II

Upper Division

A. Required Courses:

Biological Science 210-212. Organism Biology I and II

Biological Science 214. Developmental Biology

Biological Science 220. Cell Biology

Biological Science 232. Ecology

Biological Science 240. Genetics

Biological Science 294. Senior Seminar in Biology

Chemistry 216-217. Introductory Organic Chemistry *or*

Chemistry 210. Organic Chemistry I

- B. An additional eight units selected from those courses in Biological Science allowed toward the Major (see course descriptions) and the courses below. The total credit for Biological Science 297 and Experiential Education 220 cannot exceed four units. Biological Science 297 and Experiential Education 220 may only be taken CR/NC.
- Chemistry 250. Biochemistry I
- Experiential Education 220. Experiential Education: Biological Science

REQUIREMENTS FOR THE MINOR IN BIOLOGICAL SCIENCE—OPTION I

(Option I is for students either majoring in the natural sciences or with a strong science background.)

Biological Science

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

Biological Science 110-112-114. Principles of Biology
Chemistry 110-112-114. General Chemistry

Required Courses

Biological Science 210-212. Organism Biology I and II
Biological Science 214. Developmental Biology
Biological Science 232. Ecology
Biological Science 240. Genetics

Four units selected from the following:

- † Biological Science 220. Cell Biology
- † Biological Science 222. Microanatomy of Cells and Tissues
- Biological Science 230. Population Biology
- Biological Science 258. Parasitology
- Biological Science 262. Marine Ecology
- Biological Science 295. Selected Topics in Biology
- † Chemistry 250. Biochemistry I

REQUIREMENTS FOR THE MINOR IN BIOLOGICAL SCIENCE—OPTION II

(Option II is for students majoring in areas other than the natural sciences.)

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

Biological Science 102. General Biology
Chemistry 102. Basic Chemistry

Required Courses

Biological Science 120. Fundamentals of Microbiology
This course may not be used to meet General Education requirements by students choosing this minor.
Biological Science 236. Environmental Biology
Biological Science 246. Human Heredity
Biological Science 256. Human Anatomy and Physiology
Biological Science 270. Biological Bases of Human Behavior

COURSE OFFERINGS IN BIOLOGICAL SCIENCE

Lower Division

102. GENERAL BIOLOGY (4). Representative topics in modern biology, emphasizing the present state of knowledge and the major means whereby this knowledge is being expanded. *Three hours of lecture and three hours of laboratory per week.*

† Consult course description for prerequisite.

- 110. PRINCIPLES OF BIOLOGY (4).** Introduction to the basic biological concepts; structure, organization, function, and interaction at the molecular, cellular, and tissue level. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 112 or concurrent enrollment in Chemistry 112.*
- 112. PRINCIPLES OF BIOLOGY (4).** Biology of monerans, protists, and plants including structure, function, and evolutionary relationships. Principles of ecology are introduced. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 110 and Chemistry 114 or concurrent enrollment in Chemistry 114.*
- 114. PRINCIPLES OF BIOLOGY (4).** Animal biology with emphasis on the relationship of structure and function in invertebrates and vertebrates. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 110, and Chemistry 114 or concurrent enrollment in Chemistry 114.*
- 120. FUNDAMENTALS OF MICROBIOLOGY (4).** The nature and activities of microorganisms; their effects on the environment and human affairs. Microbiological laboratory techniques. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 110 or 102 and one course in General Chemistry. Not open for credit toward the Biological Science major or to students with credit in Biological Science 224.*
- 150. ELEMENTS OF HUMAN ANATOMY AND PHYSIOLOGY (4).** Basic principles of anatomical structure and physiological processes of human organ systems. Designed for Health Science and Physical Education majors. *Prerequisite: Biological Science 102 or equivalent. Not open for credit toward the Biological Science major or to students with credit in Biological Science 256.*
- 151. ELEMENTS OF HUMAN ANATOMY AND PHYSIOLOGY LABORATORY (2).** Laboratory work and demonstrations in the anatomical structure and processes occurring in man. *Six hours of laboratory per week. Prerequisite: Biological Science 150 or concurrent enrollment in Biological Science 150. Not open for credit toward the Biological Science major or to students with credit in Biological Science 256.*

Upper Division

- 201. BIostatISTICS (4).** Application of statistical analyses in biological research, including normal and binomial distributions, t-tests, chi-square test, analysis of variance, linear regression, and correlation. *Three hours of lecture and two hours of laboratory per week. Prerequisite: Mathematics 150.*
- 210. ORGANISM BIOLOGY I (4).** The relationship between structure and function of multicellular organisms. Topics include nutrient acquisition and processing, gas exchange, internal transport and body fluid regulation. The laboratory includes gross and microscopic anatomical studies and student designed experiments. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114.*
- 212. ORGANISM BIOLOGY II (4).** Chemical and nervous control mechanisms, periodicity and rhythms, locomotion and behavior. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 210.*
- 214. EMBRYOLOGY (4).** Development of animals from gametogenesis through organogenesis. Laboratory emphasizes developmental anatomy of the chick with selected comparison to frog and mammal. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114.*
- 215. EXPERIMENTAL EMBRYOLOGY (4).** Cell interactions in the development of animals as shown by experimental alteration of normal development. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Biological Science 214.*

Biological Science

- 220. CELL BIOLOGY (4).** Basic biological problems at the cellular level. Chemical composition of cells, metabolism, synthesis and membrane phenomena. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114 and Chemistry 210 or 217.*
- 222. MICROANATOMY OF CELLS AND TISSUES (4).** Structure and organization of cells during division, growth and development and their integration into tissues. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Biological Science 114 and Chemistry 210 or 217.*
- 223. CELL FINE STRUCTURE (2).** Macromolecular and ultrastructural aspects of cells and tissues; the origin, maintenance, and function of subcellular constituents. *Two hours of lecture per week. Prerequisite: Biological Science 220 or 222.*
- 224. MICROBIOLOGY (4).** The morphology, physiology, genetics and development of microorganisms. Basic bacteriological techniques included in the laboratory. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Biological Science 220, or Biological Science 114 and Chemistry 250.*
- 226. IMMUNOLOGY AND SEROLOGY (4).** Principles of immunity and serology. Emphasis on the cellular and molecular nature of the immune process, the nature of antibodies and antigens, the principles of hematology and uses of serologic methods for the evaluation of the immune response. Immunohematology, immunology of neoplastic tissue, hypersensitivity. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 120 or 224; and Chemistry 210 or 217.*
- 227. CLINICAL MYCOLOGY (4).** Comparative morphology, physiology and pathogenicity of medically important fungi. Laboratory methods for identification emphasize interpretation and evaluation of results. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 224.*
- 228. VIROLOGY (4).** The anatomy, biochemistry, physiology and pathology of bacterial and animal viruses emphasizing virus diseases of man. Laboratory methods include culturing, identification, and measurements of virus cell interactions. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 224.*
- 230. POPULATION BIOLOGY (4).** Structure and organization of populations; principles of population growth and density control; genetics and evolutions of populations; traffic of materials and energy between populations; environmental factors affecting populations. *Three hours of lecture and three hours of laboratory and field work per week. Prerequisite: Biological Science 232.*
- 232. ECOLOGY (4).** Distribution of plants and animals with reference to environmental factors and adaptation to special habitats. *Three hours of lecture and three hours of laboratory and field work per week. Prerequisite: Biological Science 114.*
- 236. ENVIRONMENTAL BIOLOGY (4).** Principles of ecology and contemporary ecological problems, with emphasis on man and his environment. Designed for non-Biological Science majors. *Three hours of lecture and one hour demonstration/discussion session per week. One weekend field trip required. Prerequisite: Biological Science 102 or equivalent. Not open for credit toward the Biological Science major.*
- 240. GENETICS (4).** Principles of heredity; the action of genes on the molecular and organismic levels; variations and mutations. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114.*
- 242. HUMAN GENETICS (3).** Genetic studies of individuals and populations; human cytogenetics, medical genetics, mutation and genetic counseling. *Three hours of lecture per week. Prerequisite: Biological Science 240 or 246.*

- 246. HUMAN HEREDITY (4).** Introduction to human genetics, including human reproduction, Mendelian inheritance, chemical basis of gene action, mutation, and eugenics. *Three hours of lecture and one hour demonstration/discussion session per week*. Prerequisite: *Biological Science 102 or equivalent*. Not open for credit toward the Biological Science major or to students with credit in Biological Science 240.
- 250. PLANT PHYSIOLOGY (4).** A study of plant relations to water and solutes, plant nutrition, photosynthesis and plant metabolism. *Two hours of lecture and six hours of laboratory per week*. Prerequisite: *Biological Science 212 and 220*.
- 252. ANIMAL PHYSIOLOGY (4).** A study of the digestive, circulatory and respiratory systems, and of the role of muscular, sensory, nervous and endocrine systems in animal organisms. *Two hours of lecture and six hours of laboratory per week*. Prerequisite: *Biological Science 212 and 220*.
- 253. ENDOCRINOLOGY (4).** The role of endocrine glands and tissues in metabolic regulation, environmental adjustment, reproduction, and development of vertebrates with emphasis on mammals. *Four hours of lecture per week*. Prerequisite: *Biological Science 214 and 220*.
- 256. HUMAN ANATOMY AND PHYSIOLOGY (4).** Anatomical structure and biological processes occurring in the organ systems of man. *Three hours of lecture and three hours of laboratory per week*. Prerequisite: *Biological Science 102 or equivalent*. Not open for credit toward the Biological Science major or to students with credit in Biological Science 150.
- 258. PARASITOLOGY (4).** Physiological aspects of parasites in man and domestic animals, their symbiotic host and parasite relationships and clinical diagnostic techniques. *Three hours of lecture and three hours of laboratory per week*. Prerequisite: *Biological Science 114*.
- 259. EXPERIMENTAL PARASITOLOGY (4).** Experimental approach to the study of parasitism; physiological and genetic aspects of host-parasite interaction; methods of biological and chemical control. *Two hours of lecture and six hours of laboratory per week*. Prerequisite: *Biological Science 258*.
- 260. GENERAL OCEANOGRAPHY: BIOLOGICAL (4).** Introduction to the plants and animals of the ocean. Their adaptations to and effects on the environment. Biological factors of the marine environment. *Three hours of lecture and three hours of laboratory per week*. Prerequisites: *Biological Science 102 or equivalent and Chemistry 270*. Not open for credit toward the Biological Science major.
- 262. MARINE ECOLOGY (4).** The interrelationship between marine organisms and their environment; emphasis on productivity, population dynamics, community structure. The organisms which make up the pelagic and benthic realms. *Three hours of lecture and three hours of laboratory per week*. Field work required. Prerequisite: *Biological Science 230, or 232, or 260*.
- 264. PALEONTOLOGY (4).** A study of the life of past geological periods on the basis of fossil remains of plants and animals; the significance of such study in understanding natural science today. *Three hours of lecture and three hours of laboratory per week, with field work assignments*. Prerequisite: *Biological Science 102 or equivalent*. Not open for credit toward the Biological Science major.
- 270. BIOLOGICAL BASES OF HUMAN BEHAVIOR (4).** Biological structure and function as it relates to human behavior; the central and autonomic nervous systems; genetic influences; the role of hormones; effects of drugs on human behavior. *Three hours of lecture and one hour demonstration/discussion per week*. Not open for credit toward the Biological Science major.

Biological Science

- 280. HUMAN REPRODUCTION AND DEVELOPMENT (3).** Human sexual function and embryological development; anatomy, physiology, and endocrinology as it relates to human reproduction and development. *Three hours of lecture per week. Prerequisite: Biological Science 214.*
- 282. HUMAN ANATOMY LABORATORY (2).** Advanced laboratory work in the anatomical structure of man involving human materials and models, and dissection of the cat. *Six hours of laboratory per week. Prerequisite: Biological Science 212.*
- 283. HUMAN PHYSIOLOGY (4).** Advanced discussion and laboratory work in the functional activities occurring in the human organ systems. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 282 or concurrent enrollment.*
- 290. ELECTRON MICROSCOPE LABORATORY I (2).** Introduction to the principles of electron microscopy. Theoretical and practical applications of electron microscopy to problems in cell biology and microbiology. *One hour of lecture and three hours of laboratory per week. Prerequisite: Biological Science 223.*
- 291. ELECTRON MICROSCOPE LABORATORY II (2).** Continuation of Biological Science 290. *Six hours of laboratory per week. Prerequisite: Biological Science 290.*
- 294. SENIOR SEMINAR IN BIOLOGY (1).** Intensive use of current biological literature and bibliographies. *One hour of presentation and discussion per week. Prerequisite: Senior standing and Biological Science major. Only CR/NC grades given.*
- 295. SELECTED TOPICS IN BIOLOGY (2,4).*** Advanced course which may include laboratory exercises. *Prerequisite: Consent of instructor.*
- 297. DIRECTED RESEARCH (2,4).*** Advanced laboratory work, with each student undertaking an independent and original investigation. *Six or twelve hours of laboratory per week. Prerequisite: Upper division standing and consent of instructor. Only CR/NC grades given.*

Graduate

- 412. SEMINAR IN BIOLOGICAL BASES OF BEHAVIOR (4).** Review and discussion of current literature on topics related to behavior: Genic control of cellular metabolism, hormonal regulation, structure and function of the nervous system and integrative mechanisms of the brain. *Prerequisite: Biological Science 102 or equivalent; Graduate standing and consent of instructor.*

* Repeatable course.

BUSINESS ADMINISTRATION

Undergraduate and Graduate Degree Programs

The undergraduate degree program in Business Administration, which leads to a Bachelor of Science degree, is designed to prepare students for professional careers in commerce, finance, and industry, as well as for management positions in the public and non-profit sectors. A total of 84 quarter units is required in Business Administration for the bachelor's degree. The program is divided into three segments: lower division, upper division core courses, and a Concentration in one of the following: Accounting, Business Data Systems, Business Economics, General Business, and Real Estate.

Cooperative Education

Students majoring in Business Administration may participate in a Cooperative Education program which supplements the on-campus learning experience with career-related employment in a business or public enterprise. A maximum of 16-quarter units of elective course credit may be earned. Eight quarter units in Cooperative Education may be transferred from a two-year college; these units will apply to the total of 16-quarter units allowed by this college.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Lower Division

Required Courses:

Business Administration 102. Legal Aspects of Business Transactions

Business Administration 130. Essentials of Accounting

Business Administration 170. Introduction to Computers and Data Processing

Economics 110-111. Economic Theory 1A, 1B

† Mathematics 102. Mathematical Analysis for Business

Upper Division

A. Required Courses (40 quarter units)

Business Administration 210. Management and Organizational Theory

† Business Administration 220-221. Quantitative Analysis I, II

† Business Administration 230. Accounting for Planning and Control

† Consult course description for prerequisite.

Business Administration

- Business Administration 250. Elements of Marketing
- † Business Administration 260. Business Finance
- † Business Administration 270. COBOL Programming
- † Business Administration 280. Economics of the Firm
- † Business Administration 290. Management Policy
- † Economics 211. Intermediate Macro-Economic Theory *or*
- † Economics 222. Money and Banking

B. Concentration (20 quarter units)

In addition to the above, each student must select one of the Concentrations listed below:

1. Accounting

- † Business Administration 231-232. Intermediate Accounting I, II
- † Business Administration 233. Advanced Accounting and Theory Problems
- † Business Administration 234. Income Tax Accounting
- † Business Administration 235. Auditing, Systems, and Non-Profit Accounting

2. Business Data Systems

- † Information Science 162. Assembly Language Programming
- † Business Administration 273. Data Base Systems
- † Business Administration 274. Business Systems Design
- † Business Administration 276. Data Processing Management
- † Business Administration 278. Data Processing Applications in Business

3. Business Economics

- † Economics 211. Intermediate Macro-Economic Theory *or*
- † Economics 222. Money and Banking (whichever is not taken in Part A)
- † Economics 251. Quantitative Economic Analysis II
- † Economics 275. Industrial Organization and the American Economy

and two courses from the following:

- † Economics 227. Public Finance
- Economics 228. State and Local Finance
- † Economics 230. Labor and the American Economy
- † Economics 240. International Economics
- Economics 242. Comparative Economic Systems

4. General Business

Students choosing this Concentration must take three of the courses listed below, plus any two other courses in Business Administration:

- † Business Administration 211. Production Management
- † Business Administration 212. Small Business Management
- † Business Administration 213. Personnel Management
- Business Administration 262. Elements of Real Estate
- Business Administration 264. Elements of Risk and Insurance

† Consult course description for prerequisite.

5. Real Estate (This Concentration is offered only in the evening.)

Business Administration 262. Real Estate Principles and Practice

† Business Administration 265. Advanced Legal Aspects of Real Estate

† Business Administration 266. Advanced Real Estate Valuation Theory

† Business Administration 267. Advanced Real Estate Finance and Investment
and a fifth course from the following:

† Business Administration 213. Personnel Management

† Business Administration 234. Income Tax Accounting

Business Administration 264. Elements of Risk and Insurance

REQUIREMENTS FOR THE MINOR IN BUSINESS ADMINISTRATION

Prerequisites:

Economics 110. Economic Theory IA

Economics 111. Economic Theory IB

Required Courses:

Business Administration 130. Essentials of Accounting

Business Administration 170. Introduction to Computers and Data Processing

Business Administration 210. Management and Organizational Theory

Business Administration 250. Elements of Marketing

† Business Administration 260. Business Finance

and

An additional upper-division course in Business Administration selected by the student with the approval of the departmental advisor.

GRADUATE PROGRAM¹

The Master of Business Administration program is designed to meet the professional needs of two groups: recent college graduates who plan careers in business, and those persons already employed who desire to extend their business understanding and potential.

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

A. The curriculum leading to the M.B.A. is constructed around a common core designed to provide all students with a broad understanding of the business system. The core (11 courses) covers five areas:

1. SOCIAL SETTING OF BUSINESS

Business Administration 404. Law and the Economy

† Consult course description for prerequisite.

¹ Significant program changes are under consideration, and students admitted in Fall 1974 and thereafter should acquire and follow the M.B.A. brochure at the department office prior to enrolling in classes.

Business Administration

2. MANAGING THE ENTERPRISE

Business Administration 410. Management Theory

† Business Administration 411. Organizational Theory and Behavior

3. QUANTITATIVE TECHNIQUES IN BUSINESS

† Business Administration 420. Quantitative Methods in Business

† Business Administration 424. Business Conditions Analysis

† Business Administration 430. Managerial Accounting

4. FUNCTIONAL AREAS OF MANAGEMENT

Business Administration 440. Production Management

Business Administration 450. Marketing Management

† Business Administration 460. Corporate Finance

5. INTEGRATIVE SEMINAR

† Business Administration 490. Seminar in Business Policy

B. In addition to the core, each student will take three elective courses from the following:

† Business Administration 415. Seminar in Multinational Business

† Business Administration 426. Seminar in Business and Economic Forecasting

† Business Administration 435-436. Seminars in the Business Applications of Data Processing I-II

† Business Administration 445. Seminar in Industrial Relations

† Business Administration 462-463. Seminars in Finance I-II

† Business Administration 485-486. Seminars in Management I-II

In addition to course requirements, completion of the degree requires passage of a two-part comprehensive examination:

1. Part A to be taken upon completion of the quantitative sequence of the core;
2. Part B, covering the organizational and problem-solving aspects of management and the elective areas, to be taken in the final quarter of coursework.

Admission to the Program

All applicants to the M.B.A. program must submit a completed application for admission to graduate standing at the California State College, Dominguez Hills, and transcripts of all previous college-level work in accordance with the procedures outlined in the Admission section of this catalog.

To be admitted to classified standing in the M.B.A. program, an applicant must:

1. Score a minimum of 425 on the Admission Test for Graduate Study in Business given by the Educational Testing Service;
2. Have achieved a minimum 2.5 grade point average in upper division undergraduate work;
3. Foreign students must also pass the Test of English as a Foreign Language (TOEFL) with a score of 500 or better.

† Consult course description for prerequisite.

COURSE OFFERINGS IN BUSINESS ADMINISTRATION

Lower Division

- 102. LEGAL ASPECTS OF BUSINESS TRANSACTIONS (4).** Analysis of the legal process; functions and operations within a federal system; contracts, sales, agency.
- 130. ESSENTIALS OF ACCOUNTING (4).** Preparation and use of accounting records; the accounting process; cases and problems.
- 170. INTRODUCTION TO COMPUTERS AND DATA PROCESSING (4).** Introduction to computer systems with emphasis on the impact of computers and their use; elements of programming. (Same as Information Science 120)

Upper Division

- 210. MANAGEMENT AND ORGANIZATIONAL THEORY (4).** Integration of classical and behavioral approaches to management with emphasis upon human relations, informal organization, and motivation in both profit and non-profit organizations.
- 211. PRODUCTION MANAGEMENT (4).** Analysis of the management function in the production area; methods used in planning, organizing, and controlling production. *Prerequisite: Business Administration 210 and Business Administration 221.*
- 212. SMALL BUSINESS MANAGEMENT (4).** Role of small business in the American economy; establishing, financing and operating independent businesses. *Prerequisite: Business Administration 210 and Consent of Instructor.*
- 213. PERSONNEL MANAGEMENT (4).** Principles and practices with emphasis on selection, training, and evaluation of employees of both profit and non-profit organizations, with selective attention to relevant governmental regulations, grievance handling procedures, and labor-management relations. *Prerequisite: Business Administration 210.*
- 220. QUANTITATIVE ANALYSIS I (4).** Mathematical methods applied to management problems; elementary mathematical optimization models. *Prerequisite: Mathematics 102.*
- 221. QUANTITATIVE ANALYSIS II (4).** Collection, analysis and presentation of statistical data; random sampling, estimation, hypothesis testing, regression and correlation. *Prerequisite: Mathematics 102.*
- 230. ACCOUNTING FOR PLANNING AND CONTROL (4).** The use of accounting data in the analysis and control of business operations and in the management decision making process. *Prerequisite: Business Administration 130 and Economics 110.*
- 231. INTERMEDIATE ACCOUNTING I (4).** The quantification, recording, and presentation of balance sheet and income statement items with emphasis on corporate organizations; statement of application of funds; cash flows, accounting theory; interpretation of financial statements; introduction of AICPA pronouncements. *Prerequisite: Business Administration 130.*
- 232. INTERMEDIATE ACCOUNTING II (4).** Continuation of Intermediate Accounting I. *Prerequisite: Business Administration 231.*
- 233. ADVANCED ACCOUNTING AND THEORY PROBLEMS (4).** Formation, utilization, and analysis of consolidated financial statements at advanced level; accounting problems of estates, trusts, insolvencies, foreign subsidiaries and exchange; AICPA pronouncements; brief of SEC regulations; CPA theory problems integrated throughout course. *Prerequisite: Business Administration 232.*

Business Administration

- 234. INCOME TAX ACCOUNTING (4).** Principles of federal income tax law, reference sources, limited practice in preparation of returns for individuals, proprietorships, partnerships, corporations; survey of estate and trust tax law. *Prerequisite: Business Administration 232.*
- 235. AUDITING, SYSTEMS, AND NON-PROFIT ACCOUNTING (4).** Emphasis on the public accounting profession, generally accepted auditing standards and procedures, professional ethics and problems in working paper preparation and report writing; CPA exam auditing problems integrated with course; also survey of principles of development of accounting systems and survey of non-profit accounting. *Prerequisite: Business Administration 233 and 234.*
- 250. ELEMENTS OF MARKETING (4).** Management of the marketing function; decision-making concerning products, distribution channels, pricing and promotion, consumer behavior.
- 260. BUSINESS FINANCE (4).** Development of a decision framework for financial management; capital budgeting, trade credit policy, case planning and dividend and capital structure policies. *Prerequisite: Business Administration 130, Economics 110, and Mathematics 102.*
- 262. REAL ESTATE PRINCIPLES AND PRACTICE (4).** Functions and regulations of the real estate market; transfers of property, including escrows, mortgage deeds, title insurance; appraisal techniques; financing methods; leases; subdivision development; property management.
- 264. ELEMENTS OF RISK AND INSURANCE (4).** Principles of risk-bearing and insurance; insurance needs of individuals and businesses; types of carriers and insurance markets; organization and functions of carriers; industry regulation.
- 265. ADVANCED LEGAL ASPECTS OF REAL ESTATE (4).** Legal theory and practice of estates in land, landlord and tenant relationships, land transactions, mortgages, trust deeds, easements, ownership rights; legal rights of consumers; environmental legislation relative to the use and sale of real estate. *Prerequisite: Business Administration 102 and 262.*
- 266. ADVANCED REAL ESTATE VALUATION THEORY (4).** Analysis of theories, functions, and purposes of appraisals of residential and income properties; economic factors affecting real estate values; social implications of various uses of land. *Prerequisite: Economics 110 and Business Administration 262.*
- 267. ADVANCED REAL ESTATE FINANCE AND INVESTMENT (4).** Markets, institutions, instruments, and agencies involved in the financing of residential and commercial real estate; analysis of investment opportunities in real estate. *Prerequisite: Business Administration 260 and 262.*
- 270. COBOL PROGRAMMING (4).** Computer programming for business applications, using the international business programming language COBOL. *Prerequisites: Business Administration 130 and Business Administration 170, or consent of instructor.*
- 273. DATA BASE SYSTEMS (4).** File structures, organizations, and access methods for disk and tape; data base systems design; inter-file relationships; use of generalized data base management systems and generalized techniques; effects of multi-programming on data base applications. *Prerequisite: Business Administration 270 or consent of instructor.*

- 274. BUSINESS SYSTEMS DESIGN (4).** Tools and techniques of systems study; problem definition, data collection, analysis, and evaluation; forms and systems design; system performance, prediction, and measurement; management information systems and integrated systems; use of telecommunications in system design. *Prerequisite: Business Administration 273.*
- 276. DATA PROCESSING MANAGEMENT (4).** Analysis of problems confronting data processing managers, and development of decision-making techniques; the data processing organization; critical path scheduling, equipment evaluation, feasibility study, and conversion problems; project management including estimation, control, and the team approach; personnel selection and training. *Prerequisite: Business Administration 274.*
- 278. DATA PROCESSING APPLICATIONS IN BUSINESS (4).** Case study approach to the implementation of business data processing applications and systems; team design work; uses of the computer in modeling and analyzing business problems. *Prerequisite: Business Administration 274.*
- 280. ECONOMICS OF THE FIRM (4).** Application of economic concepts to business organization; market structure, pricing and output determination, budgetary processes, forecasting. *Prerequisite: Economics 110 and 111.*
- 290. MANAGEMENT POLICY (4).** An integrating course dealing with problems of management, using actual business cases for analysis and decision-making practice. *Prerequisite: Senior standing and completion of all other core requirements.*

Graduate

Graduate standing and consent of the department head are prerequisite to enrollment in the following courses:

- 404. LAW AND THE ECONOMY (4).** Significance and development of law in relation to business enterprise. Law and the organization of business. Contemporary issues and developments.
- 410. MANAGEMENT THEORY (4).** Conceptual foundations of the managerial function, organization and structure.
- 411. ORGANIZATIONAL THEORY AND BEHAVIOR (4).** The process by which the capabilities of the organization to attain and sustain an optimum level of performance are developed. A pragmatic approach to the strategies and tactics available to the professional manager. *Prerequisite: Business Administration 410.*
- 415. SEMINAR IN MULTINATIONAL BUSINESS (4).** Analysis of multinational corporations and their environment with emphasis on market structure, cost factors, and international resource allocation within the firm. *Prerequisite: Consent of instructor.*
- 420. QUANTITATIVE METHODS IN BUSINESS (4).** Mathematical and statistical techniques used in business research, including set theory, matrix algebra, Bayes strategies, minimax. *Prerequisite: Mathematics 150 or equivalent.*

Business Administration

- 424. BUSINESS CONDITIONS ANALYSIS (4).** Problems of business forecasting in the light of business cycle analysis; predictive performance of various types of historical relationships. *Prerequisite: Business Administration 221 and Economics 110-111 or equivalent.*
- 426. SEMINAR IN BUSINESS AND ECONOMIC FORECASTING (4).** Methods of forecasting business conditions; business index construction; time series analysis; econometric models; input-output analysis; indicator analysis. Forecasting for the firm, the industry and the economy. *Prerequisite: Business Administration 424, and consent of instructor.*
- 430. MANAGERIAL ACCOUNTING (4).** The use of accounting data in internal management decisions. Topics emphasized include: cost accounting, cost-volume-profit analysis, and budgeting. *Prerequisite: A basic course in accounting or equivalent.*
- 435. SEMINAR IN THE BUSINESS APPLICATIONS OF DATA PROCESSING I (4).** Computer structure, programming languages, flow-charting, software tools, systems analysis, integrated systems, modeling and simulation, management information systems, planning, programming budgeting systems, group projects in system design. *Prerequisite: Consent of instructor.*
- 436. SEMINAR IN THE BUSINESS APPLICATIONS OF DATA PROCESSING II (4).** A continuation of Business Administration 435. *Prerequisite: Business Administration 435.*
- 440. PRODUCTION MANAGEMENT (4).** Organization and theory of manufacturing operations; production planning, scheduling and control; inventory management; layout; quality and cost control; materials, transport and equipment utilization.
- 445. SEMINAR IN INDUSTRIAL RELATIONS (4).** Employee-employer relationships; selection and testing, training, wages and salary administration, staff personnel functions, collective bargaining. *Prerequisite: Business Administration 410 and 411 or consent of instructor.*
- 450. MARKETING MANAGEMENT (4).** Organization and operation of the distributive system from manufacturer to ultimate user; emphasis in achieving corporate objectives.
- 460. CORPORATE FINANCE (4).** An analytical approach to the optimization of the firm's financial structure. *Prerequisite: Business Administration 130, 221 and Economics 110-111 or equivalent.*
- 462. SEMINAR IN FINANCE I (4).** Requirements, procedures and institutions for financing world trade, investment and economic development and international monetary cooperation. Market for loanable funds and relation to saving-investment process; analysis of flow-of-funds; characteristics of financial institutions; monetary and financial policy, the role of the Federal Reserve. *Prerequisite: Business Administration 460 or equivalent.*
- 463. SEMINAR IN FINANCE II (4).** A continuation of 462. *Prerequisite: Business Administration 462.*
- 485. SEMINAR IN MANAGEMENT I (4).** For those students with considerable business experience, including some of a managerial nature, a two-quarter sequence in management simulation and problem-solving. *Prerequisite: Business Administration 410 and 411 or consent of instructor.*
- 486. SEMINAR IN MANAGEMENT II (4).** A continuation of 485. *Prerequisite: Business Administration 485.*

490. SEMINAR IN BUSINESS POLICY (4). Administration of the firm from the viewpoint of top management. Managerial decision-making through participation in a business simulation. *Prerequisite: Completion of all other core courses; and consent of instructor.*

CHEMISTRY

The Chemistry Department offers a curriculum leading to a Bachelor of Science degree. This will prepare students for 1) graduate work in Chemistry or Biochemistry, 2) teaching in secondary schools, 3) employment in industry or government, 4) entry into professional schools such as Medicine or Dentistry, 5) entry into Law School with a view toward specialization in patent or environmental law. Students may also pursue a minor in support of other majors.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN CHEMISTRY

Lower Division

The following lower division courses are required to fulfill General Education requirements or to prepare the student for upper division standing in Chemistry:

- Chemistry 110-112-114. General Chemistry
- Chemistry 130. Quantitative Chemistry
- Mathematics 110-112-114. Differential and Integral Calculus I, II, III
- Physics 110-112-114. General Physics
- Biological Science 102. General Biology *or*
- Biological Science 110. Principles of Biology

Upper Division

- Chemistry 210-212-214. Organic Chemistry I, II, III
- Chemistry 211-213. Organic Chemistry Laboratory I, II
- Chemistry 220-222-224. Physical Chemistry
- Chemistry 223 and 225. Physical Chemistry Laboratory I, II
- Chemistry 230-231. Analytical Chemistry
- Chemistry 240. Inorganic Chemistry

All chemistry courses, both lower and upper division, which are required or are prerequisite to the departmental major in Chemistry must be passed with a grade of C or better.

REQUIREMENTS FOR THE MINOR WITH AN EMPHASIS ON BIO-ORGANIC CHEMISTRY

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

- Biological Science 110. Principles of Biology. *or*
- Biological Science 102. General Biology
- Chemistry 110-112-114. General Chemistry
- Chemistry 130. Quantitative Chemistry

Required Courses

- Chemistry 210-212-214. Organic Chemistry I, II, III
 Chemistry 211-213. Organic Chemistry Laboratory I, II
 Chemistry 250. Biochemistry I

One course selected from the following; however, students who have taken Chemistry 210 to satisfy the requirements for the major in Biological Science must select two courses from this group:

- Chemistry 252. Biochemistry II
 Chemistry 256. Clinical Chemistry
 † Chemistry 260. Radiochemical Techniques
 Chemistry 272. Marine Chemistry
 † Chemistry 276. Chemical Crystallography
 Chemistry 295. Selected Topics in Chemistry

All chemistry courses that are required or are prerequisite to the departmental minor in Bio-Organic Chemistry must be passed with a grade of C or better.

COURSE OFFERINGS IN CHEMISTRY**Lower Division**

- 102. BASIC CHEMISTRY (4).** Atoms, molecules, periodic properties, bonding and structure; chemical reactions.
- 108. INTRODUCTION TO COLLEGE CHEMISTRY (4).** Measurements, units, unit conversion, scientific notation, slide rule, chemical stoichiometry, mole concept, structure of atoms and molecules. *Three hours of lecture and three hours of laboratory per week.*
- 110. GENERAL CHEMISTRY (5).** Chemical stoichiometry, atomic structure, periodic table, chemical bonding, gases, liquids, solutions, elementary thermodynamics, chemical equilibrium, kinetic, electrochemistry, coordination chemistry, and qualitative analysis. *Four hours of lecture and three hours of laboratory per week.*
- 112. GENERAL CHEMISTRY (5).** A continuation of Chemistry 110. *Four hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 110.*
- 114. GENERAL CHEMISTRY (5).** A continuation of Chemistry 112. *Four hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 112.*
- 130. QUANTITATIVE CHEMISTRY (4).** Theories, principles, methods of volumetric analysis. Introduction to quantitative measurements by colorimetry and flame photometry. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Chemistry 114.*

Upper Division

- 210. ORGANIC CHEMISTRY I (4).** A systematic study of organic compounds, with emphasis on molecular structure and reaction mechanisms. Introduction to spectroscopic methods of analysis of organic compounds. Basic experimental techniques. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 114.*

† Consult course description for prerequisite.

Chemistry

- 211. ORGANIC CHEMISTRY LABORATORY I (2).** Preparation of organic compounds. Introduction to infrared spectroscopy, gas chromatography, and other instrumental methods. *Eight hours of laboratory per week. Prerequisite: Chemistry 210, and 212, or concurrent enrollment in Chemistry 212.*
- 212. ORGANIC CHEMISTRY II (4).** A continuation of Chemistry 210 with emphasis on aromatic systems; spectroscopic methods of structure determination; and structures and reactions of organic compounds containing oxygen, sulfur, and nitrogen. *Prerequisite: Chemistry 210.*
- 213. ORGANIC CHEMISTRY LABORATORY II (2).** Preparation of organic compounds. Introduction to qualitative and quantitative organic analysis. Methods of investigating reaction mechanisms. *Eight hours of laboratory per week. Prerequisite: Chemistry 211 and 212.*
- 214. ORGANIC CHEMISTRY III (4).** Polyfunctional systems, heterocyclics. Advanced aspects of theoretical organic chemistry. *Prerequisite: Chemistry 212.*
- 216. INTRODUCTORY ORGANIC CHEMISTRY (4).** Structure and properties of aliphatic and aromatic compounds. Stereochemistry and functional group chemistry. *Not open to Chemistry departmental majors. May not be accepted by medical or dental schools. Prerequisite: Chemistry 114.*
- 217. INTRODUCTORY ORGANIC CHEMISTRY LABORATORY (2).** Laboratory studies of the properties of organic compounds; preparation of organic compounds; basic techniques of separation of mixtures and purification processes. Introduction to qualitative and quantitative analysis. *Not open to Chemistry departmental majors. May not be accepted by medical or dental schools. Six hours of laboratory per week. Prerequisite: Chemistry 216 (may be taken concurrently).*
- 220. PHYSICAL CHEMISTRY LECTURE I (4).** The first of a series of courses covering thermodynamics, properties of matter, atomic and molecular structure, chemical kinetics, photochemistry, and surface chemistry. *Prerequisite: Chemistry 114, Mathematics 114, and Physics 114.*
- 222. PHYSICAL CHEMISTRY LECTURE II (4).** A continuation of Chemistry 220. *Prerequisite: Chemistry 220.*
- 223. PHYSICAL CHEMISTRY LABORATORY I (2).** Laboratory exercises illustrating physical-chemical methods, including vacuum, electrical, optical and thermal techniques, error analysis and report writing. *Six hours of laboratory per week. Prerequisite: Chemistry 220 and concurrent enrollment in Chemistry 222.*
- 224. PHYSICAL CHEMISTRY LECTURE III (4).** A continuation of Chemistry 222. *Prerequisite: Chemistry 222.*
- 225. PHYSICAL CHEMISTRY LABORATORY II (2).** A continuation of Chemistry 223, including laboratory investigations of thermodynamics, kinetics, properties of matter, atomic and molecular spectroscopy, and surface chemistry. *Six hours of laboratory per week. Prerequisite: Chemistry 223 and concurrent enrollment in Chemistry 224.*
- 230. ANALYTICAL CHEMISTRY (4).** Discussions of titrimetric, gravimetric, electroanalytical, optical, and other methods of separation and measurement. *Prerequisite: Chemistry 210 and Chemistry 220 and concurrent enrollment in Chemistry 231. (Chemistry 212 and Chemistry 222 recommended.)*
- 231. LABORATORY IN ANALYTICAL CHEMISTRY (2).** Six hours of laboratory per week. *Prerequisite: Concurrent enrollment in Chemistry 230.*
- 240. INORGANIC CHEMISTRY (4).** Structural inorganic chemistry; coordination compounds; mechanisms of inorganic reactions; inorganic synthetic methods. *Prerequisite: Chemistry 224.*

- 250. BIOCHEMISTRY I (5).** Metabolism of carbohydrates and lipids; energetics in living systems. Laboratory study of the properties of biologically-significant compounds, including isolation and analytical techniques. *Four hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 214 or 217.*
- 252. BIOCHEMISTRY II (5).** Metabolism of nitrogenous compounds, with special emphasis on mammalian systems. Related metabolism in human specialized tissues covered where applicable. Use of advanced laboratory techniques in the isolation and analysis of compounds from biological samples. *Three hours lecture and six hours laboratory per week. Prerequisite: Chemistry 250.*
- 256. CLINICAL CHEMISTRY (4).** Methods of analysis of body fluids and tissues. Relation of analytical results to interpretation of metabolism and diagnosis of disease. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Chemistry 114 and Chemistry 250 (may be taken concurrently).*
- 260. RADIOCHEMICAL TECHNIQUES (4).** A survey of the principles and methods of nuclear science as applied to the investigation of chemical problems. Topics include nuclear reactions, radiation detection and measurement, preparation of tracers and the techniques of handling and using radioactive materials. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Chemistry 114 and Physics 114.*
- 270. GENERAL OCEANOGRAPHY: PHYSICAL AND CHEMICAL (4).** Physical and chemical characteristics of ocean waters. Geomorphology of ocean bottoms and shorelines. Transport and circulation phenomena. Energy budget of oceans. *Prerequisite: Physics 150.*
- 272. MARINE CHEMISTRY (4).** Chemical composition and physical properties of sea waters; methods of seawater analysis, chemical equilibria in the oceans; marine biochemistry. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 114 and Chemistry 212 or 216.*
- 274. GEOCHEMISTRY (4).** An introduction to the principal methods for, and results of, the application of chemistry to the study of the earth. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 114.*
- 276. CHEMICAL CRYSTALLOGRAPHY (4).** Identification of compounds by X-ray powder diffraction methods; laboratory problems in crystal symmetry, crystal stoichiometry and coordination theory; introduction to single crystal methods of structure determination. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 112, Physics 112, and Mathematics 112.*
- 286. AMERICAN SCIENCE AND TECHNOLOGY (4).** A critical assessment of the historical development and present role of science and technology in America, with particular attention to the interrelationships of science and technology with industry, government, education and culture.
- 295. SELECTED TOPICS IN CHEMISTRY (2, 4).*** *Prerequisite: Consent of instructor.*
- 297. DIRECTED RESEARCH (2,4).*** Advanced laboratory work, with each student undertaking an independent and original investigation. *Six or twelve hours of laboratory per week. Prerequisite: Senior standing and consent of instructor.*

*Repeatable course.

COMMUNICATIONS

The Communications program combines elements of communication theory with professional training, offering the preparation needed to enter careers in the news media and other communications fields. The initial program in the major offers students training in both the print and electronic or broadcast aspects of journalism. In later years, additional specializations in film-making, communication theory, and radio and television production may be provided. The 48-unit major is combined with an appropriate minor in one of the other disciplines offered at the college.

A 24-unit minor is available to students majoring in any field other than Communications.

Through advisement, the student can select coursework to build a specialization in journalism, public relations, film-making, preparation for the teaching of journalism on the secondary level, or any other career ambitions involving mass communications.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN COMMUNICATIONS

Lower Division

Communications 100. Introduction to Newswriting and Reporting

Communications 150. Introduction to Communications

Upper Division

Students must complete 48 units of upper division work to meet the requirements for the degree. This includes:

A. Six required courses (24 units):

Communications 200. Theories of Communication *or*

Linguistics 200. Introduction to Human Language

† Communications 250. Advanced Newswriting and Reporting

† Communications 251. Radio and Television Newswriting

† Communications 252. Feature and Column Writing

Communications 259. Law and the Mass Media

† Communications 269. Public Affairs Reporting

B. Eight units of work from the following workshops:

† Communications 253. Newspaper and Magazine Workshop

† Communications 255. Radio News Workshop

† Consult course description for prerequisites.

- † Communications 256. Television News Workshop
- C. At least 4 units of internship:
 - Experiential Education 210. Experiential Education: Humanities
- D. The Senior Seminar in this field:
 - † Communications 291. Senior Seminar
- E. Plus eight additional units in Communications.

REQUIREMENTS FOR THE MINOR IN COMMUNICATIONS

Lower Division

Communications 150. Introduction to Communications

Upper Division

Communications 200. Theories of Communication *or*
Linguistics 200. Introduction to Human Language

Plus 16 additional units in Communications selected through advisement.

COURSE OFFERINGS IN COMMUNICATIONS

- 100. INTRODUCTION TO NEWSWRITING AND REPORTING (4).** Introduction to newswriting and reporting techniques; emphasis placed on development of writing skills, organization of facts, and continuity of thought. *Prerequisite: English 100-101 or concurrent enrollment in English 101.*
- 150. INTRODUCTION TO COMMUNICATIONS (4).** Survey of the field of mass communications dealing with newsgathering, film production, theory, and occupations in these fields.
- 200. THEORIES OF COMMUNICATION (4).** Introduction to the major theories of communication drawn from data in psychology, sociology, and anthropology.
- 210. INTERVIEWING TECHNIQUES (4).** Theory and techniques of interviewing. Special emphasis given to verbal and nonverbal communication, information theory, question selection and evaluation as they relate to the interview.
- 214. ORGANIZATIONAL AND INDUSTRIAL COMMUNICATION (4).** Organizational theory and the role that communication plays in modern business, industrial, and governmental organizations. Case studies and reviews of the literature in solving communication problems of complex human organizations.
- 215. ADVERTISING AND CAMPAIGN COMMUNICATION (4).** Examination of theory, strategy, and practical application of advertising and campaign technology to activities in political, industrial, and public relations campaigns.
- 225. INTRODUCTION TO FILM (4).** Exploration into the history, aesthetics and craft of the film. Examination of entire range of motion picture art. If practicable, opportunity to combine theory with a production project.
- 226. WORKSHOP IN FILM (4).** Theory and practices of film making. Basic techniques of film production, particularly as applied to educational and documentary film forms. Fundamentals of the motion picture, camera, lighting, sound, editing, and laboratory procedures. *Prerequisite: Communications 225.*

† Consult course description for prerequisite.

Communications

- 227. FILM DIRECTION (4).** Principles and techniques of directing for the motion picture. *Prerequisite: Communications 225.*
- 228. WRITING FOR THE MOTION PICTURE (4).** Orientation for scriptwriters dealing with writing techniques, style, and continuity. Emphasis placed on public affairs, documentaries, educational and business/industrial films. *Prerequisite: Communications*
- 250. ADVANCED NEWSWRITING AND REPORTING (4).** A continuation of Communications 100 with increased practice in the development of newswriting and reporting skills. *Prerequisite: Communications 100 or equivalent.*
- 251. RADIO AND TELEVISION NEWSWRITING (4).** Techniques of reporting and writing news for electronic media. *Prerequisite: Communications 250.*
- 252. FEATURE AND COLUMN WRITING (4).** Techniques of writing for feature magazines, newspaper feature supplements, and similar publications. *Prerequisite: Communications 250 or consent of instructor.*
- 253. NEWSPAPER AND MAGAZINE WORKSHOP(4).*** Instruction and practice in copy editing and make-up oriented toward publication. *Prerequisite: Communications 250 or consent of instructor.*
- 255. RADIO NEWS WORKSHOP (4).*** Instruction and practice in preparing and delivering radio news. *Prerequisite: Communications 251 or consent of instructor.*
- 256. TELEVISION NEWS WORKSHOP (4).*** Instruction and practice in preparing and delivering television news. *Prerequisite: Communications 251 or consent of instructor.*
- 257. MAKEUP AND DESIGN FOR PRINT MEDIA (2).** Instruction in format, layout, typography, use of artwork, and other technical aspects of makeup and design.
- 258. NEWS PHOTOGRAPHY (2).** Instruction in the basic principles of still photography as related to news coverage.
- 259. LAW OF THE MASS MEDIA (4).** Libel law, right to privacy, contempt of court, copyright, the right to print news of public affairs and other legal topics of concern to the professional reporter or editor.
- 260. HISTORY OF JOURNALISM (4).** Important papers and persons in American journalism.
- 261. NEWS BUREAU (4).*** Practical public relations aspects of news communication; preparation of college brochures, news releases, etc. *Prerequisite: Consent of instructor.*
- 265. INTRODUCTION TO PUBLIC RELATIONS (4).** Public relations practices and principles as applied to government, education, and industry.
- 269. PUBLIC AFFAIRS REPORTING (4).** Advanced writing and reporting course centering on research and investigative techniques necessary for the development of in-depth feature writing on topics of public concern. Independent or group writing projects on local topics may be assigned. *Prerequisite: Senior standing or consent of instructor*
- 290. SPECIAL TOPICS IN COMMUNICATIONS (4).*** An intensive study of an issue or concept in communications that is of special interest to both the faculty member and the students, such as press and social issues, the underground press, or women in the media.

*Repeatable course.

- 291. SENIOR SEMINAR IN COMMUNICATIONS (4).** Selected topics in the field of communications. *Prerequisite: Senior standing.*
- 298. INDEPENDENT STUDY (2, 4).*** Independent study of a particular problem under the direction of a member of the communications department.

* Repeatable course.

EARTH AND MARINE SCIENCES

An Interdepartmental Field of Concentration

This program is designed to provide students choosing departmental majors both in and out of the School of Natural Sciences and Mathematics with a broad integrated background in the areas of oceanography, geology, and physical and environmental geography.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN THE EARTH AND MARINE SCIENCES

Lower Division

To be taken prior to any of the upper division courses:

Geography 112. Physical Geography

† Physics 150. Physical Geology

Upper Division

A. Three courses selected from the following:

† Biological Science 260. General Oceanography: Biological

† Biological Science 262. Marine Ecology

† Chemistry 270. General Oceanography: Physical and Chemical

† Chemistry 272. Marine Chemistry

† Geography 284. Marine Geology

B. Two courses selected from the following:

† Biological Science 264. Paleontology

† Chemistry 274. Geochemistry

† Geography 286. Structural Geology

† Physics 250. Space Physics

† Physics 252. Geophysics

† Physics 258. Mineralogy and Petrology

C. Two courses selected from the following:

Geography 210. Principles of Geomorphology

Geography 215. Weather

† Geography 220. Natural Resources

† Geography 222. Contemporary Environmental Problems

† Geography 248. Interpretation of Aerial Photographs and Remote Sensing Data

D. Earth and Marine Sciences 290. Colloquium in Earth and Marine Sciences

† Consult course description for prerequisite.

REQUIREMENTS FOR THE MINOR IN EARTH SCIENCES

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

Geography 112. Physical Geography

† Physics 150. Physical Geology

Required Courses

† Biological Science 264. Paleontology

† Geography 286. Structural Geology

† Physics 258. Mineralogy and Petrology

Two courses selected from the following list:

† Chemistry 274. Geochemistry

Geography 205. Cartography

Geography 210. Principles of Geomorphology

† Geography 248. Interpretation of Aerial Photographs and Remote Sensing Data

† Geography 284. Marine Geology

† Physics 252. Geophysics

COURSE OFFERING

Upper Division

290. COLLOQUIUM IN EARTH AND MARINE SCIENCES (2). Student presentations of reports on pertinent subject matter from current literature. *Prerequisite: Senior standing and consent of instructor.*

† Consult course description for prerequisite.

EAST ASIAN STUDIES

An Interdepartmental Field of Concentration

This field is designed to provide an understanding of social, political, and cultural patterns of East Asia, with emphasis on China and Japan. The study of major philosophic and artistic works of East Asian civilization is included.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN EAST ASIAN STUDIES

Upper Division

A. East Asian Studies 200. Introduction to East Asian Studies

NOTE: Must be taken before three courses in the major are completed.

B. Three courses from the School of Humanities and Fine Arts, selected from the following:

Art 235. Asian Arts II: Art of China *or*

Art 236. Asian Arts III: Art of Japan and Korea, *but not both*

† English 238. Literature of China and Japan

Music 255. Music of China, Japan, and Korea

Philosophy 286. Philosophies of China and Japan

C. Three courses from the School of Social and Behavioral Sciences, selected from the following:

Anthropology 235. Peoples of East Asia

Economics 243. Economic Development in East Asia

Geography 270. Geography of East Asia

History 271. Traditional China

History 272. Modern China

History 273. Traditional Japan

History 274. Modern Japan

Political Science 241. Government and Politics of East Asia

D. One additional course selected by advisement from the above lists or from Japanese language.

E. The senior seminar in this field.

One or two years of college-level study of Chinese or Japanese language is recommended as electives, especially for students who plan to focus on East Asia in graduate school.

REQUIREMENTS FOR THE MINOR IN EAST ASIAN STUDIES

Lower Division

Two courses in Japanese or Chinese language may substitute for two upper division courses.

† Consult course description for prerequisite.

Upper Division

- A. East Asian Studies 200. Introduction to East Asian Studies
- B. Five courses selected from the upper division offerings listed above in the interdepartmental field.

COURSE OFFERINGS

Upper Division

200. INTRODUCTION TO EAST ASIAN STUDIES (4). Survey of the development of East Asian civilization with emphasis on art, literature, philosophy, religion, and political and social institutions.

290. SEMINAR IN EAST ASIAN STUDIES (4). An integrative seminar serving as a capstone to the interdepartmental major in East Asian Studies. *Prerequisite: Senior standing and consent of instructor.*

ECONOMICS

The Department of Economics, as part of the School of Social and Behavioral Sciences, offers courses leading to a B.A. degree with a major or a minor in economics. Issues studied include inflation, shortages, unemployment, price-setting, foreign currencies, government policies, developing nations and income distribution.

The departmental objective is the development of the analytical skills which are needed to deal with economic problems. The curriculum is designed to meet the needs of students who desire a broad background in the major areas of the discipline, as well as those who wish to obtain the training necessary for graduate study. Students who obtain the degree are employable by both industry and government.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ECONOMICS

Lower Division

Mathematics 150. Elementary Statistics and Probability
Economics 110-111. Economic Theory 1A-1B

Upper Division

- A. Required courses.
Economics 210. Intermediate Micro-Economic Theory
Economics 211. Intermediate Macro-Economic Theory
Economics 250. Quantitative Economic Analysis I
- B. Three courses selected from:
Economics 221. History of Economic Thought
Economics 222. Money and Banking
Economics 227. Public Finance
Economics 230. Labor and the American Economy
Economics 240. International Economics
Economics 245. Economic Development
- C. Two additional upper division courses in Economics
- D. Economics 295. Senior Seminar in Economics

REQUIREMENTS FOR THE MINOR IN ECONOMICS

Lower Division

Economics 110-111. Economic Theory 1A-1B

Upper Division

- A. Two courses selected from:

- Economics 210. Intermediate Micro-Economic Theory
- Economics 211. Intermediate Macro-Economic Theory
- Economics 222. Money and Banking
- Economics 227. Public Finance
- Economics 240. International Economics
- Economics 245. Economic Development

B. Two courses selected from:

- Economics 215. American Economic History
- Economics 228. State and Local Finance
- Economics 230. Labor and the American Economy
- Economics 250. Quantitative Economic Analysis I
- Economics 275. Industrial Organization and the American Economy
- Economics 280. The Economics of Urban Areas

COURSE OFFERINGS IN ECONOMICS

Lower Division

- 100. BASIC STUDIES ECONOMICS (4).** Fundamental economic concepts used to analyze and evaluate current economic problems.
- 110. ECONOMIC THEORY 1A (4).** Introductory micro-economic theory: resource allocation, output determination, production theory, income distribution.
- 111. ECONOMIC THEORY 1B (4).** Introductory macro-theory: national income accounting, national income determination, monetary and fiscal policy.

Upper Division

- 210. INTERMEDIATE MICRO-ECONOMIC THEORY (4).** Development of detailed micro-economic models of production and distribution. *Prerequisite: Economics 110.*
- 211. INTERMEDIATE MACRO-ECONOMIC THEORY (4).** Analysis of factors underlying the level of economic activity with emphasis on such topics as inflation, unemployment and stabilization policy. *Prerequisite: Economics 111.*
- 215. AMERICAN ECONOMIC HISTORY (4).** Development of the American economy, organizational patterns and institutions, from settlement to the present, with emphasis on the interaction of social, political and economic phenomena.
- 216. ECONOMIC HISTORY OF EUROPE (4).** Analysis of the processes of economic change in Europe from early times, with emphasis on the causes and social consequences of transformation into modern industrial societies.
- 221. HISTORY OF ECONOMIC THOUGHT (4).** Historical development of economic theory and the relationship to its institutional setting. *Prerequisites: Economics 110 and 111.*
- 222. MONEY AND BANKING (4).** Development of monetary and banking institutions in the United States. Contemporary monetary theory and policy. *Prerequisites: Economics 110 and 111.*
- 227. PUBLIC FINANCE (4).** Theory of the optimum allocation of resources between public and private sector in a fully employed economy. Effects of various types of taxes on economic efficiency. Theory of monetary and fiscal policies as instruments for the achievement of national economic goals. *Prerequisites: Economics 110 and 111.*

Economics

- 228. STATE AND LOCAL FINANCE (4).** Study of the criteria for and determinants of expenditure, taxation, and debt management in state and local governments. Intergovernmental fiscal relations. Program budgeting, and cost benefit analysis.
- 230. LABOR AND THE AMERICAN ECONOMY (4).** Role of labor as a major productive agent; forces determining the general wage level and wage differentials. *Prerequisite: Economics 110.*
- 240. INTERNATIONAL ECONOMICS (4).** International trade theory; balance of payments; international monetary mechanisms; compatibility of domestic and international objectives. *Prerequisites: Economics 110 and 111.*
- 242. COMPARATIVE ECONOMIC SYSTEMS (4).** A study of the ideology of contemporary economic systems, i.e., capitalism, socialism, communism and fascism, with attention to their socio-political context, and their variations in practice.
- 243. ECONOMIC DEVELOPMENT IN EAST ASIA (4).** A comparative analysis of the economic structures of China, India, and Japan; an evaluation of their performances as related to various theories of economic development.
- 245. ECONOMIC DEVELOPMENT (4).** Theories of economic development. Contemporary economic structure of low income countries. Causes of limited economic growth. Policy alternatives. *Prerequisites: Economics 110 and 111.*
- 250. QUANTITATIVE ECONOMIC ANALYSIS I (4).** Construction of mathematical models and their application to economic and business research. *Prerequisites: Economics 210.*
- 251. QUANTITATIVE ECONOMIC ANALYSIS II (4).** Role of advanced statistical methods and other quantitative techniques in the testing of economic hypotheses. Uses of mathematical models, games and linear programming in the analysis and solution of economic and business problems. *Prerequisites: Economics 250 and Mathematics 152.*
- 275. INDUSTRIAL ORGANIZATION AND THE AMERICAN ECONOMY (4).** Current issues of industrial organization, concentration and diversification. Anti-trust policy. *Prerequisites: Economics 110 and 111.*
- 280. THE ECONOMICS OF URBAN AREAS (4).** Economic factors underlying and following from the urbanization of modern societies. Current problems such as urban decay, air and water pollution, transportation constriction, education, racial concentrations, and city-state and city-federal relationships.
- 282. ECONOMICS OF POVERTY (4).** Characteristics of urban and rural poverty in the United States; wealth and income distribution, effects of tax and expenditure patterns, economic consequences of discrimination and segregation, preferential treatment, welfare issues.
- 285. ECONOMIC POLICY AND SOCIAL VALUES (4).** Consideration of the alternative social and personal values implied by different policy judgments on significant public issues, such as distribution and taxation of income, consumer sovereignty, freedom of enterprise, and social welfare programs.
- 295. SENIOR SEMINAR IN ECONOMICS (4).** A capstone course designed to integrate the major by the application of economic theory and principles to some broad area of policy to be selected by the students in consultation with the instructor. Senior thesis required. *Prerequisites: Senior standing and completion of at least two-thirds of course requirements for major.*

298. INDEPENDENT STUDY (2, 4).* Individual study of some topic or problem under the supervision of a member of the Economics Department. *Prerequisites: Economics 110 and 111, and consent of instructor.*

*Repeatable course.

EDUCATION

Credential Programs

With the enactment of the Teacher Preparation and Licensing Law of 1970 (the Ryan Act), the School of Education has revised its program for teaching credentials. The new credentials authorized by the Ryan Act are determined by the type of instructional situation (i.e., whether *multiple subjects* or *single subjects* are taught), rather than by grade level (i.e., elementary or secondary). Both the Multiple Subject and Single Subject credentials carry Kindergarten—Twelfth Grade authorization. Teaching eligibility for each of the two credentials is described below:

Multiple Subject Credential

This credential corresponds to the former Standard Elementary Credential. A teacher who is authorized for multiple subject instruction is eligible to teach in any self-contained classroom where a variety of subject matter areas are taught regardless of grade level (including preschool through adult education). Students desiring a Multiple Subject Credential should complete the requirements for the *Liberal Studies Major* and seek advisement from a liberal studies advisor immediately upon entering CSCDH.

Single Subject Credential

This credential corresponds to the former Standard Secondary Credential. A teacher who is authorized for single subject instruction is eligible to teach in any subject in his her *authorized fields only* at any grade level. Students desiring a Single Subject Credential should complete requirements for approved teaching majors upon advisement from the appropriate departments.

NOTE: An alternative to fulfilling the requirements for the Liberal Studies Major or Single Subject Major is to pass the appropriate form of the National Teachers Examination. Information pertaining to the NTE is available at the Campus Testing Office (Office of Evaluation and Applied Research).

CREENTIALS OFFERED

California State College, Dominguez Hills, offers two types of Multiple and Single Subject Credentials:

The preliminary credential is awarded upon completion of an approved program, including all teacher education requirements and completion of the baccalaureate degree. The credential holder must then complete additional requirements for a clear credential within five years.

The clear credential is awarded upon completion of teacher education requirements, a baccalaureate degree, and the equivalent of a fifth year in upper division or graduate courses (45 quarter units).

NOTE: Upon completion of the requirements for the clear credential *plus* two years of teaching experience in the State of California, one may apply directly to the State for a life credential.

A *specialist credential* is awarded upon completion of the requirements for the preliminary credential PLUS completion of sequence of courses recommended by an approved School of Education Graduate Studies advisor. Qualified students can currently pursue specialist credential coursework in the areas of: a) bilingual-cross-cultural, b) early childhood, c) reading and d) special education.

It is possible for a student to complete requirements for a specialist credential and the Master of Arts in Education concurrently. Interested students should contact the School of Education, Department of Graduate Studies.

Admission:

Admission to the School of Education credential program is not automatic with admission to the college. Application to a School of Education credential program is made directly to the School of Education office. Cut-off date for submission of application forms, transcripts, and references is March 1st preceding the Fall Quarter in which a student plans to enter the field-site student teacher phase.

NOTE: Quotas on the number of students accepted into the credential programs are established consistent with faculty resources available. Therefore, all students must be accepted by the Teacher Education Committee prior to beginning the field-site, student teaching experience. Selection into the credential program is based on a combination of factors including GPA and interview ratings by faculty. A minimum GPA of 2.5 is generally required.

Prerequisites:

All persons interested in entering one of the credential programs must complete the following prerequisite courses or the equivalent prior to beginning the student teaching sequence:

- Education 205—Introduction to Classroom Teaching
- Education 210—Motivation and Learning
- Education 230—The Teaching of Reading

Time Requirements:

The field-site sequence is an intensive internship requiring one full academic year for completion. Students are expected to adhere to the calendar requirements of the field-site district to which they are assigned.

Education

Depending on the type of credential sought, the student will be required to be on site as follows:

Multiple Subject (elementary) 8:00 AM to 3:00 PM

Single Subject (secondary) 8:00 AM to 12:00 PM

Teaching Experiences:

All Multiple Subject field sites have grades *kindergarten* through *six*. Students observe and teach in at least two grade levels and, where possible, two school settings.

All Single Subject field sites have grades seven through twelve. Students observe and teach in at least two grade levels and, where possible, two school settings.

Course Requirements:

Students admitted to the field site program must enroll in the sequence of courses below appropriate to the credential they are pursuing.

Multiple Subject Credential:

Ed. 275, 285, 295—Student Teaching—	12 units
Ed. 276, 286, 296—Seminar: Elementary—	6 units
Ed. 277, 287, 297—Methods: Elementary—	6 units
	24 units

These courses are conducted in the field site and during the times stated above.

Single Subject Credential:

Ed. 375, 385, 395—Student Teaching—	12 units
Ed. 376, 386, 396—Seminar: Secondary—	6 units
Ed. 377, 387, 397—Methods: Secondary—	6 units
	24 units

In addition to the field-site courses above, all candidates must complete the following:

Education 239—Teaching Multicultural Populations

English 250—Advanced English Composition. *OR*

satisfactory completion of an examination in English composition administered by the School of Education.

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is planned as a full year, four-quarter program. The degree offers two major areas of specialization: (a) Early Childhood Education with emphasis on administration or curriculum

instruction. (Candidates may work concurrently on a master's degree and an early childhood education specialist credential); and, (b) Curriculum with electives in such areas as social and philosophical foundations, reading, bilingual-crosscultural, and educational technology Specialist credentials may be completed concurrently with the master's degree in reading and bilingual crosscultural teaching. For students selecting the Curriculum area of specialization, a personalized program is designed for each student in accordance with the student's educational and vocational goals.

The program is of value to experienced educators who wish to increase their competencies by pursuing an organized program of graduate study, to researchers in the areas of interest represented in the program and to potential candidates for advanced graduate degrees in Education.

Students seeking admission to the graduate program leading to the Master of Arts in Education should confer with the Chairman of Graduate Studies Department in the School of Education before taking courses. Specific admission requirements are outlined in a brochure that may be obtained in the School of Education Graduate Studies Office.

Admission Requirements

To be admitted as a classified student with a Master's Degree objective, the applicant must possess:

1. A bachelor's degree from an accredited college or university;
2. A 2.75 or higher grade point average in the last 90 quarter units of undergraduate work completed.

To be admitted as an unclassified student with a Master's Degree objective, the applicant must possess:

1. A bachelor's degree from an accredited college or university;
2. A 2.5-2.74 grade point average in the last 90 quarter units of undergraduate work completed.

An unclassified student may apply for classified status upon completion of 12 units of prescribed coursework.

Students who do not meet the admission requirements specified above may petition the Graduate Studies Committee.

In addition to the above-mentioned admission requirements, applicants for the Early Childhood Education Master's program will be interviewed by a faculty-student committee prior to admission.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION

With a Specialization in Curriculum

Core Courses Required of All Curriculum Students

Education 400. Seminar: The Critique and Analysis of Research in Education

Education 451. Seminar: Bio-Psychological Issues in Learning and Development

Education 455. Seminar: Socio-Cultural Aspects of Learning and Development

Education

Electives

After completion of the core courses, a study plan will be designed with the student's adviser listing the elective courses to be taken.

The study plan may include:

- A. A maximum of 9 quarter units of approved transfer credit from an accredited college or university. The work must have been completed as a graduate student. Extension courses may apply if the transcript or catalog clearly indicates that the course would have applied toward a graduate degree at the sponsoring institution.
- B. A maximum of 12 quarter units of approved upper division coursework.

Options

Prior to the completion of 28 quarter units (including core courses), the graduate student must select one of the following options:

Option I: Coursework and Thesis (45 units)

1. Complete an approved program of 36 units of coursework with at least a B (3.0) average (including core courses).
2. Complete an approved thesis or creative project (9 units). See adviser for thesis preparation guidelines. Student may enroll for thesis credit after completing 28 hours of coursework with at least a B average.

Option II: Coursework and Examinations (45 units)

1. Complete an approved program of 45 units of coursework with at least a B (3.0) average (including core courses).
2. Pass a comprehensive oral examination covering area of concentration. Examination may be taken when the student has completed 36 hours of coursework with at least a B average.
3. Pass a written examination on a topic selected by the student with adviser approval. May be taken during the candidate's last quarter of work. All, or a portion, of the last 12 hours of coursework should be directed toward preparing for this examination.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION

With a Specialization in Early Childhood Education

The Early Childhood Education Master's program is designed to prepare educators for leadership positions in this field. Competencies necessary to productive functioning in Early Childhood learning environments have been specified and assigned to the courses listed below. The program emphasizes self-directed learning on the part of graduate students. Consequently, most of the courses have been designed to allow the student to proceed at his own pace. If a student has already mastered the competencies assigned to a given course and is willing to demonstrate mastery, the student will be given credit for that course.

Core Courses Required of All**Early Childhood Education Students**

- Education 400. Seminar: The Critique and Analysis of Research in Education
 Education 401. Evaluation and Program Monitoring in Early Childhood Education
 Education 422. Seminar: Curriculum Development for Early Childhood Education
 Education 454. Seminar: Diagnosis, Prescription, and Behavior Modification in Early Childhood Education
 Education 455. Seminar: Socio-Cultural Aspects of Learning and Development
 Education 477. Seminar: Development and Training of School and Community Personnel-Emphasis on Early Childhood
 Education 478. Seminar: Organization and Supervision in Early Childhood Education *or*
 Education 479. Seminar: Early Childhood Administration
 Education 497. Internship in Early Childhood Leadership
 Psychology 450. Seminar in Developmental Psychology

Electives

- Education 431. Seminar in Reading: Diagnosis and Remediation
 Education 450. Education and Human Development
 Education 453. Seminar in Identification and Study of Pupil Differences
 Anthropology 210. Culture and Personality
 Anthropology 288. Anthropological Theories of Behavior
Others by arrangement with faculty advisor

**REQUIREMENTS FOR THE MASTER OF ARTS DEGREE
 IN SPECIAL EDUCATION**

The Special Education Master's program is designed to offer the student both generic and advanced specialization training in the delivery of special education services to exceptional children. The basic generic program prepares the candidate in the principles and techniques applicable with all types of exceptional children. Advanced specializations are offered in three areas: (1) *Severely Handicapped* (learning disabled, behaviorally disordered, and educable mentally retarded), (2) *Learning Handicapped* (trainable mentally retarded, and multiply handicapped), and (3) *Gifted*. Advanced specializations focus in depth on competencies in assessment, instruction, program evaluation, and professional interpersonal relationships through coursework and appropriate practicum experiences.

Prerequisite Courses Required of all Special Education Students:

- Education 210. Motivation and Learning
 Education 266. Introduction to Exceptional Children
 Education 267. Practicum: Assessment and Instruction of Exceptional Children

Core Courses Required of all Special Education Students:

- Education 400. Seminar: The Critique and Analysis of Research in Education
 Education 466. Developmental Problems of Exceptional Children
 Education 467. Managing Classroom Behavior of the Educationally Handicapped

Education

Courses Required for the Advanced Specialization in the Severely Handicapped:

- Education 463. Diagnosis and Prescription for the Severely Handicapped
- Education 464. Practicum: Curriculum Development for the Severely Handicapped
- Education 465. Practicum: Training the Severely Handicapped

Courses Required for the Advanced Specialization in the Learning Handicapped:

- Education 468. Diagnosis and Prescription for Educationally Handicapped Children
- Education 469. Practicum: Curriculum Development for the Learning Handicapped
- Education 472. Practicum: Resource Specialist Programs for the Learning Handicapped

Courses Required for the Advanced Specialization in the Gifted:

- Education 460. Psychology and Education of the Gifted
- Education 461. Seminar in Curriculum Planning for the Gifted
- Education 462. Practicum in the Teaching of the Gifted

Electives:

- Anthropology 442. Seminar in Cross-cultural Studies in Deviant Behavior
- Behavioral Sciences 430. Studies in Human Communication
- Education 252. Language Development of the Child
- Education 450. Education and Human Development
- Education 499. Thesis
- English 211. Phonology
- Linguistics 200. Introduction to Human Language
- Physical Ed 201. Kinesiology
- Physical Ed 270. Adapted Physical Education for the Handicapped
- Psychology 250. Developmental Psychology
- Psychology 265. Counseling Theory
- Psychology 431. Individual Testing
- Sociology 265. Deviant Behavior
- Sociology 266. Social Aspects of Mental Illness
- Sociology 450. Seminar in Interaction Processes

COURSE OFFERINGS IN EDUCATION

Credential Courses

Enrollment in professional Education courses may require the prior approval of the School of Education. Field trips and field studies may be required.

- 205. INTRODUCTION TO CLASSROOM TEACHING (2).*** Provides an opportunity for undergraduate students to become acquainted with schools and classrooms by directly working as a "teacher's aide" with children and/or adolescents in a classroom setting for several hours each week.
- 210. MOTIVATION AND LEARNING (4).** The psychology of learning and motivation as it relates to instruction; emphasis on the application of learning principles to classroom learning situations. Survey of applicable research from educational psychology and psychology. *Three hours of lecture-discussion and three hours of laboratory per week.*
- 222. EDUCATION OF THE MEXICAN AMERICAN (4).** The study of the special educational problems of Mexican Americans, their historical and cultural basis, with an emphasis on research and innovative pedagogical methods for improving the curriculum for the bilingual learner.
- 230. THE TEACHING OF READING (6).** Procedures and materials for teaching reading in the elementary and secondary schools, including the use of recent media and methods. Two hours of field work will be conducted in local schools where principles acquired during course work may be implemented on site. The instructor will also monitor the laboratory experiences. *Prerequisite: Education 205, Education 210.*
- 237. SOCIOLINGUISTICS AND READING: LANGUAGE AND DIALECT PROBLEMS IN READING (4).** Study of interference caused by one's mother tongue in reading English, other than Black or Mexican American dialects. Develop, select and evaluate materials and remediation techniques. *Three hours of lecture-discussion and three hours of laboratory per week. Prerequisite: Education 230, or consent of instructor.*
- 239. TEACHING MULTICULTURAL POPULATIONS (4).** Analyzes and applies the concept of cultural pluralism to the task of teaching multicultural populations. Prepares teachers and prospective teachers to recognize the values of cultural differences and to utilize these in classroom methods and materials.
- 240. WORKSHOP IN METHODS: SOCIAL STUDIES (3).** 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. *Six hours of workshop activity per week.*

* Repeatable course.

- 250. WORKSHOP IN METHODS: HUMANITIES (3).** The development of understandings and appreciation in music, art, literary masterpieces, and creative writing at the elementary school level. *Six hours of workshop activity per week.*
- 252. LANGUAGE DEVELOPMENT OF THE CHILD (4).** Study of language and the factors influencing language development in early childhood; examination of theories and approaches to maximizing young children's growth in language. Studies of individual children in early childhood settings. *Prerequisite: Psychology 250.*
- 260. WORKSHOP IN METHODS: MATHEMATICS (3).** Principles and methods of elementary mathematics; examination of modern mathematics through experimental and current programs; process of discovery, induction, inquiry and problem solving; use of remedial and advanced materials; and use of games and puzzles in teaching. *Six hours of workshop activity per week. Prerequisite: Mathematics 100, or Mathematics 342, or equivalent.*
- 266. INTRODUCTION TO EXCEPTIONAL CHILDREN (4).** Review of the field of exceptionality including behavioral characteristics and learning patterns of handicapped pupils in terms of program and developmental needs. Current exemplary assessment and educational strategies for the educationally, physically, and severely handicapped, and communication disorders will be analyzed and critiqued. *Prerequisite: Ed 205 and Ed 210.*
- 267. PRACTICUM: ASSESSMENT AND INSTRUCTION OF EXCEPTIONAL CHILDREN (4).** Supervised practice in assessment, instruction, and program evaluation for exceptional children with various learning patterns and developmental levels. Reporting outcomes of teaching-learning sequences for pupils, parents, and school records will be included. On-site experience with a variety of exceptional children in exemplary public and/ or private school special education programs. *Prerequisite: Education 266.*
- 270. WORKSHOP IN METHODS: SCIENCE (3).** Principles and methods for teaching science in the elementary school; emphasis on scientific processes, including observing, hypothesizing, verifying and analyzing; examination of standard and experimental programs. *Six hours of workshop activity per week.*
- 275. STUDENT TEACHING—ELEMENTARY (4).¹**
- 276. SEMINAR: STUDENT TEACHING—ELEMENTARY (2).¹**
- 277. TEACHING METHODS—ELEMENTARY (2).¹**

¹Education 275, 276, and 277 are taken concurrently. They provide eight units of field experience combining approximately 20-26 hours of student teaching, two hours of seminar with field site coordinator or master teacher, and two hours of instruction related to specific teaching methods. *Prerequisite: Acceptance into field-centered credential program.*

- 280. WORKSHOP IN METHODS: LANGUAGE ARTS (3).** Principles and methods of language arts in elementary schools; examination of programs in oral and written language through current and experimental techniques; use of remedial and advanced materials; analysis and development of creative and descriptive writing, experimental linguistics and spoken language. *Six hours of workshop activity per week.*
- 285. STUDENT TEACHING—ELEMENTARY (4).** A continuation of Education 275.
- 286. SEMINAR: STUDENT TEACHING—ELEMENTARY (2).** A continuation of Education 276.
- 287. TEACHING METHODS—ELEMENTARY (2).** A continuation of Education 277.
- 295. STUDENT TEACHING—ELEMENTARY (4).** A continuation of Education 285.
- 296. SEMINAR: STUDENT TEACHING—ELEMENTARY (2).** A continuation of Education 286.
- 297. TEACHING METHODS—ELEMENTARY (2).** A continuation of Education 287.
- 375. STUDENT TEACHING—SECONDARY (4).²**
- 376. SEMINAR: STUDENT TEACHING—SECONDARY (2).²**
- 377. TEACHING METHODS—SECONDARY (2).²**
- 385. STUDENT TEACHING—SECONDARY (4).** A continuation of Education 375.
- 386. SEMINAR: STUDENT TEACHING—SECONDARY (2).** A continuation of Education 376.
- 387. TEACHING METHODS—SECONDARY (2).** A continuation of Education 377.
- 395. STUDENT TEACHING—SECONDARY (4).** A continuation of Education 385.
- 396. SEMINAR: STUDENT TEACHING—SECONDARY (2).** A continuation of Education 386.
- 397. TEACHING METHODS—SECONDARY (2).** A continuation of Education 387.

Graduate

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

- 400. SEMINAR: THE CRITIQUE AND ANALYSIS OF RESEARCH IN EDUCATION (4).** Considerations of assumptions and techniques of educational research ranging from the theoretical to the empirical. Review of pertinent research studies in emphasizing their applicability to general and specific educational problems. Analysis of statistical concepts. Preview of sources of educational research.

² Education 375, 376, and 377 are taken concurrently. They provide eight units of field experience combining approximately 20-26 hours of student teaching, two hours of seminar with field site coordinator or master teacher, and two hours of instruction related to specific teaching methods. *Prerequisite: Acceptance into field-centered credential program.*

- 401. EVALUATION AND PROGRAM MONITORING IN EARLY CHILDHOOD EDUCATION (4).** Designed to prepare students to apply theories and models of evaluation in Early Childhood Education. On-site experiences, provide opportunity to apply formative and summative evaluation procedures in monitoring Early Childhood programs. *Prerequisite: Education 422 or consent of instructor.*
- 410. SEMINAR IN INSTRUCTIONAL TECHNOLOGY (4).** Prepares student to apply the systems analysis approach to educational planning, development and evaluation. Develops skill in writing specified instructional objectives, analyzes entry level skills of learners, performs task analyses, and writes criteria for objectives. Analyzes the relationship between accountability and curriculum planning.
- 411. EDUCATIONAL COMMUNICATIONS MEDIA: THEORY AND PRACTICE (4).** Examination of the socio-psychological research in communications media and implications for education. Design and production of media and materials for classroom utilization to achieve instructional objectives. *Prerequisite: Education 410.*
- 420. THE PROCESS OF CURRICULUM DEVELOPMENT (4).** 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. *Prerequisite: Basic teaching credential, or consent of instructor.*
- 421. SEMINAR: THE PROCESS OF CURRICULUM DEVELOPMENT (4).** Development of curriculum proposals applicable to local districts and problems; development and defense of total curriculum proposal related to major educational problem or to local district need; critique of curriculum proposals of other seminar members. *Prerequisites: Education 420; admission to candidacy for the master's degree in the Graduate Institute of Education.*
- 422. SEMINAR: CURRICULUM DEVELOPMENT FOR EARLY CHILDHOOD EDUCATION (4).** Introduces four representative Early Childhood curricula, presents curriculum theory and guides students in the development and implementation of Early Childhood curriculum within an early childhood setting. *Prerequisite: Consent of instructor.*
- 430. THE TEACHING OF ENGLISH AS A SECOND LANGUAGE (4).** Issues and problems, techniques, procedures and materials for teaching the dominant language (standard English) to the bilingual and to the bidialectal. *Prerequisite: English 210 or English 219, or consent of instructor.*
- 431. SEMINAR IN READING: DIAGNOSIS AND REMEDIATION (4).** 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. *Prerequisite: Education 230.*

- 432. PRACTICUM IN DIAGNOSIS AND REMEDIATION OF READING PROBLEMS (4).** Each student will work with four or five problem readers, performing the following tasks: 1) diagnosis, 2) prescription, 3) treatment implementation, 4) progress charting, and 5) continuation guideline specifications. Three-fourths of the time will be spent in the field; one hour per week will be a class seminar. *Prerequisite: Education 431.*
- 433. ADVANCED SEMINAR IN READING (4).** Each student will select a specialized topic in reading and perform the following: conduct a seminar presentation, write a paper, and evaluate the results of the seminar presentation. Seminar topics are selected by students with consent of instructor. *Prerequisite: Education 432.*
- 434. RESEARCH IN READING EDUCATION (4).** Summarize reading research in the areas of word recognition, comprehension of connected discourse, and instructional methods. Critique studies in each of the above areas. *Prerequisite: Education 400, or consent of instructor.*
- 440. CHILDREN'S LITERATURE (4).** Survey of available children's literature for prescriptive reading designations and the enjoyment and appreciation of children's literature.
- 445. EUROPEAN EDUCATIONAL SYSTEMS (4).** Present educational policies and practices in selected European countries, with particular reference to historical, political, social and philosophical forces shaping their cultures. Analysis of similarities and contrasts among the American and the European educational systems.
- 446. EDUCATION AND CULTURE IN THE DEVELOPING NATIONS (4).*** The educational systems of selected developing nations in Africa, Asia, and South America. Analysis and evaluation of problems of socio-economic development and education. Special emphasis on factors causing change and progress in education after 1945. Evaluation of significant innovations which may have utility in the United States; assessment of European and American contributions.
- 450. EDUCATION AND HUMAN DEVELOPMENT (4).** 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: Introductory course in developmental psychology, child psychology, or consent of instructor. Teaching experience desirable.*
- 451. SEMINAR: BIO-PSYCHOLOGICAL ISSUES IN LEARNING AND DEVELOPMENT (4).** Theories, basic assumptions, research related to the learner and the learning process; emphasis on biological and psychological factors in individual differences; relevant factors in cognitive and affective development.

* Repeatable course.

- 453. SEMINAR IN IDENTIFICATION AND STUDY OF PUPIL DIFFERENCES (4).** 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.
- 454. SEMINAR: DIAGNOSIS, PRESCRIPTION, AND BEHAVIOR MODIFICATION IN EARLY CHILDHOOD (4).** Designed to teach students to diagnose learning and behavioral problems and to prescribe and implement ameliorative procedures with emphasis on the techniques of behavior modification.
- 455. SEMINAR: SOCIO-CULTURAL ASPECTS OF LEARNING AND DEVELOPMENT (4).** Examines the total process of socialization and the effects of cultural determinants upon individual growth, development and patterns of learning. Considers the school as an agent of socialization and mediator of culturally determined drives and values.
- 460. PSYCHOLOGY AND EDUCATION OF THE GIFTED (4).** 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.
- 461. SEMINAR IN CURRICULUM PLANNING FOR THE GIFTED (4).** *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: Education 460 or equivalent.*
- 462. PRACTICUM IN THE EDUCATION OF THE GIFTED (9).** An inservice-based supervised seminar applying curriculum methods and techniques designed to improve the effectiveness of participants in the teaching of the gifted. The emphasis is on practical application of pedagogically sound principles in real classroom situations over an extended period of time.
- 463. DIAGNOSIS AND PRESCRIPTION FOR THE SEVERELY HANDICAPPED (4).** Identification of current issues and trends in the assessment and training of the severely handicapped. Participants will learn exemplary techniques for the diagnostic and formative evaluation of individualized training programs for the severely handicapped. *Prerequisites: Education 266 and Education 462.*

- 464. PRACTICUM: CURRICULUM DEVELOPMENT FOR THE SEVERELY HANDICAPPED (4).** Supervised fieldwork experience with the severely handicapped, with emphasis on instructional curriculum development. The students are expected to acquire competencies associated with different curriculum models for training the severely handicapped. *Prerequisites: Education 400, 462, and 467.*
- 465. PRACTICUM: TRAINING THE SEVERELY HANDICAPPED (9).** Provides experience with severely handicapped children and integrates the competencies of the candidate for the specialist credential. Emphasis is placed on the use of current procedures with children classified as severely handicapped, within the context of classroom, home, and institutional settings. *Prerequisite: Education 464.*
- 466. DEVELOPMENTAL PROBLEMS OF EXCEPTIONAL CHILDREN (4).** Designed to provide information and experiences with developmental abnormalities of exceptional children with an emphasis on the developmentally disabled and the severely handicapped. Materials presented in this course will highlight normal growth patterns of children, and the effects of these abnormalities on maturational expectancies. *Prerequisite: Education 266.*
- 467. MANAGING CLASSROOM BEHAVIOR OF THE EDUCATIONALLY HANDICAPPED (4).** Review of research-based techniques in dealing with frequently occurring classroom behavioral problems. Emphasis on analysis of individual problem behaviors and implementation of systematic change procedures appropriate to the behavioral disorder. Techniques for involving parents, peers, and tutors.
- 468. DIAGNOSIS AND PRESCRIPTION FOR EDUCATIONALLY HANDICAPPED CHILDREN (4).** Practice in the construction and use of diagnostic instruments for the educationally handicapped. Demonstration of ability to make valid instructional decisions based on diagnosis.

- 469. PRACTICUM: CURRICULUM DEVELOPMENT FOR THE LEARNING HANDICAPPED (4).** Supervised practice in the development of individualized instruction for the learning handicapped. Students will diagnose, prescribe, and formatively evaluate instruction for children with learning handicaps. Assessment and evaluation data will be used to develop curricula appropriate to the child's learning pattern and developmental level. Supervision and teaching will be in an on-campus learning and instructional materials center for the handicapped. *Prerequisite: Education 468.*
- 470. THE EDUCATION OF MULTI-CULTURAL POPULATIONS (4).** Review of contemporary theory and research regarding children from a variety of socio-cultural backgrounds who often do not succeed in school. An examination of the effects of isolation from other cultures on the development of the individual and self-concept. An exploration of the effects of the present educational establishment: social-psychology of teachers; testing; legal and administrative policies.
- 471. SEMINAR: THE EDUCATION OF MULTI-CULTURAL POPULATIONS (4).** Critique of literature in the field: new texts, media resources and instructional materials for curriculum planning for multi-cultural populations. Assists the teacher in developing curriculum methodology to improve the learners self-esteem and appreciation of his own and others' cultural value systems. An explanation of methods of cooperation with community, public, and private organizations to improve education and make the curriculum relevant to the learners individual and cultural needs. *Prerequisite: Education 470.*
- 472. PRACTICUM: RESOURCE SPECIALIST PROGRAMS FOR THE LEARNING HANDICAPPED (9).** Supervised practice in effective consultation and resource procedures for maintaining the mildly handicapped in regular educational programs.
- 475. SELF-DEVELOPMENT OF THE TEACHER (4).** Study of theories and practices recommended for personal development. Field studies and critical appraisals of non-school programs for development of imagination and creativity in the adult years.

- 476. SEMINAR: ISSUES IN EDUCATION(2).*** 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.
- 477. SEMINAR: DEVELOPMENT AND TRAINING OF SCHOOL AND COMMUNITY PERSONNEL—EMPHASIS ON EARLY CHILDHOOD (2).** Training needs assessments, specification of required competencies, development of procedures and materials to be utilized in achieving training goals. Group process skills as a means of effective personnel development. On-site in early childhood facility. *Prerequisite: Education 422.*
- 478. SEMINAR: ORGANIZATION AND SUPERVISION IN EARLY CHILDHOOD EDUCATION (4).** Formulation of plans for implementing change in an Early Childhood facility. Organizational patterns, strategies for effecting change, and methodology of clinical supervision will be included. *Prerequisite: Education 422.*
- 479. SEMINAR: EARLY CHILDHOOD ADMINISTRATION (6).** Formulation of plans for the organization and implementation of an early childhood educational program. Selecting facilities and equipment, recruiting personnel, recruiting children, and working with advisory councils. Designed to prepare students for administrative roles. *Prerequisite: Education 422.*
- 482. PHILOSOPHIES OF EDUCATION (4).** Identifies and surveys the major traditional and modern philosophical positions as they relate to education; examines the educational theories which derive from them; and considers certain educational practices in the light of the educational theories by which these are justified.

* Repeatable course.

Education

- 484. SEMINAR: ADVANCED SOCIOLOGY OF EDUCATION (4).** Analysis of social interaction within the school and between the school and society. Special attention to the problems of urban education. *Prerequisite: Education 455 or equivalent.*
- 485. SEMINAR: ADVANCED PHILOSOPHY OF EDUCATION (4).** Investigation in depth of the various branches of philosophy as they pertain to educational theory. Examination of the implications for education of metaphysical, epistemological and axiological theories. *Prerequisite: Education 482 or equivalent.*
- 497. INTERNSHIP IN EARLY CHILDHOOD LEADERSHIP (9).** An extensive internship in an Early Childhood facility where the demonstration of all the performance competencies will be required in lieu of thesis requirements for the Master's Degree with specialization in Early Childhood. *Prerequisite: Education 479.*
- 498. INDEPENDENT STUDY: SOCIAL OR PHILOSOPHICAL FOUNDATIONS (2, 4).** *Prerequisite: Consent of instructor.*
- 499. THESIS (9).** An individually planned research effort or a creative project of comparable quality. Students work under individual supervision with assigned faculty.

ENGLISH

As a departmental field of concentration, English maintains the objective of providing a broadly varied and soundly based program that unifies the study of composition, language, and literature and that prepares students for careers in business, communications media, teaching, and for advanced study in graduate and professional schools.

B.A. DEGREE REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ENGLISH

Lower Division

English 130 is a recommended elective.

Upper Division

A. English 207. Practice in Literary Criticism

NOTE: Must be taken before three courses in the major are completed.

B. One of the following:

English 210. The Study of Language

English 213. History of the English Language

English 214. English Syntax

C. Six English courses, by advisement:

Selection of these courses will depend upon the student's educational goals. For assistance in choosing these courses, read the pamphlet "Why English?" (available in the English Department Office) and consult a departmental adviser.

D. English 290. Seminar in Literature.

REQUIREMENTS FOR THE MINOR IN ENGLISH

A student may fulfill an English minor by completing 24 units in upper division English courses.

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 language and literature, American literature, or creative writing exist in a flexible curriculum. A Comprehensive Examination is required of all Master of Arts candidates in English.

English

1. In applying for admission to the graduate degree program in English, the student should have a transcript of all undergraduate and graduate work sent directly to the department, in addition to the transcripts that are sent to the college Office of Admissions. To be admitted to classified status, the Graduate Record Examination is required.
2. 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.
3. 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 the 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.
4. A knowledge of the history or structure of English is required. This requirement may be satisfied by: (1) successful completion of English 213 or 214 or equivalents, or (2) passing an examination in the history or structure of English.

COURSE OFFERINGS IN ENGLISH

Lower Division

- 100. ORAL AND WRITTEN EXPRESSION I (4).** Basic language skills and techniques of composition. Papers regularly required.
- 101. ORAL AND WRITTEN EXPRESSION II (4).** Techniques of composition with emphasis on research. *Prerequisite: English 100.*
- 111. FUNDAMENTALS OF PUBLIC SPEAKING (4).** An introduction to public speaking with emphasis on the strategy of content, the dynamics of effective presentation—including rapport between speaker and audience—and the utilization of speaking skills in the community.
- 130. MODERN FICTION (4).** Lectures and discussions on selected aspects of modern (post-Industrial Revolution) fiction. Recommended for both English majors and for non-majors seeking to widen their knowledge of literature. Writing assignments regularly required.

Upper Division

English 101 or equivalent is a prerequisite to all upper-division courses in English.

- 200. THE AGE OF BELIEF AND DOUBT (4).** Intensive study of selected major British works (excluding drama) prior to 1640. #
- 201. THE AGE OF REASON AND REVOLUTION (4).** Intensive study of selected major British works (excluding drama) from 1640 to 1832. #
- 202. THE AGE OF CRISIS AND ANXIETY (4).** Intensive study of selected major British works (excluding drama) from 1832 to the present. #
- 207. PRACTICE IN LITERARY CRITICISM (4).** Practice in literary criticism from several perspectives: archetypal, formalist, psychological, and social. Written exercises regularly required.

Consult class schedule and/or English Department bulletin boards for specific themes or topics to be covered each quarter.

- 210. THE STUDY OF LANGUAGE (4).** Traditional and modern approaches to the study of language; fundamentals of phonology and grammar. (Same as French 210 and Spanish 210.)
- 211. PHONOLOGY (4).** The phonetics of a variety of languages and the phonetic phenomena that occur in natural languages. Practice in the perception and transcription of such phenomena. Introduction to the traditional and current views of phonological theory.
- 212. PHONOLOGICAL ANALYSIS (4).** Descriptive analysis of phonological structures. *Prerequisite: English 211.*
- 213. HISTORY OF THE ENGLISH LANGUAGE (4).** The evolution of English from its Indo-European origins.
- 214. ENGLISH SYNTAX (4).** English syntax approached through a generative-transformational model.
- 216. SYNTACTIC ANALYSIS (4).** Descriptive analysis of grammatical structures. *Prerequisite: English 214.*
- 217. SOCIOLINGUISTICS: BLACK ENGLISH AND READING (4).** Instruction to enable teachers of reading to discriminate between reading errors and dialectal variations of speakers of Black dialect. Remediation techniques for non-dialectal reading errors; survey of available literature on sociolinguistics and reading. *Prerequisite: Education 230, English 294, or consent of instructor.*
- 218. INTRODUCTION TO HISTORICAL LINGUISTICS (4).** The methods and theories appropriate to the historical study of language. *Prerequisite: English 211.*
- 219. PSYCHOLINGUISTICS (4).** A survey of current theory and research in the psychology of language and its historical background; recent experiments on speech production and comprehension; the acquisition of language by children; disorders of speech and language. *Prerequisite: English 210 or 214, or one course in psychology, or consent of instructor.*
- 233. THEMATIC APPROACHES TO LITERATURE (4).*** An exploration of literature organized around such themes as Love's Body, and The Alienated Hero, etc., using works from a variety of cultures and historical periods. #
- 235. READINGS IN WORLD LITERATURE (4).** Intensive study of selected major writers from the world's literature, read in translation. *Prerequisite: Any course in literature or consent of instructor.*
- 237. MODERN AFRICAN LITERATURE (4).** Major works of modern African literature (read in translation) reflecting contemporary African consciousness. Includes such authors as Achebe, Armah, Brutus, Mtshali, Sembene, Soyinka, and Tutuola.
- 238. LITERATURE OF CHINA AND JAPAN (4).** Study of selected works in translation from the classical and modern periods of Chinese and Japanese literature.
- 240. AMERICAN LITERATURE I (4).** Intensive study of selected American works of fiction in relation to the culture which produced them and which they reflect. *Prerequisite: English 130 or equivalent, or consent of instructor.*
- 241. AMERICAN LITERATURE II (4).** Intensive study of selected American works of poetry and non-fiction in relation to the culture which produced them and which they reflect. *English 240 and 241 may be taken separately and in either order. Prerequisite: Any course in literature or consent of instructor.*

* Repeatable course.

Consult class schedule and/or English Department bulletin boards for specific themes or topics to be covered each quarter.

English

- 242. AFRO-AMERICAN DRAMA (4).** Survey of major twentieth century Afro-American and African plays. Focus on drama as a medium in forming particular aspects and textures of the Black experience and in presenting the human dilemmas confronting Blacks in the modern world.
- 243. AFRO-AMERICAN POETRY (4).** A study and analysis of the historical development of Black poetry in Africa and the New World. A comparison of poems from the diaspora of the New World with the colonial situation of Africa. Special emphasis on contemporary poets.
- 244. AFRO-AMERICAN PROSE (4).** A study of selected Afro-American works of fiction and non-fiction.
- 245. THEORY OF LITERARY CRITICISM (4).** Major works in literary criticism selected from Aristotle to the present. *Prerequisite: English 207 and two courses in literature, or consent of instructor.*
- 250. ADVANCED COMPOSITION (4).** Advanced practice in expository writing.
- 251. CREATIVE WRITING (4).*** Practice in various forms of imaginative writing. *Prerequisite: Consent of instructor.*
- 252. WRITING AND SPEAKING SKILLS FOR MANAGEMENT (4).** The basic principles and skills of effective speaking and writing within a framework of organizational management.
- 264. WORLD DRAMA IN TRANSLATION (4).** Survey of major dramatic works from classical Greece to the modern period, including the Orient. Includes such writers as Sophocles, Plautus, Lope de Vega, Moliere, Goethe, Kalidasa, and Chikamatsu. *Prerequisite: English 130 or equivalent, or consent of instructor.*
- 265. DEVELOPMENT OF THE ENGLISH DRAMA (4).** Survey of major English dramatists (excluding Shakespeare) from the beginnings (ca. 1550) through the eighteenth century. Includes such playwrights as Marlowe, Jonson, Beaumont and Fletcher, Webster, Congreve, Dryden, Lillo, Steele, Goldsmith, and Sheridan. *Prerequisite: At least one previous course in dramatic literature.*
- 267. SHAKESPEARE (4).** Selected comedies, histories, and tragedies.
- 269. MODERN DRAMATIC LITERATURE (4).** Study of representative modern and contemporary plays from Ibsen to the present, as selected by the instructor.
- 270. TWENTIETH CENTURY EXPERIMENTS IN LITERARY FORM (4).** Explorations of relations between form and matter in literary works through intensive study of some of the experimental writing of this century.
- 275. MODERN SOCIAL AND POLITICAL FICTION (4).** Selected fiction concerned with social and political ideals, movements, and conditions. Works from the nineteenth and twentieth centuries, both American and European, considered. *Prerequisite: English 130 or equivalent, or consent of instructor.*
- 276. SELECTED TOPICS IN POPULAR LITERATURE (4).** Examination of various aspects of popular literature in relation to the culture that produced it. Designed for non-majors as well as majors. #
- 280. STYLE IN ENGLISH (4).** An investigation of how language functions in literature. Style as a concept. Practice in close analysis of the style of selected texts.
- 290. SEMINAR IN LITERATURE (4).*** Intensive study of one or more authors, a single historical period, a literary genre, or an aspect of literary criticism. #

* Repeatable course.

Consult class schedule and/or English Department bulletin boards for specific themes or topics to be covered each quarter.

- 294. SEMINAR: SPECIAL TOPICS IN LINGUISTICS (4).*** An intensive investigation of a topic or group of related topics of special interest to students and instructor. May vary from the study of a single earlier period of a language to the consideration of a "school" of linguists or the investigation of local dialects. *Prerequisite: Consent of instructor.*
- 298. INDEPENDENT STUDY (4).*** In consultation with a faculty member, extensive reading in some area or a project involving original research or creative writing. *Arrangements must be made a quarter in advance of registration. Prerequisite: Consent of instructor.*

Graduate

Graduate standing and consent of the department head are prerequisite to enrollment in the following courses:

- 410. BIBLIOGRAPHY (4).** The tools and methods of literary research.
- 430. SEMINAR: STUDIES IN MEDIEVAL LITERATURE (4).*** An introductory study of major works in English literature before 1500, with some attention to important continental analogues and critical methodology. Majority of the texts read in translation.
- 434. SEMINAR: STUDIES IN RENAISSANCE LITERATURE (1500-1603) (4).*** Aspects of English Renaissance literature within a framework of significant continental achievements, such as those of Erasmus, Ariosto, Castiglione, Machiavelli, Tasso, and others.
- 437. SEMINAR: STUDIES IN LATE RENAISSANCE LITERATURE (1603-1660) (4).*** Investigation of the baroque ascendancy in English prose, poetry and drama of the late renaissance with varying emphasis on selected works of such representative writers as Jonson, Shakespeare, Bacon, Beaumont, Fletcher, Webster, Milton, Burton, Browne, Taylor, Donne, and the metaphysical poets.
- 440. SEMINAR: STUDIES IN NEO-CLASSIC LITERATURE (1660-1798) (4).*** 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.
- 443. SEMINAR: STUDIES IN ROMANTIC LITERATURE (1798-1832) (4).*** Selected studies in the Romantic movement in English literature up to the death of Scott, including such precursors as Burns and Blake.
- 445. LITERARY CRITICISM (4).*** Intensive study of a major school of literary criticism: Formalist, Freudian, Mythological, Structuralist, or another school of literary criticism chosen by the instructor. *Prerequisite: English 245 or equivalent and consent of instructor.*
- 446. SEMINAR: STUDIES IN VICTORIAN LITERATURE (1832-1901) (4).*** 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.
- 449. SEMINAR: STUDIES IN MODERN BRITISH LITERATURE (4).*** 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.
- 452. SEMINAR: STUDIES IN AMERICAN LITERATURE (1836-1917) (4).*** Selected study of major American writing from the Renaissance to the First World War.

*Repeatable course.

English

- 455. SEMINAR: STUDIES IN AMERICAN LITERATURE, THE MODERN PERIOD (4).*** Study of selected American authors and their works since the Lost Generation.
- 491. SEMINAR: SPECIAL TOPICS IN BRITISH LITERATURE (4).*** Intensive study of a single author, period, or literary genre. *Prerequisite: Consent of instructor.*
- 493. SEMINAR: SPECIAL TOPICS IN AMERICAN LITERATURE (4).*** Intensive study of a single author, period, or literary genre. *Prerequisite: Consent of instructor.*
- 494. SEMINAR: TOPICS IN LINGUISTIC THEORY (4).*** Advanced topics in phonological, syntactic, or historical-comparative theory, the topic varying from quarter to quarter. *Prerequisite: Consent of instructor.*
- 497. DIRECTED READING (1).** Extensive reading in selected areas under the guidance of a faculty member. *Prerequisite: Consent of Department Head and MA Comprehensive Examination Coordinator.*
- 498. INDEPENDENT STUDY (4).** In consultation with a faculty member, the student will investigate in detail current scholarship in some area, or will undertake a project involving original research or creative writing. *Prerequisite: Consent of Departmental Independent Studies Coordinator and instructor.*
- 499. THESIS (2-9).** A thesis or special project. *Prerequisite: Admission to program prior to Winter Quarter, 1973.*

* Repeatable course.

EXPERIENTIAL EDUCATION

This program makes provision for the utilization of selected work experience, which can have educational relevance, as part of the student's college curriculum. Work experience, so utilized, is classified as Experiential Education and may qualify for academic credit under the following conditions:

1. The work experience, as applied to an individual student, has relevance to the student's educational goals. It does not necessarily need to relate to a specific academic course, but it must have relationship to the individual's formal, career and educational development.
2. Adequate supervision of the work experience by the employer and the college coordinator.
3. Satisfactory work performance as judged by the employer and a suitable evaluation of what has been learned from the experience by the student.

Subject to the above three conditions, a student may earn 4 credits per quarter for work experience, up to a total of 16 credits toward the bachelor's degree. The generation of continued Experiential Education credit toward the total allowed must be based on a progression of advancing experience or of continuing learning potential in the on-going work experiences. Experiential Education credits are counted as electives and do not replace specific academic course requirements.

Experiential Education may be applied (under the above stated conditions) to the student's own employment or to a job placement arranged by the college. Although every effort, within the limits of budget and staff time, will be made to arrange suitable placements for students in Experiential Education, the college cannot guarantee placement to any applying student.

Students enrolling in Experiential Education may alternate quarters of full-time study with quarters of full-time work experience. Or they may work out a schedule of concurrent study and work experience.

Experiential Education programs can be arranged in the various schools or departments within the college. They may include exploratory experiences as well as those specifically related to a particular academic course or major (the latter corresponding to what might be called internship).

A distinctive program in Experiential Education is the Educational Programs in the Community (EPIC) in which students engage in voluntary intern services with community agencies as an integral part of their education and as a means of assistance in meeting economic and social needs of the community through the partnership with college resources.

In summary, Experiential Education provides an organized plan for utilizing various forms of non-classroom work or service-oriented experience to enhance the total education of students who take advantage of the program. The plan also

Experiential Education

provides needed financial assistance to many students though its chief purpose is concerned with the educational benefits offered through the program.

EXPERIENTIAL EDUCATION COURSES

- 201. EXPERIENTIAL EDUCATION (4).*** Open to students who have career and educationally related employment. Requires a tripartite work agreement setting forth specific learning objectives, employer ratings, reports and attendance at specified class seminars. *May be repeated 4 times for up to 16 units credit. Consent of Director required.*
- 207. EXPERIENTIAL EDUCATION: EPIC STAFF TRAINING (4).** Staff members are trained to coordinate EPIC functions. These functions entail interviewing, placing, supervising and evaluating student interns. The training provides instruction in organization and managerial techniques. Fifteen hours a week is required. *Student must be sophomore or above and consent of instructors is required.*
- 208. EXPERIENTIAL EDUCATION: EPIC INTERNSHIP (4).** The basic course for EPIC interns not receiving credit for volunteer work in other courses. Students participate, at selected agency field site, in solving community problems in such areas as drug abuse, juvenile delinquency, and remedial tutoring. The student tests occupational goals by applying academic theory to real situations. Students are involved in training, seminar and evaluation sessions. *Prerequisite: Consent of instructor, junior or senior standing.*
- 210. EXPERIENTIAL EDUCATION: HUMANITIES (2,4).** Students participate in an off-campus work program with an approved employer. Provides for an integration of academic study and related work experience, with the objective of extending formal education beyond the classroom. Registration requires permission of a departmental or interdepartmental coordinator or the Director of Experiential Education. *Prerequisite: Sophomore, junior, or senior standing.*
- 220. EXPERIENTIAL EDUCATION: BIOLOGICAL SCIENCE (2,4).** Students participate in an off-campus work program with an approved employer. Provides for an integration of academic study and related work experience with the objective of extending formal education beyond the classroom. Registration requires permission of a departmental or interdepartmental coordinator or the Director of Experiential Education. *Prerequisites: Sophomore, junior, or senior standing.*
- 221. EXPERIENTIAL EDUCATION: PHYSICAL EDUCATION (2,4).** Students participate in an off-campus work program with an approved employer. Provides for an integration of academic study and related work experience with the objective of extending formal education beyond the classroom. Registration requires permission of a departmental or interdepartmental coordinator or the Director of Experiential Education. *Prerequisites: Sophomore, junior or senior standing.*

* Repeatable course.

THE FOUNDATIONS OF NATURAL SCIENCE

An Interdepartmental Field of Concentration

The interdepartmental field in the Foundations of Natural Science is intended both for students whose departmental field is in the School of Natural Sciences and Mathematics and for students whose departmental field is in one of the other schools. The program includes in-depth course work in one or more areas of the natural sciences and consideration of science from the historical and philosophical viewpoints.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN THE FOUNDATIONS OF NATURAL SCIENCE

- A. Twenty units, approved by the interdepartmental adviser, from the departments of Biology, Chemistry, Mathematics, and Physics. No more than twelve units may be lower division courses. A maximum of four units offered by the student's major department may be used, provided it is neither required nor prerequisite to the major. No course may be used to satisfy both General Education requirements and Foundations of Natural Science requirements. Courses listed under Section B may not be used for requirement Section A.
- B. Four units selected from the following:
 - Chemistry 286. American Science and Technology
 - Philosophy 230. The Nature of Scientific and Humanistic Inquiry
 - Physics 206. Modern Physics: Its Impact on Twentieth Century Thought
 - Psychology 205. History and Systems of Psychology
- C. History 280. History of Science
Philosophy 252. Philosophy of Natural Science
- D. The senior seminar in this field.

Two minors in Foundations of Natural Science are being considered. One concerns the nature of science; the second concentrates on relationships between science, technology, and man. Please consult the Foundations of Natural Science office for details.

COURSE OFFERING

Upper Division

290. SEMINAR IN THE FOUNDATIONS OF NATURAL SCIENCE (4). *Prerequisite: Senior standing in this interdepartmental field, or consent of instructor.*

FRENCH¹

The major in French constitutes the normal preparation for students who intend to make a career of teaching French, as well as for those who intend to continue their studies in French in graduate school, working toward a Master's degree or a Ph.D. in French literature or civilization.

It also provides a useful background for students who intend to use their knowledge of this language for occupations in commerce, business, or international trade, in capacities such as bilingual secretaries, translators, and interpreters, or who are preparing for other careers in which a knowledge of French is desired. The major in French is also recommended to students who are considering civil service careers such as those offered by the State Department (Consular Services, for example).

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN FRENCH

Lower Division

French 110-111-112. First, Second, and Third Quarter French
French 120-121. Fourth and Fifth Quarter French

NOTE: Students who have completed two, three, or four years of high school French and who pass a proficiency test will be placed in the appropriate quarter of college French. Consult a departmental adviser for details.

Upper Division

A. Required Courses:

French 205. Advanced Composition, Syntax, and Stylistics
French 210. The Study of Language
French 250. French Culture I
French 251. French Culture II
French 252. French Literature I
French 253. French Literature II *or*
French 240. Practical French for Translators and Interpreters.
French 260. Explication de Textes
French 295. Seminar in Special Topics in French Literature

B. Plus one elective from the upper division offerings in French.

Students planning to acquire a teaching credential must take French 270.

REQUIREMENTS FOR THE MINOR IN FRENCH

A. Required Courses:

French 121. Fifth-Quarter French or equivalent
French 205. Advanced Composition, Syntax, and Stylistics

¹ Students interested in studying foreign languages abroad should consult page 22.

- French 210. The Study of Language
 French 250. French Culture I *or*
 French 251. French Culture II
 French 252. French Literature I *or*
 French 253. French Literature II

B. Plus one elective selected from the list of upper division offerings in French (including French 280). *Candidates for a teaching credential must take French 270.*

COURSE OFFERINGS IN FRENCH

All courses, except 210, 240, 270, 280, and 281, are conducted in French.

Lower Division

- 110. FIRST-QUARTER FRENCH (4).** Basic instruction in French. Training in speaking, listening, reading, and writing for students who have had no previous work in French.
- 111. SECOND-QUARTER FRENCH (4).** A continuation of French 110. *Prerequisite: French 110 or a satisfactory score on a placement test.*
- 112. THIRD-QUARTER FRENCH (4).** A continuation of French 111. *Prerequisite: French 111 or a satisfactory score on a placement test.*
- 120. FOURTH-QUARTER FRENCH (4).** A continuation of French 112. *Prerequisite: French 112 or a satisfactory score on a placement test.*
- 121. FIFTH-QUARTER FRENCH (4).** A continuation of French 120, with emphasis on oral communication skills. *Prerequisite: French 120 or a satisfactory score on a placement test.*

Upper Division

- 205. ADVANCED COMPOSITION, SYNTAX, AND STYLISTICS (4).** A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by the students. *Prerequisite: French 121 or equivalent.*
- 210. THE STUDY OF LANGUAGE (4).** Traditional and modern approaches to the study of language: fundamentals of phonology and grammar. (Same as English 210 and Spanish 210.)
- 240. PRACTICAL FRENCH FOR TRANSLATORS AND INTERPRETERS (4).** Translation from French to English and English to French with practical application for journalistic, advertising, commercial, and governmental activities. Introduction to the art of simultaneous translation. *Prerequisite: French 205 or equivalent.*
- 250. FRENCH CULTURE I (4).** An area studies course focusing on patterns of French civilization and culture. *French 250 and 251 may be taken separately and in either order. Prerequisite: French 121 or equivalent.*
- 251. FRENCH CULTURE II (4).** An area studies course focusing on patterns of modern French civilization and culture. *French 250 and 251 may be taken separately and in either order. Prerequisite: French 121 or equivalent.*
- 252. FRENCH LITERATURE I (4).** Adventure in War, Romance, Love, Passion, Wit, and Wisdom, as reflected in French literature prior to the Revolution. *Prerequisite: French 121 or equivalent.*

French

- 253. FRENCH LITERATURE II (4).** Prose and Poetry of the Nineteenth and Twentieth Centuries: From the Romantics to the "accursed" poets to the Surrealists, and from the novel to the anti-novel. *Prerequisite: French 121 or equivalent.*
- 260. EXPLICATION DE TEXTES (4).** Explication of some of the great poems and prose passages of French literature. *Prerequisite: French 121.*
- 270. THE TEACHING OF FRENCH AS A LIVING LANGUAGE (4).** A theoretical and practical course in methodology and classroom learning techniques for foreign language teachers of grades 4 through 12, with emphasis on secondary level. *A recommended course for credential candidates. Prerequisite: A functional knowledge of French and/or consent of instructor.*
- 280. TWENTIETH CENTURY FRENCH LITERATURE IN TRANSLATION (4).** Study of selected works by significant writers: novels, poetry, drama, essays, criticism, screen-plays. *Prerequisite: Upper division standing.*
- 281. WOMEN IN FRENCH LITERATURE AND SOCIETY (4).** The Mystique of the French Woman. Her evolving position in society as reflected in literature and sociological studies from courtly love to *The Second Sex*. Contrasts and parallels with her American counterpart. In English.
- 295. SEMINAR IN SPECIAL TOPICS IN FRENCH LITERATURE (4).*** Intensive study of a single author (e.g., Racine, Zola, Valéry), a literary movement (e.g., Romanticism, Existentialism), a literary genre (e.g., theater, poemes en prose) or a single work (e.g., *Madame Bovary*, *La Jeune Parque*). *Prerequisite: French 260 or consent of instructor.*
- 298. INDEPENDENT STUDY (4).*** Independent study of a literary or linguistic problem, author, or movement. *Prerequisite: B average in French, upper division standing, and consent of instructor and department chairman.*

* Repeatable course.

GEOGRAPHY

Geography integrates the social, cultural, economic, political, biological, and physical characteristics of our Earth in terms of locations, distributions, spatial interactions, and their significance in the contemporary world.

The Geography program is flexible and allows maximum latitude in the course of study to match the particular aptitudes, interests, and career goals of the individual student. The department is prepared, through careful advisement and departmental approval, to guide a student toward preparing himself along any of several potential tracks.

Samples of Emphasis in Geographical Areas: Environmental Constraints, Opportunities, and Impact; Urban Settlement Systems—Dynamics, Patterns, Economics, and Politics; Economics and Land Use Planning; World Economic Patterns, Trade Routes, Centers, and Locational Analysis; Political Geography and Domestic Public Policy; World Political Patterns and International Policy; Regions of the World—Character and Interaction; The Physical Earth, Earth Systems, and Natural Resources; Weather, Climate and Human Interactions; Techniques of Geographic Data Acquisition, and Presentation. Other emphasis by arrangement, including programs for educators and other specializations.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN GEOGRAPHY

Lower Division

- Geography 111. Cultural Geography
- Geography 112. Physical Geography
- Mathematics 150. Elementary Statistics and Probability

Upper Division

Nine full courses (36 quarter units) are required. Specializations may be arranged in environmental, economic, political, urban, cultural, physical, and biological geography.

- A. Seven courses, of which one four-unit course must be selected from each of the following categories (20 units):

Environmental

- Geography 220. Natural Resources
- Geography 222. Contemporary Environmental Problems
- Geography 224. Population and the Environment
- Geography 252. Environmental Perception

Physical

- Geography 210. Principles of Geomorphology
- Geography 215. Weather
- Geography 216. World Climate

Regional

- Geography 219. The California Landscape

Geography

- Geography 260. Geography of the United States and Canada
- Geography 262. Modern Africa
- Geography 264. Geography of Latin America
- Geography 270. Geography of East Asia

Systematic

- Geography 225. Economic Geography
- Geography 226. Localization of Manufacturing
- Geography 235. Urban Geography
- Geography 246. Political Geography

Methodology

- Geography 206. Quantitative Models and Map Analysis
- Geography 290. Contemporary Geographic Inquiry

B. Required courses:

- Geography 205. Cartography
- Geography 291. Senior Seminar in Geography

REQUIREMENTS FOR THE MINOR IN GEOGRAPHY

Six courses (24 units) of upper division geography courses. No more than three courses from one category, such as environmental, physical, regional, systematic, or methodological may be counted toward the minor.

COURSE OFFERINGS IN GEOGRAPHY.

Lower Division

- 100. ELEMENTS OF GEOGRAPHY (4).** Distribution of human habitats in terms of constraints and opportunities. Focuses on the dynamic spatial interactions of humans, other life forms, and the earth, in the more difficult habitats.
- 111. CULTURAL GEOGRAPHY (4).** Origin and diffusion of man and his major achievements: agriculture, urbanization, social organization, industrialization. Patterns of world social organization today; communications; economic, political interaction. *Three hours of lecture and two hours of laboratory per week.*
- 112. PHYSICAL GEOGRAPHY (4).** Basic physical elements of geography: lithosphere, hydrosphere, atmosphere, and biosphere. Introduction to the major physical components of the environment and their interrelationships and distributions on a world scale.
- 119. GRAPHICS (2).** The theory and practice of presenting factual data in graphic form: construction of charts, graphs, symbols, and areal distribution maps used in business, economics, education, geography, government, planning, and sociology. *Four hours of laboratory per week.*
- 150. FIELD STUDY IN GEOGRAPHY (2).*** A series of conducted trips to selected areas for study of the inter-relation of natural environment and human activities. *One hour of classroom preparation per week, with field work by arrangement.*

Upper Division

* Repeatable course.

- 205. CARTOGRAPHY (4).** Introduction to map compilation; lettering; symbolization of point, line, and aerial data; landform depiction; construction of map projections; and preparation for photographic reproduction by scribing. *Two hours of classroom and six hours of laboratory work per week.*
- 206. QUANTITATIVE MODELS AND MAP ANALYSIS (4).** A comparison of statistical techniques and mapping techniques in the analysis of locational problems; includes the application of quantitative analysis in mapping. *Three hours of classroom and two hours of laboratory work per week. Prerequisite: Mathematics 150 and Geography 110.*
- 208. MAP AND AERIAL PHOTOGRAPH INTERPRETATION (2).** Study of maps of urban and rural features, land use, vegetation, geology, and other area phenomena. Interpretation and use of aerial photographs. Includes some directed field study and requires a special report. *One hour of lecture and three hours of laboratory per week.*
- 210. PRINCIPLES OF GEOMORPHOLOGY (4).** Analysis of factors responsible for landforms. Geographic patterns of the world's landforms and the relationship of these patterns to principles governing the processes of erosion, including climatic factors, and forces in the interior of the earth; landform conditions related to soil formation.
- 215. WEATHER (4).** Study of the composition of the atmosphere and the basic principles of meteorology.
- 216. WORLD CLIMATE (4).** Study of meteorological factors as they relate to climatology, principles of climatic classification, distribution of climates over the world, and climatic restrictions on human activity. *Prerequisite: Geography 215.*
- 219. THE CALIFORNIA LANDSCAPE (4).** California as a microcosm. A study of this region in terms of the illustration of basic geographic principles. Examination of the dynamic interactions of humans, other life, and the land, both for the contemporary inhabitants and in archeological and historical perspective. Exploration of key issues in local and statewide planning, development and environmental impact. *Prerequisite: Geography 100 or equivalent.*
- 220. NATURAL RESOURCES (4).** Supply and consumption of timber, minerals, fuels, energy, food, and water; effect of population growth on future availability of resources; problems in resources management and land use; survey of basic ecological principles as applied to regional resource management. *Prerequisite: Mathematics 150.*
- 222. CONTEMPORARY ENVIRONMENTAL PROBLEMS (4).** Examination of the nature and sources of environmental pollutants and methods for their control. Special emphasis to regional air, water, and noise pollution; to pesticides; and to solid waste disposal. *Three hours of lecture and two hours of laboratory per week. Prerequisite: Physics 100.*
- 224. POPULATION AND THE ENVIRONMENT (4).** Analysis of world, national, and state population growth rates and their import for the future. Relationship of population growth to demand for food and resources. Special emphasis on the impact of technological change on the deteriorating American environment.
- 225. ECONOMIC GEOGRAPHY (4).** Location, distribution, and flow of the world's major types of production and associated systems of distribution and consumption; interpretation of economic activities in relation to cost of production including natural resources. *Prerequisite: Geography 100 or equivalent or consent of instructor.*
- 226. LOCALIZATION OF MANUFACTURING (4).** Analysis of the effect that transportation, labor and processing costs have upon the spatial distribution of manufacturing industries. Covers the major manufacturing industries and regions. *Prerequisite: Geography 100 or equivalent.*

Geography

- 227. HYDROGEOGRAPHY (4).** Elements of the hydrological cycle: precipitation, distribution and flow, behavior of subsurface and surface fluids, evapotranspiration, water use. Examination of socioeconomic spatial aspects of river basin planning.
- 235. URBAN GEOGRAPHY (4).** Study of urban settlement and contemporary land use; spatial distribution of natural and human phenomena ranging from open space to ghettos; intraurban transportation patterns and external linkages of cities with metropolitan regions; problems of geographic scale in the study of urbanization.
- 237. GEOGRAPHY OF CIRCULATION AND CONNECTION (4).** The spatial attributes of communication and transportation, the flows and diffusion of ideas, data, information, people and goods in the contemporary world. *Prerequisite: Geography 100, Geography 225, 226; or consent of the instructor.*
- 242. ADVANCED CARTOGRAPHY (4).** Planning and preparation of maps, graphics and models. Use of advanced cartographic materials, scribing, selected model-making methods, and single and time-sequence photographic techniques for visual presentation.
- 246. POLITICAL GEOGRAPHY (4).** An examination of political processes and organization with respect to geographic space, and of the evolution, character and potential future of the contemporary political geographic patterns and interactions at all levels from the locality to the world. Emphasis on tendencies toward unity and disunity, cooperation and competition, and the persistence of historical political patterns. *Prerequisite: Geography 100 or equivalent.*
- 248. INTERPRETATION OF AERIAL PHOTOGRAPHS AND REMOTE SENSING DATA (4).** Identification and analysis of physical and cultural landscape by use of aerial photographs and other remote sensing imagery. Laboratory work may include preparation of photographic materials.
- 251. FIELD STUDY IN URBAN GEOGRAPHY (2).** Field reconnaissance, measurement, methodology and mapping in selected subjects of geographic study in the urban environment. A documented and illustrated analytic report required of all students. *One hour of lecture and field trips under supervision.*
- 252. ENVIRONMENTAL PERCEPTION (4).** Comparison of different cultures' conceptions and perceptions of the natural environment; individual or class projects comparing environmental perceptions of individuals or subgroups within this society. *Three hours of lecture and two hours of field activity per week.*
- 260. GEOGRAPHY OF THE UNITED STATES AND CANADA (4).** An analysis of the distribution of natural resources, economic development, and population in the United States and Canada; selected economic, social, and political problems are analyzed in each region.
- 262. MODERN AFRICA (4).** Spatial organization of modern Black Africa. Brief treatment of the reorientation of African patterns of human geography during and after the colonial era. Current topics of economic, political, social integration of territory in the new nations and on a regional and continental scale.
- 264. GEOGRAPHY OF LATIN AMERICA (4).** An analysis of the distribution of the elements of geography as they affect population patterns and cultural activities in the countries of Latin America and selected economic, social and political problems in each region.
- 270. GEOGRAPHY OF EAST ASIA (4).** An analysis of the distribution of the elements of geography as they affect population patterns and cultural activities in the countries of East Asia; selected economic, social, and political problems are analyzed in each region.

- 284. MARINE GEOLOGY (4).** Origin and nature of the topography and geology of the ocean floor and shoreline. Processes of marine erosion and sedimentation. Analysis of sedimentary rocks. *Three hours of lecture and weekend field trips by arrangement. Prerequisites: Geography 112 and Physics 150.*
- 286. STRUCTURAL GEOLOGY (4).** Origin, nature, and interpretation of geologic structures. Laboratory exercises, field mapping, and field trips. *Three hours of lecture and two hours of laboratory per week. Weekend field trips by arrangement. Prerequisite: Physics 150.*
- 290. CONTEMPORARY GEOGRAPHIC INQUIRY (4).** Geography as the study of spatial organization, interaction, diffusion. The logic of inquiry applied to geography as a behavioral and natural science. *Prerequisite: Geography 100 or equivalent.*
- 291. SENIOR SEMINAR IN GEOGRAPHY (4).** Presentation and discussion of selected individual topics by students and staff members. Designed to develop the insights gained from the major program. *Prerequisite: Completion of all other requirements for the Geography major or consent of the Department Chairperson.*
- 298. INDEPENDENT STUDY (2, 4).*** Independent study of a particular problem under the direction of a member of the geography staff. *Prerequisite: Consent of instructor.*

* Repeatable course.

HEALTH SCIENCE

A Major in a Single Field

The Health Science program offers an interdisciplinary curriculum that leads to the Bachelor of Science Degree in Health Science. At the present time only one option is offered, Medical Technology. This program fulfills the major requirements for the Bachelor of Science degree at the California State College, Dominguez Hills, and also provides the clinical training required by the State of California Department of Health for eligibility to obtain a license as a Medical Technologist. No additional course work is required to fulfill minor or interdepartmental requirements.

Although the program is designed to extend normally over 12 full quarters of academic work (3 quarters during each of 4 academic years), progress may be accelerated by summer sessions, acceptable extension course work, or credit-by-examination. The clinical year of training consists of twelve months, beginning in the summer preceding the final academic year.

REQUIREMENTS FOR THE MAJOR IN HEALTH SCIENCE: MEDICAL TECHNOLOGY

Lower Division

- † Biological Science 110-112-114. Principles of Biology.
- † Biological Science 150. Elements of Human Anatomy and Physiology
- † Biological Science 151. Elements of Human Anatomy and Physiology Laboratory
- † Chemistry 110-112-114. General Chemistry
- † Chemistry 130. Quantitative Chemistry
- Economics 110-111. Economic Theory 1A-1B
- Health Science 101. Survey of Health Care Delivery in America
- Information Science 120. Introduction to Computers and Data Processing.
- Physics 120-122. Elements of Physics

Upper Division

A. Health Science Core:

- Business Administration 210. Management and Organizational Behavior
- Psychology 240. Social Psychology: Psychological Perspective
- † Sociology 226. Sociology of Medicine
- Sociology 240. Social Psychology: Sociological Perspectives
- Health Science 290. Senior Seminar in Health Science
- 8 units selected from:
 - † Business Administration 230. Accounting for Planning and Control
 - Education 210. Motivation and Learning
 - † Psychology 211. Human Learning

† Consult course description for prerequisite.

B. Medical Technology Option:

- † Biological Science 224. Microbiology
- † Biological Science 226. Immunology and Serology
- Biological Science 227. Clinical Mycology
- Biological Science 228. Virology
- † Biological Science 246. Human Heredity
- † Biological Science 258. Parasitology
- † Chemistry 216. Introductory Organic Chemistry
- † Chemistry 217. Introductory Organic Chemistry Laboratory
- † Chemistry 250 and 252. Biochemistry I and II
- † Chemistry 256. Clinical Chemistry
- † Health Science 201. Clinical Techniques
- † Health Science 210. Clinical Sciences
- † Physics 231. Electrical Measurements

16 units selected from:

- † Biological Science 210 - 212. Organism Biology I and II
- Biological Science 220. Cell Biology
- Biological Science 222. Microanatomy of Cells and Tissues
- Chemistry 220-222. Physical Chemistry Lecture I, II
- Chemistry 223. Physical Chemistry Laboratory I
- Chemistry 230. Analytical Chemistry
- † Chemistry 231. Laboratory in Analytical Chemistry
- † Chemistry 260. Radiochemical Techniques

COURSE OFFERINGS IN HEALTH SCIENCE

Lower Division

- 101. SURVEY OF HEALTH CARE DELIVERY IN AMERICA (3).** Examination of the health care delivery system in its evolution to the present day. Analysis of the influences of medical science and technology, social, and other factors, on the development of the health-related professions, their training, and function. An overview of the opportunities in health careers as new trends in health care delivery evolve. Two hours of lecture and three hours of field trips per week.

Upper Division

- 201. CLINICAL TECHNIQUES (2).** An introduction to the specialized methodology of the clinical laboratory. Includes instruction and training in drawing of blood samples; methods for preparation of serum and plasma samples and preservation of these samples for various kinds of laboratory assays. *Prerequisite:* Acceptance into the clinical training program.
- 210. CLINICAL SCIENCES (6).*** Didactic and practical experience in the various phases of clinical laboratory analyses, including bacteriology, hematology, chemistry, serology, parasitology, blood banking, and automated procedures. *Prerequisites:* Biological Science 224 or equivalent, Biological Science 226, 228, 258, Chemistry 256, and acceptance into the clinical training program.

* Repeatable course.

† Consult course description for prerequisite.

Health Science

290. SENIOR SEMINAR IN HEALTH SCIENCE (2).* *Prerequisites: Senior standing and concurrent enrollment in Health Science 210.*

* Repeatable course.

HISTORY

Every one of you is always searching for sources and is, in practice, an historian . . . Every business man who handles a complicated transaction, every lawyer who studies a case, is a searcher for sources and a practicing historian.

— Theodor Mommsen

The study of history will give students an understanding of modern society through a review of the past, and equip them with the broad cultural background essential to the study of education, literature, law, government, communications, journalism, public service, and business.

The department offers a major and a minor; it also offers several special tracks in the study of Archives and Community history, which are listed under the minor but may be taken by all interested persons. The History Program is structured to provide a wide range of topical and area courses for use both as general electives and as parts of several interdepartmental majors.

History may be taken as a single subject major for the teaching credential in California.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN HISTORY

Lower Division

History 110. The Western World: The Classical Foundation

One course from the following:

History 111. The Western World: The Modern Experience

History 112. Asia: The Great Tradition

History 113. Latin America: Conflicts and Continuities

History 150. Research Methods and Field Study (Students are encouraged to enroll in this course as early in their program as possible.)

Upper Division

Nine additional courses in history, of which:

- A. Two must be in an area other than the United States or Europe; and
- B. Up to five courses may be in one geographical area (i.e. Europe, United States, Africa, Asia, Latin America) or one topical area (see the suggested areas of concentration under requirements for the Minor in History); and
- C. In the senior year, either History 295 or 296 or 298. If History 298 is taken to fulfill this requirement, it must be taken as a four unit course for research and investigation of a major historical topic.

REQUIREMENTS FOR THE MINOR IN HISTORY

- A. Five upper division courses selected in a concentration in history through consultation with an adviser. Examples of concentrations are:

Affluence and Anxiety: Europe and the United States in the 20th Century

Colonialism and Imperialism

Democracy and Dictatorship

History

Mass Psychology and Political Leadership
Modernizing Societies
Oppressed Groups in History
Pre-modern Societies and Institutions
Religion, Ideas, and History
Revolution or Reform
The Rise of America: Idealism and Empire
Topics in Third World History

(For a full listing of the course possibilities in each of the above areas, see the History Department brochure)

- B. Four units of History 298, to undertake research and or analysis in the field of concentration.

SPECIAL PROGRAMS IN HISTORY

(These programs are academically equivalent to a Minor in History, but are substantially different from existing programs because of their stress on community contact, practicums, and field work. See the History Department brochure for further details.)

ARCHIVAL AND RECORDS MANAGEMENT

The program will familiarize students with the techniques of selecting, collating, tabulating, analyzing, and retrieving stored materials and records.

Lower Division

History 150. Research Methods and Field Study. History majors to substitute a methods course in a related discipline, such as Sociology (2).

Upper Division

History 205. Field Studies in the Uses of History. Two sections, one with an oral history, the other with a video history emphasis (4).

Two upper division history courses providing background for archival and records projects (8).

History 298. Independent Study. (Two 4-unit courses). In consultation with the student's adviser and involving field work in the program (8).

History 294. Seminar in Archival and Records Management (4).

COMMUNITY HISTORY

The program will familiarize students with the historical techniques involved in working on community problems and provide a vehicle for work directly in the surrounding communities.

Lower Division

History 150. Research Methods and Field Study. Required in preparation for other courses in the program; majors should substitute an additional section of History 205 (2).

Upper Division

History 205. Field Studies in the Uses of History. Sections in oral or video history (4).

History 257. California (4).

History 285. History of Urban America (4).

History 298. Independent Study. To be taken in consultation with an adviser in the program (4).

History 283. Community History (4). and

History 294. Seminar in Archival and Records Management (4), both courses to be taken at the end of the program, because of their emphases on the application of historical skills to field work and on-the-job training.

INDIVIDUAL AND STUDENT ORIGINATED PROGRAMS IN HISTORY

The department is interested, at all times, in meeting student interests and formulating individual programs. History 292 (Special Topics in History) and History 298 (Independent Study) were originated, in part, for this purpose. Should a sufficient number of students so desire, the Department will present a course in topics or areas not currently in the catalog. Students should contact an instructor interested in the proposed topic as the initial step in having the course scheduled.

COURSE OFFERINGS IN HISTORY**Lower Division**

- 100. BASIC STUDIES HISTORY (4).** The study of specific historians or historical problems as an introduction to historical understanding and interpretation, including analyses of change and continuity in history and the means by which historians evaluate causes and effects.
- 101. AMERICAN INSTITUTIONS (4).** A study of the ideals, creeds, structures and behavior of the peoples of the United States, including analysis of the various forces and circumstances pertaining to the evolution of American institutions on the federal, state and local levels. *Meets State requirement in United States Constitution, American History and California State and Local Government.*
- 110. THE WESTERN WORLD: THE CLASSICAL FOUNDATION (4).** A search into the Judaeo-Christian, Greco-Roman and medieval through Reformation foundations of contemporary western civilization.
- 111. THE WESTERN WORLD: THE MODERN EXPERIENCE (4).** Significant institutions and ideas of European civilization in the modern era, sixteenth century to the present.
- 112. ASIA: THE GREAT TRADITION (4).** Historical introduction to the cultural legacies of India, China, and Japan as a foundation for understanding modern and contemporary changes.

History

- 113. LATIN AMERICA: CONFLICTS AND CONTINUITIES (4).** An investigation into the roots of Latin American culture and institutions, from the pre-Columbian period to the present.
- 150. RESEARCH METHODS AND FIELD STUDY (2).** Development of critical and bibliographical skills for historical research and writing, including book reviewing, critical reading, evaluation of documents, the writing of historical papers as well as observation of manuscript collections, specialized libraries and historical sites.

Upper Division

- 205. FIELD STUDIES IN THE USES OF HISTORY (2).*** Field studies in the application of historical skills. A specific quarter may be devoted to oral history, documentary film, archives and special collections, teaching history, local history.
- 219. JUDAEO-CHRISTIAN FOUNDATIONS: THE BIBLE (4).** A historical approach to the Old and New Testaments, including study of the archaeological sources, institutional developments, and the cultural milieu of the writings.
- 220. THE ANCIENT WORLD (4).** The survey of the history of the ancient world with emphasis on the earliest civilizations of the Near East, classical Greece, and the rise and fall of the Roman Empire.
- 221. EARLY MIDDLE AGES (4).** Europe from the decline of the ancient Mediterranean civilization of Rome to the mid-eleventh century; political, economic, institutional and cultural changes and developments.
- 222. THE HIGH MIDDLE AGES (4).** Europe from the mid-eleventh century to the fourteenth century; emphasis on the fortunes of Empire and Papacy, the renaissance of the twelfth century, economic and institutional developments.
- 223. RENAISSANCE AND REFORMATION (4).** The Italian Renaissance through the Thirty Years' War; the rise of national states, the Protestant revolt, the Counter-Reformation, the hegemony of Spain, and the attendant commercial revolution of the Atlantic World.
- 224. EARLY MODERN EUROPE (4).** Political, religious, and cultural foundations of modern Europe in the seventeenth and eighteenth centuries.
- 226. NINETEENTH CENTURY EUROPE (4).** Destruction of traditional Europe by political and economic revolution; development of modern ideology and the social dislocation due to industrialization; nationalism and power politics; conservative reaction and violence preceding World War I.
- 228. TWENTIETH CENTURY EUROPE (4).** The formation of present-day Europe amid intellectual and social ferment, war and revolution; democratic versus totalitarian solutions; socialist alternatives; political versus social change and the problems of the post World War II period.
- 229. EUROPEAN SOCIALISM AND THE LABOR MOVEMENT (4).** A topical-chronological examination of European working class and socialist movements. Emphasis on the tension between ideology and practice in a study of the development of working class parties and trade unions and of socialist theories and groups from the late eighteenth century to the present.
- 231. PRE-INDUSTRIAL ENGLAND (4).** England clears the path to world power. From the Tudors through the mid-eighteenth century. Reformation, Civil War and Revolution, Agricultural and Commercial Revolution, and the Classical Age of the Constitution.

* Repeatable course.

- 232. MODERN ENGLAND (4).** England achieves world power. From mid-eighteenth century to the present. Industrial Revolution, achievement of democracy and the welfare state, the impact of war, and changing world role.
- 233. STUDIES IN ENGLISH HISTORY (4).** Focused study of a selected topic in English history. Subject matter will vary; for example, English History: Victorian Culture; English History: Constitutional History.
- 235. TSARIST RUSSIA (4).** The evolution of the Russian state and empire from the medieval period to the Russian Revolution of 1917.
- 236. HISTORY OF THE SOVIET UNION (4).** Major political, social and economic development in the Soviet Union from the Russian Revolution of 1917 to the present.
- 237. MODERN GERMANY (4).** Germany from the late 19th century to the present, with chronological emphasis on the Weimar and Hitler periods and topical emphasis on domestic problems, such as industrialization and modernization, wartime and post-war tensions, political dysfunctions and social strife.
- 238. LITERATURE AND IDEAS IN HISTORY (4).** Examinations in depth of literature and/or seminal ideas with particular emphasis on their intellectual, cultural and social relation to the historical context. Topics to change from quarter to quarter; for example, Literature and Ideas: Russian Literature of Dissent; Literature and Ideas: The Grail Legend and Gothic Cathedrals.
- 239. TWENTIETH CENTURY EUROPEAN THOUGHT AND EXPRESSION (4).** A critical examination of European intellectual problems, ideologies and modes of communication in their social and cultural context from the last years of the nineteenth century to the present.
- 240. UNITED STATES: COLONIAL PERIOD (4).** The discovery, founding and expansion of colonial settlements to 1740. The relation of European institutions and plans to American ideas, experience and reality.
- 241. UNITED STATES: REVOLUTIONARY AND CONSTITUTIONAL PERIOD (4).** Evolution of the revolutionary movement in the North American colonies, Anglo-American imperial problems, culminating in the Confederation period and the drafting of the American Constitution, 1740 to 1789.
- 242. UNITED STATES: EARLY NATIONAL PERIOD (4).** A study of the national experience from the Constitution through the era of sectional conflict. Includes expansion of the Union westward, the emergence of a national character, and sectional rivalries leading to conflict at mid-century.
- 245. EUROPEAN IMMIGRANTS IN THE UNITED STATES (4).** The experience of European peoples in the United States, from the mid-nineteenth century to the present. Topics to include the causes of immigration, anti-immigration sentiment, distinctive social and cultural characteristics, adaptations, and contributions to American culture.
- 246. EMERGENCE OF MODERN AMERICA (4).** The triumph of the industrial revolution in the post-Civil War period and the response of agrarian and progressive protest. The rise of the United States to world power and involvement in international affairs prior to World War I.
- 248. UNITED STATES: WAR AND DEPRESSION (4).** Major developments in American life and institutions from the beginning of World War I to the end of World War II. Consideration of the social, economic and political implications of prosperity, depression, and two world wars.

History

- 249. UNITED STATES: RECENT PERIOD (4).** Major developments in American life and institutions since World War II. Consideration of domestic politics from Truman to Nixon, effects of mass technology, the civil rights struggle, and confrontations with the communist world.
- 250. FOREIGN RELATIONS OF THE UNITED STATES (4).** A study of the evolution of American foreign relations from the time of the Revolution to the present. Emphasis on major policies which have guided its formulation and execution, such as neutrality, isolation, the two hemisphere concept, manifest destiny, the open door, and containment.
- 251. LABOR IN AMERICAN SOCIETY (4).** The role of labor in the political, economic and social life of the United States, including growth of organized labor, rival ideologies, legal decisions, and contributions of various ethnic groups, from the colonial period to the present.
- 252. HISTORY OF AMERICAN THOUGHT (4).** A study of the ideas which have shaped American intellectual life, as they have been expressed in economic and political thought, philosophy, theology, literature and science.
- 253. THE ASIANS IN AMERICA (4).** A survey of the history of the Asians in America from immigration to the present, including patterns of settlement, problems encountered, and contributions to American culture, with special emphasis upon new areas of research.
- 254. THE AFRO-AMERICAN FROM AFRICA THROUGH RECONSTRUCTION (4).** Consideration of the impact of general historical development upon the Black American and his significance in American history, with attention to political, economic, legal, social, and cultural aspects; includes study of the institution of slavery and the struggle for freedom.
- 255. THE AFRO-AMERICAN FROM RECONSTRUCTION TO THE PRESENT (4).** Consideration of the impact of general historical development upon the Black American and his significance in United States history, with attention to political, economic, legal, social, and cultural aspects. Includes study of race relations and the circumstances and aspirations of the Black man in an industrial age.
- 257. CALIFORNIA (4).** The social, political, and cultural history of California, from the period of Spanish exploration to the present; emphasis on adjustments of differing ethnic groups.
- 258. THE AMERICAN FRONTIER (4).** Evaluation of successive American wests from colonial times and their reciprocal impact upon American society; the frontier hypothesis in historiography and its extension to comparative frontiers in other lands.
- 260. LATIN AMERICA: COLONIAL PERIOD (4).** The conquest and settlement of colonial Latin America to the time of the wars of independence, with attention also to the ancient civilizations of the area.
- 262. LATIN AMERICA: NATIONAL PERIOD (4).** The struggle for independence and social, political, and economic problems of the Latin American nations in recent times.
- 264. MEXICO: COLONIAL PERIOD (4).** The history of the pre-Columbian civilizations, including the Mayas and Aztecs, the Spanish conquest, and the development of colonial society and institutions that led to the movement for independence.
- 265. MEXICO: NATIONAL PERIOD (4).** The development of Mexico since independence with emphasis on the evolution of its political, economic and social institutions.

- 266. HISTORY OF THE MEXICAN AMERICAN PEOPLE I (4).** Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions and cultural expressions.
- 267. HISTORY OF THE MEXICAN AMERICAN PEOPLE II (4).** The Mexican Americans' contributions to the building of the southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American.
- 270. TRADITIONAL CHINA (4).** The origins and evolution of Chinese civilization and the influence of China on East Asia prior to the nineteenth century Western impact.
- 271. MODERN CHINA (4).** China from 1800 to the early 1900's. Western impact on traditional China and the Chinese response. Analysis of attempts to modernize China.
- 272. REVOLUTIONARY CHINA (4).** Emphasis on the transformation of society and changes in ideology from the Chinese Revolution through the development of the Chinese Communist Party to the present day.
- 273. TRADITIONAL JAPAN (4).** Origins and evolution of Japanese social, cultural, intellectual, and political traditions until the nineteenth century Western impact. Foundation for comparison and contrast of Japan before and after the Meiji Restoration.
- 274. MODERN JAPAN (4).** Japan from the late Tokugawa period to the present. Western impact on traditional Japan and the Japanese response; the development of a modern state, economy and society.
- 275. AFRICA: PRE-COLONIAL PERIOD (4).** An analysis designed to develop the students' interpretive understanding of the historical and political developments in African societies; concentration on the tribal foundations of African civilizations.
- 276. AFRICA: COLONIALISM TO INDEPENDENCE (4).** A survey of the social, economic and political development in Africa in the nineteenth and twentieth centuries, with emphasis on the religious revivals in the Central and Western Sudan, the impact of European imperialism on traditional African institutions, colonialism and nationalism and ending with the regaining of political independence in the sixties.
- 280. SCIENCE, TECHNOLOGY, AND SOCIETY SINCE 1500 (4).** Growth of science and technology and their influence on modern thought and society; emphasis upon science and technology in their historical setting and evolution.
- 282. LAW AND SOCIETY (4).** A course designed to explore the relations between law and society from a historical perspective. Special emphasis is placed on the implications to the social structure of the problems of the development of the morality of law with a concern for the appropriate legal and philosophical concepts.
- 283. COMMUNITY HISTORY (4).** A study of the historical development of communities in general and of the Los Angeles County area in particular. Special emphasis on the techniques of gathering and processing local historical data including oral interviews and other archival material.
- 284. THE CITY IN HISTORY (4).** The rise of the city from earliest times to the present, tracing the establishment and growth of cities as institutions and the development of the process of urbanization; comparison of selected cities.
- 285. HISTORY OF URBAN AMERICA (4).** Historical urban processes from colonial times to the present; emergence of heterogeneous, fragmented cities, causes of urbanization, character of urban life, and the consequences of immigration and industrialization; including urban physical development and architecture.

History

- 286. MODERN MASS MOVEMENTS IN HISTORY (4).*** A historical analysis of modern mass movements, including consideration of ideology, social and economic dislocation, authoritarian traditions, racism, propaganda, and the practice of violence. Areas of emphasis will vary, for example: Chinese Peasant Movements, Middle Classes and Fascism.
- 287. WAR AND SOCIETY (4).** An examination of the historical settings of military and anti-military movements, the causes and effects of war on society, the struggles for peace, and military organizations.
- 288. STUDIES IN IMPERIALISM (4).** Focuses study of a selected topic in the history of colonialism and imperialism. Areas of emphasis will vary, for example: British in India, Indo-China.
- 290. WOMEN IN HISTORY (4).** Individuals, movements, and institutions reflecting major contributions of women to the history of nations and civilizations.
- 291. WITCHCRAFT AND THE OCCULT (4).** Historical exploration of occult phenomena and witchcraft, their relationship to science and religion, and their cultural and social setting. Emphasis will be on the Western cultural experience, and will include historical examinations of alchemy, astrology, witchcraft, psychic phenomena, and occult beliefs and customs.
- 292. SPECIAL TOPICS IN HISTORY (4, 8).** Intensive study of a single period, area, figure, movement, or idea in history. The topic may be either departmental or interdepartmental, provided the focus of concern is historical, and may be offered by one or more instructors (team taught); for example, Special Topics: Revolution.
- 294. SEMINAR IN ARCHIVAL AND RECORDS MANAGEMENT (4).** Preparation in the techniques of selecting, collating, tabulating, analyzing, storing, and retrieving historical materials and records, with emphasis on on-the-job training.
- 295. SENIOR SEMINAR IN HISTORY (4).** An intensive study of the sources and nature of a major historical problem. Requires the writing of bibliographic analysis and/or a research paper. Problems will vary to reflect student interest, for example, Senior Seminar: Japanese-Americans and World War II.
- 296. SEMINAR IN THE PHILOSOPHY OF HISTORY (4).** Study of interpretive theories and major historians with emphasis on such problems as the nature of historical facts and understanding, causation and change, relationships and patterns. *Prerequisite: Senior standing.*
- 298. INDEPENDENT STUDY (2, 4).*** Independent study of a particular problem under the direction of a member of the History Department. *Prerequisite: Consent of instructor.*

Graduate Professional

- 386. HISTORY AND PHILOSOPHY OF EDUCATION (4).** A study of the major educational ideas affecting educational practice during the history of western civilization, and an analysis of their influence on American education.

*Repeatable course.

HUMANITIES

COURSE OFFERINGS IN HUMANITIES

Upper Division

285. THE HUMANITIES IN EARLY CHILDHOOD EDUCATION I (2). Teaching the pre-school child through aesthetic and expressive experiences in the humanities. *Prerequisite: Acceptance in the Early Childhood Studies program or consent of instructor.*

286. THE HUMANITIES IN EARLY CHILDHOOD EDUCATION II (2). Teaching the elementary school child, grades 1-3, through aesthetic and expressive experiences in the humanities. *Prerequisite: Acceptance in the Early Childhood Studies program or consent of instructor.*

INFORMATION SCIENCE

An Interdepartmental Minor

The minor in Information Science prepares the student for a career as a professional computer programmer in the scientific, systems, or data processing areas. It also trains the student in the application of computer technology to other professions.

REQUIREMENTS FOR THE MINOR IN INFORMATION SCIENCE

Prerequisite

Information Science 120 / Business Administration 170. Introduction to Computers and Data Processing

Required Courses

Information Science 160. Computer Programming
Information Science 162. Assembly Language Programming
Information Science 200. Survey of Programming Concepts

Twelve units (three courses) selected from the following:

- † Business Administration 273. Data Base Systems
- † Business Administration 274. Systems Analysis
- Information Science 210. Data Structures
- Information Science 220. Programming Languages
- Mathematics 260. Computational Methods
- † Mathematics 266-268. Numerical Analysis I-II
- Psychology 230. Behavioral Statistics and Research Design *or*
Sociology 206. Quantitative Analysis in Sociology

COURSE OFFERINGS IN INFORMATION SCIENCE¹

Lower Division

- 120. INTRODUCTION TO COMPUTERS AND DATA PROCESSING (4).** Introduction to computer systems, with emphasis on the impact of computers and their use; elements of programming (same as Business Administration 170).
- 160. COMPUTER PROGRAMMING (4).** (formerly Mathematics 160). Programming digital computers using a problem-oriented language, such as FORTRAN IV, to solve simple numeric and non-numeric problems. *Prerequisites: Mathematics 010 or two years of high school algebra, and Information Science 120 / Business Administration 170, or consent of instructor.*
- 162. ASSEMBLY LANGUAGE PROGRAMMING (4).** (formerly Mathematics 162) Programming problems in assembly language; writing and using macros; features of modern computer hardware and operating systems. *Prerequisite: Information Science 160 or Business Administration 270.*

† Consult course description for prerequisites.

¹ Courses in Information Science are administered by the Department of Physics and Information Science.

Upper Division

- 200. SURVEY OF PROGRAMMING CONCEPTS (4).** Practical methods for computer solution of a wide variety of problems. Topics include sorting, searching, Monte Carlo methods, simulation, and numerical techniques. *Prerequisite: Information Science 160 or Business Administration 270.*
- 210. DATA STRUCTURES (4).** Basic concepts of data organization. Arrays, strings, lists, trees, and structures. Storage allocation and collection. Applications to file organization, information retrieval, list processing, and programming languages. *Prerequisites: Information Science 162 and Information Science 200.*
- 220. PROGRAMMING LANGUAGES (4).** Formal specification of programming languages, including syntax and semantics. Introduction to and critical comparison of various algorithmic languages. *Prerequisite: Information Science 200.*

INFORMATION SYSTEMS

An Interdepartmental Field of Concentration

The Information Systems Interdepartmental field of concentration has been discontinued. Continuing students who have elected this program should consult their adviser about completion of it. New students are directed to the Information Science minor.

JAPANESE¹

COURSE OFFERINGS IN JAPANESE

NOTE: Students who have completed two, three or four years of high school Japanese and who pass a proficiency test will be placed in the appropriate quarter of college Japanese. Consult a departmental adviser for details.

Lower Division

- 110. FIRST-QUARTER JAPANESE (4).** An intensive audio-lingual approach to modern spoken Japanese for students who have no previous work in Japanese (with Japanese slowly replacing English as the medium of classroom discussion).
- 111. SECOND-QUARTER JAPANESE (4).** A continuation of Japanese 110. Introduction of *Hiragana* and *Kanji* (characters) gradually during quarter; elementary reading exercises accompany the spoken language materials. *Prerequisite: Japanese 110 or equivalent.*
- 112. THIRD-QUARTER JAPANESE (4).** A continuation of Japanese 111. *Prerequisite: Japanese 111 or equivalent.*
- 120. SECOND-YEAR JAPANESE (4).*** Individualized instruction in Japanese language, life, and letters for second-year and advanced first-year students in Japanese. *Prerequisite: At least one year of college Japanese or consent of instructor. This course taken successfully three times completes second-year Japanese.*

* Repeatable course.

¹ Students interested in studying foreign languages abroad should consult page 22.

LATIN AMERICAN STUDIES

An Interdepartmental Field of Concentration

This interdepartmental field is designed to provide an understanding of social, cultural, political, and economic patterns of Latin America.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN LATIN AMERICAN STUDIES

Upper Division

A. Three courses selected from at least two different departments in the School of Humanities and Fine Arts.

Art 260. Latin American Art

Art 262. Pre-Columbian Art

Music 251. Music of Latin America

Music 254. Folk Music of Mexico

† Spanish 251. Contemporary Hispanic Culture: Spanish Speaking America¹

† Spanish 255. History of Spanish American Literature I¹

† Spanish 256. History of Spanish American Literature II¹

† Spanish 261. Lecturas Mexicanas¹

† Spanish 288. Readings in Modern Latin American Literature²

† Spanish 295. Seminar in Special Topics¹ (when topic deals with Latin America)

B. Three courses selected from at least two different departments in the School of Social and Behavioral Sciences.

Anthropology 232. Cultures of Mexico and the Caribbean

Anthropology 233. Ethnology of South America

Geography 264. Geography of Latin America

History 260. Latin America: Colonial Period

History 262. Latin America: National Period

History 264. Mexico: The Colonial Period

History 265. Mexico: National Period

Political Science 243. Political Behavior in Latin America

Political Science 244. Latin America: The Revolutionary Tradition

Sociology 222. Social Change in Developing Countries

Sociology 232. Urbanization and Development in Latin America

C. Two additional courses, selected with approval of the adviser, from the above lists or from Spanish language.³

D. The senior seminar in this field.

NOTE: Two or more years of college-level study of Spanish or Portuguese language is recommended (Spanish is offered by the college; Portuguese is not yet offered).

† Consult course description for prerequisite.

¹ If these courses are taken to fulfill requirements for the departmental field of Spanish, they may not be counted again in the interdepartmental field.

² In English translation.

³ Students whose departmental major is Spanish may not count lower division Spanish courses for Latin American Studies requirements.

REQUIREMENTS FOR THE MINOR IN LATIN AMERICAN STUDIES

Upper Division

- A. Three courses selected from at least two different departments in the School of Humanities and Fine Arts.
- Art 260. Latin American Art
 - Art 262. Pre-Columbian Art
 - Music 251. Music of Latin America
 - Music 254. Folk Music of Mexico
 - † Spanish 251. Contemporary Hispanic Culture: Spanish Speaking America¹
 - † Spanish 255. History of Spanish American Literature I¹
 - † Spanish 256. History of Spanish American Literature II¹
 - † Spanish 261. Lecturas Mexicanas
 - † Spanish 288. Readings in Modern Latin American Literature²
 - † Spanish 295. Seminar in Special Topics in Spanish *or*
Spanish American Literature¹ (when topic deals with Latin America)
- B. Three courses selected from at least two different departments in the School of Social and Behavioral Sciences.
- Anthropology 232. Cultures of Mexico and the Caribbean
 - Anthropology 233. Ethnology of South America
 - Geography 264. Geography of Latin America
 - History 260. Latin America: Colonial Period
 - History 262. Latin America: National Period
 - History 264. Mexico: The Colonial Period
 - History 265. Mexico: National Period
 - Political Science 243. Political Behavior in Latin America
 - Political Science 244. Latin America: The Revolutionary Tradition
 - Sociology 222. Social Change in Developing Countries
 - Sociology 232. Urbanization and Development in Latin America
- C. The senior seminar in Latin American Studies may be taken as an elective in place of any one of the above courses.

COURSE OFFERING

Upper Division

290. SEMINAR IN LATIN AMERICAN STUDIES (4). An integrative seminar serving as a capstone to the interdepartmental major in Latin American Studies. Intensive study of selected topics and the preparation of research papers for critical review. *Prerequisite:* Senior standing and consent of instructor.

† Consult course description for prerequisite.

¹ If these are taken to fulfill requirements for the major in Spanish, they may not be counted again in the interdepartmental field.

² In English translation.

LIBERAL STUDIES

A Major in a Single Field leading to a Bachelor of Arts Degree

The Liberal Studies major is designed to provide a student with a broad foundation in the liberal arts and sciences and to prepare a Bachelor's Degree in studies broader than those traditionally presented within one discipline or within existing interdisciplinary programs. This 128 quarter unit major is a four-year program, consisting of courses selected upon advisement from the Schools of Humanities and Fine Arts, Natural Sciences and Mathematics, and Social and Behavioral Sciences. A minor or interdepartmental field is not required. A total of 186 quarter units is required for the Liberal Studies Bachelor of Arts degree. Courses used to satisfy the Liberal Studies Degree requirements, or which are prerequisites to them, must be taken on an A, B, C, D, F basis.

In addition to offering a valuable experience in higher education, the Liberal Studies Degree Program can help the student prepare for a career or profession. It may, for example, provide for a diversified degree appropriate for completing undergraduate requirements for a multiple subjects teaching credential as outlined in the Teacher Preparation and Licensing Law of 1970, Section 13157.4 of the Education Code. Also, the Liberal Studies Degree Program can be a valuable liberal arts foundation for professional training in law, librarianship, medicine and other career fields of public service.

Faculty members from all academic areas teach in the Liberal Studies Degree Program and selected faculty members cooperate in program development and advising. Students desiring to complete the Liberal Studies Degree Program must see a Liberal Studies adviser. Students who wish to apply for admission to the Teacher Education Program to complete a multiple subjects or single subject credential should consult the "Education" section of this catalog for undergraduate prerequisites for admission and other information.

REQUIREMENTS FOR THE LIBERAL STUDIES MAJOR

I. English (grammar, literature, composition, and speech)

32 quarter units are required in the following:

English 100-101. Oral and Written Expression

2 courses in literature—either lower or upper division

- English 210. The Study of Language. *or*
 English 214. English Syntax
 English 250. Advanced Composition
 † Spanish 235. A Sociolinguistic Approach to Mexican American Dialect and Reading. *or*
 English 217. Sociolinguistics: Black English and Reading
 † English 219. Psycholinguistics. *or*
 Anthropology 212. Language and Culture

II. Natural Sciences and Mathematics

32 quarter units are required in the following:

- Biological Science 102. General Biology
 Chemistry 102. Basic Chemistry. *or*
 Physics 101. Insights in Contemporary Physics
 † Mathematics 150. Elementary Statistics and Probability
 One lower division course selected upon advisement
 † Biological Science 236. Environmental Biology. *or*
 † Chemistry 270. General Oceanography: Physical and Chemical
 † Biological Science 246. Human Heredity. *or*
 † Biological Science 256. Human Anatomy and Physiology
 † Mathematics 260. Computational Methods. *or*
 Mathematics 342. Mathematics for Elementary Teachers
 One upper division elective from biological science, chemistry, mathematics, physics, or other approved course, selected upon advisement.

III. Social and Behavioral Sciences

32 quarter units are required in the following:

- Economics 100. Basic Studies Economics. *or*
 Geography 100. Elements of Geography. *or*
 approved lower division S & BS course selected upon advisement.
 History 101. American Institutions. *or*
 Political Science 101. American Institutions
 Anthropology 100. Basic Studies Anthropology. *or*
 Psychology 100. Basic Studies Psychology. *or*
 Sociology 100. Basic Studies Sociology. *or*
 approved lower division S & BS course selected upon advisement.
 5 upper division courses (20 quarter units) selected upon advisement from anthropology, economics, geography, history, political science, psychology, or sociology, with no more than two courses in any one department and with at least four departments represented.

† Consult course description for prerequisite.

Liberal Studies

IV. Humanities and Fine Arts

32 quarter units are required in the following:

Art 100. Basic Studies Art

Music 100. Basic Studies Music

Philosophy 101. Man, Value and Society, *or*

Philosophy 102. Man and the Cosmos

4 quarter units of lower division courses selected upon advisement from applied art or music, foreign language, or a symbolic logic course in philosophy.

16 quarter units of upper division courses selected upon advisement from art, foreign language, music, philosophy, or theatre arts, with at least one course in each of three different departments.

Students are advised to consult the listing of General Education requirements to insure that all graduation requirements are satisfied.

LINGUISTICS

An Interdepartmental Field of Concentration

The interdepartmental program in linguistics is designed to enable the student to pursue an investigation of language as a formal system and as a psychological and historical phenomenon. The program provides a series of courses emphasizing attempts to describe and explain language and focusing on current theories and methods of linguistic analysis.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN LINGUISTICS

Upper Division

- A. Phonology:
 - English 211. Phonology
 - † English 212. Phonological Analysis
- B. Syntax:
 - English 214. English Syntax
 - † English 216. Syntactic Analysis
- C. Historical Linguistics:
 - † English 218. Introduction to Historical Linguistics
- D. Special Area (two courses, with approval of the student's adviser in Linguistics; *both courses must be from the same area*):
 - 1. Phonological/Historical
 - a) A "Special Topics" seminar (†English 294) in phonological theory
 - b) A "Special Topics" seminar (†English 294) in comparative/historical theory
 - c) A historical course in the student's native language or major language (if the course is not listed as a requirement for the departmental major), such as English 213, †English 290 (Chaucer), or similar courses in other languages
 - 2. Syntax/Semantics
 - a) †English 219. Psycholinguistics
 - b) A "Special Topics" seminar (†English 294) in syntactic theory
 - 3. Psycholinguistics/ Sociolinguistics
 - a) †English 219. Psycholinguistics
 - b) A "Special Topics" seminar (†English 294) in sociolinguistics
- E. One of the following related courses (selected with approval of the student's adviser in Linguistics):
 - Anthropology 212. Language and Culture
 - English/Spanish/French 210. The Study of Language (if this course is not listed as a requirement for the departmental major)
 - † Mathematics 236 or 238. Mathematical Logic I or II

† Consult course description for prerequisite.

Linguistics

Philosophy 240. Symbolic Logic

† Psychology 277. Seminar in Cognitive Psychology

Sociology 252. Sociology of Conversation

† Spanish 211. The Structure of Spanish (if this course is not listed as a requirement for the departmental major)

F. †Linguistics 290. Seminar in Linguistics

Note: Proficiency in at least one foreign language is strongly recommended.

REQUIREMENTS FOR THE MINOR IN LINGUISTICS

Upper Division

English 211. Phonology

† English 212. Phonological Analysis

English 214. English Syntax

† English 216. Syntactic Analysis

† English 218. Introduction to Historical Linguistics *or*

† English 219. Psycholinguistics

† English 294. Seminar: Special Topics in Linguistics *or*

† Linguistics 290. Seminar in Linguistics

COURSE OFFERINGS

Upper Division

200. INTRODUCTION TO HUMAN LANGUAGE (4). A general non-technical overview of current knowledge about human language: its universality; its structure; language in its social and cultural setting; its relation to other areas of human knowledge.

290. SEMINAR IN LINGUISTICS (4).* An investigation of the historical and theoretical foundations of modern linguistics. *Prerequisite: Senior standing and consent or instructor.*

* Repeatable course.

† Consult course description for prerequisite.

MATHEMATICS

The major program in mathematics prepares the student for work as a professional mathematician in business, industry, government, and education. Minor programs in mathematics, statistics, and actuarial studies give insight into research, business, industrial, and computer use of modern mathematics. Selected course offerings train the student to carry out and understand mathematical and statistical analyses in all fields of the natural, social, and behavioral sciences.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN MATHEMATICS

Lower Division

The following lower division courses are required to fulfill General Education requirements or to prepare the student for upper division standing in Mathematics:

- Mathematics 110-112-114-116. Differential and Integral Calculus I, II, III, IV
- Physics 110 and either 112 or 114. General Physics
- Chemistry 110-112. General Chemistry. Chemistry 112 may be omitted provided that both Physics 112 and 114 are taken.
- Biological Science 102. General Biology *or*
Biological Science 110. Principles of Biology

Upper Division

- A. Mathematics 208. Multivariable Calculus
Mathematics 212-214. Advanced Analysis
Mathematics 230. Linear Algebra
Mathematics 232. Abstract Algebra
- B. Sixteen units including at least one two-quarter sequence course selected from:
Mathematics 220-222. Functions of Complex Variables I, II
Mathematics 224-226. Functions of a Real Variable I, II
Mathematics 236-238. Mathematical Logic I, II
Mathematics 240-242. Topology I, II
Mathematics 250-252. Probability Theory, Stochastic Processes

REQUIREMENTS FOR THE MINOR IN MATHEMATICS

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

- Mathematics 110-112-114. Differential and Integral Calculus I, II, III.

Required Courses

- A. Mathematics 116. Differential and Integral Calculus IV
- B. Twenty units selected from the following list:
Mathematics 208, 210, 212, 214, 216, 220, 222, 224, 226, 230, 232, 236, 238, 240, 242, 250, 252, 260, 266, 268, 295.

REQUIREMENTS FOR THE MINOR IN STATISTICS

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

- Mathematics 110-112-114. Differential and Integral Calculus I, II, III
- Mathematics 150. Elementary Statistics and Probability

Required Courses

- A. Mathematics 152. Statistical Analysis and Correlation
- Mathematics 250. Probability Theory
- Mathematics 252. Stochastic Processes
- Mathematics 256. Classical Statistics
- Mathematics 258. Nonparametric Statistics
- B. Four units from the following list in applied statistics:
 - † Business Administration 220. Quantitative Analysis I
 - † Business Administration 221. Quantitative Analysis II
 - † Economics 250. Quantitative Economic Analysis I
 - † Geography 206. Quantitative Models and Map Analysis
 - Psychology 230. Behavioral Statistics and Research Design
 - Psychology 231. Measurement Psychology
 - Urban Studies 235. Systems Analysis in Urban and Environmental Management
 - Urban Studies 240. Planning and Government Decision Making
 - Sociology 206. Quantitative Analysis in Sociology

REQUIREMENTS FOR THE MINOR IN ACTUARIAL STUDIES

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

- Economics 111. Economic Theory 1B
- Mathematics 110-112-114-116. Differential and Integral Calculus I, II, III, IV
- Mathematics 150. Elementary Statistics and Probability

Required Courses

- Mathematics 152. Statistical Analysis and Correlation
- Business Administration 264. Elements of Risk and Insurance
- Mathematics 250. Probability Theory
- Mathematics 252. Stochastic Processes
- Mathematics 266-268. Numerical Analysis I, II

† Consult course description for prerequisite.

COURSE OFFERINGS IN MATHEMATICS

Lower Division

- 010. ALGEBRA (4).** A course in algebra for students who do not meet the prerequisites for Mathematics 110 or Mathematics 150 or Information Science 160.
- 012. TRIGONOMETRY (2).** A course in trigonometry for students who do not meet the prerequisites for the calculus sequence. *Prerequisite: Two years of high school algebra or Mathematics 010.*
- 100. BASIC STUDIES MATHEMATICS (4).** Topics in modern mathematics, including set theory and concepts from logic; the real number system and subsystems; the concept of function, sequence and limit.
- 102. MATHEMATICAL ANALYSIS FOR BUSINESS (4).** Topics covered include functions, graphs, the straight line, systems of linear inequalities, the derivative and its applications including maxima and minima. *Prerequisite: Mathematics 010 or one full year of high school algebra.*
- 110. DIFFERENTIAL AND INTEGRAL CALCULUS I (4).** Functions, introduction to the derivative and integral, analytic geometry, vectors in the plane. *Prerequisites: (a) Either two years of high school algebra or Mathematics 010, and (b) one semester of high school trigonometry or Mathematics 012 or concurrent enrollment in Mathematics 012, and (c) a placement test administered by the college.*
- 112. DIFFERENTIAL AND INTEGRAL CALCULUS II (4).** A continuation of Mathematics 110. Topics covered include trigonometric and exponential functions, techniques of integration, the concepts of limits and continuity. *Prerequisite: Mathematics 110.*
- 114. DIFFERENTIAL AND INTEGRAL CALCULUS III (4).** A continuation of Mathematics 112. Topics covered include differentials, solid analytic geometry, vectors in three dimensions, partial derivatives, multiple integration. *Prerequisite: Mathematics 112.*
- 116. DIFFERENTIAL AND INTEGRAL CALCULUS IV (4).** A continuation of Mathematics 114. Topics covered include applications of multiple integration, infinite series, and differential equations. *Prerequisite: Mathematics 114.*
- 150. ELEMENTARY STATISTICS AND PROBABILITY (4).** A practical course in statistics and probability, including such topics as the normal distribution, t-test, chi-square test, linear regression and correlation, conditional probability. *Prerequisite: Mathematics 10 or one year of high school algebra.*
- 152. STATISTICAL ANALYSIS AND CORRELATION (4).** Advanced topics in statistics including game theory, non-parametric statistics, curvilinear and multiple regression, multiple and partial correlation. *Prerequisite: Mathematics 150.*

Upper Division

- 208. MULTIVARIABLE CALCULUS (4).** A continuation of Mathematics 116. Topics covered include vector calculus, line and surface integrals, and the theorems of Green, Gauss, and Stokes. *Prerequisite: Mathematics 116.*
- 210. DIFFERENTIAL EQUATIONS (4).** Topics covered include first order linear equations, n th order linear equations with analytic coefficients, n th order linear equations with regular singular points, non-linear equations, existence and uniqueness of solutions, systems of non-linear equations. *Prerequisite: Mathematics 116.*
- 212. ADVANCED ANALYSIS I (4).** Elements of set theory, numerical sequences and series; continuity, differentiability and integration of functions of one variable. *Prerequisite: Mathematics 208.*

Mathematics

- 214. ADVANCED ANALYSIS II (4).** Sequences and series of functions, uniform convergence, power series; continuity, differentiability, and integration of functions of several variables. *Prerequisite: Mathematics 212 and Mathematics 230.*
- 216. DIFFERENTIAL GEOMETRY (4).** Classical theory of curves in three-space; frame fields; differential forms; surface theory; integration of forms and Stokes' Theorem. *Prerequisite: Mathematics 116 and Mathematics 230.*
- 220. FUNCTIONS OF COMPLEX VARIABLES I (4).** Complex numbers; point sets, sequences, and mappings; analytic functions; elementary functions; and integration. *Prerequisite: Mathematics 208.*
- 222. FUNCTIONS OF COMPLEX VARIABLES II (4).** A continuation of Mathematics 220. Integration (continued); power series; the calculus of residues; conformal representation; and applications. *Prerequisite: Mathematics 220.*
- 224. FUNCTIONS OF A REAL VARIABLE I (4).** The real numbers and Dedekind cuts; set theory; metric spaces; Euclidean space; continuity of functions into a metric space. *Prerequisite: Mathematics 214.*
- 226. FUNCTIONS OF A REAL VARIABLE II (4).** A continuation of Mathematics 224. *Prerequisite: Mathematics 224.*
- 230. LINEAR ALGEBRA (4).** Linear equations; vector spaces; matrices; linear transformations; polynomials; determinants; theory related to equivalence and similarity of matrices; canonical forms. *Prerequisite: Mathematics 116.*
- 232. ABSTRACT ALGEBRA (4).** Basic theory of groups, rings, integral domains, fields and related results. *Prerequisite: Mathematics 116.*
- 236. MATHEMATICAL LOGIC I (4).** Topics covered include propositional calculus, classical and intuitionistic; completeness and consistency theorems; first order predicate calculus with equality; axiomatic arithmetic; Godel's incompleteness theorem. *Prerequisite: Mathematics 112.*
- 238. MATHEMATICAL LOGIC II (4).** A continuation of Mathematical Logic I. *Prerequisite: Mathematics 236.*
- 240. TOPOLOGY I (4).** Basic concepts including the algebra of sets; topological spaces; connectedness, compactness, and continuity; separation and countability axioms. *Prerequisite: Mathematics 214.*
- 242. TOPOLOGY II (4).** A continuation of Mathematics 240. *Prerequisite: Mathematics 240.*
- 250. PROBABILITY THEORY (4).** Probability as a mathematical system, including conditional probability and independence, random variables and distribution functions, moments, and limit theorems. *Prerequisite: Mathematics 112.*
- 252. STOCHASTIC PROCESSES (4).** Markov chains; Markov, Poisson, queuing, branching, and Gaussian processes. *Prerequisite: Mathematics 250.*
- 256. CLASSICAL STATISTICS (4).** Sampling distributions, interval and point estimation, sufficient statistics, most powerful tests, sequential tests. *Prerequisite: Mathematics 250.*
- 258. NONPARAMETRIC STATISTICS (4).** Rank tests and other tests of randomness, location, dispersion, symmetry, and independence. *Prerequisite: Mathematics 256.*
- 260. COMPUTATIONAL METHODS (4).** Numbers, determinants, and matrices; Boolean algebra, decision tables and algorithm processes as they relate to digital and hybrid systems. *Prerequisite: Information Science 160.*

- 266. NUMERICAL ANALYSIS I (4).** Finite differences and applications; interpolation formulas; inversion of matrices; numerical methods of solution of linear equations; numerical differentiation and integration. *Prerequisite: Mathematics 116.*
- 268. NUMERICAL ANALYSIS II (4).** A continuation of Mathematics 266. *Prerequisite: Mathematics 266.*
- 295. SELECTED TOPICS IN MATHEMATICS (2, 4).*** *Prerequisite: Consent of instructor.*
- 297. DIRECTED STUDY IN INFORMATION SYSTEMS (2, 4).*** A project-type course in information systems carried out on an independent study basis. *Prerequisite: Consent of instructor.*

Graduate Professional

- 342. MATHEMATICS FOR ELEMENTARY TEACHERS (4).** The cardinal number concept and related operations, set theory and mappings, systems of numeration, and the real number system.

*Repeatable course.

MEXICAN AMERICAN STUDIES

An Interdepartmental Field of Concentration

This program is designed to provide the student with an understanding of the social, political, and cultural patterns of the Mexican American. Because of the importance of the Western and Southwestern United States to demographic patterns of Mexican American people, it is primarily regional in focus.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN MEXICAN AMERICAN STUDIES

Lower Division

Recommended electives:

- Spanish 101.¹ Bilingual Communication Skills for Spanish Speakers (Pocho to Standard Spanish)
- † Spanish 102.¹ Bilingual Communication Skills for Spanish Speakers (Standard Spanish to English)
- Spanish 105. Spanish for Public Service
- ‡ † Spanish 150. Folklorico and Teatro Workshops

Upper Division

- A. History 267. History of the Mexican American People II
Psychology 281. Psychology of the Mexican American II
Sociology 217. Sociology of Rural and Urban Mexican American People
- B. One course selected from the following in the School of Humanities and Fine Arts:
 - Art 253. Art of California and the Southwest
 - Music 254. Folk Music of Mexico
 - ‡ † Spanish 200. Teaching School Subject Matter in Spanish.
 - ‡ † Spanish 211. The Structure of Spanish
 - ‡ † Spanish 235. Sociolinguistic Approach to Mexican American Dialect and Reading
 - ‡ † Spanish 251. Contemporary Hispanic Culture: Spanish Speaking America
(Sections identified in quarterly class schedules as *Mexico and the Southwest*)
 - † Spanish 261. Lecturas Mexicanas
 - † Spanish 287. Contemporary Mexican American Literature
- C. Three courses selected from three different departments of the School of Social and Behavioral Sciences and the School of Education:
 - Anthropology 231. Contemporary Mexican American Culture and Its Antecedents
 - Economics 282. The Economics of Poverty
 - ‡ Education 222. Education of the Mexican American
 - History 257. California and the Southwest
 - History 266. History of the Mexican American People I
 - History 292. Special Topics in History (Sections identified in quarterly class schedules as *Religion in Mexican American Society*)
 - ‡ Mexican American Studies 297. Research Methods in the Chicano Community

† Consult course description for prerequisite.

¹ This course or equivalent proficiency required of all Spanish speaking students under the EOP program.

‡ Course applies to Bilingual/Cross-Cultural Specialist Credential (Mexican American Specialist).

- Political Science 221. Mexican American Politics
 Psychology 280. Psychology of the Mexican American I
 Sociology 235. Social Movements (Sections identified in quarterly class schedules as *Chicano Experience* or *La Chicana: A New Awareness*)
- D. An elective course outside the student's departmental field from B or C above or one of the following recommended courses:
 Anthropology 210. Psychological Anthropology
 Art 260. Latin American Art
 History 264. Mexico
 ‡ M.A.S. 200. Introduction to Mexican American Studies
 Political Science 244. Latin America: The Revolutionary Tradition
 Psychology 276. Psychology of Female Identity
 Sociology 255. Modern Sociological Theories
 Sociology 260. Minority Racial and Ethnic Relations
- E. The senior seminar in Mexican American Studies.

REQUIREMENTS FOR THE MINOR IN MEXICAN AMERICAN STUDIES

Lower Division

Recommended electives:

- Spanish 101.¹ Bilingual Communication Skills for Spanish Speakers (Pocho to Standard Spanish)
 † Spanish 102.¹ Bilingual Communication Skills for Spanish Speakers (Standard Spanish to English)
 Spanish 105. Spanish for Public Service
 ‡ † Spanish 150. Folklorico and Teatro Workshops

Upper Division

Students selecting this minor will be required to take six courses from the following:

- A. History 267. History of the Mexican American People II
 Psychology 281. Psychology of the Mexican American II
- B. One course selected from the following in the School of Humanities and Fine Arts:
 Art 253. Art of California and the Southwest
 Music 254. Folk Music of Mexico
 Spanish 200. Teaching School Subject Matter in Spanish
 ‡ † Spanish 211. The Structure of Spanish
 ‡ † Spanish 235. Sociolinguistic Approach to Mexican American Dialect and Reading
 ‡ † Spanish 251. Contemporary Hispanic Culture: Spanish Speaking America
 † Spanish 261. Lecturas Mexicanas
 † Spanish 287. Contemporary Mexican American Literature
- C. Two courses selected from different departments of the School of Social and Behavioral Sciences or the School of Education:
 Anthropology 231. Contemporary Mexican American Culture and Its Antecedents
 Economics 282. The Economics of Poverty
 ‡ Education 222. Education of the Mexican American
 History 257. California and the Southwest

† Consult course description for prerequisite.

¹ This course or equivalent proficiency required of all Spanish speaking students under the EOP program.

‡ Course applies to Bilingual/Cross-Cultural Specialist Credential (Mexican American Specialist).

Mexican American Studies

History 266. History of the Mexican American People I
History 292. Special Topics in History (Sections identified in quarterly class schedules as *Religion in Mexican American Society*)
‡ Mexican American Studies 297. Research Methods in the Chicano Community
Political Science 221. Mexican American Politics
Psychology 280. Psychology of the Mexican American I
Sociology 217. Sociology of Rural and Urban Mexican Americans
Sociology 235. Social Movements (Sections identified in quarterly class schedules as *Chicano Experience* or *La Chicana: A New Awareness*)

D. An elective outside the student's departmental field selected from Section B and C or any of the following recommended courses:

Anthropology 210. Psychological Anthropology
Art 260. Latin American Art
History 264. Mexico

‡ Mexican American Studies 200. Introduction to Mexican American Studies
Mexican American Studies 290. Seminar in Mexican American Studies
Political Science 244. Latin America: The Revolutionary Tradition
Psychology 276. Psychology of Female Identity
Sociology 255. Modern Sociological Theories
Sociology 260. Minority Racial and Ethnic Education

REQUIREMENTS FOR THE BILINGUAL/CROSS CULTURAL SPECIALIST CREDENTIAL

Requirements for this Credential (Mexican American Specialist) are described in a brochure available at the offices of the Mexican American Studies program, the Department of Foreign Languages, or the School of Education.

COURSE OFFERINGS

Upper Division

200. INTRODUCTION TO MEXICAN AMERICAN STUDIES (4). An introduction to the historical, political, psychological and social aspects of the Mexican American experience. Includes an analysis of the various forces and circumstances that make up the second largest minority in the United States. *This course meets the intent of Assembly Bill 1117 of September 4, 1969.*

290. SEMINAR IN MEXICAN AMERICAN STUDIES (4). Study of selected topics which provide a comprehensive understanding of the experience, contributions, and participation of Mexican Americans in United States society. *Prerequisite: Senior standing and consent of instructor.*

297. RESEARCH METHODS IN THE CHICANO COMMUNITY (4).* Supervised research experience in the barrio and private and public agencies in education, welfare, law enforcement, employment and housing, including review of basic techniques in social research design with emphasis on measurement and social science techniques. *Prerequisite: Senior standing or consent of instructor.*

298. INDEPENDENT STUDY (1,2,4).* Independent study of a particular topic in Mexican American Studies relating two or more disciplines, such as anthropology, art, education, history, language, music, politics, psychology or sociology under the direction of an instructor in Mexican American Studies.

*Repeatable course.

‡ Course applies to Bilingual/Cross-Cultural Specialist Credential (Mexican American Specialist).

MUSIC

The music program at Dominguez Hills is distinguished by the wide variety of experiences it offers the student. Courses in music theory, history, ethnic music, early instruments, performance in chorus, chamber orchestra, chamber music, as well as private instruction, present a well-balanced and diversified program. Opportunities beyond the required number of units allow the student to go into many music areas as deeply as he or she may wish.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN MUSIC

Lower Division

Music 110-111-112. Music Theory I, II, III

Upper Division

Music 210-211-212. Advanced Music Theory I, II, III

Music 216. Medieval and Renaissance Music

Music 217. Baroque and Classical Music

Music 218. Romantic and Early Modern Music

Plus three courses selected from the following list:

Music 213. Counterpoint

Music 214. Instrumentation

Music 215. Composition

Music 250. American Music

Music 251. Music of Latin America

Music 252. Afro-American Music

Music 253. Music for the Theater

Music 254. Folk Music of Mexico

Music 255. Music of China, Japan, and Korea

Music 270. Twentieth Century Composers: Their Writings and Their Music

Candidates for the B.A. with the departmental field in music must also:

- a. Demonstrate a minimal level of competency on the piano.
- b. Participate in one of the college's performing groups during each quarter in residence following declaration of candidacy for the degree.
- c. All music majors are expected to earn 12 units of applied music credit within the period of their residency at Dominguez Hills. Six units may be earned by participating in any of the following classes as many times as the student desires:
 - Music 180. College Chorale
 - Music 190. Early Instruments
 - Music 192. Chamber Orchestra
 - Music 295. Performance

Music

Six additional units must be taken within the student's major applied performance area. Three of these last six units must be taken for credit on campus (where such a course is available) at the 200-level (private lessons). Up to three of the total six units may be either at the 100-level (classes) or by outside lessons when the student petitions for credit and is heard by a faculty jury.

REQUIREMENTS FOR THE MINOR IN MUSIC

Lower Division

Recommended Courses:

Music 110-111-112, Music Theory I, II, III

Upper Division

A. Required Courses (12 units):

Music 216. Medieval and Renaissance Music

Music 217. Baroque and Classical Music

Music 218. Romantic and Early Modern Music

B. Three full courses (12 units) selected from the list below:

Music 210. Advanced Music Theory I

Music 211. Advanced Music Theory II

Music 212. Advanced Music Theory III

Music 214. Instrumentation

Music 215. Composition

Music 250. American Music

Music 251. Music of Latin America

Music 252. Afro-American Music

Music 254. Folk Music of Mexico

Music 255. Music of China, Japan, and Korea

Music 265. Special Studies in Music

Music 270. Twentieth Century Composers: Their Writings and Their Music

C. Recommended Courses:

Six units of applied music—three in ensemble work and three in a major performing area.

COURSE OFFERINGS IN MUSIC

Lower Division

100. BASIC STUDIES MUSIC (4). An introduction to the technique of listening to music. The elements of music, basic principles of continuity, and their realizations in large structures will be studied in music drawn from all periods of history.

101. EXPERIENCING MUSIC (4). Creative workshop for students with or without prior musical training. Exploration of listening, performing, and composing as the means for experiencing various styles, such as jazz, rock, classical, and avant-garde music. Discussion of theory and aesthetics.

- 110. MUSIC THEORY I (4).** An introduction to the basic theory of music with emphasis on materials derived from the common practice of the Classical period: the vocabulary of diatonic scales and modes, chords and their relationships, harmonic analysis, sight-singing, keyboard harmony, dictation, rhythmic drills, and other forms of instruction.
- 111. MUSIC THEORY II (4).** Detailed examination, in theoretical as well as applied contexts, of the interchangeability of the modes, secondary dominants, non-dominant harmony, and other basic altered-chord types characteristic of the common-practice period. *Prerequisite: Music 110.*
- 112. MUSIC THEORY III (4).** Enlargement and application of the vocabulary of chromatic and modulatory concepts as practiced in the late Classical and early Romantic periods. *Prerequisite: Music 111.*
- 180. COLLEGE CHORALE (1).*** Performance of the outstanding choral literature of all periods. *Three hours per week plus additional work by arrangement.*
- 181. CLASS VOICE (1).*** A small class for the study of literature and techniques of the solo song. *Two hours per week.*
- 190. EARLY INSTRUMENTS (1).*** Study and repertory of some of the instruments of the early periods of music history. Elementary principles of playing the recorder, lute, viola da gamba, and harpsichord. *Two hours per week.*
- 191. CLASS PIANO (1).*** A study of the technique and literature of the piano conducted on a small class basis and using private lessons when appropriate. *Two hours per week. Primarily for music majors; others by consent of instructor.*
- 192. CHAMBER ORCHESTRA (1).*** Study, rehearsal, and performance in concert of music from representative periods for a small orchestra. *Prerequisite: Ability to perform on an appropriate instrument.*

Upper Division

- 210. ADVANCED MUSIC THEORY I (4).** Acoustics as a basis of musical systems. Notation. Structuring of time in music of Western and non-Western cultures. Emphasis on rhythm and performance of time. *Prerequisite: Music 112.*
- 211. ADVANCED MUSIC THEORY II (4).** Structuring and perception of melody and its relationship to musical texture. Scales and other systems of linear organization in Western and non-Western cultures. Emphasis on melodic perception and performance. *Prerequisite: Music 210.*
- 212. ADVANCED MUSIC THEORY III (4).** Usage and perception of texture and structure. Harmony and simultaneity in Western and non-Western music. In-depth analysis of complete musical composition. Musical analysis as an approach to performance. *Prerequisite: Music 211.*
- 213. COUNTERPOINT (4).** Counterpoint as a linear mode of compositional technique in Western music. Modal, tonal, and post-tonal practices. *Prerequisite: Music 212 or consent of instructor.*
- 214. INSTRUMENTATION (4).** An exploration of the acoustical and musical characteristics of all the major orchestral and band instruments. Combinations of instruments, both as families and mixed ensembles, will be examined and written for. *Prerequisite: Music 213 or consent of instructor.*
- 215. COMPOSITION (4).*** Creative application of the musical principles studied in Music 210 through 214. Examination of a wide variety of compositional resources, from traditional instruments and the voice to new instruments, electronics, and computers. *Prerequisite: Music 214 or consent of instructor.*

* Repeatable course.

Music

- 216. MEDIEVAL AND RENAISSANCE MUSIC (4).** An exploration of the development of music from the medieval period to Renaissance. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature. *Prerequisite: Senior standing or consent of instructor.*
- 217. BAROQUE AND CLASSICAL MUSIC (4).** A continuation of Music 216. *Prerequisite: Music 216 or consent of instructor.*
- 218. ROMANTIC AND EARLY MODERN MUSIC (4).** A continuation of Music 217. *Prerequisite: Music 217 or consent of instructor.*
- 250. AMERICAN MUSIC (4).** An examination of selected works in American music from colonial times to the present, concentrating on the emergence of several important styles and composers in the twentieth century and their relationship to American society.
- 251. MUSIC OF LATIN AMERICA (4).** An investigation of the Indian, Spanish, and modern influences to be found in the folk, popular, and concert hall music of selected Latin American countries. Study and analysis of leading Latin American composers.
- 252. AFRO-AMERICAN MUSIC (4).** The influence of African and Afro-American musical ideas on the culture of America and the world moving from folk material through the development of jazz and its subsequent influence on both the popular and the symphonic worlds in the twentieth century.
- 253. MUSIC FOR THE THEATER (4).** A historical survey of opera and American musical theater. *Prerequisite: Consent of instructor.*
- 254. FOLK MUSIC OF MEXICO (4).** Historical development of the folk music of Mexico. Study and analysis of the musical and poetical techniques employed within the different regional styles and categories.
- 255. MUSIC OF CHINA, JAPAN, AND KOREA (4).** An introduction to the musical cultures of China, Japan, and Korea with emphasis on their instruments and musical system; relationships of the music to the social and intellectual milieu.
- 260. CONDUCTING (3).** An introduction to the basic techniques of conducting both instrumental and choral groups. Emphasis on practical laboratory work. *Prerequisite: Music 210-211-212 or consent of instructor.*
- 265. SPECIAL STUDIES IN MUSIC (4).** The detailed study of a composer, a genre, or a movement in the history of music. *Prerequisite: Music 100 or consent of instructor.*
- 270. TWENTIETH CENTURY COMPOSERS: THEIR WRITINGS AND THEIR MUSIC (4).** An interdisciplinary course examining some of the outstanding music and documents of twentieth century composers (such as the books of Stravinsky, Schonberg, Bartok, and Ives) to increase understanding of their ideas and music. *Prerequisite: Music 100 or equivalent or consent of instructor.*
- 281. ADVANCED VOICE CLASS (1).*** A continuation of Music 181. Advanced voice literature and techniques. *Prerequisite: Music 181 or consent of the instructor.*
- 282. CLASS HARPSICHORD (1).*** An introduction to the principles of harpsichord touch and techniques. Also literature for the instrument will be explored. *Prerequisite: Upper division music majors with considerable piano or keyboard experience and consent of instructor.*
- 283. CLASS GUITAR (1).*** An introduction to the principles of guitar playing and a survey of methods and literature. Music reading and fundamentals of rhythm. *Prerequisite: Primarily for music majors; others by consent of instructor.*

*Repeatable course.

- 287. INDIVIDUAL LESSONS-VOICE (1).*** Individual instruction in voice for advanced students who are music majors. *Prerequisite: Considerable prior experience and consent of instructor.*
- 288. INDIVIDUAL LESSONS—WOODWINDS (1).*** Individual instruction for advanced students of woodwind instruments who are music majors. *Prerequisite: Considerable prior experience and consent of the instructor.*
- 289. INDIVIDUAL LESSONS—STRINGS (1).*** Individual instruction for advanced students of string instruments who are music majors. *Prerequisite: Considerable prior experience and consent of instructor.*
- 290. INDIVIDUAL LESSONS—BRASS INSTRUMENTS (1).*** Individual instruction for advanced students of brass instruments who are music majors. *Prerequisite: Considerable prior experience and consent of instructor.*
- 291. INDIVIDUAL LESSONS-KEYBOARD (1).*** Individual instruction for advanced students of *piano, organ, or harpsichord* who are music majors. Exploration of keyboard literature and methods of instruction. *Prerequisite: Consent of instructor.*
- 292. WIND INSTRUMENTS (1).*** Introduction to the principles and literature of wind instruments with emphasis on skills necessary for future teachers of instrumental ensembles.
- 293. BRASS INSTRUMENTS (1).*** Introduction to the principles and literature of brass instruments with emphasis on skills necessary for future teachers of instrumental ensembles.
- 294. STRING INSTRUMENTS (1).*** Introduction to the principles and literature of string instruments, with emphasis on skills necessary for future teachers of instrumental ensembles.
- 295. PERFORMANCE (1).*** A course devoted to the performance of solo or chamber music literature taken from a wide variety of periods in music history.

* Repeatable course.

PHILOSOPHY

The program offers a curriculum that leads to the Bachelor of Arts degree with either a major or a minor in philosophy. It aims at the development of the comprehension of oneself and his place in the universe and reality in general. Although the basic emphasis of the program lies in a problems approach, the program also provides well-balanced undergraduate training in the Eastern and Western traditions of philosophy for further study at graduate school. By means of the stimulating, experimental courses designed for the non-philosophy major, the program also contributes to one of the most fundamental aims in higher education: the cultivation of an independent and critical mind.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN PHILOSOPHY

Upper Division

A. Three courses in the history of philosophy:

- Philosophy 211. History of Western Philosophy I
- Philosophy 212. History of Western Philosophy II
- Philosophy 213. History of Western Philosophy III

B. Five additional upper division courses in Philosophy selected upon advisement.

Students are urged to consult a departmental adviser at the beginning of the junior year to select the most appropriate courses for individual objectives.

C. Philosophy 295. Seminar in Philosophy

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

Upper Division

Six upper division courses in Philosophy, to be selected upon advisement.

COURSE OFFERINGS IN PHILOSOPHY

Lower Division

101. MAN, VALUE AND SOCIETY (4). A philosophical study of values and their implications for sociological, psychological, ecological, political, economical, and historical problems, and conflicts of our society.

102. MAN AND THE COSMOS (4). An exploration of the relationship between man and the universe in light of scientific, religious, and philosophic literature.

Upper Division

211. HISTORY OF WESTERN PHILOSOPHY I (4). Study of the philosophical foundations of the main sources of Western civilization in ancient Greek philosophy and in the Judeo-Christian tradition in early medieval thought.

- 212. HISTORY OF WESTERN PHILOSOPHY II (4).** The rise and further development of contemporary philosophy from late medieval and Renaissance era through continental rationalism, British empiricism, and the Enlightenment (Kant).
- 213. HISTORY OF WESTERN PHILOSOPHY III (4).** Exploration of nineteenth century European philosophical trends—German idealism and romanticism, Hegelianisms (Kierkegaard, Strauss, Feuerbach, Marx), British naturalism (including Darwinism) and utilitarianism, French spiritualism (from Maine de Biran through Bergson) and German neo-Kantianism, Nietzsche and Lebens-philosophie.
- 215. ETHICS (4).** A critical examination of the nature of "good" and of moral obligation, the problem of evil, and other perennial questions in moral and ethical thinking.
- 217. VALUES AND THE FUTURE (4).** Moral problems originating in technological changes emerging during the last decades of the twentieth century.
- 218. PHILOSOPHY OF LOVE AND SEXUALITY (4).** A philosophical inquiry into the nature and different species (e.g., *philia*, *eros*, *agape*) of love, its functional significance in sexuality, its metaphysical, epistemological, and ethical implications.
- 219. BUSINESS ETHICS (4).** A critical analysis of the goals and means of business activities, their validity, their limits, their moral implications, and their relation to the humanistic ideals of the society.
- 220. PHILOSOPHY OF ART (4).** An examination of the beliefs about art, the concepts used in thinking and talking about art, and the judgments made in critically evaluating works of art. Among topics to be considered: artistic creation, aesthetic experience, the work of art, criticism and evaluation.
- 225. PHILOSOPHY IN LITERATURE (4).*** Philosophical analysis of some central philosophical themes and ideas as expressed in works of literature; e.g., illusion and reality, the nature of man, freedom, responsibility, and the nature of value.
- 230. THE NATURE OF SCIENTIFIC AND HUMANISTIC INQUIRY (4).** An exploration of major questions in the philosophy of science and in the relationships between the sciences and the humanities.
- 231. PHILOSOPHICAL ISSUES OF ECONOMICS AND POLITICS (4).** Philosophical reflection upon and discussion of the interplay among economic relationships, political power, and ideas. Includes such themes as economic determinism, roles of political and economic elites, distinctions between ideology and knowledge, importance of alienation, and need for utopian thinking.
- 232. PHILOSOPHY OF LAW (4).** A critical investigation of the philosophical foundations of law in respect to the nature of law (e.g., the concept of "natural law" and its relation to "positive law"), the relationship between law and morality, and such basic legal concepts as justice, penalty, and responsibility.
- 240. SYMBOLIC LOGIC (4).** Principles of symbolic logic and the standard notations and methods used in determining the validity and invalidity of arguments.
- 243. PHILOSOPHY OF THE OCCULT AND MANTIC ARTS (4).** A survey of the methods of investigation and the philosophic and scientific implications of the occult and mantic or divinatory arts, including parapsychology, astrology, numerology, and tarot.
- 245. METAPHYSICS (4).** A study of traditional systematic approaches in Occidental philosophy to such key concepts as substance, matter, causality, space and time, which underlie our comprehension of being.
- 250. EPISTEMOLOGY (4).** An examination of the nature, conditions, range, and limits of knowledge.

*Repeatable course.

- 252. PHILOSOPHY OF NATURAL SCIENCE (4).** An introduction to the methodology of the natural sciences. Among topics to be considered: the role of induction, the nature of hypothesis, and the requirements for scientific explanation.
- 253. PHILOSOPHY OF SOCIAL SCIENCES (4).** Philosophical analysis of the conceptual foundations for adequate explanation in the social sciences. Topics may include causality, prediction and the understanding of social action, intentionality, paradigms, and structures of explanation.
- 255. AMERICAN PHILOSOPHY (4).** Historical survey of American philosophy including analyses of American idealism, pragmatism, and critical realism.
- 260. EXISTENTIALISM (4).** Intensive analysis and discussion of the themes articulated in the philosophical and cultural movement known as existentialism. Works will be selected from the following thinkers: Heidegger, Kierkegaard, Jaspers, Camus, Marcel, Sartre, and Merleau-Ponty.
- 270. PHILOSOPHY IN THE MODERN WORLD (4).** Philosophy in relation to twentieth century thought and culture, with emphasis on the doctrinal complex: Man—Nature—Society—History.
- 271. ISSUES IN PHILOSOPHY AND LANGUAGE (4).*** Examination of selected topics in the philosophy of language and the relation of the philosophy of language to traditional philosophical problems. Topics are chosen from both the Anglo-American and continental traditions.
- 273. SELF (4).*** Philosophical exploration into the understanding of self which underlies behavioral sciences and creative activities. Identity of self, growth, and historicity, intersubjectivity and its moral, judicial, and clinical implications are investigated.
- 279. CONTEMPORARY MORAL ISSUES (4).** An analysis from contemporary and traditional moral perspectives of such topical issues as war, euthanasia, abortion, "victimless crimes," and sexual promiscuity.
- 280. PHILOSOPHY OF RELIGION (4).** A philosophical analysis of the nature of religion; fundamental concepts of God, the theistic proofs, evil, religious experience, and miracles; a consideration of religious language.
- 281. PHILOSOPHICAL ANTHROPOLOGY (4).** Philosophy of man which attempts to comprehend human existence, i.e., the nature of man and his place in the universe from the perspective of history, language, the arts, technology, society, economy, myth, religion, and metaphysics.
- 283. WORLD RELIGIONS (4).** A comparative study of the religions of the world; their rituals, the significance in their civilizations, and their philosophical implications.
- 285. PHILOSOPHIES OF INDIA AND BUDDHISM (4).** Study of Indian philosophies from the Rig-Veda through classical philosophical thought, with special emphasis on Buddhism and its further development in East Asia.
- 286. PHILOSOPHIES OF CHINA AND JAPAN (4).** Study of the nature and main trends of Chinese and Japanese philosophies.
- 295. SEMINAR IN PHILOSOPHY (4).** A critical analysis and interpretation of a major philosophical system or issue in respect to its presuppositions, task, method, problems, and solutions.
- 297. DIRECTED RESEARCH (4).*** Small, informal group study of a particular philosophical problem or of the works of one philosopher or philosophical school. *Prerequisite:* *Consent of instructor.*

*Repeatable course.

298. INDEPENDENT STUDY (4). Individual readings and reports. *Prerequisite: Senior standing and consent of the department head.*

PHYSICAL EDUCATION AND RECREATION

The departmental program in Physical Education is designed to enable the student to investigate the scientific and cultural bases of physical activity in society. Two options are available for the student within the Physical Education Major: (1) A recreation option for those intending to enter the field of community or industrial recreation; and (2) A physical education option for those intending to enter the teaching profession. A student desiring to teach physical education in the public schools *must* take the physical education option in order to qualify.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN PHYSICAL EDUCATION

Lower Division

The following lower division courses are required to fulfill General Education requirements or to prepare the student for upper division standing in Physical Education. Lower division requirements for the Recreation Option and the Physical Education Option are the same, except for Biology 150 and Biology 151, which are not required for the Recreation Option.

- Biological Science 102. General Biology
- † Biological Science 150. Human Anatomy and Physiology
- † Biological Science 151. Human Anatomy and Physiology Laboratory
- Physical Education 123. Organization and Administration of Intramural and Recreational Sports
- Physical Education 140. Techniques of Officiating (two sections required)

Upper Division - Physical Education Option

- † Physical Education 201. Kinesiology
- † Physical Education 203. Physiology of Exercise
- † Physical Education 205. Motor Learning
- Physical Education 220. History and Philosophy of Physical Education
- Physical Education 222. Administration of Physical Education
- † Physical Education 240. Theory and Analysis of Golf and Tennis
- † Physical Education 241. Theory and Analysis of Badminton and Volleyball
- † Physical Education 242. Theory and Analysis of Basketball and Softball
- † Physical Education 280. Tests and Measurements in Physical Education
- † Physical Education 290. Senior Seminar in Physical Education
- † Physical Education 298. Field Study in Physical Education

Upper Division - Recreation Option

- Physical Education 220. History and Philosophy of Physical Education
- Physical Education 222. Administration of Physical Education
- † Physical Education 230. Leisure in Contemporary Society

† Consult course description for prerequisite.

- Physical Education 231. Programming and Leadership in Recreation
- † Physical Education 232. Recreation in the Urban Community
- † Physical Education 233. Management of Recreational Areas and Facilities
- Physical Education 234. Field Work in Recreation
- † Physical Education 240. Theory and Analysis of Golf and Tennis
- † Physical Education 241. Theory and Analysis of Badminton and Volleyball
- † Physical Education 242. Theory and Analysis of Basketball and Softball
- † Physical Education 298. Field Study in Physical Education

Students should consult with faculty advisers concerning additional courses which may be recommended in accordance with their objectives.

REQUIREMENTS FOR THE MINOR IN PHYSICAL EDUCATION

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

- Biological Science 102. General Biology
- † Biological Science 150. Human Anatomy and Physiology
- † Biological Science 151. Human Anatomy and Physiology Laboratory
- Physical Education 123. Organization and Administration of Intramural and Recreational Sports

Required Courses

- † Physical Education 201. Kinesiology
- † Physical Education 203. Physiology of Exercise
- † Physical Education 205. Motor Learning.
- Physical Education 222. Administration of Physical Education
- † Physical Education 240. Theory and Analysis of Golf and Tennis
- † Physical Education 241. Theory and Analysis of Badminton and Volleyball
- † Physical Education 242. Theory and Analysis of Basketball and Softball
- † Physical Education 298. Field Studies in Physical Education

COURSE OFFERINGS

Lower Division

- 100. BASIC STUDIES HEALTH (2).** A discussion of the broad aspects of health, including public health, economics of health, environmental health, mental health, and drugs and narcotics. *Two hours of lecture per week.*
- 118. FIRST AID AND EMERGENCY CARE (2).** Encouragement of good safety attitudes. Preparation for administering first aid and prevention of accidents and injuries. Instruction in obtaining treatment for common injuries and use of lifesaving skills.

† Consult course description for prerequisite.

Physical Education and Recreation

- 123. ORGANIZATION AND ADMINISTRATION OF INTRAMURAL AND RECREATIONAL SPORTS (4).** Analysis of the theory and principles of organization of intramural and recreational sports. The establishment and implementation of administrative practices for intramural and recreational sports programs. Three hours of lecture and three hours of laboratory per week.
- 131. LIFETIME SPORTS (1).*** Instruction and participation in the following lifetime sports: archery/coed, badminton/coed, baseball/men, basketball/men, bowling/coed, dance/coed, fencing/coed, figure control/women, golf/coed, physical conditioning/men, self defense/coed, swimming/coed, tennis/coed, and volleyball/coed. Two hours of activity per week plus outside assignments.
- 136. SPORTS IN AMERICAN LIFE (4).** Interrelationships of sports in American life emphasizing socio-cultural variables, changing patterns, current problems and trends. *Four hours of lecture per week.*
- 140. TECHNIQUES OF OFFICIATING (2).*** Lectures, discussion, demonstrations, and practice in officiating men's and women's sports. Four sections offered: (students are required to take at least two sections of the four) 1. Football, 2. Basketball, 3. Softball and Baseball, 4. Track and Volleyball. *One hour of lecture and two hours of laboratory per week.*
- 150. INTERCOLLEGIATE ATHLETICS (1).** Instruction and participation in selected individual and team sports comprising the intercollegiate and extramural athletic programs.

Upper Division

- 201. KINESIOLOGY (4).** Structure and action of organ systems of man during energy transfer, alteration of energy from potential to kinetic motion, and return to homeostasis after motion; motor learning; kinesthetic awareness; movement analysis. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 150 and 151.*
- 203. PHYSIOLOGY OF EXERCISE (4).** Examination of the adaptations and alternations of human physiology that facilitate locomotion, the chronic effects of physical activity and sedentary habits. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physical Education 201.*
- 205. MOTOR LEARNING (4).** Study of the nature, bases, and characteristics of human movement and learning of motor skills. The importance and significance of factors affecting the learning process and motor development. *Prerequisite: Biology 150 and Biology 151.*
- 220. HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION (4).** A historical study of changes in philosophy and practice in physical education, with emphasis on the identification of trends, issues and problems of the past which help to illuminate present development.
- 222. ADMINISTRATION OF PHYSICAL EDUCATION (4).** A study and critical analysis of the underlying philosophy and principles of administrative theory and practice. Includes the legal aspects on the national, state, and local levels. Establishes policies and procedures for the administration of sound programs of physical education as related to the total educational program in schools, colleges and universities. Treats the inter-relationships between segments of education and the community.

* Repeatable course.

- 225. PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2).** Physical Education in the elementary schools, program organization and activities, including movement exploration, basic dance skills, and singing games. *One hour of lecture and two hours of laboratory per week.*
- 230. LEISURE IN CONTEMPORARY SOCIETY (4).** Analysis of varying points of view regarding leisure and its influence on society; examination of traditional and modern theoretical explanations of recreation; the relationship of leisure and recreation; responsibilities of public, private and commercial agencies in meeting leisure needs. *Prerequisite: Sociology 110. Four hours of lecture per week.*
- 231. PROGRAMMING AND LEADERSHIP IN RECREATION (4).** Analysis of the recreation program including range of activities, influencing factors, planning, and organization. Introduction to leadership with emphasis on general approaches and applications in program areas. *Four hours of lecture per week.*
- 232. RECREATION IN THE URBAN COMMUNITY (4).** Identification and analyses of recreation agencies in the urban environment with emphases on recreation programs and leadership appropriate to the inner city. *Four hours of lecture per week. Prerequisite: Physical Education 230 and 231.*
- 233. MANAGEMENT OF RECREATION AREAS AND FACILITIES (4).** Role of the recreation administrator in the planning, acquisition, development, financing, staffing, and maintaining of recreational lands, waters, and structures. Use of natural and man-made resources in the environment. *Four hours of lecture per week. Prerequisite: Physical Education 230 and 231.*
- 234. FIELD WORK IN RECREATION (4).** Supervised recreational leadership in private or public agencies. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Consent of instructor.*
- 240. THEORY AND ANALYSIS OF GOLF AND TENNIS (2).** Theory, analysis, and advanced performance techniques of golf and tennis, emphasizing strategy and offensive and defensive maneuvers. *One hour of lecture and two hours of activity per week. Prerequisite: Physical Education 131 Golf and Physical Education 131 Tennis (or pass Golf and Tennis practical and written tests) and Physical Education 140.*
- 241. THEORY AND ANALYSIS OF BADMINTON AND VOLLEYBALL (2).** Theory, analysis, and advanced performance techniques of badminton and volleyball, emphasizing strategy and offensive and defensive maneuvers. *One hour of lecture and two hours of activity per week. Prerequisite: Physical Education 131 Badminton and Physical Education 131 Volleyball (or pass Badminton and Volleyball practical and written tests), and Physical Education 140.*
- 242. THEORY AND ANALYSIS OF BASKETBALL AND SOFTBALL (2).** Theory, analysis, and advanced performance techniques of basketball and softball, emphasizing strategy and offensive and defensive systems. *One hour of lecture and two hours of activity per week. Prerequisite: Physical Education 131 Basketball and Physical Education 131 Softball (or pass Basketball and Softball practical and written tests), and Physical Education 140.*
- 260. PREVENTION AND TREATMENT OF ATHLETIC INJURIES (4).** Prevention, examination, and care of athletic injuries, methods of taping, bandaging, and therapeutic exercises applied to athletic injuries; diets; training room equipment, protective devices, and supplies. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 150 and 151.*

Physical Education and Recreation

- 270. ADAPTED PHYSICAL EDUCATION FOR THE HANDICAPPED (4).** Study of prevalent disabilities, with implications for program development, organization, administration and evaluation of adapted physical education at elementary and secondary levels. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physical Education 201.*
- 280. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (4).** Analysis, evaluation, interpretation, and use of tests and other measurement devices in Physical Education; application of statistical procedures and experimental design. *Four hours of lecture per week. Prerequisite: Mathematics 150.*
- 290. SENIOR SEMINAR IN PHYSICAL EDUCATION (4).** An integrative seminar designed to approach selected problems from the perspective of the sociological aspects of physical education. Intensive study of selected topics. *Prerequisite: Senior standing or consent of instructor.*
- 297. DIRECTED STUDIES (2, 4).*** Advanced study in physical education, with each student participating in a special project mutually agreed upon by student and instructor.
- 298. FIELD STUDY IN PHYSICAL EDUCATION (2).*** Observation and supervised teaching in the Physical Education 131 Lifetime Sports courses. Application of the principles and skills acquired in Physical Education 240, 241, and 242. May be repeated for credit if a different activity is selected each quarter. *One hour of lecture and two hours of laboratory per week. Prerequisite: Physical Education 123 and Physical Education 240, 241, and 242.*

* Repeatable course.

PHYSICS

The bachelor's degree in physics provides preparation for a career in one of the various areas of research and development in industrial and governmental laboratories. The curriculum also serves those students who are preparing for teaching at all levels, and those who intend to pursue graduate study. It provides a background suitable for graduate work in physics and such interdisciplinary areas as atmospheric science, biophysics, computer science, environmental sciences or geophysics, as well as for professional schools of business, law, or medicine.

By an appropriate choice of courses in Part B of the requirements, a student interested in employment as an industrial physicist may choose an applied physics option. An option with a more theoretical emphasis, which is recommended for graduate school preparation, is also available.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN PHYSICS

Lower Division

The following lower division courses are required to fulfill General Education requirements or to prepare the student for upper division standing in Physics:

- Mathematics 110-112-114-116. Differential and Integral Calculus I, II, III, IV
- Physics 110-112-114-116. General Physics
- Chemistry 110-112-114. General Chemistry
- Biological Science 102. General Biology *or*
- Biological Science 110. Principles of Biology

Upper Division

A. Required Courses (21 Units):

- Physics 202. Experimental Methods
- Physics 210. Theoretical Mechanics
- Physics 216. Introductory Modern Physics
- Physics 220-222. Physical Optics I, II
- Physics 230. Electromagnetism
- Physics 231-233. Electronics Laboratory I, II

B. Four additional courses (16 Units) selected with the guidance of a departmental advisor. Courses that may be used to fulfill this requirement are listed below. To prepare for graduate study in physics, Physics 260-262-264 should be included.

- Physics 242. Theoretical Physics
- Physics 256. Astrophysics
- Physics 260-262-264. Quantum Physics I, II, III
- Physics 281. Scientific Instrumentation
- Physics 284-286. Computational Physics I, II
- Physics 295. Selected Topics in Physics

REQUIREMENTS FOR THE MINOR IN PHYSICS

Prerequisites

Prerequisite to upper division standing in this minor are the following courses which may, where allowed, be used to meet General Education requirements:

Chemistry 110-112. General Chemistry

Mathematics 110-112-114-116. Differential and Integral Calculus I, II, III, and IV

Physics 110 and 112. General Physics

A. Required Courses (12 Units):

Physics 114-116. General Physics

Physics 216. Introductory Modern Physics

B. Three additional courses (12 Units) selected from the following list:

Physics 210, 220, 222, 230, 231, 233, 242, 250, 256, 260, 262,
264, 281, 284, 286, 295, 297.

COURSE OFFERINGS IN PHYSICS

Lower Division

101. INSIGHTS IN CONTEMPORARY PHYSICS (4). An in-depth, nonmathematical look at an important area or application of modern physics which is of interest to non-scientists. Topics vary by quarter and section; representative topics: Energy and Ecology; Household Physics; Physics and Art; Sound and Music. *Consult Class Schedule for topics by course sections.*

110. GENERAL PHYSICS (4). Kinematics, particle dynamics, conservation theorems, angular momentum and gravitation. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Mathematics 112, Chemistry 112 (or consent of instructor)*

112. GENERAL PHYSICS (4). Kinetic theory, thermodynamics, and atomic and nuclear physics. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 110*

114. GENERAL PHYSICS (4). Basic electricity and magnetism. Laws of Coulomb, Gauss, Ampere, and Faraday. Optics. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 110*

116. GENERAL PHYSICS (4). Application of dimensional analysis, multiple integration, vector operations, and simple ordinary differential equations to diverse physical problems: for example, electric potentials, fluid motion, damped harmonic oscillator, and wave motion. *Prerequisite: Physics 114 and Mathematics 116 or concurrent enrollment.*

120. ELEMENTS OF PHYSICS (4). A non-calculus course with topics to include motion, energy and waves. Illustrations chosen from biological systems. *Three hours of lecture and three hours of laboratory per week.*

122. ELEMENTS OF PHYSICS (4). A continuation of Physics 120. Topics include electricity and magnetism, light, thermal processes, nuclear radiation and quantum phenomena. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 120.*

- 124. PHYSICS AND THE LIFE SCIENCES (4).** An in-depth study of representative biological problems in the context of physical processes, including an exploration of the electromagnetic and acoustical spectra. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114 and Physics 122, or consent of instructor.*
- 150. PHYSICAL GEOLOGY (4).** An introduction to the fundamental principles of physical geology. Consideration is given to rocks and minerals, structure and deformation of the earth's crust, and erosional processes. *Three hours of lecture and three hours of laboratory per week. Prerequisite: High school chemistry or consent of instructor.*
- 156. PHYSICS OF THE EARTH (4).** An integration of basic concepts in oceanography, meteorology, and geology, with special emphasis on Southern California. Topics include: the red tide, smog, earthquakes, and, weather permitting, some star gazing. *Prerequisite: Completion of General Education Natural Science requirement.*
- 160. ELEMENTARY ASTRONOMY (4).** Historical background, celestial coordinates, planets, origin of the solar system, the sun, structure and evolution of stars, interstellar matter, galaxies, neutron stars, black holes, cosmology. *Observations and field trips. Primarily for non-physical science majors.*

Upper Division

- 202. EXPERIMENTAL METHODS (1).** Experimental methods, properties of materials, and fabrication methods. *Three hours of laboratory per week.*
- 206. MODERN PHYSICS: ITS IMPACT ON TWENTIETH CENTURY THOUGHT (4).** Survey of major concepts of twentieth century physics and their implications for society, the humanities and fine arts, philosophy, cosmology, religion, and other branches of knowledge. Emphasis on cultural, rather than technological, topics.
- 210. THEORETICAL MECHANICS (4).** Dynamics of a particle, mechanics of rigid bodies, central forces, moving reference frames, and an introduction to Lagrange's and Hamilton's equations. *Prerequisite: Physics 116.*
- 216. INTRODUCTORY MODERN PHYSICS (4).** Relativity theory, selected topics in atomic, nuclear, and solid state physics. *Prerequisite: Physics 110.*
- 220. PHYSICAL OPTICS I (2).** Review of geometric optics, scalar wave equations, practical lenses, prisms, interference, and laser devices. *One hour of lecture and three hours of laboratory per week. Prerequisite: Physics 114 or 122, or consent of instructor.*
- 222. PHYSICAL OPTICS II (2).** Scalar diffraction theory, spatial filtering, holography, lasers, and coherence. *One hour of lecture and three hours of laboratory per week. Prerequisite: Physics 220.*
- 230. ELECTROMAGNETISM (4).** Properties of the electromagnetic field. Electrostatics. Gauss' theorem. Potential functions. Laplace's and Poisson's equations. Magnetostatics. Ampere's law. Electrical and magnetic properties of materials. Maxwell's equations. Electromagnetic waves. *Prerequisite: Physics 116.*
- 231. ELECTRONICS LABORATORY I (2).** Exercises and experiments involving the selection and utilization of electronic instrumentation. Emphasizes practical solid state circuit design and construction. Course content applicable in all areas of science. Advanced project individually tailored to each student's needs and interests. *One hour of lecture and three hours of laboratory per week. Prerequisite: Physics 114 or 122, or consent of instructor.*

Physics

- 233. ELECTRONICS LABORATORY II (2).** Study and applications of differential and operational amplifiers, and negative feedback, including discrete bipolar and integrated circuits. Detailed discussions on selection of components, manufacturers specification sheets, and optimum parts layout. Individual student projects. *One hour of lecture and three hours of laboratory per week. Prerequisite: Physics 231.*
- 242. THEORETICAL PHYSICS (4).** Application of some fundamental theoretical techniques of physics in such areas as Mechanics and Electromagnetism. Includes solution of second-order inhomogeneous differential equations, coupled systems, and the diffusion and wave equations. *Prerequisite: Physics 210 and 230.*
- 250. SPACE PHYSICS (4).** A study of physical phenomena of interplanetary and interstellar space; interaction between radiation and the earth's atmosphere. *Prerequisite: Physics 112 and Physics 114.*
- 252. GEOPHYSICS (4).** An introduction to the principal methods for, and results of, the application of physics to the study of the earth. *Prerequisite: Physics 114, Mathematics 114, or equivalent.*
- 256. ASTROPHYSICS (4).** A quantitative study of solar and stellar astronomy with emphasis on methods of astronomical measurements and calculations. *Prerequisite: Physics 112 and Physics 114.*
- 258. MINERALOGY AND PETROLOGY (4).** Aspects of the minerals and rocks that form the earth's crust. Rock forming minerals: igneous, sedimentary, and metamorphic rocks. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Physics 150.*
- 260. QUANTUM PHYSICS I (4).** Historical background, Bohr atom, postulates, average values, uncertainty principle, solution of Schrodinger equation, perturbation theory, angular momentum coupling, and applications. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 210 and 242.*
- 262. QUANTUM PHYSICS II (4).** Statistical physics and its application to the solid state; crystal structures, Brillouin zones, metals, semi-conductors, and magnetism. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 260.*
- 264. QUANTUM PHYSICS III (4).** Nuclear forces, nuclear models and reactions, elementary particles, and symmetry principles. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 260.*
- 281. SCIENTIFIC INSTRUMENTATION (2,4).*** The theory and hardware associated with a particular area of scientific instrumentation. Topic areas will vary by quarter and could include analog and digital signal processing, microwaves, low temperature-high vacuum techniques, and biological and nuclear instrumentation. *Prerequisite: Physics 231 and 233.*
- 284. COMPUTATIONAL PHYSICS I (2).** Computer analysis of selected problems in physics whose analytic treatment is too difficult to be considered at the undergraduate level. *One hour of lecture and three hours of laboratory per week. Prerequisite: Physics 216 or 260.*
- 286. COMPUTATIONAL PHYSICS II (2).** A continuation of Physics 284. *One hour of lecture and three hours of laboratory per week. Prerequisite: Physics 284.*
- 294. COLLOQUIUM IN PHYSICS (1).*** A weekly discussion and reporting group concerned with new and advanced topics in physics; involves journal reading. Open to students majoring in the sciences and mathematics.
- 295. SELECTED TOPICS IN PHYSICS (2,4).*** *Prerequisite: Consent of instructor*

* Repeatable course.

297. DIRECTED RESEARCH (2, 4).* Advanced laboratory work, with each student undertaking an independent and original investigation. *Six or twelve hours of laboratory per week. Prerequisite: Senior standing and consent of instructor.*

*Repeatable course.

POLITICAL SCIENCE

The Political Science major is designed for students interested in graduate school or careers in law and paralegal work, government administration, public service, journalism, secondary and junior college teaching, and managerial opportunities in private industry. Career counseling and guidance by the Political Science faculty is available to students. Students may choose from four options within the major. The General Political Science Program is designed for students seeking broad exposure to the diverse subjects of the discipline and is recommended for most students. The specialized programs in Political Behavior, Public Policy, and Global Politics are designed for students with more specialized interests.

Students are encouraged to select one of the following programs in consultation with a faculty advisor.

GENERAL POLITICAL SCIENCE PROGRAM

Lower Division

Political Science 151. Quantitative Methods of Political Analysis or equivalent.

Upper Division

A. One course in the history of political thought, selected from

- Political Science 250. History of Political Ideas
- Political Science 251. Modern Political Thought
- Political Science 252. Theories of the Political System
- Political Science 254. American Political Thought

B. One course in American government, selected from:

- Political Science 210. Issues in American National Government
- Political Science 214. American Political Parties and Elections
- Political Science 215. Congress and the President
- Political Science 260. American Constitutional Law: Distribution of Power
- Political Science 261. American Constitutional Law: Civil Rights

C. One course in comparative government, selected from:

- Political Science 239. Government and Politics of the Soviet Union
- Political Science 240. Politics of Industrialized Societies
- Political Science 241. Government and Politics of East Asia
- Political Science 242. Government and Politics of South Asia
- Political Science 243. Political Behavior in Latin America
- Political Science 244. Latin America: The Revolutionary Tradition
- Political Science 247. Comparative Communist Systems and Movements
- Political Science 248. The Politics of the Developing Areas
- Political Science 249. Government and Politics of Sub-Saharan Africa

- D. One course in international relations and foreign policy, selected from:
 - Political Science 234. American Foreign Policy
 - Political Science 235. International Politics
 - Political Science 236. Theories of International Relations
 - Political Science 237. Soviet Foreign Policy
 - Political Science 238. New States in World Politics
- E. Four additional courses in political science selected upon departmental advisement
- F. One course selected from:
 - Political Science 295. Seminar in Political Science, *or*
 - Political Science 296. Field Studies in Political Science

POLITICAL BEHAVIOR PROGRAM

The Political Behavior Program seeks (1) to develop a substantive understanding of human behavior as this relates to politics, and (2) to train students in appropriate research techniques for the analysis of political behavior. An interdisciplinary approach is stressed, drawing on relevant information, ideas, and research techniques from various social sciences as these relate to political behavior.

Lower Division

- Political Science 151. Quantitative Methods of Political Analysis or equivalent.

Upper Division

- A. Five required courses:
 - Political Science 236. Theories of International Relations
 - Political Science 252. Theories of the Political System
 - Political Science 270. Public Opinion and Propaganda
 - Political Science 271. Conflict and Violence
 - Political Science 273. Psychology and Politics
- B. Three additional courses selected from the following:
 - Political Science 214. American Political Parties and Elections
 - Political Science 220. Urban Government and Politics
 - Political Science 221. Mexican American Politics
 - Political Science 223. Black Politics
 - Political Science 225. Women and Politics
 - Political Science 232. International Security Studies
 - Political Science 244. Latin America: The Revolutionary Tradition
 - Political Science 248. The Politics of Developing Areas
 - Political Science 250. History of Political Ideas
 - Political Science 298. Independent Studies
- C. One course selected from the following:
 - Political Science 295. Seminar in Political Science
 - Political Science 296. Field Studies in Political Science
 - Political Science 410. Studies in Political Behavior

PUBLIC POLICY PROGRAM

This program is designed to prepare students for the analysis of critical public policy issues such as income allocation, the environment, justice and the courts, and minority relations.

Lower Division

Research methods and statistics for public policy analysis.

Political Science 151. Quantitative Methods of Political Analysis or equivalent

Upper Division

A. Philosophical bases of policy choices. Select *one* from:

Political Science 250. History of Political Ideas
Political Science 251. Modern Political Thought
Political Science 254. American Political Thought

B. *Three* courses to provide working knowledge of the public policy arenas of the American political system.

Select three from:

Political Science 214. American Political Parties and Elections
Political Science 215. Congress and the President
Political Science 220. Urban Government and Politics
Political Science 260. American Constitutional Law: Distribution of Power

C. Public policy in technocratic societies.

Select *one* from:

Political Science 239. Government and Politics of the Soviet Union
Political Science 240. Politics of Industrialized Societies
Political Science 241. Government and Politics of East Asia

D. *Three* courses which relate to specific areas of public policy in the U.S.

Political Science 234. American Foreign Policy

Select *two* from:

Political Science 210. Issues in American National Government
Political Science 218. Politics of Income Allocation
Political Science 221. Mexican American Politics
Political Science 223. Black Politics
Political Science 225. Women and Politics
Political Science 261. American Constitutional Law: Civil Rights
Political Science 270. Public Opinion and Propaganda
Political Science 271. Conflict and Violence
Political Science 273. Psychology and Politics
Political Science 275. Humanism, Technology, and Politics

E. One course selected from:

- Political Science 295. Seminar in Political Science, *or*
- Political Science 296. Field Studies in Political Science

GLOBAL POLITICS PROGRAM

The Global Politics Program is designed for students interested in world affairs, comparative politics, and international systems analysis. The required and elective courses provide an interdisciplinary foundation for global political analysis while permitting the student to design a general program of international studies.

Lower Division

- Political Science 151. Quantitative Methods of Political Analysis or equivalent

Upper Division

A. Four courses selected from the following:

- Political Science 234. American Foreign Policy
- Political Science 235. International Politics
- Political Science 236. Theories of International Relations
- Political Science 240. Politics of Industrialized Societies, *or*
- Political Science 248. Politics of Developing Areas

B. One course selected from:

- Economics 240. International Economics
- Economics 245. Economic Development
- History 250. Foreign Relations of the United States
- Sociology 222. Social Change in Developing Countries

C. Three courses selected from international and comparative politics offerings numbered:

- Political Science 232. International Security Studies
- Political Science 237. Soviet Foreign Policy
- Political Science 238. New States in World Politics
- Political Science 242. Government and Politics of South Asia
- Political Science 243. Political Behavior in Latin America
- Political Science 244. Latin America: The Revolutionary Tradition
- Political Science 248. The Politics of Developing Areas
- Political Science 249. Government and Politics in Sub-Saharan Africa
- Political Science 298. Independent Study

D. One course selected from:

- Political Science 295. Seminar in Political Science, *or*
- Political Science 296. Field Studies in Political Science

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

Political Science

Upper Division

Six upper division courses in Political Science.

COURSE OFFERINGS IN POLITICAL SCIENCE

Lower Division

- 100. BASIC STUDIES POLITICAL SCIENCE (4).** An introductory analysis of important issues in world affairs, such as the Sino-Soviet split, the Israeli-Arab conflict, the India-Pakistan-Bangladesh dispute, the rise of non-aligned nations, Cuba and the United States, and the rise of Japan and China to major power status.
- 101. AMERICAN INSTITUTIONS (4).** A study of the ideals, creeds, structures and behavior of the peoples of the United States, including analysis of the various forces and circumstances pertaining to the evolution of American institutions on the federal, state and local levels. *Meets State requirement in United States Constitution, American History and California State and Local government.*
- 151. QUANTITATIVE METHODS OF POLITICAL ANALYSIS (4).** An introduction to the techniques of quantitative political analysis, including the design, execution, and analysis of research.

Upper Division

- 210. ISSUES IN AMERICAN NATIONAL GOVERNMENT (4).** A critical evaluation of leading questions currently at issue in American government at the national level. Issues might include those related to federalism, judicial review, the role of government in the economy, and the conduct of foreign affairs.
- 213. INTRODUCTION TO PUBLIC ADMINISTRATION (4).** A study of the development and practice of public administration in the United States and abroad, focusing on the theoretical and practical concerns of administration and with special attention to the relationship of public administration and democratic government.
- 214. AMERICAN POLITICAL PARTIES AND ELECTIONS (4).** A study of the dynamics of American political behavior, including the legal regulation of parties and of elections. Analysis of voting behavior and public opinion. Study of political party organization, membership, and leadership in the context of the contemporary political scene.
- 215. CONGRESS AND THE PRESIDENT (4).** An analysis of development and operation of the elected decisionmaking structures of the United States government. Particular focus on the interrelationships between the Congress and the President.
- 218. THE POLITICS OF INCOME ALLOCATION (4).** Analysis of the political dimensions of the national income allocation process. Attention to the political influence of special interest groups, political parties, and public opinion on policies relating to: the tax structure; government subsidies, credits and controls, and the welfare system; and, proposals for income redistribution.
- 220. URBAN GOVERNMENT AND POLITICS (4).** American municipal, county and special districts and their relationship to state governments; problems of legislature, elections, politics, parties, and interest groups; metropolitan government.
- 221. MEXICAN AMERICAN POLITICS (4).** An analysis of the political evolution of the Mexican American community in the context of American politics today.

- 223. BLACK POLITICS (4).** An analysis of the structure of power within the black community and political interaction between "activists," "moderates," and "conservatives." Evaluation of styles within the black sub-political culture and manipulative aspects and tactics; e.g., coalition, confrontation, "establishment" politics.
- 225. WOMEN AND POLITICS (4).** Examination of the expanding role of women in politics and the legal, cultural, and socio-psychological difficulties encountered therein. This course will also look at leading female political figures.
- 232. INTERNATIONAL SECURITY STUDIES (4).** Analysis of the theory and practice of international conflict, crisis and war management. Special emphasis on the contemporary concerns of deterrence, limited war, guerrilla warfare, foreign commitments, arms races and arms control.
- 233. MODERN CHINESE FOREIGN RELATIONS (4).** Analysis of the cultural, social, economic and political changes and developments in China from 1949 to the present as they affect Chinese foreign relations. Examination of the Hundred Flowers Campaign, the Chinese communes, the Sino-Soviet split, the Proletarian Cultural Revolution, the cult of Mao and the background to developing foreign relations with the United States.
- 234. AMERICAN FOREIGN POLICY (4).** The formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of President and Congress, and the influence of public opinion.
- 235. INTERNATIONAL POLITICS (4).** Theories, principles and practice of international politics; examination of role of nationalism, diplomacy, war alliances, international law and organization in current international political problems.
- 236. THEORIES OF INTERNATIONAL RELATIONS (4).** Analysis of action and interaction of states: decisionmaking, capability analysis, balance and imbalance, systems analysis, communication, crisis, and game theory.
- 237. SOVIET FOREIGN POLICY (4).** An analysis of Soviet foreign policy decisionmaking, focusing on the national instruments of policy, Soviet interaction with the Communist party-states, the developing nations and the West.
- 238. NEW STATES IN WORLD POLITICS (4).** An analysis of the impact of the "Third World" in international politics since 1945: their policies, problems and prospects.
- 239. GOVERNMENT AND POLITICS OF THE SOVIET UNION (4).** An analysis of the government and politics of the Soviet Union, with special emphasis on the dual role of the USSR as ideological leader and national state.
- 240. POLITICS OF INDUSTRIALIZED SOCIETIES (4).** Analysis of political trends in selected countries within the North Atlantic area, the unifying theme being the relationship between industrialization, political authority, and political competition. Comparisons of various approaches to common problems of regulation, social services, bureaucratization, representation, and interstate relations.
- 241. GOVERNMENT AND POLITICS OF EAST ASIA (4).** China, Japan, and Korea: political behavior, ideas and institutions of societies of East Asia. Political parties and organizations; role of competing ideologies and systems of behavior; interaction of domestic and foreign policies.
- 242. GOVERNMENT AND POLITICS OF SOUTH ASIA (4).** The governments of South Asia: India, Pakistan, and Ceylon. Consideration of the problems of transition from colony to independent nation and of the politics of economic and social development in South Asia. Examination of domestic and foreign policies within this context.

Political Science

- 243. POLITICAL BEHAVIOR IN LATIN AMERICA (4).** Analysis of political and cultural behavior in South America with a focus on Brazil, Argentina, Chile, Peru, Colombia, and Venezuela. Comparative analysis emphasizing socio-political institutions, elites, and interest groups.
- 244. LATIN AMERICA: THE REVOLUTIONARY TRADITION (4).** A comparative analysis of the causes of the socio-political revolutionary process in Cuba, Mexico and Bolivia, with an emphasis upon the post-revolutionary developmental policies and focusing on ideas, institutions and groups.
- 247. COMPARATIVE COMMUNIST SYSTEMS AND MOVEMENTS (4).** An analysis of the origins and development of modern Communist doctrines; applications of these doctrines in the practices of Communist systems and movements; analysis of the relations among the several Communist states and parties.
- 248. THE POLITICS OF DEVELOPING AREAS (4).** Consideration of the political processes of the "emerging nations" of Africa, Latin America, and Asia. Analysis of the problems of transition from colony to nation-state and the obstacles faced generally by the "Third World" in the management of political, economic, and social change and modernization.
- 249. GOVERNMENT AND POLITICS IN SUB-SAHARAN AFRICA (4).** A study of the dynamics of government and politics in Africa south of the Sahara Desert with special emphasis on developments since World War II. Imperialism and colonial administration, nationalism and decolonization treated as background to the problems of modernization and nation-building.
- 250. HISTORY OF POLITICAL IDEAS (4).** A critical analysis of the major political philosophers and schools of thought from Plato to the sixteenth century. Examination of the political concepts of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.
- 251. MODERN POLITICAL THOUGHT (4).** A study of principal political philosophers from the sixteenth century to the present, including Hobbes, Locke, Rousseau, Burke, and Hegel. The ideological systems of liberalism, conservatism, historical materialism, socialism and others examined critically.
- 252. THEORIES OF THE POLITICAL SYSTEM (4).** A critical survey of the contemporary concepts and theoretical formulations in political science.
- 254. AMERICAN POLITICAL THOUGHT (4).** The origin and development of political ideas in the United States from the colonial period to the present. Evaluation of the thought of men who have shaped the American political tradition, and the interaction of economic, social, and geographic forces influencing political ideas.
- 255. LANGUAGE AND POLITICS (4).** Investigation of how language is used in political discourse; identifying intentional structures of actions; continuity and the development of political vocabulary; and, the problems of process. Topics include language analysis of campaigns, political symbols and myths, political commentators, statesmanship, minority movements, and war.
- 260. AMERICAN CONSTITUTIONAL LAW: DISTRIBUTION OF POWER (4).** An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause.
- 261. AMERICAN CONSTITUTIONAL LAW: CIVIL RIGHTS (4).** A study of fundamental rights as protected by the U.S. Constitution and other legal provisions. The role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws.

- 270. PUBLIC OPINION AND PROPAGANDA (4).** The nature of public opinion and its manipulation by propaganda in modern society. Relations between government and other social institutions and the opinions of groups and individuals; the press; pressure groups.
- 271. CONFLICT AND VIOLENCE (4).** Examination of various social science theories of conflict and aggression, as applied to the analysis of international and domestic violence, protest, and political change.
- 273. PSYCHOLOGY AND POLITICS (4).** Examination of various psychological assumptions about human nature and methods for studying human behavior as these are applied to the analysis of political life.
- 275. HUMANISM, TECHNOLOGY, AND POLITICS (4).** Relates principles of humanism to a number of contemporary social and political issues, including problems of modern science and technology, ecology, and human relations.
- 292. SPECIAL TOPICS IN POLITICAL SCIENCE (4).** An intensive study of an issue or a concept in political science that is of special interest to both the faculty member and the students.
- 295. SEMINAR IN POLITICAL SCIENCE (4).** A critical examination of current developments and issues in the literature of political science. *Prerequisite: Senior standing and consent of instructor.*
- 296. FIELD STUDIES IN POLITICAL SCIENCE (4).** Intensive supervised research with primary emphasis on the understanding of concepts and analysis of political phenomena. *Two hours of lecture with supervised research. Prerequisite: Consent of instructor.*
- 298. INDEPENDENT STUDY (2, 4).*** Independent study of a particular problem under the direction of a member of the political science department. *Prerequisite: Consent of instructor.*

Graduate

- 410. STUDIES IN POLITICAL BEHAVIOR (4).** 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.*

* Repeatable course.

PSYCHOLOGY

The Psychology program provides a broad background in Psychology and its relevance to current social problems. The curriculum serves majors who plan graduate study in Psychology and liberal arts students who enter related fields, such as mental health, social work, education, and business.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN PSYCHOLOGY

Lower Division

- Psychology 125. Introduction to Research Methods
- Psychology 150. Elementary Statistical Analysis in Psychology *or*
- Mathematics 150. Elementary Statistics and Probability

Upper Division

- A. Two courses to provide research experience in different content areas of psychology. Select from the following:
 - Psychology 210. Fundamentals of Learning
 - Psychology 211. Human Learning
 - Psychology 216. Sensation and Perception
 - Psychology 217. Neuropsychology
 - Psychology 218. Comparative Psychology
 - Psychology 243. Research in Social Psychology
 - Psychology 261. Research in Personality
- B. One course to provide a foundation in the quantitative methods of psychology. Select from the following:
 - Psychology 230. Behavioral Statistics and Research Design
 - Psychology 231. Measurement in Psychology
- C. Psychology 205. History and Systems of Psychology
- D. Four additional courses in the department, chosen in consultation with the student's adviser (may include courses not chosen in A and B above).
- E. Psychology 295. Senior Seminar in Psychology

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

24 units (6 courses) selected from upper division Psychology courses, except Psychology 295. No more than 4 units in Psychology 297 or 298 (Directed Research and Independent Study) may be counted toward the minor. Psychology 125 may be substituted for 1 upper division course.

COURSE OFFERINGS IN PSYCHOLOGY

Lower Division

100. BASIC STUDIES PSYCHOLOGY (4). The dimensions, concepts, theories, and applications of psychology. The relationships between psychology and other disciplines.

- 125. INTRODUCTION TO RESEARCH METHODS (4).** Examination of the design, conduct, and interpretation of research studies, both experimental and non-experimental, as demonstrated in a wide range of psychological phenomena. Includes a consideration of philosophy of science and preparation of research reports. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150 and Psychology 100. Note: Students are encouraged to take this course as early in their program as possible.*
- 150. ELEMENTARY STATISTICAL ANALYSIS IN PSYCHOLOGY (4).** The application of descriptive and inferential statistics to the design and analysis of psychological research.

Upper Division

- 205. HISTORY AND SYSTEMS OF PSYCHOLOGY (4).** The study of the development of psychology as a discipline, and the influence of principal leaders on modern psychology.
- 210. FUNDAMENTALS OF LEARNING (4).** Human and animal conditioning, extinction, generalization and discrimination with emphasis on experimental findings and methodology. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
- 211. HUMAN LEARNING (4).** An examination of method, theory, and experimental evidence in the areas of verbal learning and verbal behavior, memory, transfer, and language. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Psychology 125 and 150, or Mathematics 150 (Psychology 210 recommended).*
- 212. THEORIES OF LEARNING (4).** Consideration of the major theories of learning and their experimental bases.
- 213. MOTIVATION AND EMOTION (4).** The consideration of theories of motivation and emotion including an intensive study of experimental research on drives, needs, preferences, and situational determinants of behavior. *Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
- 216. SENSATION AND PERCEPTION (4).** A critical examination of the physiological mechanisms of various sense modalities, and the aesthetic and social factors involved in perception and complex human and animal behavior. *Three hours of lecture and three hours of laboratory per week, with field observation by arrangement. Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
- 217. NEUROPSYCHOLOGY (4).** The study of the neurophysiological mechanisms of human and animal behavior. Review of the anatomy and physiology and the central and peripheral nervous systems relative to specific problems in psychology. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
- 218. COMPARATIVE PSYCHOLOGY (2).** A systematic investigation of the evolution of behavior, based on a comparative study of a number of species, and leading to the development of psychological principles. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150, and Psychology 125.*

Psychology

- 219. THE CHEMISTRY OF BEHAVIOR (4).** Consideration of the major theories and experimental evidence leading toward the establishment of a chemical basis of psychological phenomena. Examination of the effects of drugs in addiction and chemotherapy; a review of the nature and effects of pheromones; and the use of drugs in animal immobilization.
- 230. BEHAVIORAL STATISTICS AND RESEARCH DESIGN (4).** The applications of statistical techniques to problems in the behavioral sciences. Discussion of problems in hypothesis formulation, sampling techniques, distribution-free statistics, multivariate data analysis, and presentation of results. *Two hours of lecture and discussion and four hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150.*
- 231. MEASUREMENT IN PSYCHOLOGY (4).** Fundamentals of psychological measurement. Reliability, validity, item analysis, norms, and test construction and selection. Experience in administering, scoring, and interpreting tests of intelligence, aptitude, and personality. *Three hours of lecture and discussion and two hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150.*
- 240. SOCIAL PSYCHOLOGY: PSYCHOLOGICAL PERSPECTIVE (4).** A broad survey of theories and research areas in social psychology. Including such topics as aggression, prejudice, person perception, leadership and conformity.
- 243. RESEARCH IN SOCIAL PSYCHOLOGY (4).** Laboratory experience in planning and executing experiments and studies. Social psychological techniques and methods of investigation. A consideration of research procedures such as correlational and field study, role play, simulation, and experimental and laboratory methods such as the scenario approach. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Psychology 125 and 240; and Psychology 150 or Mathematics 150.*
- 245. FIELDWORK IN SOCIAL PSYCHOLOGY (4).** Intensive supervised experience in various settings, such as educational, community, and correctional institutions. Primary emphasis on the understanding and integration of the manifestation of concepts and variables of social psychology; e.g., expectancies, attitudes, group dynamics, research and methodology, aggression, perception, affiliation. *Prerequisite: Psychology 240 and consent of instructor*
- 250. DEVELOPMENTAL PSYCHOLOGY (4).** The intellectual, psychological, and social development of the child from birth to adolescence. *Three hours of lecture per week, with fieldwork by arrangement*
- 251. PSYCHOLOGY OF ADOLESCENT EXPERIENCE (4).** Consideration of the major theories and research concerning development during adolescence. Emphasis on the development of personal identity as it relates to social roles in adolescence. *Three hours of lecture, with field work by arrangement.*
- 255. FIELDWORK IN DEVELOPMENTAL PSYCHOLOGY (4).** Intensive supervised experience in various settings such as research laboratories, schools and community agencies in observing, recording, and interpreting individual and group behavior of children and adolescents. *Prerequisite: Psychology 250 and consent of instructor.*
- 260. THEORIES OF PERSONALITY (4).** A study of basic theories of personality including type theories; trait theories; psychoanalytic, learning, biosocial, self, and holistic-integrative theories.

- 261. RESEARCH IN PERSONALITY (4).** A research-oriented study of issues and problems in personality, with emphasis on research methods and interpretation of research findings. Biological determinants, development, structure, dynamics, stability, and disturbance of personality. *Three hours of lecture and discussion and three hours of laboratory per week. Prerequisite: Psychology 260 and Psychology 125; and Psychology 150 or Mathematics 150.*
- 263. THE ABNORMAL PERSONALITY (4).** The causes and manifestations of abnormal behavior. Field study and case study. *Three hours of lecture, with fieldwork by arrangement.*
- 264. INTRODUCTION TO CLINICAL PSYCHOLOGY (4).** An overview of psychology in the clinical situation. The scope, ethics, theories, and methods of clinical psychology. *Field observations by arrangement. Prerequisite: Psychology 260 and Psychology 263.*
- 265. COUNSELING THEORY (4).** Basic theories and their uses in relation to personality problems. *Three hours of lecture with laboratory and fieldwork by arrangement. Prerequisite: Psychology 260.*
- 266. FIELDWORK IN CLINICAL PSYCHOLOGY (4).** Intensive supervised experience in various clinical placements, providing experience in crisis intervention, behavior therapy, the sociology of mental illness, and child therapy. *Prerequisite: Psychology 263 and consent of instructor.*
- 270. COMMUNITY PSYCHOLOGY: ISSUES AND PRACTICE (4).** Introduction to issues and concepts in community psychology. Students will gain experience working in community organization and intervention programs. *Three hours of lecture, with laboratory and fieldwork by arrangement. Prerequisite: Psychology 263 or consent of instructor.*
- 271. FIELDWORK IN COMMUNITY COUNSELING (4).** Overview of issues and concepts in paraprofessional counseling relationships along with systematic training and development of counseling skills and techniques. Students will implement these skills in community mental health, school, peer counseling settings. *Two hours of lecture, with laboratory and fieldwork by arrangement. Prerequisite: Community Psychology or consent of instructor.*
- 272. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (4).** Survey of the application of Psychology to organization, personnel, work environment, buying, and selling, with particular attention to current issues.
- 276. PSYCHOLOGY OF FEMALE IDENTITY (4).** Antecedents of identity and the self concept of women. Intrapersonal dynamics and interpersonal relationships as affected by role socialization and the social environment.
- 277. SEMINAR IN COGNITIVE PSYCHOLOGY (4).** Discussion of the major phenomena and theories concerning the higher mental processes. Critical reading in the areas of intelligence, human communication, symbolic processes, thinking, problem solving, creativity, and human learning. Readings from such theorists as Bloom, Bruner, Guilford, Piaget and others. *Prerequisite: Consent of instructor.*
- 278. PSYCHOLOGY OF LANGUAGE AND COMMUNICATION (4).** A survey of the psychological processes involved in language and communication, including animal communication, non-verbal communication, development of oral and written language, relationship between language and thought, language and the brain, and language disabilities.

Psychology

- 280. PSYCHOLOGY OF THE MEXICAN AMERICAN I (4).** The psychological development and socialization of the Mexican American. The Mexican American as unique from both mother culture and dominant culture, especially a consideration of how language, color, and socio-economic class affect the individual. *(Psychology 240 recommended.)*
- 281. PSYCHOLOGY OF THE MEXICAN AMERICAN II (4).** Acculturation, roles and stereotypes, psychopathology and adjustment patterns in the Mexican American. *Prerequisite: Psychology 280 or the equivalent. (Psychology 240 recommended.)*
- 282. PSYCHOLOGICAL DEVELOPMENT OF THE BLACK CHILD (4).** Unique environmental influences on the psychological development of the Black child, from the prenatal period through elementary school. Emphasis on social, intellectual and emotional growth. *Three hours of lecture and fieldwork by arrangement.*
- 283. PSYCHOLOGY OF THE BLACK EXPERIENCE (4).** An investigation into the dynamics of the Black personality, and the influence of American social institutions. Focus on the various types of psychological adaptations, identity conflicts, problems of self-esteem, and evaluation of Black consciousness.
- 292. SEMINAR ON SPECIAL TOPICS IN PSYCHOLOGY (4).** An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students. *If repeated, the course will count only once toward the major. Prerequisite: Consent of instructor.*
- 295. SENIOR SEMINAR IN PSYCHOLOGY (4).** A seminar designed to integrate previous course work and experience by approaching broad psychological problems from the perspectives of various areas within the discipline. Emphasis on current psychological literature. *Prerequisite: Senior standing and consent of instructor.*
- 297. DIRECTED RESEARCH (2, 4).*** The student develops and completes an individual study under faculty supervision. *Prerequisite: Consent of instructor.*
- 298. INDEPENDENT STUDY (2, 4).*** A reading program of selected topics conducted under the supervision of a faculty member. *Prerequisite: Consent of instructor.*

Graduate

- 410. SEMINAR IN LEARNING (4).** An intensive study, examination, and critical analysis of contemporary theory and research in animal and human learning. *Prerequisite: Graduate standing and consent of instructor.*
- 416. SEMINAR IN PERCEPTION (4).** Consideration of selected topics and current developments in sensory processes (vision and audition) and perception. *Prerequisite: Psychology or Mathematics 150, Psychology 125 and Psychology 216 or their equivalents, graduate standing and consent of instructor.*
- 420. SEMINAR IN RESEARCH METHODOLOGY (4).** Advanced experimental design; discussion of generalization, significance, and reliability in research; advanced statistical techniques. *Prerequisite: Psychology or Mathematics 150, Psychology 125 and Psychology 230; graduate standing and consent of instructor.*
- 431. INDIVIDUAL TESTING (4).** 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.*

* Repeatable course.

- 440. SEMINAR IN SOCIAL PSYCHOLOGY (4).** 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.*
- 450. SEMINAR IN DEVELOPMENTAL PSYCHOLOGY (4).** Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs. cognition, gerontology, imitation and social development, and research on adolescence. *Prerequisite: Graduate standing and consent of instructor.*
- 460. SEMINAR IN PERSONALITY (4).** Readings, discussion, and empirical study designed to broaden and deepen the understanding of major issues and problems in personality theory and to enhance the ability to plan, conduct, and evaluate personality research. *Prerequisite: Graduate standing and consent of instructor.*
- 467. INDIVIDUAL ASSESSMENT (4).** 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.*
- 483. SEMINAR IN THE BLACK EXPERIENCE (4).** Critique of current psychological theory, practices, and research in relation to the Black personality. Exploration and development of alternatives in areas where traditional psychology is lacking. Students participate in joint or individual research projects. *Prerequisite: Graduate standing and consent of instructor (Psychology 283 recommended).*

PUBLIC ADMINISTRATION

An Undergraduate Major in a Single Field

Public Administration, an interdisciplinary program in which the student earns a Bachelor of Science degree, emphasizes administrative and managerial skills, as well as broad academic competency.

This major does not require a dual field of concentration—i.e., a departmental field and an interdepartmental field, or a minor. A dual field or a minor is optional and may be especially desirable to a student who is at this College for four academic years.

Students planning to transfer from community colleges to this program are advised to concentrate upon completing General Education requirements. Such students, as well as lower division students at this College, are encouraged to take the following lower division courses that involve orientation of a nature valuable to people working in administrative assignments: Business Administration 170, Introduction to Computers and Data Processing; English 111, Devices of Persuasion; and Mathematics 150, Elementary Statistics and Probability.

The Public Administration program provides students with knowledge and skills to function more effectively in organizations and in society by a series of courses that offer both breadth and depth.

The program will be of interest to students planning careers of public service or to students who plan careers in a quasi-public service profession such as law. Public Administration students preparing for law enforcement careers should be aware that most law enforcement agencies have established physical, mental, and personal standards, including very high standards of personal character and integrity. Students planning law enforcement careers are advised to make inquiries of potential employers about employment prospects, requirements, and qualifications for employment.

REQUIREMENTS FOR THE MAJOR IN PUBLIC ADMINISTRATION

A. Eight core courses (32 quarter units) are required:

Business Administration 210, Management and Organizational Theory

† Business Administration 213, Personnel Management

Political Science 213, Introduction to Public Administration

Public Administration 220, Leadership and Administrative Behavior

Public Administration 230, Introduction to Budgeting and Cost Analysis

Public Administration 240, Professional Ethics in Public Administration

Public Administration 250, Administrative Writing and Management Reporting

Public Administration 260, Senior Seminar and Research Project

B. Two courses (8 units) selected upon advisement, based upon the student's career objective from the following:

Public Administration 210, Justice Administration in America

† Consult course description for prerequisite.

- Public Administration 265. Internship
 - Public Administration 270. Contemporary Legal Issues in Public Administration
 - Public Administration 280. Administrative Law
 - Public Administration 285. Public Administration and Education
 - Public Administration 295. Comparative Police Administration
 - † Public Administration 298. Independent Study
- C. Two courses (8 units) selected from the following:
- Anthropology 220. Urban Anthropology
 - Anthropology 240. Social Structure
 - Biological Science 270. Biological Bases of Human Behavior
 - History 282. Law and Society
 - Philosophy 231. Social and Political Philosophy
 - Psychology 263. The Abnormal Personality
 - Sociology 212. The Urban Community
 - Sociology 214. Formal Organization
 - Sociology 267. Sociology of Law
 - Sociology 268. Criminology
- D. Three courses (12 units) from Economics and Political Science selected from the following:
- Economics 228. State and Local Finance
 - Economics 280. The Economics of Urban Areas
 - Economics 285. Economic Policy and Social Values
 - Political Science 214. American Political Parties and Elections
 - Political Science 220. Urban Government and Politics
 - Political Science 260. American Constitutional Law: Distribution of Power
 - Political Science 261. American Constitutional Law: Civil Rights
 - Political Science 270. Public Opinion and Propaganda
- E. Three courses (12 units) from Communications and Urban Management selected from the following:
- Communications 200. Theories of Communication
 - Communications 214. Organizational and Industrial Communications
 - UEM 220. Urban Operations Management
 - UEM 236. Urban Systems Administration
 - UEM 237. Urban Fiscal Management
 - UEM 240. Planning and Government Decision Making

REQUIREMENTS FOR THE MINOR IN PUBLIC ADMINISTRATION

- A. For students who have not had the equivalent of two (2) or more years of administrative work experience and some job-related training, the following courses:
- Political Science 213. Introduction to Public Administration
 - † Business Administration 213. Personnel Management
 - Public Administration 220. Leadership and Administrative Behavior
 - Public Administration 230. Introduction to Budgeting and Cost Analysis
 - Public Administration 240. Professional Ethics in Public Administration
 - Public Administration 250. Administrative Writing and Management Reporting

† Consult course description for prerequisite.

Public Administration

or

- B. For students who have had the equivalent of two (2) or more years of administrative work experience and some job-related training that might have covered some of the subject areas in section A above, six (6) courses selected in consultation with an adviser and approved by the Chairperson of the Department of Public Administration.

COURSE OFFERINGS IN PUBLIC ADMINISTRATION

Upper Division

- 210. JUSTICE ADMINISTRATION IN AMERICA (4).** Survey of the purpose, function, and history of agencies dealing with the administration of justice; organization of law enforcement agencies at federal, state, and local levels; organization and function of the courts; probation, pardon, and parole; penology and prison administration.
- 220. LEADERSHIP AND ADMINISTRATIVE BEHAVIOR (4).** Study of principles involved in the supervision of personnel, and methods of handling people; discipline and morale; leadership; psychological aspects of supervision; the supervisory training function; human relations; the supervisory role in management.
- 230. INTRODUCTION TO BUDGETING AND COST ANALYSIS (4).** Principles and procedures of developing financial control, moving from the individual to the group to the organization; the application of the principles and procedures to the management process; consideration of the techniques and effects of federal grant-in-aid applications; and managerial study of costs for various purposes including setting goals and budget for operations and control.
- 240. PROFESSIONAL ETHICS IN PUBLIC ADMINISTRATION (4).** Study of ethics as a philosophy; the nature of professional obligations and values; ethics of the practitioner, supervisor, and administrator; relationship of ethics and professionalization; the concept of the public interest.
- 250. ADMINISTRATIVE WRITING AND MANAGEMENT REPORTING (4).** Study of basics of effective writing to plan and write various types of communications, and the role of the administrator in management reporting; the concept of completed staff work; preparation of proposals, requests or reports; use of statistical reports; reports for individuals, groups or agencies; reporting and predicting significant trends.
- 260. SENIOR SEMINAR AND RESEARCH PROJECT (4).** An intensive study of the sources and nature of an actual problem in administration and a formulation of possible solutions. Students will use social science methods, hypotheses testing, etc. Specific types of research papers will be developed in consultation with the instructor. Class meets only once weekly.
- 265. INTERNSHIP (4).** Supervised work experience in public administration such as with a criminal justice agency in the immediate area. May be taken by a student only when arrangements can be made to utilize the student in a work experience that would involve significant new administrative experiences for the student. *Prerequisite: Consent of the Instructor.*
- 270. CONTEMPORARY LEGAL ISSUES IN PUBLIC ADMINISTRATION (4).** Survey and study of selected legal or constitutional issues that affect the activities of public administration.

- 280. ADMINISTRATIVE LAW (4).** Examination of the rights, duties, and liabilities of public officers; relief against administrative action; questions of administrative jurisdiction, conclusiveness, and judicial remedies; legal principles and tendencies in the development of public administration.
- 285. PUBLIC ADMINISTRATION AND EDUCATION (4).** Study of the relationships of education to the general administration of government at federal, state, and community levels. Includes the study of: making and executing public policy, governance, and financing of public education. Focuses in some measure on public education in California.
- 295. COMPARATIVE POLICE ADMINISTRATION (4).** Survey of nationwide and world-wide police philosophy and techniques. Evaluation of current major concepts; review of recent developments and contributions by agencies and academic institutions; review of current literature in the field; comparison of agencies such as Scotland Yard, Canadian Mounted Police, Interpol with their counterparts in America; consideration of the systems of cooperation.
- 298. INDEPENDENT STUDY (2, 4).** Study of a particular field problem, individually or as a team or group, under the direction of a faculty member. *Prerequisite: Consent of the instructor.*

SOCIAL SCIENCE

COURSE OFFERINGS IN SOCIAL SCIENCE

Upper Division

275. EXPLORING THE NATURAL AND SOCIAL ENVIRONMENT: PRESCHOOL YEARS (2). Approaches to planning enriched settings for children's increased understanding of natural and social phenomena. Emphasis on community and cultural patterns relevant to planning; children's exploratory behaviors and how they relate to knowing and understanding their world; the purposes and interrelation of spontaneous and planned activities; using appropriate resources for teaching and learning in relation to natural and social phenomena. *Prerequisite: Education 252.*

276. EXPLORING THE NATURAL AND SOCIAL ENVIRONMENT: EARLY SCHOOL YEARS (2). Study of selected kindergarten-primary school programs in mathematics, science and social studies. Emphasis on planning enriched classroom settings; conducting spontaneous and planned activities to foster inquiry; using appropriate materials and equipment in primary school; fostering interpersonal relations; evaluating children's learning in relation to developmental patterns and individual learning styles in relation to mathematics, natural sciences and social studies. *Prerequisite: Social Sciences 275.*

SOCIOLOGY

Sociology is a varied field with many areas of interest to students having a wide range of concerns and needs. Students can group their courses to study community analysis, interactional processes, criminology and deviance, ethnic studies, political processes, or theory and methods. Students may prepare themselves for graduate work in any of these areas or may find that the department's offerings in Community Analysis or Action Sociology prepare them for direct and immediate experience in institutions and agencies in the surrounding communities. Graduate work leading toward the Master's Degree in Behavioral Science with a concentration in Sociology is available.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN SOCIOLOGY

Lower Division

- Sociology 120. Descriptive statistics for Sociology
- Sociology 110. Introduction to Sociology
- Sociology 150. Field Studies I

Upper Division

- Sociology 205. Methods of Sociological Research
- Sociology 251. Field Studies II
- Sociology 255. Modern Sociological Theories
- Sociology 295. Senior Seminar in Sociology
- Five additional courses in Sociology to be selected in consultation with the student's adviser.

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

Lower Division

The following two courses may be taken at the student's discretion and may be applied to the required option. *A maximum of 8 lower division units may apply toward the minor.*

- Sociology 110. Introduction to Sociology
- Sociology 120. Descriptive statistics for Sociology

Upper Division

Students must choose one of the following options:

- A. Concentration in the tools used by sociologists. This option is recommended for those students intending to use sociology in a research setting or as background for advanced graduate education.

- Sociology 120. Descriptive statistics for Sociology
- Sociology 201. Inferential Statistics for Sociology
- Sociology 204. Action Research in Institutional Settings
- Sociology 205. Methods of Sociological Research

† Consult course description for prerequisite.

Sociology

Sociology 255. Modern Sociological Theories

Two additional courses.

B. Concentration in specific fields or applications: i.e., medical or paramedical field, or social psychology:

Six courses will be selected on advisement.

C. General Sociology.

Sociology 110. Introduction to Sociology

Sociology 255. Modern Sociological Theories

Four additional courses.

COURSE OFFERINGS IN SOCIOLOGY

Lower Division

- 100. BASIC STUDIES SOCIOLOGY (4).** Examination of socio-cultural institutions and processes from the sociological perspective, compared and contrasted with the subject matter, theory, and methods of other social and behavioral sciences.
- 110. INTRODUCTION TO SOCIOLOGY (4).** A study of the group basis of human behavior, with emphasis on man as a social animal. The dynamics of human interaction, the structure and function of contemporary social institutions, and processes of social change.
- 120. DESCRIPTIVE STATISTICS FOR SOCIOLOGY (4).** Descriptive statistical techniques as tools for the analysis of sociological data. Tabular, graphic, and parametric analytical procedures.
- 150. FIELD STUDIES I (2).** Field study observation of selected populations, institutions, and agencies, under supervision, and after preparatory instruction, to acquaint students with the contributions of sociology and sociological knowledge to modern society. Emphasis on development of critical skills for analyzing and understanding man's behavior from a sociological perspective. *Prerequisite: Sociology 110.*

Upper Division

- 201. INFERENCE STATISTICS FOR SOCIOLOGY (4).** Inferential statistical techniques as tools for the analysis of sociological data. The logic of statistical inference. Parameter estimation and hypothesis testing. *Prerequisite: Sociology 120 or equivalent.*
- 204. ACTION RESEARCH IN INSTITUTIONAL SETTINGS (4).** A pragmatic approach to utilizing sociological skills in various community institutions. Students will, in conjunction with the goals of the instructor and institutional professional, develop research skills in such settings as probation and parole departments, city planning departments, mental hospitals, geriatric facilities, social service agencies, and various state and local governmental agencies. *Prerequisite: consent of instructor.*
- 205. METHODS OF SOCIOLOGICAL RESEARCH (4).** Examination of methods employed in the investigation of sociological problems. Conceptualization, measurement approaches, design of surveys and experiments, data collection, procedures for analysis of data. Consideration of the research process as an integral whole. *Prerequisite: Sociology 120.*

- 206. QUANTITATIVE ANALYSIS IN SOCIOLOGY (4).** Consideration of the integral involvement of statistics in the research process. Study of techniques applicable to the analysis of sociological data and of the criteria involved in the choice of the most appropriate techniques for specific problems. *Three hours of lecture and two hours of laboratory per week. Prerequisite: Sociology 120*
- 210. SOCIAL STRATIFICATION AND CLASS (4).** Stratification in American society as compared to other cultures, with consideration of the effects of class and status on personality and behavior.
- 211. SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS (4).** Forms of organizing. Contemporary social systems: the family, the political system, the economy, religion and education.
- 212. THE URBAN COMMUNITY (4).** Examination of the metropolitan community. Urbanization as contemporary social process; consideration of urban areas, institutions, values, and problems; social, demographic, and ecological characteristics of urban areas; urban and suburban change and planning.
- 213. SOCIOLOGY OF EDUCATION (4).** Examination of the organizational structure, changing functions and emerging character of educational institutions in society.
- 214. FORMAL ORGANIZATIONS (4).** Examination of formal organizations; ideology, bureaucracy, formal and informal decisionmaking, morale, and the institutionalization process.
- 215. SELECTED CONTEMPORARY SOCIAL PROBLEMS (4).** Focused study of a limited selection of contemporary social problems, chosen in accordance with the interests of instructor and students.
- 216. BLACK COMMUNITIES: CLASS, STATUS, AND POWER (4).** An analysis of the structure of the Black community; class, economic and political power, the role of leadership, and the conditions for social development.
- 217. SOCIOLOGY OF RURAL AND URBAN MEXICAN AMERICANS (4).** Mexican American rural and urban community; urbanization as contemporary social process; examination of sociological theory and research bearing on Chicano social stratification; social and demographic characteristics and problems.
- 218. THE FAMILY (4).** The family as a social institution, with varying emphasis on specific family systems from quarter to quarter.
- 219. THE SOCIOLOGY OF WOMEN (4).** Analysis of the position of women in American society, with emphasis on their changing role.
- 220. POPULATION AND SOCIETY (4).** Analysis of major population trends and their relationship to the organization of society. Consideration of the demographic correlates of social change.
- 221. POLITICAL SOCIOLOGY (4).** The contributions of sociology to the study of politics, including theories of power and the social history of political change. Attention to the structure of power in contemporary societies and the social uses of power. Emphasis on various aspects of social organization in struggles for control and change of societies.
- 222. SOCIAL CHANGE IN DEVELOPING COUNTRIES (4).** Examination of sociological theories with regard to social change. Application of the sociological perspective to the analysis of the problems and prospects for social change and modernization in developing nations.

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- 223. SOCIAL CHANGE IN INDUSTRIAL SOCIETIES (4).** Comparative analysis of social change in industrialized societies. Problems of social development and organization in the "post-industrial" society. Analysis of relations between changes in technological structures, institutions, and culture. Critical examination of theory and research in the field.
- 224. SOCIOLOGY OF LEISURE AND SPORT (4).** Study of patterns and processes of leisure activity in contemporary urban society, with attention to historical development and change. Emphasis on the implications of leisure styles for modern industrialized nations with different political and economic systems. Specific analyses of sports, cinema, television, theater, art and music.
- 225. SOCIOLOGY OF WORK (4).** Sociological analysis of work in industrial society. Examination of the labor force, industrial organization, occupational roles and careers. Consideration of impact of technological change.
- 226. SOCIOLOGY OF MEDICINE (4).** Social and community aspects of health, health behavior and health organizations. Research on the distribution of disease in society, organization of health professions, social change and health care, stress and disease, and social factors affecting utilization of health services. *Prerequisites: Sociology 100 or 110.*
- 229. SOCIOLOGY OF ADULT LIFE AND AGING (4).** The developmental processes occurring throughout the life-cycle with special focus on problems and issues surrounding middle and old age. Utilization of demographic, cross-cultural, family, community and societal studies to explore the social dimensions of aging. *Prerequisite: Sociology 100 or 110.*
- 232. URBANIZATION AND DEVELOPMENT IN LATIN AMERICA (4).** Comparative analysis of contemporary processes of urbanization in Latin America. Study of sociological implications of rapid urbanization for social organization and development. Consideration of social policy alternatives.
- 235. SOCIAL MOVEMENTS (4).*** A study of major social movements with varying specific emphasis on topical problems or relevant issues from quarter to quarter. For example, a specific quarter may be devoted to Social Movements: Black Awareness or Social Movements: Utopias.
- 236. SOCIOLOGY OF ECONOMIC LIFE (4).** The application of sociological analysis to the complex of activities concerned with production distribution exchange and consumption of goods and services. Considered as a social phenomenon, economic activities are examined in terms of social structure and process, with attention given the interrelationship of economic units to the larger social environment.
- 239. SOCIAL ENVIRONMENT OF EDUCATION (4).** An integrative study of socialization factors of the young child from various backgrounds and patterns of relationships between the teacher, parent and community figures in culturally diverse situations.
- 240. SOCIAL PSYCHOLOGY: SOCIOLOGICAL PERSPECTIVE (4).** The reciprocal influence that individuals and groups exert on one another from a sociological perspective. Focus on language and other symbolic processes, role taking and role playing, and the importance of the self-concept in interpersonal behavior.
- 250. SEMINAR IN SMALL GROUPS (4).** Study and discussion of social interaction in small groups. Historical and theoretical background, research findings, leadership, and the small group as a social system. Classroom exercises in group dynamics.

* Repeatable course.

- 251. FIELD STUDIES II (2).** Continuation of Field Studies I. Particular stress on in-the-field research with one selected population, institution, or agency. Student to complete a research project based upon field experiences. *Prerequisite: Sociology 205 or equivalent.*
- 252. SOCIOLOGY OF CONVERSATION (4).** Investigation of actual instances of conversation; discovery of methods through which members of a social group produce and recognize, and thereby accomplish meaningful, coherent features of their own talk. Interactionally achieved aspects of conversational practices emphasized.
- 253. TOPICS OF ETHNOMETHODOLOGY (4).** Examination of selected aspects of ethnomethodological literature. Topics to be surveyed include indexicality, reflexivity, interpretational procedures, story telling, mundane reasoning; focusing on methods by which members achieve meaningful interactions.
- 254. SOCIOLOGY OF KNOWLEDGE (4).** A survey of theory and research concerning the social determinants of systems of knowledge. Research and methods for determining the relations between ideology and political beliefs in social systems using classical works and contemporary investigations.
- 255. MODERN SOCIOLOGICAL THEORIES (4).** Analysis of contemporary sociological theories with attention to historical origins. Relationship of theory to research, theory construction.
- 256. THEORY BUILDING IN SOCIOLOGY (4).** The nature and functions of theory; articulation of theory and research; the process of theory construction—strategic alternatives. Laboratory exercises in theory building. *Prerequisites: Sociology 205 and Sociology 255, or equivalents.*
- 257. SOCIAL ANALYSIS AND THE FOUNDATIONS OF SOCIAL THEORY (4).** Analysis of methods of explanation of social action. Critical appraisal of paradigms for social analysis and attendant problems. Philosophical problems in social sciences. *Prerequisites: Sociology 205 and 255, or consent of instructor.*
- 260. MINORITY RACIAL AND ETHNIC RELATIONS (4).** Investigation of current American racial and ethnic problems in world-wide and historical perspective.
- 265. DEVIANT BEHAVIOR (4).** Consideration of deviant behavior. Study of the forms and processes of deviance, and the distribution of its occurrence. A systematic analysis of particular kinds of violations of normative rules as related to general processes of interaction in everyday social activities.
- 266. SOCIAL ASPECTS OF MENTAL ILLNESS (4).** The nature and types of mental illness with a focus on social, political and economic factors as they affect the mental health of the members of a society.
- 267. SOCIOLOGY OF LAW (4).** The social context within which legal systems function, the effectiveness of law as a mechanism of social control, the relationship between law and social change, and the social bases for the administration of justice and punishment.
- 268. CRIMINOLOGY (4).** Theories of the genesis of crime; organization of criminal behavior; comparative analysis of crime; trends in penology and rehabilitation.
- 269. JUVENILE DELINQUENCY (4).** Social context, definition, implications, and causes of juvenile delinquency as a social phenomenon; analysis of factors associated with delinquent behavior. Problems of adjustment of delinquents and factors in treatment and in post-treatment adjustment. *Prerequisite: Sociology 100 or 110.*

Sociology

- 270. FIELD STUDIES IN URBAN PROBLEMS (2).** Field experiences in the urban setting, with special emphasis upon investigation and understanding of the human and social dimensions of urban problems.
- 295. SENIOR SEMINAR IN SOCIOLOGY (4).** Integrative discussion of previous course work and experiences in sociology. Preparation of bachelor's paper. The problem may be either departmental or interdepartmental in nature, provided the focus of concern is sociological. The paper will be presented formally during the seminar. *Prerequisites: Senior standing and consent of instructor.*
- 298. INDEPENDENT STUDY (2, 4).*** A reading program of selected topics conducted under the supervision of a faculty member.

Graduate

- 405. SEMINAR IN SOCIOLOGICAL METHODS (4).** Advanced study of sociological research techniques and strategies. Consideration of survey design and analysis as they relate to theory testing. *Prerequisite: Sociology 206, graduate standing, and consent of instructor.*
- 411. SEMINAR IN SOCIAL ORGANIZATIONS AND INSTITUTIONS (4).** 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.*
- 418. SEMINAR IN MARRIAGE AND THE FAMILY (4).** A sociological examination of contemporary social issues and changes affecting marriage and family life in American society. Normative and alternative family and marital life styles will be explored. *Prerequisite: Graduate standing, and consent of instructor.*
- 450. SEMINAR IN INTERACTION PROCESSES (4).** 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.*
- 455. SEMINAR IN SOCIOLOGICAL THEORY (4).** A detailed concern for classical and contemporary literature and problems in sociological theory. *Prerequisite: Graduate standing and consent of instructor.*
- 469. SEMINAR IN JUVENILE DELINQUENCY (4).** Investigation of the causes, nature, and consequences of Juvenile Delinquency from a sociological perspective. Reading and discussion of theoretical studies and empirical research. *Prerequisite: Graduate standing and consent of instructor.*

For Directed Reading, Directed Research, and Thesis, see the Graduate Advisor.

* Repeatable course.

SPANISH[†]

The opportunities offered to students majoring in Spanish are enhanced by the geographical location of the college, and the fact that Spanish is widely spoken in the area. The major in Spanish is recommended for students who intend to make a career in social service in the Southwestern states: police services, social work, nursing, municipal services, for instance. The major in Spanish also offers a useful background for students who are preparing for careers in commerce, business, or international trade; in capacities such as bilingual secretaries, translators, or interpreters; or, who are preparing for civil service careers, such as those offered by the State Department (Consular Services, for example) and other government agencies with service abroad.

The major in Spanish constitutes the normal preparation for those who intend to become teachers of Spanish, as well as for those who intend to continue their studies in Spanish in graduate school, working toward a Master's degree or a Ph.D. in Spanish literature or civilization.

Spanish majors are qualified as candidates for the newly created bilingual-cross cultural specialist teaching credential. There is an urgent need for such specialists, and students are invited to explore the career possibilities this credential opens for the Spanish major.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN SPANISH

Lower Division

Spanish 110-111-112. First, Second, and Third Quarter Spanish

Spanish 120-121. Fourth, and Fifth Quarter Spanish

NOTE: Students who have completed two, three, or four years of high school Spanish and who pass a proficiency test will be placed in the appropriate quarter of college Spanish. Consult a departmental adviser for details.

Upper Division

- A. Spanish 211. The Structure of Spanish
- Spanish 214. Spanish Phonology
- Spanish 230. Interpreting Hispanic Prose

[†] Consult course description for prerequisite.

¹ Students interested in studying foreign languages abroad should consult page 22.

Spanish

- Spanish 232. Interpreting Hispanic Poetry and Drama *or*
- Spanish 240. Practical Spanish for Interpreters and Translators.
- Spanish 250. Contemporary Hispanic Culture: Spain *or*
- Spanish 251. Contemporary Hispanic Culture: Spanish Speaking America
- Spanish 295. Seminar in Special Topics in Spanish

- B. Plus three upper division courses listed in the Spanish offerings of which at least one must be in literature excluding literature courses in translation (280 series). Majors planning to acquire a teaching credential must take Spanish 205, and Spanish 270.

Candidates for the bilingual-cross cultural credential may substitute Spanish 200 for Spanish 270.

REQUIREMENTS FOR THE MINOR IN SPANISH

- A. Spanish 121. Fifth-Quarter Spanish or equivalent
Spanish 205. Advanced Composition, Syntax, and Stylistics *or*
Spanish 211. The Structure of Spanish
Spanish 210. The Study of Language *or*
Spanish 214. Spanish Phonology
Spanish 230. Interpreting Hispanic Prose *or*
Spanish 232. Interpreting Hispanic Poetry and Drama
Spanish 250. Contemporary Hispanic Culture: Spain *or*
Spanish 251. Contemporary Hispanic Culture: Spanish Speaking America
- B. Plus one elective selected from the upper division offerings in Spanish (including courses in the 280 series). Minors planning to acquire a teaching credential must take Spanish 270. Candidates for the bilingual-cross cultural credential may substitute Spanish 200 for Spanish 270.

COURSE OFFERINGS IN SPANISH

All courses, except 210, 211, 214, 235, 270, 280, and 288, are conducted in Spanish.

Lower Division

- 101. BILINGUAL COMMUNICATION SKILLS FOR SPANISH SPEAKERS (4).** Focus on Spanish/English bilingual problems, as a phenomenon of language contact and interference. Emphasis on developing from Pocho (or regional) to standard (or universal) Spanish. Improvement of reading and writing skills stressed.¹
- 102. BILINGUAL COMMUNICATION SKILLS FOR SPANISH SPEAKERS (4).** Focus on the identification of English language difficulties of the Spanish speaking students. Contrastive analysis of the student's Spanish and English language habits as they transfer and interfere with one another. *Prerequisite: Spanish 101 strongly recommended.*¹
- 105. SPANISH FOR PUBLIC SERVICE (4).** Selected dialogue and language practice reflecting the vocabulary spectrum in public service fields such as social welfare, business, public health, government, and medicine. Useful for public service, as well as for the bilingual cross-cultural credential program.
- 110. FIRST-QUARTER SPANISH (4).** Basic instruction in Spanish. Training in speaking, listening, reading, and writing for students who have had no previous work in Spanish.

¹ This course or equivalent proficiency required of all Spanish speaking students under the EOP program.

- 111. SECOND-QUARTER SPANISH (4).** A continuation of Spanish 110. *Prerequisite:* Spanish 110 or a satisfactory score on a placement test
- 112. THIRD-QUARTER SPANISH (4).** A continuation of Spanish 111. *Prerequisite:* Spanish 111 or a satisfactory score on a placement test
- 120. FOURTH-QUARTER SPANISH (4).** A continuation of Spanish 112, with emphasis on oral communication skills. *Prerequisite:* Spanish 112 or a satisfactory score on a departmental placement test.
- 121. FIFTH-QUARTER SPANISH (4).** A continuation of Spanish 120, with emphasis on reading. *Prerequisite:* Spanish 120 or a satisfactory score on a departmental placement test. ‡
- 130. SPANISH CONVERSATION (4).** Language practice for building speaking proficiency and expanding awareness of contemporary Spanish culture. *Prerequisite:* One year of college Spanish or the equivalent.
- 150. FOLKLORICO AND TEATRO WORKSHOPS (2).*** An activity course leading to the performance of theatre and folk dances of the Spanish-speaking people, such as teatro campesino and Baile Folklórico de México. *Knowledge of Spanish desirable. Three hours per week plus additional work by arrangement.* ‡

Upper Division

- 200. TEACHING SCHOOL SUBJECT MATTER IN SPANISH (4).** A preparation course for the bilingual, cross cultural credential aspirant. Features a broad spectrum of vocabulary and materials used in elementary or secondary schools for the teaching of reading, writing, mathematics, science and social studies in Spanish. *Prerequisite:* Knowledge of Spanish or consent of instructor. ‡
- 205. ADVANCED COMPOSITION, SYNTAX, AND STYLISTICS (4).** A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by the students. *Prerequisite:* Spanish 121 or consent of instructor.
- 210. THE STUDY OF LANGUAGE (4).** Traditional and modern approaches to the study of language: fundamentals of phonology and grammar. (Same as English 210 and French 210.)
- 211. THE STRUCTURE OF SPANISH (4).** An analysis of the phonology, morphology, and syntax of the language, focusing on global characteristics of Spanish. Selected language acquisition problems of English speakers emphasized. *Prerequisite:* Spanish 210 or consent of Department Chairman or instructor. ‡
- 214. SPANISH PHONOLOGY (4).** A beginning course in the segmental and suprasegmental phonetic systems; phonological pronunciation phenomena of standard and regional Spanish. *Prerequisite:* Spanish 210 or consent of Department Chairman or instructor.
- 230. INTERPRETING HISPANIC PROSE (4).** Analysis and interpretation of representative Hispanic prose: novel, short story, and essay. *Prerequisite:* Spanish 121 or equivalent.
- 232. INTERPRETING HISPANIC POETRY AND DRAMA (4).** Analysis and interpretation of representative Hispanic poetry and drama. *Prerequisite:* Spanish 121 or equivalent.

*Repeatable course.

‡ THESE COURSES OR THE EQUIVALENT PROVIDE THE PREPARATION FOR FULFILLING THE COMPETENCY REQUIREMENTS FOR THE BILINGUAL/CROSS-CULTURAL SPECIALIST TEACHING CREDENTIAL (MEXICAN AMERICAN SPECIALIST). Spanish 121 or equivalent proficiency required of all bilingual/cross-cultural specialist teaching credential candidates.

Spanish

- 235. A SOCIOLINGUISTIC APPROACH TO MEXICAN AMERICAN DIALECT AND READING (4).** Identification and prediction of reading difficulties of Spanish-language oriented children based on their sociocultural background and on a contrastive analysis of their listening and speaking habits (breath level, mouth muscles, rhythm, word order, etc.) with English. *Three hours of lecture discussion and three hours of laboratory per week. Prerequisite: Education 230, or English/French/Spanish 210, or consent of instructor. †*
- 240. PRACTICAL SPANISH FOR INTERPRETERS AND TRANSLATORS (4).** Translation from Spanish to English and English to Spanish with practical application for journalistic, advertising, commercial, and governmental activities. Introduction to the art of simultaneous translation. *Prerequisite: Spanish 205 or equivalent.*
- 250. CONTEMPORARY HISPANIC CULTURE: SPAIN (4).** An area studies course focusing on patterns of culture in contemporary Spain. *Prerequisite: Spanish 121 or equivalent.*
- 251. CONTEMPORARY HISPANIC CULTURE: SPANISH SPEAKING AMERICA (4).*** A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topics will vary from quarter to quarter; for example, Mexico and the Southwestern United States, or the River Plate region (Argentina, Uruguay and Paraguay). Norms, intergroup relations, institutions, language, and societal values of rural and urban people. *Prerequisite: Spanish 121 or equivalent. †*
- 253. THE LITERATURE OF SPAIN (4).*** The Epic, the Erotic, and the Mystical in Spanish literature before the Twentieth Century. Turmoil, Escape, and Revolution in Spanish literature of the Twentieth Century. *Prerequisite: Spanish 230 or 232 or equivalent or consent of instructor.*
- 255. LITERATURE OF SPANISH AMERICA I (4).** Social protest and revolution in Spanish American literature before the Twentieth Century. *Prerequisite: Spanish 230 or 232 or equivalent or consent of instructor.*
- 256. LITERATURE OF SPANISH AMERICA II (4).** Twentieth Century Spanish American literature reflecting struggles for freedom, self-identity, and national aspirations. *Prerequisite: Spanish 230 or 232 or equivalent or consent of instructor.*
- 261. LECTURAS MEXICANAS (4).** Readings and analysis of Mexican literary works in all genres. *Prerequisite: Spanish 121 or equivalent.*
- 270. THE TEACHING OF SPANISH AS A LIVING LANGUAGE (4).** A theoretical and practical course in methodology and classroom learning techniques for foreign language teachers of grades 4 through 12, with emphasis on secondary level. *A recommended course for credential candidates. This course taught in English and Spanish. Prerequisite: A functional knowledge of Spanish and/or consent of instructor.*
- 280. TWENTIETH CENTURY SPANISH LITERATURE IN TRANSLATION (4).** Study of selected works by significant writers: novels, poetry, drama, essays, criticism, screenplays. *Prerequisite: Upper division standing.*
- 287. CONTEMPORARY MEXICAN AMERICAN LITERATURE (4).** A study of the intellectual contributions in the major genres of literature by Mexican Americans. *Course conducted in English, but knowledge of Spanish is helpful. Prerequisite: Upper division standing.*
- 288. READINGS IN MODERN LATIN AMERICAN LITERATURE (4).** Intensive study of a topic, movement, or a genre in modern Latin American literature. *Course conducted in English, but reading knowledge of Spanish or Portuguese helpful. Prerequisite: Upper division standing.*

* Repeatable course.

† THESE COURSES OR THE EQUIVALENT PROVIDE THE PREPARATION FOR FULFILLING THE COMPETENCY REQUIREMENTS FOR THE BILINGUAL/CROSS-CULTURAL SPECIALIST TEACHING CREDENTIAL (MEXICAN AMERICAN SPECIALIST). Spanish 121 or equivalent proficiency required of all bilingual/cross-cultural specialist teaching credential candidates.

295. SEMINAR IN SPECIAL TOPICS IN SPANISH OR SPANISH AMERICAN LITERATURE (4).* Intensive study of a single author (Cervantes, Lope de Vega, Unamuno, Azuela, Florencio Sanchez), a literary movement (*Romanticismo, Gongorismo*), a literary género (teatro, poesía, épica, novelas), a single literary work, teacher training topics, or linguistic topic(s). *Teacher training topics and linguistic topics offered in Winter Quarter in alternate years. Prerequisite: Consent of instructor.*

298. INDEPENDENT STUDY (4).* Independent study of a literary or linguistic problem, author, or movement. *Prerequisite: B average in Spanish, upper division standing, and consent of instructor and department chairman.*

*Repeatable course.

THEATRE ARTS

The Theatre Arts curriculum is designed to provide students with opportunities for study in the history and literature of the theatre, as well as in the areas of performance and technical production, through participation in the production program of the college theatre. Students who earn degrees in this field (in combination with various minor or interdepartmental major programs) may find career opportunities in teaching and in communications-related fields. The program also prepares students for continued study of theatre at the graduate level.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN THEATRE ARTS

Lower Division

Theatre Arts 190. The Experience of Theatre.

Upper Division

- A. A minimum of 36 units, including:
Six units in Theatre Arts 240. Production Workshop
Theatre Arts 245. Costume for the Theatre, *or*
Theatre Arts 247. Stage Scenery and Lighting
Theatre Arts 255. The Theatre: Classic to Renaissance, *or*
Theatre Arts 257. The Theatre: Renaissance to Modern
Theatre Arts 295. Seminar in Theatre Arts
- B. Eighteen additional units in Theatre Arts, to be selected upon advisement.

REQUIREMENTS FOR THE MINOR IN THEATRE ARTS

Upper Division

- A. A minimum of 24 units including:
Six units in Theatre Arts 240. Production Workshop
Theatre Arts 245. Costume for the Theatre, *or*
Theatre Arts 247. Stage Scenery and Lighting
Theatre Arts 255. The Theatre: Classic to Renaissance, *or*
Theatre Arts 257. The Theatre: Renaissance to Modern
- B. Ten additional units in Theatre Arts, to be selected upon advisement.

COURSE OFFERINGS IN THEATRE ARTS

Lower Division

190. THE EXPERIENCE OF THEATRE (4). An introductory course highlighting the history and literature of the theatre through books, visual aids, and attendance at college and local productions. Students attend and discuss plays.

Upper Division

- 220. PLAYWRITING (4).** Fundamentals of writing for the stage. Plotting, characterization, and dialogue are discussed. Students submit plays which may be considered for production in the Campus Theatre. *Prerequisite: English 101.*
- 230. ACTING (4).** Fundamentals of the actor's art, including scene work, improvisation, theatre games, and mime.
- 232. ADVANCED ACTING WORKSHOP (2).*** Exercises and brief presentations to develop the actor's skills in selected styles of period and modern acting. *Prerequisite: Theatre Arts 230.*
- 235. DIRECTING (4).** Theory and practice of staging plays. Students direct scenes and short plays, with possibility of public presentation on campus. *Prerequisite: Consent of instructor.*
- 240. PRODUCTION WORKSHOP (3).** An activity course providing students with practical experience in the performing and mounting of major campus productions. Repeatable for a maximum of 18 units.
- 241. MIXED-MEDIA WORKSHOP (2).*** Study and practical experience in presentations involving motion pictures, slides, sound, graphics, and conventional staging techniques. *Not offered in 1974-75.*
- 243. THEATRE BUSINESS AND MANAGEMENT (2).** Study of the organization and operation of theatre, with a historical survey of American theatre as an economic institution. *Not offered in 1974-75.*
- 245. COSTUME FOR THE THEATRE (4).** History of dress in the Western world, costume construction, and practical application through preparation of costumes for campus productions.
- 247. STAGE SCENERY AND LIGHTING (4).** Fundamentals of mounting the stage production, including practical application. Students devote additional hours to assisting in the preparation of campus productions.
- 249. DESIGN FOR THE THEATRE (4).** Aesthetics of stage design, including practice in drafting, preparation of renderings, and working drawings. *Prerequisite: Theatre Arts 245 or 247.*
- 250. GREAT PLAYS: PAST AND PRESENT (4).** Study of selected masterpieces of dramatic literature from both period and modern repertoires. *Prerequisite: English 101.*
- 252. DEVELOPMENT OF THE AMERICAN THEATRE (4).** Study of the history of the theatre in America, with readings in representative dramas, past and present. *Not offered in 1974-75.*
- 255. THE THEATRE: CLASSIC TO RENAISSANCE (4).** Development of the theatre from ancient times through the sixteenth century, with emphasis on the physical theatre, actors, producer-directors, and representative playwrights.
- 257. THE THEATRE: RENAISSANCE TO MODERN (4).** Development of the theatre from the sixteenth century to the middle of the nineteenth century, with emphasis on the physical theatre, actors, producer-directors, and representative playwrights.
- 259. THE THEATRE: MODERN CONCEPTS (4).** Modern theatrical styles and movements, from ca. 1880 to the present. Study of important modern and contemporary producers and theorists, such as Antoine, Stanislavsky, Artaud, and Grotowsky.
- 265. DRAMATIC THEORY AND CRITICISM (4).** Major theories of dramaturgy and dramatic criticism, from Aristotle to the modern period. *Prerequisite: senior standing and at least one course in dramatic literature. Not offered in 1974-75.*

*Repeatable course.

Theatre Arts

- 295. SEMINAR IN THEATRE ARTS (4).***Intensive study of a single topic related to the theatre, as determined by the instructor. Examples: a single period, a playwright, a style of staging. *Prerequisites: senior standing and consent of the instructor.*
- 298. INDEPENDENT STUDY IN THEATRE ARTS (2, 4).*** Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. *Prerequisite: consent of instructor.*

*Repeatable course.

TWENTIETH CENTURY THOUGHT AND EXPRESSION

An Interdepartmental Field of Concentration

The interdepartmental field in Twentieth Century Thought and Expression is designed to provide the student with a broad background in some of the leading intellectual currents of this century and their impact on artistic and cultural developments.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN TWENTIETH CENTURY THOUGHT AND EXPRESSION

Upper Division

- A. Twentieth Century Thought and Expression 200. Introduction to Twentieth Century Studies

NOTE: Must be taken before three courses in the major are completed.

- B. Four required courses:

† Art 270. Twentieth Century Artists: Their Writings and Their Art, *or*
† Music 270. Twentieth Century Composers: Their Writings and Their Music
English 270. Twentieth Century Experiments in Literary Form
Philosophy 270. Philosophy in the Modern World
History 239. Twentieth Century European Thought and Expression

- C. Three courses in three different departments chosen from the following list:

Art 270 or Music 270, if not taken under B above
Economics 282. Economics of Poverty
† English 269. Modern Dramatic Literature
† English 275. Modern Social and Political Fiction
† French 280. Twentieth Century French Literature in Translation
History 228. Twentieth Century Europe
History 286. Modern Mass Movements in History
Music 252. Afro-American Music
Philosophy 217. Values and the Future
Philosophy 260. Existentialism
Physics 206. Modern Physics: Its Impact on Twentieth Century Thought
Political Science 252. Theories of the Political System
Psychology 260. Theories of Personality
Sociology 221. Political Sociology
Sociology 255. Modern Sociological Theories
† Spanish 280. Twentieth Century Spanish Literature in Translation
Theatre Arts 259. The Theatre: Modern Concepts

- D. The senior seminar in Twentieth Century Thought and Expression

† Consult course description for prerequisite.

Twentieth Century Thought and Expression

REQUIREMENTS FOR THE MINOR IN TWENTIETH CENTURY THOUGHT AND EXPRESSION

Upper Division

Students selecting the Twentieth Century Thought and Expression minor will be required to take a total of six courses.

A. Required:

Twentieth Century Thought and Expression 200. Introduction to Twentieth Century Studies

B. Select any five courses from at least *three* different departmental offerings listed below:

† Art 270. Twentieth Century Artists: Their Writings and Their Art

Economics 282. Economics of Poverty

† English 269. Modern Dramatic Literature

English 270. Twentieth Century Experiments in Literary Form

English 275. Modern Social and Political Fiction

† French 280. Twentieth Century French Literature in Translation

History 228. Twentieth Century Europe

History 239. Twentieth Century European Thought and Expression

History 286. Modern Mass Movements in History

Music 252. Afro-American Music

† Music 270. Twentieth Century Composers: Their Writings and Their Music

Philosophy 217. Values and the Future

Philosophy 260. Existentialism

Philosophy 270. Philosophy in the Modern World

Physics 206. Modern Physics: Its Impact on Twentieth Century Thought

Political Science 252. Theories of the Political System

Psychology 260. Theories of Personality

Sociology 221. Political Sociology

Sociology 255. Modern Sociological Theories

† Spanish 280. Twentieth Century Spanish Literature in Translation

Theatre Arts 259. The Theatre: Modern Concepts

Twentieth Century Thought and Expression 290. Seminar in Twentieth Century Thought and Expression

COURSE OFFERINGS

Upper Division

200. INTRODUCTION TO TWENTIETH CENTURY STUDIES (4). An introductory course designed to acquaint majors with the significant issues confronting twentieth-century man.

290. SEMINAR IN TWENTIETH CENTURY THOUGHT AND EXPRESSION (4). *Prerequisite:* Senior standing, completion of at least six courses in this major, and consent of instructor.

† Consult course description for prerequisite.

URBAN AND ENVIRONMENTAL MANAGEMENT

Undergraduate Majors in a Single Field

Two programs leading to a Bachelor of Science degree are offered in urban studies, one in Urban Management and the other in Environmental Management.

The purpose of the Urban Management component of the program is to train students with skills and knowledge which will prepare them to be effective managers of urban institutions and activities. Their training will relate to issues such as poverty, housing, transportation, employment, crime control, air pollution control, noise abatement, city management and the provision of social and public services.

The objective of the Environmental Management component is to train students with skills and knowledge so they would be effective managers of scarce natural resources and the environment. Their training will relate, among other things, to protection, preservation and design of the general environment, utilization of scarce resources, water pollution control, population biology, and resource depletion.

Although the programs are designed to normally extend over 12 full quarters of academic work (3 quarters during each of 4 academic years), progress may be accelerated through summer sessions, acceptable extension course work, or credit-by-examination.

REQUIREMENTS FOR THE MAJORS IN ENVIRONMENTAL MANAGEMENT AND URBAN MANAGEMENT

Lower Division

The following courses are required for both the Urban Management and Environmental Management tracks:

- Economics 110. Economic Theory 1A
- † Mathematics 102. Mathematical Analysis for Business *or*
- † Mathematics 150. Elementary Statistics and Probability

Upper Division (*Environmental Management*)

- A. All students are required to take eleven core subjects:
 - † Biological Science 236. Environmental Biology
 - Economics 228. State and Local Finance
 - Economics 280. The Economics of Urban Areas
 - UEM 200. Introduction to Urban and Environmental Management
 - UEM 236. Urban Systems Administration
 - UEM 245. Regional Air, Noise, and Water Problems
 - UEM 250. Policy and Administration of Natural Resources
 - UEM 251. Conservation Theory and Environmental Management
 - UEM 252. Theory of Standards and Control of Environmental Qualities

† Consult course description for prerequisite.

Urban and Environmental Management

UEM 254. Legal Aspects of Environmental Management

UEM 256. Evaluation of Environmental Designs

- B. Five courses (20 units) of course work selected from:
- UEM 210. Regional Development Policy
 - UEM 235. Systems Analysis in Urban and Environmental Management
 - UEM 240. Planning and Government Decision-Making
 - UEM 246. Organizational Behavior and Change
 - † UEM 253. Environmental Simulation for Decision-Making
 - UEM 257. Management of Scarce Resources
 - UEM 260. Management of Energy Resources
 - UEM 270. Field Studies in Urban and Environmental Management
- C. Four courses (16 units) selected from:
- † Biological Science 230. Population Biology
 - † Biological Science 232. Ecology
 - † Biological Science 260. General Oceanography: Biological
 - Business Administration 210. Management and Organizational Theory
 - † Chemistry 270. General Oceanography: Physical and Chemical
 - Chemistry 286. American Science and Technology
 - Geography 215. Weather
 - Geography 252. Environmental Perception
 - Philosophy 217. Values and the Future
- D. UEM 295. Senior Seminar: Urban and Environmental Futures

Upper Division (Urban Management)

- A. All students are required to take eleven core subjects:
- Economics 228. State and Local Finance
 - Economics 280. The Economics of Urban Areas
 - UEM 200. Introduction to Urban and Environmental Management
 - UEM 210. Regional Development Policy
 - UEM 220. Urban Operations Management
 - UEM 222. Urban Management Problem Analysis
 - UEM 235. Systems Analysis in Urban and Environmental Management
 - UEM 236. Urban Systems Administration
 - UEM 241. Urban Policy Analysis and Collective Decision Making
 - UEM 245. Regional Air, Noise, and Water Problems
 - UEM 246. Organizational Behavior and Change
- B. Five courses (20 units) selected from:
- UEM 237. Urban Fiscal Management
 - UEM 240. Planning and Government Decision-Making
 - UEM 242. Housing and Community Development
 - UEM 243. Urban Transportation Systems
 - UEM 244. Urban Land Use Management
 - UEM 248. Perspectives on Urban Issues
 - UEM 249. National Social Problems and Urban Social Change
 - UEM 251. Conservation Theory and Environmental Management
 - UEM 270. Field Studies in Urban and Environmental Management

† Consult course description for prerequisite.

Urban and Environmental Management

- C. Four courses (16 units) selected from:
Business Administration 210. Management and Organizational Theory
Economics 282. Economics of Poverty
Geography 235. Urban Geography
History 284. The City in History
History 285. History of Urban America
Philosophy 217. Values and the Future
Political Science 218. The Politics of Poverty
Sociology 212. The Urban Community
Sociology 220. Population and Society
- D. UEM 295. Senior Seminar: Urban and Environmental Futures

MINORS IN URBAN MANAGEMENT AND ENVIRONMENTAL MANAGEMENT

Minor in Urban Management

- A. Required Courses:
UEM 200. Introduction to Urban and Environmental Management
UEM 241. Urban Policy and Collective Decision-Making
Economics 280. The Economics of Urban Areas
- B. Three courses selected from those offered within the Department of Urban and Environmental Management

Minor in Environmental Management

- A. Required Courses:
UEM 200. Introduction to Urban and Environmental Management
UEM 245. Regional Air, Noise, and Water Problems
UEM 250. Policy and Administration of Natural Resources
- B. Three courses selected from those offered within the Department of Urban and Environmental Management

URBAN AND ENVIRONMENTAL MANAGEMENT INTERNSHIP PROGRAM

Because practical on-the-job and in-the-field experience is a concomitant requisite in a meaningful program embracing the urban-environmental field, it is recommended that all students in Urban and Environmental Management participate in a Cooperative Education Work-Study Internship Program in a spectrum of urban and/or environmental agencies, institutions, or industries. Such work allows students to engage in "action research" and to become change agents within organizations as they pursue their education.

COURSE OFFERINGS IN URBAN AND ENVIRONMENTAL MANAGEMENT (UEM)

Upper Division

200. INTRODUCTION TO URBAN AND ENVIRONMENTAL MANAGEMENT (4). The nature of urbanization. History and evolution of cities up to the present. Selected urban and environmental problems and the perspectives of various disciplines concerned with these problems.

Urban and Environmental Management

- 210. REGIONAL DEVELOPMENT POLICY (4).** Development of regions through integration of social, economic, and political subsystems. Survey of regional problems and objectives. Assessment of planned development possibilities in different institutional contexts.
- 220. URBAN OPERATIONS MANAGEMENT (4).** Techniques of decision making under certainty, risk, and uncertainty. Introduction to programming. Sensitivity and cost effectiveness. Urban information systems. Analysis of the operations of urban subsystems.
- 222. URBAN MANAGEMENT PROBLEM ANALYSIS (4).** Overview of steps to be taken in the analysis of a public problem and what to do about it. Defining the social objectives, criteria, and performance measures for public programs. Finding alternatives for public action. Dealing with constraints and implementation. Assessing public preferences. Evaluating and comparing methods for choosing alternatives.
- 235. SYSTEMS ANALYSIS IN URBAN AND ENVIRONMENTAL MANAGEMENT (4).** Conceptual frameworks for discovering public policy alternatives and for tracing out their effects. Uses and limitations of various methods, such as: flow charting, components, input-output, and simplification methods in simulation. Course emphasis is not on mathematical techniques but on methods of thinking.
- 236. URBAN SYSTEMS ADMINISTRATION (4).** Institutional setting and political relationships in administration. Relations between policy determination and policy administration. Modern theories of urban administration.
- 237. URBAN FISCAL MANAGEMENT (4).** Fiscal management of physical and human resources in the execution of public policy; analysis of representative types of financial decisions central to urban managers. Forecasting the need for funds. Planning, programming, budgeting systems.
- 240. PLANNING AND GOVERNMENT DECISION-MAKING (4).** Estimating social value for alternative uses of resources. Trade-off analysis, decision theory, games, and optimization techniques. Planning as the construction of policies and programs. Procedures for making decisions under conditions of uncertainty. Expected worth of additional information.
- 241. URBAN POLICY ANALYSIS AND COLLECTIVE DECISION-MAKING (4).** Case studies of the methodological, administrative, and political limitations on rational planning. The socioeconomic and political context of urban policy. Structure of urban government and its decision-making processes. Analysis of public policies and their impacts.
- 242. HOUSING AND COMMUNITY DEVELOPMENT (4).** Political, social, and economic aspects of housing policy. Structure of the building industry and building technology. Analysis of housing programs and policies. Community development and redevelopment. Planning, program development, finance, and coordination of public facilities and services.

- 243. URBAN TRANSPORTATION SYSTEMS (4).** Urban travel characteristics and trends. Land use and origin-destination surveys. Planning arterial streets, expressways, off-street parking, and transit systems. Comparative costs of alternative systems. Technological innovations. Influence of transportation on the spatial distribution of urban activities.
- 244. URBAN LAND USE MANAGEMENT (4).** Institutional background of real property; analysis of forces affecting supply of and demand for land. Critical analysis of land use policies and control measures as they apply to urban development. Design of more effective land use control measures.
- 245. REGIONAL AIR, NOISE, AND WATER PROBLEMS (4).** Nature and control of air, noise, and water pollutants. Sources, physical and chemical properties, and effects of major pollutants on man and the environment. Means of reducing pollution of the environment through policies affecting urban planning, technology, and economic considerations.
- 246. ORGANIZATIONAL BEHAVIOR AND CHANGE (4).** Relations between organizations and their clientele; organizational change and innovation; organizational behavior problems; ethno-methodology of working organizations: business, government, voluntary. The process of deliberate organizational change: the "change-agent" and "client-systems", variables affected by change (e.g., power, communication, conflict), and technologies for producing change (e.g., consulting, training, research).
- 248. PERSPECTIVES ON URBAN ISSUES (4).** Trends and forces underlying contemporary urban problems in the United States. Discussion of currently significant issues, including poverty, education, finance, housing, urban renewal, transportation, and the quality of urban life. Ways of thinking about urban problems.
- 249. NATIONAL SOCIAL PROBLEMS AND URBAN SOCIAL CHANGE (4).** A series of case studies analyzing a variety of federal and state programs, examining their development, implementation, and impacts upon local urban communities. Visiting lecturers from federal, state, city, and local programs to examine their own plans and strategies in several social policy areas.
- 250. POLICY AND ADMINISTRATION OF NATURAL RESOURCES (4).** Policy development in the resources area as influenced by the structure and pattern of political power on international, national, state, and local levels of government. The significance of technological innovations, value orientations, and economic welfare analysis in gearing direction to public planning.
- 251. CONSERVATION THEORY AND ENVIRONMENTAL MANAGEMENT (4).** Human use of environmental resources. Social costs of environmental degradation. Reasons for allowing some environmental impacts from human activity. Ecological factors in conservation theory. The growth, philosophy, activities, and influence of environmental conservation organizations. Societal response to environmental problems.
- 252. THEORY OF STANDARDS AND CONTROL OF ENVIRONMENTAL QUALITIES (4).** Planning standards and performance criteria for neighborhood and environmental design. Environmental constraints on human adaptability; environmental influences on health and well-being. Spatial organization and social interaction. Applications of behavioral science to environmental design.
- 253. ENVIRONMENTAL SIMULATION FOR DECISION MAKING (4).** Simulation as a learning device. Philosophical and methodological considerations. Problems of abstraction, scaling, and validity. Use of simulation in coalition formation, strategy formation, and decision making. Limitations of simulation. Exercises in environmental simulations. *Prerequisite: Mathematics 102.*

Urban and Environmental Management

- 254. LEGAL ASPECTS OF ENVIRONMENTAL MANAGEMENT (4).** Critical analysis of existing and proposed environmental quality control measures examined in their institutional and legal contexts. Design of more effective measures and institutions, based on consideration of pertinent economic, legal, and political principles.
- 256. EVALUATION OF ENVIRONMENTAL DESIGNS (4).** Strategies for evaluating alternative environmental systems. Emphasis on quantitative and non-quantitative approaches to the evaluation of both economic and non-economic characteristics of designs. Studies of measurement, data collection, modeling; presentation of problems.
- 257. MANAGEMENT OF SCARCE RESOURCES (4).** Historical perspective into the raw material scarcity problems. Advantages and disadvantages of policy options for short- and long-run situations. Role of research and development in technology. Technological and economic substitutability. Developing hedges, reserves, and "crisis" alternatives. Forecasting future demand and supply. Social and political process of policy formation.
- 260. MANAGEMENT OF ENERGY RESOURCES (4).** Current trends in patterns of energy consumption in industrialized and developing nations. Projection of future energy demand and supply. Analysis of alternative means of producing energy; domestic and international economic, environmental, political, and administrative considerations. Problems of forecasting when needed technological developments will occur.
- 270. FIELD STUDIES IN URBAN AND ENVIRONMENTAL MANAGEMENT (4).** Study of a particular urban or environmental field problem individually or in a group, under the direction of a faculty member.
- 295. SENIOR SEMINAR: URBAN AND ENVIRONMENTAL FUTURES (4).** Integrative discussion of trends of urbanism and cities, and of future environments. Possibilities for social control and institutional design.

URBAN STUDIES

An Interdepartmental Field of Concentration

The relationship of the physical environment and cultural characteristics of areas to the design of governmental, economic, and social features of the landscape will be studied. Urban environments evidence great need for study, because they are most susceptible to change and are the scene of most economic, social, and aesthetic activity. Therefore, the focus in this field is on cities and their suburban areas.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN URBAN STUDIES

Prerequisites

- Basic statistics (Mathematics 150 or its equivalent)
- Basic design (Art 175 or its equivalent)

Upper Division

A minimum of nine courses (36 quarter units) is required.

- A. UEM 200. Introduction to Urban and Environmental Studies (*NOTE: This course must be taken before completing three courses in the major*)
- B. Required courses (12 units):
 - Art 255. History of Urban Aesthetics
 - † Biological Science 236. Environmental Biology
 - Geography 251. Field Study in Urban Geography
 - Sociology 270. Field Studies in Urban Problems
- C. Four courses from the following list in three different departmental fields (16 units):
 - Anthropology 220. Urban Anthropology
 - † Art 232. Modern Architecture
 - † Biological Science 230. Population Biology
 - Economics 280. The Economics of Urban Areas
 - Geography 208. Map and Aerial Photograph Interpretation
 - † Geography 222. Contemporary Environmental Problems
 - Geography 235. Urban Geography
 - History 284. The City in History
 - History 285. History of Urban America
 - Political Science 213. Introduction to Public Administration
 - Political Science 220. Urban Government and Politics
 - Sociology 212. The Urban Community
 - Sociology 220. Population and Society
 - Sociology 232. Urbanization and Development in Latin America
 - UEM 248. Perspectives on Urban Issues

† Consult course description for prerequisite.

Urban Studies

UEM 249. National Social Problems and Urban Social Change

In case of scheduling conflicts and with consent of adviser, the student may select one of the following courses: any course listed in Urban and Environmental Management; Economics 282; Geography 219, 224, or 252; Political Science 275; Sociology 211, 216, 217, or 224.

D. Urban Studies 290. Seminar in Urban Studies

REQUIREMENTS FOR THE MINOR IN URBAN STUDIES

Prerequisites:

Courses in basic statistics and basic design are recommended, but not required.

Upper Division

A minimum of 22 quarter units is required.

A. Three courses (12 units) from the following:

Anthropology 220. Urban Anthropology

Art 255. Urban Aesthetics

† Biological Science 236. Environmental Biology

Economics 280. Economics of Urban Areas

Geography 235. Urban Geography

History 284. The City in History

Political Science 220. Urban Government and Politics

Sociology 212. The Urban Community

UEM 200. Introduction to Urban and Environmental Studies

B. Two additional courses (8 units) from group A or C or from those below:

† Art 232. Modern Architecture

† Art 275. Environmental Design

Geography 208. Map and Aerial Photograph Interpretation

† Geography 222. Contemporary Environmental Problems

History 285. History of Urban America

Political Science 213. Introduction to Public Administration

Sociology 220. Population and Society

Sociology 232. Urbanization and Development in Latin America

UEM 248. Perspectives on Urban Issues

UEM 249. National Social Problems and Urban Social Change

Urban Studies 290. Seminar in Urban Studies

C. Field Studies. At least one of the following half courses:

Geography 251. Field Study in Urban Geography

Sociology 270. Field Studies in Urban Problems

† Consult course description for prerequisite.

COURSE OFFERING

Upper Division

- 290. SEMINAR IN URBAN STUDIES (4).** An integrative course to study selected topics, to develop an overview of the field and to present seminar papers for critical review.
Prerequisite: Senior standing and consent of instructor.





Admission to the College

ADMISSION TO THE COLLEGE

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

Application forms are available from California high school and community college counseling offices and upon request by mail or in person from:

Office of Admissions
California State College, Dominguez Hills
1000 East Victoria St.
Dominguez Hills, California 90747

ADMISSIONS PROCEDURES AND POLICIES

Requirements for admission to California State College, Dominguez Hills are in accordance with Title 5, Chapter 1, Subchapter 3, of the *California Administrative Code*. A prospective applicant who is unsure of his status under these requirements is encouraged to consult a high school or college counselor or the Admissions Office. Applications may be obtained from the Admissions Office at any of the campuses of The California State University and Colleges or at any California high school or community college.

Undergraduate Application Procedures

Prospective undergraduates, whether applying for part-time or full-time programs of study, in day or evening classes, must file a complete application including all the required forms and fees as described in the application booklet. The \$20.00 non-refundable application fee should be in the form of a check or money order payable to The California State University and Colleges. Undergraduate applicants may file only at their first choice campus. Alternate choice campuses and majors may be indicated on the application, but *an applicant should list as alternate campuses only those campuses of The California State University and Colleges that he will attend if his first choice campus cannot accommodate him*. Generally, alternate degree majors will be considered at the first choice campus before an application is redirected to an alternate choice campus. Applicants will be considered automatically at the alternate choice campus if the first choice campus cannot accommodate them. *Transcripts and other supporting documents should not be submitted until requested by the campus.*

Category Quotas and Systemwide Impacted Programs

Application category quotas have been established by some campuses, in some majors, where the number of applicants is expected to exceed campus resources. All applications received in the initial filing period will receive equal consideration for such categories. Certain undergraduate programs (architecture, natural resources, nursing, and physical therapy) are impacted throughout the 19-campus system, and applicants to such programs are expected to meet

supplementary admission criteria for admission to these programs. Applicants to these major programs will be sent further information by the campuses about the supplementary criteria to be used, and how and when applicants must meet them.

Post-Baccalaureate Application Procedures

All applicants for any type of post-baccalaureate status (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for professional growth, etc.) must file a complete application within the appropriate filing period. *Second baccalaureate degree aspirants should apply as undergraduate degree applicants.* A complete application for post-baccalaureate status includes all of the materials required for undergraduate applicants plus the supplementary graduate admissions application. Post-baccalaureate applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$20.00 non-refundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternative campuses or later changes of campus choice will be minimal. In the event that a post-baccalaureate applicant wishes to be assured of initial consideration by more than one campus, it will be necessary to submit a separate application (including fee) to each. Applications may be obtained from the Graduate Studies Office of any California State University or College campus in addition to the sources noted for undergraduate applicants.

Application Filing Periods

<u>Term</u>	<u>Initial Filing Period</u>	<u>Extended Filing Period</u>
Summer	the previous February	March until filled
Fall	the previous November	December until filled
Winter	the previous June	July until filled
Spring	the previous August	September until filled

All applications postmarked or received during the initial filing period will be given equal consideration within established enrollment categories and quotas. There is no advantage in filing before the initial filing period. Applications received before the initial filing period may be returned, causing a delay in processing. With the exception of the impacted undergraduate program areas (architecture, natural resources, nursing, and physical therapy), most campuses will be accepting applications well into the extended filing periods until quotas are filled.

Space Reservations

Applicants who apply during the initial filing period and who can be accommodated will receive a space reservation. A space reservation is not a statement of admission but is a commitment by California State College, Dominguez Hills to

admit the student once eligibility has been determined. The space reservation directs the applicant to arrange to have appropriate records forwarded promptly to the Office of Admissions. Applicants should not request that any records be forwarded until they have received a space reservation notice.

Hardship Petitions

There are established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Prospective hardship petitioners should contact the Admissions Office regarding specific policies governing hardship admission.

UNDERGRADUATE ADMISSION REQUIREMENTS

An applicant who has had no college work after high school graduation will be considered for admission under one of the following provisions, with these exceptions:

Exceptions: College credit earned concurrent with high school enrollment; college credit earned in summer session after high school and prior to regular matriculation in college; college credit granted for the CLEP or ADVANCED PLACEMENT programs, or military or USAFI courses; or college credit granted for some non-traditional learning experience will *not* affect the applicant's status as a first-time freshman for application quota purposes as well as admission. Further, the accelerated student, who completes his high school program mid-year, who has applied to the California State University and Colleges for the following fall term, but chooses to attend a local community college in the spring term, will be considered a first-time freshman for application quota purposes as well as admission. All such college or advanced standing credit, if fully acceptable as transfer credit, will be granted the student after admission. First-time freshman eligibility is governed by an eligibility index. The index is computed using the high school grade point average on all course work completed in the last three years of high school, exclusive of physical education and military science; and the ACT composite, or the SAT total score. The full table of grade point averages, with corresponding test scores is reproduced on p. 255. Test results of either the CEEB Scholastic Aptitude Test (SAT) or the American College Testing Program examination (ACT) are acceptable in establishing eligibility. Registration forms and test dates for either test may be obtained from school or college counselors, from the addresses below, or from the campus testing offices. For either test, submit the registration form and fee at least one month prior to the test date.

ACT Address

American College Testing Program, Inc.
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240

SAT Address

College Entrance Examination Board
P.O. Box 1025
Berkeley, California 94770

First-Time Freshmen (California high school graduates and residents)

An applicant who is a graduate of a California high school or a legal resident for tuition purposes must have an eligibility index which places him among the upper *one-third* of California high school graduates. The minimum acceptable index for applicants using the SAT score is 3072; using the ACT score, 741.

First-Time Freshmen (high school graduates from other states and U.S. possessions)

The admissions requirements for non-resident applicants are more restrictive than those for California residents. An applicant who is a non-resident for tuition purposes and is a graduate of a high school outside California must have an eligibility index which places him among the upper *one-sixth* of California high school graduates. The minimum acceptable index for non-resident applicants using the SAT score is 3402; using the ACT score, 826.

First-Time Freshmen (graduates of secondary schools, etc., in foreign countries)

An applicant who is a graduate of a secondary school in a foreign country or who has equivalent preparation in a foreign country, may be admitted as a first-time freshman if his preparation and ability are such that in the judgment of the appropriate campus authority, the probability of his academic success at the campus is equivalent to that of eligible California high school graduates.

First-Time Freshmen (high school non-graduates)

An applicant who is over 18 years of age, but who has not graduated from high school will be considered for admission only when preparation in all other ways is such that the campus believes promise of academic success is equivalent to that of eligible California high school graduates.

High School Students

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

Eligibility Computation Table

The following chart is used in determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a State College. Grade point averages are based on work completed in the last three years of high school or the last three years of high school excluding the final semester, except for course work in physical education and military science. Scores shown are the SAT total and the ACT composite. Students with a given grade point average must present the corresponding test score. Conversely,

students with a given ACT or SAT score must present the corresponding grade point average in order to be eligible.

G.P.A.	ACT Score	SAT Score	G.P.A.	ACT Score	SAT Score	G.P.A.	ACT Score	SAT Score
(<u> </u>) ¹			2.80	19	832	2.39	27	1160
3.20	11	512	2.79	19	840	2.38	27	1168
3.19	11	520	2.78	19	848	2.37	27	1176
3.18	11	528	2.77	19	856	2.36	27	1184
3.17	11	536	2.76	19	864	2.35	28	1192
3.16	11	544	2.75	20	872	2.34	28	1200
3.15	12	552	2.74	20	880	2.33	28	1208
3.14	12	560	2.73	20	888	2.32	28	1216
3.13	12	568	2.72	20	896	2.31	28	1224
3.12	12	576	2.71	20	904	2.30	29	1232
3.11	12	584	2.70	21	912	2.29	29	1240
3.10	13	592	2.69	21	920	2.28	29	1248
3.09	13	600	2.68	21	928	2.27	29	1256
3.08	13	608	2.67	21	936	2.26	29	1264
3.07	13	616	2.66	21	944	2.25	30	1272
3.06	13	624	2.65	22	952	2.24	30	1280
3.05	14	632	2.64	22	960	2.23	30	1288
3.04	14	640	2.63	22	968	2.22	30	1296
3.03	14	648	2.62	22	976	2.21	30	1304
3.02	14	656	2.61	22	984	2.20	31	1312
3.01	14	664	2.60	23	992	2.19	31	1320
3.00	15	672	2.59	23	1000	2.18	31	1328
2.99	15	680	2.58	23	1008	2.17	31	1336
2.98	15	688	2.57	23	1016	2.16	31	1344
2.97	15	696	2.56	23	1024	2.15	32	1352
2.96	15	704	2.55	24	1032	2.14	32	1360
2.95	16	712	2.54	24	1040	2.13	32	1368
2.94	16	720	2.53	24	1048	2.12	32	1376
2.93	16	728	2.52	24	1056	2.11	32	1384
2.92	16	736	2.51	24	1064	2.10	33	1392
2.91	16	744	2.50	25	1072	2.09	33	1400
2.90	17	752	2.49	25	1080	2.08	33	1408
2.89	17	760	2.48	25	1088	2.07	33	1416
2.88	17	768	2.47	25	1096	2.06	33	1424
2.87	17	776	2.46	25	1104	2.05	34	1432
2.86	17	784	2.45	26	1112	2.04	34	1440
2.85	18	792	2.44	26	1120	2.03	34	1448
2.84	18	800	2.43	26	1128	2.02	34	1456
2.83	18	808	2.42	26	1136	2.01	34	1464
2.82	18	816	2.41	26	1144	2.00	35	1472
2.81	18	824	2.40	27	1152	(<u> </u>) ²		

¹Students earning grade point averages above 3.20 are eligible for admission.

²Students earning grade point averages below 2.0 are not eligible for admission.

Undergraduate Transfers (resident and non-resident)

Beginning fall term 1974, transfer eligibility is based on *transferable* college units attempted, rather than on *all* college units attempted. The California Community College transfer student should consult his college counselor for information on transferability of courses. An applicant in good standing at the last college

attended may be admitted as an undergraduate transfer if he meets either of the following requirements:

1. He was eligible for admission in freshmen standing (see First-Time Freshman requirements) and has earned an average grade of "C" (2.0 on a scale where A = 4.0) or better in all transferable college units attempted.
2. He has completed at least 56 transferable semester units or 84 transferable quarter units with an average grade of "C" (2.0 on a scale where A = 4.0) or better if a California resident. Non-residents must have a G.P.A. of 2.4 or better.

International (foreign) Students

For admission as an undergraduate, a foreign visa student must have completed 56 or more transferable semester units or 84 transferable quarter units of college-level work at an accredited U.S. institution with a grade point average of 2.4 or better.

In addition to this requirement, a foreign student's record will be reviewed for courses completed for general education requirements and in preparation for his major field. Foreign students must also be competent in English, have financial resources adequate to provide for all expenses during their period of study at this college (see Schedule of Registration Fees), and be in good health. Application procedures are the same as for other students; however, all foreign students should contact the Foreign Admissions Evaluator in the Office of Admissions and Records prior to filing an application for admission.

Other Applicants

An applicant not admissible under one of the above provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be granted admission to California State College, Dominguez Hills. Permission is granted only by special action.

EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program (E.O.P.) is an admissions program which recruits and admits those students who do not meet the standard admissions requirements of the college, but who display the potential to succeed in college. E.O.P. facilitates the enrollment and academic success of the educationally disadvantaged.

Acceptance into the program is based upon an evaluation of the student's past educational experience, letters of recommendation, a personal interview, and an autobiographical sketch. Once admitted into E.O.P., students are provided with supportive services such as tutoring, academic advisement, counseling, and a Learning Lab to maximize their potential for success.

Prospective students who do not meet standard admissions requirements are urged to apply for admission into the Educational Opportunity Program.

AUDITORS

A student who wishes only to audit a course instead of enrolling for credit must complete a Statement of Residence issued by the Admissions Office. 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.

EVALUATION OF ACADEMIC RECORDS

Evaluation of Transfer Credits

Previous college work will be evaluated in terms of its relationship to the requirements of the California State College, Dominguez Hills. All degree candidates will be issued a Certificate of Admission and Evaluation which serves as a basis for determining General Education requirements. The evaluation is official and remains valid as long as the student enrolls in the quarter specified and remains in continuous attendance. If the student is not in continuous attendance, and has not applied for and been granted a formal leave of absence, an evaluation issued upon readmission will specify any changes in requirements.

Allowance for Transfer Credit

The maximum credit allowed by the Administrative Code when transferring from a community college to a state college is 105 quarter units (70 semester units). Upper division credit is not allowed for courses completed at a community college. Transfer credit is not limited to those courses which precisely parallel the courses offered at California State College, Dominguez Hills. However, certain courses are not acceptable as transfer credit—e.g., vocational or shop-type courses, remedial courses, etc.

Credit for Extension and Correspondence Courses

The college allows transfer credit for appropriate college-level courses completed in extension or by correspondence from accredited colleges or universities and the United States Armed Forces Institute. A maximum of 36 quarter (24 semester) units earned through extension, correspondence and USAFI may be accepted toward a bachelor's degree.

Credit for Military Service

A total of nine quarter units of lower division elective credit will be granted for one or more years of active military duty with an honorable discharge. A photostatic copy of military separation, DD 214, should be submitted to the Office of Admissions and Records at the time of application for admission.

Advanced Placement

The college grants advanced academic placement credit for students who have completed the Advanced Placement Test program of the College Entrance Examination Board and have attained a score of 3, 4, or 5. A score of 3 or better earns nine quarter units of college credit. Notification of credit will be sent to the student by the Office of Admissions and Records.

College Level Examination Program (CLEP)

The College is presently operating under the following CLEP credit policy. The minimum standards are as follows:

1. Applicants granted CLEP credit while attending another institution are provided full transfer credit upon evaluation provided the credit is listed by course and units on the incoming transcript.
2. General Examinations
 - A. Student must achieve a minimum passing standard score of 500.
 - B. Elective credit only will be granted for each test completed with the appropriate score.
 - C. Credit for the English General Examination will not be given until the student completes certain other exams administered by the English Department.
3. Subject Examinations
 - A. Student must achieve a minimum passing standard score of 50.
 - B. Credit will be given only for those examinations determined to be equivalent to Dominguez Hills courses.
 - C. A student shall not receive credit through CLEP for taking a test in a subject more elementary than those already passed.
 - D. A student shall not receive credit for courses through CLEP overlapping with courses already taken.

Credit awarded through CLEP will not count as residence credit. A student may earn up to 45 quarter units through CLEP.

Credit for Supplemental Transfer Work

In order to receive credit toward a degree for work completed at other colleges or universities subsequent to matriculation at this college, students must have official transcripts forwarded to the Office of Admissions and Records and must file a petition for acceptance of credit.

Reserve Officers' Training Corps (ROTC)

Several colleges and universities in the greater Los Angeles area host ROTC units and programs which are open to regular students (both men and women) at California State College, Dominguez Hills through cross-enrollment arrangements. Academic credits earned in these programs are acceptable as elective credits toward graduation requirements, subject to applicable regulations on transfer credit and concurrent enrollment. Information and referrals may be obtained from the Office of the Coordinator of Academic Advising.

READMISSION OF FORMER STUDENTS

A student previously enrolled in the college, planning to return after an absence of one or more quarters, must file a new application for admission. The application fee is required if the student was not enrolled in any of the three quarters prior to the quarter in which he is seeking admission or if he was enrolled in another institution during his absence from California State College, Dominguez Hills.

Former Students in Good Standing

A student who left the college in good standing will be readmitted provided any academic work attempted elsewhere does not change his scholastic status. Transcripts of any work attempted in the interim are required.

Former Students on Probation

A student on probation at the close of his last quarter of enrollment will be readmitted on probation provided he is otherwise eligible. The student must have official transcripts of any college work attempted during his absence sent to the college.

Former Students Disqualified

The readmission of a previously disqualified student is by special action only. The college will not normally consider a student for reinstatement until after two quarters of non-attendance and until after all recommended conditions have been fulfilled. In every instance, readmission action is based on evidence, including transcripts of work completed elsewhere subsequent to disqualification and objective evidence that causes of previous low achievement have been removed. A petition for reinstatement must accompany each application for readmission.

SUMMER SESSION

A six-week summer session is conducted by the college. Students registering for credit courses are not required to file an Application for Admission or transcripts. However, students must be high school graduates and are expected to have satisfied prerequisites for the courses in which they register. Admission to the summer session does not grant admission to a regular quarter.

Applying for Admission (Detailed information on each step follows)

1. Submit completed Application for Admission, showing social security number, with the Residence Questionnaire and \$20 non-refundable application fee.
2. Have the high school of graduation send directly to the college a transcript of record if you are a new freshman or transfer student with fewer than 56 transferable semester units completed.
3. Have each college (if any) send directly to the college a transcript of record.
4. Submit ACT or SAT scores if you are a new freshman or transfer student with fewer than 56 transferable semester units completed.

Application Fee

Every applicant for admission or readmission, except as noted below, is required to pay a non-refundable fee of \$20 each time an application is filed. Remittance by bank draft or money order payable to the California State College, Dominguez Hills, should be attached to the application. No application may be processed until the fee has been received by the Office of Admissions. The fee may be waived for readmission application if the student was regularly enrolled in one of the three quarters immediately preceding the quarter for which the application is submitted, unless the student was enrolled at another institution in a regular session subsequent to his last attendance at this college.

Residence Questionnaire

A Residence Questionnaire indicating status of California residence must be completed at the time of filing application for admission to the college. The form is attached to the application for admission. Students in continuous residence are not required to complete a Residence Questionnaire after the initial filing. Any interruption in attendance requires a new Residence Questionnaire upon reentrance. Students are held responsible for reporting any change in residence status to the Office of Admissions.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

New and returning students of The California State University and Colleges are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The Residence Questionnaire and, if necessary, other evidence furnished by the student is used in making these determinations. A student may not register and enroll in classes until his Residence Questionnaire has been received by the Admissions Office.

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 laws governing residence determination for tuition purposes by the California State University and Colleges are found in *Education Code* Sections 22800-22865, 23753.1, 23754-23754.4, 23758.2 and 23752, and in Title 5 of the *California Administrative Code*, Article 4 (commencing with Section 41901) of Subchapter 5 of Chapter 1, Part V. A copy of the statutes and regulations is available for inspection at the campus Admissions Office.

Legal residence may be established by an adult who is physically present in the state while, at the same time, intending to make California his permanent home. Steps must be taken at least one year prior to residence determination date to evidence the intent to make California the permanent home with concurrent relinquishment of the prior legal residence. Some of the relevant indicia of an intention to establish and maintain California residence may be established by registering to vote and voting in elections in California; satisfying resident California state income tax obligations on total income; ownership of residential prop-

erty or continuous occupancy or letting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service, etc.

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

In general, the unmarried minor (a person under 18 years of age) derives legal residence from his father (or from his mother if the father is deceased), or, in the case of permanent separation of the parents, from the parent with whom the minor maintains his place of abode. The residence of a minor cannot be changed by act of the minor or that of the minor's guardian, so long as the minor's parents are living.

A man or a woman may establish his or her residence; marriage is not a governing factor.

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 for the 1974-1975 academic year are:

Fall 1974	September 13, 1974
Winter 1975	January 1, 1975
Spring 1975	March 28, 1975
Summer 1975	June 18, 1975

If you have any questions respecting the applicable date, the campus Admissions Office can give you the residence determination date for the term for which you are registering.

There are several exceptions for nonresident tuition. Some of the exceptions provide for:

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

applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception is not affected by transfer of the military person directly to a post outside the 50 states and District of Columbia.

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 applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
6. A student who is an adult alien is entitled to residence classification if the student has been lawfully admitted to the United States for permanent residence in accordance with all applicable provisions of the laws of the United States; provided, however, that the student has had residence in California for more than one year after such admission prior to the residence determination date. A student who is a minor alien shall be entitled to residence classification if both the student and the parent from whom residence is derived have been lawfully admitted to the United States for permanent residence in accordance with all applicable laws of the United States, provided that the parent has had residence in California for more than one year after acquiring such permanent residence prior to the residence determination date of the term for which the student proposes to attend the University.
7. Certain credentialed, full-time employees of school districts.
8. Full-time State University and Colleges employees 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 a year.
9. Certain exchange students.
10. 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.
11. A person in continuous full-time attendance at an institution who had resident classification on May 1, 1973, shall not lose such classification as a result of adoption of the uniform student residency law on which this statement is based, until the attainment of the degree for which currently enrolled.

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

Office of General Counsel
5670 Wilshire Boulevard
Suite 1260
Los Angeles, California 90036

within 120 calendar days of notification of the final decision on campus of his classification. The Office of General Counsel may make a decision on the issue, or

it may send the matter back to the institution with instructions for a further review on campus. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California Administrative Code*. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Admissions Office. Applications for a change in classification with respect to a previous term are not accepted.

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

SOCIAL SECURITY ACCOUNT NUMBER

Each applicant for admission is required to have a social security account number. Each applicant will record his social security account number on the application for admission; it is essential that the number is recorded accurately.

If the applicant does not already have a social security account number, he may obtain application forms from his nearest social security district office or his local post office. If his name has been changed, he should complete a change-of-name application form and a new social security card will be issued showing the same account number with his new name. Duplicate cards may be obtained to replace lost cards.

TRANSCRIPTS

Responsibility for insuring that the transcripts reach the Office of Admissions rests with the applicant. The schools and colleges will send them only upon the request of the student. Transcripts presented by students are not acceptable. No transcripts will be returned to the student; all transcripts become the property of the college and will not be released nor will copies be made. Applicants who are admitted as transfer students must have a separate set of college transcripts for their own personal use in academic advising.

An applicant for admission with advanced standing must report all college work attempted, including extension and correspondence courses. An applicant disregarding this regulation may have his application for admission cancelled.

First-Time Freshman Applicants

1. If the applicant is enrolled in his last semester of high school, he must file a transcript showing all work completed to date. After high school graduation, a final transcript must be filed.
2. An applicant who has graduated from high school but has not attended a

college or university must file an official transcript showing grades earned during the last 3 years of high school.

Undergraduate Applicants

1. All transfer applicants must submit an official transcript from each college or university attended.
2. Undergraduate applicants with less than 56 transferable semester (84 quarter) units completed must also file an official high school transcript showing grades earned during the last three years of high school.

ENTRANCE EXAMINATIONS

All new freshman and transfer students with fewer than 56 transferable semester units completed who apply for admission to the California State College, Dominguez Hills, for the first time are required to submit scores of either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Test (ACT). The test must be taken after the completion of the eleventh grade.

Registration forms for either test may be obtained from high school and community college counselors, State College testing offices, or directly from the testing service at the address below:

SAT

College Entrance Examination Board
Box 1025
Berkeley, California 94770

Dates Test Given:

Oct. 12, 1974
(Calif.-Tex.)
Nov. 2, 1974
Dec. 7, 1974
Feb. 1, 1975
Apr. 5, 1975
June 28, 1975

ACT

Registration Unit
P.O. Box 168
Iowa City, Iowa 52240

Dates Test Given:

Oct. 19, 1974
Dec. 14, 1974
Feb. 22, 1975
Apr. 26, 1975
June 14, 1975

Early admissions testing is necessary for the processing of an application for admission for any academic quarter. Examination appointments for prospective freshmen must be scheduled early in the seventh semester of the high school experience.

Each student must request that his test results be transmitted to the Office of Admissions of the California State College, Dominguez Hills. The college code number for ACT is 0203; for SAT, 4098.

Additional testing may be required of each student when he arrives on campus.

NOTIFICATION OF ELIGIBILITY

So that students may be informed as early as possible about eligibility, they are urged to apply early in the application period and to promptly request, when

notified by the college to do so, that supporting documents (transcripts and test scores) be sent to the Office of Admissions. The time between receipt of an application by the Office of Admissions and notification to the applicant of his eligibility will vary.

Early notification will be provided those freshman applicants who can establish their eligibility prior to high school graduation. Other freshman applicants should not expect notification until at least four weeks after final transcripts and test scores reach the Office of Admissions.

Transfer students applying for admission in advanced standing may expect notification about four weeks after final transcripts have been received. The receipt of preliminary transcripts may shorten this interval. Applicants should arrange for submitting of preliminary transcripts showing work-in-progress.

HEALTH EXAMINATION

A statement of the student's physical fitness by a licensed physician is required for matriculation. Physical examination forms will be sent to those students admitted and must be returned to the Health Service prior to registration.

GRADUATE AND POST-BACCALAUREATE ADMISSION REQUIREMENTS

At the time of admission, students who have a baccalaureate degree and who wish to pursue additional studies at California State College, Dominguez Hills, are designated according to their goals and academic qualifications.

I. Post-Baccalaureate Students

A. Credential Objective: College-Recommended

Students who are admitted in this category have as their sole, or first, objective the attainment of a college-recommended California credential.

B. Credential Objective: Direct Application to the State

This category covers students who have as their objective the attainment of a credential by direct application to the State of California.

C. Other Objective

Students with educational objectives other than an advanced degree offered by this college may be admitted under this designation only upon petition to the Dean of Graduate Studies.

II. Graduate Students

A. Unclassified Graduate Standing:

For admission to graduate standing as an Unclassified Graduate Student, a student shall have completed a four-year college course and hold an acceptable baccalaureate degree from an accredited institution; or shall have completed equivalent academic preparation as determined by appropriate campus authorities; and must satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including

qualifying examinations, as the appropriate campus authorities may prescribe.

Admission to the California State College, Dominguez Hills with Unclassified Graduate Standing does not constitute admission to graduate degree curricula.

B. Classified Graduate Standing:

A student who has been admitted to the California State College, Dominguez Hills under the Unclassified Graduate requirement above may, upon application, be admitted to an authorized graduate degree curriculum if he satisfactorily meets the professional, personal, scholastic, and other standards for admission to the graduate degree curriculum, including qualifying examinations, as the appropriate campus authorities may prescribe. 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, as determined by the appropriate campus authorities, shall be eligible to continue in such curricula. Students whose performance in a graduate degree curriculum is judged to be unsatisfactory by the authorities of the campus may be required to withdraw from all graduate degree curricula offered by the campus.

C. Master's Degree Objective: Advanced to Candidacy

Students may be advanced to candidacy who satisfactorily meet the specified college and departmental or instructional area requirements, including the completion of a minimum of 24 approved units (graduate and/or undergraduate).

Specific Program Admission Requirements

In addition to the post-baccalaureate credential programs in the School of Education, the college offers master's degree programs in Behavioral Sciences, Business Administration, Education, and English. Applicants should consult the program description for each of these fields for specific admission requirements.

ADMISSION PROCEDURES: GRADUATE AND POST-BACCALAUREATE

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.

Applicants to a teacher education program must submit their applications for any fall quarter by the preceding March 1.

Transcripts

Students wishing to work toward a teaching credential at the California State College, Dominguez Hills, must have each college attended send one copy of the transcript of record directly to the Office of Admissions, California State College, Dominguez Hills, and one copy of the transcripts to the School of Education, California State College, Dominguez Hills. All students are urged to have, in addition, a personal set of transcripts for advising purposes.

All other prospective graduate students must have *two* copies of transcripts from *all* institutions of higher learning they have attended sent to the Office of Admissions, California State College, Dominguez Hills.

If an applicant 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 that term. When work-in-progress has been completed, he must request a complete transcript verifying degree and date it was granted.

If he has a baccalaureate degree, he must request the institution where it was granted to show on his transcript the degree and date it was granted.

CANCELLATION OF ADMISSION

Admission to the college is for a specific quarter. A student who does not register for that quarter will have his admission cancelled. When seeking admission at a future date, the student must file a new application form, follow the complete application procedure, and meet the current admission requirements. Transcripts on file will be retained for two years.

ACADEMIC ADVISEMENT

The Academic Advisement Program is designed to increase the student's understanding of academic offerings and degree programs.

Advisers

Faculty advisers who are specialists in their field are available for consultation during the entire academic year and students are urged to meet with them at least once every quarter. Students should declare an interest in major concentrations during their first quarter of work. Students should go to departmental offices for adviser assignment. Lists are usually posted on conspicuous bulletin boards in the departmental offices.

Frequency of Advising

Students should review their program of studies with their advisers regularly and should meet with their adviser any time they have a problem or a question. All students are required to meet with their adviser on at least two occasions: during the quarter following the completion of 90 quarter units of coursework and when 135 quarter units of coursework are completed. These meetings are mandatory and, if not fulfilled, will result in a delay at registration or even a delayed graduation date. It is imperative that upper division transfer students consult at length with advisers when they first arrive on campus. Transfer students will be notified by the Office of Admissions and Records about the evaluation of their transfer courses at the time of admission. Equivalency of transfer courses toward fulfilling departmental, interdepartmental, or minor requirements will be made by the faculty advisers.

Student Responsibilities

It is the student's responsibility to keep in touch with his faculty academic adviser and to make appointments for all advisement sessions. The student is responsible, moreover, for bringing the Certificate of Admission and Evaluation, advisement forms, quarterly grade reports, and transcripts of previous high school (where applicable) and college work to these advisement meetings. Transcripts and, where necessary, test scores, are to be obtained by the student directly from previous institutions attended or from the respective testing agencies.

Change of Academic Advisers

The student may change faculty advisers. Change forms are available from departmental and interdepartmental offices.

New and Transfer Students

New and transfer students are required to attend a general academic advising session. New and transfer students will be notified of a date and time to attend these general sessions and how to arrange for initial academic advisement.

Coordinator of Faculty Academic Advising

Any student needing assistance with academic advising should go to the office of the Coordinator of Faculty Academic Advising.

CLASS LEVEL OF STUDENTS

Students are assigned class level according to the following plan:

Lower Division

- Freshmen 0-11 full courses (0-44 quarter units)
- Sophomore 11¼ to 22¼ full courses (45-89 quarter units)

Upper Division

- Junior 22½ to 33½ full courses (90-134 quarter units)
- Senior 33¾ or more full courses (135 or more quarter units)

At the California State College, Dominguez Hills, the amount of a student's work is designated in terms of courses. The full course is equivalent to four quarter units; the one-half course is equivalent to two quarter units; the one-fourth course, to one quarter unit; and the one-eighth course, to one-half quarter unit.

Study List Limits

For undergraduate students in good academic standing, the normal program load is the equivalent of four full courses. To this may be added activity courses, having a value of one-half course or less. A student may enroll in a maximum of 18 units during the registration period. This will provide a better opportunity for more students to have a complete program. Students who wish to enroll in more than 18 units may add additional courses beginning the first day of instruction with the signature of the instructor and written approval of the adviser on the Change of Program card.

Full-Time Status

Undergraduates are considered to be full-time students during any quarter in which they are enrolled in twelve units or more.

Graduate students are considered to be full-time during any quarter in which they are enrolled in eight units or more.

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.

GENERAL REGULATIONS

STUDENT RESPONSIBILITY

Each student is responsible for compliance with the regulations printed in this catalog and with official notices posted on official bulletin boards.

RIGHT OF PETITION

Students may petition for review of certain college academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations when they are contained in Title 5, *California Administrative Code*, are not subject for petition.

Petition forms are available in the Office of Admissions and Records. After action has been taken on the petition the student will be notified of the decision. A copy of the action is placed in the student's permanent file.

SCHOLASTIC POLICIES

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 Very Good	3
C Satisfactory	2
D Barely Passing	1
F Failure	0
I Incomplete (Not counted in grade average)	0
W Withdrawal (Not counted in grade average)	0

The following grades are to be used for approved courses only:

CR Credit (Not counted in grade average, but units allowed.)

NC No Credit (Not counted in grade average; no units allowed.)

SP Satisfactory Progress (Credit is deferred until completion of course sequence.)

Credit/No Credit Grades

An undergraduate student may elect to be graded CR/NC in particular courses, subject to the following conditions:

I. Grade Equivalences and Records

1. Both Credit (CR) and No Credit (NC) grades are recorded on student transcripts.
2. In accordance with current policies of the Board of Trustees, at the undergraduate level the Credit grade is the equivalent of an A, B, or C; and

the No Credit grade is the equivalent of a D or F. At the graduate level, CR is the equivalent of an A or B; and NC is the equivalent of a C, D, or F.

3. CR/NC grades are not computed in overall or quarterly grade point averages.
4. Progress points are assigned the non-traditional grades of CR and NC. Two progress points are assigned for each unit of the CR grade; and no progress points for each unit of the NC grade.

II. Course Limitations

1. No more than 32 units graded CR/NC, whether taken at this or another institution, may be offered in satisfaction of the total units required for a bachelor's degree. If 32 units graded CR/NC are accepted in transfer, no additional courses graded CR/NC may be used to satisfy degree requirements, except when a required course is graded solely on a CR /NC basis. (All credits earned in the CLEP testing program, see page 258, may count even if they make the cumulative total of all CR/NC units at that time over 32.)
2. Selection of the grading basis (A through F or CR/NC) is made during the first two weeks of instruction.
3. Courses used to satisfy either a departmental major or a major in a single field, or which are prerequisite to it, *must* be taken for a letter grade.
4. No more than fifty (50) percent of the courses submitted to fulfill requirements for the interdepartmental major may be taken for CR/NC grades. *However, if a student considers his interdepartmental major to be his primary major, all courses used to satisfy its requirements must also be taken for a letter grade.*
5. Graduate courses graded on a CR/NC basis are limited to courses specifically designated in the catalog for non-traditional grading and to certain 300-level courses in the School of Education.
6. At least 36 of the units used to fulfill the minimum requirements for a master's degree program shall be graded on an A, B, C, D, F basis.

Incomplete Grade

A grade of incomplete may be assigned if a student is unable, for an unforeseen reason, to complete a definable portion of course work. An incomplete indicates that there is still a possibility of credit upon completion of future work. The student must arrange with the instructor for completion of the required work. For each incomplete grade assigned, the instructor will complete a form in triplicate on which he will indicate:

1. The reason for granting the incomplete;

2. The amount or nature of the work to be completed;

3. The date by which the student must make up the work—a date as early as possible, but in any case within one calendar year.

A final grade of incomplete may not be submitted without the request for incomplete grade form.

A definitive grade for the term is recorded when the work has been completed. An incomplete grade cannot be removed by repeating the course. The grade will be automatically recorded as an F if the work is not completed within a year.

Change of Grade forms to remove an incomplete 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 the form to the Office of Admissions and Records within the time period allowed.

SP (Satisfactory Progress)

The "SP" symbol is used in connection with courses that extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date, but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. All work is to be completed within one calendar year of the date of first enrollment and a final grade will be assigned to all segments of the course on the basis of overall quality. A student may request extension beyond one year for removal of the administrative grading symbol "SP" by submitting a written request to the instructor. A time extension beyond the one year is permitted only upon approval of the written request by the instructor and the School Dean.

Scholastic Probation or Disqualification for Undergraduate Students

For purposes of determining an undergraduate student's eligibility to remain in the California State College, Dominguez Hills, both quality of performance and progress toward his objective shall be considered. Such eligibility shall be determined by a progress point scale based on the grade point computation for letter grades and augmented by the assignment of two points for each unit of CR grade and no points for each unit of NC grade.

Academic Probation. A student is subject to academic probation if at any time his cumulative grade point average or his grade point average at the campus where he is enrolled falls below 2.0 or if during any term while he is enrolled he fails to earn at least two times as many progress points as units attempted. The student shall be advised of probation status promptly. A student shall be removed from academic probation when his cumulative grade point average or his grade point at the campus is 2.0 or higher and when he earns at least two times as many progress points as units attempted.

Academic Disqualification. A student on academic probation is subject to academic disqualification:

- A. As a lower-division student, if he falls .23 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at the campus where he is enrolled.
- B. As a junior, if he falls .14 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at the campus where he is enrolled.
- C. As a senior, if he falls .9 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at the campus where he is enrolled.
- D. Regardless of class level, if during any term while he is on probation he fails to earn twice as many progress points as units attempted.

In addition to the above disqualification standards applicable to students on probation, a student may be disqualified when:

1. During the term just concluded, the student has accumulated a grade point deficiency sufficiently great to place him on probation and,
2. The grade point deficiency is so great that in view of the student's past educational record (previous academic performance, aptitude indicators, etc.) and his class level it seems unlikely that the deficiency will be removed within a reasonable period.

Scholastic Standards for Graduate Students

All graduate students will be disqualified whose postgraduate grade point average at California State College, Dominguez Hills, or whose over-all postgraduate grade point average falls below 2.5. Higher standards may be required for admission and continuance in classified status in specific master's degree programs and for graduate students seeking teaching credentials.

Official Withdrawal from the College

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 occurs before the quarterly deadline for dropping classes (the third week of instruction), there is no record of enrollment. However, if official withdrawal occurs after the third week of instruction, grades will be assigned in accordance with the policy which follows on "Official Withdrawal from a Course." A student who does not officially withdraw from the college shall automatically receive F grades for all courses on his official study list.

Conditions for readmission shall be clearly indicated on the withdrawal form. A student who withdraws under satisfactory conditions shall be classified as a continuing student for the next quarter.

Official Withdrawal from a Course

1. *Students who fail to attend the first meeting of a class without prior arrangement with the instructor* will be dropped from that class. No grade will be assigned, and the enrollment will not appear on the student's permanent record.
2. *During the first three weeks of each quarter* a student may withdraw by filing a change-of-program card without approval of the instructor. No grade is assigned, and the enrollment does not appear on the student's permanent record.
3. *Beginning with the fourth week and prior to the beginning of the eighth week of each quarter*, an administrative grade of W may be assigned provided the student's withdrawal request form lists serious and compelling reasons. Permission to withdraw during this time period is to be granted only with the approval of the instructor and department chairperson.
4. Beginning with the eighth week and through the tenth week of instruction of the quarter, the administrative grade of W shall not be assigned unless the student's withdrawal request form indicates a serious accident or illness. Medical verification may be required. In addition to the signatures of both the instructor and department chairperson, the approval of the School Dean is required on the withdrawal request form. Ordinarily withdrawals in this category involve total withdrawal from the college.

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 in the Office of Admissions and Records. No change is effective until the change-of-program form has been signed by the instructor and filed in the Office of Admissions and Records.

Credit-by-Examination

A student in residence may receive credit-by-examination for courses in which he is eligible to enroll. The student should contact the office of the appropriate

departmental chairperson to initiate the procedure for credit-by-examination. The student may choose to receive either a CR/NC grade or a traditional letter grade for a course taken by examination according to the rules established for regular course enrollment. Ordinarily, the examination will be scheduled within thirty days after the petition has been approved by the department chairperson. Credit-by-examination will not be given for course work which an academic department deems inappropriate or impossible to evaluate as, for example, might be the case in a laboratory science course. If a student enrolls in a course and then petitions for credit-by-examination, the examination must be taken prior to the "add course" deadline.

Postgraduate Credit for Seniors

Students in the last quarter of their senior year may petition to receive postgraduate credit for up to two full courses which are not required to fulfill requirements for the bachelor's degree. To receive graduate credit, courses must be numbered in the 200, 300, or 400 series. *Approval must be obtained from the Dean of the School prior to registration in order to receive graduate credit for the work taken.* Petitions are available in the Office of Admissions and Records.

Dean's List

Students qualify for the Dean's List in each quarter in which they earn a grade point average of 3.5 or better in 12 or more units of letter grade courses. This designation will appear on the quarterly grade report and on the Permanent Record card.

Graduation with Honors

The honor of Graduation with Distinction is granted to those students who earn a grade point average of 3.5 overall and in their major during the last 90 quarter units of work taken at the college.

The honor of Graduation with Great Distinction is granted to those students who earn a grade point average of 3.8 overall and in their major during the last 90 quarter units of work taken at the college.

Auditors

A student not admitted to, nor enrolled in, the college must file a Statement of Residence prior to auditing a course. A residence determination must be made so that appropriate fees may be charged.

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.

An enrolled student who wishes to audit a course in addition to his regular program must obtain the approval of the instructor on the Approval for Audit form available in the Office of Admissions and Records. The approval may not be obtained before the first day of instruction. 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, or in extension courses, in another institution is permitted only when the entire program has received the approval, first, of the departmental major adviser and, second, of the Evaluations section of the Office of Admissions. This approval must be obtained before any coursework is started. The purpose of this procedure is to assure that all courses taken elsewhere will meet the requirements of this college and that the total program will not constitute an excessive study load. Petitions may be obtained from the Office of Admissions and Records.

Course Prerequisites

Course prerequisites cited with each course description in this catalog are intended to advise the student of any previous work needed for the course. Students not meeting the stated prerequisites should determine their eligibility for such courses in consultation with their academic advisers and the appropriate instructor.

Repeated Course

The conditions under which a course may be repeated are:

1. A course for which a grade of D has been assigned may be repeated, but unit credit for the course is not given again; *or* A course for which a grade of F has been assigned may be repeated, with credit given if the grade earned is a passing grade. *A repeated course is counted as units attempted and is credited with grade points earned, the effect being to average the grades.*
2. A course for which a grade of NC has been assigned.
3. All courses designated with an asterisk following the unit value may be repeated for credit; for example:

(1)* or (4)*

The number of credits which may be counted toward the degree will be determined by the academic adviser.

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.

DEBTS OWED TO THE COLLEGE

From time to time the student may become indebted to the college. This could occur, for example, when the student fails to repay money borrowed from the college. Similarly, debts occur when the student fails to pay college or library fees, or when the student fails to pay for other services provided by the college at the request of the student. Should this occur, Sections 42380 and 42381 of Title 5 of the *California Administrative Code* authorize the college to 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. For example, under these provisions the college may withhold permission to register, and may withhold other services, such as grades and transcripts. If a student feels that he or she does not owe all or part of a particular fee or charge, the student should contact the college business office. The business office, or another office of the college to which the student will be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.



REGISTRATION

Each student registers in the California State College, Dominguez Hills at times scheduled for this purpose just prior to the beginning of instruction for each quarter. Registration includes filling out official cards, enrolling in courses, paying fees, and receiving, or having validated, a Student Identification card.

Registration dates will be outlined in the Academic Calendar and the Schedule of Classes. Each student will be mailed registration information prior to the scheduled period.

SCHEDULE OF REGISTRATION 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 without advance notice. However, no fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act.

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

Application for Admission to the College

Application fee (non-refundable) payable by cash, check
or money order at time of applying \$20.00

Fees Required at Registration (per quarter)

Materials and Service Fee	
1 to 3.9 units	34.00
4 to 7.9 units	38.00
8 to 11.9 units	42.00
12 or more units	48.00
Student Activity Fee	
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
Facilities Fee	
All students	2.00
Identification card	1.00
Non-Resident Tuition Fee (In addition to the other Registration fees)	
U.S. Citizens	
Per unit or fraction thereof—less than 15 units	29.00
Maximum charge—15 units or more	433.00
Per academic year	1299.00
Foreign-Visa Students (Students who are citizens and residents of a foreign country)	
Per unit or fraction thereof	29.00
Maximum charge—15 units or more	433.00
Per academic year	1299.00

Parking Fees	
All students	10.00
Alternate vehicle (evidence of ownership of vehicles must be presented)	2.00
Two-wheeled motorized vehicles	2.50
Car pool permit	10.00
Annual permit (Fall, Wtr., Spr., Quarters)	30.00
Annual alternate permit	6.00
Summer Session	6.00

Other Fees

Late Registration (Payable the day instruction begins)	5.00
Failure to meet administratively required time limit or appointment	2.00
Check returned for any cause	5.00
Items lost or broken	Cost
Transcript of Record (per copy)	1.00
Library fines—A charge is made for the late return of material borrowed from the library.	
Lost books and other library items	Replacement Cost + Service Charge
Diploma fee	4.00

REFUND OF FEES

Refunds are not automatic. Applications for refund of fees are obtained from the Cashier and must be filed in the Office of Admissions and Records within the time limits specified. Applications received by the Registrar on or before the first day of instruction of each quarter are considered as having an effective date of the first day of instruction of that quarter.

Penalty fees (unless collected in error), the Late Registration Fee, and the Facilities Fee are not refundable.

Materials and Service Fee

To be eligible for partial refund, a student who is completely withdrawing from the college must file a refund petition with the Registrar not later than 14 days after the first day of instruction. \$10.00 will be retained by the college to cover the cost of registration. Refunds may not be granted when units are dropped.

Non-Resident and Foreign Tuition Fee

If the refund petition is filed with the Registrar before or during the first week of the quarter, 100% of the tuition fee will be refunded; during the second week of the quarter, 75%; during the third week of the quarter, 50%; during the fourth week of the quarter, 25%.

Parking Fee

Petitions for refund of the Parking Fee must be filed with the Campus Security Office. If the petition is filed before or during the first 25 calendar days of the quarter, 66% of the Parking Fee will be refunded; from the 26th to the 50th calendar days of the quarter, 33%; on or after the 51st calendar day, 0%.

Consult the Business Office of the college for further information.

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT¹ STUDENT IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The nineteen campuses of The California State University and Colleges are financed primarily through funding provided by the taxpayers of California. For the 1973/74 year, the total cost of operation is \$553.8 million, which provides continuing support for 233,290 full-time equivalent (FTE¹) students. This results in an average cost per FTE student of \$2,374 per year. Of this amount, the average student pays \$224. Included in this average student payment is the amount paid by nonresident students. The remaining \$2,150 in costs are funded by state and federal taxes.

Averages do not fit all students alike or even any specific student. To arrive at an average figure that is meaningful, the costs outlined above exclude "user fees" for living expenses, housing, and parking, as well as costs for extension and summer session work. Computations are based on full-time equivalent students, not individuals, and costs are prorated by system totals, not by campus. The average costs for a full-time equivalent student in the system are depicted in the following chart:

1973/74 TOTAL COSTS OF CAMPUS OPERATION (Including Building and Land Amortization)

Enrollment: 233,290 FTE

Amount	Amount	Average Cost Per Student (FTE) ²	Percentage
State Appropriation (Support)	\$441,860,573	\$1,894	79.8
State Funding (Capital Outlay) ²	29,161,250	125	5.3
Student Charges	52,349,450	224 ³	9.4
Federal (Financial Aids)	30,476,849	131	5.5
Total	<u>\$553,848,122</u>	<u>\$2,374</u>	<u>100.0</u>

¹ For Budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load. The term assumes that a full-time student in The California State University and Colleges is enrolled for 15 units of academic credit. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

² The system's more than 14,000 acres of land and the wide range of facilities and equipment on the 19 campuses are currently valued at approximately \$1.2 billion. Amortized over a 40-year period, they are valued at \$125 per FTE student.

³ The average costs paid by a student include the materials and service fee, health facilities fee, college union fee, student body fee, and the nonresident tuition. This amount is derived by taking the total of all student fees and dividing by the total full-time equivalent student enrollment. Individual students may pay more or less than \$224 depending on whether they are part-time, full-time, resident or nonresident students.



**Faculty and Administration
of the College**

FACULTY AND ADMINISTRATION— 1974-75

- LEO F. CAIN (1962)**..... *President;*
Professor of Psychology
A.B., 1931, California State University, Chico; M.A., 1935, Ph.D., 1939, Stanford University.
- RAUL ACEVES (1970)**..... *Assistant to the President;*
Director of College Community Relations
B.S., 1958, University of California, Los Angeles; M.E., 1965, Loyola University; M.A., 1972, New York University, Madrid, Spain.
- JACK ADAMS (1966)**..... *Professor of Psychology*
B.A., 1950, University of California, Berkeley; M.A., 1956, University of Hawaii; Ph.D., 1963, Claremont Graduate School.
- ROBERT L. ALT (1968)**..... *Associate Professor of Physics*
B.S., 1959, Capital University; M.S., 1961, Ph.D., 1968, Ohio State University.
- MILAGROS R. AQUINO (1968)**..... *Associate Professor of Education*
B.S., 1957, Ilocos Norte Normal School, Philippines; M.A., 1963, Philippine Normal College; M.A., 1965, Ed.D., 1967, University of California, Los Angeles.
- WILLIAM L. ARMACOST (1968)**..... *Associate Professor of Mathematics*
B.A., 1963, Pomona College; M.A., 1965, Ph.D., 1968, University of California, Los Angeles.
- STEPHEN JAY ARNETT (1973)**..... *Assistant Professor of Business Administration*
B.S., 1966, Ball State University; M.A., 1967, Ball State University.
- HARBANS L. ARORA (1968)**..... *Professor of Biological Science*
B.S., 1944, M.S., 1945, Panjab University; Ph.D., 1949, Stanford University.
- INGEBORG ASSMANN (1970)**..... *Associate Professor of Education*
B.A., 1950, Kant College; M.A., 1964, Montclair State College; Ph.D., 1967, University of Southern California.
- JOHN W. AULD (1968)**..... *Associate Professor of History*
B.A., 1962, The College of Wooster; M.A., 1964, Ph.D., 1970, Stanford University.
- ROBERT L. BAFIA (1973)**..... *Coaching Specialist*
B.A., 1971, California State College, Dominguez Hills.
- JACK T. BELASCO (1970)**..... *Director of Experiential Education Program;*
Assistant Professor of Education
B.A., 1941, University of California, Los Angeles; M.S.Ed., 1956, University of Southern California; Ed.D., 1973, University of California, Los Angeles.
- LOUIS NEWTON BELL (1970)**..... *Assistant Librarian*
B.A., 1963, Rice University; M.L.S., 1970, University of California, Los Angeles.
- E. KENNETH BENNETT (1968)**..... *Senior Assistant Librarian*
B.A., 1956, Graduate Study, 1956-57, University of California, Berkeley; M.L.S., 1966, University of California, Los Angeles.
- ANTONIA M. BERCOVICI (1971)**..... *Assistant Professor of Psychology*
B.A., 1967, M.A., 1969, University of California, Los Angeles; Graduate Study, Geneva University; Ph.D. 1973, University of California, Los Angeles.
- ROBERT M. BERSI (1966)**..... *Dean of Innovative Programs*
and Institutional Development;
Professor of Education
A.B., 1958, University of the Pacific; M.A., 1963, Ph.D., 1966, Stanford University.
- RICHARD BEYM (1968)**..... *Professor of Spanish and Linguistics*
A.B., 1943, A.M., 1948, Ph.D., 1952, University of Illinois.
- MARSHALL H. BIALOSKY (1964)**..... *Professor of Fine Arts*
B.Mus., 1949, Syracuse University; M.Mus., 1950, Northwestern University; Advanced study in Florence, Italy.

¹On leave Fall 1974

- FRANK V. BILLES (1972)** *Assistant Professor of Economics*
B.A., 1966, M.A., 1969, University of California, Los Angeles.
- WILLIAM R. BLISCHKE (1969)** *Associate Professor of Sociology*
B.A., 1963, University of California, Riverside; M.A., 1966, Ph.D., 1973, University of California, Berkeley.
- MARTIN ROBERT BLYN (1969)** *Associate Professor of Economics and Business Administration*
B.B.A., 1961, College of the City of New York; M.B.A., 1962, Ph.D., 1966, New York University.
- ALAN BOMSER (1971)** *Assistant Professor of Sociology*
B.S., 1941, Brooklyn College; M.A., 1959, California State University, Los Angeles.
- STEPHEN A. BOOK (1970)** *Assistant Professor of Mathematics*
A.B., 1963, Georgetown University; M.A., 1966, Cornell University; Ph.D., 1970, University of Oregon.
- JON L. BREEN (1969)** *Senior Assistant Librarian*
B.A., 1965, Pepperdine College; M.S.L.S., 1966, University of Southern California.
- DAVID E. BREST (1968)** *Associate Professor of Biological Science*
B.A., 1964, California State University, Los Angeles; Ph.D., 1968, University of California, Los Angeles.
- PAULINE BROOKS (1973)** *Assistant Professor of Psychology*
B.A., 1969, University of California, Santa Barbara; M.A. (Psych.) 1971, M.A. (Educ.), 1972, University of California, Los Angeles.
- DEXTER EDWARD BRYAN (1971)** *Assistant Professor of Sociology*
A.B., 1966, M.A., 1969, Ph.D., 1973, University of California, Riverside.
- EDITH BUCHANAN (1972)** *Associate Professor of Education*
B.A., 1956, California State University, Los Angeles; M.A., 1961, California State University, Northridge; Ed.D., 1970, University of California, Los Angeles.
- CLAUDIA BUCKNER (FORIN) (1972)** *Assistant Professor of English*
B.A., 1967, M.A., 1969, Ph.D., 1972, University of California, Berkeley.
- JOHN J. BULLARO (1968)** *Professor of English*
B.A., 1950, M.A., 1952, University of Illinois; Ph.D., 1960, University of Wisconsin.
- THOMAS S. BULLOCK (1963)** *Building Program Coordinator; Lecturer in Geography*
B.A., 1957, Graduate Study, 1960-63, San Francisco State University.
- RICHARD BUNGER (1970)** *Associate Professor of Music*
B.Mus., 1964, Oberlin College; M.Mus., 1966, University of Illinois.
- JOSE MARIA BURRUEL (1973)** *Director, Teacher Corps Program*
B.A., 1949, Arizona State University; M.A., 1962, University of Southern California; Ph.D., 1970, Arizona State University.
- DIANNE CABALDON (1973)** *Assistant Professor of Economics*
B.A., 1967, California State University, Northridge; M.A., 1968, University of California, Los Angeles.
- DAVID B. CADY (1970)** *Associate Professor of History*
B.S., 1958, Georgetown University; B.S., 1964, M.A., 1966, Ph.D., 1970, University of Wisconsin.
- CARL CAGAN (1969)** *Director, Institutional Studies and Automatic Data Processing; Associate Professor of Business Administration*
B.A., 1948, New York University; M.S., 1968, Ph.D., 1969, Washington State University.
- ROBERT L. CALATRELLO (1969)** *Associate Professor of Education*
B.S., 1958, Millikin University; M.A., 1960, Northwestern University; Ed.D., 1966, University of Southern California.

- HANSONIA L. CALDWELL (1972)** *Assistant Professor of Music*
B.M., 1966, Boston University; M.A., 1969, University of Southern California.
- DAVID CAMESI (1969)** *Assistant Professor of Music*
B.S., 1961, Juilliard School of Music; M.A., 1965, Columbia University.
- MURIEL P. CARRISON (1969)** *Associate Professor of Education*
B.A., 1948, Hunter College; M.A., 1964, California State University, Long Beach; Ed.D., 1969, University of Southern California.
- LYMAN G. CHAFFEE (1969)** *Associate Professor of Political Science*
A.B., 1960, Occidental College; M.A., 1965, California State University, Los Angeles; Ph.D., 1969, University of California, Riverside.
- CHI-LUNG CHANG (1969)** *Associate Professor of Mathematics*
B.A., 1964, University of California, Berkeley; M.A., 1968, Ph.D., 1970, University of California, Los Angeles.
- HAROLD CHARNOFSKY (1966)** *Professor of Sociology*
B.S., 1953, M.S., 1958, Ph.D., 1968, University of Southern California.
- LOIS WONG CHI (1966)** *Professor of Biological Science*
B.S., 1945, Wheaton College; M.S., 1948, Ph.D., 1953, University of Southern California.
- EVELYN TUTT CHILDRESS (1969)** *Associate Professor of Biological Science*
B.S., 1947, Lincoln University; M.S., 1948, M.S., 1956, University of Michigan; Ph.D., 1967, Stanford University.
- BARBARA R. CHRISPIN (1973)** *Assistant Professor, The Small College*
B.A., 1964, M.A., 1965, University of Illinois; Ph.D., 1971, University of California, Los Angeles.
- ROBERT M. CHRISTIE (1970)** *Associate Professor of Sociology*
B.A., 1965, University of California, Santa Barbara; M.A., 1967, Ph.D., 1970, University of Missouri.
- RICHARD EARL CLARK (1973)** *Assistant Professor of Urban and Environmental Management*
A.B., 1960, University of Michigan; J.D., 1962, University of Michigan.
- GEORGE N. CLAWSON (1972)** *Assistant Professor of Business Administration*
B.B.A., 1940, Baylor University; M.B.A., 1967, Ph.D., 1972, University of California, Los Angeles.
- GARY B. COLBOTH (1970)** *Campus Judicial Coordinator; Professor of Public Administration*
B.S., 1958, Bradley University; M.P.A., 1960, University of Pittsburgh; J.D., 1966, Northwestern University Law School.
- DALLAS V. COLVIN (1970)** *Assistant Professor of Biological Science*
B.S., 1963, Portland State University; Ph.D., 1970, University of Colorado.
- DORA P. CROUCH (1972)** *Assistant Professor of Art*
B.A., 1965, M.A., 1967, Ph.D., 1969, University of California, Los Angeles.
- JOHN W. CROWE (1972)** *Director of College Relations; Assistant Professor of Communications*
B.A., 1969, California State University, Los Angeles.
- JEANNE CURRAN (1972)** *Assistant Professor of Sociology*
B.A., 1957, Tulane University; M.A., 1966, University of California, Los Angeles; Ph.D., 1971, University of Southern California.
- MICHAEL J. DAUGHERTY (1972)** *Assistant Professor of Physics*
B.S., 1963, University of California, Los Angeles; Ph.D., 1971, University of California, Riverside.

¹On leave Fall 1974

- LARRY R. DECKER (1973)** *Assistant Professor of Psychology*
B.A., 1963, San Francisco State University; M.A., 1970, Ph.D., 1972, University of Arizona.
- ULRICH DE LA CAMP (1966)** *Associate Professor of Chemistry*
B.S., 1959, University of California, Berkeley; Ph.D., 1966, University of California, Davis.
- PETER DESBERG (1970)** *Assistant Professor of Education*
B.A., 1965, University of Southern California; M.A., 1966, California State University, Northridge; Ph.D., 1969, University of Southern California.
- L DANETTE DOBYNS (1972)** *Associate Professor of Chemistry*
B.S., 1958, College of Great Falls; Ph.D., 1964, University of Notre Dame.
- ¹**TERENCE L DOSH (1969)** *Associate Professor of History*
B.A., 1953, St. John's University; B.D., 1957, St. John's Seminary; M.A., 1961, Ph.D., 1971, University of Minnesota.
- ROBERT DOWLING (1973)** *Assistant Professor of Business Administration*
B.S., 1964, Fairleigh Dickenson University; M.B.A., 1972, California State University, Long Beach.
- CAROLINE R. DUNCAN (1966)** *Associate Professor of English and Linguistics*
B.F.A., 1946, M.A., 1949, University of Georgia; Ph.D., 1969, Florida State University.
- ALAN VAN DUSEN EGGERS (1970)** *Assistant Professor of Anthropology*
A.B., 1964, University of California, Berkeley.
- STEFAN EHRLICH (1970)** *Assistant Professor of Mathematics*
B.S., 1962, City College of New York; M.S., 1969, California State University, Northridge; M.S., 1970, University of Southern California.
- PATRICIA S. ELIET (1969)** *Associate Professor of English*
B.A., 1958, Carleton College; M.A., 1960, Oberlin College; Ph.D., 1971, University of California, Berkeley.
- DALE E. ELLIOTT (1968)** *Associate Professor of English and Linguistics*
B.S. in Ed., 1962, M.A., 1965, Ph.D., 1971, Ohio State University.
- PETER D. ELLIS (1962)** *Associate Dean, Admissions, Records and Relations with Schools; Associate Professor of Education*
A.B., 1948, Ed.D., 1961, University of California, Los Angeles.
- FRANCES M. EPPS (1970)** *Professor of Education*
B.S., 1943, Southern University; M.A., 1960, California State University at Los Angeles.
- ¹**ARTHUR A. EVETT (1968)** *Professor of Physics*
B.S., 1948, Ph.D., 1951, Washington State University.
- CHARLES FAY (1966)** *Professor of Philosophy*
B.S., 1948, M.A., 1950, Ph.D., 1956, St. Louis University.
- MARIANNE FENSTERMACHER (1970)** *Assistant Professor of Physical Education and Recreation*
B.S., 1969, University of California, Los Angeles; M.A., 1970, California State University, Los Angeles.
- JOANN C. FENTON (1970)** *Assistant Professor of Anthropology*
B.A., 1959, M.A., 1967, Ph.D., 1974, Northwestern University.
- LOIS J. FEUER (1972)** *Assistant Professor, The Small College*
B.A., 1967, University of Arizona; M.A., 1968, Ph.D., 1972, University of California, Irvine.
- ROBERT B. FISCHER (1963)** *Dean of Academic Administration; Professor of Chemistry*
B.S., 1942, Wheaton College; Ph.D., 1946, University of Illinois.

¹On leave, academic year 1974-75

- PETER G. FLACHSBART (1973)** *Assistant Professor of Urban and Environmental Management*
B.S.C.E., 1966, Washington University; M.S., 1968, Ph.D., 1971, Northwestern University.
- CHARLES F. FORBES (1970)** *Associate Professor of Geography*
B.S., 1952, M.S., 1960, Stanford University; Ph.D., 1973, University of Oregon.
- ELIZABETH ANN FOSTER (1969)** *Assistant Librarian*
B.A., 1968, University of Redlands; M.S.L.S., 1970, University of Southern California.
- ¹DIANE W. FRANKLIN (1972)** *Assistant Professor of Psychology*
B.A., 1966, Radcliffe College; M.A., 1971, University of Chicago.
- MARILYN GARBER (1967)** *Associate Professor of History*
B.A., 1957, M.A., 1960, Ph.D., 1967, University of California, Los Angeles.
- EUGENE N. GARCIA (1972)** *Associate Professor of Chemistry and Health Science*
A.B., 1949, Gonzaga University; M.S., 1951, University of San Francisco; Ph.D., 1961, University of California, Los Angeles.
- KENNETH B. GASH (1967)** *Associate Professor of Chemistry*
B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.
- LILA B. GELLER (1969)** *Associate Professor of English*
B.A., 1952, University of California, Los Angeles; M.A., 1965, California State University, Northridge; Ph.D., 1969, University of California, Los Angeles.
- ROBERT V. GIACOSIE (1973)** *Assistant Professor, The Small College*
B.A., 1964, M.S., 1967, Rutgers University; Ph.D., 1972, University of California, Los Angeles.
- LYLE E. GIBSON (1962)** *Vice President for Academic Affairs; Professor of Geography*
B.E., 1935, Ph.M., 1943, University of Wisconsin; Ph.D., 1947, State University of Iowa.
- R. DALE GIVENS (1971)** *Associate Professor of Anthropology*
B.A., 1948, Baylor University; M.A., 1949, University of Texas; Ph.D., 1970, University of Kentucky.
- IRENE GODDEN (1972)** *Senior Assistant Librarian*
B.A., 1968, Brooklyn College; M.L.S., 1970, University of California, Los Angeles.
- JOHN R. GODERS (1972)** *Assistant Professor of Art*
B.F.A., 1965, M.F.A., 1967, Otis Art Institute of Los Angeles County.
- HYMEN C. GOLDMAN (1967)** *Director, Personal Counseling; Professor of Education*
A.A., 1940, Herzl Junior College; B.A., 1942, Central YMCA College; B.S., 1947, Roosevelt University; M.A., 1948, Ed.D., 1962, University of Southern California.
- PAUL A. GOPAUL (1971)** *Professor of History*
B.A., 1948, M.A., 1953, St. Michael's College; Ph.D., 1958, University of Ottawa; Ph.D., 1967, University of New Mexico.
- WILLIAM E. GOULD (1969)** *Associate Professor of Mathematics*
B.A., 1956, M.S., 1958, Rutgers University; M.A., 1964, Ph.D., 1966, Princeton University.
- JUDITH V. GRABINER (1972)** *Assistant Professor, The Small College*
B.S., 1960, University of Chicago; M.A., 1962, Radcliffe College; Ph.D., 1966, Harvard University.
- LISA GRAY-SHELLBERG (1967)** *Associate Professor of Psychology*
B.A., 1961, Occidental College; M.A., 1966, Ph.D., 1970, Claremont Graduate School.
- JUDSON A. GRENIER (1966)** *Professor of History*
B.A., 1951, University of Minnesota; M.J., 1952, University of California, Berkeley; Ph.D., 1965, University of California, Los Angeles.

¹On leave, academic year 1974-75

- LINDA J. GROFF (1972)**..... *Assistant Professor of Political Science*
 B.A., 1962, University of Michigan; M.A., 1963, M.A.L.D., 1966, Fletcher School of Law and Diplomacy.
- CURTIS L. GRONINGA (1969)** *Director of Extended Programs*
 B.A., 1967, California State University, Long Beach; M.P.A., 1971, University of Southern California.
- ROSS M. GROSSMAN (1970)** *Associate Professor of Philosophy*
 B.A., 1964, M.A., 1966, University of Illinois; Ph.D., 1971, University of Wisconsin.
- DRU ANN GUTIERREZ (1970)**..... *Assistant Professor of Education*
 B.A., 1949, Pepperdine College; M.S., 1958, University of Southern California.
- HUMBERTO J. GUTIERREZ (1972)** *Assistant Professor, The Small College*
 B.A., 1966, University of Texas; M.A., 1971, California State University, Northridge.
- WILLIAM M. HAGAN (1967)**..... *Director of Special Projects; Associate Professor of Philosophy*
 A.B., 1948, University of Santa Clara; M.A., 1950, Gonzaga University; S.T.L., 1957, Faculté de Theologie, Enghien, Belgium; S.T.D., 1960, Georgetown University.
- DEANNA S. HANSON (1973)** *Assistant Professor of Education*
 B.A., 1964, Idaho State University; M.A., Teachers College Columbia University; Ed.D., 1970, University of California, Los Angeles.
- JAMES G. HARRIS (1969)**..... *Associate Professor of Economics*
 B.S., 1964, Idaho State University; M.A., 1967, Ph.D., 1970, University of Oregon.
- ARTHUR L. HARSHMAN (1971)** *Assistant Professor of Art*
 B.A., 1964, Antioch College; M.A., 1964, Michigan State University; M.A., 1968, University of Chicago.
- GARRY D. HART (1970)** *Assistant Professor of Mathematics*
 B.A., 1966, University of California, Riverside; M.A., 1968, University of Oregon; Ph.D., 1970, Kansas State University.
- DONALD TERUO HATA, JR. (1970)**..... *Associate Professor of History*
 B.A., 1962, M.A., 1964, Ph.D., 1970, University of Southern California.
- JACK HAZELRIGG (1972)** *Assistant Professor, The Small College*
 B.S., 1966, M.A., 1969, California State University, Long Beach; Ph.D., 1973, University of California, Riverside.
- GEORGE MARTIN HENEGHAN (1967)**..... *Professor of Political Science*
 A.B., 1956, M.A., 1957, Columbia University; Ph.D., 1970, Stanford University.
- DIANE HENSCHER (1971)** *Assistant Professor of Psychology*
 B.A., 1966, Queens College; Ph.D., 1970, University of California, Berkeley.
- WALTER S. HERTZOG (1973)**..... *Lecturer in Experiential Education*
 B.A., 1928, University of California, Los Angeles; M.A., 1933, University of Southern California; LL.D., 1932, Olympia University.
- WINSTON R. HEWITT (1966)**..... *Professor of French*
 B.A., 1948, University of Minnesota; Diploma, 1949, University of Stockholm; 1950, 1953 and 1955, University of Paris; M.A., 1952, University of Minnesota; Ph.D., 1963, University of California, Los Angeles.
- GILAH HIRSCH (1973)** *Assistant Professor of Art*
 B.A., 1967, University of California, Berkeley; M.F.A., 1970, University of California, Los Angeles.
- NANCY CARO HOLLANDER (1972)** *Assistant Professor of History*
 B.A., 1966, M.A., 1968, University of California, Los Angeles.
- EMORY H. HOLMES (1972)**..... *Dean of Student Affairs; Associate Professor, The Small College*
 B.A., 1954, Tennessee State College; Ed.D., 1972, University of California, Los Angeles.

- HOWARD R. HOLTER (1970)** *Associate Professor of History*
 B.A., 1962, Northwestern University; M.A., 1963, Ph.D., 1967, University of Wisconsin.
- FUMIKO HOSOKAWA (1972)** *Assistant Professor,*
The Small College
 B.A., 1969, California State University, Long Beach; M.A., 1971, Ph.D., 1973, University of California, Los Angeles.
- RICHARD B. HOVARD (1971)** *Assistant Professor of Sociology*
 B.A., 1966, University of California, Santa Barbara; M.A., 1969, University of Missouri.
- CHI-HUA WU HSIUNG (1972)** *Associate Professor,*
The Small College
 B.S., 1954, National Taiwan University; M.S., 1957, Ph.D., 1962, University of Michigan.
- DAVID J. HUDSON, JR. (1966)** *Coordinator of Audio Visual Services;*
Lecturer in Geography and Education
 B.S., 1953, M.S., 1961, University of Southern California.
- JOHN A. HYLTON (1972)** *Associate Professor of Education*
 B.A., 1964, M.A., 1967, Ph.D., 1969, Arizona State University.
- JAMES S. IMAI (1970)** *Associate Professor of Physics*
 B.A., 1962, University of California, Los Angeles; M.S., 1963, San Diego State University; Ph.D., 1969, University of California, Los Angeles.
- LOUISE HARRIS IVERS (1971)** *Assistant Professor of Art*
 B.F.A., 1964, Boston University; M.A., 1967, University of New Mexico.
- G. JOYCE JOHNSON (1972)** *Instructor in English*
 B.A., 1970, M.A., 1972, California State College, Dominguez Hills.
- JOHN L. JOHNSON (1968)** *Professor of Physical Education*
and Recreation
 A.B. 1947, M.Ed., 1962, Ed.D., 1964, University of California, Los Angeles.
- ROBERT B. JOHNSON (1972)** *Associate Professor of Geography*
 A.B., 1942, Washington University; M.A., 1949, Ph.D., 1960, Harvard University.
- WILLIAM B. JONES (1970)** *Associate Professor of Mathematics*
 B.A., 1960, Yale University; A.M., 1961, Ph.D., 1965, Harvard University.
- VIOLET L. JORDAIN (1968)** *Associate Professor of English*
 B.A., 1961, M.A., 1965, Ph.D., 1968, University of California, Los Angeles.
- HAROLD KAGAN (1972)** *Assistant Professor of Anthropology*
 B.A., 1969, San Francisco State University; Ph.D., 1973, University of California, Riverside.
- GENE A. KALLAND (1966)** *Associate Professor of Biological Science*
 B.A., 1962, California State University, Northridge; Ph.D., 1966, Indiana University.
- EDWIN C. KAMPMAN (1973)** *Assistant Professor of Urban*
and Environmental Management
 B.S., 1965, Massachusetts Institute of Technology; M.C.P., 1972, University of California, Berkeley.
- JAY B. KAPLAN (1971)** *Assistant Professor of Political Science*
 B.A., 1966, University of Southern California; M.A., 1968, Ph.D., 1971, Claremont Graduate School.
- DAVID J. KARBBER (1973)** *Director of Academic Resources*
 A.B., 1957, California State University, Fresno; M.S., 1971, Ed.D., 1972, Indiana University.
- ABRAHAM KIDANE (1971)** *Associate Professor of Economics*
 B.A., 1962, Haile Selassie University; Diploma, 1963, International Graduate School, Stockholm; M.S.Sc., 1967, University of Stockholm; Ph.D., 1971, University of California, Los Angeles.

¹On leave Winter 1975

- JACK F. KILFOIL (1968)** *Associate Professor of History*
 B.A., 1962, University of California, Berkeley; M.A., 1965, University of Michigan; Ph.D.,
 1969, Claremont Graduate School.
- RICHARD T. KURAMOTO (1970)** *Associate Professor of*
Biological Science
 B.A., 1963, University of Hawaii; M.S., 1965, University of British Columbia; Ph.D., 1968,
 University of Illinois.
- KENNETH L. KUYKENDALL (1969)** *Assistant Professor of Anthropology*
 B.A., 1962, San Francisco State University; M.A., 1966, Ph.D., 1972, University of Colorado.
- PETER LACH (1974)** *Assistant Professor of Theatre Arts*
 B.A., 1966, M.A., 1968, DePauw University; M.F.A., 1973, University of Iowa.
- JOHN J. LACORTE (1972)** *Assistant Professor of Philosophy*
 B.A., 1966, Loyola University; M.A., 1969, Ph.D., 1970, University of Southern California.
- LAWRENCE L. LARMORE (1970)** *Associate Professor of Mathematics*
 B.S., 1961, Tulane University; Ph.D., 1965, Northwestern University.
- RUTH LARSON (1968)** *Professor of Education*
 B.S., 1943, Parsons College; M.S., 1954, University of Tennessee; Ph.D.,
 1964, Ohio State University.
- MARVIN LASER (1965)** *Dean, School of Humanities and Fine Arts;*
Professor of English
 Ph.B., 1935, M.A., 1937, University of Chicago; Ph.D., 1948, Northwestern University.
- FRANCES LAUERHASS (1969)** *Associate Professor*
of Foreign Languages
 B.A., 1956, Wellesley College; M.A., 1957, University of North Carolina; Ph.D., 1972,
 University of California, Los Angeles.
- F. DONALD LAWS (1968)** *Professor of Sociology*
 B.A., 1953, Hobart College; M.A., 1956, Ph.D., 1962, University of Maryland.
- C.W. LEE (1971)** *Assistant Professor of Business Administration*
 A.A., 1953, A.B., 1955, University of California, Berkeley; M.B.A., 1960, Harvard
 University; Ph.D., 1974, University of Southern California.
- H. KEITH LEE (1969)** *Associate Professor of Physics*
 B.S., 1960, Michigan State University; M.S., 1961, University of Wisconsin; Ph.D., 1966,
 Michigan State University.
- YVONE V. LENARD (1968)** *Professor of French*
Baccalauréat Philosophie, Faculté des Lettres de Montpellier (France)
 1939; *Certificat de Licence en Droit, Faculté de Bordeaux (France)* 1942;
 B.A., 1954, M.A., 1956, University of California, Los Angeles.
- DONALD F. LEWIS (1970)** *Associate Professor of Philosophy*
 B.A., 1964, M.A., 1965, University of Toledo; Ph.D., 1970, Southern Illinois University.
- JAMES F. LIOTTA (1972)** *Assistant Professor of Philosophy*
 B.S., 1965, Muskingum College; M.A., 1969, Ph.D., 1972, Southern Illinois University.
- HERMAN LOETHER (1967)** *Professor of Sociology*
 B.A., 1951, California State University, Los Angeles; M.A., 1953, Ph.D., 1955, University of
 Washington.
- CAROL GUZE LYDON (1967)** *Associate Professor of*
Biological Science
 A.B., 1957, Washington University; Ph.D., 1963, University of California, Berkeley.
- JAMES L. LYLE (1972)** *Assistant Professor of Chemistry*
 B.S., 1967, Ph.D., 1971, Texas A&M University.
- JANIE MacHARG (1969)** *Director, Career Counseling*
and Placement
 B.A., 1967, Scripps College; M.A., 1969, Columbia University.

¹On leave, academic year 1974-75

²On leave Fall 1974

- DONALD A MACPHEE (1964)**..... *Dean, School of Social and Behavioral Sciences; Professor of History*
A.B., 1950, Seattle Pacific College; M.A., 1952, Ph.D., 1959, University of California, Berkeley.
- C. MICHAEL MAHON (1968)**..... *Associate Professor of English*
B.A., 1952, University of California, Santa Barbara; M.A., 1956, Columbia University; Ph.D., 1966, University of California, Santa Barbara.
- JERRY E. MANDEL (1972)**..... *Associate Professor of Behavioral Sciences*
B.A., 1962, M.A., 1965, California State University, Long Beach; Ph.D., 1968, Purdue University.
- HAL MARIENTHAL (1966)**..... *Associate Professor of Theatre Arts*
B.A., 1947, M.A., 1948, Northwestern University; Ph.D., 1966, University of Southern California.
- SOLOMON MARMOR (1966)**..... *Acting Dean, School of Natural Sciences and Mathematics; Professor of Chemistry*
B.S., 1948, The City College of New York; Ph.D., 1952, Syracuse University.
- GEORGE D. MARSH (1970)**..... *Associate Professor of Psychology*
B.A., 1957, M.A., 1960, California State University, Los Angeles; Ph.D., 1965, University of California, Berkeley.
- WAYNE R. MARTIN (1971)**..... *Assistant Professor of Political Science*
A.B., 1964, California State University, Long Beach; M.A., 1967, Ph.D., 1970, University of Southern California.
- **GORDON MATTHEWS (1968)**..... *Professor of Mathematics*
B.A., 1939, M.A., 1955, Ph.D., 1959, University of California, Los Angeles.
- FRANCIS D. MCCARTHY (1973)**..... *Assistant Professor of Biological Science*
B.A., 1968, Marquette University; Ph.D., 1973, Texas A&M University.
- WILLIAM J. MCCOY (1972)**..... *Assistant Professor of Sociology*
B.S., 1968, California State University, Hayward; M.A., 1970, Andrews University.
- JOHN W. MCCURTIS (1970)**..... *Assistant Professor of Sociology*
B.S., 1958, Southern Illinois University; M.A., 1969, State University of New York, Buffalo.
- IRENE MCKENNA (1972)**..... *Instructor in English*
B.A., 1960, M.A., 1973, University of California, Los Angeles.
- **FRANK B. MILES (1972)**..... *Assistant Professor of Mathematics*
B.S., 1961, University of Illinois; Ph.D., 1965, University of California, Berkeley; M.S., 1970, Ph.D., 1972, University of Washington.
- M. MILO MILFS (1962)**..... *Dean, School of Education; Professor of Education and Psychology*
B.S., 1949, M.A., 1951, University of New Mexico; Ed.D., 1957, University of Southern California.
- HERBERT MILGRIM (1972)**..... *Associate Professor of Business Administration*
B.B.A., 1956, M.B.A., 1963, Baruch School, City University, New York; Ph.D., 1968, New York University.
- ALBA MOESSER (1968)**..... *Associate Professor of Spanish*
B.A., 1961, California State University, Long Beach; M.A., 1963, University of California, Los Angeles; Ph.D., 1971, University of Southern California.
- BURCKHARD MOHR (1970)**..... *Assistant Professor of English and Linguistics*
B.A., 1967, Ph.D., 1973, University of California, Berkeley.
- ADOLFO M. MONSANTO (1966)**..... *Professor of Spanish*
Maestro, 1947, Doctor en Letras y en Ciencias de la Educacion, 1949, Universidad Nacional Autonoma de Mexico.

¹Professor will retire after Spring quarter 1974

- DAVID MORAFKA (1972)**..... *Assistant Professor of Biological Science*
 B.A., 1967, University of California, Berkeley; Ph.D., 1974, University of Southern California.
- GEORGE P. MORRIS (1973)**..... *Associate Professor of Business Administration*
 B.B.A., 1964, M.B.A., 1965, University of Toledo; Ph.D., 1969, University of Texas
- PENROD MOSS (1969)**..... *Associate Professor of Education*
 A.B., 1949, University of California, Los Angeles; Ed.D., 1967, University of California, Berkeley.
- ROBERT J. MURRAY (1962)**..... *Business Manager*
 Washington and Lee University; George Washington University; University of San Francisco; San Francisco State University.
- HARVEY NASH (1968)**..... *Professor of Psychology*
 B.E.E., 1944, City College of New York; Ph.D., 1951, University of California, Berkeley.
- MAZIN K. NASHIF (1973)**..... *Assistant Professor of Business Administration*
 B.A., 1965, The Hebrew University of Jerusalem; M.A., 1969, Ph.D., 1972, University of Nebraska.
- ISABELLE NAVAR (1970)**..... *Associate Professor of Psychology*
 B.A., 1966, M.A., 1968, Ph.D., 1970, University of Texas.
- HARRY A. NETHERY (1962)**..... *Vice President for Administration; Professor of Business Administration*
 B.A., 1939, Stanford University; M.B.A., 1941, Harvard Graduate School of Business Administration; Ed.D., 1955, Stanford University.
- NORMAN NEUERBURG (1966)**..... *Professor of Art*
 A.B., 1953, University of California, Los Angeles; M.A., 1955, Ph.D., 1960, New York University.
- JOLSON P.L. NG (1972)**..... *Assistant Professor of Education*
 B.S., 1958, Lakeland College; M.S., 1960, University of Wisconsin; Ed.D., 1970, University of California, Los Angeles.
- NAOMI G. OGAWA (1972)**..... *Assistant Librarian*
 B.A., 1971, M.S.L.S., 1972, University of Southern California.
- MICHAEL N. O'HARA (1971)**..... *Assistant Professor of Political Science*
 B.A., 1962, Pomona College; M.A., 1965, University of Washington; Ph.D., 1971, University of California, Los Angeles.
- SANDRA L. ORELLANA (1973)**..... *Assistant Professor, The Small College*
 B.A., 1963, M.A., 1965, M.A., 1969, University of California, Los Angeles.
- RICHARD J. ORTIZ (1973)**..... *Assistant Librarian*
 B.A., 1970, Adams State College; M.S.L.S., 1973, University of Denver.
- VERNON A. OUELLETTE (1972)**..... *Coordinator of Academic Advising; Coordinator of Liberal Studies; Professor of Experiential Education*
 A.B., 1940, California State University, San Francisco; M.B.A. 1947, Ed.D., 1951, Stanford University.
- JESSE U. OVERALL (1973)**..... *Academic Planner*
 B.S., 1965, United States Air Force Academy; M.A., 1968, University of California, Los Angeles.
- BEVERLY B. PALMER (1973)**..... *Assistant Professor, The Small College*
 A.B., 1966, University of Michigan; M.A., 1969, Ph.D., 1972, Ohio State University.
- RICHARD PALMER (1972)**..... *Assistant Professor of Political Science*
 B.A., 1966, Sacramento State University; Ph.D., 1973, Claremont Graduate School.
- G. PETER PAULHE (1970)**..... *Professor of Behavioral Sciences and Sociology*
 B.A., 1951, San Francisco State University; M.A., 1953, Ph.D., 1960, Stanford University.

- RAY S. PEREZ (1973)** *Assistant Professor of Education*
B.A., 1969, M.A., 1970, California State University, Los Angeles.
- ANNE K. PETERS (1972)** *Assistant Professor of Sociology*
A.B., 1964, Tufts University; M.A., 1966, Ph.D., 1971, University of California, Los Angeles.
- LAURA M. PHILLIPS (1973)** *Assistant Professor of Biological Science and Health Science*
B.S., 1951, M.S., 1952, George Washington University; Ph.D., 1969, University of California, Los Angeles.
- HENRY J. PIESZKO (1970)** *Assistant Professor of Psychology*
B.S., 1965, Loyola University; M.A., 1967, Ph.D., 1970, University of Illinois.
- ALFRED POMPEY (1972)** *Coaching Specialist*
B.A., 1970, California State College, Dominguez Hills; M.S., 1973, University of California, Los Angeles.
- JAMES R. POOLE (1973)** *Associate Professor of Physical Education and Recreation*
B.A., 1955, M.A., 1965, San Diego State University; Ed.D., 1970, Louisiana State University.
- POLLY POPE (1969)** *Associate Professor of Anthropology*
B.A., 1944, University of Minnesota; M.S., 1959, University of California, Los Angeles; M.A., 1963, University of Southern California; Ph.D., 1969, University of California, Davis.
- JUANITA W. PORTIS (1969)** *Associate Librarian*
B.S., 1964, Alabama Agricultural and Mechanical College; M.S.L.S., 1965, Atlanta University.
- THOMAS F. PYNE (1972)** *Assistant Professor of Philosophy*
A.B., 1968, Saint Patrick's College.
- JUAN B. QUEVEDO (1972)** *Assistant Professor of Spanish*
B.A., M.A., 1969, Fresno State University.
- JOHN C. QUICKER (1970)** *Associate Professor of Sociology*
B.A., 1965, Ph.D., 1970, University of Colorado.
- DAVID B. RANKIN (1966)** *Professor of English*
A.B., 1953, M.A., 1960, University of Southern California; Ph.D., 1965, University of London.
- SHARON RAPHAEL (1970)** *Assistant Professor of Sociology*
B.A., 1963, Hiram College; M.A., 1965, Western Reserve University.
- ABE C. RAVITZ (1966)** *Professor of English*
B.A., 1949, City College of New York; M.A., 1950, Ph.D., 1955, New York University.
- JAMES A. RIDDELL (1969)** *Associate Professor of English*
B.A., 1954, Pomona College; M.A., 1961, Ph.D., 1966, University of Southern California.
- R.H. RINGIS (1973)** *Director of Program Analysis and Evaluation; Professor of Education*
B.A., 1953, University of California, Santa Barbara; M.A., 1959, California State University, San Diego; Ed.D., 1972, University of Southern California.
- STEVE R. RISKIN (1970)** *Associate Professor of Sociology*
B.A., 1964, M.A., 1968, Ph.D., 1970, University of California, Los Angeles.
- NOELIE RODRIGUEZ (1972)** *Assistant Professor of Sociology*
B.A., 1965, University of South Florida; M.A., 1967, University of California, Los Angeles.
- ERNEST ROSENTHAL (1973)** *Assistant Professor of Art*
Academie des Beaux Arts et Ecole des Arts Decoratifs, Bruxelles, Belgium; School of Fine Arts, New York, New York; Otis Art Institute of Los Angeles County; Escuela de la Esmeralda, Mexico City; Tamarind Lithography Workshop, Los Angeles.
- RICHARD B. ROSS (1970)** *Professor of Public Administration*
B.A., 1957, M.A., 1959, San Jose State University; Ph.D., 1964, University of London.
- ALAN RYAVE (1969)** *Associate Professor of Sociology*
B.S., 1964, M.A., 1966, Ph.D., 1973, University of California, Los Angeles.

- PORFIRIO SANCHEZ (1970)** *Professor of Spanish*
 B.A., 1955, M.A., 1958, New Mexico State University; Ph.D., 1964, University of California,
 Los Angeles.
- EPHRIAM SANDO (1967)** *Associate Professor of English*
 B.A., 1956, M.A., 1958, Ph.D., 1962, University of California, Los Angeles.
- OLIVER SEELY, JR. (1968)** *Associate Professor of Chemistry*
 B.S., 1961, California Institute of Technology; M.S., 1963, Ph.D., 1966, University of
 Illinois.
- J. BERNARD SEPS (1970)** *Associate Professor of History*
 B.A., 1959, M.A., 1961, Ph.D., 1972, University of California, Berkeley.
- MICHAEL R. SHAFER (1969)** *Associate Professor of English*
 A.B., 1962, Morris Harvey College; M.A., 1964, Ohio State University; Ph.D., 1969,
 University of California, San Diego.
- FRED M. SHIMA (1972)** *Assistant Professor of Psychology*
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²On leave Spring 1975

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Liberal Studies



A Major in a Single Field leading to a
Bachelor of Arts Degree

The Liberal Studies major is designed to provide a student with a broad foundation in the liberal arts and sciences and to prepare a Bachelor's Degree in studies broader than those traditionally presented within one discipline or within existing interdisciplinary programs. This 128 quarter unit major is a four-year program, consisting of courses selected upon advisement from the Schools of Humanities and Fine Arts, Natural Sciences and Mathematics, and Social and Behavioral Sciences. A minor or interdepartmental field is not required. A total of 186 quarter units is required for the Liberal Studies Bachelor of Arts degree.

In addition to offering a valuable experience in higher education, the Liberal Studies Degree Program can help the student prepare for a career or profession. It may, for example, provide for a diversified degree appropriate for completing undergraduate requirements for a multiple subjects teaching credential as outlined in the Teacher Preparation and Licensing Law of 1970, Section 13157.4 of the Education Code. Also, the Liberal Studies Degree Program can be a valuable liberal arts foundation for professional training in law, librarianship, medicine and other career fields of public service.

Academic Emphasis

Students who choose to pursue a broad undergraduate program in Liberal Studies, upon advisement take at least 32 units from English, 32 units from Natural Science and Mathematics, 32 units from Social and Behavioral Science, and 32 units from Humanities and Fine Arts. In addition, varying numbers of elective courses are selected to total 186 quarter units.

Credential Emphasis

Students who wish to receive a multiple subjects teaching credential without taking the National Teacher's Examination must complete the following:

1. Liberal Studies Degree major requirements.
2. Prerequisite courses in professional education.
3. Field-site student teaching sequence.
4. Electives as needed.

IMPORTANT NOTE - Admission to the School of Education Credential Program is not automatic with admission to the College. The number of students accepted into the credential program is consistent with the faculty resources available. All persons interested in entering the credential program must complete 12 units of prerequisite education courses prior to acceptance.

In either case, the college requirements for the Bachelor of Arts degree include:

1. Completion of General Education requirements.
2. Satisfaction of statutory requirements in American History and government - either by completing a course (History 101 or Political Science 101) or by successfully passing an examination.
3. Completion of Liberal Studies Degree major requirements.
4. Completion of 1, 2, and 3 above to reach a minimum total of 186 quarter units of credit.

9/16/74

Address inquiries to: Coordinator of Liberal Studies
CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

1000 East Victoria Street • Dominguez Hills, California 90747 • Area Code 213—Phone: 532-4300

REQUIREMENTS FOR THE LIBERAL STUDIES MAJOR

- I. English (grammar, literature, composition, and speech)
32 quarter units are required in the following courses:

English 100-101. Oral and Written Expression 1-11
2 courses in literature--either lower or upper division
English 210. The Study of Language, or
English 214. English Syntax
English 250. Advanced Composition
*Spanish 235. A Sociolinguistic Approach to Mexican American
Dialect and Reading, or
English 217. Sociolinguistics: Black English and Reading
*English 219. Psycholinguistics, or
Anthropology 212. Language and Culture

- II. Natural Sciences and Mathematics
32 quarter units are required in the following:

Biological Science 102. General Biology
Chemistry 102. Basic Chemistry, or
Physics 101. Insights in Contemporary Physics
*Mathematics 150. Elementary Statistics and Probability
One lower division course selected upon advisement
*Biological Science 236. Environmental Biology, or
*Chemistry 270. General Oceanography: Physical and Chemical
*Biological Science 246. Human Heredity, or
*Biological Science 256. Human Anatomy and Physiology
*Mathematics 260. Computational Methods, or
Mathematics 342. Mathematics for Elementary Teachers
One upper division elective from biological science, chemistry, mathematics,
physics, or other approved course, selected upon advisement.

- III. Social and Behavioral Sciences
32 quarter units are required in the following:

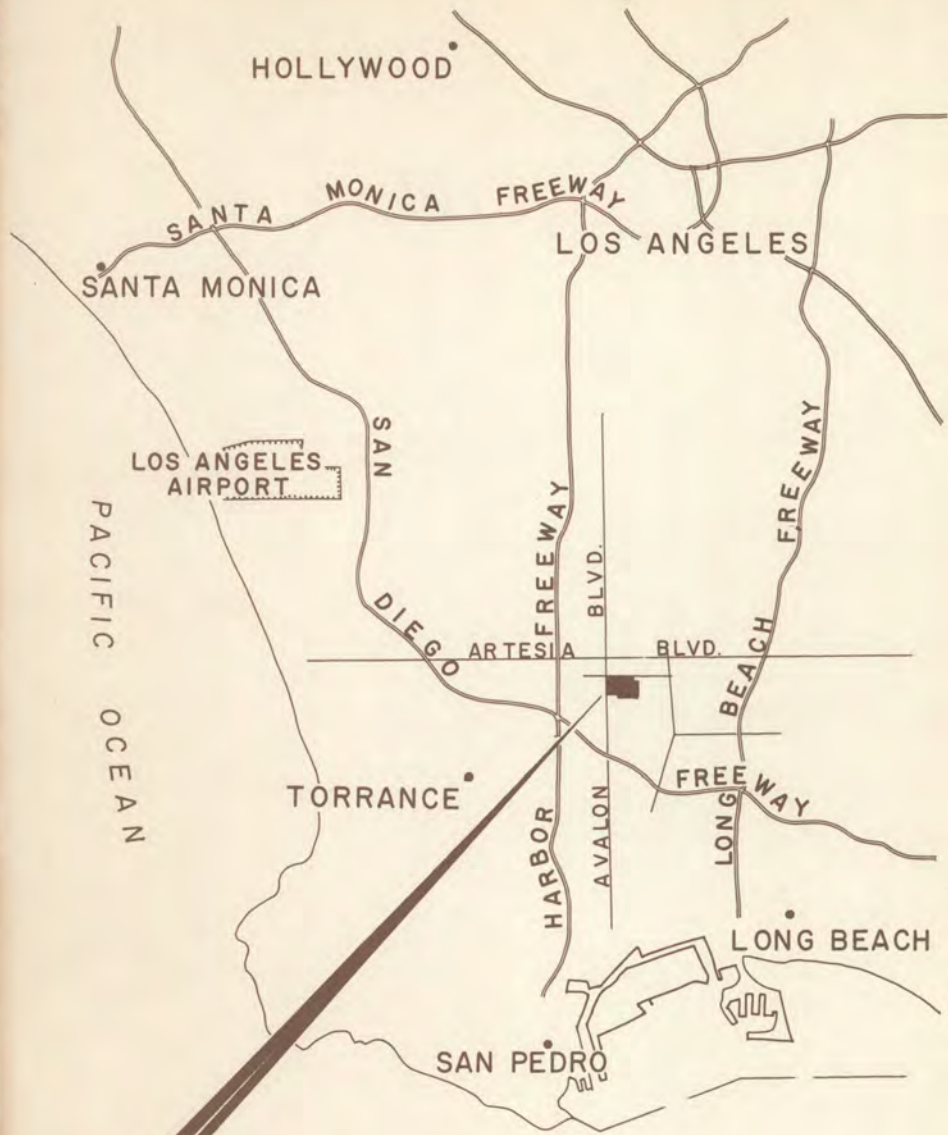
Economics 100. Basic Studies Economics, or
Geography 100. Elements of Geography, or
approved lower division S&BS course selected
upon advisement
History 101. American Institutions, or
Political Science 101. American Institutions
Anthropology 100. Basic Studies Anthropology, or
Psychology 100. Basic Studies Psychology, or
Sociology 100. Basic Studies Sociology, or
approved lower division S&BS course selected
upon advisement
5 upper division courses (20 quarter units) selected upon
advisement from anthropology, economics, geography, history,
political science, psychology, or sociology, with no more
than two courses in any one department and with at least
four departments represented.

- IV. Humanities and Fine Arts

32 quarter units are required in the following:
Art 100 or 102. Introduction to Traditional Western Art I or II
Music 100. Basic Studies Music
Philosophy 101. Man, Value and Society, or
Philosophy 102. Man and the Cosmos
4 quarter units of lower division courses selected upon advisement
from applied art or music, foreign language, or a symbolic logic course
in philosophy.
16 quarter units of upper division courses selected upon advisement
from art, foreign language, music, philosophy, or theatre arts, with
at least one course in each of three different departments.

Students are advised to consult the listing of General Education requirements to insure that all graduation requirements are satisfied.

*Consult College Catalog course descriptions for prerequisites.



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