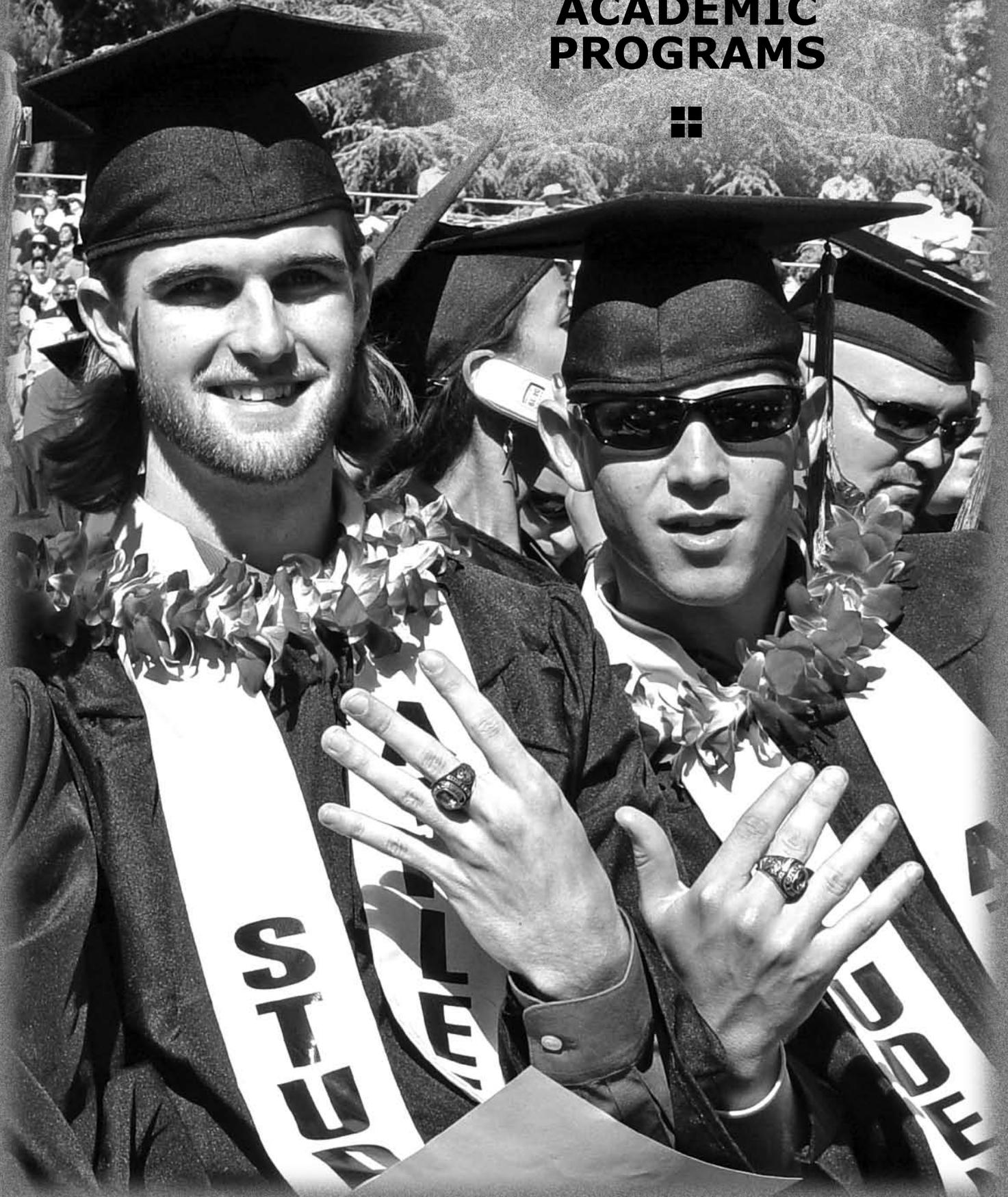


ACADEMIC PROGRAMS



ACADEMIC PROGRAMS • UNIVERSITY CURRICULA

Course Numbering System

0-99 No academic credit/prebaccalaureate course.

100-299 Lower division.

300-499 Upper division/may be acceptable for graduate program.

For more information, please see the Provisional Unclassified Graduate Status for Senior Students in the Degree Requirements section.

500-599 Graduate courses.

Academic Department Abbreviations and Course Prefixes

AMCS	American Multicultural Studies
ANTH	Anthropology
ArtH and ArtS	Art History and Art Studio
ASTR	Astronomy
BIOL	Biology
BUS	Business Administration
CALS	Chicano and Latino Studies
CHEM	Chemistry
COMS	Communication Studies
CS	Computer Science
CES	Computer and Engineering Science (M.S.)
COUN	Counseling
CCJS	Criminology and Criminal Justice
EDCT	Education: Curriculum and Teaching
EDEC	Education: Early Childhood Education
EDEL	Education: Leadership
EDMS	Education: Multiple Subject
EDRL	Education: Reading and Language
EDSS	Education: Single Subject
EDSP	Education: Special Education
ECON	Economics

EDUC	Education
ENGL	English
ENSP	Environmental Studies and Planning
ES	Engineering Science
FILM	Film Studies
FR	French
GEOG	Geography
GEOL	Geology
GER	German
GERN	Gerontology
GLBL	Global Studies
HD	Human Development
HIST	History
ITDS	Special Major/Interdisciplinary Studies
LIBS	Hutchins School of Liberal Studies
KIN	Kinesiology
LING	Linguistics
MATH	Mathematics
MUS	Music
NAMS	Native American Studies
NURS	Nursing
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PORT	Portuguese
PSY	Psychology
SCI	Science
SSCI	Social Science
SOCI	Sociology
SPAN	Spanish
SELD	Supplementary English Language Development
THAR	Theatre Arts
UNIV	University Courses
WGS	Women's and Gender Studies

AMERICAN MULTICULTURAL STUDIES

DEPARTMENT OFFICE

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Michael Ezra / African American History & Culture; 20th Century US History; Race Relations; Sport History; Popular Culture

*James E. Gray / Cultural Theory; Ethnic Images and the Media; Health & Culture/Medical Anthropology; African American Literature; Language & Culture; African American Cinema; Cultural Identity; Methodology

Elenita Strobel / Transformative Education; Postcolonial Studies; Race, Ethnicity & Race Relations; Globalization Studies; Language, Culture & Identity

Christina Baker / Education; Race and Gender; Mass Media and Society; Race/Ethnicity and Identity

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in American Multicultural Studies

Minor in American Multicultural Studies

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

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

Through a critical study of the significance of the constructions of ethnicity and race in shaping social relationships in the United States, AMCS students are introduced to modes of intercultural learning and understanding that help them to develop the knowledge and sensitivities needed for the enhancement of multicultural communication. By examining the arts, literature, language, and philosophy of ethnic groups, students learn to appreciate the moral

and aesthetic values of others. Moreover, through an interdisciplinary approach, they come to a clearer view of the historical importance of ethnic identity in America and to a deeper understanding of the impact ethnic groups have had on America generally, the social thought, practice, and institutions.

Careers in American Multicultural Studies

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

The major prepares individuals to function effectively in the fields of education, personnel administration, business, law, human resources, public health, public relations, social services, and environmental planning. It provides a sound foundation for graduate work in many traditional disciplines and in emerging multidisciplinary fields of inquiry. The Department of American Multicultural Studies, through its major and minor, has the following goals:

- To equip students with the knowledge, skills, and sensitivity to function effectively in a culturally diverse society;
- To provide knowledge of the contributions that ethnic and racial minorities have made to American society and culture;
- To make students sensitive and aware of the problems and issues facing ethnic and racial minorities;
- To develop within students an appreciation of the richness and diversity of ethnic arts and humanities;
- To develop students' skills in research methods, computer applications, and basic social statistics, and thereby enable students to analyze the problems and issues facing ethnic and racial minorities;
- To develop students' skills in communication, particularly in intercultural settings, and to demonstrate the application of these skills as tools in research, in pedagogy, and in real-life situations;
- To develop a diverse pool of teachers to meet the needs of an increasingly multicultural student population;
- To provide students with research, community internship, and editing/teaching facilitation opportunities focused on ethnic studies, multicultural education, and multicultural studies; and

- To provide the expertise in areas that will allow students to pursue professional and graduate training so they can serve diverse communities, act as a bridge between different cultural groups, and affect constructive social change.

Bachelor of Arts in American Multicultural Studies

Admission into the Major

Each student majoring in AMCS is assigned a faculty advisor and consults with the advisor on progress toward the degree. Upon acceptance into the major, a transfer student's records will be reviewed to articulate the courses that are equivalent to those offered within AMCS, CALS, or NAMS at Sonoma State University. A maximum of ten lower-division units may be transferred toward the AMCS major. Upper-division courses from four-year institutions may be transferred above and beyond the ten units of lower-division transfer toward the AMCS major, based on advisor approval. Students should use www.assist.org to view official articulation agreements between SSU and other California colleges.

Degree Requirements	Units
General education	51
Major core requirements	17
Major electives	19
General electives	33
Total units needed for graduation	120

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

Major Core Requirements

Complete the Following 17 Units:

AMCS 210 Ethnic Groups in America	4
AMCS 255 Ethnicity in the Humanities	3
AMCS 350 Ethics, Values, and Multiculturalism	3
AMCS 395 Community Involvement Program (CIP)	3
AMCS 480 Research and Methodology	4
Total Units In the Major Core	17
Total Elective Units	19
Total Major	36

CIP/Service Learning

Students are required to complete at least 3 units of credit by being involved in a Community Involvement Program (CIP) or service-learning opportunity. Departmental CIP advisors can provide information to students about service-learning opportunities. Departmental CIP policy is as follows:

1. Students will do 30 hours of community service per unit received. Students may count a maximum of 4 units of CIP credit toward the AMCS major.
2. CIP advisors will request that students get a letter (on official letterhead) from their supervisors indicating their duties and the amount of time worked.
3. Students will submit a journal or a paper, two double-spaced pages per unit of CIP credit received, describing their experiences as a CIP volunteer.
4. Students are expected to keep a log of the dates and times they worked.
5. CIP advisor can give additional assignments if necessary.

Major Electives and Repeated Courses

Any course within AMCS may serve as an elective course. Students may count one class (up to 4 units) of AMCS 399: Student Instructed Course for major elective credit. Students may repeat courses such as AMCS 470 and AMCS 476 for major elective credit provided that the subject matter varies. Students should check with their advisors or the department chair if they have questions.

Optional Courses in Related Fields and Departments

A maximum of three classes (up to 12 units) may come from outside AMCS to fulfill the unit requirement of the major. These courses may be taken from CALS, NAMS, WGS, or other departments and programs at Sonoma State University upon consent of the faculty major advisor. Courses in CALS, NAMS, and other academic programs and departments may be considered for elective credit for the degree upon consent of the major advisor, especially for those students pursuing a double major.

Lower-Division Units

A maximum of ten lower-division units may be used toward the AMCS major.

Grading Minimums

Students must earn a grade of C- or above to get AMCS major credit. All courses with grades below C- must be retaken in order to be eligible for major credit. Courses must be taken for a grade in order to be eligible for major credit. Courses for major credit may not be taken CR/NC.

Sample Four-Year Program for Bachelor of Arts in AMCS

FRESHMAN YEAR:: 30 Units

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

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE AMCS 210 (D1) (4)	GE Elective (B3) (3)
GE Elective (B2) (3)	GE Elective (D4) (3)
Electives (8)	GE Electives (9)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
AMCS Elective (4)	AMCS 480 (4)
AMCS 350 (C3) (3)	AMCS Electives (8)
GE Electives (D5, E) (6)	Elective (3)
Electives (2)	

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
AMCS 395 (3)	AMCS Elective (4)
Electives (12)	Electives (11)

TOTAL SEMESTER UNITS:: 120

Integrated Program Bachelor of Arts / Teaching Certification in AMCS

Admission into the program; please see requirements for admission into the major.

Degree Requirements	Units
General education	51
Major requirements	36
Education classes	33
Total units needed for graduation	120

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

Sample Four-Year Program for Multiple Subject Waiver/Certificate Program

FRESHMAN YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
ENGL 101 (3) (GE A2)	AMCS 255 (3) (GE C4) (MAJ)
MATH 150 (3) (GE B4)	PHIL 101 (3) (GE A3)
AMCS 210 (4) (GE D1) (MAJ)	EDUC 250 (3)
BIOL 110 (4) (GE B2)	LING 200 (3) (GE D5)
GEOL 107 (3) (GE B1)	CHEM 107 (3)
	EDUC 295 or equivalent (1) (MAJ)

SUMMER SESSION: Study for CBEST exam

SOPHOMORE YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
Students apply for admission to credential program	
AMCS 200 (3) (GE A1) (MAJ)	POLS 200 (3) (GE D4)
MATH 300A (3)	AMCS 350 (3) (GE C3) (MAJ)
HISTORY 201 (3) (GE D2)	HIST 252 (3)
HIST 251 (3) (GE D3)	AMCS 460 (4) (MAJ)
THAR 101 (3)	CALS 366 (3) (MAJ)
EDUC 295 or AMCS 395 (2) (MAJ)	

JUNIOR YEAR:: 32 Units

Fall Semester (15 Units)	Spring Semester (17 Units)
ANY AMCS 300-level COURSE (3 or 4)	AMCS 445 (3) (MAJ)
MATH 300B (3)	AMCS 480 (4) (MAJ)
KINS 400 (3)	EDMS 420 (3) (GE E)
EDMS 470 (3) (MAJ)	EDUC 417 (3) (GE D1)
AMCS 360 (3) (GE C2) (MAJ)	AMCS 431 (4) (MAJ)

SENIOR YEAR:: 34 Units

Fall Semester (17 Units)	Spring Semester (17 Units)
ART 101 or 202 (3)	EDMS 464 (2)
EDMS 463 (3)	EDMS 475 (3)
EDMS 411 (3)	EDMS 482F (10)
EDMS 474 (3)	EDMS 482S (2)
EDMS 471 (2)	
EDMS 476F (3)	

TOTAL UNITS FOR BA AND CREDENTIAL:: 131-132

Notes

1. Students must take the CBEST prior to the beginning of the junior year.
2. Students need to apply for admission to the credential program during November of the sophomore year.
3. Once students enroll in the credential program, they must have an education advisor.

Minor in American Multicultural Studies

Students must complete 20 units to fulfill requirements for a minor in American Multicultural Studies. Courses graded CR/NC are not applicable to minors awarded by the AMCS Department. Students must receive grades of C- or better to receive minor credit for courses. Core requirements:

AMCS 210 Ethnic Groups in America	4
AMCS 255 Ethnicity in the Humanities	3
AMCS 350 Ethics, Values, and Multiculturalism	3

Total Units In the Minor Core	10
Minor Electives	10
Total Units In the Minor	20

ANTHROPOLOGY

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Margaret Purser / Historical Archaeology

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John D. Wingard / Applied Anthropology

Programs Offered

Bachelor of Arts in Anthropology

Master of Arts in Cultural Resources Management

Minor in Anthropology

Teaching Credential Preparation

Special Emphasis B.A. in Anthropology

Advisory Plan in Human Development

Advisory Plan in Biological Anthropology

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

Anthropology consists of four subfields:

- Biological Anthropology deals with the evolution of the human body, mind, and behavior as inferred through study of fossils and comparisons with behavior of other primate species.
- Archaeology examines our past ways of life through the interpretation of material remains, written records, and oral traditions.
- Cultural Anthropology explores the diversity of existing human ways of life, how they work, how they change, and how they interrelate in the modern world.
- Linguistic Anthropology examines the structure and diversity of language and related human communication systems.

In addition to the four traditional subfields, some have suggested that Applied Anthropology constitutes a distinct subfield. Applied Anthropology emphasizes how the theories, techniques, and methods of anthropology can be employed to understand and address problems in real world situations.

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

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

Careers in Anthropology

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

- Cultural anthropologists helped the government of Venezuela to plan an entire new city in a previously sparsely-occupied region. Working for Xerox, cultural anthropologists assisted in product development by studying the problems office workers encountered when working with new equipment.
- Archaeologists, while uncovering prehistoric cultivation systems, have suggested how techniques from the past may be re-employed in the present to achieve sustainable agricultural systems. Archaeologists are employed by a host of federal and state agencies charged with locating and preserving sites that contain information about our own prehistoric and historic past.
- Biological anthropologists work in a variety of settings, including medical schools (as anatomists), medical research facilities (as medical geneticists and physiologists), in crime laboratories (as forensic anthropologists and expert witnesses), and in zoos and nature conservancies (as keepers and students of primates).
- Linguistic anthropologists are active and helpful in the design, evaluation, and implementation of curricula for teaching languages, whether to linguistic minorities who do not speak dominant languages or to those whose linguistic capacities differ. In Nicaragua, the emergence of a new sign language

helps us to understand how innate human predispositions to acquire language combine with social and cultural factors to produce a new sign language used by deaf Nicaraguans.

- Medical anthropologists interview indigenous peoples on meanings of disease to improve communication and quality of care among traditional healers, Euro-western caregivers, and local care receivers. In major U.S. urban areas, medical anthropologists have helped to create and document the effectiveness of needle exchange programs, reducing the spread of HIV/AIDS, while others have analyzed how stories of disease help individuals reconstruct their lives during and following a debilitating illness.
- Applied anthropologists work for government agencies such as the National Park Service, where their work gives voice to living peoples linked to the parks by tradition, deep historical attachment, subsistence use, or other aspects of their culture; others work for the National Marine Fisheries Service, where they assess the impacts of regulatory policies on fishing communities. Outside government, they work for private firms as in-house experts on social issues of the work place. Cultural anthropologists in many settings contribute to formulating policies, conducting research, and consulting with stakeholder groups.

At a more general level, students of anthropology acquire skill in the formulation of both theoretical and practical questions regarding human life, in collecting and organizing data on many levels of human behavior, and in constructing appropriate interpretations and generalizations based on well thought out procedures. The combination of knowledge about human ways of life and training in analytic skills affords experiences that are crucial to any field dealing with human society and culture. This perspective is invaluable in preparing students for careers either in research professions or in vocations involving human services or planned change. Some of these are cultural resources management, environmental planning, nursing, teaching, public health administration, business, public relations, law, community development, and international service.

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

The department also offers a master of arts degree in cultural resources management. This is a professional field that involves the identification, evaluation, and preservation of cultural resources within legal and planning contexts. The primary objective of the master's program is to produce professionals competent in research design and data collection and analysis, as well as the legal mandates of North American CRM. Program graduates work as historic preservation specialists, environmental planners, and archaeologists for government agencies and as private consultants.

Anthropology Department Resources

Anthropological Studies Center

The department's Anthropological Studies Center provides students with the opportunity to participate in prehistoric and historical archaeology, geoarchaeology, the conservation and analysis of archaeological materials, local and architectural history, and public outreach in the context of grant and contract-aided research projects. The center has more than 5,000 square feet of archaeological laboratory and curation facilities and is supported by a professional staff. Internships are offered annually.

Anthropology Laboratory

The department's anthropology laboratory has a computer configured for linguistic applications, including the analysis and transcription of audio and video data. In addition, the department's human skeletal material and fossil cast collections (which include cranial and post-cranial material) are also housed in the anthropology lab and are regularly used in biological anthropology courses. This lab is often used for methods courses.

Other resources include an active Anthropology Club, an ethnographic and primate film library, and computer services.

Anthropology Scholarships

The faculty of the department contributes to an anthropology scholarship, awarded to an undergraduate major on the basis of academic achievement and commitment to the discipline. For further details, contact the department office. The David Fredrickson Research Grant is a competitive award funded by the staff of the Anthropological Studies Center and is offered annually to graduate students in Cultural Resources Management. Contact the ASC for details. The University offers another anthropology scholarship, the Conni Miller Memorial Scholarship. ASC also funds an annual scholarship in Cultural Resources Management. Contact the Scholarship Office for information.

Bachelor of Arts in Anthropology

Degree Requirements	Units
General education	51
Major core requirements	37
Major electives	3
General electives	29
Total units needed for graduation	120

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

** Students must earn a C- or better in any course applied to the major.*

Major Core Requirements

Complete the following four introductory courses. The introductory course should be completed prior to enrolling in the respective upper division subfield course.

- Anth 201 Introduction to Biological Anthropology (Fall/Spring) (3)
- Anth 202 Introduction to Archaeology (Fall) (3)
- Anth 203 Introduction to Cultural Anthropology (Fall/Spring) (3)
- Ling 200 Introduction to Linguistics (Fall/Spring) (3)

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

- Anth 300 Nature, Culture, and Theory: The Growth of Anthropology (Spring) (4)
- Anth 342 Organization of Societies (Fall) (4)

Complete one course from each of the four subfields of anthropology as listed below. At least one subfield course must be a methods course and at least one must not be a methods course. The respective introductory course listed above should be completed prior to enrolling in an upper division course

Complete one of the following courses in Biological Anthropology*: 4

- Anth 301 Human Fossils and Evolution (4)
- Anth 302 Biological Basis of Sex Differences (4)
- Anth 305 Topics in Biological Anthropology (4)
- Anth 414 Primate Behavior Laboratory (4)‡
- Anth 415 Forensic Anthropology Methods (4)‡

Complete one of the following courses in Archaeology*: 4

- Anth 322 Historical Archaeology (4)
- Anth 325 World Prehistory (4)
- Anth 326 Topics in Archaeology (4)
- Anth 327 Archaeology of North America (4)
- Anth 392 Research in California Prehistory (4)
- Anth 420/421 Archaeology Methods: Lecture (3) and Archaeology Methods: Laboratory (1)‡
- Anth 424 Mesoamerican Archaeology Field School (4)‡

Complete one of the following courses in Cultural Anthropology*: 4

- Anth 345 Nature and Society: Topics in Anthropology and the Environment (4)
- Anth 352 Global Issues (4)
- Anth 354 Quest for the Other: Tourism and Culture (4)
- Anth 358 Topics in Sociocultural Anthropology (4)
- Anth 370 Cultures, Illness, and Healing (4)
- Anth 372 Talk about feeling sick: Stories and metaphors of illness (4)
- Anth 378 Skin, Genders, and Technologies (4)
- Anth 451 Applied Ethnographic Methods (4)‡
- Anth 454 Ethnographic Field School (4)‡

Complete one of the following courses in Linguistic Anthropology*: 4

- Anth 380 Language, Culture, and Society (4)
- Anth 382 Language Change (4)
- Anth 383 Language in Sociopolitical Context (4)
- Anth 384 Topics in Linguistic Anthropology (4)
- Anth 386 Sign Languages and Signing Communities (4)
- Anth 480 Studies of Language Use (4)‡

Complete the following course the spring semester prior to graduation:

- Anth 491 Senior Seminar 1

Total Units In Major Core 37

*At least one such course offered each semester.

‡ Methods Course

Major Electives

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

Total Units In Major Electives 3

Total Units In the Major 40

Sample Four-year Program for Bachelor of Arts in Anthropology

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

FRESHMAN YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
BIOL 110 (B2) (4)	PHIL 101 (A3) (3)
GE (C1), e.g., Art 212/ THAR 100 (3)	GE (D3) (3)
ANTH 203 (D1) (3)	ANTH 201 (B3) (3)
University Elective (3)	University Elective (4)

SOPHOMORE YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
ANTH 202 (3)	LING 200 (D5) (3)
GEOL 105 (B1) (3)	ANTH 341 (D2) (3)
Math, e.g., 165 (B4) (4)	GE (D4) (3)
GE (C2) (3-4)	GE (C4) (3)
	University Elective (4)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ANTH 342 (4)	ANTH 300 (4)
U.D. Anth AR/BA/LA/CA (4)	U.D. ANTH AR/BA/LA/CA (4)
U.D. ANTH AR/BA/LA/CA (4)	U.D. ANTH AR/BA/LA/CA (4)
U.D. GE (3)	GE (C3) e.g., NAMS 346/ SOC 431 (3-4)

SENIOR YEAR:: Minimum of 28 Units

Fall Semester (15-23 Units)	Spring Semester (11-16 Units)
U.D. GE (3-4)	ANTH Electives(3-4)
ANTH Electives (4)	ANTH Electives (3-4)
ANTH Special Studies (1-4)	ANTH Elective (4)
ANTH Internship (1-4)	Anth 491 (1)
GE (E) e.g., ANTH 318/340 (3-4)	ANTH Special Studies/Internship (1-4)
University Elective (3)	

TOTAL UNITS:: 120**Bachelor of Arts in Anthropology with a Special Emphasis**

Degree Requirements	Units
General education	51
Major core requirements	19
Special emphasis courses	12-18
Supporting courses	3-9
General electives	38-53
Total units needed for graduation	120

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

For example, such directions include linguistic anthropology, applied economic and ecological anthropology, prehistory, human biology, and primate behavior. The special emphasis major consists of 40 units selected from three course areas: 19 units in core courses, 12 to 18 units in special emphasis courses, and 3 to 9 units in supporting courses. All courses are selected in consultation with and approved by a faculty advisor.

Procedures

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

Course Requirements

Requirements consist of:

- Core courses;
- Special emphasis courses within anthropology; and
- Supporting courses from outside anthropology.

Core Courses (15 Units)

Two of the Following Introductory Courses: (6 Units)

ANTH 201 Introduction to Biological Anthropology (3)

ANTH 202 Introduction to Archaeology (3)

ANTH 203 Introduction to Cultural Anthropology (3)

LING 200 Introduction to Linguistics (3)

History and Theory (4 units)

ANTH 300 Nature, Culture, and Theory: the Growth of Anthropology 4

Cultural Analysis and Theory (4 units)

ANTH 342 Organization of Societies 4

Senior Seminar (1 unit)

ANTH 491 Senior Seminar 1

Special Emphasis Courses (12 Units Minimum)

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

Supporting Courses (3 Units Minimum)

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

Bachelor of Arts in Anthropology: Advisory Plans**Advisory Plan in Human Development**

This advisory plan, a 40-unit major including a minimum of 11 units of supporting subjects, is designed for students interested in public service concerned with program planning, administration, education, and/or care of infants, children, adolescents, or the elderly in multicultural or cross-cultural settings. It gives students a broad background in anthropological, sociological, and psychological perspectives on human development across the life span in its various familial, social, and cultural contexts. (See *Advisory Plan in Human Development*, available in the Anthropology Department office, for course requirements.)

Advisory Plan in Biological Anthropology

This advisory plan, a 40-unit major including 10 units of supporting subjects, is designed for students interested in M.A. or Ph.D. level graduate work in biological anthropology including work in forensic anthropology. The biology courses constitute the core requirements for a minor in biology; other courses in biology should be selected in accord with more specific interests. (See *Advisory Plan in Biological Anthropology*, available in the Anthropology Department office, for course requirements.)

Minor in Anthropology

The anthropology minor consists of 20 units chosen by the student in consultation with a faculty advisor. Students must earn a C- or better in any course applied to the minor.

Teaching Credential Preparation

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

Master of Arts in Cultural Resources Management

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

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

The CRM program emphasizes:

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

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

Facilities and Faculty

The department's Anthropological Studies Center houses an archaeology laboratory and a cultural resources management facility. ASC maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts and tapes, and a specialized research library. The Anthropological Studies Center website can be found at www.sonoma.edu/projects/asc/. The Northwest Information Center, an adjunct of the State Office of Historic Preservation, manages historical records, resources, reports, and maps; supplies historical resources information to the private and public sectors; and compiles and provides a referral list of qualified historical resources consultants. In addition to archaeologists and other anthropologists, participating faculty in the CRM program include historians, biologists, geographers, soil scientists, and geologists.

Requirements for the Degree

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

ANTH 500 Proseminar	4
HIST 472 California History I	4
ANTH 502 Archaeology: History and Theory	3
ANTH 503 Seminar in Cultural Resources Management	3
ANTH 592 Praxis in National Register of Historic Places	2
ANTH* 596/597 Internships	3
ANTH 599A/B Thesis	4
Supporting Courses	7
Total units in the CRM degree	30

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

Admission to the Program

Applications must be submitted separately in the fall to the Anthropology Department and to the Office of Admissions and Records for possible acceptance into the program the following academic year. Consult with the program's graduate coordinator for departmental requirements and submissions, as updated in the fact sheet *Admission to the Cultural Resources Management Program in Conditionally Classified Status*. While archaeology is a focus, the program emphasizes CRM as an interdisciplinary profession. Students with degrees in history, geography, and planning, as well as anthropology, are frequently accepted.

APPLIED ARTS

PROGRAM ADVISORS AND OFFICES

Jeff Langley / Performing Arts

Ives Hall 207

(707) 664-4404

Tim Wandling / English Department

Nichols Hall 362

(707) 664-2140

Stephen Galloway / Art Department

Art Building 128

(707) 664-2364

Program Offered

Minor in Applied Arts

The applied arts curriculum provides practical and theoretical training in at least three of the following arts areas: art, English (with an emphasis on creative writing), music, and theatre arts (drama and/or dance). The minor is intended for students interested in acquiring a broad background in the arts, but is particularly appropriate for liberal studies majors who intend to complete the Multiple Subject Credential Program. The applied arts minor provides these students with practical skills appropriate to their future work as classroom teachers at the elementary grade level.

Minor in Applied Arts

The minor in applied arts consists of 18 units. At least 6 of these units must be upper division. To fulfill the minor, students are expected to complete 9 units of activity courses (3 units in each of three fields selected from art, English, music, and theatre arts), as well as a concentration consisting of 9 additional units in one of three fields.

Activity Courses

Select three fields from the following four (art, English, music, and theatre arts) and complete 3 units in each field selected.

Art

ARTS 202-298 (Any beginning-level faculty-instructed studio course) 2-4

English

ENGL 342 Children's Literature 3

One literary genre course selected from the following: 3

ENGL 367 Introduction to Short Story (3)

ENGL 369 Introduction to Poetry (3)

ENGL 371 Introduction to Novel (3)

ENGL 373 Introduction to Drama (3)

Music

MUS 105 Music Theory for Non-Majors 3

Any combination of the following, to total 3 units: 3

MUS 325 SSU Chorus (1). May be repeated for credit. **or**

MUS 327 Symphonic Wind Ensemble (1) May be repeated for credit

MUS 400 Music for the Classroom (2)

MUS 115/415 Voice Methods (1)

MUS 118/418 Guitar Methods (1)

Theatre Arts

THAR 101 Making Theatre 3

THAR 300 Theatre in Action 3

THAR 460 Drama for Children 2 and

THAR 120 Acting: Fundamentals 2

THAR 470 Dance for Children 2 and

THAR 110 Dance Fundamentals 1

Total units in activity courses 9

Concentration Courses

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

Art

ARTS 400 Art in the Classroom 3

ARTH 210 or 211 Introduction to Art History 3

ARTS Additional activity courses 3

English

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

Music

MUS 105 Music Theory for Non-Majors 3

One of the following

MUS 150 Survey of US Music 3

MUS 250 Survey of Western Music 3

MUS 350 Survey of World Music 3

3 units of the following (each may be repeated for credit)

MUS 323 Chamber Singers 1

MUS 324 Sonoma County Bach Choir 1

MUS 325 SSU Chorus 1

MUS 326 Classical Guitar Ensemble 1

MUS 327 Symphonic Wind Ensembles 1

MUS 329 Chamber Music Ensembles 1

MUS 330 Music Theatre Production 1-3

MUS 379 Contemporary Jazz Ensemble 1

MUS 391 Concert Jazz Ensemble 1

Theatre Arts

THAR 102 Introduction to the History of Drama and Dance: Origins to 1800	3
THAR 103 Introduction to the History of Drama and Dance: 1800 to the Present	3
THAR 300 Theatre in Action	3
THAR 301 Dance Ensemble	3
THAR 302 Drama Ensemble Workshop	3
THAR 110 Dance Fundamentals	1
THAR An appropriate selection of technique courses chosen in consultation with an advisor	3
Total units in concentration	9
Total units in minor	18

Students embarking on the applied arts minor are expected to develop and file a contract indicating the courses they wish to take to fulfill the minor. Certain course substitutions to the above-stated requirements may be allowed with sufficient justification and approval of the student's advisor and department chair, both of whom will be members of the department of the student's concentration.

ART AND ART HISTORY

DEPARTMENT OFFICE

Art Building 128
(707) 664-2364
www.sonoma.edu/art/

DEPARTMENT CHAIR

Stephen Galloway

ADMINISTRATIVE COORDINATOR

Cindy Menghini

Faculty

Stephen Galloway
Nathan Haenlein
Kurt Kemp
*Susan McKillop
Susan Moulton
Jann Nunn
Mark Perlman
Jennifer Roberson
Gregory Roberts
Michael Schwager
Jennifer Shaw

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Art History
Bachelor of Arts in Art: Studio Concentration
Bachelor of Fine Arts: Studio Concentration
Minor in Art
 Studio concentration
 Art History concentration
Minor in Film Studies
Career Minor in Arts Management
Teaching Credential Preparation
Master of Arts through Interdisciplinary Studies

Majors pursue studies leading to the Bachelor of Arts degree in art history or the Bachelor of Arts degree in art with a studio concentration. A film history concentration is available in the art history degree. Within the art studio concentration emphases are available in painting, printmaking, photography, works on paper, sculpture, and ceramics. Minors in art history, film studies, studio art, and arts management are also available. A program for students working toward a teaching credential is included within the curriculum and available through the Education Department. Several art and film history courses meet general education requirements.

Designed specifically for the pursuit of studio art practices and the study of art history, film history, and arts management, the department facilities are located in one of the best equipped physical plants in the country. The programs are directed by a faculty of professional artists and scholars dedicated to their students and to the pursuit of their own creative and scholarly work. Students also have access to developing new technologies in a number of areas.

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

Art history is an interdisciplinary program within the department, with a core of period and survey courses that provide an integrative investigation of art and culture using both traditional and new approaches and technologies. The curriculum provides a broad overview of traditional European contributions, an introduction to the arts outside the European tradition, familiarity with historical methodology and research, including online and electronic sources, and critical thinking. Our core is enhanced by periodic offerings of specialized upper-division classes that have included in-depth studies of artists, themes, and post-modern theory, and of current issues, such as gender and multiculturalism. As a demonstration of mastery of skills and knowledge in the field, art history requires students to write a senior thesis, which indicates original research or interpretation. With prior approval from the faculty, students may write a more elaborate honors thesis in place of the senior thesis. Students are strongly encouraged to develop competency in at least one foreign language.

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

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

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

Upon successful application to the University, students wanting to major in art or art history may choose one of the following areas:

Art History - Courses In Western And Non-Western Art

Film history emphasis

Art history, including courses in gallery and museum studies

Art Studio (Areas Of Emphasis Below)

Painting

Printmaking

Works on paper

Sculpture

Photography

Ceramics

Entering freshmen or lower-division transfer students will be accepted by the University in the status of art majors or art history majors in the B.A. program. Upper-division transfer students who have fulfilled requirements equivalent to those for lower-division art majors at Sonoma State University will be accepted as art or art history majors in the B.A. program.

Courses in the majors cannot be taken for Cr/NC. A maximum of three courses may be challenged for credit toward the major: two lower-division and one upper-division. Most studio courses require payment of lab fees at time of class registration.

Careers in Art and Art History

Whether in art history, film history, art studio, or gallery and museum management, programs in the Department of Art and Art History are committed to academic excellence and the acquisition of skills of visual analysis and synthesis. We offer basic skills and access to new technologies as sound preparation for graduate study and teaching, as well as for professional careers in the arts. In addition, as preparation for entering a diversity of related fields, students may combine knowledge of the arts with expertise in a second area, such as business, law, film and television; or museum, gallery or archival management. Consult a department advisor for specific advice about career planning.

Advising

Students are required to consult their advisors in the department before beginning work as an Art Studio or Art History major and each semester thereafter. Not all courses are offered every semester. Consultation with an art advisor will allow for timely completion of art or art history major requirements. An advising handbook is available through the department's website.

Bachelor of Arts in Art History

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

Degree Requirements	Units
General education	51
Major core requirements	43
General electives	26
Total units needed for graduation	120

Note: Although the Department of Art and Art History does not specify a unit requirement, reading comprehension of at least one foreign language is considered essential for students who plan to pursue master's or doctoral degrees in the field of art history. Such students are advised to develop competence in French, German, Italian, and/or Spanish; however, the prospect of eventual specialization may make other languages advisable in particular instances. Art history majors are required to write at least two papers in upper-division courses before being admitted to the proseminar (490H).

Requirements for the Major

Foundation Courses / Freshman And Sophomore Years (12 Units)

Art History (6 Lower-Division Units)

ARTH 210 Introduction to Art History, Ancient to Medieval 3-4

ARTH 211 Introduction to Art History, Renaissance to Modern 3-4

Studio Courses (5 lower-division units)

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

Minimum total lower-division units 11

Core Courses / Junior And Senior Years (15 - 20 Units)

Period Courses: One course at the upper-division level in each of three of the following categories is required:

Ancient

Medieval

Renaissance/Baroque

18th through 19th Centuries

History of Photography

Film

Modern/Contemporary: One upper-division course

Non-Western: One upper- or lower-division course. With prior approval by the art history faculty and department chair, this course may be taken in another department.

Recommended Electives For All Art History Majors (7 - 12 Units)

In consultation with the advisor, the art history major will choose additional upper-division courses from any of the following:

1. B and C below; and Gallery and Museum Methods (ARTH 494).
2. Special topic courses (ARTH 480).
3. Course in a related field outside the Art Department with approval of the faculty and the department chair. Students with a special interest in film should choose the film emphasis, which has specific requirements (please see film history emphasis).

Senior Project (4 - 5 Units)

All students must complete a senior project consisting of the following:

- A. ARTH 490H Pro-Seminar on Art Historical Method (3 units). Students must complete two papers in upper-division courses before being admitted to the pro-seminar.
- B. Senior Thesis: Submission of a scholarly paper overseen by two art history faculty is required in the senior year. The student receives assistance in preparing this paper by enrolling in one of the following courses:
 1. ARTH 491H Senior Thesis (1 unit). Student must enroll with two different advisors.
 2. ARTH 492 Honors Thesis (2 units), by consent of art history faculty. Student must enroll with two different advisors.

Total upper-division units 32

Total units in the major 43

Bachelor of Arts in Art History, Emphasis in Film History

Degree Requirements	Units
General education	51
Major core requirements	43
General electives	26
Total units needed for graduation	120

Foundation Courses

ARTS 101 Art Fundamentals: Two-dimensional or	
ARTS 208 Basic Black and White Photography	3
ARTH 210 Introduction to Art History	3
ARTH 211 Introduction to Art History	3
ARTH 212A World Film History (1894 to WWII)	3
ARTH 212B World Film History (WWII to Contemporary)	3
Total lower-division units	15

Core Courses

ARTH 361 Classic Narrative Film	3
ARTH 363 Other Cinemas (3-unit course, taken twice)	6
ARTH 456 the History of Photography	3
ARTH 461 Selected Topics (3-unit course, taken twice)	6
Total core units	18

Electives

Choose 6 units from the following courses:

Literature and Film	
ENGL 329/429 Screen/Script Writing	
ENGL 377 Film and Literature	
FREN 415 Selected Topics: French Film	
Critical Perspectives	
COMS 202/402 Media Criticism	
LIBS 356 Film and Politics	
PHIL 368 Philosophy and Film	
SOCI 434 Cinema and Society	
Multicultural Perspectives	
AMCS 392 Ethnic Images in Film and Media	
CALS 393 Chicano/Latino Cinema	
COMS 201 Story Telling Via Video	
NAMS 338 Native Americans and the Cinema Film and Other Media	
COMS 325 Video Workshop	
Total elective units	6

Senior Project (4 Units)

All students must complete a senior project consisting of the following:

A. ARTH 490F Theory and Methods (3 units)	
B. ARTH 491F Senior Thesis in Film (1 unit)	
Total units in the major	43

Sample Four-year Program for Bachelor of Arts in Art History

FRESHMAN YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
ARTH 210 (3-4)*	ARTH 211 (3-4)*
ARTS 101 or 102 (3)	Any beginning Art Studio Course (2)
GE courses (6), Elective (3)	GE courses (9)

SOPHOMORE YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
Upper Division ARTH Period Course (3-4)	ARTH Non-Western (3-4)
GE courses (12)	GE courses (12)

JUNIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
Upper Div. ARTH Period Course (3-4)*	Upper Div. ARTH Period Course (3-4)
Upper ARTH Period Course (3-4)	Upper Division ARTH Elective (3-4)
Upper Division GE (3)	Electives (3)
Upper Division ARTH Special Topic (2)	Upper-Division GE (3)
Elective (2)	

SENIOR YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
ARTH 490H (3)	ARTH 491H or 492 (Advisor #1) (1-2)
Upper Division ARTH Elective (4)	ARTH 491H or 492 (Advisor #2) (1-2)
Upper Division ARTH Elective (4)	Upper Division ARTH Elective (3-4)
Other Electives (3)	Upper Division ARTH Elective (3-4)
	Other Electives or Internships (5)

TOTAL UNITS:: 120

* also counts for GE requirements

Minor in Art History

Complete All Of the Following

ARTS 101-245 Any beginning studio course	2-3
ARTH 210 Introduction to Art History	3-4
ARTH 211 Introduction to Art History	3-4
ARTH Upper-division courses (except modern)	8
ARTH Upper-division modern or non-Western course	3

Total units needed for the minor 20

Recommended Electives for Art History Minors

Upper-division art history or criticism courses.

Minor in Film Studies

Please see Film Studies section for a description of the film studies minor program.

Course Rotation: Art History

Foundation Courses

Introductory Surveys (210, 211) All semesters

Period Courses

Ancient, Medieval, Renaissance, Baroque/Early Modern (420, 422, 424, 430, 432, 440, 442, 444, 450, 454) At least one course per year from each period

Film courses (361, 363, 461) All semesters

Modern: Two courses (460, 464, 465, 466) All semesters

Non-Western: One course (470, 474, 476) Every year, usually each semester

Gallery and Museum Methods (494) Fall semesters

Pro-Seminar in Methods (490H) Fall semesters

Senior Thesis All semesters

Note: Additional period courses and special topic courses will be offered each academic year to enable students to enrich their areas of interest and specialization.

Course Rotation: Film History

Foundation Courses

212A World Film History to WWII

212B World Film History since WWII—At least one course per year in alternation.

Core Courses

361 Classic Narrative Film Every other year

363 Other Cinemas One time per year

461 Selected Topics in Film One time per year

490F Theory and Methods Spring semesters

491F Senior Thesis Spring semesters

Bachelor of Arts in Art: Studio Concentration

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

Degree Requirements	Units
General education	51
Major requirements	45
General electives	24
Total units needed for graduation	120

Requirements for the Major

The art major with studio concentration is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course offerings in studio and associated areas that allow for the development of an emphasis in one or more of the following: painting, sculpture, printmaking, works on paper, photography, and ceramics. Six units must be at the advanced (400) level. Admission to advanced classes requires successful participation in the Junior Portfolio Review during the last semester at the intermediate (300) level. The Junior Portfolio Review will be scheduled once each semester. Please see advisor for details.

Major Core Requirements Freshman and Sophomore Years

Complete the following four courses for 12 units:

ARTS 101 Art Fundamentals	3
ARTS 102 Art Fundamentals	3
ARTH 210 Introduction to Art History	3
ARTH 211 Introduction to Art History	3

Complete the following two courses to total 4 units:

ARTS 202 Beginning Drawing	2
ARTS 204 Beginning Life Drawing	2

Choose at least **three** of the following studio courses to total a minimum of 6 units; at least one course must be taken in a 2-D medium and a 3-D medium: 6-9

ARTS 208 Basic Black and White Photography (2-4)

ARTS 210 Introduction to Digital Imaging

ARTS 220 Beginning Painting (2-3)

ARTS 229 Beginning Ceramics (2-3)

ARTS 236 Beginning Sculpture (2-3)

ARTS 245 Beginning Printmaking (2-3)

ARTS 298 Selected Topics in Art Studio (1-4)

Total lower-division core units 22

Sophomore or Junior Years

Choose two courses from the following five courses to total 6 units 6

ARTH 454 Nineteenth Century Art (3)

ARTH 460 History of American Art (3)

ARTH 464 Modern Art from 1850 to 1945 (3)

ARTH 465 Modern Art from 1945 to 1979 (3)

ARTH 466 Contemporary Art (3)

Junior or Senior Years

Choose any combination of the following five courses to total 5 units 5

ARTS 302 Intermediate Drawing (2-4)

ARTS 304 Intermediate Life Drawing (2-4)

ARTS 402 Advanced Drawing (2-4)

ARTS 404 Advanced Life Drawing (2-4)

Any 300-400 level studio course outside one's area of emphasis

Total upper-division core units 11

Areas of Emphasis

To complete a specialized concentration in the major, select a minimum of 12 units from one of the areas of emphasis below. (When works on paper is the student's area of emphasis, the 5 upper-division units required in drawing must be concentrated instead in another emphasis, such as painting, printmaking, sculpture, photography, or ceramics.) At least 6 units must be at the advanced level. Please note that admission to advanced classes requires successful participation in the Junior Portfolio Review during the last semester at the intermediate (300) level. The Junior Portfolio Review will be scheduled once each semester. Please see advisor for details.

Painting (12)	Printmaking (12)	Works on Paper (12)
Sculpture (12)	Photography (12)	Ceramics (12)

Specific content of concentrations is detailed below.

Total units in major emphasis 12

Total units in the major 45

Painting Emphasis

Complete 12 units of the following two courses (including repeats); 6 units must be at advanced level: 12

ARTS 320 Intermediate Painting (2-4)

ARTS 420 Advanced Painting (2-4)

A maximum of 3 units may be applied from one or more of the following: 0-3

ARTS 382 Intermediate Monoprint (1-4)

ARTS 482 Advanced Monoprint (1-4)

Sculpture Emphasis

Complete 12 units of the following two courses (including repeats); 6 units must be at advanced level: 12

ARTS 336 Intermediate Sculpture (2-4)

ARTS 436 Advanced Sculpture (2-4)

A maximum of 3 units from the following may be applied to the 12-unit Sculpture Emphasis: 3

ARTS 335 Intermediate Bronze Foundry (2-4)

ARTS 435 Advanced Bronze Foundry (2-4)

ARTS 329 Intermediate Ceramics (2-4)

ARTS 429 Advanced Ceramics (2-4)

ARTS 430 Large Scale Clay and Installation, Ceramics Sculpture (2-4)

Ceramics Emphasis

Complete 12 units of the following four courses (including repeats); 6 units must be at advanced level: 3

ARTS 329 Intermediate Ceramics (2-4)

ARTS 429 Advanced Ceramics (2-4)

ARTS 430 Large Scale Clay and Installation, Ceramics Sculpture (2-4)

ARTS 432 Ceramic Materials (2-4)

A maximum of 3 units from the following may be applied from the 12-unit Ceramics Emphasis: 3

ARTS 336 Intermediate Sculpture (2-4)

ARTS 436 Advanced Sculpture (2-4)

ARTS 335 Intermediate Bronze Foundry (2-4)

ARTS 435 Advanced Bronze Foundry (2-4)

Printmaking Emphasis

Complete 9-12 units of the following four courses (including repeats); 6 units must be at the advanced level: 9-12

ARTS 340 Intermediate Etching and Woodcut (2-4)

ARTS 440 Advanced Etching and Woodcut (2-4)

ARTS 342 Intermediate Lithography (2-4)

ARTS 442 Advanced Lithography (2-4)

A maximum of 3 units may be applied from the following: 0-3

ARTS 382 Intermediate Monoprint (1-4)

ARTS 482 Advanced Monoprint (1-4)

Works On Paper Emphasis

When drawing is the student's area of emphasis, the 5 upper-division units required in drawing must be concentrated instead in another emphasis, such as painting, printmaking, sculpture, photography, or ceramics. Advanced courses may be repeated for credit.

Choose a total of 12 units from the following four courses (including repeats); 6 units must be at the advanced level: 12

ARTS 302 Intermediate Drawing (2-4)

ARTS 402 Advanced Drawing (2-4)

ARTS 304 Intermediate Life Drawing (2-4)

ARTS 404 Advanced Life Drawing (2-4)

Photography Emphasis

Complete 12 units of the following two courses (including repeats); 6 units must be at the advanced level: 12

ARTS 308 Photographic Darkroom Processes (2-4)

ARTS 457 Advanced Photography (1-4)

Recommended Electives For All Studio Majors

ARTS 492 B.A. Professional Artists' Practices (1-3)

ARTH 420-476 Art History Period Courses (3-4 each)

ARTH 466 Contemporary Art (3)

ARTH 480 Selected Topics and Lecture/Seminar (1-4)

ARTH 494 Gallery and Museum Methods (4)

ARTS 382 Intermediate Monoprint (1-4)

ARTS 482 Advanced Monoprint (1-4)

ARTS 491 Visiting Artists' Lecture Series (1)

ARTS 498 Selected Topics - Studio (1-4)

Course Rotation: Art Studio

Foundation Courses:

Art Fundamentals (101 and 102) Every semester

Safety and Shop Practices (103) Every semester

Beginning Studio Courses:

All courses (202, 204, 208, 220, 229, 236, 245) Every year; most every semester.

Intermediate/Advanced Studio Courses:

All courses (302, 304, 308, 320,329, 335, 336, 340, 342, 382, 402,404, 420, 429, 430, 432, 435, 436,440, 442, 482) Every year; most every semester.

B.F.A. Seminar (465) 1 unit fall, 2 units spring

Professional Practices - B.F.A. & B.A. (466/492) Fall semesters

Directed Field Research Experience (496) Most semesters

Note: Additional special topics courses will be offered each academic year to enrich and expand on the Studio curriculum.

Sample Four-year Program for Bachelor of Arts in Art

Studio Concentration, Painting Emphasis

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ARTS 101 2-D Fundamentals (3)	ARTS 102 3-D Fundamentals (3)
ARTH 210 Art History (3)*	ARTH 211 Art History (3)
GE courses (9)	GE courses (9)

SOPHOMORE YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
ARTS 202 Beg. Drawing (2)	ARTS 204 Beg. Life Drawing (2)
ARTS 220 Beg. Painting (2)	ARTS 245 Beg. Printmaking (2)
GE courses (9)	GE courses (12)

JUNIOR YEAR:: 31 Units

Fall Semester (18 Units)	Spring Semester (13 Units)
ARTS 320 Int. Painting (3)	ARTS 420 Adv. Painting (3)
ARTS 302 Int. Drawing (3)	ARTS 304 Int. Life Drawing (3)
ARTH 465 History of Modern Art (3)*	ARTS 236 Beg. Sculpture (2)
GE courses (9)	Other electives (2)

* also counts for GE requirements

SENIOR YEAR:: 27 Units

Fall Semester (15 Units)	Spring Semester (12 Units)
ARTS 420 Adv. Painting (3)	ARTS 420 Adv. Painting (3)
ARTS 382 Int. Monotype (3)	ARTH 466 Contemporary Art (3)
ARTS 492 B.A. Prof. Artists' Practices (3)	ARTS 495 Special Studies (3)
Electives (6)	Electives (3)

TOTAL UNITS:: 120

Bachelor of Fine Arts

The B.F.A. degree is a 132-unit program requiring 70 units of course work in art. The B.F.A. Degree differs from the B.A. degree in its requirements and rigor. The B.F.A. is often considered to be the degree of choice for students wishing to pursue graduate or professional studies. It enhances the artists' opportunities to perform at a higher level and fulfills the need for additional artistic growth in an intensive studio situation. The B.F.A. affords time for concentrated work within a specific art emphasis (painting, photography, printmaking, or sculpture).

Admission Requirements

Students may apply only during or after the spring semester of the sophomore year. Thereafter students may reapply as many times as desired. It is recommended that students work with their advisors to complete the application process. Applicants must meet University

requirements for admission and must first be admitted to the bachelor of arts program. In addition, they must meet the following requirements to qualify for application to the program:

1. Students must complete all lower-division requirements in art; take lower-division courses before upper-division courses in area of emphasis; take Fundamentals 101/102, or equivalents, before any upper-division art course and before most lower-division art courses; maintain a 3.00 GPA in art, exclusive of GE courses; and complete all lower-division GE requirements by the end of the junior year.
2. To be considered for the B.F.A. admission review, applicants must submit a portfolio of digital images of their artwork, two letters of recommendation (or two department faculty signatures if currently enrolled as a student), and a short statement including their reasons for applying. These will be reviewed and the candidates may be interviewed by the studio faculty to help determine if their work demonstrates the creative level expected of B.F.A. candidates. Official applications, instructions and guidelines for the digital portfolio are available in the Art Department office. Applications will be reviewed in spring semester for possible admission the following fall semester and in fall semester for possible admission for the following spring semester.

Bachelor of Fine Arts in Art: Studio Concentrations

Degree Requirements	Units
General education	51
Major core requirements	70
Electives in art	11
Total units needed for graduation	132

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

1. Throughout the B.F.A. program, candidates must maintain a 3.00 GPA in art and a high level of performance and will be subject to review at all times. Advisors will direct students in their specific course of study based on regular critiques.
2. To complete the program, candidates will meet all course work for the degree and participate in the B.F.A. art exhibition, which will be reviewed by the art faculty to determine the candidate's professional competence in a chosen area of emphasis.
3. In order to receive the B.F.A. Degree, students must complete 24 upper-division units in art in residence. (May be included within the University's unit residency requirement.)

Major Core Requirements

Freshman and Sophomore Years

Complete the following four courses:

ARTS 101 Art Fundamentals	3
ARTS 102 Art Fundamentals	3
ARTH 210 Introduction to Art History	3
ARTH 211 Introduction to Art History	3

Choose a combination of the following to total 4 units:

ARTS 202 Beginning Drawing (2-4)
ARTS 204 Beginning Life Drawing (2-4)

Total lower-division core units 16

Junior and Senior Years

Complete the following 5 courses:

ARTH 464 Modern Art from 1850 to 1945	3
ARTH 465 Modern Art from 1945 to 1979	3
ARTH 466 Contemporary Art	3
ARTS 465 B.F.A. Seminar	3
ARTS 466 B.F.A. Professional Artists' Practices	3

Choose any combination of the following to total 5 units:

ARTS 302 Intermediate Drawing (2-4)
ARTS 304 Intermediate Life Drawing (2-4)
ARTS 402 Advanced Drawing (2-4)
ARTS 404 Advanced Life Drawing (2-4)

Total upper-division core units 20

Areas of Emphasis

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

Painting

Complete at least three courses from three different studio emphases (excluding painting and drawing) to total 6 units: 6-9

ARTS 220 Beginning Painting (3)

Complete 5 units in intermediate and advanced auxiliary studio courses (may include 3 units of Advanced Monoprint): 5

Complete 20 units in the following courses, including at least 8 units at the 400 level: 20

ARTS 320 Intermediate Painting (2-4)
ARTS 420 Advanced Painting (2-4)

Total units in the emphasis 34

Photography

Complete at least three courses from three different studio emphases (excluding photography and drawing) to total 6 units: 6-9

Complete 5 units in intermediate and advanced auxiliary studio courses:5

ARTS 208 Basic Black and White Photography (2-3)
--

Complete at least 21 units from the following courses, including at least 8 units at the 400 level: 21

ARTS 308 Photographic Darkroom Processes (2-4)
ARTS 457 Advanced Photography (1-4)

Total units in the emphasis 34

Printmaking

Complete at least three courses from three different studio emphases (excluding printmaking and drawing) to total 6 units: 6-9

ARTS 245 Beginning Printmaking (2-3)

Complete 5 units in intermediate and advanced auxiliary studio courses (one upper-division course in photography is recommended):5

Complete 20 units in the following courses, including a maximum of 12 units in any one printmaking area: 20

ARTS 340 Intermediate Etching and Woodcut (2-4)
ARTS 440 Advanced Etching and Woodcut (2-4)
ARTS 342 Intermediate Lithography (2-4)
ARTS 442 Advanced Lithography (2-4)

Total units in the emphasis 34

Sculpture

Complete at least three courses from three different studio emphases (excluding sculpture and drawing) to total 6 units: 6-9

ARTS 236 Beginning Sculpture	2-3
ARTS 229 Beginning Ceramics (Recommended)	2-4

Complete 5 units in intermediate and advanced auxiliary studio courses:5

Complete 21 units in the following courses, including at least 8 units at the 400 level: 21

ARTS 336 Intermediate Sculpture (2-4)
ARTS 436 Advanced Sculpture (2-4)

Units from the following may be applied to the 21-unit Sculpture Emphasis: 3

ARTS 335 Intermediate Bronze Foundry (2-4)
ARTS 435 Advanced Bronze Foundry (2-4)
ARTS 329 Intermediate Ceramics (2-4)
ARTS 429 Advanced Ceramics (2-4)
ARTS 430 Large Scale Clay and Installation, Ceramics Sculpture (2-4)

Total units in the emphasis 34

Total units in the major 70

Minor in Art: Studio Concentration

Complete all of the following:

ARTS 101 Art Fundamentals	3
ARTS 102 Art Fundamentals	3
ARTH 210 Introduction to Art History (3) or	
ARTH 211 Introduction to Art History (3)	3
Studio courses at any level	5
Upper-division studio courses	6

Total units in the minor 20

Teaching Credential Preparation

The art major with a studio concentration generally fulfills the California Commission for Teacher Preparation and Licensing guidelines for the Single Subject Credential. For the Multiple Subject (elementary) Credential, students must pass the general knowledge portion of the National Teachers Examination. ARTS 400 is required of candidates for the Single Subject Credential, and ARTS 400 is recommended for Multiple Subject Credential students. Students interested in a teaching career are encouraged to consult with coordinators in the Art Department as well as the Education Department with reference to legally required education courses, along with field experience, leading to graduate or second degree studies in art and education with a teaching credential. The public school art instructor usually is expected to possess a vast range of aptitudes in 2- and 3-dimensional art forms, materials, and techniques, and to have a strong sense of the conceptualization and philosophies for art education for younger learners. A broadly based studio arts, art history, and Education Department course work program, including field experience in a concurrent pattern, is recommended after arrangements are made with both the Art Department and the Education Department. For further information, please see the Education section in this catalog. Contact departmental advisors and review the University's special bulletin, *Programs in Teacher Education*. Students seeking the Multiple Subject Credential may also wish to pursue a minor in applied arts (please see the Applied Arts section in this catalog).

Career Minor in Arts Management

The career minor in arts management provides students of the arts with education, training, and experience in the practical, business side of their fields. Art majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The arts management career minor, combined with a minor in art history or art studio, also serves the needs of business administration majors who wish to specialize in the arts. Internships are available at local and regional art galleries, museums, nonprofit organizations, and other groups that provide services for artists. Please see the section on Career Minors for a description of the arts management minor program.

ASTRONOMY

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Saeid Rahimi

Scott A. Severson

Hongtao Shi

*Gordon G. Spear

*Joseph S. Tenn

**Faculty Early Retirement Program*

Program Offered

Minor in Astronomy

Astronomy, offered as a minor in the Department of Physics and Astronomy, is the study of the planets, stars, and galaxies in the universe beyond the earth's atmosphere. The fields of Astronomy and Astrophysics, the application of physics principles to astronomical observations, today deal with essential questions, such as the origin and nature of the "Big Bang;" the subsequent creation of matter and the chemical elements; the eventual formation and evolution of structure in the universe; and the life cycles of stars, including the tremendous explosions which are often their death knells and can lead to the formation of black holes. Modern astronomy leans heavily on the concepts and techniques of physics and mathematics. Astronomers use ground and space-based instruments that detect photons spanning the electromagnetic spectrum, as well as particles such as cosmic rays or neutrinos. An emerging branch of astronomy seeks to correct the effect of the Earth's turbulent atmosphere using adaptive optics, thus providing "sharper" views of the Universe. As a result of astronomy's cosmic scope and dependence on physics, degrees in astronomy are generally granted at the graduate level. The minor in astronomy, with a B.S. in physics, is an excellent preparation for graduate study in astronomy or astrophysics.

Careers in Astronomy

Career fields for which an astronomy minor would be beneficial include aerospace, astronomy, atmospheric science, education, planetary geology, and geophysics.

A variety of courses are available within the minor, including intermediate and advanced laboratory work that utilizes the department's two observatories, and a number of descriptive courses for students whose major interests lie in other fields.

The SSU Campus Observatory, in operation since 1976, houses two telescopes, a 14-inch Schmidt-Cassegrain and a 10-inch Newtonian, with auxiliary instrumentation for CCD imaging, and spectroscopy. Both telescopes are computer controlled. The observatory is used by students in laboratory and lecture courses, and is also available for faculty and student research projects. A NASA-funded research observatory, which saw "first light" in 2004, is located in the darker skies of northern Sonoma County. It includes a remotely controlled and operated 14-inch telescope mounted on a computer-controlled Paramount and equipped with a high quantum efficiency CCD detector and filter wheel. Equipment available for observational work in astronomy at SSU is ideally suited for studying objects that vary in time and space. This includes objects that vary in brightness such as pulsating, eclipsing, and cataclysmic star systems. This also includes the variable nuclei of active galaxies such as quasars and blazars, Gamma-ray Bursts (GRBs), and extrasolar planetary systems that exhibit planetary transits. Our equipment is also ideally suited for follow-up observations of Near Earth Objects (NEOs), which may threaten the Earth.

The department is designing and constructing a remotely operable approximately 1-meter telescope in southern Mendocino county: the Galbreath Wildlands Preserve Observatory. This will be a sustainable and ecologically sensitive facility, making the project innovative and cross-disciplinary. The department also houses a laboratory for experimental astrophysics research, where students can test and build cameras, spectrometers, and other equipment for SSU's telescopes.

All students are strongly encouraged to participate in the ongoing research programs of the department, and/or to propose student-initiated research programs.

Minor in Astronomy

Completion of a minimum of 20 units in astronomy and other physical science courses, at least 12 of which must be in astronomy, constitutes a minor in astronomy. Courses that are used to meet requirements in a student's major may not be used toward the minor in Astronomy. Supporting courses for the major may be used. Interested students should consult with an advisor in the Department of Physics and Astronomy.

BIOLOGY

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Programs Offered

Bachelor of Arts in Biology
Bachelor of Science in Biology
Master of Science in Biology
Minor in Biology

The Department of Biology offers undergraduates two broadly based bachelor's degree programs and a Master of Science degree. Within each undergraduate degree program, there are opportunities for selecting a concentration. A congenial atmosphere allows students to develop a close relationship with peers, graduate students, and faculty. An emphasis is placed on laboratory and field courses and on participation in research.

The Biology Master's program is comprised of an active cohort of graduate students engaged in original research with faculty members in all areas of research specialization covered in the department. Graduate research is often supported by external funding and graduate student support includes teaching associateships that involve close mentoring relationships with instructional faculty. Many graduates of the masters program go on to pursue doctoral degrees, and others continue in research, biotechnology, resource management, and education.

Laboratory instruction provides students with hands-on opportunities with physiological equipment, ultracentrifugation, PCR,

electrophoresis, light microscopy, immunofluorescence microscopy, and microbiological techniques. Excellent laboratory and greenhouse facilities, such as the Raymond Burr Greenhouse and orchid collection, exist for maintaining live material for classroom use and research. A radioisotope laboratory is also available.

Field courses draw upon the unparalleled diversity of habitats in the North Bay region. They also capitalize on two spectacular nature preserves: Fairfield Osborn Preserve and Galbreath Wildlands Preserve, administered by Sonoma State University. In addition, the department maintains museum collections of local plants, algae and fungi (North Coast Herbarium of California), vertebrates (Jack Arnold Vertebrate Collection), and insects and other invertebrates.

Careers in Biology

Biology graduates are prepared to enter the job market in a variety of careers, including government agencies, park service, biological research, teaching, biotechnology, and medical technology. Students seeking a teaching credential may elect biology as their major within the teaching credential preparation program in science. Graduates from the department have an outstanding record of acceptance in advanced degree programs at technical, dental, veterinary, medical, and graduate schools, as well as in fifth-year hospital traineeships in medical technology.

The biology curriculum, supported by physical sciences and mathematics, is designed to provide students with a strong background in the principles of biology and rigorous upper-division instruction. This combination of breadth and in-depth instruction allows students to develop the intellectual foundations and the skills necessary to deal with the specific biological concerns of today and the flexibility to meet the future needs of the profession.

Biology Degree Concentrations

Many students are well served by the basic B.A. plan without a concentration. Some, however, select one of two concentrations for a B.A. Both the B.A. and B.S. share a common lower-division core, hence beginning students need not select a plan immediately. The B.A. program leaves more flexibility for electives and a minor. The B.S. requires a specific concentration, including more physical science, mathematics, and total units. Upon completion of specified course work, a concentration will be designated on the transcript and diploma. Students should contact the department for specific requirements.

Bachelor of Arts

Botany
Zoology

Bachelor of Science

Physiology
Molecular and Cell Biology
Ecology and Evolution and Conservation
Marine Biology
Microbiology

Preparation for Applying to Health Professions

Students majoring in biology intending to pursue careers in the allied health fields may follow the guidelines for a B.S. degree or a B.A. degree (with the addition of MATH 161, CHEM 335B, and PHYS 210AB and 209AB). They are encouraged to enroll in SCI 150, Introduction to Careers in the Health Professions, during their first fall semester.

For admission to most health profession schools, regardless of major, it is typically recommended or required that specific biology courses be incorporated into the B.A. or B.S. degree. These include:

	<i>Premedical</i>	<i>Preveterinary</i>	<i>Predental</i>
BIOL 342 Molecular Genetics (4)	x	x	x
BIOL 472 Developmental Biology (4)	x	x	x
BIOL 349 Animal Physiology (4)		x	
BIOL 328 Vertebrate Evolutionary Morphology (4)	x		x
BIOL 344 Cell Biology (4)	x		x
BIOL 340 General Bacteriology			x
BIOL 307 Human Nutrition			x
BIOL 480 Immunology			x

Secondary Education Teaching Credential Preparation in Life Science

Contact the department chair for information on completing a biological sciences concentration for a Single Subject Credential Preparation Program.

Degree Requirements

	B. A.	B. S.
General Education (51 units, 12 units covered by major requirements in math and science)	39	39
Lower-Division Biology (BIOL 121, 122, 123)	12	12
Upper-Division Biology Core (1 course from each of 4 areas)	16	16
Upper-Division Biology Electives (as specified by concentration)	15	17-20
Concentration specific physical science	--	3-0
Senior Research (BIOL 495 and 496)	--	3
Physical Sciences and Mathematics:		
CHEM 115AB	10	10
CHEM 335A or 232	5	
CHEM 335AB	--	8
MATH 165	4	4
MATH 161	--	4
B. A.		
PHYS 210A/209A or GEOL 102	4 or 3	--
B. S.		
PHYS 210A/210B and either PHYS 209 A or B (PHYS 114/116/214 may substitute)	--	7
General Electives	15-16	3
Total units needed for graduation	120	126

Upper-Division Biology Core

Complete one course from each of the following groups (Additional courses from each group may be used as electives or may be required for particular concentrations):

Organismal Biology (4 Units)

- BIOL 329 Plant Biology (4)
- BIOL 340 General Bacteriology (4)
- BIOL 322 Invertebrate Biology (4)
- BIOL 327 Vertebrate Biology (4)
- BIOL 382 Parasitology (4)

Physiology (4 Units)

- BIOL 349 Animal Physiology (4)
- BIOL 347 Environmental Physiology (4)
- BIOL 348 Plant Physiology (4)
- BIOL 328 Vertebrate Evolutionary Morphology (4)

Molecular And Cell Biology (4 Units)

- BIOL 342 Molecular Genetics (4)
- BIOL 343 Molecular Microbiology (4)
- BIOL 344 Cell Biology (4)
- BIOL 383 Virology (4)

Ecology And Evolution (4 Units)

- BIOL 333 Ecology (4)
- BIOL 341 Evolution (4)
- BIOL 335 Marine Ecology (4)
- BIOL 337 Behavioral Ecology (4)

Upper-Division Biology Electives

Biology major electives are upper-division courses beyond those used to fulfill the upper-division core and the B.A. or B.S. concentrations. Major electives are used to meet the total upper-division unit requirement for the B.A. (31 units) or B.S. (36 units). Major electives are chosen from among the following:

1. Additional courses from the upper-division core groups and alternative courses in a concentration.
2. Any Biology course numbered greater than 320. This list is subject to revision following this catalog edition. Students should check with their academic advisor for updates. Seniors may also take graduate courses (500 level) with permission of the instructor.
3. Supervisory courses in biology, leading to hands-on experience, extension of knowledge, or research experience. These courses are: BIOL 395, 495, 496, 498, and 499 (see **Restrictions**, below, for unit limits for these courses).
4. Biology colloquium, BIOL 390, may be taken twice (2 units) for major credit.
5. A maximum of 4 units from courses related to biology from other departments or from the department's non-majors courses. To apply the units to the major, students are required to obtain written permission from their advisor **before taking these courses, unless the course is listed as part of a**

concentration. (Obtain forms in department office.) The following is the current list of acceptable courses: ANTH 301, 302, 318, 345, 414; BIOL 220, 224, 243, 307; CHEM 441, 445, 446; ENSP 315, 321, 322, 323; GEOG 416; GEOL 413; KIN 360; PSY 451.

Restrictions

1. A maximum of 4 units taken in the Cr/NC grading mode may be applied to the major from the following courses: BIOL 390, 395, 498, 499.
2. All other courses in the biology major must be taken in the traditional grading mode (A-F).
3. A maximum of 7 units from the following list of courses may be applied to the major: BIOL 390, 395, 495, 496, 498, and 499.

Sample Four-year Program for Bachelor's Degree in Biology

FRESHMAN YEAR:: 31-33 Units

Fall Semester (16 Units)	Spring Semester (15-17 Units)
ENGL 101 (3)* (A2)	PHIL 101 or 102 (3) (A3)
BIOL 121 or 122 (4) (B2)	BIOL 121 or 122 (4) (B3)
MATH 165* (4) (B4)	CHEM 115B (5)
CHEM 115A (5) (B1)	Electives** (3-5)

SOPHOMORE YEAR:: 31-35 Units

Fall Semester (15-17 Units)	Spring Semester (16-18 Units)
BIOL 123 (4)	G.E. Group A1 course (3)
CHEM 232 or 335A (5)	Electives*** (9-11)
Electives** (6-8)	BIOL UD core course (4)

Biology majors are expected to complete all of the lower-division core requirements before attaining junior standing (60 units). This maximizes flexibility in upper-division course selection by ensuring that essential prerequisites will have been completed. BIOL 121, 122, and 123 should be completed before taking any upper-division course.

JUNIOR YEAR:: 28-34 Units

Fall Semester (14-17 Units)	Spring Semester (14-17 Units)
Complete Written English Proficiency Test after completing a total of 60 units.	
Two BIOL UD core courses (8)	1-2 BIOL UD core courses (8)
Electives*** (6-9)	Electives*** (6-9)

SENIOR YEAR:: 30-36 Units

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

Complete general education requirements to a total of 51 units (48 for transfer students), including ethnic studies. All area B GE requirements are met by courses required in the Biology major.

TOTAL UNITS::

FOR B.A. DEGREE, MINIMUM 120

FOR B.S. DEGREE, MINIMUM 126

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

**If a student is not eligible to take either of these courses in the first semester, that student must be enrolled in the recommended preparatory Courses(s) and complete these courses in the next semester. Students must also delay CHEM 115A until satisfying GE math eligibility. This may extend time to graduation beyond 4 years.*

***Electives should include at least one lower-division (100-299) GE course each semester. Electives may include additional physical science and mathematics (consult your biology advisor). Unit total per semester should average approximately 15-16 throughout all eight semesters (8 x 16 = 128) to complete the degree requirements in four years.*

****Electives include upper-division BIOL electives and physical science support as well as upper-division (300-499) GE courses. NOTE: Most upper division BIOL electives require completion of BIOL 123. Beginning in the semester in which 60 units total is reached, each student is required to complete 9 units of upper-division GE.*

Bachelor of Arts in Biology: Concentrations

The lower-division core is structured so that switching between the B.A. and B.S. programs in the first two years will not delay completing either degree program. The B.A. does not require a concentration. However, students may wish to focus their upper division course work in a particular area. Botany and Zoology are approved concentrations in the B.A., which may be designated on the diploma. Courses from all 4 core areas are included in each concentration. The upper division major requirements for each are:

B.A. Botany Concentration (31 units)

BIOL 329 Plant Biology	4
BIOL 348 Plant Physiology	4
BIOL 330 Plant Taxonomy	4
BIOL 331 Aquatic Botany	4
BIOL 333 Ecology	4
BIOL 341 Evolution	4
One of the following 2 courses:	4
BIOL 342 Molecular Genetics, or	
BIOL 344 Cell Biology	
Additional upper division major electives	3

B. A. Zoology Concentration (31-32 units)

BIOL 322 Invertebrate Biology	4
BIOL 327 Vertebrate Biology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
BIOL 323 Entomology	4
One of the following 2 courses:	4
BIOL 347 Environmental Physiology or	
BIOL 349 Animal Physiology	
One of the following 3 courses:	3-4
BIOL 463 Herpetology, or	
BIOL 468 Mammalogy or	
BIOL 472 Developmental Biology	
One course from the Molecular and Cell Biology Core Area	4
One course from the Ecology and Evolution Core Area	4

Bachelor of Science in Biology

Students must specify a particular concentration for the B.S. and meet its requirements. The lower-division core is structured so that switching between the B.A. and B.S. programs in the first two years will not delay completing either degree program. Students normally complete the additional physical science and mathematics for the B.S. after the first two years.

Courses from all 4 core areas are included in each concentration. The following are approved concentrations in the B.S., which will be designated on the diploma. The upper division major requirements for each are:

B. S. Marine Biology Concentration (39 units)

BIOL 322 Invertebrate Biology	4
BIOL 331 Aquatic Botany	4
BIOL 335 Marine Ecology	4
BIOL 341 Evolution	4
BIOL 347 Environmental Physiology	4
BIOL 485 Biometry	4
One course from the Molecular and Cell Biology Core Area	4
Additional upper division major electives	8
BIOL 495 Special Studies prior to Senior Research	1
BIOL 496 Senior Research	2

B. S. Molecular and Cell Biology Concentration (39 units)

BIOL 340 General Bacteriology	4
BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
BIOL 341 Evolution	4
One of the following 2 courses:	4
BIOL 348 Plant Physiology	
BIOL 349 Animal Physiology	
Two of the following 4 courses:	8
BIOL 343 Molecular Microbiology	
BIOL 383 Virology	
BIOL 472 Developmental Biology	
BIOL 480 Immunology	
One of the following 2 courses:	3
CHEM 445 Structural Biochemistry	
CHEM 446 Metabolic Chemistry	
One of the following 3 courses:	3-4
CHEM 441 Biochemical Methods	
BIOL 544 Advanced Cell Biology	
BIOL 545 Recombinant DNA Laboratory	
Additional upper division major electives	2-1
BIOL 495 Special Studies prior to Senior Research	1
BIOL 496 Senior Research	2

B. S. Ecology, Evolution, and Conservation Concentration (39 units)

BIOL 333 Ecology	4
BIOL 341 Evolution	4
ENSP 322 Conservation Biology	4
BIOL 342 Molecular Genetics	4
BIOL 485 Biometry	4

One of the following 3 courses:	4
BIOL 322 Invertebrate Biology	
BIOL 327 Vertebrate Biology	
BIOL 329 Plant Biology	

One of the following 4 courses:	4
BIOL 335 Marine Ecology	
GEOG 416 Biogeography and Landscape Ecology	
BIOL 337 Behavioral Ecology	
BIOL 243 Environmental Microbiology	

One course from the Physiology Core Area

Additional upper division major electives	4
BIOL 495 Special Studies prior to Senior Research	1
BIOL 496 Senior Research	2

B. S. Physiology Concentration (39 units)

BIOL 344 Cell Biology	4
BIOL 372 Developmental Biology	4
CHEM 446 Metabolic Chemistry	3
Three of the following 4 courses:	12
BIOL 328 Vertebrate Evolutionary Morphology	
BIOL 347 Environmental Physiology	
BIOL 348 Plant Physiology	
BIOL 349 Animal Physiology	

One of the following 3 courses:

BIOL 322 Invertebrate Biology	4
BIOL 327 Vertebrate Biology	
BIOL 329 Plant Biology	
One course from the Ecology and Evolution Core Area	4
Additional upper division major electives	5
BIOL 495 Special Studies prior to Senior Research	1
BIOL 496 Senior Research	2

B.S. Microbiology Concentration (39 units)

**Required or recommended for application to Clinical Laboratory Science Internships*

BIOL 340 General Bacteriology*	4
One of the following 3 courses:	4
BIOL 347 Environmental Physiology	
BIOL 349 Animal Physiology*	
BIOL 348 Plant Physiology	
One of the following 3 courses:	4
BIOL 342 Molecular Genetics*	
BIOL 343 Molecular Microbiology	
BIOL 344 Cell Biology	
One of the following 2 courses:	4
BIOL 333 Ecology*	
BIOL 341 Evolution	
Two of the following 3 courses:	8-9
BIOL 382 Parasitology*	
BIOL 480 Immunology*	
BIOL 481 Medical Microbiology*	
One of the following 2 courses:	4
CHEM 255 Quantitative Analysis*	
BIOL 243 Environmental Microbiology	

Additional upper division major electives	5
BIOL 495 Special Studies prior to Senior Research	1
BIOL 496 Senior Research	2

Minor in Biology

The minor consists of a minimum of 20 units in the Department of Biology with a GPA of 2.00 or higher. The purpose of the minor is to provide the student with a rigorous background in biology that supplements the student's major.

Students must develop a program in consultation with a faculty advisor in the Biology Department. Requirements of the Biology Minor are:

Take two of the 3 lower-division major's courses listed below	8
BIOL 121 Diversity, Structure, and Function	
BIOL 122 Genetics, Evolution, and Ecology	
BIOL 123 Molecular and Cell Biology	

Twelve additional units in Biology	12
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At least eight of these units must be upper-division courses for majors and at least one of those must have a laboratory. Only one GE course in biology or a third lower-division biology major's course can be applied to the minor, as well as one unit of Biology Colloquium (BIOL 390). All courses applied to the minor must be taken for a letter grade, except BIOL 390.

Master of Science in Biology

The Master of Science degree in the Department of Biology is a thesis research program. Students complete 30 units of course work that allows them to master the concepts and techniques of their chosen discipline. They also conduct original research under the direction of a member of the faculty and write up their findings as a Master's Thesis. Typically, students take two to three years to complete their graduate degree requirements.

Graduate students in the Department of Biology are supported through a variety of sources. The Department has approximately 12 teaching associateships (two laboratory sections) available each semester, and these positions are filled one semester in advance (contact the Graduate Coordinator for details). In addition, students may receive research associateships through individual faculty members and their research grants. The University offers a limited number of tuition fee waivers for qualified teaching associates. Students can also obtain academic scholarships as well as financial aid (usually in the form of low-interest loans).

The Department of Biology permanent faculty are actively involved in a wide range of disciplines, including ecology and evolutionary biology, molecular and cell biology, physiology, functional morphology, and organismal biology. Additional faculty from other departments on campus have expertise in biology and are adjunct members of the graduate program.

Graduates of this program find themselves with an enhanced understanding of biology and first-hand experience in the practice of science. Many of our students go on to doctoral programs; others use their degree to pursue careers in teaching, research, environmental consulting, resource management, industry, and various health professions.

Admission to the Program

To apply, you must submit: A) items 1-3 to SSU's Admissions and Records Office, and B) copies of items 1-3 and originals of items 4 and 5 to the Department of Biology Graduate Coordinator, Dan Crocker. The application deadline in the department is January 31 for the Fall semester and October 31 for the Spring semester. The SSU Admissions and Records Office will notify students about the status of their applications.

1. Complete a University application obtained from the Admissions and Records Office. NOTE: If you submit online, be sure to print a hardcopy to send to the Department of Biology.
2. Provide official copies of all undergraduate transcripts.
3. Provide a one-to-two page Statement of Purpose essay detailing your background in biology, objectives for graduate school, and career goals.
4. Request two letters of recommendation from individuals familiar with the student's background in biology and able to comment on the potential for conducting original work.
5. Provide Graduate Record Examination (GRE) scores for the General test. Biology Subject scores are strongly recommended, but not required.

IMPORTANT: The above complete application package must be received in the Admissions and Records Office and by the Biology Graduate Coordinator before an applicant will be considered for admission.

Admission to the program requires:

- I. Meeting California State University admissions requirements.
- II. Acceptance by a Biology faculty member (tenure-track or approved SSU adjunct) to serve as a faculty advisor. Students are strongly encouraged to review the information on faculty members and contact them prior to completing an application.

III. Approval of the Graduate Committee. Applications will be reviewed for evidence that the prospective student is capable of initiating and performing original research. Students will be admitted into Classified Standing. Applicants deficient in undergraduate course preparation will be expected to demonstrate competency before being advanced to candidacy. As a general guideline, the Department uses the following criteria to determine this potential:

An undergraduate degree in biology or equivalent, including:

- A. One course in calculus or statistics;
- B. One year of general chemistry and one semester of organic chemistry;
- C. At least one other course in physical sciences;
- D. Upper division coursework demonstrating competence in three of four core areas (organismal biology; physiology; molecular or cellular biology; ecology or evolutionary biology);
- E. GPA of 3.0 or higher in the last 60 units;
- F. A score at or above the 50th percentile on each section of the General Examination of the GRE; and
- G. Evidence in letters of recommendation of potential for conducting independent and original research in biology.

BUSINESS ADMINISTRATION

DEPARTMENT OFFICE

Stevenson Hall 2042
(707) 664-2377
www.sonoma.edu/busadmin

DEPARTMENT CHAIR

Terry Lease

ADMINISTRATIVE COORDINATOR

Barbara Dietrich

UNDERGRADUATE ACADEMIC ADVISOR

Sheila Mackintosh-Sims

INTERNSHIP COORDINATOR

Duane Dove

MBA COORDINATOR

Linda Nowak

Faculty

*Sherri C. Anderson
Thomas Atkin
Richard Campbell
T.K. Clarke
Duane Dove
Kirsten Ely
Armand Gilinsky
Robert Girling
David Horowitz
Aidong Hu
Douglas Jordan
Terry Lease
Sandra Newton
Linda Nowak
Janeen Olsen
Vincent Richman
*James Robertson
Michael Santos
*Samuel Seward
Elizabeth Stanny
Janeira Sutanonpaiboon
Elizabeth Thach
Karen Thompson
John Urbanski
Ricardo Villarreal De Silva
Zachary Wong

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Science in Business Administration
Minor in Business Administration
Master of Business Administration
 General
 Wine Business
Additional Professional Business Programs

Department Mission

The Department of Business Administration at Sonoma State University offers high quality, relevant education in business to aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors. It does this in a small liberal arts and sciences environment in which faculty emphasize the development and continuous improvement of the skills of critical thinking, effective communication, ethical reasoning, maintaining a global perspective, and applying disciplinary tools.

Careers in Business Administration

The Department of Business Administration offers a wide selection of specialized courses designed to meet a variety of career objectives. These career objectives include, but are not limited to, management level accounting positions in business, government or public accounting; financial management, financial analysis and planning, investment banking, and insurance; general management, personnel, labor relations, public relations, wage and salary administration, training and international business; advertising and promotion, product development, marketing research and sales management; and positions in sales and management within the wine industry.

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration includes a pre-business program, a core of course requirements, and a broad range of fields of concentration. All majors take preparatory courses and core requirements and then select concentrations based on individual interest and career plans. The fields of concentration include: Accounting, Finance, Financial Management, Management (with a General track as well as tracks in Human Resource Management, International Business, and Small Business), Marketing, Wine Business Strategies, and a Special concentration designed by the student with the approval of a faculty advisor and the department chair. A Bachelor of Science in Business Administration with an emphasis in one or more areas of concentration prepares students for imaginative and responsible citizenship and leadership in society—domestic and worldwide.

Degree Requirements

General Education (Freshmen)	51 or
General Education (Transfer)	48

Pre-Major Preparatory Courses

GE-A1	
Take MATH 131 or MATH 161 in GE category B4	
Take ECON 204 in GE category D5	
Non-general education prerequisite: ECON 205	4
Major requirements [minimum]	55
General electives (to meet minimum degree requirements)	14
Minimum units needed for graduation:	124

A minimum of 124 semester units is required to graduate with a Bachelor of Science degree in Business Administration. A total of 55 units with a minimum 2.00 GPA is required for the major; 14-15 additional units are needed in preparatory courses, some of which might apply toward general education requirements. In addition to general education and the major, some students need to take other coursework to fulfill unit requirements for the degree. Such courses may be selected from the entire University curriculum and may be used to explore other disciplines, complete a minor, or take more classes in the major.

Advising

The Department of Business Administration believes that advising is essential for students' success. Students are encouraged to meet regularly with their advisor and are required to seek advising at certain critical junctures. These junctures are when creating a 4-year plan, when changing status from pre-business to business and planning a concentration, when applying for graduation, and when experiencing academic difficulties.

The department maintains an active advising function in a two-tier system. Business Administration employs a full-time academic advisor with whom each student, in pre-major status, should consult on matters regarding general education, University requirements, the pre-major program, and routine major issues. When students move from pre-major to the business administration major they are assigned a faculty advisor. Every full-time faculty member actively advises students, especially on matters relating to the major and careers.

Pre-Business Administration Program

All students enter the Business Administration Program as Pre-Business majors. Pre-Business students must meet the computer competency requirement, complete all pre-major coursework, and attain junior status prior to being admitted to Business Administration major status. Business major status is required to take upper-division business courses.

Computer Competency

All business majors must demonstrate computer competency prior to taking BUS 211, BUS 230A, or any upper-division business core class.

Competency can be demonstrated by passing the Practical Computer Competency Requirement (PCCR) examination administered by the Department of Business Administration. Students should plan carefully and consult with the department web page, www.sonoma.edu/busadmin/pccr/info.shtml for test and registration information.

Pre-Major Courses

Pre-major coursework consists of both preparatory courses and the lower-division portion of the business major. Preparatory courses and lower-division core courses together constitute the pre-major. A letter grade of C or better is required in each pre-major course. In addition to demonstrating computer competency, all the following coursework must be completed as part of the pre-major program:

Preparatory Courses (units that are necessary but do not count toward the major)

GE A-1
ECON 204 Introduction to Macroeconomics (4)
ECON 205 Introduction to Microeconomics (4)
MATH 131 Introduction to Finite Mathematics (3) or MATH 161 Calculus (4)

Lower-Division Business Core (units count in major)

BUS 211 Business Statistics (4) or MATH 165 Elementary Statistics
BUS 225 Legal Environment of Business (4) or ECON 388 Economics and the Law of Regulation
BUS 230A Principles of Accounting (4)
BUS 230B Principles of Accounting (4)

When the pre-major courses listed above are completed with a C or better, students have to file a Change of Status (blue) form along with all corresponding unofficial transcripts in order to change to Business Administration. Then the student will be able to register for upper-division business major classes.

Major in Business Administration

Major Component	Normal Unit Distribution
Lower-division business core (4 courses)	12-16
Upper-division business core courses (6 courses)	24
Concentration (5 courses)	15-20
Electives in major	As needed
Total units needed for major:	55

Transfer students may complete the Business Administration course requirements (10-course core and 5-course concentration) with fewer than 55 units; however, additional business electives must be taken to complete the 55-unit major requirement. Such students may elect to take additional coursework from their own or another area of concentration or from other approved courses offered within the business curriculum, such as BUS 295, 296, 385, 388, 466, 495, and 499, as long as they meet the prerequisites for such courses. It is recommended that students familiarize themselves with course requirements and consult with a faculty advisor prior to choosing elective courses intended to meet the major requirements. At least one-half of the courses, including a minimum of 3 courses in the concentration, must be completed at SSU.

Upper-Division Business Core

All business students must complete these core requirements (coursework in the selected area of concentration usually may be taken concurrently):

- BUS 316 Production/Operations Management (4)
- BUS 319 Management Information Systems (4) or BUS 334* Accounting Information Systems
- BUS 344 Organizational Behavior (4)
- BUS 360 Introduction to Marketing (4)
- BUS 370 Introduction to Managerial Finance (4)
- BUS 491** Seminar in Management Strategy and Policy (4) or BUS 491W ** Seminar in Management Strategy and Policy in the Wine Industry (4)

* BUS 334 is required for Accounting Concentration students.

** BUS 491 or BUS 491W is the capstone course in the Business Administration major designed to be taken in the student's final semester. Prerequisite: all business core requirements, a passing score on the WEPT, and application for award of degree.

Concentrations for Business Administration Majors

Every business student must complete an area of concentration within the major. Each concentration consists of five courses. Each of these courses will be of 3 or more units. Students should plan carefully and consult their faculty advisor regularly and before enrolling in concentration courses. Those wishing to complete a double concentration must take at least eight concentration courses beyond the core. Many concentration courses can be taken while completing core requirements. Most courses in the concentrations have prerequisites. At times, appropriate courses from other majors, such as psychology, sociology, public administration, and environmental studies, may be substituted in a concentration with the approval of the concentration advisor and the department chair. Except for the special concentration, at least 3 of the concentration courses must be taken at SSU.

Concentration Advisors

Accounting: Anderson, Stanny, Lease, Richman, Ely, Taylor

Finance: Hu, Jordan, Santos

Financial Management: Anderson, Stanny, Hu, Jordan, Richman, Lease, Santos, Ely

Management Tracks:

General: Girling, Thach, Thompson, Gilinsky, Dove, Newton, Urbanski, Sutanonpaiboon

Human Resource Management: Dove, Thach, Thompson

International: Girling, Urbanski

Small Business: Gilinsky, Urbanski

Marketing: Clarke, Nowak, Olsen, Atkin, Campbell, Villarreal, Horowitz

Wine Business Strategies: Thach, Gilinsky, Olsen, Nowak, Atkin

Special: Wong, Department Chair

Accounting Concentration: 5 Courses

Five courses, not to include BUS 232, are required. This prepares students for management-level accounting positions in business and government or public accounting. Specialized courses are offered in financial accounting, cost accounting, auditing, and taxation. Students who intend to sit for the CPA exam should take all upper-division accounting courses listed below. BUS 232 is optional.

BUS 232 Introduction to the Accounting Cycle	1
BUS 330A Intermediate Accounting	4
BUS 330B Intermediate Accounting	4
BUS 430 Advanced Accounting	4
BUS 433A Individual Taxation	4
BUS 433B Corporation and Estate Taxation	4
BUS 434 Auditing	4
BUS 435 Cost Accounting	3
BUS 436 Business Law	4
BUS 437 Governmental Accounting	4

Finance Concentration: 5 Courses

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

Required Courses

BUS 470 Managerial Finance	4
BUS 472 Investments	4

Select three courses from Group A OR select 2 courses from Group A and one course from Group B.

Group A

BUS 377 Financial Institutions (or ECON 375, Money and Banking)	4
BUS 385 Special Topics (with concentration advisor consent)	3-4
BUS 471 Financial Planning and Strategy	4
BUS 473 International Finance	4
BUS 474 Computer Applications in Finance	4

Group B

BUS 330A Intermediate Accounting	4
BUS 433B Corporate Tax for Financial Management	4
BUS 475W Wine Accounting and Finance	4
BUS 499F Internship in Finance	(3-4)
ECON 311 Public Economics	4
ECON 411 Seminar in Public Finance	4

Financial Management Concentration: 5 Courses

Five courses are required. The financial management concentration prepares students for financial management-level positions in business or government. Because the disciplines of accounting and finance are closely related, this concentration gives the student exposure to courses from both disciplines. Students planning to take the CPA exam are strongly encouraged to take the accounting courses BUS 330B, BUS 433A, and BUS 433B as preparation for the exam. The coursework will prepare the student for some of the areas covered on the Certified Management Accountant (CMA) exam.

Required Courses		BUS 385 Special Topics (with concentration advisor consent)	3-4
BUS 330A Intermediate Accounting	4	BUS 391 Cross Cultural Communication and Negotiation	4
BUS 435 Cost Accounting	4	BUS 393 Introduction to International Business	4
BUS 470 Managerial Finance	4	BUS 394 International Business Strategy	4
BUS 472 Investments	4	BUS 417 Management of Services	4
Select one of the following courses:		BUS 441 Recruitment, Selection, and Performance Appraisal	4
BUS 330B Intermediate Accounting	4	BUS 442 Training and Development	4
BUS 377 Financial Institutions (or ECON 375 Money and Banking)	4	BUS 446 Government Regulation of Human Resources	4
BUS 437 Governmental Accounting	4	BUS 447 Labor Relations	4
BUS 471 Financial Planning and Strategy	4	BUS 451 Entrepreneurship/Small Business	4
BUS 473 International Finance	4	BUS 452 Leadership in Organizations	4
BUS 474 Computer Applications in Finance	4	BUS 453 Small Business Analysis	4
BUS 475W Wine Accounting and Finance	4	BUS 455 Conflict Management and Alternative Dispute Resolution	4
		BUS 458 Organization Change and Development	4
		BUS 466 Organizational Communications	4
		BUS 499MG Internship in Business Management	3-4
Management Concentration: 5 Courses		Additional possible electives for those in international track:	
Five courses are required. The management concentration is designed to prepare students for entry-level management positions. Four tracks are available depending upon the student's interests. The human resource track is for those students who are interested in issues related to the organization/employee relationship such as personnel, labor relations, wage and salary administration, and training and development. The international track is for those interested in working in the international area and includes the requirement of proficiency in a foreign language. The small business track is for those interested in managing in the smaller firm. The general track is for those students interested in management in general rather than a particular focus.		BUS 368 International Marketing	4
All students in the management concentration must take BUS 350. Each track has two additional courses required. The remaining two courses shall be selected from the lists below.		BUS 473 International Finance	4
Required of all in Management Concentration		Additional possible elective for those in small business track:	
BUS 350 Management	4	BUS 367 Consumer Behavior	4
Requirements for various tracks:		<i>* Meets both MGT and WBS requirement. May not receive credit for both BUS 340 and 340W.</i>	
Human Resources		Marketing Concentration: 5 Courses	
BUS 340 Survey of Human Resource Management (4) or BUS 340W*	4	Five courses are required. The marketing concentration provides creative careers in advertising and promotion, product development, sales, and retailing, as well as marketing research and sales management.	
BUS 446 Government Regulation of Human Resources	4	Required Courses	
International		BUS 367 Consumer Behavior	4
BUS 393 Introduction to International Business	4	BUS 462 Marketing Research	4
BUS 394 International Business Strategy	4	BUS 469 Marketing Management	4
Foreign Language Requirement		Select at least two courses:	
Small Business		BUS 366 Retail Management	4
BUS 451 Entrepreneurship/Small Business	4	BUS 368 International Marketing	4
BUS 453 Small Business Analysis	4	BUS 385 Special Topics (with concentration advisor consent)	3-4
General		BUS 396W the Global Wine Industry	3
BUS 340 Survey of Human Resource Management (4) or BUS 340W*	4	BUS 416W Production, Operations, and Distribution (Wine)	4
BUS 452 Leadership in Organizations	4	BUS 461 Promotion Management	4
Two additional courses required for all tracks:		BUS 463 Sales Management and Personal Selling	4
BUS 340 Survey of Human Resource Management (4) or BUS 340W*	4	BUS 465 Wine Marketing	4
BUS 352 Organizational Theory	4	BUS 468 Marketing Decision Making	4
BUS 354 Applied Business Analysis	4	BUS 451 Entrepreneurship/Small Business	4
		BUS 453 Small Business Analysis	4
		BUS 499MK Internship in Marketing	3-4
		Wine Business Strategies (WBS): 5 Courses	
		Five courses are required. This concentration is most ideal for students seeking a general management position within the wine industry. A viticulture and/or enology academic background is not required.	

Required Courses	
BUS 305W Introduction to Wine Business Strategy	4
BUS 464W Production, Operations, and Distribution (Wine)	4
BUS 465W Wine Marketing	4
BUS 499W Internship in Business (Wine)	3-4

Select at least one of the following courses:

BUS 340W Human Resource Management (Wine Section)	4
BUS 366 Retail Management	4
BUS 397W The Global Marketplace for Wine	4
BUS 475W Wine Accounting and Finance	4
BUS 396W Global Wine Industry	3
BUS 467W Wine E-Commerce and Direct Sales	4

Special Concentration: 5 Courses

The Special concentration is intended for those in either of the following categories:

First, the Special concentration is for those who wish to have a general B.S. degree in Business Administration. To complete this concentration a student must, with the approval of a faculty advisor, select five business courses from at least two areas of concentration. Two of the five courses would normally be chosen from among those listed as required within the various concentrations.

Second, it is for those students who wish, with the approval of the department chair, to design a concentration in an area not covered sufficiently within the department, using courses outside of the department. To complete this concentration, five courses, at least three unit, should be selected with approval from an advisor and the chair.

Undergraduate Program Special Requirements

Residency

At least one-half of the courses of the major, including three of the courses in the concentration, must be completed at Sonoma State University.

Change of Major

The catalog year for a student declaring a major in Business Administration will be the catalog in effect at the time of such declaration.

Change of Status from Pre-Business to Business Administration Major

Pre-Business students must file a Change of Status ("blue form") in the department to request change of status to the business administration major. This request should be submitted as soon as the student has completed, with a C or better, all required courses in the Pre-major program. A faculty advisor will be assigned to assist the student with matters related to the Major program. The change to Business Administration status will not become effective until completion of pre-major requirements (with minimum "C" grades) has been verified.

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

Select a lab with B1 or B2 GE; select an Ethnic Studies course for C1, C2, C3, C4, D1 or E.

FRESHMAN YEAR:: 32-33 Units

Take PCCR*

[Avoid UD GE until Junior year]

Practical Computer Competency Requirement (PCCR) exam should be taken in Freshman year

Fall Semester (16-17 Units)	Spring Semester (16 Units)
ENGL 101 (A2) (3)	PHIL 101 or 102 (A3) (3)
ECON 204 (D5) (4)	ECON 205 (4)
Math 131 or 161 (B4) (3-4)	GE (C1 or C4) (3)
GE (B3) (3)	PolS 200 (D4)(3)
Elective: UNIV 102 (3)	GE (D1 or D2) (3)

SOPHOMORE YEAR:: 31-32 Units

[Avoid UD GE until Junior year]

Fall Semester (14-15 Units)	Spring Semester (17 Units)
BUS 230A (4)	BUS 230B (4)
BUS 225 (4)	BUS 211 (4)
GE (B1 or B2 with lab) (3-4)	GE (D3) (3)
GE (A1) (3)	GE (B2 or B1) (3)
	Elective (3)

JUNIOR YEAR:: 31-32 Units

[Take WEPT]

Fall Semester (17 Units)	Spring Semester (14-15 Units)
UD BUS Core** (4)	UD BUS Core (4)
UD BUS Core*** (4)	UD BUS Core (4)
GE (C2 or C3) (3)	BUS Concentration (3-4)
GE (D2 or D1)(3)	UD GE (C3 or C2) (3)
Elective (3)	

SENIOR YEAR:: 27-30 Units

[Apply for graduation at beginning of senior year]

Fall Semester (14-15 Units)	Spring Semester (13-15 Units)
BUS concentration (3-4)	UD BUS Core: 491**** (4)
BUS concentration (3-4)	BUS concentration (3-4)
UD BUS Core (4)	BUS concentration (3-4)
UD GE (C4 or C1) (3)	UD GE (E) (3)
Electives as needed	Electives if needed

TOTAL SEMESTER UNITS:: 124 [refer to catalog and consult advisor(s) for additional information]

*PCCR examination is a prerequisite for BUS 211, BUS 230A, or any upper division Business Core class.

**choose BUS 344 first if planning management concentration; 360 first if marketing; 370 first if finance or financial management.

***for information systems, students should select BUS 334 if planning accounting or financial management; otherwise, select BUS 319.

****BUS 491, designed to be taken in the last semester of the program (prerequisite: all other core courses, passing score on the WEPT, and application for award of degree).

Minor in Business Administration

A minor in business administration shall consist of a minimum of 20 units in business administration. In addition to the required courses listed below, additional coursework, chosen with consent of a faculty advisor, may be selected as needed to obtain the 20-unit minimum. The upper-division coursework must be completed at Sonoma State University.

BUS 230A Principles of Accounting	4
BUS 230B Principles of Accounting	4
BUS 344 Organizational Behavior	4
BUS 360 Introduction to Marketing	4
BUS 370 Introduction to Managerial Finance	4

The lower division Accounting courses must be completed before taking the upper division courses. Transfer courses must have an equivalent course offered in our catalog. BUS 150, 211, 219, 270, 292, 295, 296, 388, 495, and 499 may not be counted in the minor. Students must complete a Business Administration Minor Declaration Form in consultation with their department faculty advisor. Minors must be approved by the department chair.

Master of Business Administration

The Master of Business Administration degree (MBA) is intended to prepare graduates for positions of leadership in organizational settings in both the private and public sectors. The program is an evening program designed primarily to meet the needs of the working student in Sonoma County and the North Bay region. Students seeking a full time day program are advised to apply to one of the other CSU schools. The MBA degree program has two concentrations: general and Wine Business.

MBA Admissions

All documentation required for admission must be received by the University and department no later than the last day of the relevant application period.

The MBA application periods are as follows:

Fall semester - November 1 to March 30

Spring semester - August 1 to September 30

You can apply online at <http://www.sonoma.edu/ar/prospective/gs/apply.shtml>.

To be admitted to the MBA program, a candidate must meet the requirements of both the University and the Department of Business Administration. In addition, all candidates for the Wine Business concentration will be expected to have completed 24 units of wine related coursework or 24 months of wine industry work experience, or any combination thereof.

University Requirements

The requirements for admission to graduate study (work beyond the bachelor's degree) at Sonoma State University are in accordance with

Title 5, *California Administrative Code*. For admission, students must:

- Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed academic preparation as determined by an appropriate campus authority;
- Have attained a grade point average of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted;
- Have been in good standing at the last college attended; and
- Applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction must have earned a minimum score of 550 on the paper version or 213 on the computerized version of the Test of English as a Foreign Language (TOEFL).

Department Of Business Administration Requirements

An individual may apply for admission to the MBA program with or without an academic background in business administration. Applicants will not be considered without a current Graduate Management Admissions Test (GMAT) score (less than 5 years old). The department considers the candidate's application, academic background, and performance on the GMAT in evaluating high promise of success in the program. The department requires a minimum formula score of 1050 obtained from a combination of the total GMAT score and the grade point average for the last 60 semester (90 quarter) units attempted. The formula is calculated as follows:

$$\text{Formula Score} = (200 \times \text{Grade Point Average}) + \text{Total GMAT score}$$

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

$$\text{Example Computation: } 200(3.20) + 500 = 1140$$

In this case, the candidate would meet the minimum formula score for admission.

In addition, applicants must have a minimum total score on the GMAT of 450, and a score on the quantitative portion of the exam at the 20th percentile or above, and either a score on the verbal at the 20th percentile or above or at least a 4 on the analytical writing portion.

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

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

Documentation Needed to Apply

The following documentation is required for consideration of acceptance into the MBA Program. All documentation required for admission must be received by the University and department no later than the last day of the relevant application period.

1. A California State University Application for Graduate and Postbaccalaureate Admission, Part A and Part B. International students must submit the Sonoma State University *International Student Application for Admission-Readmission* (instead of the CSU standard form), and a copy of the Test of English as a Foreign Language (TOEFL) score with a minimum of 550 on the paper version or 213 on the computerized version. For more information on applying, visit the Office of Admissions and Records online or in person.
2. Two copies of official transcripts should be ordered from each college attended. All community college and university transcripts that provide evidence of completion of MBA foundation courses must be included.
3. An official copy of the GMAT score should be ordered from:
GMAT
Educational Testing Service
PO Box 6101
Princeton, NJ 08541-6101

Testing sites for the GMAT and preparation materials can be obtained at this website: <http://www.MBA.com/MBA>.

The documents detailed in items 1 and 2 above must be sent to:

Office of Admissions and Records
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

The GMAT score, item 3 above, should be sent directly to:

MBA Coordinator
School of Business and Economics
Department of Business Administration
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
(707) 664-2377

Students who are currently eligible to enroll in classes at Sonoma State University in postbaccalaureate status may apply for admission to the MBA program directly to the MBA Coordinator. A current copy of Part A and B of the California State University Graduate and Postbaccalaureate Admission form will be required as well as a GMAT score.

Graduate Student Status

A candidate admitted into the MBA program will be admitted in one of two categories:

- Conditionally Classified Graduate Status. A student admitted to the MBA program as a Conditionally Classified Graduate Student can take only foundation courses. This student may not take MBA required or elective courses without permission of the MBA Coordinator. A student who begins as a Conditionally Classified Graduate Student will be eligible for advancement to Classified Graduate Status upon successful completion of the foundation courses. Such a request should be submitted to the MBA Coordinator.
- Classified Graduate Status. A student admitted to the MBA program as a Classified Graduate Student will have completed the foundation courses at the time of admission. This student may take MBA required or elective courses.

Admissions Process

The Office of Admissions and Records performs the initial evaluation of the application and transcripts and determines eligibility for admission to the University. If the candidate is not eligible for admission to the University, the candidate is notified and the process stops.

If the candidate is eligible for admission to the University, Part B of the application along with a copy of the transcripts is forwarded to the MBA Coordinator for the department recommendation. When the GMAT score is received, eligibility for admission to the MBA program is determined and a recommendation for status of admission is returned to the Office of Admissions and Records, which will notify the candidate of the results.

Students who have not taken the GMAT will not be accepted for entrance into the program.

Transfer Credits

A maximum of 6 units of transferred graduate level work may be used to satisfy the 30 units needed for the degree plan. Transfer courses will usually be accepted only from AACSB accredited universities. Transfer courses must be approved by the MBA Coordinator. Be sure to get approval for transfer courses prior to taking them.

Eligibility for MBA Courses

Courses offered in the MBA program have restricted enrollment.

- For MBA foundation courses, a student must be at least a Conditionally Classified MBA student or a Classified Graduate student in another graduate program at the University or obtain written permission from the MBA Coordinator.
- For MBA required or elective courses, a student must be a Classified MBA student or a Classified Graduate student in another graduate program at the University or obtain written permission from the MBA Coordinator.

Readmission

Students taking more than one semester off must reapply and meet current admission standards as presented above. In addition, the GMAT used to determine that admission can not be more than 5 years old. Students readmitted may have to recertify courses. Recertification is necessary for any course that will be more than 7 years old the semester the degree is granted.

MBA Program Curriculum with a General Concentration (2004)

The MBA program consists of the following set of courses:

- MBA foundation courses (32 semester units)
- MBA required courses (21 semester units)
- MBA elective courses (9 semester units)

A student who has completed the MBA foundation courses (see below) prior to admission need only complete the MBA required and elective courses (a total of 30 semester units).

MBA Foundation Courses (32 units)

The MBA foundation courses provide the fundamental knowledge of business principles to prepare students for the study of business at the graduate level. The Foundation courses include the following:

BUS 230A and 230B	8
BUS 344 Organizational Behavior	4
BUS 360 Introduction to Marketing	4
BUS 370 Introduction to Managerial Finance	4
BUS 211 Business Statistics	4
ECON 204 and 205 Introduction to Economics	8

Foundation courses may be waived for competencies demonstrated by the undergraduate courses or their equivalent listed above or by examination. All courses listed at the 200 level may be taken at a junior college. All courses listed at the 300 level must be taken at a four-year institution at the upper-division level. If acceptable equivalents of these courses have been taken at another institution, but the total units earned do not sum to 30 semester units, the student must take supplementary business courses to achieve the 30-unit minimum. A student needing one or more foundation courses will be admitted as a Conditionally Classified Student.

MBA Required Courses (21 units)

As the title signifies, the MBA required courses are a cluster of graduate business courses that must be taken by all students. These 3-unit courses are intended to provide the graduate with those skills necessary to become an effective leader and manager in today's business environment. The required courses include the following:

BUS 516 Seminar in Operations Management	3
BUS 519 Management Information Systems	3
BUS 530 Financial Statement Analysis	3
BUS 540 Strategic Human Resource Management	3
BUS 560 Seminar in Marketing Management	3
BUS 570 Seminar in Managerial Finance	3
BUS 591 Seminar in Strategic Management	3
or BUS 592 Entrepreneurship and New Venture Creation	3

MBA Elective Courses (9 Units)

An MBA student must complete 9 units of elective courses to graduate. Elective courses are typically worth 3 units each.

BUS 550 Seminar in Organizational Behavior and Management Theory	3
BUS 552 Leadership and Team Building	3
BUS 554 Social Entrepreneurship	3
BUS 559 Seminar in Advanced Management Topics	3
BUS 581 Research Methods for Managers	3
BUS 593 Seminar in International Management	3
BUS 595 Special Studies in Business Administration	1-3
BUS 596 Graduate Internship	1-3
BUS 599 Master's Degree Directed Research	3

Analytical Writing Requirement

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

Transfer Credits

Up to 6 units of approved graduate level work may be transferred to meet part of the 30 units for the MBA. Graduate courses equivalent to our foundation courses will not be accepted to meet elective or required MBA courses. Transfer credits will normally be accepted only from AACSB accredited universities. Transfer courses must be approved by the MBA Coordinator. Be sure to get approval prior to taking any transfer courses.

Grades

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

Culminating Project

All candidates for the Masters in Business Administration must complete a culminating project. The culminating project will be a group project completed as part of the capstone course (BUS 591 or BUS 592). This culminating project should show evidence of originality and independent thinking. A project report and public defense of the project are required.

MBA Program Curriculum with a Concentration in Wine Business (2007)

The MBA in Wine Business consists of the following set of courses:

- MBA Foundation courses (32 semester units)
- Wine Business MBA Required courses (24 semester units)
- Wine Business MBA Elective courses (6 semester units)

A student who has completed the MBA Foundation courses (see below) or their equivalents prior to admission need only complete the Wine Business MBA Required and Elective courses (a total of 30 semester units).

MBA Foundation Courses (32 units)

The MBA Foundation courses provide the fundamental knowledge of business principles to prepare students for the study of business at the graduate level. This set of courses is taken at the undergraduate level. The Foundation courses include the following:

- BUS 230A and 230B Principles of Accounting (8)
- BUS 344 Organizational Behavior (4)
- BUS 360 Introduction to Marketing (4)
- BUS 370 Introduction to Managerial Finance (4)
- BUS 211 Business Statistics (4)
- ECON 204 and 205 Introduction to Economics (8)

Foundation courses may be waived for competencies demonstrated by the undergraduate courses or their equivalents listed above or by examination. All courses listed at the 200 level may be taken at a junior college. All courses listed at the 300 level must be taken at a four year institution at the upper division level. If acceptable equivalents of these courses have been taken at another institution, but the total units earned do not sum to 30 semester units, the student must take supplementary business courses to achieve the 30-unit minimum. A student needing one or more foundation courses will be admitted as a Conditionally Classified Student.

Wine Business MBA Required Courses (24 units)

As the title signifies, the required courses for the Wine Business MBA are a cluster of graduate business courses that must be taken by all students in the Wine Business MBA. These 3-unit courses are intended to provide the graduate with those skills necessary to become an effective leader and manager in today's business environment. The required courses include the following:

- BUS 516 Seminar in Operations Management
- BUS 519 Management Information Systems
- BUS 530 Financial Statement Analysis
- BUS 540 Strategic Human Resource Management
- BUS 545W Global Wine Business
- BUS 560 Seminar in Marketing Management
- BUS 570 Seminar in Managerial Finance

- BUS 591 Seminar in Strategic Management or
BUS 592 Entrepreneurship and New Venture Creation

Wine Business MBA Elective Courses (6 units)

A Wine Business MBA student must complete 6 units of Wine Business MBA Elective courses to graduate. Elective courses are typically worth 3 units each. All directed studies and internships in the Wine MBA concentration (BUS 595, 596, and 599) are required to focus on wine business related topics.

- BUS 555W Sustainability in the Wine and Hospitality Industry
- BUS 565W Marketing and Sales Strategies for Wine
- BUS 595 Special Studies in Business Administration
- BUS 596 Graduate Internship
- BUS 599 Master's Degree Directed Research

Wine MBA Program Special Requirements

Analytical Writing Requirement

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

Transfer Credits

Up to 6 units of approved graduate level work may be transferred to meet part of the 30 units for the MBA. Graduate courses equivalent to our foundation courses will not be accepted to meet elective or required MBA courses. Transfer credits will normally only be accepted from AACSB accredited universities. Transfer courses must be approved by the MBA Coordinator. Be sure to get approval prior to taking any transfer courses.

Grades

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

Wine Industry Experience

All candidates for the MBA program in Wine Business will be expected to have completed 24 units of wine related coursework or 24 months of wine industry work experience, or any combination thereof, before being admissible to the MBA program in Wine Business.

Culminating Project

All candidates for the Masters in Business Administration with a concentration in Wine Business must complete a culminating project. The culminating project will be a group project completed as part of the capstone course (BUS 591 or BUS 592). This culminating project should be a faculty approved topic relating to Wine Business and show evidence of originality and independent thinking. A project report and public defense of the project are required.

CALIFORNIA CULTURAL STUDIES

PROGRAM OFFICE

Nichols 340
(707) 664-2903
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PROGRAM DIRECTOR

Robert Coleman-Senghor
E-mail: Robert.Coleman-Senghor@sonoma.edu

Faculty

Robert Coleman-Senghor/ English
Marilyn Cannon/ Biology
Elizabeth Martinez/ Chicano and Latino Studies
Edward Castillo /Native American Studies
Steve Estes/ History
Michael Ezra/ American Multicultural Studies
Dorothy Freidel/ Geography
Anne M. Goldman/ English
Michelle Jolly/ History
Jeff Langley/ Director, Performing Arts
Ronald Lopez/ Chicano and Latino Studies
Andrew Merrifield/ Political Science
Susan Moulton/ Art History
Adrian Praetzelis/ Anthropology
Margaret Purser/ Anthropology
John Wingard/ Anthropology
Michael Schwager/ Director, University Gallery
Leni Strobel/ American Multicultural Studies

Special Major (B.A.) and Minor in Interdisciplinary Studies in California Cultural Studies

The special major in Interdisciplinary Studies in California Cultural Studies has been established in order to bring together writers, scholars, artists, and students from various fields, organizations, and disciplines interested in the study of California. California Cultural Studies aims to attract a diverse group of students, representing a number of different ethnic and cultural groups as well as regions of California, into a learning community devoted to the study, preservation, and enrichment of California's cultural life. The program is designed so that students, scholars, and artists can work together on projects in an intellectually stimulating atmosphere.

California Cultural Studies is an interdisciplinary program that incorporates a range of critical perspectives, pedagogies, and resources, and is supported by a faculty with extensive backgrounds and scholarly work in history, literature, philosophy, art history, music, economics, political science, anthropology, environmental studies, natural history, geology, geography, and ethnic and cultural studies. With the exception of select CCS core courses, all course offerings are based in traditional disciplines and are cross-listed

by the departments of Art History, American Multicultural Studies, Native American Studies, Chicano and Latino Studies, Anthropology, History, Music, Film Studies, Geography, Geology, Biology, and Political Science.

The CCS major consists of 24-28 core course units and 16-20 units in an area of concentration. In close collaboration with program faculty, majors complete their course of study through a capstone project or senior thesis grounded in original research and scholarship. Both the student's course of study and thesis or project must be approved by two CCS advisors and the program director. Students are encouraged to complete a minor in a discipline represented in the CCS program (i.e., History, Biology, English, Anthropology, Geography, Geology, AMCS, NAMS, CALS, or Film Studies, etc.).

The CCS Program also offers on and off campus internships in museum collection and exhibition, library special and regional collection, stream and river restoration, historical preservation, tourism, and agricultural and forest information services. Internships can be taken only credit/no credit and may not be used to fulfill major requirements. Students taking the internship course may receive financial assistance if the host institution makes it available. Consult an advisor for further details and restrictions.

Prerequisites to the Major

1. Admission to the major.
2. Sophomore standing (though academic advising may begin earlier due to associated minors and supporting GE courses and programs).
3. Completion of GE categories:
 - A1 (California Cultural Analysis 200)
 - A2 (English 101)
 - A3 (Critical Thinking)

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

General education	51
California Cultural Studies major	44-48
General electives	24-28
Total units needed for graduation	120

Major Core Requirements

ENGL 280 Introduction to Studies in California Culture	3
ITDS 300 Faculty Forum	1
ENGL 302 Topics and Themes in California Cultural Studies	3-4
GEOG 390 Geography of California	3
ANTH 344 Material Cultural Studies	3
ANTH 444 Methods in Material Cultural Studies	1
ITDS 496 Senior Seminar in California Cultural Studies	3
HIST 472 California History I	4

Choose one of the following: California Ethnic Groups

AMCS 331 Ethnicity and History in California	3-4
AMCS 360 Asian-American Experience	3-4
ANTH 361 Indians in California	4
CALS 339 Chicanos/Latinos in U.S. Society: California Emphasis	3-4
NAMS 412 Native California History and Culture	3

Choose one of the following: California Arts

ARTH 480 Special Topics in Art: California Arts	3
ENGL 315* California Ethnic Literature	3
ENGL 480 Studies in California Literature	4
ENGL 485 California Writers	4
MUS 255 California Music	3

Total units in the core 27-30

* California Ethnic Literature fulfills GE C2 and the ethnic studies requirement.

Areas of Concentration

One course is to be selected from each of the following areas, plus one additional course from any area. Courses taken in the areas of concentration may not be used to satisfy the core requirements.

Arts and Literature Concentration

AMCS 360 Ethnic Literature: California emphasis	3
ARTH 480 California Arts	1-4
ENGL 215 Introduction to California Literature	3
ENGL 315 California Ethnic Literature	3
CALS 374 Chicano/Latino Literature	3-4
ENGL 480 Studies in California Literature	4
ENGL 485 California Authors	4
HIST 350 California Environmental History	4
MUS 255 Music of California	3

California Ethnic Groups Concentration

AMCS 210 Ethnic Groups in America	
AMCS 331 Ethnic History in California	3-4
AMCS 377 Asian American Experience	3
ANTH 361 Indians in California	4
CALS 339 Chicanos/Latinos in U.S. History	3
NAMS 412 Native California History and Culture	4

Culture, History, And Politics Concentration

ANTH 392 Research in California Prehistory	4
ANTH 420 Archaeological Methods	4
ANTH 444 Material Culture	1
ANTH 490 Topical Seminar in Anthropology	1-4
HIST 471 The American West	4
HIST 473 California History II	4
NAMS 412 Native California History and Culture	4
NAMS 418 Regional Historical Studies	3
NAMS 442 Contemporary Affairs of Native Americans of California	4
POLS 320 State, City, and County Government	4
POLS 428* Seminar in California Politics and Government	4

Natural History and Geography Concentration

BIOL 314 Field Biology	3
GEOL 111** Field Geology of Yosemite National Park	1
GEOL 120 Regional Field Geology: Death Valley	3
GEOG 311 Geography of Wine	4
GEOG 314 Field Experience: Northern California	4
GEOG 314B Field Geography of Sonoma County Wine	4
GEOG 318 Field Experience: Baja California, Mexico	4

** GEOL 111 Field Geology of Yosemite National Park must be taken prior to or in conjunction with GEOL 102 Our Dynamic Earth.

Total units in the areas of concentration 13-16

Total units in the major 40-46

Sample Four-year Program for B.A. in ITDS Special Major in California Cultural Studies

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)		Spring Semester (15 Units)	
GE ENGL 101 (A2) (3)		GE (C4) (3)	
GE PHIL 101 (A3) (3)		ENGL 200 (A1) (3)	
GE GEOL 102 (3)		GE Electives (B4, D2, D3) (9)	
GE Electives (C1, C2) (6)			

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)		Spring Semester (15 Units)	
GE (D4) (3)		GE (D1) (3)	
GE (B2) (3)		GE (B3, E) (7)	
GE (D5) (4)		GE (C3) (3)	
Electives (5)		Elective (2)	

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)		Spring Semester (15 Units)	
HIST 472 (4)		ANTH 344 (3)	
ENG 302 (3-4)		ANTH 444 (1)	
AMCS 377 (3)		ENGL 480 (4)	
GEOG 390 (2)		CCS Concentration (4)	
CCS Concentration (3)		Elective (4)	

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)		Spring Semester (15 Units)	
ITDS 499 (4-8)		CCS Concentration (8)	
ITDS 300 (1)		Electives (7)	
POLS 428 (4)			
Electives (7)			

TOTAL UNITS:: 120

Minor

Each California Cultural Studies minor consists of seven courses for a total of 20-24 units.

Minor Core Requirements

ENGL 280 Introduction to California Cultural Studies (3) Or	3
ENGL 302 Topics and Themes in California Cultural Studies	3-4
GEOG 390 Geography of California	3
HIST 472 California History I	4
Total units in the minor core	13-14

Choose one of the following: California Ethnic Groups (3-4 Units)

AMCS 331 Ethnicity and History in California	3
AMCS 377 Asian American Experience	3
ANTH 361 Indians in California	4
CALS 339 Chicanos/Latinos in US Society: California emphasis	3
NAMS 412 Native California History and Culture	4
NAMS 418 Regional Historical Studies	4

Choose one of the following: California Arts (3-4 units)

AMCS 360 Ethnic Literature: California emphasis	3
ARTH 480 California Art	3-4
ENGL 315 California Ethnic Literature	3
ENGL 480 Studies in California Literature	4
ENGL 485 California Authors	4
MUS 255 Music of California	3

Choose one of the following: Natural History and Geography (3-4 units)

BIOL 314 Field Biology	3
GEOL 111** Field Geology of Yosemite National Park	1
GEOL 120 Regional Field Geology: Death Valley	3
GEOG 311 Geography of Wine	4
GEOG 314 Field Experience : Northern California	4
GEOG 314B Field Geography of Sonoma County Wine	4
GEOG 318 Field Experience: Baja California, Mexico	4

Total units in the minor 21-27

Independent Study 495

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

** *GEOL 111 Field Geology of Yosemite National Park must be taken prior to or in conjunction with GEOL 102 Our Dynamic Earth.*

CAREER MINORS

Programs Offered

- Career Minor in Arts Management
- Career Minor in Health Systems Organizations
- Career Minor in Women's Health

The career minors program allows students from a variety of majors to pursue a coherent sequence of courses in order to acquire insight into the ways the undergraduate degree may be applied in particular careers. Each career minor culminates in an internship giving the student practical experience in the field.

Information about a career minor may be obtained from the faculty advisor. Students interested in pursuing a career minor should plan well in advance in order to integrate the coursework into their plan of study.

Career Minor in Arts Management

The career minor in arts management provides students of the visual arts with education, training, and experience in the practical, business side of their field. Art history and art studio majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The career minor in arts management may also be combined with any other major, provided that the student also completes at least a minor in art history or art studio.

Internships are available at local and regional art galleries, museums, nonprofit organizations, and other groups that provide services in the arts.

Program Advisor

Michael Schwager, Art Gallery
Art Building 106
(707) 664-2720

Requirements for the Career Minor In Arts Management

To earn the career minor in arts management, students must complete the following 21 units:

Business, computer, or other related courses to be determined by the program advisor:	11
ARTH 312 Principles of Arts Management	3
ARTH 494 Gallery and Museum Methods	3
ARTH 499 Internship	4
Total units in the minor core	21

Students in the arts management career minor must also complete at least a minor in either art history or art studio.

Career Minor in Health Systems Organizations

The health systems organizations career minor is an interdisciplinary program that provides students with an opportunity to focus on

either of two significant dimensions of health care: technical and managerial problems, or preparation for direct service. The minor outlines a course of study within a liberal arts framework that provides each student with a basic understanding of: 1) health systems as significant social, cultural, and economic institutions within society; 2) cultural relativity in views of health and illness, and 3) the social and psychological implications for those who are served by health systems.

The supporting courses will be chosen with the assistance of the faculty advisor to prepare the student for specific career objectives. The health systems organizations minor complements a number of traditional majors, such as business administration, nursing, psychology, sociology, AMCS, and political science, in addition to programs in gerontology, women's studies, and medical anthropology. This career minor will increase the employment opportunities in the health field of students from the above majors and programs. The minor also provides an excellent background for those who plan to obtain graduate professional training in fields such as medicine, social work, and public health.

Program Advisor

Susan Hillier Ferreira, Gerontology/Psychology
Stevenson Hall 3075
707 664-2411

Minor Core Requirements

Course selection is pending; please see advisor for details.

AMCS 432 Health and Culture	4
GERN/SOCI 452 Health Care and Illness	4
GERN 499 Internship	4
Total units in the minor core	12

Minor Electives

Students must consult with faculty advisors to select 8 units of related elective course work.

Total units in minor electives	8
Total units in the minor	20

Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The curriculum is organized toward enhancing the student's opportunities for employment in health-care and other settings. The program is highly suitable for those interested, for example, in careers as nurses, physicians, counselors, therapists, public health workers, research analysts, and policy makers.

The career minor in women's health is designed to provide students with interdisciplinary course work, training, and work experience in the politics, practice, and experience of women's health. Career needs of both health care providers and liberal arts and sciences majors are addressed by the program.

Program Advisor

Women's and Gender Studies
 Rachel Carson Hall 18, 707 664-2840

Minor Core Requirements

WGS 280 Women's Bodies: Health and Image	3
NURS 480 Sexuality, Health, and Society (3) or WGS 350 Gender, Sexuality and Family Practical Application	3-4
WGS 499 Internship in Women's Health Setting (4) Prerequisite: senior standing or NURS 425 Senior Clinical Study (Prerequisite: nursing major. Must choose a setting related to women's health)	3
Total units in the minor core	9-10

Electives

All electives must be health (including mental health) related. When the health course does not explicitly deal with women's health, students are expected to do their term papers and projects on women's health issues and to be prepared to share these course materials with the program coordinator.

Suggested Electives

AMCS 432 Health and Culture	3
GEOG 396 Medical Geography	3
GERN 300 Basic Gerontology	3
GERN 408 Transitions in Adult Development	4
NURS 340 Health and Illness in the Expanding Family	4
NURS 360 Community Health Nursing	3
PSY 404/WGS 330 Psychology of Women	4
PSY 454 Biofeedback and Somatic Psychology	4
SOCI 452 Health Care and Illness (cross-listed as GERN 452)	4
WGS 301 Women's Health Lecture Series	1-2
WGS 440/SOCI 440 Sociology of Reproduction	4
WGS/NURS 495 Special Study Research on Women's Health	1-4

Total units in electives 10-11

Total units required in the minor 20

CHEMISTRY

DEPARTMENT OFFICE

Darwin Hall 300
(707) 664-2119
www.sonoma.edu/chemistry

DEPARTMENT CHAIR

Meng-Chih Su

ADMINISTRATIVE COORDINATOR

Cathi Cari-Shudde

Faculty

Steven Farmer
Jennifer Whiles Lillig
Meng-Chih Su
Carmen F. Works

Programs Offered

Bachelor of Science in Chemistry
(certified by the American Chemical Society)

Bachelor of Arts in Chemistry

Bachelor of Science in Biochemistry

Minor in Chemistry

Teaching Credential Preparation

Chemistry is the study of matter, its properties, and how it changes. An understanding of chemical principles is required to fully understand most scientific disciplines such as biology, medicine, physics, environmental science, geology, materials science, pharmaceuticals, agriculture, forensic science, most branches of engineering, and even studio art. Chemists not only study molecules that nature provides but also synthesize new molecules to be used in many of these fields.

The department offers both bachelor of arts and bachelor of science degrees. Both degrees provide students with a solid chemical foundation to prepare them for graduate school, professional school, or the workforce. The B.S. degree requires more science coursework, while the B.A. allows more flexibility for other academic interests. The B.S. in Biochemistry is designed for students with an interest in the biological aspects of chemistry and the pre-health professions.

Careers in Chemistry

Sonoma State University is fortunate to be situated within the greater Bay Area, which is rapidly becoming a leading area for research in disciplines such as biotechnology, pharmaceuticals, materials science, and proteomics. Sonoma State graduates have a high success rate for acceptance into advanced degree programs in chemistry and biochemistry; medical, dental, and veterinary schools; cell and

molecular biology; and materials science. They have also entered the job market in a variety of careers, including government agencies (FBI, forensics), technical writing, chemical and biochemical research, cosmetics and perfumes, space chemistry, teaching at all levels, medical technology, pharmaceuticals, patent law, materials research, consulting, and applications of chemistry in business.

Students seeking teaching credentials may elect chemistry as their major within the teaching credential program in science.

The small size and educational philosophy of the department encourage students to develop close relationships with other students, faculty, and staff. Course work and individual research projects place an emphasis on laboratory experiences in which students are expected to become familiar with a variety of techniques and instruments. In their junior year, students participate in the "Senior Experience" to further prepare themselves for entry into industry or graduate education. In 2006, the department returned to the newly remodeled Darwin Hall, equipped with new lower-division teaching laboratories and facilities for advanced laboratory courses and undergraduate research. Our laboratories are equipped with many modern, computerized instruments that include ultraviolet, visible, infrared, atomic absorption, and fluorescence spectrophotometers; a nuclear magnetic resonance spectrometer; high-pressure liquid, gas, and ion exchange chromatographs; and a gas chromatograph with mass spectrometer detector.

Bachelor of Science in Chemistry (Certified by the American Chemical Society)

The B.S. degree provides thorough preparation for students who wish to pursue advanced degrees in the chemical sciences, go to professional school, or work as chemists in industry. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). Undergraduate research is required for the B.S. degrees in Chemistry and Biochemistry. Transcripts will be noted as approved by the American Chemical Society.

Degree Requirements	Units
General education	51
Major requirements (may include 6 units in GE)	47
Supporting courses (may include 3 units in GE)	22
Electives	0-9
Total units needed for graduation	120

Major Core Requirements

CHEM 115AB General Chemistry (or CHEM 125A) (6 units may be applied to GE)	10
CHEM 255 Quantitative Analysis (or CHEM 125B)	4
CHEM 310AB Physical Chemistry	6
CHEM 316 Physical Chemistry Laboratory	2
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	8
CHEM 336 Organic Chemistry Laboratory II	2

CHEM 401 Instrumental Analysis and Chemical Synthesis	3
CHEM 402 Advanced Synthesis and Instrumental Analysis	3
CHEM 445 Structural Biochemistry or CHEM 446 Metabolic Biochemistry	3
CHEM 494 Undergraduate Research and Service Learning	2
CHEM 497 Research Seminar	1
Total units in the major core	47

Supporting Courses

MATH 161 Calculus I (3 units may be applied to GE)	4
MATH 211 Calculus II	4
MATH 261 Calculus (IV)	4
PHYS 114 Introduction to Physics I	4
PHYS 116 Introduction to Physics Laboratory I	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introduction to Physics Laboratory II	1
Total units in supporting courses	22
Strongly recommended: additional units in CHEM 494, Undergraduate Research and Service Learning	1-6

Sample Four-year Program for B.S. in Chemistry

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
CHEM 335A (5)	CHEM 335B (3)
MATH 261 (4)	CHEM 336 (2)
PHYS 114 (4)	PHYS 214 (4)
PHYS 116 (1)	PHYS 216 (1)
	GE (3)
	GE (3)

JUNIOR YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
	CHEM 325 (3)
CHEM 255 (4)	CHEM 310B (3)
CHEM 445 (3)	CHEM 316 (2)
CHEM 310A (3)	CHEM 494 (1)
GE (3)	GE (3)
GE (3)	GE (3)

SENIOR YEAR:: 30 Units

Fall Semester (13 Units)	Spring Semester (16 Units)
CHEM 401 (3)	CHEM 402 (3)
CHEM 494 (1)	CHEM 497 (1)
GE (3)	GE (3)
GE (3)	Elective (9)
GE (3)	

TOTAL UNITS:: 120

Bachelor of Science in Biochemistry

The B.S. degree in biochemistry is appropriate for students interested in the medical fields, graduate study in chemistry or biochemistry, or employment in the biochemical, pharmaceutical, or biotechnology industries. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). Undergraduate research is required for the B.S. degree in biochemistry.

Degree Requirements	Units
General education	51
Major requirements (may include 6 units in GE)	46
Biology courses (may include 3 units in GE)	12
Supporting courses (may include 3 units in GE)	16-18
Electives	0-7
Total units needed for graduation	120

Major Core Requirements

CHEM 115 AB General Chemistry (or CHEM 125A) (6 units may be applied to GE)	10
CHEM 255 Quantitative Analysis (or CHEM 125B)	4
CHEM 310 AB Physical Chemistry	6
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	8
CHEM 401 Instrumental Analysis and Chemical Synthesis	3
CHEM 441 Biochemical Methods	3
CHEM 445 Structural Biochemistry	3
CHEM 446 Metabolic Biochemistry	3
CHEM 494 Undergraduate Research and Service Learning	2
CHEM 497 Research Seminar	1

Total units in the major core 46

Biology Courses

BIOL 123 Molecular and Cell Biology (3 units may be applied to GE)	4
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Choose 2 from the following:

BIOL 340 General Bacteriology (4)
BIOL 342 Molecular Genetics (4)
BIOL 343 Molecular Microbiology (4)
BIOL 344 Cell Biology (4)
BIOL 349 Animal Physiology (4)
BIOL 382 Parasitology (4)

BIOL 383 Virology (4)
 BIOL 480 Immunology (4)
 BIOL 544 Advanced Cell Biology (4)
 or other courses approved by the Chemistry Department

Total units in Biology courses 12

Supporting Courses

MATH 161 Calculus I (3 units may be applied to GE) 4
 MATH 211 Calculus II 4
 PHYS 210A or 114 Physics I 3-4
 PHYS 209A or 116 Physics Laboratory I 1
 PHYS 210B or 214 Physics II 3-4
 PHYS 209B or 216 Physics Laboratory II 1

Total units in supporting courses 16-18

Strongly recommended: additional units in
 CHEM 494, Undergraduate Research and Service Learning 1-6

Sample Four-year Program for Bachelor of Science in Biochemistry

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
CHEM 335A (5)	CHEM 335B (3)
PHYS 114 (4) or 210A (3)	PHYS 214 (4) or 210B (3)
PHYS 116 (1) or 209A (1)	PHYS 216 (1) or 209B (1)
BIOL 123 (4)	GE (3)
Elective (2 or 3)	GE (3 or 4)

JUNIOR YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
CHEM 445 (3)	CHEM 441 (3)
CHEM 310A (3)	CHEM 310B (3)
CHEM 255 (4)	CHEM 446 (3)
GE (3)	GE (3)
GE (3)	GE (3)

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
CHEM 401 (3)	CHEM 325 (3)
CHEM 494 (2)	CHEM 497 (1)
BIOL elective (4)	BIOL elective (4)
GE (3)	GE (3)
GE (3)	Elective (3)

TOTAL UNITS:: 120

Bachelor of Arts in Chemistry

The B.A. degree provides a solid foundation in chemistry so students have the same career options as those with the B.S. degree, while allowing students the flexibility to pursue other academic interests. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). It is highly recommended that students perform undergraduate research with a faculty member.

Degree Requirements	Units
General education	51
Major requirements (may include 6 units in GE)	38
Supporting courses (may include 3 units in GE)	16-18
Electives	13-24
Total units needed for graduation	120

Major Core Requirements

CHEM 115AB General Chemistry (6 units may be applied to GE) (or CHEM 125A)	10
CHEM 255 Quantitative Analysis (or CHEM 125B)	4
CHEM 310AB Physical Chemistry	6
CHEM 316 Physical Chemistry Laboratory	2
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	8
CHEM 401 Instrumental Analysis and Chemical Synthesis	3
CHEM 497 Research Seminar	1
Elective (upper-division chemistry)	1

Total units in the major core 38

Supporting Courses

MATH 161 Calculus I (3 units may be applied to GE)	4
MATH 211 Calculus II	4
PHYS 210A or 114 Physics I	3-4
PHYS 209A or 116 Physics Laboratory I	1
PHYS 210B or 214 Physics II	3-4
PHYS 209B or 216 Physics Laboratory II	1

Total units in supporting courses 16-18

Strongly Recommended: CHEM 494,
 Undergraduate Research and Service Learning 1-6

Sample Four-year Program for Bachelor of Arts in Chemistry

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
CHEM 335A (5)	CHEM 335B (3)
PHYS 114 (4) or 210A (3)	PHYS 214 (4) or 210B (3)
PHYS 116 (1) or 209A (1)	PHYS 216 (1) or 209B (1)
GE (3)	GE (3)
GE (3)	GE (3)
	Elective (1 -3)

JUNIOR YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
CHEM 255 (4)	CHEM 310B (3)
CHEM 310A (3)	CHEM 316 (2)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (3)	GE (3)

SENIOR YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
CHEM 401 (3)	CHEM 497 (1)
CHEM 494 (1)	CHEM 325 (3)
GE (3)	Elective (12)
GE (3)	
Elective (4)	

TOTAL UNITS:: 120

Minor in Chemistry

Completion of the following SSU courses (or their equivalent): General Chemistry 115A and B (10 units), Quantitative Analysis 255 (4 units), Organic Chemistry: either 232 (5 units) or 335A (5 units), plus at least two additional upper-division classes for a total of 6 units. These additional upper-division classes must be taken in residence at SSU. Up to six units in chemistry 115A/B may count toward the General Education requirements in area B including the laboratory requirement.

Secondary Education Teaching Credential Preparation

Chemistry students must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in a particular area, such as chemistry. The B.A. or B.S. degree in chemistry is recommended to prepare for the part of the examination that tests depth of knowledge in chemistry. For more information, please contact the Chemistry Department office, Darwin Hall 300, (707) 664-2119.

CHICANO AND LATINO STUDIES

DEPARTMENT OFFICE

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Patricia Kim-Rajal, Cultural Studies/Gender/Globalization
Ronald López, History/Politics
Daniel Malpica, Sociology/Immigration/Labor
Elizabeth C. Martínez, Latin American/U.S. Latino Literature

Lecturers

Frances Day, Minerva Flores, Marcia Ford, Laura Larque, Daniel Lopez, Roberto Ramirez

Programs

Bachelor of Arts in Chicano and Latino Studies:

General Interdisciplinary Studies Track

Bachelor of Arts in Chicano and Latino Studies, Teacher-Preparation Track, CALS Liberal Studies Upper-Division Subject-Matter Preparation Program and Multiple-Subject Credential

Bachelor of Arts in Chicano and Latino Studies, Teacher-Preparation Track—CALS Liberal Studies Upper-Division Subject-Matter Preparation Program

CALS Social Science Single-Subject Matter (waiver) Program

Minors in Chicano and Latino Studies, various emphases

History of the CALS Major and the Department

The major in Chicano and Latino Studies represents an interdisciplinary approach to the study of a particular population group in the U.S. Majors and minors in this program consider the historical, political, artistic, and cultural contributions of the Chicano and greater Latino population in the U.S. in courses that specifically address sociological, demographic, educational, and national and local issues that apply to this growing segment of U.S. society.

The Department was founded with the title of Mexican American Studies in 1969, one of several California State universities to do so. It is currently one of five original CSU departments in Chicano Studies, as most are now called, but SSU's department also incorporates the study of other Latino groups in the U.S.

The current major, while providing the history and basis for U.S. Latino studies, is up-to-date and cutting-edge in its approach to the

study of recent trends, statistics, and political issues that affect a population of more than 40 million in the U.S.

Students apply their studies to an analysis of contemporary society, through issues that include politics, linguistic and ethnic issues, demographic trends, immigration, education, poverty, literature, and the arts, to prepare them for employment in a variety of fields where it is important to analyze, speak, and write well. Graduates will be ready to assess the impact of regional and national affairs on society.

Future Careers

CALS majors are optimally prepared for work in both the public and private sector, and as future teachers. The Chicano and Latino Studies B.A. provides a comprehensive foundation for liberal arts education. Graduates pursue careers in teaching, social services, law, criminal justice administration, business, community and public service, and counseling, or graduate school.

The Teacher-Preparation Track insures that students are better-prepared for classes, as well as for state exams, in the teaching credential certification process.

Students selecting the General Interdisciplinary Chicano and Latino Studies major embark on a variety of career paths, often discovering (as with all liberal arts majors) their true calling during the process of initial employment after graduation. For employers, they represent broadly trained and culturally astute professionals who can take on the challenges of careers in public service, government, and private enterprise. Graduates who select a Spanish emphasis are additionally prepared to communicate both orally and in writing in an additional language, thus opening more options in the job world.

How to pursue interest in the major

Freshman Students

Enroll in CALS 219, The Latino Experience, which provides a foundation for interdisciplinary studies in this field and also satisfies area D-1 in the G.E.

Another option is CALS 220, Chicano/Latino Arts & Literature, which fulfills area C-4 in the G.E. and comprises a broad examination of the humanities and the U.S. Latino population.

Transfer or Junior-level Students

Students are encouraged to enroll in CALS 339, Contemporary Issues in Chicano/Latino Communities, during their first semester at SSU. This class is an excellent background for students trying to decide between two or more majors, as it not only serves as an upper-division G.E. class—satisfying area D-1—it also provides an advanced-level introduction to interdisciplinary studies and constitutes an elective for the major.

The B.A. in Chicano and Latino Studies joins well with other majors for a double-concentration. The CALS Minor is often of interest to students pursuing majors in Business, History, Political Science, Spanish, Criminal Justice, Psychology, and Sociology.

Bachelor of Arts in Chicano and Latino Studies

Degree Requirements	Units
General education	51
Major requirements	40
Second major/Minor or Electives	29
Total units needed for graduation	120

Courses suggested for students considering a CALS major:

CALS 219 The Latino Experience (3)*

CALS 220 Chicano/Latino Arts and Literature (3)*

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

Major Core Requirements

CALS 350 Latino Cultural Studies (4)

CALS 374 Chicano/Latino Literature (3-4)

CALS 403 Chicano/Latino Youth & Adolescents (4) —OR—

CALS 405 The Chicano/Latino Family (4)

CALS 426 Chicano/Latino Sociolinguistics (4)

CALS 445 Chicano/Latino History (4)

CALS 451 Chicano/Latino Humanities (3-4) —OR—

CALS 480 Latin American Migration to the United States (4)

CALS 458 Research & Methodology (4)

Total units in the major core 28

CALS Electives: Choose an additional 12 units from the following courses for the general major:*

CALS 225 Spanish for Bilinguals (4) plus 225L (1)

CALS 310 Chicano/Latino Folk Arts & Crafts (1)

CALS 339 Latinos and the U.S. Labor Market (3)

CALS 352 Chicano/Latino Philosophy (3-4)

CALS 365 Chicano/Latino Theater (2)

CALS 366 Mexican Folk and Traditional Dance (1)

CALS 368 Chicano/Latino Music (3)

CALS 393 Chicano/Latino Cinema (3)

CALS 400 Special Topics

CALS 403 Chicano/Latino Youth and Adolescents (4)

CALS 405 The Chicano/Latino Family (4)

CALS 432 Latinos in a Global Context (4)

CALS 442 Race, Class, and Gender Among Latinos (4)

CALS 450 Chicano/Latino Children's Literature (3)

CALS 456 Bilingual/Cross-Cultural Education (4)

CALS 474 Major Authors in Chicano/Latino Literature (4)

CALS 479 Chicano/Latino Art History (3-4)

CALS 480 Latin American Migration to the United States (4)

Total units for general major 40

All majors must complete a capstone project/paper during their senior year in one of the following classes: CALS 405, CALS 426, CALS 445, CALS 480, or CALS 474.

*CALS double-majors have the option of using two upper-division courses from outside the department toward the 40 units.

Advising Four-year Plan for CALS Majors

FRESHMAN YEAR:: 32 Units

Fall Semester (15-16 units)	Spring Semester (16 units)
ENGL 101 (A2) (3)	BIOL (B2) (3)
MATH (B4) (3)	CALS 219 (D1) (3)
ARTS GE (C1) (3)	PHIL 101 (A3) (3)
Physical Science GE (B1) (3)	HIST 201 (D2) (3)
Elective (Spanish is recommended) (4)	Elective (Spanish is recommended) (4)

SOPHOMORE YEAR:: 31-33 Units

Fall Semester (16-17 units)	Spring Semester (15 units)
HUMS 200 (A1) (3)	PHIL 120 or CALS 352(C3) (3)
ENGL or FL 214 or equiv, (C2) (3)	Physical Science GE (B3) (3)
POLS 200 (D4) (3)	Upper-division GE (D5) (3)
HIST 251 (D3) (3)	CALS 220 (C4) (3)
or CALS elective	
CALS 225 (4+1) or CALS elective	CALS 339 (3)

JUNIOR YEAR:: 28-32 Units

Fall Semester (15 units)	Spring Semester (15 units)
CALS 350 (4)	CALS 374 (3-4)
CALS 451 (C4) (4)	CALS elective (4)
CALS 458 (4)	CALS elective (4)
Elective or 2d major or minor (4)	Elective or 2d major or minor (4)

SENIOR YEAR:: 28-32 Units

Fall Semester (16 units)	Spring Semester (16 units)
CALS 403 (UD GE, E1) or 405 (4)	CALS 445 (4)
CALS 432 or 442 (4)	CALS 426 (4)
Elective or 2d major or minor (4)	CALS elective (4)
Elective or 2d major or minor (4)	Elective or 2d major or minor (4)

TOTAL SEMESTER UNITS FOR B.A. PROGRAM/CALS MAJOR:: 120-124

Minor in Chicano and Latino Studies

Catalog currently states that classes for a CALS Minor of 20 units, must be selected from the CORE. This has not worked well for students with majors in various disciplines who are interested in adding a minor CALS focus that relates to their majors.

Therefore, because it has become an area of growing interest (the Minor), the following two options have been created to address two of the principal areas of interest.

Social Science emphasis

CALS 339	3
CALS 405	4
CALS 458	4
CALS 445	4
CALS 456 or CALS 480	4
CALS 395, Service-Learning Project	1-2
Total units required	20

Spanish emphasis

CALS 225 (or Span 202):	4-5
One additional course in advanced-level Spanish required (up to two permitted), selected from the following: SPAN 301, SPAN 305, SPAN 307	4-8
Three or 4 classes selected from the following:	
CALS 374, CALS 426, CALS 451, CALS 456, CALS 460	11-16
Total units required	20

Spanish Language Proficiency

The CALS program is committed to the principle that students need to develop their Spanish language competencies. Proficiency in Spanish is a crucial skill for students who plan to become teachers, work in community services, go to graduate school, or do Chicano/Latino-studies-related research. Spanish language competency may be demonstrated through completion of coursework at the upper-division level, by passing the language examination used for BCLAD credential students, or by approved study abroad.

Subject-Matter (Teaching Credential) Preparation Programs

Students may choose from two CALS options in order to prepare for the teaching profession while completing the CALS major requirements. CALS majors may select from an integrated, four-year, fast-track program, where students receive both a CALS/Liberal Studies degree and the Multiple-Subject Teaching Credential, or an upper-division CALS liberal studies subject-matter preparation track for transfer students or new majors.

Please refer to the Education section of catalog for information on Teaching Credential programs. For more information, review the University's special bulletin, *Programs in Teacher Education*.

Integrated (four-year) Subject-Matter Preparation Program in Chicano and Latino Studies/Liberal Studies and Teaching Credential

This involves the acquisition of both the CALS Bachelor of Arts and the Multiple Subjects Credential in four years. It is a fast-track, state-approved program to provide for completion of a bachelor's degree and teaching credential in eight semesters.

Advising Plan for Four-Year Integrated Program

FRESHMAN YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
ENGL 101 (A2) (3)	BIOL 110 (B2) (4)
MATH 150 (B4) (3)	PHIL 101 (A3) (3)
ARTS GE (C1) (3)	HIST 201 (D2) (3)
Chemistry, Astronomy or Physics (B1) (3)	PHIL 120 (C3) (3)
POLS 200 (D3) (3)	ENGL 200 or AMCS 200 (A1) (3)
CALS 310 (1)	

SOPHOMORE YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
Geology or Physical Geography (B3) (3)	HIST 251/HIST 252 (3)
EDMS 417 (D1) (3)	CALS 365 or 366 (1)
HIST 251/HIST 252 (D3) (3)*	CALS 350 (4)
CALS 403 or EDMS 420 (E) (3)	
CALS 458 (4)	CALS 368 or CALS 479 (C1) (3)
GEOG 302 (D5) (3)	
EDMS 470 (3)	

JUNIOR YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
CALS 451 (4)	CALS 426 (4)
CALS 460 (3)	MATH 300B (3)
CALS 374 (C2) or CALS 450 (3)	EDMS 471 (2)
EDMS 463 (3)	EDMS 474 (3)
MATH 300A (3)	EDMS 476F & EDMS 476S (4)

SENIOR YEAR:: 35 Units

Fall Semester (17 Units)	Spring Semester (18 Units)
CALS 445 (4)	EDMS 464 (2)
CALS 456 (4)	EDMS 482S (2)
KIN 400 (3)	CALS 480 (4)
EDMS 411 (3)	EDMS 482F (10)
EDMS 475 (3)	

TOTAL SEMESTER UNITS FOR B.A. PROGRAM AND CREDENTIAL:: 131

*Students need to take both sections of U.S. History in order to complete program requirements.

Notes:

1. Students need to take both sections of U.S. History in order to complete program requirements.
2. Students in the Integrated Program need to apply for admission to the credential program during November of the sophomore year.
3. Students must take the CBEST prior to the beginning of the junior year.
4. Students can use EDUC 250 or EDUC 339 or the new EMT Freshman Seminar as an elective and/or in lieu of CALS 395 to meet program field experience requirements.

Single Subject Matter Preparation Program in Chicano and Latino Studies/Social Science

This Single-Subject waiver program can no longer admit students as of July 1, 2005. Sonoma State or community college students currently in track or planning for the program may continue but must complete the waiver by no later than July 1, 2009. This single subject program is currently under departmental review.

Upper-Division Subject Matter Preparation Program in Chicano and Latino Studies/Liberal Studies

This state-approved program is designed for new upper-division and transfer students and meets the subject matter preparation requirements for entry into the Multiple-Subject (Elementary) Teaching Credential.

Sample Four-year Program

FRESHMAN YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
ENGL 101 (A2) (3)	BIOL 110 (includes lab) (B2) (4)
MATH 150 (B4) (3)	PHIL 101 (D1) (3)
ARTS GE (C1) (3)	PHIL 120 (A3) (3)
Chemistry, Astronomy or Physics (B1) (3)	HIST 201 (D2) (3)
POLS 200 (D3) (3)	ENGL 200 or AMCS 200 (3)

SOPHOMORE YEAR:: 28-31 Units

Fall Semester (14-15 Units)	Spring Semester (14-16 Units)
Geology or Physical Geography (B3) (3)	HIST 252 (3)
CALS 350 (4)	
CALS 225 (3) + lab (1)	EDMS 417 (D1) (3)
CALS 310 (1)	CALS 365 or 366 (1-2)
HIST 251 (D3) (3)	CALS 374 (C2) or CALS 450 (3-4)
Electives (3-4)	Elective or Concentration (4)

JUNIOR YEAR:: 31 Units

Fall Semester (17 Units)	Spring Semester (14 Units)
MATH 300A (3)	MATH 300B (3)
CALS 451 (C4) (4)	CALS 368 or CALS 479 (C1) (3)
CALS 458 (4)	GEOG 302 (D5) (4)
CALS 460 (3)	Electives (4)
KIN 400 (3)	

SENIOR YEAR:: 30-31 Units

Fall Semester (15-16 Units)	Spring Semester (15 Units)
CALS 403 or EDMS 420 (E) (4)	CALS 426 (4)
CALS 445 (4)	CALS 480 (4)
CALS 456 or 460 (3-4)	EDMS 470 (3)
Elective or Concentration (4)	Elective or Concentration (4)

TOTAL SEMESTER UNITS FOR B.A. PROGRAM AND CREDENTIAL:: 120-124

COMMUNICATION STUDIES

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Elizabeth Burch / Ethics, Scriptwriting, Environmental Communication, International Communication
Marco Calavita / History, Theory, Criticism, Screenwriting, Film Analysis
Nate Campbell / Radio Broadcasting, Recording
Michael Litle / Film, Video, Criticism
Charles McAuley / Newspaper Production, Reporting
Jonah Raskin / Journalism, History, Law, Marketing
Janet Craddock / Public Relations

Programs Offered

Bachelor of Arts in Communication Studies

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

Communication studies coordinates three distinct approaches to the media: practical application, historical study, and critical analysis. Practical application combines basic training in equipment operation, communication skills, production design, organizational skills, and professional internship. Historical study focuses on the evolution of the mass media and the relationship of the mass media to society. Critical analysis explores media ethics and the analysis and evaluation of specific mediated texts using qualitative and quantitative methods.

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

- General areas such as journalism, media criticism, or public relations;
- Media such as radio, television, and newspapers;
- Career roles such as television producer, sports announcer, or reporter; and
- Preparation for graduate school.

Students are required to take a senior-year internship. The department emphasizes internships that provide students with real-world insights into the media. The department has developed professional media internships with community organizations, radio and television stations, newspapers, magazines, public relations firms, and other media groups.

All on-campus media operate in conjunction with communication studies classes. On-campus media offer a variety of opportunities for students. They include the *Star*, the student newspaper; KSUN, an Internet radio station that can be heard at www.sonoma.edu/ksun/; and SSU-TV, the campus television station that provides news, information, and entertainment.

Students are also required to take Senior Seminar in which they complete a senior project. This project combines their academic training in the major with a real world application.

Careers in Communication Studies

Graduates from the department find employment in the mass media and in the ever-growing field of communication. Some graduates find work by using their technical skills in radio, video, and computers. Others rely on their training and experience to find jobs in the broad field of public relations. They write for and edit newspapers and newsletters, and design brochures and flyers. They are photographers and are even employed by candidates running for public office. In addition, graduates design websites, edit films, produce documentaries, videotape weddings, record music, and serve as disc jockeys.

Past graduates have become lawyers and teachers, run employment agencies, are hired as fundraisers, private investigators, and work in law enforcement. Communication studies graduates work in corporate or non-profit organizations doing sales, publicity, or marketing. Wherever communication takes place and whenever media is used, Communication Studies graduates can be found.

Bachelor of Arts in Communication Studies

Degree Requirements	Units
General Education	51
Major Requirements	48
University Electives	21
Total units needed for graduation	120

Communication Studies is a high demand major. Junior transfers are taken in the fall only. On-campus change of majors are limited by the number of students who can be served by the faculty and facilities of the program.

- **Major Core:** All students complete 28 units of required coursework.

- **Skill Sequence:** Students complete one Skill Sequence comprised of a 4-unit beginning & 4-unit advanced skill course.
- **Major Electives:** Students complete 12 units of COMS electives. Student may choose to work for one of the Campus Media outlets for their 12 units of electives.

Core Courses (All Courses Are Required)	28 Units
COMS 200: Principles of Mass Communication	4
COMS 202: Methods of Media Criticism	4
COMS 301: Communication Theory and Research; (Junior status to register)	4
COMS 302: Media Ethics; (<i>Junior status to register</i>)	4
COMS 315: Media Law; (<i>Senior status to register</i>)	4
COMS 402: Senior Seminar; (<i>Senior status to register</i>)	4
COMS 499: Senior Internship; (<i>Senior status to register</i>)	4
Skill Sequences (1 sequence is required))	8 Units
COMS 201: Storytelling Via Video	4
COMS 316: Advanced Video Production	4
COMS 210: Writing for the Media	4
COMS 318: Advanced Media Writing	4
COMS 265: Introduction to Radio Broadcasting	4
COMS 317: Advanced Broadcasting Techniques	4
Coms Electives (12 Units Required)	12 Units
Major electives	12
Total units in major	48

Four-year Plan for Bachelor of Arts in Communications Studies

Students start the major in fall of their Sophomore year. This plan does not identify the communication studies elective courses an individual student might take. A complete list of department approved electives is available in the department. Because the major has 4-unit classes, the distribution of units is uneven. Students may distribute their GE and University electives as they wish.

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE Area A2 (3)	GE Area A1 (3)
Mathematics (GE) (3)	GE Science; B1, B2, or B3 (3)
GE (3) A3	University Elective (3)
GE (3)	GE Area D3 or D4 (3)
University Elective (3)	GE (3)

SOPHOMORE YEAR:: 28-31 Units

Fall Semester (14 Units)	Spring Semester (****14-17 Units)
GE Science:B1,B2, or B3 (3)	GE (3)
GE: D3 or D4 (3)	GE: B1, B2, or B3 (3)
COMS 200 (4)	COMS 202 (4)
COMS Beg. Skill Class (4)	COMS Adv. Skill Class (4)
	GE ***Optional (3)

JUNIOR YEAR:: 33 Units

Fall Semester (16 Units)	Spring Semester (17 Units)
Upper-Division GE (3)	Upper-Division GE (3)
Upper-Division GE Area E (3)	GE (3)
University Elective/GE (3)	COMS Elective (4)
University Elective (3)	University Elective (3)
COMS 301/302 (4)	COMS 301/302 (4)

SENIOR YEAR:: 26-29 Units

Fall Semester (13 Units)	Spring Semester (16 Units)
University Elective (3)	COMS 315 *must be taken last semester (4)
University Elective (3)	COMS 402 *must be taken last semester (4)
GE*** (if not taken Sophomore year) (3)	COMS Electives (4)
COMS Elective (4)	COMS 499 (4)

TOTAL UNITS:: 120

COMPUTER SCIENCE

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Programs Offered

Bachelor of Science in Computer Science

Minor in Computer Science

Computer science is the scientific study of computing devices, the software that drives them, and the computational tasks they are capable of performing. Computer scientists study both hardware and software; as with all sciences, each of these possesses both theoretical and applied components. Computing theory shares knowledge and techniques with the fields of mathematics, physics, engineering, philosophy, psychology, and linguistics. Its applications span the range of human endeavors: the physical life, and social sciences; the literary, visual, and performing arts; law; government; recreation; and virtually every sector of the commercial world. Thus, computer science is by its very nature an interdisciplinary subject that offers both a solid, unifying foundation for a liberal arts and sciences education and valuable career skills.

The curriculum consists of a rigorous course of study in computer science and mathematics and provides the student with a thorough grounding in programming, fundamentals of computer organization, data structures, and algorithm design. It is designed to prepare students for careers in the computer industry and graduate work in computer science.

All courses submitted toward either major or minor requirements in the Computer Science Department must be taken for a letter grade (A-F). This includes electives in CS and all other courses taken to satisfy the major. This does not apply to courses that are challenged. Only those classes for which the student has received a C- or better may be used to satisfy prerequisite requirements. An instructor may require the student to provide evidence of having met prerequisite requirements.

Degree Requirements for a Bachelor of Science in Computer Science

General Education (51 units, 6-9 covered by major requirements)	42 - 45 units
Computer Science Core	49 units
Computer Science Electives	9 units
Computer Science Capstone Requirement	3 units
Required Supporting Courses	10 -12 units
General Electives:	6-8 units
Total units needed for graduation:	124

Major Core Requirements

CS 110 Introduction to Unix	1
CS 115 Programming I (GE Area B3)	4
CS 215 Programming II	4
CS 242 Discrete Structures for Computer Science	4
CS 252 Introduction to Computer Organization	4
CS 315 Data Structures	4
CS 351 Computer Architecture	4
CS 355 Database Management Systems	4
CS 370 Software Design and Development	4
CS 415 Algorithm Analysis	4
CS 450 Operating Systems	4
CS 454 Theory of Computation	4
CS 460 Programming Languages	4
Total units in major core	49

Computer Science Electives

Choose 9 units of upper-division CS electives (see list below). No more than 3 units can be satisfied by a combination of CS 349, 390, 495, and 497.

CS 340 Computer Security (3)
CS 349 Problem Solving in a Team Environment (1)
CS 360 Object-Oriented Programming (3)
CS 365 Computer Networking and the Internet (3)
CS 375 Computer Graphics (3)
CS 385 Selected Topics (1-4)*
CS 390 Computer Science Colloquium (1)
CS 452 Compiler Design and Construction (3)
CS 465 Data Communications (3)
CS 480 Artificial Intelligence (3)
CS 495 Special Studies (1-4)
CS 496 Senior Seminar (1-4)
CS 497 Internship (2)

*Selected topics courses include Bioinformatics, Data Compression, Computer Game Development, Parallel and Distributed Computing, Wireless Networks, and other current topics in computer science.

Total units in major electives 9

CS Capstone Requirement

One of the following courses:

- CS 470 Advanced Software Design Project (3)
- CS 495 Special Studies (requires Instructor approval) (3)

Total units in capstone requirement 3

Required Supporting Courses

MATH 161 Differential and Integral Calculus I (GE Area B4) 4

Two additional courses from the following: 6-8

- MATH 165 Elementary Statistics (4)
- MATH 211 Differential and Integral Calculus II (4)
- MATH 222 Elementary Applied Linear Algebra (3)
- MATH 241 Differential Equations with Linear Algebra (4)
- MATH 306 Number Theory (3)
- MATH 316 Graph Theory and Combinatorics (3)
- MATH 352 Numerical Analysis (3)
- MATH 416 Graph Theory and Combinatorics (3)
- MATH 430 Linear Systems Theory (3)
- MATH 470 Mathematical Models (3)
- PHYS 214 Introduction to Physics II (4)
(Prerequisite PHYS 114, GE Area B1)
- Or other by arrangement with the CS Department

Total units in other required courses 10-12

Total units in the major 71-73

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

FRESHMAN YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
CS 110 (1)	MATH 161 (GE-B4) (4)
CS 115 (GE-B3) (4)	CS 215 (4)
GE (3), GE (3), GE (3)	GE (3), GE (3)

SOPHOMORE YEAR:: 30-31 Units

Fall Semester (16/17 Units)	Spring Semester (14 Units)
CS 242 (4)	CS 252 (4)
Supporting Course in MATH/PHYS (3/4)	CS 315 (4)
GE (3), GE (3), GE (3)	GE (3), GE (3)

JUNIOR YEAR:: 33-34 Units

Fall Semester (16/17 Units)	Spring Semester (17 Units)
CS 351 (4)	CS 355 (4)
Supporting Course in MATH/PHYS (3/4)	CS 370 (4)
CS Elective (3)	CS Elective (3)
GE (3), GE (3)	Upper-division GE (3) General Elective (3)

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
CS 450 (4)	CS 415 (4)
CS 454 (4)	CS 470 (3)
CS 460 (4)	CS Elective (3)
Upper-division GE (3)	Upper-division GE (3)
	General Electives (3-5*) *to total 124 units

TOTAL UNITS:: 124

Minor in Computer Science

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

Minor Core Requirements

CS 110 Introduction to UNIX	1
CS 115 Programming I	4
CS 215 Programming II	4

Total units in minor core 9

Minor Electives

Choose 11 units of CS major courses of which 6 units must be upper-division. No more than 2 units in any combination of CS 349, 390, 495, and 497 can be applied toward the minor.

Total units in minor electives 11

Total units in the minor 20

COUNSELING

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www.sonoma.edu/counseling

DEPARTMENT CHAIR

Carolyn Saarni

ADMINISTRATIVE COORDINATOR

Stephanie Wilkinson

Faculty

Maureen Buckley
Adam Hill
Jayamala Madathil
Carolyn Saarni
Adam Zagelbaum

Programs Offered

Master of Arts in Counseling

- Option I Community Counseling: Marriage and Family Therapy (MFT)
- Option II School Counseling: Pupil Personnel Services

Additional Programs

- Community Counseling Center
- MEAP (Migrant Education Advisor Program)

The 60-unit graduate program in counseling offers two professional training options: Option I prepares students for Community Counseling/Marriage and Family Therapy licensure (CC/MFT), and Option II prepares students for the School Counseling and the Pupil Personnel Services Credential (CC/PPSC). The program relies heavily on interpersonal skill training and field experience, beginning during the first semester and culminating with an intensive supervised internship/field experience in some aspect of counseling, permitting the integration of theory, research, and practical application. The Department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include, but are not limited to: marriage and family counseling agencies, mental health clinics, counseling centers, public schools, community colleges, and college-level student services departments. For the school counseling program, field placements are at a minimum of two of the three K-12 levels: elementary school, middle school, and high school.

Special characteristics of the program include the following:

1. Early observation of and involvement in actual counseling settings.
2. Development of a core of knowledge and experience in both individual and group counseling theory and practice.
3. Encouragement in the development and maintenance of individual counseling styles.

4. Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling, and group experiences. This aspect of the program is seen as crucial to the development of adequate counseling skills and is given special consideration by the faculty as part of its evaluation of student readiness to undertake internship responsibilities.

In sum, the training emphasis in the program is to integrate theory, practical experience, and personal learning rather than exposing students to a piecemeal professional preparation. To varying degrees, students will find that in most of their course work that the faculty expects students to be able to articulate their unique and personal histories, including their relationships with family, peers, and significant others, for it is our belief that self-understanding is crucial in effective counseling.

The effort is to establish in the student a sound foundation for a lifetime of continued professional growth -- a foundation which permits confident movement into an entry-level counseling position but which does not pretend to be more. Within the compass of a 60-unit program, the faculty sees such a goal as attainable and eminently worthwhile.

The faculty is committed to the idea that counselors of the future should take an active role in helping to shape the social/environmental milieu in which they will work. While the faculty recognizes how difficult this task may be in specific instances and areas, it sees the counselor as one who actively participates in the life of an organization, not as a submissive keeper of the status quo or an unseeing iconoclast, but as a sensitive and perceptive voice representing individual freedom and human values. Leadership skills, and the skills necessary to facilitate change, are stressed in this program.

The master's program may be completed within two academic years; however, some students with jobs and/or family responsibilities may wish to move more slowly. Resources permitting, efforts will be made to accommodate individual patterns. For most students, 8 units per semester will be considered a minimal number. It should be stressed that individual program paths should be planned very carefully, since many courses will not be offered every semester.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation (COPA), has conferred accreditation to the Counseling Department at Sonoma State University in both Community Counseling and School Counseling. The School Counseling program is accredited by the California Commission on Teacher Credentialing (CCTC); in addition, the School Counseling program is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Community Counseling program is not designed to meet criteria for CACREP's Marital, Couple, and Family Counseling/Therapy specialization; however, it is accredited by the Board of Behavioral Science for training required for licensure as a

Marriage and Family Therapist in California.

A student who has not been formally admitted to the Counseling Department may take no more than 12 units and only in the following course offerings: COUN 501, 502A/B, 503, 511, 520, 524, 525, 527A/B, 528A/B, 535, 545, and 581. Admission to individual courses in no way implies admission to the Master's Degree program or to the PPSC program. You may take these courses through Open University. Call Extended Education for more information (664-2394).

Master of Arts in Counseling

Admission Requirements

1. A bachelor's degree, preferably in the behavioral sciences and with sound preparation in psychology, or in education for the School Counseling option, is required.
2. For both options a course in personality theory and an undergraduate or graduate level statistics course that includes Analysis of Variance is required; in addition, a course in abnormal psychology is required for the MFT/Community Counseling option. A course in child development, and documentation that you have taken the CBEST by the start of your first semester (www.cbest.nesinc.com), is required for the PPS School Counseling option.
3. Applicants are strongly encouraged to have acquired an undergraduate-level of understanding of human development, psychodynamic principles, family/educational systems, cognitive-behavioral applications, and client-centered therapy. This introductory knowledge base may be acquired by enrolling in relevant course-work or by undertaking thoughtful reading on these topics.
4. A 3.00 (B) grade point average in the last two years of undergraduate work is required. Applicants who satisfy all other requirements may petition the University for waiver of this requirement. It should be emphasized that such a waiver is not automatically granted.
5. Completion of Counseling Department application forms, in addition to those required by the University.
6. A personal interview for both programs is required for applicants considered for final review. In this interview, questions may involve personal disclosure deemed relevant by the faculty for determining the applicant's readiness for beginning training for a career in counseling. All disclosures are held in strict confidence.

Departmental admissions committees have found the following criteria meaningful, or even indispensable for applicants:

- a. The ability to handle academic work of graduate-level rigor, generally as evidenced by previous academic performance;
- b. Relevant work experience (paid or volunteer);

- c. Global personality assessment—suitability for a career in a helping profession, as evidenced by quality of interview, personal data, autobiography, and letters of recommendation; and
- d. GRE results are not required for admission to the Counseling program.

For more information, please see Graduate Degrees in the Degree Requirements section of this catalog.

CREDENTIAL ONLY: Students with master's degree in a practitioner counseling area such as MFT, Social Work, Counseling, School Psychology (a M.A. program that required a practicum and internship/field experience or a two-year internship/field experience) may be considered for "Credential Only" admission. They must apply through the traditional process and go through an interview. Typically the credential-only admittees will have approximately 30 units to complete in our program. The number of units may vary depending on the individual transcripts assessment. They would have to take all of the School Counseling specific courses and would have to complete the 600-hour (total) field experience/internships.

Application Procedures

Interested persons can obtain the standard statewide graduate application form from the Admissions Office of Sonoma State University or download an application from the Sonoma State webpage. Students are accepted to the counseling program only once a year; therefore, we begin taking departmental applications on October 1 and continue to January 31 for admission the following fall. A \$25.00 application fee is required for the department. All applicants to the program must also apply for admission to the University and follow the University timelines for admission procedures. For specific instructions and procedures, contact the Counseling Department and/or the Office of Admissions and Records.

General Information Meetings

Students planning to apply for admission or students wishing to enroll in any of the Counseling Department's courses are urged to attend one of the informational meetings specifically planned for prospective students. Selection criteria, admission procedures, and registration and advisement procedures will be explained. For informational meeting dates, call the Counseling Department office or visit the department webpage at www.sonoma.edu/counseling/.

Major Core Requirements

COUN 501 Theory and Practice of the Professional Counselor	4
COUN 510A Counseling Pre-Practicum	4
COUN 513 Research and Evaluation in Counseling	4
COUN 514A Supervised Internship / Field Experience	4
COUN 514B Supervised Internship / Field Experience	4
COUN 525 Psychological and Educational Assessment	2
COUN 570 Cross-Cultural Awareness in Counseling	3

Total units in M.A. core 25

Option I - Community Counseling/Marriage and Family Therapy

Completion of the Community Counseling/Marriage and Family Therapy (MFT) option, in addition to the major core requirements above, satisfies all academic requirements in order to be eligible for the MFT examination. If the Board of Behavioral Sciences (BBS) mandates changes in curriculum for MFT trainees, the Department of Counseling will revise courses accordingly so the curriculum remains in compliance with BBS standards. The course descriptions in this catalog edition may not be the most current versions if such curricular revisions are undertaken after the catalog is printed.

COUN 502A/B Adult Development: Individual, Family, and Career Development	4
COUN 503 Dynamics of Individual Behavior	3
COUN 510B Counseling Practicum	4
COUN 512 Theory and Practice of Group Counseling	4
COUN 535 Development and Clinical Issues with Children and Adolescents	4
COUN 540 Marriage and Family Counseling	4
COUN 545 Law and Ethics for the Counselor	3
COUN 580A/B Relationship and Sexuality Counseling	4
COUN 581 Introduction to Chemical Dependency	1
COUN 582 Psychopharmacology	2
Additional elective units (with department approval)	2

Total units in the Community Counseling option 35

Total units in the degree 60

Option II - School Counseling/Pupil Personnel Services Credential

Completion of the School Counseling/Pupil Personnel Services (PPS) option, in addition to the major core requirements above, satisfies the academic requirements in order to be eligible for the Pupil Personnel Services credential in school counseling. Candidates for the PPS credential are urged to be mindful of the following: While it is possible to complete all the courses required for the credential in a two-year period, such a program requires extremely careful planning. The department intends to offer each PPS course at least once a year, but students need to plan the sequence with their advisor to ensure it matches the availability of courses.

COUN 510B Counseling Practicum	4
COUN 511 Counseling for Career Development	4
COUN 520 Introduction to School Counseling	4
COUN 521 Pupil Personnel Services: Concepts and Organization	4
COUN 523 Working with Families in a School Setting	4
COUN 524 Counseling Children and Adolescents	4
COUN 526 Group Counseling in Schools	4
COUN 527A Legal Issues in Special Education	1
COUN 527B Law and Ethics for School Counselors	2
COUN 528A Consultation	3
COUN 528B Crisis Intervention	1

Total units in the School Counseling option 35

Total units in the degree 60

All master's candidates are required to complete a project demonstrating a comprehensive and integrated understanding of the field of counseling. Projects include a case analysis and a grant proposal for developing a comprehensive mental health or school guidance and counseling specialized program. Six hundred (600) hours of supervised field experience are required for both the Community Counseling and School Counseling options.

Community College Counseling Credential

Completion of the MA degree satisfies all current requirements to apply for the Community College Counseling Credential. However, it should be noted that all of the required 600-hour school counseling field experience will be at the K-12 level and not at the Community College level.

Sample Two-year Program for Master of Arts in Counseling

FIRST YEAR:: 29-31 Units

Community Counseling/MFT	School Counseling/PPSC
Fall Semester (15 Units)	Fall Semester (15 Units)
COUN 501 (4)	COUN 510A (4)
COUN 510A (4)	COUN 520 (4)
COUN 535 (4)	COUN 524 (4)
COUN 570 (3)	COUN 527A/B (3)
Spring Semester (14 Units)	Spring Semester (16 Units)
COUN 510B (4)	COUN 501 (4)
COUN 503 (3)	COUN 510B (4)
COUN 525 (2)	COUN 511 (4)
COUN 581 (1)	COUN 526 (4)
COUN 582 (2)	
Electives (2)	

SECOND YEAR:: 29-31 Units

Fall Semester (15 Units)	Fall Semester (14 Units)
COUN 502A/B (4)	COUN 514A (4)
COUN 514A (4)	COUN 525 (2)
COUN 540 (4)	COUN 528A/B (4)
COUN 545 (3)	COUN 513 (4)
Spring Semester (16 Units)	Spring Semester (15 Units)
COUN 513 (4)	COUN 570 (3)
COUN 514B (4)	COUN 514B (4)
COUN 512 (4)	COUN 521 (4)
COUN 580A/B(4)	COUN 523 (4)

TOTAL UNITS:: 60

CREATIVE WRITING

ENGLISH DEPARTMENT OFFICE
Nichols Hall 362
(707) 664-2140

Programs Offered

Bachelor of Arts in English Creative Writing concentration
Master of Arts in English Creative Thesis option

Creative writing is offered in the English Department. An M.A. in English with a creative thesis option is also offered. The B.A. degree is a 40-unit program, and the M.A. degree is a 34-unit program. Sequences of courses are available in fiction writing, poetry writing, screen and script writing, and nonfiction writing. Creative writing faculty includes poet **Gillian Conoley**, winner of several Pushcart Prizes for poetry, a Fund for Poetry Award, the Jerome Shestack Award from *The American Poetry Review*, and a nominee for the National Book Critics' Circle Award. She is the author of *Profane Halo*, *Lovers in the Used World*, *Beckon*, *Tall Stranger*, and *Some Gangster Pain*. Widely anthologized, her work has appeared in the Norton Anthology *American Hybrid*, several *Best American Poetry* collections, *The Pushcart Prize Anthology*, and *Lyric Postmodernisms*. **Gillian Conoley** has taught at the Iowa Writers' Workshop, Tulane University, Vermont College MFA Program, and the University of Denver. Fiction writer **Sherril Jaffe** is the winner of a PEN award and author of eight books of fiction and nonfiction, including *Scars Make Your Body More Interesting*, *One God Clapping*, *This Flower Only Blooms Every Hundred Years*, *The Unexamined Wife*, *The Faces Reappear*, *House Tours*, and *Interior Designs*, all with Black Sparrow. She is also the author of two works of literary non-fiction from Kodansha: A memoir, *Ground Rules: What I Learned My Daughter's Fifteenth Year* as well as, with Alan Lew, *One God Clapping: The Spiritual Path of a Zen Rabbi*, a *San Francisco Chronicle* best seller and winner of the Josephine Miles Award for Literary Excellence in 2000. Her stories appear regularly in such literary journals as *Zyzyva*, *Epoch*, and *The Alaska Quarterly Review*. Sherril Jaffe has also taught at the New School for Social Research in New York City. **Noelle Oxenhandler** is the author of three non-fiction books: *A Grief Out of Season*, *The Eros of Parenthood*, and *The Wishing Year, An Experiment in Desire* (Random House 2008). Her essays, which have been frequently anthologized, have appeared in many national and literary magazines, including *The New Yorker*, *The New York Times Magazine*, *Vogue*, "O" Magazine, *Tricycle*, and *Parabola*. Her work has been listed in *The Best Essays of the Year* collection, and included in both *The Best Spiritual Essays of the Year* and *The Best Buddhist Essays of the Year* collections. She has been a regular guest teacher in the Graduate Writing Program at Sarah Lawrence College.

Greg Sarris, author, screenwriter, and scholar, holds the Endowed Chair in Native American Studies within the School of Arts and Humanities. Sarris has published several books of fiction and nonfiction, including the widely anthologized collection of essays, *Keeping Slug Woman Alive: A Holistic Approach to American Indian Texts*, *Watermelon Nights*, *Mabel McKay: Weaving the Dream*, *The Woman Who Loved a Snake*, and *Grand Avenue*, which was made into an HBO miniseries Sarris wrote and co-produced with Robert Redford. Sarris holds a Ph.D. from Stanford University and has previously taught at Loyola Marymount University in Los Angeles and UCLA. He currently serves as chairman of his tribe, the Federated Indians of Graton Rancheria.

Through the Newkirk Reading Series Foundation, internationally and nationally prominent writers, publishers, and agents are invited each year to read and conduct seminars and workshops for students in the program. Visitors to the campus and the program have included Quentin Bell, Stephen Kessler, Rae Armantrout, Lawrence Weschler, David Halberstam, Ishmael Reed, Jessica Mitford, Allen Ginsberg, Lawrence Ferlinghetti, Charles Bernstein, Lyn Hejinian, Tom Wolfe, Yusef Komunyakaa, Czeslaw Milosz, Edward Albee, Kurt Vonnegut Jr., Stephen Spender, Michael Palmer, Donald Revell, Jane Miller, James Ellroy, Wanda Coleman, Lynn Freed, and Li Yun Li.

The well-regarded student literary magazine *ZAUM* is published through the Small Press Editing course offered by the English Department every semester. Students can learn every aspect of literary editing and publishing, including layout, design, and copy-editing through this course.

VOLT is the national award-winning magazine which publishes nationally and internationally known authors. Winner of three Pushcart prizes and numerous grants, *VOLT* is committed to innovative writing. Students can work on the magazine by arrangement with instructor and through the Small Press Editing course.

The SSU creative writing program is a member of the Associated Writing Programs.

For program details, please refer to the English Department section in this catalog.

CRIMINOLOGY AND CRIMINAL JUSTICE STUDIES

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Diana Grant
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Eric Williams
Tryon Woods

Programs Offered

Bachelor of Arts in Criminology and Criminal Justice Studies
Minor in Criminology and Criminal Justice Studies

The criminology and criminal justice studies major offers a liberal arts curriculum concerned with the changing nature and content of law, the shifting public expectations of criminal justice agencies, and the reactions of those agencies to social perceptions and political pressures.

The student is offered an interdisciplinary academic approach to the understanding of the mechanisms of social control, resolutions of criminal justice problems, and a knowledge of accepted procedures and alternatives. This general but all-important background serves as a base for the areas of emphasis that are of interest to the individual student. Fields of interest – such as adult and juvenile probation, law enforcement, judicial administration, public advocacy, prevention and diversion, and correctional services – are studied in detail from several perspectives. Criminology and criminal justice studies majors are prepared to pursue graduate education in justice studies and the law as well as other graduate fields.

Bachelor of Arts in Criminology and Criminal Justice Studies

Degree Requirements	Units
General education	51
Major core requirements	36
Electives (chosen under advisement)	24
Free electives	9
Total units needed for graduation	120

applied to the category “electives chosen under advisement.” The course work taken at this University to complete the major requirements must be selected in consultation with a department advisor.

Courses in Spanish (for non-native speakers) and computer and information sciences are highly recommended as supporting subjects.

Students must consult with a faculty advisor before beginning core courses.

Major Core Requirements

CCJ 201 Criminal Justice and Public Policy	4
CCJ 220 Criminology or	
CCJ 420 Seminar in Criminology	4
CCJ 330 Government and the Rule of Law or	
CCJ 404 Introduction to Constitutional Law	4
CCJ 370 Seminar in Research Methods	4
CCJ 450 Punishments and Corrections	4
CCJ 489 Civil Liberties and the Constitution or	
CCJ 405 Rights of the Accused	4
CCJ 490 Senior Seminar: Criminology and Criminal Justice Studies	4
CCJ 497 Juvenile Justice	4
CCJ 499 Internship*	4

Total units in major core 36

* the internship requirement may be waived for students currently or previously employed in criminal justice or a related area. It must be substituted with another 4-unit course.

Sample Four-year Program for Bachelor of Arts in Criminology and Criminal Justice Studies

The sequence and selection of specific courses are suggestive.

FRESHMAN YEAR:: 32 Units

Fall Semester (15 Units)	Spring Semester (17 Units)
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	GE (3)
GE (3)	GE (3)
Electives (6)	Computer Science (3)
	SPAN 101 (4)
	SPAN 101L (1)

SOPHOMORE YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
HUM 200 (3)	GE (3)
GE (3)	GE (3)
CCJS 201 (4)	CCJS 370 (4)
SPAN 102 (4)	Elective (3)
SPAN 102L (1)	GE (3)

Please note that transferable units from other institutions may be

JUNIOR YEAR:: 29 Units

Fall Semester (15 Units)

CCJS 399 (1)

CCJS 420 (4)

CCJS 489 (4)

Electives (3)

Upper-Division GE (3)

Spring Semester (14 Units)

CCJS 330 (4)

CCJS 450 (4)

Upper-Division GE (3)

Electives (3)

SENIOR YEAR:: 28 Units

Fall Semester (13 Units)

CCJS Upper-Division Electives (4)

Upper-Division GE (3)

Electives (6)

Spring Semester (15 Units)

CCJS 490 (4)

CCJS 499 (4)

CCJS 497 (4)

Electives (3)

TOTAL UNITS:: 120

Minor in Criminology and Criminal Justice Studies

The minor consists of any 20-unit pattern of Criminology and Criminal Justice Studies courses chosen in consultation with a department advisor. A maximum of 4 units of special studies or internship credit may be applied to the minor.

ECONOMICS

DEPARTMENT OFFICE
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Faculty

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Florence Bouvet
Steven Cuellar
Robert Eyler
Sue Hayes
Chong-Uk Kim
Michael Visser

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Economics
Minor in Economics
Secondary Teaching Credential Preparation

Economics is a social science that focuses on the organization of economic systems for the production of goods and services and the distribution of wealth and income. The SSU Economics Department is committed to excellence and to training students to meet the challenges of the future in a wide variety of careers.

The B.A. degree program has three basic objectives: to provide a sound grasp of the tools of economic analysis and measurement; to provide an understanding of institutional development and the interrelation of economic and social factors; and to develop the student's ability to apply systematic analysis and understanding to decision-making in the private and the public sector.

Many courses deal with the structure and performance of a particular institution or policy area within the economy. Students can follow their career and intellectual interests by taking a field concentration or advisory study plan as described below.

Many faculty have served as practicing economists with public agencies or private firms, bringing a rich background of practical experience analyzing policy issues and problems to their teaching.

Careers in Economics

The curriculum and teaching program of the department are designed for students who seek employment in the public or private sector upon graduation, and those who wish to pursue graduate studies in economics, business, public administration, law, and other fields.

Many of the department's graduates have started their careers with major financial institutions, corporate business, government, and nonprofit organizations. They find employer preferences for well-trained economics majors as budget analysts, management trainees, marketing specialists, program planners, teachers, and a wide variety of entry-level jobs in which employers expect a person to be able to apply systematic thinking and analysis.

Learning Objectives

Objectives Specific to Economics

Students are required to demonstrate:

- Understanding of economic terms, concepts, and theories;
- Ability to compare and contrast competing views within economics;
- Ability to research economic issues; and
- Ability to apply economic theories and concepts to contemporary social issues.

General Skills

In the course of meeting the objectives specific to economics, students are expected to acquire and demonstrate:

- Critical thinking abilities
- Communication skills
- Quantitative and information based skills

Relating Knowledge to Values

Students are expected to acquire and demonstrate:

- An awareness of global, historical, and institutional economic issues; and
- Understanding of choices and values behind economic policy formation.

Bachelor of Arts in Economics

Degree Requirements	Units
General education	51
Major requirements	41-44
General electives	25-27
Total units needed for graduation	120

Prerequisites

Majors must complete a math/statistics requirement (MATH 165 or equivalent) as a prerequisite for the upper-division core courses in the major.

Major Core Requirements

ECON 204 Introduction to Macroeconomics	4
ECON 205 Introduction to Microeconomics	4
ECON 304 Intermediate Macroeconomic Theory	4
ECON 305 Intermediate Microeconomic Theory	4
ECON 317 Introduction to Econometrics	4
Two 400-level economics seminars not used in a field concentration or advisory study plan	8
Total units in the major core	26-28
Field concentration or advisory study plan	15-16
Total units in the major	41-44

B.A. Field Concentrations

An economics major may select one of the following concentrations, which are designated on a student's transcript and diploma. Please see an advisor for details of each of the following concentrations:

- Managerial Economics
- Labor and Public Economics
- International Economics

B.A. Advisory Study Plans

Instead of a field concentration, economics majors may focus their course work beyond the required core courses in an advisory study plan. These plans are not designated on diplomas, but completion can be certified by a letter from the department chair. Please see an advisor for details or to develop a specialized plan.

Minor in Economics

Students may qualify for a minor in economics by completing the 20-unit program listed below. The minor will be recorded upon request in the student's official records.

ECON 204 Introduction to Macroeconomics	4
ECON 205 Introduction to Microeconomics	4
ECON 304 Intermediate Macroeconomic Theory	4
ECON 305 Intermediate Microeconomic Theory	4
Upper-division Economics Course	4
Total units in the minor	20

Sample Four-year Program for Bachelor of Arts in Economics

FRESHMAN YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
ENGL 101 (A2) (3)	PHIL 101/102 (A3) (3)
MATH 165 (B4) (4) or BUS 211 (4)	BIOL 110 (B2/lab) (4)
ECON 204 (D5) (4)	ECON 205 (4)
UNIV 102 (3)	U.S. History course (D3) (3)

SOPHOMORE YEAR:: 34 Units

Fall Semester (18 Units)	Spring Semester (16 Units)
Written/Oral Analysis (A1) (3)	Physical Science course(B1) (3)
Literature (C2)* (3)	POLS 200 (D4) (3)
ECON 305 (4)	Fine Arts course (C1)* (3)
ECON 317 (4)	Natural Science (B3) (3)
Social Sciences (D1*/D2) (4)	ECON 304 (4)

JUNIOR YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
Humanities (C3/C4)* (3)	Humanities UD(C4/C3)* (3)
Concentration/Advisory study plan (8)	Concentration/Advisory study plan (8)
Social Sciences UD GE (D2/D1) (3)	Elective (3)

SENIOR YEAR:: 31 Units

Fall Semester (19 Units)	Spring Semester (12 Units)
Electives (12)	Electives (8)
Integrated Person UD GE (E)* (3)	Economics Seminar (4)
Economics Seminar (4)	

In order to total the 120 units necessary for graduation within four years, a student must average 15 units per semester.

(*One of these courses must be ethnic studies.)

TOTAL UNITS:: 120

Double Majors

Students with majors in disciplines such as environmental studies and political science will find that adding an economics major provides them with a breadth of background that is viewed favorably by graduate professional programs and employers.

Students interested in any double major should consult with their Economics Department advisor.

Graduate Work in Economics and Related Fields

Economics majors planning graduate work in economics, business, and public administration should take one or more courses of calculus and linear algebra, probability theory, ECON 408, and ECON 417. Consult with an advisor early if possible, and plan accordingly.

Teaching Credential Preparation

Economics is a required course for all California high school students. Economics majors wishing to qualify for such teaching positions should consult with the department chair and review the basic teaching credential programs offered by the Education Department.

EDUCATION

SCHOOL OFFICE

Stevenson Hall 1078

(707) 664-3115/2132

www.sonoma.edu/education

CREDENTIALS OFFICE

Stevenson Hall 1078, (707) 664-2832

Departments and Programs

Detailed program information can be found in the departments, which are listed in alphabetical order following this section.

Curriculum Studies and Secondary Education Department

Single Subject Credential, Single Subject Intern Credential (EDSS courses)

Integrated Programs in English, Kinesiology, Music, and Mathematics

Master of Arts in Education: Curriculum, Teaching, and Learning (EDCT courses)

Literacy Studies and Elementary Education Department

Multiple Subject Credential, Multiple Subject Intern Credential (EDMS courses)

BCLAD (Bilingual Spanish), Multiple Subject Credential (EDMS-B) courses

Master of Arts in Education: Early Childhood Education (EDEC courses)

Early Childhood Education Certificate (EDEC courses)

Ukiah Multiple Subject Outreach Program

Reading Certificate (EDRL courses)

Reading Specialist Credential (EDRL courses)

Master of Arts in Reading and Language (EDRL courses)

Teaching Credential Subject Matter Preparation - Elementary Programs

American Multicultural Studies

Environmental Studies

Liberal Studies (Hutchins)

Chicano and Latino Studies

Educational Leadership and Special Education Department

Education Specialist Credential (Special Education), Mild/Moderate; Moderate/Severe Levels I and II, Intern (EDSP courses)

Administrative Services Credentials, Levels I and II, Intern (EDEL courses)

Master of Arts in Special Education (EDSP courses)

Master of Arts in Educational Leadership (EDEL courses)

Teaching Credential Subject Matter Preparation - Secondary Programs

Art

English

Mathematics

Music

Physical Education and Adapted Physical Education

Science

Spanish

Social Sciences

Other single subject areas through state approved tests

Undergraduate Integrated/Blended Degree and Credential Programs

The Integrated/Blended Degree and Credential Programs offer undergraduate students the opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. The undergraduate integrated degree and elementary credential programs are currently available for majors in American Multicultural Studies (AMCS) and Chicano and Latino Studies (CAL) leading to a Multiple Subject Credential. The undergraduate blended degree program is currently available for Track 3 majors in Hutchins Liberal Studies, leading to a Multiple Subject Credential. Students in these programs must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session. For Secondary Education, integrated programs are available for majors in English, Mathematics, Music, and Kinesiology leading to the Single Subject Credential. This option may be available to transfer students, depending on the program of interest. For more information contact the Integrated/Blended Credential Program advisor in the appropriate department and the Credentials Office in the School of Education.

General Information

In all School of Education programs students are expected to meet and maintain high academic and performance standards, including all of the following (additional standards may be required by specific programs):

- Maintenance of a 3.0 GPA in all professional education courses (including prerequisites);
- Successful completion of required field experiences;
- Successful presentation of a program portfolio prior to advancement to the final phase of the program and/or completion of the final field experience; and

- Effective July 2008 all credential candidates in Multiple Subjects and Single Subjects will be required to successfully complete the Performance Assessment for California Teachers.

The Multiple Subject and Single Subject Credential authorize the teaching of students at various stages of English language development and from a variety of cultural backgrounds.

Individuals interested in teaching at the elementary school level should choose one of the following program emphases, Multiple Subject Credential or Multiple Subject Credential BCLAD. Both of these program emphases lead to a credential that authorizes the holder to teach in a self-contained classroom, kindergarten through grade 12.

The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12).

The Education Specialist (special education) Credentials, Level I and Level II, are offered for Mild/Moderate and Moderate/Severe disabilities and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP).

Individuals possessing a basic teaching credential may enter programs leading to specialist or service credentials. These advanced credentials authorize the holder to perform specialized roles in public schools.

Master of Arts in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the Education website, www.sonoma.edu/education.

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available to provide application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents, and the University service area in general.

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today throughout the state, with equally good prospects for the future. Currently shortages of credentialed

teachers exist in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

Basic Teaching Credential Programs

Basic teaching credentials include Multiple Subject, Multiple Subject BCLAD, Single Subject, and Education Specialist Level I Credentials. The basic authorization to teach in the California public schools requires all the following:

- Possession of a bachelor's degree;
- Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s);
- Basic Skills Requirement met via appropriate option;
- Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement;
- Completion of a state-approved program of professional teacher education;
- Valid Adult, Child, Infant CPR card (Single Subject and Multiple Subject only); and
- RICA (Multiple Subject and Education Specialist level 1 only).

Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Students admitted to a credential program should contact the Credentials Office for any changes in requirements.

California State University Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University;
2. Submission of application to a basic credential program through the School of Education;
3. Professional Goals Statement;
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average;
5. Basic Skills Requirement met or in progress via appropriate option;
6. Two letters of recommendation;
7. Verification of appropriate subject matter competency completed or in progress (requirement depends on type of credential sought);
8. Submission of negative TB test dated within 12 months of application to the program;

9. Filing of the application for a Certificate of Clearance, which includes fingerprinting;
10. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, candidates' professional goals statement, and spontaneous writing sample;
11. Evidence of 45 hours of experience working with school-age children; and
12. Verification of understanding of professional responsibilities related to harassment, child neglect or abuse, and discrimination. Successful completion of the Legal Seminar and assessment offered in the School of Education meets this requirement.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description, available from the School of Education Credentials Office.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials Office provides information regarding admissions requirements and dates for application to programs in the School of Education.

Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or on the website, www.sonoma.edu/education. Submit to the Credentials Office, Stevenson 1078.

Continuation In Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase—including coursework, practica, and student teaching—before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of C- or below in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the

time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Clearing a Preliminary Credential

If you hold a California preliminary multiple subject, single subject, or education specialist credential and you have questions about completing requirements to clear the credential, please visit the School of Education website at www.sonoma.edu/education and look under "Student Support" for information or contact the Credentials Office at credentials.office@sonoma.edu.

Master of Arts in Education

Description of M.A. in Education Programs

Sonoma State University's School of Education offers five advanced credential programs and five areas of concentration within the Master of Arts in Education degree. Each of these programs reflects the philosophy, purpose, and goals of the School of Education Conceptual Framework, developed by the School of Education faculty. In our M.A. programs students critically examine educational theories and research through a variety of empirical, theoretical, and cultural lenses to develop an informed educational vision and innovative pedagogy in a variety of educational settings. Students have the opportunity to collaborate with faculty and colleagues to examine and influence current educational practice through research, project development, and advocacy. We expect graduates to emerge from their work at Sonoma State University as leaders in their field and agents of change.

The five M.A. in Education areas of concentration offered at Sonoma State University are:

- Curriculum, Teaching, and Learning (see Department of Curriculum Studies and Secondary Education);
- Early Childhood Education (see Department of Literacy Studies and Elementary Education);
- Educational Leadership (see Department of Educational Leadership and Special Education);
- Reading and Language (see Department of Literacy Studies and Elementary Education); and
- Special Education (see Department of Educational Leadership and Special Education).

Throughout their years in an M.A. program, students are required each semester to meet with the graduate advisor in their area of concentration to plan collaboratively their progress in the M.A. program. Students may also confer with other graduate program faculty and the Director of Graduate Studies for advice and guidance in their coursework and professional development. Students must maintain a 3.00 grade point average in all course work in the approved M.A. program as well as in all course work taken subsequent to admission in conditionally classified standing.

For more information about the M.A. in Education, read our M.A. Handbook online at www.sonoma.edu/education/Masters.htm.

Prerequisites for the M.A. in Education Program

- A bachelor's degree from an accredited institution;
- A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education; and
- A valid basic teaching credential (except in Curriculum, Teaching, and Learning and Early Childhood Education program areas).

Procedures for Applying to the M.A. in Education Program

1. Apply to the University as a graduate student;
2. Apply to the School of Education; and
3. Submit the following:
 - a. A professional goals statement;
 - b. One set of official transcripts;
 - c. One photocopy of a valid basic teaching credential (except in CTL and ECE Programs); and
 - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, most closely with the committee chair, to complete a culminating activity, which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in the student's program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant question, problem, or issue in education. The project is a written document describing a significant undertaking appropriate to

education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, a performance piece, or a creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., professional article, video, website, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project displays understandings, practices, and theoretical perspectives on the candidate's program area of concentration and cognate course of study. Projects should arise out of candidates' goals and professional interests and may take virtually any form. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection that includes the theoretical context for the project must be included. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in

advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

The Program Portfolio

In order to advance to candidacy, all students must complete a satisfactory program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program;
- Written language proficiency;
- Breadth and depth of knowledge in educational research;
- Breadth and depth of knowledge in the program area of concentration;
- Critical analysis of multiple historical, philosophical, and theoretical perspectives in education; and
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses;
- Presentation and approval of program portfolio;
- Presentation of culminating activity proposal; and
- Filing of Advancement to Candidacy form (GSO 1) with School of Education Director of Graduate Studies.

Requirements for the M.A. Degree in Education

M.A. students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council; and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. a maximum of 12 units of upper division courses
 - b. not more than 9 semester units of transfer and/or extension credit
2. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project; and
3. Completion and final approval of culminating activity (thesis/project, cognate project, or individualized examination).

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

M.A. Core Courses

Two core courses are required for all M.A. in education program areas of concentration:

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

For students pursuing the thesis/project pathway, two other core courses are required:

EDUC 598 Developing a Thesis/Project and	3
EDUC 599 Supervised Study for Thesis/Project	3

For students pursuing the cognate pathway, one other core course is required:

EDUC 572 Supervised Study for the Cognate Project	3
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For students pursuing the individualized exam pathway, one other core course is required:

EDUC 573 Supervised Study for the Individualized Examination	3
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None of the M.A. core courses may be taken through Extended Education.

EDUCATION: CURRICULUM STUDIES & SECONDARY EDUCATION (CSSE)

DEPARTMENT OFFICE
Stevenson Hall 1078
(707) 664-4203
fax (707) 664-2483
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ADMINISTRATIVE COORDINATOR
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Faculty

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Kelly Estrada
*James Fouché
Karen Grady
John Kornfeld
Perry M. Marker

**Faculty Early Retirement Program*

Programs Offered

Single Subject (Secondary Schools) Teaching Credential
Master of Arts in Education with a concentration in
Curriculum, Teaching, and Learning

The Department of Curriculum Studies and Secondary Education is dedicated to the advancement of excellence in education. CSSE offers an exemplary Single Subject teacher education preparation program based on sound educational practice, extensive research knowledge, and sensitivity to the needs of diverse populations. Our faculty is comprised of internationally recognized scholars from a wide variety of subject area disciplines who study and produce current research in teacher education and curriculum studies, and who are familiar with the best practices of teachers. CSSE provides many opportunities for students to be part of a high quality teaching and learning community.

While most of the programs in CSSE are designed for positions in public schools, students can also receive preparation in our Master of Arts in Curriculum Teaching and Learning, applicable to a wide variety of non-teaching positions in education, government, and the corporate sector. The Master of Arts in Curriculum Teaching and Learning allows students to design their own program of study (area of emphasis), or select an area of emphasis in Educational Technology, specifically designed for students interested in technology applications in the public or private sector.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please

see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the education website, www.sonoma.edu/education.

Special Resources

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. Due to recent 9th grade class size reductions, English teachers are beginning to be in short supply. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

Single Subject (Secondary Schools) Teaching Credential

The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12). The program aims toward two primary goals: (1) to develop the skills and knowledge needed to be an effective beginning teacher, and (2) to begin to establish the professional understandings and attitudes useful for supporting growth and development throughout a teaching career.

Coursework combined with the field experience in the program will make candidates:

- Competent in basic classroom skills;
- Knowledgeable and enthusiastic about students, learning, and teaching;
- Sensitive to cultural, linguistic, and learning diversity, and informed about multiple cultures; and

- Prepared to continue their development as professional educators.

After completion of the Single Subject Credential Program, candidates will be recommended for the California Single Subject Teaching Credential in a subject area. This credential certifies the holder to teach classes in a subject in California public schools. Depending upon undergraduate or graduate standing and on the elective courses taken, the credential will be either the Preliminary or the Professional Clear Credential. In either case, the credential will need to be renewed at the end of five years. Successful completion of the program prepares candidates to teach in California's culturally and linguistically diverse classrooms.

Students pursuing the Single Subject Credential may select from among the following programs.

Art

Art Building 128
(707) 664-2151

English

Drama / English / Journalism / Speech
Nichols Hall 362
(707) 664-2140

Modern Languages

French / German (Test only)
Spanish
Stevenson Hall 3016
(707) 664-2351

Science

Chemistry, Physics, Biology
Darwin Hall 121
(707) 664-2189

Mathematics

Stevenson Hall 3019
(707) 664-2917

Music

Ives Hall 206
(707) 664-2324

Physical Education

PE Building 14
(707) 664-2357

Adapted Physical Education

PE Building 14
(707) 664-2357

Social Science

Stevenson Hall 2070
(707) 664-2112

Students may satisfy subject matter requirements by passing the appropriate state approved examinations (CSET).

The Single Subject Credential Program is a two-semester program that begins either in the fall or spring semester. Students are admitted to the program according to the subject they plan to teach (see following section):

Fall Admission

English
Social Studies
Foreign Language
Music
Physical Education
Art
Mathematics
Science

*** Spring Admission**

English
Social Studies

* All other subject areas may apply in Spring, but students must agree to a three-semester program pathway.

The Single Subject Credential Program

The Single Subject Credential Program is a two-semester program. Students admitted for the fall semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in June. Students admitted for the spring semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in January. Students who wish to take longer than two semesters to complete the credential program may extend their program to three or four semesters. More information regarding the extended program may be obtained from the Single Subject Program Advisor at (707) 664-4203.

Single Subject program courses required for each phase are listed below. The co- and prerequisite courses and all Phase I courses must be satisfactorily completed prior to beginning Phase II.

Program Co-Requisite Course		
EDSP 433 Teaching Adolescents with Special Needs		3
Program Prerequisite Courses		
EDUC 417 School and Society		3
EDSS 418 Learning and Development in Adolescents		3
Total co-requisite and prerequisite courses		9
Program Requirements		
Phase I		
EDSS 442 Middle/Secondary Teaching in Multicultural Settings		4
EDSS 443A Observation and Participation in Multicultural Settings		2
EDSS 443B Seminar: Classroom Management and Field Experience		3
EDSS 444 Teaching in the Content Areas		4
EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools		4
Total units Phase I		17

Phase II	
EDSS 458 Student Teaching in Multicultural Settings	12
EDSS 459 Seminar For Secondary Student Teachers	4
Total units Phase II	16
Total units for program (including co-requisites and prerequisites)	42

- TB Test Clearance (must be completed prior to full admission to the University); and
- Documentation of Application or Admission to the University.

Continuation in Basic Teaching Credential Preparation Programs

1. All single subject credential candidates are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for the first semester program phase, including coursework and field experiences BEFORE entering the student teaching phase (second semester) of the program.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and retaken to meet California statutory requirements prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Requirements for Admission to the Single Subject Program

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University;
2. Grade point average of 2.75 in upper division and/or graduate coursework or a 2.67 overall grade point average;
3. Basic Skills Requirement met via appropriate option;
4. Two letters of recommendation; and
5. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession and the elements that are listed in the School of Education Conceptual Framework. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, and candidates' professional goals statements and other written responses.

Note: Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Procedures for Admission to the Single Subject Teaching Credential Program

The Credentials Office provides information regarding admissions requirements and dates for application to all programs in the School of Education. Obtain an application packet and additional information from the School of Education office, Stevenson 1078, or from the website, at www.sonoma.edu/education.

Submit to the Credentials Office, Stevenson 1078, a complete application packet containing the following:

- One set of official or unofficial transcripts from each college/university attended (Check with the Sonoma State University Office of Admissions and Records regarding additional official transcripts required for admission to the University.);
- Two letters of recommendation;
- Basic Skills Requirement met via appropriate option;
- Professional goals statement;
- Responses to writing prompts in the application;
- CSET Examination (verification of enrollment for test or passing test scores) or Subject Matter Waiver (verification of enrollment in waiver program or completed waiver);
- Certificate of Clearance;

Teaching Performance Assessment

A teaching performance assessment (TPA) is required for all those seeking a single subject teaching credential. The Performance Assessment for California Teachers (PACT) is the teacher performance assessment used by the Single Subject Program. This assessment is comprised of a teaching event that is an extended documentation of a segment of student teaching. It is the capstone performance assessment that integrates learning throughout the teacher education program. It consists of 2-3 lessons of teaching that are videotaped and analyzed by the student. It is structured in sections corresponding to developing a context for learners, planning, teaching, assessing, academic language, and reflecting on teaching. A subject matter expert scores the teaching event. The teaching event takes place in Phase II (student teaching) of the program. All students must pass the TPA to receive a teaching credential.

Integrated Degree and Credential Pathway Program

The Integrated Degree and Credential Pathway Program is an opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. Students in this program must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester, and be willing to take courses in at least one summer session. Most majors

will earn a four-year degree and a teaching credential in four years plus one additional semester. This program is currently available for first semester freshman students who are majors in English, mathematics, kinesiology, and music, pending approval, who are seeking a Single Subject Teaching Credential.

Basic Authorization to Teach in California Public Schools

The basic authorization to teach in California public schools requires all of the following before receiving a Single Subject teaching credential:

1. Possession of a bachelor's degree;
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s);
3. Basic Skills Requirement met via appropriate option;
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. (POLS 200 or 202 at SSU will meet this requirement);
5. Completion of a state-approved program of professional teacher education; and
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary Single Subject teaching credential. Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

Single Subject Intern Program

The intern program is a collaboration between the Curriculum Studies and Secondary Education department at Sonoma State University, the Beginning Teacher Support and Assessment Program at the Sonoma County Office of Education, and participating school districts.

The intern program allows public and nonpublic school teachers who do not hold preliminary single subject credentials to complete a credential program with supervision and mentoring while employed as teachers. Further information can be obtained from the School of Education Credentials Office or from the Intern Coordinator, Dr. Karen Grady, (664-3328).

To be eligible to participate in the single subject intern program, each candidate must have:

- Earned a baccalaureate degree from an accredited college or university;
- Basic Skills Requirement met via appropriate option;
- Passed a Subject Matter Knowledge Exam (CSET) or have completed a Subject Matter Waiver Program;
- Completed character and identification clearance (fingerprints);

- Demonstrated knowledge of the U.S. Constitution by providing evidence of having studied the U.S. Constitution or by passing the U.S. Constitution test;
- Completed an application for the intern credential; and
- Verification of employment.

Eligibility for participation in the intern program also requires completion of Phase 1 of the Single Subject Credential Program.

Requirements for Awarding of Teaching Credential:

- Successful completion of the Single Subject Intern Program and
- All interns must pass the TPA to receive a teaching credential.

Master of Arts in Education with Concentration in Curriculum, Teaching, and Learning

The Master of Arts in Education degree program in Curriculum, Teaching, and Learning offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools, government agencies, or corporate settings. The program, a minimum of 30 units, provides for areas of concentration in curriculum, teaching, and learning. Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program.

The Curriculum, Teaching, and Learning concentration provides flexibility in program development for a wide range of professional educators, government officials, and private sector employees. Candidates need not possess a teaching credential.

The required Curriculum, Teaching, and Learning area concentration courses are:

EDCT 585 Curriculum Development: Theory, Practice, and Evaluation	3
EDCT 586 Teaching and Learning: Research and Application in the Classroom	3
Total area concentration units	6

The remaining units (12-16) are taken in an approved Area of Emphasis (AREM). The AREM is designed by the student and a faculty member. Students may select courses from other Education M.A. concentrations or courses in other University schools and departments. An AREM in Educational Technology is available for those interested in applying aspects of technology in educational or private sector settings. A field component may comprise part of the area of emphasis. A written rationale must accompany the AREM proposal. The total number of units in the Curriculum, Teaching, and Learning Master of Arts Program is 32-36 units. All candidates must complete the required master's degree core courses, and all AREM and program courses.

Curriculum Teaching and Learning Recommended Course Advising Pathway

By following the advising pathway below, students are assured that they will complete the required CT&L coursework and take the courses in the sequence required by the program. This pathway assumes that students will take TWO classes per semester. For changes to this pathway, students must see the CT&L advisor. Students may not take an AREM course without an approved AREM.

If You Begin Fall Semester:

Fall

EDUC 570

EDCT 585

Spring

EDCT 586

AREM

Fall

EDUC 571 or AREM

AREM

Spring

AREM

AREM or EDUC 571

*Fall***

(see the M.A. Graduate Student Handbook for a discussion of the thesis, cognate, and individualized examination pathway options for completing your program)

Spring

EDUC 599

If You Begin Spring Semester:

Spring

EDUC 570

AREM

Fall

EDCT 585

AREM

Spring

EDCT 586

EDUC 571 or AREM

Fall

EDUC 571 or AREM

AREM

*Spring***

Fall

EDUC 599

***Candidates MUST have the thesis/project committee identified and advancement to candidacy approved (i.e. portfolio approved by your thesis/project committee) before enrolling in EDUC 598, EDUC 572, or EDUC 573.*

Requirements for the Master of Arts in Education degree program

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. At least one-half of the units in 500-level courses;
 - b. Not more than 9 semester units of transfer and/or extension credit; and
 - c. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of a 1) thesis, curriculum project, or creative project; 2) Cognate Project; or 3) Individualized Examination.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study (i.e., first semester of coursework).

EDUCATION: EDUCATIONAL LEADERSHIP AND SPECIAL EDUCATION (ELSE)

DEPARTMENT OFFICE

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Jennifer Mahdavi

Paul Porter

Department Overview

The Department of Educational Leadership and Special Education exists to provide state-of-the-art professional preparation for educators in the fields of educational administration and special education. The core values of the department center upon a dedication to educational excellence as a pivotal contributor to social progress. Indices of this notion of excellence include a view of schools as a crucible for an effective democracy, societal inclusivity, respect for differences in students, and an unflinching concentration on educational efficacy.

The faculty is comprised of teachers, administrators, scholars, researchers, and program developers who possess wide and varied experience. The faculty, having won wide recognition and numerous educational awards and honors, are dedicated to preparing educators with the knowledge, skills, and ethical commitment to improve society through powerful and effective schools.

The credential and M.A. programs, described below, offer a full complement of courses and fieldwork for students to achieve Level I and Level II (known as PASC I and II in the case of Educational Administration) credentialing, as well as Master of Arts degrees. Both traditional and intern programs exist. Courses are scheduled in the late afternoon, evenings, on Saturdays, and some are partially delivered online, in order to accommodate practicing educators.

Students in the Department of Educational Leadership and Special Education may expect to encounter programs that present cutting-edge information and skills, delivered by an expert, committed faculty, and scheduled for maximum access. Moreover, students can expect to be afforded respect, dignity, and professionally courteous treatment and be asked to provide similar regard to faculty and to one another.

Note: Since some specific program requirements change periodically, both via mandates of the California Commission on Teacher Credentialing and University-based modifications, prospective students are advised to consult the School of Education's Credential Office for updates on program details and policy statements and to visit the education website at www.sonoma.edu/education.

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

Programs Offered

Basic Teaching Credentials

Education Specialist (special education) Intern, Level I and Level II: Mild/Moderate and Moderate/Severe Disabilities

Service Credentials:

Administrative Services - Preliminary, Intern, and Professional

Master's Degree (M.A.) Programs

Educational Leadership

Special Education

Doctorate of Education (Ed.D.)

Educational Leadership (jointly with UC Davis).

For information call 707-664-4051.

The Education Specialist (special education) Credentials, Preliminary Level I and Professional Level II, are offered in the area of Mild/Moderate and Moderate/Severe Disabilities and authorize the holder to provide services in K-12 inclusion programs, resource specialist program classes (RSP), special day classes (SDC), or other related fields, including work with adults with disabilities. At the completion of the Educational Specialist credential programs, candidates

will have met the requirements to teach students who are English learners.

The Administrative Service Credentials, Preliminary Administrative Services (PASC I), and Professional Administrative Services (PASC II) prepare graduates for positions of leadership in K-12 educational institutions. PASC II is offered alternate years on an as-needed basis.

M.A. in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs. Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements or visit the Education website www.sonoma.edu/education.

Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Preliminary Level I Education Specialist Credential Program is offered in the areas of mild/moderate (M/M) disabilities and moderate/severe (M/S) disabilities, authorizing the provision of services to individuals in grades K-12 in inclusion programs, resource specialist program (RSP) settings, special day class (SDC), and working with adults. The credential in M/M disabilities authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impairment, and serious emotional disturbance. The credential in M/S disabilities authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.

A Multiple Subject or Single Subject credential is not required as a prerequisite for admission to a credential program in special education. The Preliminary Level I Education Specialist Credential Program in M/M disabilities and in M/S disabilities includes specified course work in multiple or single subject teacher education for those Education Specialist Credential candidates who do not hold a Multiple Subject or Single Subject credential.

Successful completion of the Preliminary Level I Education Specialist Credential Program in mild/moderate disabilities or in moderate/severe disabilities will allow the candidate to receive a preliminary Certificate of Eligibility, which authorizes the individual to seek initial employment as a special educator. On securing a special education teaching position, the candidate is eligible to receive a Preliminary Level I Credential that is valid for five years. The Preliminary Level I Education Specialist Credential holder must complete a Professional Level II preparation in special education within five years of the date of issuance of the Preliminary Level I Credential.

Prerequisites

EDUC 417 School and Society (3) or
LIBS 312 Schools in American Society (3)

Total prerequisite units 3

Multiple/Single Subject Teacher Education Requirements

(Choose one of the following two options):

Multiple Subjects - Elementary Option

EDMS 411 Teaching Second Language Learners (3)

EDMS 474 Mathematics in the Elementary School (3)

EDMS 463 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component) (3)

—OR—

Single Subject - Secondary Option

EDSS 442 Middle/Secondary Teaching in Multicultural Settings (4)

EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (includes a fieldwork component) (4)

Total general teacher education units 8-9

Special Education Requirements

(Must complete common core plus M/M or M/S credential course work)

Common Core For Education Specialists

EDSP 422 Collaborative Partnerships and Special Education (4)

EDSP 423 Assessment, Curriculum, and Instructional Strategies for Students with Disabilities (4)

EDSP 424 Classroom Ecology: Management, Discipline, and Behavioral Supports (4)

Early Field Experience

EDSP 464A Participant Observation (2)

EDSP 464B Participant Observation Seminar (2)

Credential-Specific Curriculum

Mild/Moderate Disabilities

EDSP 425 Developing Academic Performance of Students with M/M Disabilities (4)

EDSP 465 Student Teaching Practicum M/M (10) and

EDSP 466 Student Teaching Seminar M/M (2) or

EDSP 481 Intern Practicum/Seminar M/M (8-12)

Moderate/Severe Disabilities

EDSP 428 Pro Seminar: Topics in the Education of Students with M/S Disabilities (4)

EDSP 467 Student Teaching Practicum M/S (10) and

EDSP 468 Student Teaching Seminar M/S (2) or

EDSP 481 Intern Practicum/Seminar M/S (8-12)

Total Level I Special Education units 32

Total units for the Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities 43-44

Level I Portfolio

All Level I Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level I program. This portfolio is based on the California Standards for the Teaching Profession and will include professional writing samples and a record of the students' reflections on the impact of their study on their professional practice.

Basic Authorization to Teach in the California Public Schools

The basic authorization to teach in the California public schools requires all of the following:

1. Possession of a bachelor's degree;
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s) via CSET;
3. Basic skills requirement met via appropriate option;
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 at SSU will meet the requirement;
5. Completion of a state-approved program of professional teacher education; and
6. Completion of the Reading Instruction Competence Assessment test (RICA).

Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

Requirements for Admission to Preliminary Level I Education Specialist Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University;
2. Application for the Education Specialist Level 1 program through the School of Education;
3. Professional Goals Statement;
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average;
5. Basic skills requirement met via appropriate option;
6. Two letters of recommendation;
7. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s) via CSET;
8. Submission of negative TB test dated within 12 months of application to the program;
9. Filing of the application for a Certificate of Clearance, which includes fingerprinting;
10. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, candidates' professional goals statement, and spontaneous writing sample; and

11. Evidence of 45 hours of experience working with school-age children.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials Office provides information regarding admissions requirements and dates for application to programs in the School of Education.

1. Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or from the website, www.sonoma.edu/education.
2. Submit to the Credentials Office, Stevenson 1078, a complete application as detailed in information provided by the School of Education.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase, including course work, practica, and student teaching, before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. The passing grade for each course in the program is a "C" or better, including prerequisite courses. Incomplete grades must be removed and statutory requirements must be met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Special Education Credentials

The California Commission on Teacher Credentialing (CTC) adopted a two-level credential structure to respond to the changing needs in the field of special education. Candidates interested in obtaining a Special Education Teaching Credential must complete both the Preliminary Level I and the Professional Level II Education Specialist Credential programs. The School of Education offers both levels of the Education Specialist Credentials in Mild/Moderate Disabilities and in Moderate/Severe Disabilities.

Internship Program in Special Education

The Education Specialist Internship Program in the areas of M/M or M/S Disabilities allows public and nonpublic school special education teachers who do not hold the Preliminary Education Specialist Credential to complete a credential preparation program of study while employed as special education teachers with supervision and mentoring support for the internship assignment. Further information may be obtained from the Credentials Office.

Admission into the Education Specialist Internship Program at Sonoma State University is built upon communication and collaboration between the University, the North Coast Beginning Teacher Program (NCBTP), and the participating school district. The University will work with the districts in an effort to recruit, identify, and admit appropriate candidates for the internship program. To be eligible to participate in an internship program, each candidate must have:

- Completed 120 clock hours of initial teacher preparation (CTC, 3/08);
- Obtained an employment offer as a special educator;
- Earned a baccalaureate degree from an accredited college or university;
- Met basic skills requirement via appropriate option;
- Passed a subject matter knowledge exam or a waiver program of subject matter study;
- Completed character and identification clearance (fingerprints);
- Demonstrated knowledge via course or exam of the U.S. Constitution; and
- Obtained an Intern Credential.

Each internship program applicant must complete an application to the Sonoma State University Education Specialist Internship Program. As part of the process, applicants are required to submit:

- University application and application fee;
- School of Education program application;
- Basic skills requirement met via appropriate option;
- One official transcript from all accredited colleges and universities attended which includes the posted B. A. degree;
- A GPA commensurate with California State University requirements as outlined in Executive Order 547;
- A letter of recommendation from the employing district based, where possible, on teaching evaluations or those used in the employment process for newly hired candidates; and
- Verification of subject matter competence.

Professional Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Professional Level II Education Specialist Credential program is offered in the areas of mild/moderate (M/M) and moderate/severe (M/S) disabilities. Following receipt of the Preliminary Level I Education Specialist Credential, all candidates must complete Professional Level II preparation in special education within five years of issuance of the Preliminary Level I Credential. A major focus of the Professional Level II program is to provide a mechanism for the successful induction of a new professional. The emphasis of the professional development program is to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success.

As soon as possible, but no later than 120 calendar days of service with the Preliminary Level I Education Specialist Credential, the beginning teacher, employer, and member of the SSU School of Education faculty in the program area of special education collaboratively design a Professional Induction Plan. The Level II induction plan addresses each beginning teacher's assessed needs and outlines specific goals and activities for facilitating professional development. The candidate must enroll in an approved program for the Professional Level II Education Specialist Credential before the induction plan is completed.

To be eligible for the Professional Level II Education Specialist Credential, the candidate must complete a period of induction for at least one full year with a field mentor (support provider) identified by the employer; must verify successful completion of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status, while holding a Preliminary Level I Education Specialist Credential; must enroll in and successfully complete the Professional Level II program; and, must be recommended for the Professional Level II Education Specialist Credential by the Institution of Higher Education. Additional requirements may be required for out-of-state or out-of-country credentials as delineated on the Level 1 credential.

Prerequisites

1. Valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities and
2. Teaching position in Special Education in a public school or private school of equivalent status and assignment of a support provider.

Required Professional Level II Courses

EDSP 511 Professional Induction Plan: Supervised Development (1)

EDSP 512 Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities (3)

EDSP 513 Current and Emerging Research and Practice in Special Education (3)

EDSP 514 Advanced Communication, Collaboration, and Consultation in Special Education (3)

EDSP 515 Advanced Legal Issues in Special Education (3)

EDSP 516 Professional Induction Plan: Culminating Assessment (1)

Total Special Education units for Professional Level II

14

California Commission on Teacher Credentialing (CTC) Statutory Requirements for Level II are:

Computer Uses in Education Class

Health Education, Wellness and Drug Abuse Class

Cardiopulmonary Resuscitation (CPR) Training (to include Adult, Child, and Infant)

Candidates' work in district beginning teacher induction programs may be submitted for review of equivalency of these classes.

Non-University Activities

Non-University Based Professional Development Activities approved by the Level II Special Education Program Advisor and the candidate's field mentor may be substituted for 3 units of University course work.

Level II Portfolio

All Level II Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level II program. It includes professional writing samples and a record of the students' professional reflections on the impact of their graduate study on their educational practice and the attainment of their professional goals.

Master of Arts with a Concentration in Special Education

The Master of Arts in Education (M.A.) with a concentration in Special Education provides advanced academic study for persons working with or on behalf of individuals with disabilities. Candidates who possess a valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities may combine their master's degree studies with course work from their Professional Level II Education Specialist Credential program preparation. Candidates from related disciplines may pursue this advanced degree with consent from the Department of Educational Leadership and Special Education.

Candidates must apply and be admitted both to the University and to the M.A. in Education-Special Education Concentration program in order to pursue this degree. The course of study (described below) includes the M.A. core curriculum (9-12 units), Special Education Level II course work (9-12 units), and relevant elective course work (units vary). Candidates will select one of the following pathway options for completing their M.A. course of study:

Thesis/Project option (30 units)

Cognate option (36 units)

Individualized Examination option (33 units)

Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student;
2. Apply to the School of Education; and

3. Submit the following:
 - a. A professional goals statement;
 - b. One set of official transcripts;
 - c. One photocopy of a valid basic teaching credential (except where otherwise noted); and
 - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. At least one-half of the units in 500-level courses,
 - b. 21 semester units shall be completed in residence + no more than 30% of coursework shall be allowed in transfer, including work done through extended education,
 - c. Filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of EDUC 572, 573, or 598 and completion and final approval of a cognate, individualized examination, thesis, curriculum project, or creative project.
3. Completion of M.A. Program portfolio. See description below.

All M.A. requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

School of Education Core Curriculum

The M.A. degree with an emphasis in Special Education is built upon the M.A. core curriculum that includes: EDUC 570 the Reflective Educator (3), EDUC 571 Research Paradigms in Education (3), and one of the following pathways:

- **Thesis or Project Options:** EDUC 598 Developing a Thesis/Project (3) and EDUC 599 Supervised Research for Thesis/Project (3)
- **Cognate Option:** EDUC 572 Supervised Study for Cognate Project (3)
- **Individualized Examination Option:** EDUC 573 Supervised Study for the Individualized Examination (3)

Special Education Concentration

The Special Education course work, taken in addition to the M.A. core curriculum, includes four 3-unit courses that are part of the Professional Level II Education Specialist Credential program in Mild/Moderate and Moderate/Severe Disabilities.

EDSP 512 Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities	3
EDSP 513 Current and Emerging Research and Practice in Special Education	3
EDSP 514 Advanced Communication, Collaboration, and Consultation in Special Education	3
EDSP 515 Advanced Legal Issues in Special Education	3

M.A. candidates will apply either 9 or 12 of the Level II special education coursework units toward their M.A. degree.

Electives

Candidates have the opportunity to seek breadth or depth in a related area of study through completion of elective courses. The number of elective units needed to complete the M.A. degree requirements varies depending upon the culminating option selected. Elective coursework may be drawn from other graduate programs in the School of Education or other departments at Sonoma State University, such as psychology, counseling, kinesiology, or others. These courses are selected with the advice and approval of the M.A. special education advisors.

Course of Study

Professional Level II Candidates

Professional Level II candidates may enter in the fall or spring semester and begin their credential program of study with the course being offered that particular semester. During the first and the final semesters of the program, candidates also take a one-unit seminar related to the initial development and subsequently the final evaluation of the Professional Induction Plan (EDSP 511 and EDSP 516). Qualified applicants to the M.A. program in Education with a concentration in Special Education can be accepted in both fall and spring semesters. Those accepted into the M.A. program would have the option of beginning the M.A. program core course work in the first semester of Level II study. Many students, however, may choose to take EDUC 570 in the second semester, particularly since the first semester of the Level II program requires four units of study.

Non-Level II Candidates

Qualified applicants to the M.A. program in Education with a concentration in Special Education may be accepted in both fall and spring semesters. Candidates from other programs seeking an M.A. in Education with a concentration in Special Education are expected to complete three or four courses in the Level II program (9-12 units), although they are not expected to formally enroll in the Professional Level II program. Priority for enrollment in all Level II programs is given to candidates seeking the Professional Level II certificate. Therefore, consent of the instructor is required before outside candidates enroll in any Level II course.

Advising

All M.A. candidates within the Special Education concentration will be assigned to a Special Education faculty advisor for the purpose of developing an individualized program of study. Electives will be determined in consideration with the advisor, in an effort to provide a broader program of study that responds to varying student interests.

Pathways To Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, most closely with the committee chair, to complete a culminating activity that is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses that students choose in consultation with a faculty advisor and/or committee chair and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

M.A. Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program that demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program;
- Written language proficiency;

- Breadth and depth of knowledge in educational research;
- Breadth and depth of knowledge in the program area of concentration; and
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for M.A. Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations;
- Presentation and approval of program portfolio; and
- Filing of Advancement to Candidacy form with School of Education graduate director.

Educational Leadership Program Administrative Service Credentials

The Administrative Services Credential programs were designed collaboratively with school administrators to prepare graduates for positions of leadership in K-12 educational settings. Both the PASC I and the PASC II credentials authorize the holder to serve as a vice principal, principal, coordinator, program director, superintendent, or in other district or county level positions. The Intern Credential authorizes individuals to serve in administrative positions while completing the approved program of PASC I study. Areas of competence addressed in each program are developmental and expand upon prior learning and experiences included in each level of preparation. Throughout all programs, participants progress from concrete applications of what is being studied to more advanced applications of theory into practice that call for the critique and redefinition of one's knowledge base. Likewise, throughout the programs, multiple learning opportunities are provided adult learners that emphasize the acquisition of personal awareness and personal reflection.

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential (PASC I) program focuses on entry-level skills for effective administration with particular emphasis on the responsibilities of school site administrators. The program is 27 semester units and can be completed by starting in July/August with a summer course and finishing the following June with an additional summer course. The classes are offered on a cohort basis in late afternoons and evenings or in periodic weekend class sessions (Friday evening and Saturday) spread throughout the semester.

In addition to the general admission requirements for advanced credential programs, PASC I candidates must:

1. Verify three years of appropriate full-time experience on school or district letterhead (noting inclusive dates, level, and responsibilities) authorized by a teaching or services credential;

2. Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential;
3. Submit evidence of successful passage of CBEST before or within the first semester of program course work; and
4. Attend a program admissions interview and/or submit a statement of professional goals.

Internship Program In Educational Administration

Candidates to be employed immediately may enter the program as an administrative intern at any point in the calendar year as long as there is a supporting educational agency request. Candidates enrolled as interns complete the same coursework as PASC I candidates; however, the fieldwork is modified to suit the needs of an intern.

PASC I/Intern Program Course Of Study

EDEL 580A Introduction to Educational Leadership and School Mgmt	3
EDEL 580B Advanced Educational Leadership and School Mgmt	3
EDEL 581 Mgmt of Educational Personnel: Policies and Procedures	3
EDEL 582 Educational Policy and Politics	3
EDEL 583 School Law	3
EDEL 588 Educational Curriculum, Instruction, and Program Assessment	3
EDEL 589 Leadership for Diverse Populations and Communities	3
EDEL 587A Beginning Field Experience in Administration	3
EDEL 587B Advanced Field Experience in Administration	3
Total units for PASC I/Intern Programs	27

The program is usually completed in eleven months; however, candidates can extend the time needed for program completion by meeting with an advisor and customizing the program to meet individual needs. Typically candidates who do not have an M.A. go on to complete the M.A. in Education with emphasis in Educational Leadership.

Professional Administrative Services Credential

The Professional Credential Program offers advanced study and fieldwork for practicing administrators in all areas of educational leadership. The program consists of 12 semester units of course work and focuses on candidates examining the six administrative standards adopted by the CCTC. This program is offered alternative years on an as-needed basis. Please contact the ELSE department for current information. The course work is offered in periodic week-end class sessions spread throughout the semester.

In addition to the general admission requirements for advanced credential programs, Professional Administrative Services Credential (PASC II) candidates must:

1. Verify grade point average of at least 3.0 in the last 30 semester units;
2. Secure favorable recommendations from two school administrators indicating applicant's administrative and leadership capability and current administrative activities and accomplishments; and
3. Provide two photocopies of a valid Preliminary Administrative Services Credential.

The Professional Administrative Services Credential Program is restricted to those formally admitted to the program. Employment in an administrative position requiring a Preliminary Administrative Services Credential is required for admission into the program.

PASC II Program Course Of Study

EDEL 590A: Induction Plan	2
EDEL 596A: Introduction to Advanced Educational Problems	2
EDEL 596B: Completion of Advanced Educational Problems	2
EDEL 596C: Introduction to Collaborative Action Research	2
EDEL 596D: Completion of Collaborative Action Research	2
EDEL 590B Assessment of Completion of Induction Plan	2
Total units for PASC II Program	12

Master of Arts with a Concentration in Educational Leadership

The objective of the M.A. degree program with concentration in Educational Leadership is to provide a strong academic foundation for competent administrative practice. The program is 30 semester units inclusive of course requirements for the PASC I program.

The M.A. degree with an emphasis in Educational Leadership is built upon the M.A. core curriculum of the School of Education. Candidates may refer to the previous section on Requirements for the MA Degree in Education for a complete description of the Master of Arts program.

EDUCATION: LITERACY STUDIES AND ELEMENTARY EDUCATION (LSEE)

DEPARTMENT OFFICE

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Hee-Won Kang
Paula Lane
Kathy Morris
MaryAnn Nickel

Programs Offered

The Department of Literacy Studies and Elementary Education offers the following credentials: Multiple Subjects, Multiple Subjects Bilingual (Spanish), Multiple Subject Ukiah Outreach, Early Education Emphasis Certificate (an advanced University-based certificate), M.A. in Education with an emphasis in Reading and Language Education, Reading Certificate (an advanced credential), and Reading and Language Arts Specialist Credential, M.A. in Education with an emphasis in Early Childhood Education.

The goal of the Department of Literacy Studies and Elementary Education is to prepare teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences.

The University and the school districts within our service area view teacher education as a shared responsibility. The University provides a broad base of information about research and theory necessary for teaching, while school districts provide the classrooms for field experiences and student teaching. Collaboration between University-based teacher educators and school district teachers provides a strong foundation for the program's goal of excellence.

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

Multiple Subject Teaching Credential Programs

This credential authorizes the holder to teach in a self-contained classroom preschool through grade 12. It is most frequently used for teaching in elementary classrooms and early childhood settings.

Undergraduates interested in pursuing the Multiple Subject Credential may select from among the approved teaching credential subject matter preparation programs within the following departments:

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

Environmental Studies
Rachel Carson Hall 18, (707) 664-2306

Hutchins School of Liberal Studies
Rachel Carson Hall 44, (707) 664-2419

American Multicultural Studies
Nichols Hall 214, (707) 664-2486

Multiple Subject Program

The Multiple Subject offers a 12-month program that includes two academic semesters with the opportunity to take co-requisite courses in the summer session.

The Multiple Subject Program is based on the belief that learning to teach requires building a professional knowledge base honed by practice in varied classroom settings. Thus, our curriculum integrates course work with field study in order to develop practical theory and to promote collaboration between the University and the public schools. The Multiple Subject Program prepares candidates to provide instruction for English language development and academic language.

The Multiple Subject emphasis prepares candidates to teach in self-contained classrooms with significant populations of students who are learning English as a second language in grades K-12. This program prepares candidates to provide instruction for language development and subject matter content in English. Because self-contained classes are located primarily in elementary schools, professional course work and field experiences focus on elementary classrooms.

The basic authorization to teach in the California public schools requires the following:

1. Possession of a bachelor's degree;
2. Completion of CBEST;
3. Successful completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement;
4. Completion of CSET: Multiple Subjects exam; and
5. Certificate of Clearance.

Completion of the requirements listed above will allow an individual to obtain a preliminary basic teaching credential.

Note: Contact the Credentials Office for the latest information regarding legislative changes in the basic credential programs. Students should consult with the Credentials Office and the program advisor during their first semester on campus if they plan to pursue a credential.

Requirements for Admission to the Multiple Subject Credential Program

The following information applies to individuals applying to become a credential candidate in either Multiple Subject or Multiple Subject with BCLAD emphasis. The procedures for applying to the Intern program can be obtained by contacting the Credentials Office.

Multiple Subject candidates are admitted in fall or spring. All candidates must complete the following before admission to the program:

1. Admission to the University;
2. Proof of application to the University with your program application;
3. Grade point average of 2.75 in upper-division and/or graduate course work or a 2.67 overall grade point average;
4. Completion of CBEST;
5. A minimum of 45 hours of documented, pre-program field experience. (Please see Prerequisite Field Experience Requirement Documentation form for details.);
6. Filing of the application for a Certificate of Clearance, including fingerprinting;
7. TB test clearance;
8. Successful completion of an admissions interview;
9. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made through evaluation of interviews, letters of recommendation, and candidates' professional goals statements; and
10. Submission of scores for the *California Subject Examinations for Teachers* or CSET exam.

NOTE: Passing the CSET Multiple subjects subtest I, II, and III is required to enter the Multiple Subjects credential program.

The CSET should be complete at the time of admission to the program. The requirement is not considered complete until the passing scores of all Multiple Subjects subtests of the CSET exam are received. See the CSET exam information and registration guide, <http://www.cset.nesinc.com/>. Contact the Credentials Office for information about the latest test date that will be acceptable for the semester in which you are applying. Even if you request scores to be sent to the University directly from the testing company, also submit a photocopy of scores directly to the Credentials Office.

PLEASE NOTE: If you have not passed all three subtests of the CSET prior to full admission into the Multiple Subjects Program, you can A) petition to be admitted under our special admissions policy, or B) request to be admitted as a Pre-Credential student to take prerequisites to the program. For more information on these options, please e-mail the Credentials Office at credentials.office@sonoma.edu.

The Credentials Office provides information regarding standards and dates for application to programs in the School of Education. Some candidates may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such candidates have compensating strengths in other required areas.

Additional program-specific admission requirements are listed with each program description.

NOTE: A Pre-Credential Track is available for all applicants who are currently working on CSET completion.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase, including course work, fieldwork, student teaching portfolio, and any statutory requirements before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of C-, D, or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the Department Chair for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

SB2042 Multiple Subject Program Courses

The Department of Literacy Studies and Elementary Education offers a **Multiple Subjects Emphasis Certificate** providing professional preparation for aspiring teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences. Upon completing the program, candidates will have both breadth and depth of knowledge about teaching and learning, and candidates will be capable of making informed decisions in diverse settings. The design of Sonoma State University's Multiple Subjects Professional Teacher Preparation Program is based on models of learning, human development, and interaction supported by current policy, research and practice. The program is developmental and sequential.

Prerequisites And Corequisites

The prerequisites/corequisites are offered in the summer and can be taken before admission into the program or any time after program admission.

EDUC 417 School and Society, or approved alternative	3
EDMS 420 Child Development in Family, School, and Community	3
EDMS 470 Multicultural Pedagogy	3
Total Prerequisite units for all M.S. Programs	9

Phase I

All Phase I courses require admission to the multiple subject program or the special education program. Courses are grade only.

EDMS 411 Second Language Pedagogy	3
EDMS 463 Teaching Reading & Language Arts to Beginning Learners	3
EDMS 474 Teaching Mathematics in the Elementary School	3
EDMS 475 Teaching Science in the Elementary School	3
EDMS 476F Participant Observation	3
EDMS 476S Participant Observation Seminar	2
Total Phase I units	17

Phase II

EDMS 464 Teaching Reading to Older and Struggling Readers	2
EDMS 471 Teaching Social Science in a Multicultural Society	2
EDMS 482F Student Teaching and Seminar	10
EDMS 482S Student Seminar Concurrent with 482F	2
Total Phase II units	16

Total Program 33

SB2042 Multiple Subjects Bilingual Program Courses

English language development and bilingual teachers are now central to staffing California's schools. With the introduction of a combined Bilingual Cross-cultural Language and Academic Development credential, many more teachers will enter the profession with the basic knowledge necessary to meet the needs of California's diverse student population. The program at Sonoma State has a Spanish language emphasis reflecting the demographics of Sonoma State University's service area. The program authorizes the candidate

to provide instruction for English language development, specially designed content instruction delivered in English, primary language development, and content instruction delivered in Spanish.

The Department of Literacy Studies and Elementary Education offers a **Bilingual Spanish Emphasis Certificate** providing professional preparation to teach kindergarten through grade 12 in self-contained Spanish bilingual programs. Candidates must fulfill all the same program admission requirements and demonstrate proficiency in the target language for which they seek authorization (Spanish) by taking a target language assessment test that will assess the candidate's ability in listening, comprehension, speaking, reading comprehension and fluency, and grammar and writing. The criterion for entry into the program prior to admission in all of the areas above is 2.5 or better on the Foreign Service Institute (FSI) scale (or equivalent). The criterion for exit and final authorization is FSI 3.0 prior to full-time student teaching.

SSU SB2042 MS/Bilingual

Prerequisites or Corequisites

1. Foundations of Education: Child Development School and Society

Required Courses(s):

EDUC 417: School and Society or LIBS 312: Schools in American Society (Hutchins waiver program)	3
EDMS 420: Child Development in the Family, School, and Community	3
EDMS 470: Multicultural Pedagogy	3
CALS 451: Chicano/Latino Humanities	4

2. A basic understanding of issues related to bilingual education

Required Courses(s):

Content infused in EDUC 417 or LIBS 312; infused also in EDMS 411, EDMS 471, and EDMS 480B (Phase I); infused also in EDMS 464 and EDMS 482S (Phase II)

Alternative course work will be reviewed for equivalence.

3. Knowledge of the target culture

Recommended Courses(s):

Content also infused in EDMS 480B: Integrated Spanish Bilingual Curriculum in the Elementary Classroom	2
Alternative course work will be reviewed for equivalence.	

4. Language qualifications

Phase I

EDMS 411 Teaching Second Language Learners	3
EDMS 463 Teaching Reading and Language Arts to Younger Students	3
EDMS 474 Mathematics in the Elementary School	3
EDMS 475 Science in the Elementary School	3
EDMS 476F Participant Observation—Bilingual Placement	3
EDMS 480B Integrated Spanish Bilingual Curriculum in the Elementary Classroom	2

Phase II

EDMS 464B Teaching Reading and Language Arts to Older Bilingual Students and Struggling Readers	2
EDMS 471 Teaching Social Studies in a Multicultural Society	2

EDMS 482F Student Teaching—Bilingual Placement	10
EDMS 482S Student Teaching Seminar (BCLAD emphasis)	2
Total	33

Notes

1. Classes are integrated with MS general and bilingual students unless otherwise noted.
2. Bilingual candidates must achieve a 2.5 FSI in Spanish prior to Phase I; 3.0 FSI prior to Student Teaching and award of the credential.

Multiple Subjects Intern Program

Student teaching while employed in a school program is permitted, contingent upon approval of the Multiple Subjects chairperson and the intern coordinator. The intern coordinator is available to assist prospective interns in each of the following application and program steps.

Intern Process

As part of the approval process a student must be:

- Formally admitted to the University;
- Formally admitted to the Multiple Subject Program; and
- In good academic standing.

An application, initiated by the student, must be made to the chairperson and must include:

- Name of the school site person responsible for supervising the student teacher in the classroom;
- Statement of expected competencies, as outlined in the *Handbook*, the criteria for their demonstration, and a time commitment of no less than that of a non-paid student teacher;
- Definition of the role and responsibilities of the University supervisor, the student teacher, and the site supervisor (in lieu of the mentor teacher) as outlined in the *Handbook*; and
- Calendar of formal evaluation to be carried out jointly by the University supervisor, the school-site supervisor, and the student.

Recommendation of the individual who is student teaching in a paid situation is not automatic; all appropriate standards as outlined in the *Handbook* must be met before the credential will be recommended.

Early Childhood Programs

The Department of Literacy Studies and Elementary Education offers a **Master of Arts in Education with Concentration in Early Childhood Education** and an **Early Education Emphasis Certificate**. Candidates may also apply Child Development courses to the

Child Development Permit matrix currently in effect for California state-funded preschool and school-age children certification. Please contact the Early Childhood Education Advisor for more information on the Permit and the Certificate.

Master of Arts in Education with Concentration in Early Childhood Education

The Master of Arts degree in Education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools and other educational settings. The program, a minimum of 30 units, provides for areas of concentration in educational administration; curriculum, teaching, and learning; early childhood education; reading and language; and special education. Students must maintain a 3.00 grade point average in all course work in the approved master's degree program.

The Early Childhood Education Concentration is designed to prepare teachers and educators to work in public school and community-based programs that serve children from infancy through third grade (ages birth to age eight), and to take leadership roles in the field of early childhood education. Required coursework focuses on working with diverse families and young children and with advanced study of cognitive, language, social, emotional, and moral development. Improvement of classroom curriculum and assessment from infancy through the primary grades is another emphasis of the program. Candidates need not possess a teaching credential; they may prepare for leadership and advocacy positions in a variety of settings. However, a basic course in child development and at least one year of experience working with children in educational settings are prerequisites to admission to the program. Details are available from the Early Childhood Education Program Advisor.

Prerequisites for the M.A. Program

1. A bachelor's degree from an accredited institution; and
2. A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student;
2. Apply to the School of Education;
3. Submit the following:
 - a. Completed application form;
 - b. Official or unofficial transcripts (1 set from each institution listed on page 5 of the application form);
 - c. A photocopy of any valid California teaching credentials or permits, if appropriate. No teaching credential is required for the MA degree. A B.A. or B.S. degree is required;
 - d. Proof of at least one year of experience of working or volunteering in an early education setting;

- e. Successful completion of at least one course in Child Development (minimum grade B);
- f. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted);
- g. A professional biography (300 words approximately) which includes:
 - i. A synopsis of experiences in education or related fields;
 - ii. A narrative statement of career goals and of how the degree will contribute to goals; and
- h. Documentation of University Admission or Application.

Requirements for the M.A. in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30- 36 units of upper-division and 500-level courses, as follows:
2. At least one-half of the units in 500-level courses;
3. Not more than 9 semester units of transfer and/or extension credit;
4. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project; and
5. Completion and final approval of EDUC 598 (M.A. Thesis or Project Seminar) and completion and final approval of a (i) thesis, curriculum project, or creative project; (ii) Cognate Project; or (iii) Individualized Examination.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, most closely with the committee chair, to complete a culminating activity which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of

core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum.

Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program. The cognate project (e.g., portfolio, professional article, video, website, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program. The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the

student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

The Program Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting in which the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program;
- Written language proficiency;
- Breadth and depth of knowledge in educational research;
- Breadth and depth of knowledge in the program area of concentration; and
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses;
- Presentation and approval of program portfolio;
- Presentation of culminating activity proposal; and
- Filing of Advancement to Candidacy form with School of Education Director of Graduate Studies.

Program Coursework: 30-36 units

The total number of units of the program varies from 30 to 36 semester units, depending on the Culminating Path selected by the students. The following is a list of the courses ECE M.A. candidates take.

Education Core (6 units in EDUC courses)

EDUC 570 Reflective Educator (3)

EDUC 571 Research Paradigms in Education (3)

Master's Degree Culminating Paths (6-12 units)

Students select one of the following three paths:

1. Thesis (6 units)

a. EDUC 598 Developing a Thesis Project (3)

b. EDUC 599 Supervised Research for the Thesis/Project (3)

2. Individualized exam (9 units)

a. EDUC 573 Supervised Study for the

Individualized Examination (3)

b. Two other courses

3. Cognate (12 units – may include Specialist Credential coursework)

a. EDUC 572 Supervised Study for the Cognate (3)

b. Three other courses

Required Core Courses in Concentration (12 units)

EDEC 531 (3) The Role of Play in Development and Learning (offered Fall of odd numbered years)

EDEC 532 (3) Social-Moral Development in Childhood (offered Fall of even numbered years)

EDEC 537 (3) Authentic Assessment in Preschool and Primary Programs (offered Spring of odd numbered years)

EDEC 538 (3) The Development of Language and Thinking in Infancy through Middle Childhood (offered Spring of even numbered years)

Electives (6 units)

At least two courses in the areas of Special Education, Curriculum Teaching and Learning, Reading and Language, and/or special topics ECE-MA courses as offered will be chosen in consultation with the ECE Advisor and the Graduate Advisors of the above mentioned areas.

Some examples of course options are:

Special Education

EDSP 422 Collaborative Partnerships in Special Education

EDSP 423A Assessment, Curriculum and Instructional Strategies

EDSP 430 Special Education for Teachers

Curriculum Teaching and Learning

EDCT 585 Curriculum Development: Theory, Practice and Evaluation

EDCT 586 Teaching and Learning: Research and Application in the Classroom

Reading and Language

EDRL 507 Research in Language and Literacy

EDRL 521A Language Development in First and Second Languages

EDRL 524 Literature and Literacy

Reading and Language Programs

The Department of Literacy Studies and Elementary Education offers three graduate programs to support in-depth exploration of language development, literacy learning, and teaching. The programs feature hands-on experiences that are immediately applicable in the classroom. Many of our students earn a state license and a master's degree simultaneously. Please explore our site at www.sonoma.edu/lsee/reading/index.html.

The Department of Literacy Studies and Elementary Education is dedicated to excellence in the preparation of teachers and the ongoing professional development of practicing teachers in the areas of bilingual education, and reading and language arts education. Our programs are based on sound educational practice, current research knowledge, sensitivity to the needs of K-12 education, appreciation for diversity, and respect for all learners.

M.A. in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins, the University website, and the School of Education's current program brochures and policy statements.

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

Reading Programs

The Department of Literacy Studies and Elementary Education offers graduate programs in reading and language including the master's degree with an emphasis in Reading and Language; the Reading Certificate; an advanced credential; and the Reading and Language Arts Specialist Credential. Many students earn a state license and a master's degree simultaneously. These programs may be taken individually or candidates may complete the M.S. degree program and the Reading Certificate/Reading and Language Arts Specialist Credential simultaneously.

Master of Arts in Education with Concentration in Reading and Language

The M.A. degree program in Education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in the schools. The program, a minimum of 30 units, provides for areas of concentration in educational administration; curriculum, teaching, and learning; early childhood education; reading and language; and special education.

Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program as well as all coursework taken subsequent to admission in conditionally classified standing.

For more information, refer to the section on graduate degrees.

Prerequisites for the Reading and Language Graduate Programs (M.A.; Reading Certificate; Reading and Language Arts Specialist Credential)

- A bachelor's degree from an accredited institution; and
- A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

Procedures for Applying to the Graduate Program

- Apply to the University as a graduate student;
- Apply to the School of Education;
- Submit the following:
 - A professional goals statement;
 - One set of official transcripts;
 - One photocopy of a valid basic teaching credential (except where otherwise noted); and
 - Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for M.A. Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations;
- Presentation and approval of program portfolio; and
- Filing of Advancement to Candidacy form with School of Education graduate director.

Requirements for the M.A. in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

- Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - At least one-half of the units in 500-level courses; and
 - Not more than 9 semester units of transfer and/or extension credit.
- Filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project; and
- Completion and final approval of EDUC 572, 573 or 598/599 and completion and final approval of a cognate, individualized examination, thesis, curriculum project, or creative project.

All M.A. requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

The M.A. Program Portfolio

Throughout their entire M.A. course of study, graduate students work on a reflective program portfolio. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues, and topics interest me as possible areas for in-depth inquiry?

Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy.

Reading and Language Master's Degree Program

The Reading and Language concentration is designed to prepare teachers for specialized teaching of reading and language arts and for curriculum and instructional leadership in the field of language and literacy. Required course work focuses on the nature of literacy development and the improvement of classroom curriculum and methods that emphasize the relationship of reading to other language and concept learning.

Program Coursework: 30-36 Units

Reading/Language Core Courses (9 Units)

EDRL 507 Research in Language and Literacy	3
EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3

Education Core Courses (9-12 units)

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

Thesis Path (30-unit course of study, including 18 units in the student's program area, 12 units of core courses):

EDUC 598 Developing a Thesis/Project	3
EDUC 599 Supervised Research for Thesis/Project	3

Cognate Path (36-unit course of study, including 18 units in the student's program area, 9 units of core courses, and a 9-unit cognate course of study):

EDUC 572 Supervised Study for the Cognate Project	3
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Individualized Exam Path (33-unit course of study, including 18 units in the student's program area, 9 units of core courses, and 6 units of elective courses):

EDUC 573 Supervised Study for the Individualized Examination	3
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Supporting Course Work (9 Units)

The M.A. in reading/language education allows you to take 9 elective units (three courses, typically) in the reading/language project or in other approved areas, such as bilingual education, curriculum, ESL, and early childhood education.

If you have attended the California Reading and Literature Project Summer Institute, or if you would be interested in doing so after enrolling in the program, 3 credit units can be applied to the M.A. in Reading/Language.

Students who wish to pursue a Reading Certificate and Reading/Language Arts Specialist Credential and an M.A. degree in Reading and Language Education may complete the programs concurrently.

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, most closely with the committee chair, to complete a culminating activity which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elec-

tive courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

Reading Certificate Program

The Reading Certificate prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. Reading Certificate teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instruction and intervention. They also play a consultative role in materials and program selection at the district and may take leadership responsibility within the more limited realm of the school site. The Certificate is the first part of a continuum of services to students and teachers in the area of reading and language arts. Teachers completing the Reading Certificate Program are encouraged to continue to earn the Reading and Language Arts Specialist Credential (currently under review by the California Commission on Teacher Credentialing).

Program Prerequisite

A basic teaching credential is required for admission.

Reading Certificate Prerequisite

Three years of teaching experience is required for awarding of the Reading Certificate.

Block One: Developing a Personal Model of Literacy

Spring

Integrated investigation of Literacy Research/Theories/Beliefs/Practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English language learners. The breadth and depth of the themes ensure that candidates examine and understand the nature of fluent reading and comprehension, assessment approaches, planning and delivery of reading intervention and instruction, and best practices in assisting classroom teachers of English-only and English language learners. Focused field experiences and assessment that lead to purposeful reading instruction permeate this block.

EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts On-Campus Reading and Writing Clinic	3

Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Certificate candidates assess and teach these students, deepening knowledge of reading and language arts assessment, intervention, and instructional strategies, in collaboration with, and under the supervision of, clinical faculty, University faculty, and Reading and Language Arts Specialist candidates.

EDRL 527A Clinical Field Experience in Reading and Language Arts	3
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Block Two: Developing a Professional Model of Literacy

Fall

Investigation of research/theories/beliefs/practices in teaching reading and writing, designed to produce a professional knowledge base for each of these themes. Candidates develop a comprehensive set of strategies for promoting fluent reading and comprehension, planning and delivery of literature-based reading curriculum, and assessment-based intervention and instruction. Candidates are prepared for literacy and language arts leadership roles at the school level.

EDRL 521B Reading and Language Arts in First and Second Languages	3
EDRL 524 Literature and Literacy	3

Reading and Language Arts Specialist Credential

All teacher preparation institutions in California were provided with new program standards for the Reading and Language Arts Specialist Credential by the California Commission on Teacher Credentialing. The newly designed SSU Specialist program is currently under review by the Commission. Contact Paul Crowley, Reading and Language Program Advisor, for information regarding the status of the program's approval.

The Reading and Language Arts Specialist Credential prepares candidates to work with students in various settings and to perform multiple roles, including assisting and supporting classroom teachers in the appropriate assessment and instruction of reading and writing for all students across all grade levels. The specialist may also:

- Provide direct services to students to help them attain independence in reading and writing, including comprehension and critical thinking skills;
- Do demonstration teaching and curriculum planning for groups and individuals;
- Organize and manage language arts programs at the district or school level;
- Assess teaching strategies to assist teachers in creating a literacy learning environment;
- Provide leadership in materials, textbook, and program selection at the district or school level; and
- Plan and conduct in-service professional development activities for teachers, administrators, school board members, parents, and members of the community at the district or school level.

Credential prerequisite requirements: All reading certificate courses including certificate prerequisites

Block Three: Developing Research-Based Literacy Theory

Spring

Continued investigation of research/theories/beliefs/practices aimed at developing thorough understanding and a reflective stance for each theme. Candidates examine and critique research-based curricular practices and assessment approaches in professional literature and field settings. Topics include: fluent reading; comprehension, planning, and delivery of literacy curriculum; intervention strategies; best practices in assisting classroom teachers; and assessment that leads to purposeful reading and writing instruction.

EDRL 523 Curriculum Development in Language and Literacy (3)

EDRL 529 Evaluation in Reading and Language Arts Programs (3)

On-Campus Reading and Writing Clinic

Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Specialist Credential candidates supervise Certificate candidates in assessment and intervention strategies with the students with diverse reading abilities and backgrounds. Candidates also demonstrate effective teaching of struggling readers, conduct clinical conferences, review clinical reports, and monitor overall clinical experiences.

EDRL 527B Advanced Clinical Field Experience in Reading and Language Arts 3

Block Four: Developing Professional Literacy Models

Fall

Advanced and intensive investigation of research/theory/beliefs/practice. All coursework and field experiences are aimed at articulating a professional knowledge base for each theme. Candidates critique research into reading and writing for diverse student populations, conduct their own literacy studies, and hone their leadership skills for assisting classroom teachers and other educational professionals with literacy education through focused field experiences.

EDRL 507 Research in Language and Literacy 3

EDRL 525 Leadership and Policy in Literacy Programs 3

ENGINEERING SCIENCE

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Programs Offered

Bachelor of Science in Engineering Science
(Specialization in Electronics and Communications)

Master of Science in Computer and Engineering Science
(Specialization in Communications and Photonics or
Computer Hardware and Software Systems)

As defined in *Webster's Unabridged Dictionary*, "Engineering is the science by which the properties of matter and the sources of energy in nature are made useful to [humankind]." The study of engineering science, with focus in electronics and communications, deals with the processing of information and energy in electrical and magnetic forms involving conceptualization and formulation of the ideas, design to manufacturing to applications of many diverse electrical, electronic, and magnetic devices and systems.

The focus of the BSES curriculum is electronics and communication. The program has been designed to prepare students for an exciting career in designing and manufacturing of electronic systems, communications systems and networks, microprocessors and computers, microwave and lightwave communications, and integrated circuits. The graduates of the proposed program will be

well grounded in the rigorous scientific and theoretical foundations of the discipline. This will prepare them not only to have a successful career in industry in the region and beyond, but also to enter and be successful in any advanced level graduate program of their choosing. The technical and liberal arts components of the curriculum provide the students with the opportunity for gaining self-development, technical competence, and awareness of economic and ethical responsibilities.

The MS-CES curriculum is designed to further the working skills and practical knowledge of engineers, computer scientists, and similar professionals. The firm base in mathematics, computer science, and physics is augmented with a selection of engineering course options, which prepares the students for tackling real-world problems. These options include such areas as advanced analog and digital electronics, embedded systems, communications, networking, and photonics.

Careers in Engineering Science

The BSES program has been designed to prepare students for an exciting career in industries or pursue graduate degrees. The graduates will find opportunities in the industries in the areas such as:

- Designing and manufacturing of electronic systems;
- Communications systems;
- Networking;
- Computer engineering;
- Telecommunications;
- Optical fiber communications;
- Integrated circuits;
- Research and development in the above areas; and/or
- Sales, marketing, and management in the areas above.

Some examples of the corresponding job titles are electronics engineer, computer engineer, hardware designer, systems engineer, communications engineer, communications analyst, telecommunications engineer, network engineer, network analyst, sales engineer, applications engineer, and field engineer.

Graduate degrees can be pursued in any one of the many fields such as electronics, communications, networking, computer engineering, and computer science.

Bachelor of Science in Engineering Science (Emphasis in Electronics and Communications)

Consistent with the mission of the University, the mission of the Bachelor of Science in Engineering Science program is "to prepare students to be learned men and women who are capable of pursuing fulfilling careers in a changing world," and "to fulfill the undergraduate technical education needs of the community, busi-

ness, and industry of the North Bay region.” A broader mission is to enable graduating engineers to acquire knowledge and experiences to prepare them to pursue lifelong learning, advanced study, and leadership roles in business and community.

The B.S. in engineering science at Sonoma State University is a focused and innovative program in which the curriculum has been designed to provide students with a basic education in engineering science based on a strong foundation of liberal arts.

The curriculum includes (1) 51 units of General Education courses; (2) a 35-unit core in mathematics, computer science, and basic sciences (9 units overlap with GE units); (3) a 49-unit core in engineering sciences which includes electrical, computer, electronics, and communications engineering subjects such as circuits, analog/digital electronics, electromagnetic fields, microprocessors, analog and digital communications, and networking; and (4) 6 units of engineering science electives which provides senior-level choices for more depth in students’ areas of interest. Theoretical and practical learning experiences are an important part of all course work. The senior year also gives students the opportunity to consolidate their educational experience with a capstone design project. The curriculum develops students’ abilities to formulate problems, analyze alternatives, make decisions, and solve problems. Internship and co-op experiences will be encouraged to provide the students a real-world experience and to enhance students’ communication and interpersonal skills.

Program Educational Objectives

- Educate and prepare students to be successful in the profession of electrical engineering, particularly in the fields of electronics and communications;
- Educate students to successfully pursue graduate degrees; and
- Provide a strong foundation to the students for lifelong learning and to be responsible citizens.

Program Outcomes

The students will attain:

- a. An ability to apply knowledge of mathematics, science, and engineering;
- b. An ability to design and conduct experiments, as well as to analyze and interpret data;
- c. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- d. An ability to function on multidisciplinary teams;
- e. An ability to identify, formulate, and solve engineering problems;
- f. An understanding of professional and ethical responsibility;
- g. An ability to communicate effectively;

- h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; and
- i. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practices.

Degree Requirements	Units
*GE courses	51
Major requirement	49
Support courses (Basic Sciences, Computer Science, and Mathematics*)	35
Technical Electives	6
Total units needed for graduation	132

**A list of recommended GE courses is posted at the department’s website and is available in the department office.*

**9 units overlap with GE units.*

Engineering Science

ES 110: Introduction to Engineering & Lab Experience	2
ES 210: Digital Circuits & Logic Design	4
ES 220: Electric Circuits	3
ES 221: Electric Circuits Laboratory	1
ES 230: Electronics I	3
ES 231: Electronics I Lab	1
ES 310: Microprocessors & System Design	4
ES 314: Adv. Program., Modeling and Simulation	4
ES 330: Electronics II	3
ES 400: Linear Systems Theory	3
ES 440: Analog & Digital Communications I	3
ES 441: Analog & Digital Communications II	3
ES 443: Introduction to Optical Fiber Communication	3
ES 465: Introduction to Networking	3
ES 430: Electromagnetic Theory & Applications	3
Approved Technical Elective I	3
Approved Technical Elective II	3
ES 492: Senior Design Project Planning	2
ES 493: Senior Design Project	3
ES 497: Engineering Science Colloquium	1
Subtotal	55

Current List of Technical Electives

ES 480: Artificial Intelligence (3)
ES 432: Physical Electronics (3)
ES 445: Photonics (3)

Computer Science

CS 115: Programming I	4
Subtotal	4

Physics

PHYS 114: Introduction to Physics I	4
PHYS 116: Introductory Lab Experience	1
PHYS 214: Introduction to Physics II	4
Subtotal	9

Mathematics

MATH 142E: Discrete Mathematics for Engineering	2
MATH 161: Calculus I	4
MATH 211: Calculus II	4
MATH 241: Calculus III	4
MATH 261: Calculus IV	4
MATH 345: Probability Theory	4

Subtotal 22

General Education

(Excluding Math, Physics, and CS Courses)

ENGL 101: Expository Writing & Analytical Reading	3
Remaining GE courses	39

Subtotal 42

GPA Requirements

Please refer to SSU catalog and department office for various general academic regulations and specific requirements, respectively; for undergraduate students such as grade point average requirement, course repeat policy, continuation in the program, etc.

Minor in Mathematics

The course ES 400: Linear Systems Theory is crosslisted with Math 430. As such, the BSES curriculum includes 25 units of mathematics including 6 units in upper division (Math 345 and Math 430) required to minor in mathematics. Therefore a student satisfying BSES degree requirement is automatically completing a minor in Mathematics.

Sample Four-year Program for Bachelor of Science in Engineering Science

SEMESTER 1:: 15 Units

ES 110: Introduction to Engineering & Lab Experience	2
CS 115: Programming I	4
MATH 142E: Discrete Mathematics for Engineering	2
MATH 161: Calculus I	4
ENGL 101: Expository Writing & Analytical Reading	3

SEMESTER 2:: 15 Units

PHYS 114: Introduction to Physics I	4
PHYS 116: Introductory Lab Experience	1
MATH 211: Calculus II	4
GE	6

SEMESTER 3:: 18 Units

PHYS 214: Introduction to Physics II	4
MATH 241: Calculus III	4
ES 220: Electric Circuits	3
ES 221: Electric Circuits Lab	1
GE	6

SEMESTER 4:: 18 Units

ES 210: Digital Circuits & Logic Design (w/lab)	4
ES 230: Electronic I	3
ES 231: Electronics I Laboratory	1
MATH 261: Calculus IV	4
GE	6

SEMESTER 5:: 17 Units

ES 314: Adv. Program., Modeling and Simulation	4
ES 330: Electronics II (w/lab)	3
MATH 345: Probability Theory	4
ES 400: Linear Systems Theory	3
GE	3

SEMESTER 6:: 16 Units

ES 310: Microprocessors and System design	4
ES 440: Analog and Digital Communications I	3
ES 430: Electromagnetic Theory & Applications	3
GE	6

SEMESTER 7:: 18 Units

ES 441: Analog and Digital Communications II	3
ES 443: Introduction to Optical Fiber Communications	3
ES 465: Introduction to Networking (w/lab)	3
ES 492: Senior Design Project Planning	2
ES 497: Engg. Science Colloquium	1
GE	6

SEMESTER 8:: 15 Units

ES 493: Senior Design Project	3
Approved Technical Elective I	3
Approved Technical Elective II	3
GE	6

TOTAL UNITS:: 132

Master of Science in Computer and Engineering Science

(Specialization in communications and photonics or computer hardware and software systems)

The Master of Science degree in Computer and Engineering Science (MS-CES) at Sonoma State University is a multidisciplinary degree built on a strong foundation of physics, mathematics, computer science, and/or electrical sciences. The MS-CES faculty is composed of professors from Sonoma State University whose interests traverse the fields of science and engineering, as well as professionals from the local community who have cutting-edge expertise in the various engineering disciplines of interest and are qualified to be adjunct faculty at SSU.

A link with local industry in the form of an Engineering Science Advisory Board (ESAB) is an integral part of the program. Such an advisory board is critical to ensure that the program meets local community needs. The ESAB provides the program with valuable input

regarding the new scientific and technological developments and educational needs of the industry. It also facilitates internship opportunities for students, joint student research/project development and supervision, faculty-scientists/engineers joint project opportunities, and equipment and financial support from the industries. Through this link of academic learning and practical application, students obtain a solid education indispensable for working in a professional environment. The MS-CES is a self-supported program that is underwritten by local industry as well as by student tuition revenue. Therefore, as of this writing, tuition fee for this program is \$500 per unit for all students, resident and non-resident. The MS-CES is a 30-33 unit program, not including any prerequisite work.

Program Educational Objectives

- Educate and prepare students to be independent investigators;
- Educate students to be leaders in their professions; and
- Educate students to be socially responsible engineers, committed to community service.

Program Outcomes

The students of this program will acquire:

- Knowledge of the theory of high performance computing, communications, and/or networking;
- Critical thinking ability and analytical and simulation tools to do system performance evaluation;
- Ability to model and analyze scientific and engineering problems;
- Ability to apply theory to design and to implement efficient computing and/or communications systems;
- Ability to integrate knowledge from multiple interrelated disciplines to formulate, to design, and/or to implement interdisciplinary projects;
- Ability to investigate and to formulate research problems and/or design projects independently; and
- Ability for effective written and oral communication skills.

Internship Opportunities and Financial Aid

The industries in the region provide opportunities to students to work as interns onsite and to enrich their academic experience at SSU with valuable hands-on practical experience. Students are also eligible to apply for financial aid in the form of low interest loans through the SSU Financial Aid Office and for part-time employment on campus as student assistants.

Admission to the Program

For admission, the applicant must have:

1. A baccalaureate degree in a scientific or technical discipline from a U.S. institution accredited by an appropriate accreditation body, or an equivalent baccalaureate degree from a foreign institution of high reputation;
2. Attained grade point average of at least 3.0 (A=4.00) in the last 60 semester (90 quarter) units attempted;

3. Applicants whose native language is not English and who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction must present a minimum score of 212 on the computerized Test of English as a Foreign Language (550 on the paper form or 79-80 on internet version);
4. Demonstrated competency in writing by one of the Written English Proficiency Test criteria for MS-CES students given below. Generally, this requirement must be met before entering the program. One of the criteria is demonstrating competency in writing through an essay. Therefore, if the applicant plans to use this criteria, the essay should be submitted with the application for admission; and
5. Completed the following SSU courses or equivalent at the undergraduate level with a GPA of 3.0 or higher:
 - 3 semesters of Calculus (MATH 161, 211, 241);
 - 2 semesters of Calculus-based Physics with laboratory (PHYS 114, 116 and 214);
 - 1 semester of Probability Theory (MATH 345);
 - 1 semester of Analog and Digital Electronics (ES 230 and 231);
 - 1 semesters of Programming in an approved high-level Procedural Language (CS 115);
 - 1 semester of advanced programming, modeling, and simulation (ES 314); and
 - 2 semesters of Digital Systems and microprocessors and System Design (ES 210 and 310, or CS 252 and 351).

Note: Occasionally, the department offers compressed prerequisite courses to enable students to satisfy the prerequisite requirements in an expeditious manner.

Conditional Admission

The applicants whose GPA is less than 3.0 but greater than 2.5, or who lack not more than 18 units of prerequisite work (generally, 6 courses), may be accepted conditionally and must complete a program of study specified by the graduate coordinator at the time of admission before being given full admission.

Written English Proficiency Test Requirement

All students are required to demonstrate competency in written English. A student can satisfy the Written English Proficiency Test (WEPT) requirement by meeting any one of the following five criteria:

1. A student who has obtained his/her bachelor's degree from a CSU institution will be deemed to have satisfied WEPT requirement.
2. A student who has obtained a bachelor's degree and a master's degree from an accredited institution(s) with English as the medium of instruction for both the degree programs will be deemed to have satisfied WEPT requirement.

3. A student who scores at least 3.5 in the analytical writing portion of the GRE test will be deemed to have satisfied the WEPT requirement.
4. A student who takes and passes the campus WEPT test.
5. A student who writes and submits an article of at least 500 words in length to demonstrate his/her writing proficiency in English. It will be evaluated by the MS-CES curriculum committee for (i) competent analysis of complex ideas, (ii) development and support of main points with relevant reasons and/or examples, (iii) organization of ideas, (iv) ease in conveying meaning with reasonable clarity, and (v) demonstration of satisfactory control of sentence structure and language (including spelling, punctuation, and proper use of grammar). If accepted by the curriculum committee, the student will be deemed to have satisfied the WEPT requirement.

Program of Study

The program offers two tracks or areas of specialization:

- Track 1: Communications & Photonics - This area of specialization provides students with the expertise in the areas of (i) analog and digital electronics, (ii) semiconductor and photonics components and devices, (iii) communications techniques (wireless, wireline, and optical fiber media), (iv) local and wide area networking, and (v) broadband access technology.
- Track 2: Computer Hardware & Software Systems - This area of specialization is intended to deepen students' ability to analyze and design computer systems. This specialization includes topics such as embedded systems, digital data compression, software engineering, and computer networks.

A student chooses one of the two tracks at the time of admission but can change it in the midstream. However, that may mean taking additional courses to meet the requirements of the new track. A student's program of study consists of the following four components: a common core, a track core, culminating experience, and technical electives. Details of these components are as follows.

Common Core

All students in the program must take three core courses (9 units). These courses are designed to give students the fundamentals necessary to master advanced-level academic work. These core courses are:

- CES 400: Linear Systems Theory
- CES 440: Data Communications
- CES 432: Physics of Semiconductor devices or CES 530: Analog and Digital Microelectronics

If any of the above core courses were part of a student's undergraduate program, the student must take a 500-level course in its place approved by the student's faculty advisor. Furthermore, only two 400-level courses can be used to satisfy degree requirements. A petition must be filed with the department for any exceptions.

Track Core

A student must take 12 units of courses from the list of courses for the chosen track. The lists of the courses for each track, which will be revised periodically, are given below.

Communications and Photonics Track Courses

- CES 430: Photonics
- CES 500: Queuing and Transform Theory
- CES 532: Advanced Semiconductor and Photonics Devices
- CES 540: Digital Data Transmission
- CES 542: Digital Signal Processing
- CES 543: Optical Fiber Communications
- CES 544: Wireless Communications
- CES 546: Data Compression
- CES 547: Digital Switching: Techniques and Architectures
- CES 550: Integrated Digital Networks
- CES 552: Network Architecture and Protocols
- CES 554: Broadband Access Technology
- CES 558: Multicasting on the Internet
- CES 590: Selected Topics in Communications and Photonics

Computer Hardware and Software Systems

- CES 500: Queuing and Transform Theory
- CES 510: Intelligent Systems Design
- CES 512: Theory of Software Systems
- CES 514: Data Mining
- CES 516: High Performance Computing
- CES 520: Embedded Systems
- CES 522: VLSI Design
- CES 524: Advanced Computer Architecture
- CES 530: Analog and Digital Microelectronics
- CES 546: Data Compression
- CES 592: Selected Topics in Hardware and Software Systems

The courses are selected with the approval of the student's faculty advisor to ensure that they form a cohesive plan of study in the desired subject area.

Culminating Experience through Thesis/Design Project/Lab and Technical Report Experience

All students are required to complete a culminating experience which may take one of the following three forms:

- Research and Thesis (Plan A)
- Design Project (Plan B)
- Lab and Technical Report Experience (Plan C)

A supervisory committee is appointed for the students who choose Plan A or Plan B. A supervisory committee consists of three faculty members. One of the three members can be an adjunct faculty. A student interested in choosing Plan A or Plan B chooses a faculty member to be his/her thesis/project supervisor. Subsequently, the faculty supervisor becomes chairman of the student's supervisory committee. In consultation with the faculty supervisor, two other members of the committee are selected. For a student choosing Plan C, an advisor is appointed by the Program Director to guide the student through this plan.

Under Plan A, a student chooses to do thesis research and write a thesis under the guidance of the faculty supervisor and members of the supervisory committee.

Under Plan B, a student chooses to prepare a design project focused on the design of devices, instruments, or systems. As in the case of Plan A, the project is mentored by the student's faculty supervisor and members of the supervisory committee.

Upon approval by the student's supervisory committee, the thesis research or design project may be carried out at the student's company's site (if the student is working) under the supervision of an approved senior scientist/engineer of the company. However, a SSU faculty supervisor must oversee the research/project and regularly examine the student's progress. While not a requirement for graduation, it is expected that the results of the research/project will be presented in an appropriate technical conference and/or published in a relevant professional journal.

Plan C, Lab and Technical Report Experience (LTR Experience), provides students with the opportunity for taking more courses to develop a deeper knowledge in their areas of interest instead of carrying out research or design projects, gives extensive exposure of the state-of-the art equipment in various laboratories, and develops technical report writing skills.

Internship Requirement

As a part of culminating experience, each MSCES student is required to do an internship in an industry, university, laboratory, utility company, government organization, etc. The objective of the internship must be to gain hands-on training in dealing with and solving real world engineering problems within the scope of the student's plan of study. The internship must be completed within one year. The number of hours worked as an intern should be at least 100, preferably much more. Supervisory Committee's and Graduate Coordinator's approval must be obtained before starting the internship. After completion of the internship, a report of the work done and achievements certified by the intern-supervisor must be submitted to the supervisory committee and department for its acceptance.

Students with industrial experience can petition for a waiver of the internship requirement. However, the petition may be considered by the student's supervisory committee and the Graduate Coordinator of the MSCES program only if the student can support the petition with proper supporting evidence that he/she fulfills this requirement based on his/her past industrial experience.

Degree Requirements

A student must complete 30 to 33 units to graduate depending upon the culminating experience plan chosen as given below:

Plan A	(Thesis, 30 units)
Common Core	9 units
Track Core	12 units
Electives	3 units
Thesis	6 units
Plan B	(Project, 30 units)
Common Core	9 units
Track Core	12 units
Electives	6 units
Design Project	3 units
Plan C	(LTR Experience, 33 units)
Common Core	9 units
Track Core	12 units
Electives	9 units
CES 593	3 units

The purpose of technical elective courses is to provide a student with greater depth and/or breadth in his/her area(s) of interest. A technical elective course can be from any of the two lists of the track courses and must be at 500-level.

GPA Requirements

Please refer to SSU catalog and department office for various general academic regulations and specific requirements; respectively, for graduate students such as grade point average requirement, course repeat policy, continuation in the program, etc.

Laboratories

The program has the following eight state-of-the art laboratories in various areas of interest located in the Cerent Engineering Sciences Complex in Salazar Hall.

- AFC Access Technologies Laboratory.
- Agilent Technologies Communications Laboratory.
- Rolf Illsley Photonics Laboratory.
- William Keck Microanalysis Laboratory.
- Networking Laboratory.
- Human-Computer Interaction and Systems Laboratory.
- Software Engineering Laboratory.
- Electronics Laboratory.

These labs provide excellent facilities to our students and faculty for hands-on experience, research, project development, implementation, and testing. Many of these labs are sponsored by the high-tech industries in the North Bay region of the San Francisco area.

ENGLISH

DEPARTMENT OFFICE

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Mira-Lisa Katz
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Noelle Oxenhandler
Thaine Stearns
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Chingling Wo

* Faculty Early Retirement Program

Programs Offered

Bachelor Of Arts In English
Literature concentration
Creative Writing concentration
Secondary Teaching Credential Preparation

Master Of Arts In English

Minor In English

Minor In Linguistics

English remains one of the most various, comprehensive, and liberalizing of the liberal arts. It familiarizes us with the written documents that define the past and give meaning and purpose to the present; it investigates the sources and structure of language; it enriches our awareness of language in written and oral forms; it stirs the creative and recreative impulses; and it provides us with

multiple ways to envision our world and ourselves through the study of fiction, poetry, drama, and the essay.

The English Department is one of the University's largest departments. In addition to its majors, the department serves many other students who take English courses to improve their writing, to develop a minor or double major field, or to pursue interests in some aspect of literature, language, or creative writing. English is the field most frequently chosen by students combining fields of study in an interdisciplinary major—for example, literature and sociology; literature and history; literature and art; and linguistics and psychology.

Students who wish to major in English may choose one of three plans, each of which provides a coherent program with a particular emphasis. After a core of required courses, students will follow programs leading to a major in English and American literature, creative writing, or secondary teaching, which prepares students to enter postbaccalaureate teacher credentialing programs.

Students who have majored in English work in business, public relations and advertising, broadcasting, journalism, law and government service, as well as in elementary, secondary, and college teaching. All of these fields require an understanding of human motivation and of the conflicts and dilemmas that people face. Our graduates enter those fields able to express themselves clearly, logically, and with passion. They understand the relationship between language and authority.

The English Department also serves students in the applied arts minor, which may be of special interest to those seeking the Multiple Subject (elementary level) Teaching Credential and the University's pre-law and pre-health professions programs.

The English Department publishes the following professional and student publications: *Zaum*; and *Volt, A Magazine of the Arts*. Students wishing to participate in the production of these publications should contact the English Department office.

To be admitted to the English major, students must receive a grade of at least B- in ENGL 101 and 214 or their equivalents. A student with a grade lower than B- in either ENGL 101 or 214 may petition for a review by the department. The review will be based on the contents of an appeal folder, containing three essays from the class being reviewed, and a one-to-two-paragraph explanation of the basis of appeal.

Bachelor of Arts in English

Degree Requirements	Units
General education	51
Major requirements, Core (20 units) and Concentration (20 units)	40
General electives	29
Total units needed for graduation	120

Major Core Requirements for All English Majors

(Except secondary teaching concentration students; please see Secondary Teaching Preparation, below.)

An Introductory Course

Complete the following course:

ENGL 301 Literary Analysis: Seminar

A Survey Course

Complete one of the following courses:

ENGL 237 Survey: Early American Literature (4)

ENGL 238 Survey: Later American Literature (4)

ENGL 239 Survey: Early British Literature (4)

ENGL 240 Survey: Later British Literature (4)

A Shakespeare Course

Complete one of the following courses:

ENGL 339 Introduction to Shakespeare (4)

ENGL 439 Studies in Shakespeare (4)

A Theory Course

Complete one of the following courses:

ENGL 401 Introduction to Modern Critical Theory (4)

ENGL 487 Studies in Rhetoric (4)

A Senior Level Literature Course

Complete one of the following courses:

ENGL 436 Studies in Postcolonial Literature (4)

ENGL 439 Studies in Shakespeare (4)

ENGL 447 Studies in Comparative Literature (4)

ENGL 448 Periods in British Literature (4)

ENGL 450 Periods in American Literature (4)

ENGL 451 Feminist Perspectives in Literature (4)

ENGL 470 Studies in Poetry (4)

ENGL 472 Studies in the Novel (4)

ENGL 474 Studies in Drama (4)

ENGL 480 Studies in California Literature (4)

ENGL 481 Studies in British Literature (4)

ENGL 482 Studies in American Literature (4)

ENGL 483 Individual Authors: American (4)

ENGL 484 Individual Authors: British (4)

ENGL 485 California Authors (4)

Total units in the major core 20

Note: English majors must choose one of three concentrations: literature, creative writing, or secondary teaching.

Literature Concentration

Three General Literature Courses: 12

Two of these courses (8 units) must be at the 400 level, and must be in literatures before 1914.

Electives: 8

Total units in the Literature Concentration 20

Creative Writing Concentration

Four Or More Courses In Creative Writing: 16

At least three of these courses (12 units) must be at the 300/400 levels, and course selections must include two different writing genres (poetry, fiction, scriptwriting, or creative nonfiction).

4 ENGL 207 Introduction to Creative Writing (3)

ENGL 307 Introduction to Fiction Writing (4)

ENGL 318 Introduction to Poetry Writing (4)

ENGL 352 Personal Essay (4)

ENGL 407 Advanced Fiction Writing (4)

ENGL 409 Master Class in Fiction Writing (4)

4 ENGL 418 Advanced Poetry Writing (4)

ENGL 430 Creative Writing: Selected Genres (1-4)

ENGL 435 Directed Writing (4-8)

ENGL 475 Master Class in Nonfiction (4)

Electives: 4

Total units in the Creative Writing Concentration 20

English Education Concentration (Secondary Teaching Preparation)*

Pre-Requisites: 6 Units

Complete the Following Course: 3 Units

ENGL 201 Written and Oral Discourse (3)

Complete one of the following courses: 3 Units

THAR 300 Theatre in Action (3)

COMS 202 Methods of Media Criticism (3)

Core Requirements: 37 Units

Complete the Following Courses: 25 Units

ENGL 301 Literary Analysis: Seminar (4)

ENGL 315 California Ethnic Literature (3)

ENGL 341 Explorations in Language or History of the English Language (4)

ENGL 379 Pedagogical Grammar (4)

ENGL 491 Teaching Composition (4)

ENGL 492 Responding to Literature (4)

ENGL 495 Portfolio Preparation (2)

Complete one of the following courses: 4 units

ENGL 238 Survey: Later American Literature (4)

ENGL 237 Survey: Early American Literature (4)

Complete one of the following courses: 4 units

ENGL 239 Survey: Early English Literature (4)

ENGL 240 Survey: Later English Literature (4)

Complete one of the following courses: 4 units

ENGL 339 Introduction to Shakespeare (4)

ENGL 439 Studies in Shakespeare (4)

For the extended studies portion of the single-subject credential concentration, students will choose either option 1 or option 2:

Option 1

Extended Studies: Literature and Text Analysis: 8 Units

Complete two of the following courses:

ENGL 343 Youth and Literature (4)

ENGL 470, or 472, or 474 Genre Course (4)

ENGL 481 Seminar in British Literature (4)

ENGL 482 Seminar in American Literature (4)

ENGL 485 California Authors (4)

OR an elective to be determined with and approved by an advisor

Option 2

Extended Studies: Composition/Rhetoric and Linguistics Emphasis: 8 Units

Complete two of the following courses:

ENGL 307, or 318, or 352 Creative Writing Course (4)

ENGL 375 Advanced Composition (4)

ENGL 487 Studies in Rhetoric (4)

ENGL 489 Topics in Linguistics (4)

ENGL 495 Tutor in Writing Center (4)

LING 401, or LING 430, or LING 432 Linguistics Department course (4)

OR an elective to be determined with and approved by an advisor

Collateral Requirements: 3 Units Plus 30 Hours

Complete the following:

EDUC 417 School and Society (3)

Field experience in schools (30 hours)

Total units in the English Education
(Secondary Teaching Preparation) Concentration 48

**All single subject concentration courses must be passed with a grade of C or better in order to qualify as meeting the waiver requirements. In addition, students must achieve a minimum G.P.A. of 3.0 (in single subject program courses) to qualify for waiver approval.*

Teaching Credential Preparation

The English department offers a program of study that satisfies the subject matter preparation requirement for entry into an English teaching credential program and exempts the student from taking the CSET (California Subject Examination for Teachers) in English. English majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the CSET Multiple Subjects Assessment. For more information, contact the English Department Office at (707)-664-2140.

Sample Four-year Program for Bachelor of Arts in English

Literature Concentration

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE Area A2: ENGL 101 (3) GE (3)	GE Area A3: PHIL 101 (3) GE Area B1 (3)
GE Area B2: BIOL 115 (3)	GE Area D2 (3)
Electives (6)	GE Area C2: ENGL 214 (3) Electives (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE Area A1: ENGL 201 (3) GE Area B3 (3)	GE Area C1 (3) ENGL 238 or 240 (4)
ENGL 237 or 239 (4)	GE Area D3 (3)
Electives (5)	Electives (5)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE Area C3 UD (3) ENGL 301 (4)	ENGL 339 (4) GE Area C4 UD (3)
UD Major Literature Course (4)	Major Elective (4)
Electives (4)	GE Area D1 (3) Electives (1)

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ENGL 401 (4) 400 Level Major Literature Course (4)	400 Level Major Lit. Course (4) 400 Level Major Lit. Course (4)
GE Area E UD (3)	GE Area D5 (3)
Electives (4)	Electives (4)

TOTAL UNITS:: 120

Advising Clarifications

1. Six units of English C.I.P. may be included among the electives with permission of advisor.
2. Additional courses in upper-division writing (which may be repeated for credit) or additional literature courses may be taken as electives.
3. No course should be listed above if it has already been used for GE requirements. (ENGL 214, 215, 314, 315, 345 are exceptions.)

Only one course may be double counted for both English and GE area C2. No courses from other GE areas or from other universities may double count. However, if a course is

counted toward area C2 by an A & R evaluator, it may still count toward the major if the student elects to take an additional English Department area C2 course in its stead.

4. At least 24 units of the courses listed above must be upper-division.
5. The 40 units listed above will be used in computing the major GPA in accordance with University policy; no courses taken Cr/NC may be counted toward the major unless they are offered with that option only.
6. Additional units in English, beyond the 40 units listed above, will be counted as general college electives and should not be listed on the Major/Minor Requirements form.

In accordance with University policy, courses in Independent Study (495, 595) shall not duplicate regularly offered courses listed in our catalog.

Minor in English

Students majoring in other fields may develop, in consultation with an English Department advisor, a 20-unit English minor.

Required: Literary Analysis (ENGL 301), a survey course (to be selected from ENGL 237, 238, 239, 240, or equivalent), and an upper-division writing course (to be selected from ENGL 307, 318, 352, 375, 475, or other at the recommendation of your advisor). A minimum of one course must be taken at the 400 level. All courses must be taken for a grade to count toward the minor. Nine units must be taken in residence at SSU.

Minor in Linguistics

Students majoring in English or other fields may develop, in consultation with one of the Linguistics Program advisors, a 20-unit Linguistics minor.

Required: one introductory Linguistics course (to be selected from ENGL 341, LING 200, or SPAN 304), Linguistic Analysis (LING 400), and one methodological course (to be selected from ENGL 489, ENGL 588, ANTH 480, SPAN 400, or SPAN 490). All courses must be taken for a grade to count toward the minor. Nine units must be taken in residence at SSU.

Master of Arts in English

The graduate program in English at Sonoma State University consists of 34 units of graded work. Literature and creative writing are emphases within the degree available to the student.

Admission to the Program

The English Department M.A. program accepts applicants only for the fall semester of each year and requires at least a 3.00 GPA in the last 60 academic units taken. Program applicants must file the University application form and have all their academic transcripts sent to the University Admissions and Records Office by the admission deadline set by the department for that year, typically December 31. Applicants must also send to the English Department, care of the Graduate Advisor, the following: a second set of transcripts (the first goes to Admissions and Records); three letters of recommendation; a brief cover letter indicating the applicant's interest in the program and chosen field of study (creative writing or literary criticism); a sample of persuasive prose of between 10 and 20 pages in length; and, for those applying in creative writing, a sample of creative work. Applicants should contact the English Department office and request a copy of the *Guide to the English M.A.*

The English Department Graduate Committee reviews all complete application files that meet campus and departmental admission standards and admits the most qualified of these applicants to the program. Applicants may enter the program with conditional or classified postbaccalaureate status. Classified status is usually granted to admitted applicants with undergraduate majors in English; conditionally classified status, which requires the completion of 12 to 24 additional units in English, is usually granted to admitted applicants with an undergraduate major in another field. Please see the catalog section on Graduate Degrees for more information.

Advancement to Candidacy

Students are advanced to candidacy when they have 1) completed their coursework (except for completion units), 2) passed either the department's 494 oral exam or the Literature GRE (minimum score at the 65th percentile), and 3) completed the language requirement. Advancement to candidacy is formalized by the filing of a GS01 form with Graduate Studies.

Program Requirements

The MA in English requires 34 units. Students who select the thesis or creative project as a culminating option complete 28 of these units through coursework; the remaining 6 will be taken either as thesis units (599) or as directed writing units (535). Students who select the exam as their culminating complete 34 units of coursework **plus** an additional 3 units of English 597 (directed reading) during their final semester for a total of 37 units.

In addition to the 494 reading course recommended for all graduate students studying for the 494 exam prior to advancement to candidacy, students may take one course at the 400 level (senior seminar level) toward completion of their MA. Research assistantship units (460) and the 494 course do not count toward the 34-unit total; nor, except at the discretion of the graduate advisor, do independent study units (595).

Degree Options

All options require candidates to take English 500 and two 500-level seminars. One course may be taken at the 400 level for degree credit.

To fulfill the requirements for the degree, the student must select one of the three following options:

1. Thesis Option: 28 units of course work, plus 6 units of ENGL 599 for researching and writing a thesis;
2. Creative Writing Option: 28 units of course work, plus 6 units of directed writing, ENGL 535, for writing a creative project prefaced with a critical introduction; or
3. Directed Reading Option: 34 units of course work, plus preparation of a specialized reading area (3 units of ENGL 597 required) and passage, with a B- or better, of a written exam in this area. Note that this option requires 34 units of graded course work plus three units of ENGL 597, which is graded Cr/NC.

Students choosing the thesis or directed reading option are required to take an oral examination. Those choosing the directed writing option are required to give a public presentation of their work.

English Courses

A list of courses offered with descriptions appear in the separate course-listing section of this catalog. Please see the Schedule of Classes for most current information and faculty assignments.

- A. ENGL 101 and 214 or their equivalents are prerequisites for upper-division courses.
- B. These classes (or their equivalents), and ENGL 301, are prerequisites for English 400-level and 500-level courses; or by consent of instructor.
- C. Prerequisites apply to both major and minor.

English Placement Test: The University offers 30-level and 99-level courses in English for students who pass the written English Placement Test (EPT) at an appropriate level. Please see the Admissions section for additional information.

ENVIRONMENTAL STUDIES AND PLANNING

DEPARTMENT OFFICE

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www.sonoma.edu/ensp/

DEPARTMENT CHAIR

Thomas Jacobson

ADMINISTRATIVE COORDINATOR

Jo-Ann Smith

Faculty

Caroline Christian / Environmental Conservation and Restoration
Thomas Jacobson / Planning
*Stephen Norwick / Water Quality, Hazardous Materials, GE Advising
Steven Orlick / Planning
Rocky Rohwedder / Education and the Environment, Outdoor Leadership
Alexandra von Meier / Energy Management and Design
Laura Watt / Environmental Conservation and Restoration, Planning
**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Environmental Studies
Education and the Environment
Energy Management and Design
Environmental Conservation and Restoration
Outdoor Leadership
Planning Concentration
Water Quality and Hazardous Materials Management
Bachelor of Science in Environmental Studies
Energy Management and Design
Water Quality and Hazardous Materials Management
Minor in Environmental Studies and Planning
Elementary Teacher Credential Multiple Subject
Preparation in Environmental Studies
Double Major with Economics

Dedicated to producing environmental problem solvers, the Department of Environmental Studies and Planning offers a distinctive program of interdisciplinary study. Students and faculty work together to develop an understanding of environmental "sustainability" in all its dimensions. The program addresses current environmental concerns that have far-reaching implications for human society, natural systems, and the fate of diverse species of plants and animals. This involves an integration of knowledge from a variety of disciplines to understand the functioning of ecological systems and the nature of human impact upon these systems at local, regional, and global scales. The department's two goals

are to prepare students for careers in the environmental professions, for graduate studies, and for positive action in their own lives; and to promote ecological literacy in order to help maintain and enhance the quality of the human and natural environments.

All students receive fundamental instruction related to ecology and the environment based on knowledge from the biological, physical, and social sciences and from the humanities. This broad understanding is applied in a particular area of environmental concern through a student's selecting one of the ENSP study plans. Career-oriented study plans are offered in conservation and restoration, energy management and design, education and the environment, outdoor leadership, city and regional planning, and water quality and hazardous materials. These study plans are described below. Many students pursue double majors, or a major and minor, in conjunction with traditional disciplines to prepare for specific careers related to the environment.

All students complete a senior project or internship.

Supporting Programs

In addition to the programs above, our department is the academic sponsor of two professional certificate programs offered by the School of Extended Education.

Green Building Professional Certificate
Sustainable Landscape Professional Certificate

Admission Requirements

When applying to Sonoma State University, a student may declare a major in Environmental Studies and Planning. A student considering this major should make an appointment to see a faculty member for academic advising. (Students seeking financial aid to assist them in their studies should contact the financial aid office. Several scholarships are provided specifically for ENSP students through the University scholarship program; please refer to the Scholarships section of this catalog.)

Advisory Plans for the Freshman and Sophomore Years

In fulfilling their general education requirements, students who intend to major in Environmental Studies and Planning should select courses that will also meet the prerequisites for their intended study plans. Required and recommended prerequisites may be obtained by contacting the department office.

A broad-based program of lower-division work in the liberal arts and sciences is generally sufficient to meet the requirements for the B.A. degree. This program should include at least one course in biology; one in geology, chemistry, or physics; one in philosophy; and two or more in the social sciences, including a course in introductory economics (either microeconomics or macroeconomics is recommended). Additional course work is required for certain study plans.

Required Courses

All ENSP majors are required to complete:
ENSP 200* Global Environmental Issues (3)
ENSP 201 Environmental Forum (1)

In addition, in consultation with an advisor, students must complete 36-53 units in one of the six study plans described below. Details of each study plan, including specific courses and options, are available from the office of the Department of Environmental Studies and Planning.

At least 24 units of ENSP course work are required for the B.A. and B.S. degrees.

Courses required for the Major must be taken for a traditional letter grade, except for courses that are offered CR/NC only.

Bachelor of Arts in Environmental Studies

Degree Requirements	Units
General education	48 or 51
Major requirements	36-53
General electives	16-36
Total units needed for graduation	120

Bachelor of Science in Environmental Studies

A Bachelor of Science degree is available for students in the Energy Management and Design and Water Quality and Hazardous Materials plans.

Degree Requirements	Units
General education	48 or 51
Natural science support courses	32-34
Major requirements	22-35
General electives	10-15
Total units needed for graduation	120

The following natural science support courses are required for the B.S. degree, in addition to the specific requirements for Energy Management and Design and Water Quality and Hazardous Materials Management.

CS 101 Introduction to Computers and Computing	3
CHEM 115A* General Chemistry	5
CHEM 115B* General Chemistry	5
ENSP 403 Computer Modeling	3
MATH 161* Calculus I	4
MATH 211S Calculus II	2
MATH 165 Elementary Statistics	4
PHYS 210A* General Physics (Algebra/Trig or Calculus-based)	3-4
PHYS 210B General Physics	3-4
Total units natural science support courses	32-34

* Courses that meet general education requirements.

Study Plans

In consultation with an advisor, students must complete an additional 16-36 units in one of the six study plans outlined below. Details of each plan, including specific courses and options, are available from the office of the Department of Environmental Studies and Planning.

Education and the Environment (B.A. degree option)

This track in environmental education is designed as a Subject Matter Preparation Program, approved by the California Commission on Teacher Credentialing, to prepare students in subject matter competency as defined by the *K-8 Academic Standards of California*. This track is excellent preparation for passing of the California Subject Examination for Teachers as well as for careers in outdoor leadership and education.

Energy Management and Design (B.A. and B.S. degree options)

This program is designed to prepare students for careers or for graduate studies in the fields of residential and commercial energy management, energy-efficient architecture and design, energy planning in industry and government, renewable energy applications, and other energy-related businesses.

Environmental Conservation and Restoration (B.A. degree option)

There are two tracks in this study plan: 1) Biological Resource Management; 2) Resource Planning and Management. This is an interdisciplinary science-based study plan for students who intend to pursue a career or graduate study in a variety of fields related to conservation; restoration; and management of habitats, ecosystems, and biological resources. Under the plan, students combine a broad-based environmental studies education with in-depth work in a particular area of interest, giving them a specific area of expertise within the broader field of environmental conservation. Electives in the plan are organized to facilitate a double major or minor in biology or geography, which is strongly encouraged.

Outdoor Leadership (B.A. degree option)

This study plan combines relevant coursework in business, environmental studies, kinesiology, and organizational leadership. Outdoor leaders are in demand for growing outdoor recreation, adventure tourism, and multisport industries. Outdoor leadership skills are directly applicable to the workplace in a wide range of leadership, management, and coordination positions.

Planning Concentration (City and Regional Planning) (B.A. degree option)

Students in the CSU-approved planning concentration follow a general preprofessional curriculum in planning and may choose to develop a specialization to suit their interests through a program

of recommended electives or as a minor. Focus is on sustainable community planning, including land use, growth management, environmental impact assessment, transportation, and natural resource planning. Graduates may work for a wide variety of governmental agencies or private firms, or may pursue graduate studies in planning or related fields. Also, students interested in future careers in environmental law usually follow the planning concentration.

Water Quality and Hazardous Materials Management (B.A. and B.S. degree options)

This program prepares students for employment in environmental enforcement agencies, large private corporations, engineering firms which serve the public and private sectors, and public agencies that provides water or treats wastewater. Some of these agencies and firms are very small and rural; others are large and urban. The course work provides a comprehensive foundation in the science of environmental quality. Our program welcomes students who are new to this field, provides upper-division course work for students who have had previous training in community college hazardous materials and water technology programs, and also gives additional training to workers already employed in water-related occupations.

Double Major with Economics

The double major in economics and environmental studies and planning is intended for those students whose particular academic and career interests lie in natural resource economics, economic planning, energy management, and/or community development and redevelopment. The double major is also designed especially for students who intend to pursue graduate studies in natural resource management, urban planning, law, or related career fields. Students considering this double major should meet with their ENSP advisor to discuss requirements.

Minor in Environmental Studies and Planning

The purpose of the minor in environmental studies and planning is to help students from traditional disciplines apply their expertise to environmental and planning problems and issues. A minimum of 20 units is required. Students considering the ENSP minor should meet with their ENSP advisor to discuss requirements.

Special Resources in ENSP

The department utilizes several valuable learning environments and facilities on and off campus. They include:

The Fairfield Osborn Preserve: A 220-acre field station that provides environmental education programs and opportunities for scientific research. The preserve is a fifteen-minute drive from campus, atop Sonoma Mountain.

The SSU Botanical and Kenneth M. Stocking Native Plant Garden: A showcase of diverse California plant communities and a quiet place for education and relaxation. Located near the campus lakes, the garden includes a guided trail through woodland, marsh, and riparian ecosystems.

The Environmental Technology Center: A model for sustainable building techniques and technologies, this center includes energy and water-efficient landscaping, "smart building" control technologies, environmentally-sensitive materials, passive solar heating and cooling, and more. It serves as a training facility for building professionals and teachers and as an educational and research site.

The Institute for Community Planning Assistance: A research arm for the department, carrying out contract studies for local communities and public agencies, utilizing paid student assistants.

Galbreath Wildlands Preserve: A 3,670 acre preserve nestled in the Coast Range of northern California. The mission of the Preserve is to promote environmental education and research, as well as the effective stewardship of this diverse landscape.

FILM STUDIES

PROGRAM OFFICE

Art Building 128
(707) 664-2364

Faculty

Stephen Galloway / Art and Art History
Ajay Gehlawat / Hutchins
Michael G. Litle / Communication Studies
Susan Moulton / Art and Art History

Programs Offered

Minor in Film Studies
Major in Film: See Art History: Film Emphasis

The Film Studies minor is an interdisciplinary and interdepartmental program that analyzes the history, theory, and practice of film in the larger context of humanistic studies. Students will study a broad range of film texts, from the classic narrative to abstractionist and experimental, and learn to appreciate the aesthetics and filmmaking practices of both Western and non-Western cultures. While exploring the medium's connection with several disciplines and art forms, students will also become familiar with the phases of film production and learn to approach film and the cinema in a critical and analytic manner. The Film Studies minor offers students a flexible curriculum that complements several existing major degree programs in the humanities and constitutes excellent supplementary preparation for a number of careers. In consultation with the program coordinator, students can design a minor with an emphasis relevant to their academic and career objectives.

Minor in Film Studies

The minor consists of a minimum of 18 semester units distributed among a core (9 units) and a choice of electives (9 or more units).

Minor Core Requirements

ARTH 212A or B Introduction to World Film History	3
ARTH 361 Classic Narrative Film	3
ARTH 363 Other Cinemas	3
Total units in the minor core	9

Minor Electives

Students may complete the Film Studies minor by choosing additional courses in film history or three courses within any one of the following four options. Because of rare or one-time offerings in film studies throughout the University, this list of electives is not comprehensive. In light of this and the variations of scheduling throughout the disciplines, students are advised to work closely with one of the faculty advisors listed above in order to insure progress in the minor.

Film and Literature Option

These courses study different aspects of the complex relationship between film and literature: the role of screenwriting in the process of film production, the problems of adaptation, the comparative study of literary and filmic texts, and the special contribution that literary analysis has made to the study of film.

ENGL 377 Film and Literature (3)
FREN 415 Special Topics in French Culture (4)

Total units in the option 9-12

Critical Perspectives Option

Each of the following courses brings a specific disciplinary approach to bear on the study of film, drawing on perspectives from the humanities and social sciences: aesthetics, ethics, structuralism, semiology, politics, and sociological analysis.

COMS 202 Methods of Media Criticism (3)
COMS 402 Senior Seminar (3)
PHIL 368 Philosophy and Film (3)
SOCL 434 Cinema and Society (4)

Total units in the option 9-13

Film and the Fine Arts Option

This group of courses focuses on the relationship of film with artistic and theatrical traditions and practices: film analysis and theories of visual aesthetics; film and artistic movements in the 20th Century (such as expressionism, futurism, and surrealism); film and the media arts; film and the theatrical arts of production design, acting, and directing.

ART 208 Basic Black and White Photography (1-4)
ARTH 464 History of Modern Art: 20th Century (3-4)
ARTH 465 History of Modern Art: American (3-4)
COMS 201 Storytelling via Video (3)
THAR 120 Acting Fundamentals (2)
THAR 144A Scenery (2) or
THAR 144B Lighting (2)
THAR 350 Directing Workshop (2)

Total units in the option 9-12

International and Cross-Cultural Perspectives Option

These courses develop an understanding of aesthetics and filmmaking practices that stand outside the dominant model of the classic narrative film and the representation of the cultural “other” within the dominant Western tradition.

AMCS 392 Ethnic Images in Film and Media (3)

CALS 393 Chicano/Latino Cinema (3)

FREN 415 Special Topics in French Culture (3)

NAMS 338 Native Americans and the Cinema (3)

Total units in the option 9-12

Total units in the minor 18-21

Note: No more than 6 units of work in the student's major may be counted toward the film studies minor. Students are encouraged to take at least one elective course with a regional or intercultural perspective.

GEOGRAPHY

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DEPARTMENT CHAIR
Rheyne Laney

Faculty

Dorothy E. Freidel
Rheyne Laney
Matthew Clark
Ian Feinhandler

Programs Offered

Bachelor of Arts in Geography

Environment and Society Concentration
Geospatial Techniques Concentration
Biophysical Environment Concentration
Globalization and Identity Concentration

Minor in Geography

Teaching Credential Preparation

Geography is the academic discipline that bridges the natural and social sciences. Geographers study and analyze the relationships between human activities and the natural and built environment. They take a multidisciplinary approach to solving real-world problems at all spatial scales, from local to global. Thus, Geography provides students with the conceptual frameworks needed to understand the complex processes shaping the world around us. It also provides students with the skills needed to help create a more sustainable and just future.

Geography at Sonoma State University has developed four concentrations, reflecting four major fields of study within the broader discipline. These study plans provide an opportunity for students to strengthen their backgrounds and to develop an expertise in these particular areas.

The Environment and Society Concentration focuses on human-environment relations, sustainable development, and natural resource management.

The Globalization and Identity Concentration focuses on global economic and political change, how this affects people's access to wealth and power, and how it shapes their sense of self in an ever-changing world.

The Biophysical Environment Concentration focuses on natural environment systems from global to local scales, including weather and climate change, landform history, and biological patterns and processes.

The Geospatial Techniques Concentration focuses on geographic information science and its application in resource management, land-use planning, and land-change science.

All Geography Majors, no matter their concentration, take a range of core courses that ensure that they have a strong background in both the natural and social sciences. They also take geospatial techniques and field methods courses that develop their research and problem-solving skills. In addition, the curriculum strengthens students' writing, critical thinking, and oral presentation skills; areas that are important for any successful career. The department's strong intern program affords students on-the-job experience.

Geography majors may apply for the Terrence M. Smith Geography Scholarship, the Geography Alumni Scholarship, or the Claude Minard Memorial Scholarship. Students pursuing studies in climatology or meteorology are eligible to compete for the annual Call Memorial Scholarships.

Careers in Geography

Sonoma State University graduates in geography find employment opportunities in both the public and private sectors. Private sector employers include consulting companies in fields such as agriculture, viticulture, environmental management, land use mapping, land change analysis, and marketing. Non-profits that regularly hire geographers range from international organizations, such as the Nature Conservancy or the International Crisis Group, to small local organizations such as the Sonoma Ecology Center. Government employers include the Environmental Protection Agency, U.S. Forest Service, State Department, Department of Homeland Security, CalTrans, California Division of Forestry, as well as various city and county departments in areas such as parks and recreation, open space, water, urban planning, and others.

Geographers work for these organizations in various capacities, including as geographic information technicians and analysts, remote sensing analysts, planners, location analysts, park rangers, resource managers, and consultants.

Many SSU geographers decide to go into teaching, from the elementary level to higher education. Please visit the department website for more information and career ideas.

SSU graduates in geography often decide to continue on to graduate school, entering various programs across the country. Fields of study include geography, international development, rural development, urban planning, transportation planning, journalism, law, and a host of others.

Geography Department Resources

Geospatial Technology Instructional Laboratory

The Geography Department has a well-equipped computer laboratory that supports advanced instruction in geographic information

systems (GIS), satellite image processing, and digital cartography. The GIS Lab includes 15 workstations supported by a file server, as well as ArcGIS Arc/Info, ERDAS Imagine, IDRISI, Adobe Illustrator, geobrowsers, digitizing tablets, and a color plotter and printer.

The Center for Interdisciplinary Geospatial Analysis (CIGA)

The Center for Interdisciplinary Geospatial Analysis promotes the application of geospatial technology to social and environmental problems through research, education, and community service. The lab seeks interdisciplinary collaboration among campus and external researchers, students, and other organizations in projects that involve geographic information and spatial analysis at local to global scales. The CIGA provides computer, software and data resources, Geographic Information System (GIS) and remote sensing expertise, consulting services, educational courses, and community outreach. Students are given a unique opportunity to broaden and refine their education by working on real-world problems in CIGA research projects and service contracts.

Map Library

The Map Library houses an extensive collection of digital and paper maps, wall maps, aerial photographs, remotely sensed imagery, and one of the most complete historical weather libraries in California.

Biophysical Geography Laboratory

The department's biophysical laboratory is equipped with various types of equipment and technology to support both instruction and research. It operates a base station for the spatial correction of global positioning system (GPS) data and maintains a collection of high-precision GPS mobile receivers. It houses a complete weather station that provides students with current weather data to complement historical resources. The lab also possesses a fully equipped soils and geomorphology lab for research and analysis.

Bachelor of Arts in Geography

Degree Requirements	Units
General education	51
Geography Courses	42
Supporting Courses	8
General Electives	10
Total units needed for graduation	120

Note: Courses required for the major must be taken for a traditional letter grade, except for courses that are offered CR/NC only. Students must earn a C- or better in any course applied to the major.

Core Requirements for the Major (16 units)

Lower Division Core	8
GEOG 203: Cultural Geography (3)	
GEOG 204: Global Environmental Systems (4)	
GEOG 205: Map Reading and Interpretation (1)	

Regional Synthesis	4
GEOG 392: Latin America (4)	
GEOG 393: South Asia (4)	
GEOG 394: Africa, South of the Sahara (4)	
GEOG 396: Special Topics in Area Studies (4)	

Geographic Research and Synthesis	4
GEOG 490: Senior Seminar (4)	

Environment and Society Concentration

This concentration is designed for students interested in human-environment relations, sustainable development, and natural resource management

Breadth Courses (10 Units)

Geospatial Techniques	4
GEOG 380: Remote Sensing and Image Processing (4)	
GEOG 385: Cartographic Visualization (3-4)	
GEOG 387: Introduction to GIS (4)	

Upper Division Physical	4
GEOG 360: Geomorphology (4)	
GEOG 370: Weather and Climate (4)	

Field Course and Internship	2
GEOG 314AB: Field Experience, Northern California (1-2)	
GEOG 314C: Field Experience Beyond Northern California (1-2)	
GEOG 314D: Field Experience Abroad (2-3)	
GEOG 315: Field Methods in Geography (2)	
GEOG 499: Internship (2-5)	

Concentration Courses (16 Units)

GEOG 335: Global Agricultural Systems and Issues (4)	
GEOG 340: Conservation of Natural Resources (4)	
GEOG 345: Resource Wars (4)	
GEOG 365: Biogeography and Landscape Ecology (4)	
GEOG 372: Global Climate Change (4)	
GEOG 375: Natural Hazards (4)	

Supporting Courses (8 Units)

Suggested courses, with substitutions possible in consultation with an advisor.

ANTH 345: Anthropology and the Environment (4)	
ECON 381: Natural Resources and Environmental Economics (4)	
ENSP 307: Environmental History (4)	
ENSP 310: Introduction to Planning (3)	
ENSP 330: Energy, Technology, and Society (4)	

Globalization and Identity Concentration

This concentration is designed for students interested in focusing on global economic and political change, how this affects people's access to wealth and power, and how it shapes their sense of self in an ever-changing world.

Breadth Courses (10 Units)

Geospatial Techniques 4
GEOG 380: Remote Sensing and Image Processing (4)
GEOG 385: Cartographic Visualization (3-4)
GEOG 387: Introduction to GIS (4)

Upper-Division Physical 4
GEOG 360: Geomorphology (4)
GEOG 365: Biogeography and Landscape Ecology (4)
GEOG 370: Weather and Climate (4)
GEOG 372: Global Climate Change: Past, Present, Future (4)
GEOG 375: Natural Hazards (4)

Field Course and Internship 2
GEOG 314AB: Field Experience, Northern California (1-2)
GEOG 314C: Field Experience Beyond Northern California (1-2)
GEOG 314D: Field Experience Abroad (2-3)
GEOG 315: Field Methods in Geography (2)
GEOG 499: Internship (2-5)

Concentration Courses (16 Units)

GEOG 302: World Regional Geography (4)
GEOG 320: Geopolitics (4)
GEOG 322: Geographic Perspectives on International Development (4)
GEOG 335: Global Agricultural Systems and Issues (4)
GEOG 338: Social Geography (3)
GEOG 345: Resource Wars (4)
GEOG 350: Urban Geography (4)

Supporting Courses (8 Units)

Suggested courses, with substitutions possible in consultation with an advisor

ANTH 352: Global Issues (4)
ECON 303: International Economics (4)
ECON 403: Seminar in Economic Development (4)
POLS 303: Intro to Comparative Government and Global Systems (4)
POLS 304: Introduction to International Relations (4)
POLS 452: Third World Political Systems (4)
WGS 385: Gender and Globalization

Biophysical Environment Concentration

This concentration is designed for students interested in focusing on the natural environment, including weather and climate change, landform processes, and biophysical patterns and processes.

Breadth Courses (12 Units)

Geospatial Techniques 4
GEOG 380: Remote Sensing and Image Processing (4)
GEOG 385: Cartographic Visualization (3-4)
GEOG 387: Introduction to GIS (4)

Upper-Division Human 4
GEOG 320: Geopolitics (4)
GEOG 322: Geographic Perspectives on International Development (4)
GEOG 335: Global Agricultural Systems and Issues (4)
GEOG 340: Conservation of Natural Resources (4)
GEOG 350: Urban Geography (4)

Field Course and Internship 4
GEOG 314AB: Field Experience, Northern California (1-2)
GEOG 314C: Field Experience Beyond Northern California (1-2)
GEOG 314D: Field Experience Abroad (2-3)
GEOG 499: Internship (2-5)

Concentration Courses (14 Units)

GEOG 315: Field Methods in Geography (2)
GEOG 360: Geomorphology (4)
GEOG 365: Biogeography and Landscape Ecology (4)
GEOG 370: Weather and Climate (4)
GEOG 372: Global Climate Change (4)
GEOG 375: Natural Hazards (4)

Supporting Courses (8 Units)

Suggested courses, with substitutions possible in consultation with an advisor

ENSP 309: Soil Science (3-4)
ENSP 322: Conservation Biology (4)
ENSP 427: Conservation Design (3)
BIOL 300: Ecology (4)
BIOL 330: Plant Taxonomy (4)
BIOL 485: Biometry (4)
GEOL 303: Advanced Principals of Geology (3)
GEOL 304: Geological Mapping and Report Writing (1)
GEOL 323: Hydrology (3)
MATH 165: Elementary Statistics (4)

Geospatial Techniques Concentration

This concentration is designed for students interested in geographic information science and its application in resource management, land-use planning, and land-change science.

Breadth Courses (9-10 Units)

Upper-Division Human 4
GEOG 320: Geopolitics (4)
GEOG 322: Geographic Perspectives on International Development (4)
GEOG 335: Global Agricultural Systems and Issues (4)
GEOG 340: Conservation of Natural Resources (4)
GEOG 350: Urban Geography (4)

Upper-Division Physical 4
GEOG 360: Geomorphology (4)
GEOG 365: Biogeography and Landscape Ecology (4)
GEOG 370: Weather and Climate (4)
GEOG 372: Global Climate Change: Past, Present, Future (4)
GEOG 375: Natural Hazards (4)

Field Course and Internship	1-2
GEOG 314AB: Field Experience, Northern California (1-2)	
GEOG 314C: Field Experience Beyond Northern California (1-2)	
GEOG 314D: Field Experience Abroad (2-3)	
GEOG 499: Internship (2-5)	

Concentration Courses (16-17 Units)

GEOG 315: Field Methods in Geography (2)
GEOG 380: Remote Sensing and Image Processing (4)
GEOG 385: Cartographic Visualization (3-4)
GEOG 387: Introduction to GIS (4)
GEOG 487: Advanced GIS (3)

Supporting Courses (8 Units)

Suggested courses, with substitutions possible in consultation with an advisor

Math 165: Elementary Statistics (4)
CS 101: Introduction to Computers and Computing (3)
CS 115: Programming I (4)

Geography Major Without Concentration

This option is intended for students who wish to design their own major. It allows students to take a broader range of courses.

Breadth Courses (11-12 Units)

Geospatial Techniques	4
GEOG 380: Remote Sensing and Image Processing (4)	
GEOG 385: Cartographic Visualization (3-4)	
GEOG 387: Introduction to GIS (4)	
Upper-Division Human	4
GEOG 320: Geopolitics (4)	
GEOG 322: Geographic Perspectives on International Development (4)	
GEOG 335: Global Agricultural Systems and Issues (4)	
GEOG 340: Conservation of Natural Resources (4)	
GEOG 350: Urban Geography (4)	
Upper-Division Physical	4
GEOG 360: Geomorphology (4)	
GEOG 365: Biogeography and Landscape Ecology (4)	
GEOG 370: Weather and Climate (4)	
GEOG 372: Global Climate Change: Past, Present, Future (4)	
GEOG 375: Natural Hazards (4)	

Elective courses in Geography (14-15 Units)

Supporting courses outside Geography (8 Units)

Sample Four-year Program for Bachelor of Arts in Geography

This suggested plan urges students to take one of the lower-division introductory geography courses in the spring of their freshman year. This plan does not identify a concentration, elective courses within the major, or supporting courses, both of which should be chosen after consultation with the Geography advisor(s). The sequence of courses is a suggestion only, so please see your Geography advisor each semester for assistance.

FRESHMAN YEAR:: 30 Units	
Fall Semester (15 Units)	Spring Semester (15 Units)
GE MATH (B4) (3)	GE PHIL 101 (A3) (3)
GE ENG 101 (A2) (3)	GE UNIV 200 (A1) (3)
GE (3)	GE GEOG 203 (D2) (3)
GE (3), University Elective (3)	GE (3), University Elective (3)
SOPHOMORE YEAR:: 29 Units	
Fall Semester (15 Units)	Spring Semester (14 Units)
GE (3)	GEOG 204 (B3) (4)
GE (3), GE (3)	GE (3), GE (3)
GE (3)	GE (3)
University Elective (3)	GEOG 205 (1)
JUNIOR YEAR:: 30 Units	
Fall Semester (15 Units)	Spring Semester (15 Units)
Upper-Division GE (3)	Upper-Division GE (3)
GEOG (Upper-Div Regional) (4)	GEOG (Upper-Div. Human) (4)
GEOG (Upper-Div. Techniques) (4)	GEOG (Upper-Div. Physical) (4)
Upper-Div. Supporting (4)	University Elective (4)
SENIOR YEAR:: 31 Units	
Fall Semester (16 Units)	Spring Semester (15 Units)
Geography Elective (4)	GEOG 490 (4)
Geography Elective (3-4)	Upper-Division Supporting (4)
Geography Elective (2)	Course or Internship (4)
Upper-Division GE (3)	Geography Elective (4)
University Elective (3-4)	University Elective (3)
TOTAL UNITS:: 120	

Minor in Geography

GEOG 203 Cultural Geography	3
GEOG 204 Global Environmental Systems	4
Upper-division courses chosen in consultation with advisor	13
Total units in the minor	20

Teaching Credential Preparation

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

GEOLOGY

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DEPARTMENT CHAIR

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Gayle Walker

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Matthew J. James

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Matty Mookerjee

Michael E. Smith

*Walt Vennum

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Science in Geology

Bachelor of Arts in Geology

Minor in Geology

Minor in Paleontology

Secondary Education Teaching Credential Preparation

Geology is the study of the materials, structures, processes, and history of the earth. Philosophically, it allows us to realize our place in the physical universe within the enormity of geologic time. Practically, it leads to understanding of earth processes, the formation of rocks and minerals, and the energy supplies and materials that support our civilization.

The evolution of modern geologic thought was based on field studies; thus, geology is primarily a field science. The basis for field analysis is a firm background in the principles of geology. The department is committed to undergraduate training that includes a well-balanced treatment of geologic principles, with an emphasis on field studies. Students take a fundamental curriculum that concentrates on the analysis of rocks and minerals, geologic mapping, and report writing. Techniques of field study are part of the fundamental curriculum. Six field-mapping classes are required. Required courses in physics, chemistry, and mathematics support understanding of geologic principles.

Careers in Geology

Within the general field of geology, students may choose from major programs that lead to either the B.A. or B.S. pre-professional degrees. The B.S. and B.A. degrees provide an excellent back-

ground for graduate school and for work in geology in such fields as engineering geology, environmental geology, hydrology, and mineral exploration. Many of our geology graduates work for consulting firms with specialties in one or more of these areas. Because of the selectivity involved in choosing a program that meets their own particular interests and goals, students must consult with a departmental advisor about their plan of study and their course load each semester.

Bachelor of Science in Geology

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career for those students who have or desire a strong background in mathematics.

Degree Requirements	Units
General education	51
Major requirements	46
Supporting courses	26
General electives	1
Total units needed for graduation	124

Major Core Requirements

GEOL 205 Mineralogy	2
GEOL 303 Advanced Principles of Geology	4
GEOL 304 Geologic Mapping and Report Writing	1
GEOL 305 Optical Mineralogy	3
GEOL 307 Igneous and Metamorphic Petrology	4
GEOL 308 Igneous and Metamorphic Field	1
GEOL 411 Sedimentary Petrology	4
GEOL 412 Sedimentary Petrology Field	1
GEOL 413 Paleontology	4
GEOL 417 Structural Geology	4
GEOL 418 Structural Geology Field	1
GEOL 420 Field Geology	4
GEOL 427 Advanced Field Geology	4
Total units in the major core	37

Major Electives

Choose 9 units of upper-division geology electives in consultation with an advisor.

Total units in major electives 9

Required Supporting Courses

CHEM 115AB General Chemistry	10
PHYS 114 Introduction to Physics I	4
PHYS 116 Introductory Laboratory	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
MATH 161 Calculus I with Analytic Geometry	4
MATH 211S Calculus II with Analytic Geometry (MATH 211 is the 4-unit version of 211S and is highly recommended)	2
Total units in supporting courses	26
Total units in the major	72

* the B.A. degree in geology is identical to the BS, except that MATH 211S is not required, and PHYS 210AB and PHYS 211AB (Algebra Physics) are substituted for PHYS 114, 116, 214, and 216 (Calculus Physics).

** Course not required, but strongly recommended.

Students are strongly encouraged to take GE courses in the summer and in January intersession to the extent possible.

Bachelor of Arts in Geology

This plan is intended to give the student basic professional competence in geology, and is suitable as a foundation for either graduate school or a professional career. The geology course content is the same as in the BS degree, but the calculus and physics requirements are less rigorous.

Degree Requirements	Units
General Education	51
Major Requirements	46
Supporting Courses	22
General Electives	7
Total units needed for graduation	120
Major Core Requirements	
GEOL 205 Mineralogy	2
GEOL 303 Advanced Principles of Geology	4
GEOL 304 Geologic Mapping and Report Writing	1
GEOL 305 Optical Mineralogy	3
GEOL 307 Igneous and Metamorphic Petrology	4
GEOL 308 Igneous and Metamorphic Field	1
GEOL 411 Sedimentary Petrology	4
GEOL 412 Sedimentary Petrology Field Course	1
GEOL 413 Paleontology	4
GEOL 417 Structural Geology	4
GEOL 418 Structural Geology Field	1
GEOL 420 Field Geology	4
GEOL 427 Advanced Field Geology	4
Total units in the major core	37
Major Electives	
Choose 9 units of upper-division geology electives in consultation with an advisor.	
Total Units in Major Electives	9
Required Supporting Courses	
CHEM 115AB General Chemistry	10
PHYS 209AB, 210AB General Physics with Laboratory	8
MATH 161 Calculus I with Analytical Geometry	4
Total units in supporting courses	22
Total units in the major	68

Sample Four-year Plan for Bachelor of Science in Geology*

FRESHMAN YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
GEOL 102 (3)	GEOL 105** (3)
CHEM 115A (5)	CHEM 115B (5)
GE (6)	
GE (6)	

SOPHOMORE YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
GEOL 303 (4)	GEOL 413 (4)
GEOL 304 (1)	GEOL 414 (1)
GEOL 205 (2)	MATH 211S (2)
MATH 161 (4)	GE (9)
GE (6)	

JUNIOR YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
GEOL 305 (3)	GEOL 307 (4)
PHYS 114 (4)	GEOL 308 (1)
PHYS 116 (1)	PHYS 214 (4)
GEOL 417 (4)	PHYS 216 (1)
GEOL 418 (1)	GE (3)
GE (3)	Elective (2)

SENIOR YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
GEOL 411 (4)	GEOL 420 (4)
GEOL 412 (1)	Geology Elective (3)
Geology Elective (3)	Geology Elective (3)
GE (6)	GE (6)

SENIOR SUMMER:: 4 Units

GEOL 427 (4)

TOTAL SEMESTER UNITS:: 124

Minor in Geology

Completion of a minimum of 20 units from Geology Department courses will constitute a minor in geology. Six of the 20 units must be upper-division. Students should consult with an advisor in the Geology Department regarding required courses.

Minor in Paleontology

PROGRAM COORDINATOR

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ADVISORS

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Karin E. Jaffe / Anthropology Department (707) 664-2944, karin.
jaffe@sonoma.edu

Minor in Paleontology

The Minor in Paleontology offers students from any major on the SSU campus a cross-disciplinary concentration in the study of ancient life on Earth. Paleontology is by its very nature an interdisciplinary field of study, blending both laboratory and field studies of modern organisms and extinct organisms. Some paleontologists approach the field from a geological perspective, and others approach it from a biological perspective. For a Minor in Paleontology, students must complete 20 units as described below.

Minor Core Requirements

	Units
GEOL 102 Our Dynamic Earth	3
GEOL 413 Paleontology	4
BIOL121 Diversity, Structure, and Function, or	
BIOL 122 Genetics, Evolution, and Ecology	4
Total units in the minor core	11

Minor Electives

In addition to the Minor Core, choose 9 units of electives from other paleontology courses and/or courses with an emphasis on interpreting the history of life on Earth, and at least 1 unit that is a field course (marked by asterisk below). All SSU majors may select the Minor in Paleontology, and if you are majoring in either Biology or Geology, at least 3 upper division elective units must be from outside your home department. Additional courses may be counted toward the minor with approval of one of the minor advisors above. The 9 elective units must include at least one 4-unit upper division course with a laboratory from the following list:

* Field courses – one course is required for the minor

† 4-unit laboratory courses – one course is required for the minor

ANTH 301 Human Fossils and Evolution	4
†ANTH 415 Forensic Anthropology	4
†BIOL 220 Human Anatomy	4
†BIOL 322 Invertebrate Biology	4
†BIOL 327 Vertebrate Biology	4
†BIOL 328 Vertebrate Evolution and Morphology	4
BIOL 310 Dinosaurs	3
GEOG 370 Weather and Climate	4
GEOG 372 Climate Change	4
GEOL 105 The Age of Dinosaurs	3
†GEOL 303 Advanced Principles of Geology	4
*GEOL 304 Geologic Mapping and Report Writing	1
†GEOL 326 Stratigraphy and Earth History	4
*GEOL 414 Paleontology Field Course	1
GEOL [496] Paleoclimates	3
*GEOL [496] Burgess Shale Paleontology	3
Total elective units in the minor	9

[] = courses that will have newly-proposed number changes in the near future, pending approval

Some of these elective courses above might have additional prerequisites not listed here. Refer to the University catalog for additional information.

Total units for the paleontology minor 20

Secondary Education Teaching Credential Preparation

Geology students must demonstrate competence in the natural sciences by passing the subject matter examination required by the *California Commission on Teacher Credentialing*. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in a particular area, such as geology. The BA or BS degree in geology is recommended to prepare for the part of the examination that tests depth of knowledge in geology. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see the Teaching Credential section of the SSU catalog.

For more information, please contact Professor Dan Karner, Darwin Hall 124, (707) 664-2334.

Department Policy on Independent Study

1. The student must have a 3.00 or higher grade point average.
2. The student must have demonstrated ability to work independently and do quality work in field classes.
3. The student must have submitted a detailed proposal of work, a schedule, and the results expected.
4. The student must have a faculty sponsor who is willing to advise the project and will set up a schedule of meetings for this purpose. This will be reported on the standard University Special Studies form and signed by the student, faculty advisor, and department chair.
5. A copy of all documents and two copies of the final paper or report will be filed with the department office before a grade will be assigned.

GERONTOLOGY

DEPARTMENT OFFICE

Stevenson Hall 3075/3092

(707) 664-2586/2411

www.sonoma.edu/gerontology

PROGRAM COORDINATOR

Susan Hillier Ferreira

ADMINISTRATIVE ANALYST

Celeste McDonald

ADMINISTRATIVE COORDINATOR

Mary Hanson

Programs Offered

Minor in Gerontology

Certificate in Gerontology

Career Minor in Health Systems Organization (Career Minors)

Master's degree option (Interdisciplinary Studies)

The study of gerontology provides students with a broad, multidisciplinary perspective to examine the aging process and to understand the significance of age in biological, social, cultural, psychological, and political processes. Participation in the gerontology program encourages students to view aging as a normal part of the life cycle, to become aware of the aging process so that they may view it in others with understanding, and eventually in themselves with equanimity, and to consider work in the field of aging.

Careers in Gerontology

Gerontology prepares students for working directly with elders in program development (health promotion, intergenerational activities, social service centers, community agencies, and retirement communities); direct care (care to frail, ill, or impaired elders in hospitals, clinics, nursing homes, adult day care, or home care programs); counseling elders and their families about caregiving issues, employment, death and dying, or mental health; and advising elders about estate planning and investments, financing long-term care, or housing options. It also prepares students for working on behalf of elders, by analyzing issues related to elders such as retirement opportunities, income maintenance, health care and housing; planning, administering, and evaluating community-based services and service delivery systems for older persons; advocating with or on behalf of elders; designing products to meet the special interests and needs of elders; and advising business, industry, and labor regarding older workers and consumers. Many students continue their education through graduate work in social work, nursing, psychology, and kinesiology.

The gerontology program focuses primarily upon the experience of aging in the United States, although comparative analyses of other societies are developed. By applying an integrated liberal arts

perspective to the issues, problems, and dilemmas posed by a longer life span and a dramatically increased population of older persons, students develop their critical faculties and problem-solving abilities. The field of gerontology offers students opportunities to engage in firsthand research, to develop conceptual analyses, and to plan community projects, as well as to develop a strong background for career development. Those who already work as volunteers or staff in agencies serving the elderly will find the gerontology program valuable in updating their training. Students who plan to pursue professional degrees in psychotherapy, medicine, dentistry, nursing, or social work will find that participation in the gerontology program will assist them in understanding the problems of their future clients. Students may choose to complete (1) the minor in gerontology, (2) a certificate in gerontology, or (3) a special major in gerontology at either the bachelor's or master's levels. In the special major program, students construct individually designed interdisciplinary majors in consultation with the gerontology program coordinator and special major advisor.

Minor in Gerontology

Students must complete the following 22-unit program:

Minor Core Requirements

BIOL 318 Biology of Aging	3
GERN 300 The Journey of Adulthood	3
GERN 319 Aging and Society OR	
GERN 432 Group Work with Older Adults	4
GERN 499 Gerontology Practicum	4
GERN 421 Psychology of Aging	4
Total units in the minor core	18

Minor Electives

Choose courses to total a minimum of 4 units from the following list:

AMCS 435 Ethnicity and the Life Cycle (3)
BIOL 224 Human Physiology (3)
BIOL 307 Human Nutrition (4)
GERN 304 Sibling Relations (4)
GERN 312 Adult Development Lecture Series (2)
GERN 332 Death and American Culture (4)
GERN 408 Transitions in Adult Development (4)
GERN 422 Living and Dying (4)
GERN 452 Health Care and Illness (4)
GERN 493 Narrative: Theories & Methods (4)
NURS 493 Health Care Delivery and Financing (3)
KIN 360 Physiology of Exercise (4)
KIN 410 Lifespan Motor Development (3)
NURS 504A Health Care Delivery and Financing (2)
NURS 504B Health Care Delivery and Financing (2)
PSY 404 Psychology of Women (4)

Total units in minor electives 4

Total units in the minor 22

Certificate in Gerontology

The 28-unit certificate program is open to those students who are completing or who have received a bachelor's degree.

Certificate Core Courses

BIOL 318 Biology of Aging	3
GERN 300 The Journey of Adulthood	3
GERN 319 Aging and Society OR	
GERN 432 Group Work with Older Adults	4
GERN 499 Gerontology Practicum	8
GERN 421 Psychology of Aging; or	
GERN 500 Social and Psychological Issues in Aging	4
Total units in the certificate core	22

Certificate Electives

Choose courses to total a minimum of 6 units from the minor electives list above.

Total units in the certificate electives	6
Total units in the certificate	28

GLOBAL STUDIES

DEPARTMENT OFFICE

Geography and Global Studies
Stevenson Hall 3066
(707) 664-2194

MAJOR COORDINATOR

Rheyne Laney (707) 664-2183

Programs Offered

Bachelor of Arts in Global Studies

Minor in Global Studies

The Bachelor of Arts in Global Studies is an interdisciplinary program that prepares students for international or intercultural service through the study of other cultures, world history, political and economic systems, world geography and environment, cross-cultural communication and conflict resolution, and a modern language. Recognizing the increasing interdependence of the world and the global nature of contemporary issues, the major is designed to increase awareness and understanding of other cultures and systems as well as global issues, while developing the skills needed to work effectively in a global or multicultural context.

The major requirements include foundational courses, basic areas, an integrative seminar, a field of concentration, a capstone seminar project, intermediate (or better) proficiency in a second language, a cross-cultural living or work experience, and a service internship. Since the foundational and basic area requirements include general education courses, students may meet 18 units of GE while completing major requirements. The approved concentrations include Europe, Latin America, Asia, International Economic Development, and Global Environmental Policy. In exceptional cases, with the approval of the Global Studies Steering Committee, students may also develop individual concentrations in other disciplines or regions.

Intermediate-level (or higher) proficiency in a modern language other than English is required of all Global Studies majors. Students may demonstrate this proficiency either by passing an intermediate-level proficiency exam or by completing a fourth-semester standard language course (202 [plus lab] or equivalent) with a grade of C or better.

All Global Studies majors are expected to participate in an intensive cross-cultural experience of at least three months duration, during which they speak primarily a language other than their mother tongue. Students normally will meet this expectation by studying or working abroad. When travel abroad is impossible, students may arrange an extended cross-cultural experience closer to home, e.g., living and working for a summer in an immigrant community. (Students who have spent extended time in other than mainstream U.S.-American circumstances, speaking a language other than English, may already have met this expectation.)

Students interested in declaring a Global Studies major are urged to take MATH 165 to meet the GE requirement for Mathematics, category B.

Careers in Global Studies

Most Global Studies majors intend to pursue international careers. Positions most readily available to new graduates without specialized training are with non-profits such as the federal government (Peace Corps, Foreign Service), international service agencies (CARE, UNICEF, or Direct Relief International), and English-language teaching jobs.

Many overseas careers require an advanced degree (e.g., law, business, and international affairs) and/or working your way up within an organization and positioning yourself for an international assignment.

Bachelor of Arts in Global Studies

Degree Requirements	Units
General education	51
Foundational requirements	8-24
Basic Areas	25-28
Concentration	20
Capstone requirements	11
General electives	0-5
Total units needed for graduation	120-134

Note: Courses required for the major must be taken for a traditional letter grade, except for courses that are offered CR/NC only. Students must earn a C- or better in any course applied to the major. Students must also achieve intermediate-level proficiency in a modern language other than English.

I. Foundational Requirements (8-24 Units)

GLBL 200: Introduction to Global Issues	3
GEOG 302: World Regional Geography	4
GLBL 350A: Community Service	1
Language Requirement (Intermediate level proficiency, except where noted)	0-16

II. Basic Areas (25-28 Units)

(One course from each of the following seven areas)

1. Culture	
ANTH 203: Cultural Anthropology (D1)	3
ANTH 340: Living in a Pluralistic World (E)	3
GEOG 203: Cultural Geography (D2)	3
2. Global Environment	
ENSP 200: Global Environmental Issues (D5)	3
GEOG 204: Global Environmental Systems (B3)	4
ENSP 330: Energy, Technology, and Society	4
GEOG 340: Conservation of Natural Resources	4

3. Historical Perspectives

HIST 202: Development of the Modern World (D2)	3
HIST 380: 20th Century World (D2)	3

4. Political Ideas and Institutions

POLS 303: Intro. to Comparative Government and Global Systems	4
POLS 304: Introduction to International Relations	4
POLS 315: Democracy, Capitalism, Socialism (D5)	3-4
POLS 452: Third World Political Systems	4

5. Global Economy and Business

ECON 201A: Introduction to Macroeconomics	4
ECON 303: International Economics	4
GEOG 322: Geographic Perspectives on International Dvlpmnt	4
BUS 393: Introduction to International Business	4
POLS 498: International Political Economy	4

6. Globalization and its Social Impacts

AMCS 475: Sem. on Race, Racism, and Globalization	4
WGS 385: Gender and Globalization	4
ANTH 352: Global Issues	4
GEOG 338: Social Geography (E)	3
SOCI 499: Project Censored Internship	3-4
COMS 321: International Communications	3

7. Religious and Ethical Perspectives

PHIL 302: Ethics and Human Value Theory (C3)	3
SOCI 305: Holocaust Lecture Series (D5)	4
SOCI 431: Sociology of Religion (C3)	4
HUM 301: War and Peace Lecture Series (C3)	3

III. Upper-Division Concentrations (20 Units minimum)

Students take at least 20 upper division units in one of the five approved concentrations: Europe, Latin America, Asia, International Economic Development, and Global Environmental Policy. Concentrations are described below. In exceptional cases, with the approval of the Global Studies Steering Committee, students may also develop individual concentrations in other disciplines or regions.

No courses used to satisfy basic area requirements may be used to satisfy the concentration requirements. The combination of courses chosen to meet concentration requirements must be approved by the Global Studies advisor.

IV. Capstone Requirements (11 Units)

GEOG 320: Geopolitics	4
GLBL 350B: Global Social Movements	1
GLBL 497: Community Service Internship	3
GLBL 498: Senior Capstone Seminar	3

Cross Cultural Experience: All majors are expected to participate in an intensive cross-cultural experience of at least three months' duration, during which they speak primarily a language other than their mother tongue. Students normally will meet this expectation by studying or working abroad.

Europe Concentration

Students must take two survey courses from Group I, and choose more courses in their regional specialty (Groups II-V) to meet the 20-unit minimum.

Students choosing groups III, IV, and V must demonstrate advanced proficiency (ACTFL scale definition) in the language of the respective culture (French, Spanish, German, or other appropriate language), either by passing an advanced-level proficiency exam or by successfully completing a third-year standard language course with a grade of "C" or higher.

Group I: Survey Courses (select two)

HIST 410: Early Modern Europe (1350-1789)	4
HIST 411: the Enlightenment to WWI (1650-1914)	4
HIST 412: Europe Since 1914	4
POLS 350: European Parliamentary Democracies	4
POLS 345: Model United Nations (when European focus)	4

Group II: British Isles

HIST 426: Britain and Ireland, (1399-1714)	4
HIST 428: Modern Britain, 1714-present	4
ENGL 240: Survey: Later English Literature (post 1789)	4
ENGL 448: Periods in English Literature (Victorian to the present)	4
HIST 498: Senior Sem: The Atlantic World, (1450-1800)	4

Group III: France

FREN 320: France Yesterday (prereq= FREN 300)	4
FREN 321: France Today (prereq= FREN 300)	4
FREN 411: French Literature (prereq= FREN 321)	4
FREN 415: Special Topics in French Culture	4
HIST 420: The French Revolution	4
HIST 498: Senior Sem: The Atlantic World, (1450-1800)	4

Group IV: Iberia

HIST 382: The Mediterranean World, (1400-1700)	4
HIST 498: Senior Sem: The Atlantic World, (1450-1800)	4
HIST 422: Imperial Spain	4
SPAN 306: Cultures of Spain	4
SPAN 401: Peninsular Literature	4
SPAN 491: Seminar in Literature (with Iberian topic)	4

Group V: Central / Eastern Europe

HIST 415: Special Topics: Eastern Europe (1815-1918)	4
HIST 416: Special Topics: Eastern Europe (1918-1989)	4
HIST 417: Russian Empire	4
HIST 418: Fall of Communism	4
HIST 419: Modern Russia and the Soviet Union	4
HIST 498: Senior Seminar (when Eastern European topic)	4
POLS 351: Politics of Russia	4
POLS 352: Politics of Eastern Europe	4
MUS 324: Sonoma County Bach Choir	2
MUS 343: Studies in Musical Genres (when European)	2
SOCI 305: Holocaust Lecture Series	3

Latin America Concentration

Students must take two survey courses from Group I and choose more elective courses to meet the 20-unit minimum.

Group I: Survey Courses (select at least two)

GEOG 392: Latin American Culture and Environment	4
HIST 339: Ancient and Colonial Latin America	4
HIST 342: Modern Latin America	4
POLS 453: Political Systems of Latin America	4
SPAN 307: Cultures of Latin America	4

Group II: Elective Courses

GEOG 314D: Field Experience Abroad (when Latin America)	2-3
ECON 403: Seminar in International Economic Development	4
HIST 348: Race and Ethnicity in Latin America	4
HIST 433: History of Mexico	4
HIST 449: Gender and Sexuality in Latin America	4
SPAN 402: Latin American Literature	4
SPAN 491: Seminar in Literature (when L.A. focus)	4
POLS 345: Model United Nations (when L.A. focus)	4

Asia Concentration

Students must take four History and Political Science courses from Group I and choose two Arts and Humanities classes (Group II) to meet the 20-unit minimum.

Group I: History and Political Science (select four)

HIST 338: Early Japan to 1650	4
HIST 438: Modern Japan	4
HIST 335: Early China to 1500	4
HIST 435: History of Modern China	4
HIST 436: Class and Gender in Modern East Asia	4
HIST 498: Senior Sem: The Pacific since 1500	4
HIST 498: Senior Sem: Asian Revolutions	4
POLS 450: The Politics of Asia	4
POLS 345: Model United Nations *	4

Group II: Arts and Humanities (choose classes from different departments)

ARTH 474: Islamic Art	3
ARTH 480: Selected Topics *	3-4
LIBS 320C: The Arts and Human Experience *	3
MUS 301: The Sacred Traditions of South Asia	3
MUS 352: History, Music and Secular Traditions of South Asia	3
PSY 342: Psychology of Meditation	3-4
PSY 352: Psychology of Yoga	3-4
PHIL 390: Advanced Topics in Philosophy *	4

* when Asian Topic

International Economic Development Concentration

Students must take all required courses (Group I) and choose more elective courses (Group II) to meet the 20-unit minimum. Those who have taken courses from Group I as basic areas selections will choose more elective courses.

Group I: Required Courses

ECON 303: International Economics	4
ECON 403: Seminar in Economic Development	4
BUS 393 Introduction to International Business	4

Group II: Elective Courses

ANTH 352: Global Issues	4
BUS 394: International Business Strategy	4
BUS 473: International Finance (prereq = BUS 370)	4
ENSP 330: Energy, Technology, and Society	4
GEOG 321: Geographic Perspectives on International Development	4
GEOG 335: Global Agricultural Systems and Issues	4
GEOG 394: Sub-Saharan Africa: People, Environment & Development	4
POLS 304: Introduction to International Relations	4
POLS 345: Model United Nations (when developing world)	4
POLS 452: Third World Political Systems	4
WGS 385: Gender and Globalization	4

Global Environmental Policy Concentration

Students select courses in consultation with an advisor, with no more than 10 units from a single department to meet the 20-unit minimum.

ANTH 345: Anthropology and the Environment	4
COMS 323: Environmental Communications	4
ECON 381: Natural Resource and Environmental Economics	4
ENSP 302: Applied Ecology	3-4
ENSP 303: Applied Physical Science	3-4
ENSP 306: Environmental Ethics	3
ENSP 307: Environmental History	4
ENSP 310: Introduction to Planning	3
ENSP 315: Environmental Impact Reporting	3
ENSP 322: Conservation Biology	4
ENSP 330: Energy, Technology, and Society	4
ENSP 401: Environmental Policy	4
ENSP 416: Environmental Planning	3
GEOG 340: Conservation of Natural Resources	4
GEOG 345: Resource Wars	4
GEOG 372: Global Change: Past, Present, and Future	4

Overseas Concentrations (20 Units)

A wide variety of concentration options exist for students who study abroad under the auspices of the CSU International Program (IP). Coursework to be included in such concentrations will depend on the offerings available at the respective foreign universities. Students interested in pursuing such an individualized concentration should consult their Global Studies advisor and the SSU Study Abroad advisor as soon as they have decided which IP study-abroad option they intend to pursue.

Global Studies Minor

The minor consists of course work totaling between 22 and 28 units. Students will take all core courses, meet the language requirement, and take one course in each of the elective areas. Only 4 units may double count with a student's GE requirements.

Core Courses (All required)

GEOG 302: World Regional Geography	4
HIST 380: 20th Century World	3
GLBL 350A Community Service, or GLBL 350B Global Social Movements	1

Language Requirement:

Students will demonstrate an intermediate-low level proficiency in a foreign language. This may be met by taking 4-5 units of a foreign language at the 102 level or higher.

Elective Courses (Take one course from each group)

I. Culture

ANTH 203: Cultural Anthropology (D1)	3
ANTH 340: Living in a Pluralistic World (E)	3
GEOG 203: Cultural Geography (D2)	3

II. Political Ideas and Institutions

POLS 303: Intro. to Comparative Govnt and Global Systems	4
POLS 304: Introduction to International Relations	4
POLS 315: Democracy, Capitalism, Socialism (D5)	3-4
POLS 452: Third World Political Systems	4

III. Global Economy and Business

ECON 201A: Macroeconomics (D5)	4
ECON 303: International Economics	4
GEOG 322: Geographic Perspectives on International Dvlpmnt	4
BUS 393: Introduction to International Business	4
POLS 498: International Political Economy	4

IV. Globalization and its Social Impact

AMCS 475: Sem. on Race, Racism, and Globalization	4
WGS 385: Gender and Globalization	4
ANTH 352: Global Issues	4
GEOG 338: Social Geography (E)	3
GLBL 497: Global Studies Internship: Project Censored	3
COMS 321: International Communications	3

HEALTH PROFESSIONS ADVISORY PROGRAM

The Health Professions Advisory Program at Sonoma State University is an advising and support system for undergraduates and post-baccalaureate students preparing for careers in various health professions, including medicine, osteopathic medicine, dentistry, veterinary medicine, podiatry, optometry, pharmacy, physical therapy, physician assistant, and chiropractic medicine. Please note that advising for Physical Therapy and Nursing are done by the Departments of Kinesiology and Nursing, respectively.

Students interested in entering the health professions will select an appropriate major for undergraduate study. Since a majority of the courses required for admission to health-related programs are in the sciences, most students earn degrees in biology or chemistry before going on to professional schools, although many nonscience majors are being accepted.

Most health professions schools require a bachelor's degree for admission, although schools of dentistry, pharmacy, physician assistant, and chiropractic medicine may require fewer units and courses for admission. The following outline of courses will meet the requirements for admission to most medical schools. Since medical schools generally have the most rigid course requirements among the health professions schools, these courses will generally meet or exceed the requirements for other health professions schools. However, it is important to examine closely the requirements for any program and school and take courses to fulfill those requirements. Requirements for entrance into the University of California, Davis, Veterinary Medicine program are different from those for other health professions schools. Pre-veterinary students should consult an advisor in the Biology Department.

Courses Required for Admission to Health Professions Schools

The following courses are most generally required for admission to health professions schools:

Biology	Units
General biology (through cellular and molecular biology)	8-12
Some medical schools also require an upper division course in cell biology or genetics.	
Chemistry	
Inorganic or general chemistry	10
Organic chemistry	8-10
Some schools also require biochemistry.	
English	
Composition and Literature	6
Physics	
A one-year course with lab	8
Mathematics	
Some schools require a year of college mathematics and/or a calculus course or statistics.	4-8

Foreign Language

A few schools recommend a modern foreign language course. 0-8

Psychology

An introductory psychology course is recommended by some schools. 3

Courses for Health Professions

The following courses at Sonoma State University will generally fulfill the required or recommended courses suggested above:

BIOL 121* Diversity, Structure, and Function	4
BIOL 122* Genetics, Evolution, and Ecology	4
BIOL 123* Molecular and Cell Biology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
BIOL 472 Developmental Biology	4
CHEM 115AB* and 116AB* General Chemistry and Lab	10
CHEM 335AB* and 336 Organic Chemistry and Lab (336 lab often not required)	8-10
CHEM 446 Biochemistry	3-3
PHYS 210AB* and 209AB* General Physics and Lab	8
ENGL 101 and 214 Expository Writing and Literature	6
MATH 107 Precalculus Mathematics	4
MATH 161 Calculus	4
MATH 165 Elementary Statistics	4
PSY 250 Introduction to Psychology	3

* Required courses for all California medical schools.

Applicants with a grade point average below 3.00 are almost never considered by medical school admissions committees, and few students with a grade point average below 3.40 are accepted.

In addition to the required courses, most health professions students are required to take an appropriate examination such as the Medical College Admissions Test, Dental Admissions Test, or the Graduate Record Examination at, or before, the time of application.

The School of Science and Technology Health Professions Advisory Committee has been established to offer assistance to students interested in careers in the health professions. The main functions of the committee are to:

1. Advise students on how best to prepare for admission to health professions schools. Since the Sonoma State University campus is small, the Health Professions Advisory Committee has the opportunity to communicate with students on a personal basis. Individual departments may also have pre-health professions advisors;
2. Evaluate candidates and write letters supporting their admission to health professions schools;
3. Provide a practice admissions interview for candidates applying to health professions schools;

4. Coordinate a one-credit university course (Science 150, Introduction to Careers in the Health Professions – offered in fall semester only). This course offers general information sessions by the course coordinator and several guest speakers (health care providers and health professions school admissions officers); and
5. Maintain career information related to health professions, including catalogs from various schools and registration materials for examinations, and centralized application services required for admission to certain programs such as medicine, osteopathic medicine, veterinary medicine, podiatry, and dentistry.

The chair of the Health Professions Advisory Committee is the advisor to the Pre-Health Professions Students Club.

Students interested in a career in the health professions are strongly encouraged to meet with a health professions advisor immediately upon enrolling at Sonoma State University. Appointments to meet with an advisor can be made through the Health Professions Advisory Committee office in Darwin Hall, Room 200, (707) 664-2535. Visit the committee website (www.sonoma.edu/hpac) for more information.

HISTORY

DEPARTMENT OFFICE

Stevenson Hall 2070

(707) 664-2313

www.sonoma.edu/history

DEPARTMENT CHAIR

Michelle Jolly

ADMINISTRATIVE STAFF

Shannon Fields, Ashley Wise, Julie Wood

Faculty

Judith Abbott / Medieval Europe and Rome

Theresa Alfaro-Velcamp / Mexican, Latin American, Borderlands History

Stephen Bittner/Russia, Soviet Union, Eastern Europe

Randall A. Dodgen / Asia and the Pacific Basin

Steve Estes/ Modern United States History

Mary Halavais / Early Modern Europe, Spain and Latin America

Michelle Jolly / Colonial and Antebellum U.S., California and the West, U.S. Women's History

Amy Kittelstrom / U.S. 1870-1920, Transnational Culture, Ideas, and Religion

Kathleen Noonan / Britain and Ireland, Early Modern Europe, Colonial America

*William Clay Poe / Ancient Near East, Archaeology and Egyptology, Religious Ideas

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in History

Master of Arts in History

Minor in History

Teaching Credential Preparation

History is an integrative discipline that studies both our collective and our individual pasts. It is holistic because it is involved with humanity in all of its dimensions, interests, and activities, from the economic and political to the psychological and cultural. Thus, the study of history encourages students to reflect upon and analyze the interrelationship of ideas and material circumstances and of individual and group behavior as revealed in a wide range of human institutions and activities. The study of the ways in which humanity has organized itself, interacted, and explained its existence not only promotes the development of a historical perspective on the present but also provides a means of assessing the potential for change. The study of other cultures and their histories also fosters the development of a broader world view as well as other perspectives on one's own culture. In addition, the study of history provides insight

into the sources of one's thoughts, aspirations, and behavior, as well as the appreciation of a shared cultural tradition.

The history major is designed both to provide the basis for an excellent liberal arts education and to meet the needs of individual students. Within the specific requirements of the major, students receive basic instruction in the history of their own country as well as that of other cultures. They are also introduced to methods of historical inquiry, to different philosophies of history, and to historical writing. Beyond these requirements, students may arrange course work that meets their needs and interests. Course offerings provide opportunities to study selected areas and periods as well as individually designed research projects.

Careers in History

A history major's skills in historical analysis, writing, and research are highly useful in a variety of careers and professions. In addition to preparation for teaching and graduate work within the discipline of history, the history major provides an excellent background for many postbaccalaureate programs, including law, business, library science, and cultural resource management. Public history is a growing field, with careers in government, museums, and historic parks.

Students who plan to pursue graduate work or a teaching career are advised to diversify their studies rather than concentrate on any single geographic area or nation-state. Those who plan extensive graduate study are encouraged to take foreign language courses and to consider the history honors program. Credential candidates should consider securing classroom experience in a community-involvement program. A wide variety of internships exist in local museums, historical societies, businesses, and schools.

Bachelor of Arts in History

The B.A. in history is a 40-unit program that students plan in consultation with a departmental advisor. Courses graded Cr/NC are not applicable to the history major, except in the cases of HIST 497 Internships and HIST 496 History Journal, where 3 units of CR/NC are accepted.

Degree Requirements	Units
General education	51
Major requirements	40
General electives	29
Total units needed for graduation	120

Major Core Requirements

HIST 201 Foundations of World Civilization (3)* (3 units applied to GE, category D2)	3-4
HIST 202 Development of the Modern World*	3-4
HIST 251 The United States to 1877 (3)** (3 units applied to American Institutions)	3
HIST 252 The United States Since 1865**	3-4
HIST 498 Senior Seminar	4
Total units in the major core	16-18

*History majors may replace HIST 201 with HIST 303, 335, 339, 400, 401 OR replace HIST 202 with HIST 337, 342, 382, 383, 411, or 412. Either HIST 201 or HIST 202 MUST be taken.

**History majors may replace HIST 251 with HIST 351 OR replace HIST 252 with HIST 352, 445, 446, 468, 470, or 477. Either HIST 251, OR HIST 252 MUST be taken.

Major Electives

To finish the major, students must complete additional units in history to total 40 units. These units must include one upper-division course in European history and one course on an area of the world other than the United States or Europe (upper-division substitute for HIST 201/202 may count for this when appropriate). Three (3) units of electives can be lower division; the remaining 20-21 units must be upper division.

Total units in major electives 22-24

Total units in the major 40

History Honors Program

Eligible* students must have completed the major core requirements, except for the Senior Seminar, to earn the honors degree:	16
HIST 498 (or designated Senior Seminar)	4
HIST 499 Honors Seminar (to complete an Honors Thesis)	4

Total units needed for history honors degree 44

* Eligibility for the history honors degree:

1. A 3.50 GPA at Sonoma State University or overall; and
2. Demonstrated proficiency in a foreign language.

Minor in History

The History Department offers two minors—the General History minor and the Secondary School Content minor, with a focus in either world or United States/California history. Students contemplating a minor in history should consult the History Department for advising early in their academic careers. Courses graded Cr/NC are not applicable to the history minor.

I. General History Focus

Complete the Following:

Minor Core Requirements

One lower-division course in world history	3
EITHER HIST 201 Foundations of World Civilization	
OR HIST 202 Development of the Modern World (This course also satisfies GE area D2.)	

One lower-division course in United States History	3
EITHER HIST 251 History of the United States to 1877	
OR HIST 252 History of the United States since 1865 (This course also satisfies GE area D3.)	

Total units in the minor core 6

Minor Electives

To finish the General History minor, students must complete 16 units of upper-division work in history, usually 4 courses. Students may not count additional lower-division units toward the minor.

Total units in minor electives 16

Total units in minor 22

II. Secondary School Teaching Options

The State of California permits teachers with secondary teaching credentials in fields other than social sciences to teach world or United States/California history in the secondary school classroom if they complete a focus in one of the following fields. Each of the minor options described below meets state requirements (as of November 2005).

A. World History Focus

Complete the following:

Minor Core Requirements

One lower-division course in world history	3
EITHER HIST 201 Foundations of World Civilization	
OR HIST 202 Development of the Modern World (This course also satisfies GE area D2.)	

One lower-division course in United States History	3
EITHER HIST 251 History of the United States to 1877	
OR HIST 252 History of the United States since 1865 (This course also satisfies GE area D3.)	

HIST 380 Twentieth Century World	3
(This course is an upper-division GE course in area D.)	

Total units in the minor core 9

Minor Electives

To finish the World History minor, students must complete 12 units of additional upper-division coursework in history, usually 3 courses. These courses must emphasize the history of regions other than the United States (e.g., Europe, Asia, Latin America, or Africa). Students may not count additional lower-division units toward the minor.

Note: Students planning to teach world history are strongly encouraged to take courses that span a range of time periods and regions. Students should consult with an advisor in the history department before choosing courses.

Total units in minor electives 12

Total units in minor 21

B. United States/California History Focus

Complete the Following:

Minor Core Requirements

One lower-division course in World History EITHER HIST 201 Foundations of World Civilization OR HIST 202 Development of the Modern World (This course also satisfies GE area D2.)	3
One lower-division course in United States History EITHER HIST 251 History of the United States to 1877 OR HIST 252 History of the United States since 1865 (This course also satisfies GE area D3.)	3
One upper-division course in California History EITHER HIST 472 California History I OR HIST 473 California History II	4
Total units in the minor core	10

Minor Electives

To finish the United States/California history minor, students must complete 12 units of additional upper-division coursework in history, usually 3 courses. These courses must emphasize the history of the United States. Students may not count additional lower division units toward the minor. Note: Students planning to teach United States/California history are strongly encouraged to take courses that span a range of time periods. Students should consult with an advisor in the History Department before choosing courses.

Total units in minor electives	12
Total units in minor	22

JUNIOR YEAR:: 30 Units	
Fall Semester (16 Units)	Spring Semester (14 Units)
HIST 391 (4)	History Electives (8)
History Elective (4)	UD GE (C4) (3)
UD GE (D4) (3)	UD GE (C5) (3)
Electives (5)	
SENIOR YEAR:: 29 Units	
Fall Semester (14 Units)	Spring Semester (15 Units)
History Elective (8)	HIST 498 (4)
Electives (6)	Electives (11)
TOTAL UNITS:: 120	
* ENGL 101 (or its equivalent) is a prerequisite for HIST 201, 202, 251, and 252.	

Teaching Credential Preparation

History majors interested in seeking a general elementary credential or secondary school credential for social sciences may demonstrate subject matter competency by passing the Praxis II Multiple Subject Assessment for Teachers or the Single Subject Assessment test respectively. For further information and guidance, contact Miriam Hutchins, School of Social Sciences, (707) 664-2409.

Master of Arts in History

Requirements for Admission

1. B.A. degree from an accredited institution. Students with undergraduate majors in fields other than history will be required to complete prerequisites before entering the program;
2. Grade point average of 3.00 or better in the undergraduate history major (and in previous graduate courses attempted) as evidenced by the transcripts furnished. Grade point average of 3.20 or better in history for non-majors;
3. Completion of the general test Graduate Record Examination with scores acceptable to the departmental Graduate Studies Committee;
4. Three letters of recommendation; completion of program application and personal statement; writing sample;
5. Completion and acceptance of separate application for admission to the University (Office of Admissions and Records). GRE test scores required; and
6. Favorable recommendation for admission by the departmental Graduate Studies Committee after review of the complete file. This confers advancement to classified standing as a graduate student.

Sample Four-year Program for Bachelor of Arts in History

FRESHMAN YEAR:: 30 Units	
Fall Semester (15 Units)	Spring Semester (15 Units)
GE PHIL 101 (A3) (3)	GE HIST 201 (3)*
GE ENGL 101 (A2) (3)*	GE HIST 251 (D3) (3)*
GE Electives (B1, C1, C2) (9)	GE Electives (A1, B2, B4) (9)
SOPHOMORE YEAR:: 31 Units	
Fall Semester (15 Units)	Spring Semester (16 Units)
GE HIST 202 (3)*	GE Electives (6)
GE HIST 252 (3)*	Electives (including HIST) (10)
GE Electives (C2, B3, D5) (9)	

For more information, please refer to Graduate Degrees in the Degree Requirements section of this catalog.

Requirements for the M.A.

1. Advancement to candidacy form (M.A. in History) signed and submitted to Graduate Office;
2. Grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of postgraduate transfer or extension credit (or any combination of the two) may be included as part of the student's specific pattern of study. All courses are to be taken for letter grade;
3. All requirements for the M.A. degree in history, including language and conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within seven years from the time the first course is completed. Completion of requirements form must be signed and submitted to the graduate office; and
4. With the approval of the student's committee chair and the departmental graduate advisor, the satisfactory completion of one of the following two options:

Master's Thesis Option

(Chosen in consultation with committee chair):

Courses at the 300 or 400 level	15
Graduate courses at the 500 level (including two seminars)	9
HIST 599 Master's Degree Thesis Research	6
Total units required for the M.A.	30

Comprehensive Examination Option

(Chosen in consultation with committee chair):

Courses at the 300 or 400 level	15
Graduate courses at the 500 level (including HIST 500 and 510)	9
HIST 598 Comprehensive Examination Reading and Research	6
Total units required for the M.A.	30

HUMAN DEVELOPMENT

PROGRAM OFFICE
Stevenson Hall 2054
(707) 664-2312

HUMAN DEVELOPMENT COORDINATOR
Richard Senghas / Anthropology and Linguistics
(707) 664-2307
e-mail: richard.senghas@sonoma.edu
www.sonoma.edu/humandevlopment

Students interested in earning a major in Human Development should consult an advisor.

HUMAN DEVELOPMENT ADVISORS
Karin Enstam Jaffe / Biological Anthropology (707) 664-2944 /
email: karin.enstam@sonoma.edu
Johanna Filp-Hanke / Early Childhood Education (707) 664-2280 /
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Myrna Goodman / Sociology (707) 664-4296 /
email: myrna.goodman@sonoma.edu
Susan Hillier Ferreira / Gerontology/Psychology (707) 664-2586 /
email: hillier@sonic.net
Gerryann Olson / Psychology (707) 664-2265 / email: olsong@
sonoma.edu
Richard J. Senghas / Linguistics and Anthropology (707) 664-2307 /
email: richard.senghas@sonoma.edu
Charlene Tung / Women's and Gender Studies (707) 664-2086 /
email: charlene.tung@sonoma.edu

Program Offered

Human Development is an interdisciplinary liberal arts program that focuses on human growth and development across the life span, the underlying processes and structures that support that development, and the relationship between the individual and the complex familial, social, and cultural environments in which development is situated.

The Human Development major is designed to provide students with a comprehensive grounding in complementary theoretical approaches to human development across the life span in comparative cross-species, cross-cultural, and multicultural, as well as class and gender perspectives. All students are required to take the core, plus electives, one methodology course, and to complete a senior project. Students must receive C or better in the Core and Elective courses.

Careers in Human Development

A B.A. in Human Development will help prepare students for professional, managerial, service, and educational careers in human development and human services serving infants, children, adolescents, families, and elders. A B.A. in Human Development will

complement students' preparation for graduate studies in traditional fields such as psychology, sociology, anthropology, and human development.

Bachelor of Arts in Human Development

Prerequisites to the Major

- Sophomore standing.
- 2.5 GPA.
- Completion of the following required GE categories with a C or better:
 - A2 (ENGL 101).
 - A3 (Critical Thinking).
- Completion of or enrollment in the following GE courses:
 - BIOL 115 (Introduction to Biology) or ANTH 201 (Introduction to Biological Anthropology; prerequisites to ANTH 318).
 - MATH 165 (Elementary Statistics).
 - ANTH 203 (Introduction to Cultural Anthropology) or SOCI 201 (Introduction to Sociology) (prerequisites to ANTH 342).
 - LING 200 (Introduction to Linguistic Studies).

Total units required for B.A. in Human Development

Degree Requirements	Units
General education	51
Major requirements*, including 22-24 units core requirements 16-18 units electives, selected from comparative, sociological, psychological, and methodology categories	40
Electives	29
Total units needed for graduation	120

* This is the minimum number of units; more units may be required for certain course choices.

Major Core Requirements (22-24 units)

ANTH 342 Organization of Societies or ANTH 340 Living in a Pluralistic World (GE-E) or WGS 385 Gender and Globalization or SOCI 485 Organizations and Everyday Life	3-4 3 3-4
ANTH/HD 318 Human Development: Sex and the Life Cycle (GE-E)	3
GERN/PSY 421 Psychology of Aging or GERN 408 Adult Development	4
HD 391 Seminar in Human Development (Taken In the Junior Year)	2
HD 490 Senior Project	1
KIN 410 Lifespan Motor Dev	3
PSY 410 Child Development or PSY 412 Adolescent or EDMS 420 Child Development in Family, School, and Community (GE-E)	3-4
WGS 350 Gender, Sexuality, and Family	3

Major Electives

Students choose a minimum of 16 units from among the following groups of courses, taking one or two courses from each category for a total of 40 upper division units (core + electives = 40 units). In addition, service learning and internship courses are strongly recommended. Classes in foreign languages spoken in California are strongly recommended.

Substitutions can be made in elective courses with the consent of an advisor.

Comparative Perspectives

AMCS 435 Ethnicity and the Life Cycle (3)
ANTH 302 Biological Basis of Sex Differences (4)
ANTH 340 Living in a Pluralistic World (GE-E) (3)
ANTH 372 Illness Narratives (4)
ANTH 380 Language, Culture, and Society (4)
ANTH 386 Sign Language and Signing Communities (4)
EDUC 417 School and Society (4)
GERN/SOCI 319 Aging and Society (3)
LING 432 Language in a Sociopolitical Context (3)
PSY 328 Cross-Cultural Psychology (4)
WGS 375 Gender, Race, and Class (GE-D1) (3)

Sociological Perspectives

CCJS 441/SOCI 314 Deviant Behavior (4)
EDMS 470 Multicultural Pedagogy (3)
GERN/SOCI 332 Death and American Culture (4)
GERN/PSY/SOC 432 Group Work with Older Adults (4)
SOCI 312 Sociology of Gender (4)
SOCI 315 Socialization (4)
SOCI 326/PSY 326 Social Psychology (GE D1) (3-4)
SOCI 445 Sociology of Childhood and Adolescence
WGS 440/SOC 440 Sociology of Reproduction (3)
WGS 390 Gender and Work (4)

Psychological Perspectives

EDMS 420 Child Development in Family, School, and Community (GE-E) (3)
PSY 302 Psychology of the Person (GE-E) (3)
PSY 411 Behavioral and Emotional Problems of Children (3-4)
PSY 412 Adolescent Psychology (3-4)
PSY 418 The Psychology of the Family (3-4)
PSY 447 Learning and Behavior (4)
PSY 448 Cognitive Development (4)
PSY/GERN 422 Seminar in Living and Dying (3-4)
PSY 461 Personality Development (4)

Methodology

Choose one of the following:

ANTH 451 Applied Ethnographic Methods (4)
ANTH 480 Studies of Language Use (4)
EDUC 331 Practicum in Child Study (3)
PSY/GERN 493 Narrative Methods (4)
PSY 380 Introduction to Psychological Research Methods (4)
PSY 441 Qualitative Methods (4)
SOCI 300 Sociological Research Methods (4)
WGS 425 Feminist Research Methods (4)

HUTCHINS SCHOOL OF LIBERAL STUDIES

DIRECTOR

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SUBJECT MATTER PREPARATION COORDINATOR

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Eric McGuckin

*Anthony Mountain

Mutombo M'Panya

Wendy Ostroff

Francisco H. Vázquez

*Richard Zimmer

**Faculty Early Retirement Program*

Overview

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern since its inception in 1969. The program is designed to encourage students to take themselves seriously as readers, writers, and thinkers capable of continuing their own educational process throughout their lives.

The Hutchins School is an interdisciplinary school within Sonoma State University offering lower-division students an alternative General Education program that integrates material from the humanities, the social sciences, and the natural sciences. It offers upper-division students a similarly integrated major in Liberal Studies leading to a B.A. degree. It offers a multiple subject preparation program for pre-credential students, and a blended program leading to a B.A. and multiple subject teaching credential in four years. A minor in integrative studies is also offered.

The Hutchins School has several distinctive features:

- An emphasis on active participation in one's own education, on self-motivation, and on learning to learn;
- Small, seminar-type classes;

- Close cooperation and a feeling of community among students and professors;
- A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view;
- Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines (Please see course descriptions below.);
- Encouragement to engage in independent study projects and Study Abroad programs;
- Internship/field study to bridge academic studies with career placements and community service; and
- An opportunity for student-instructed courses.

Hutchins is also committed to offering students opportunities for contributing to and learning from local communities. Some seminars include a service learning component which enhances the reading, writing, and discussion of shared materials through applied service projects. These seminars provide hands-on experience for students while also creating valuable partnerships with local community organizations. Through service, Hutchins students can draw connections between what they discuss in seminar with how they live their lives, enabling them to integrate critical thinking, active participation, and careful reflection.

Students in other majors may complete a Hutchins School integrative studies minor to help place their disciplines in a wider intellectual context.

Careers in Liberal Studies

Hutchins School graduates do especially well in teaching, counseling, social services, law, media, journalism, and many types of businesses. They have entered graduate programs in fields as diverse as American studies, anthropology, business, counseling, English, history, law, library science, management, medieval studies, physics, religion, sociology, and theatre arts.

Students seeking a teaching credential in elementary or early childhood education can enroll in the Track II: Subject Matter Preparation for the Multiple Subject Teaching Credential. If they prefer an accelerated track, they can enroll in the Track III: Blended Program, which allows them to complete their B.A. degree and complete all requirements for the Multiple Subject Teaching Credential in four years. Students may transfer to another program at the end of any semester without loss of credit successfully completed in the Hutchins program.

Whatever their particular interests, all Hutchins students are challenged to read perceptively; to think both critically and imaginatively; to express their thoughts and feelings in writing, speech, and other media; and to make productive use of dialogue and discussion. By developing these skills, students will be ready to take a position in a democratic society as thoughtful, active citizens conversant in a broad

range of disciplinary perspectives. Through seminar discussions, essays, research, and other assignments, students will be prepared for a wide variety of careers in which creative, independent thinking and effective written and oral communication are the prime requisites.

Admission

In general, the Hutchins School accepts students at the freshman or junior level for fall admission only, although exceptions are made depending on space availability. When applying to the University, all students seeking admission to the Hutchins School should list Liberal Studies/Hutchins, Hutchins School as their major (select code 49015 on paper application).

Students applying as freshmen must have a grade point average of 3.0. Students seeking admission into the Hutchins Blended Program as freshmen must test into college level English and math (through passage of the ELM and EPT or their equivalent).

Students already at Sonoma State seeking admission into the Hutchins program must file a separate Hutchins application form by February 15 for the fall semester and by October 1 for the spring semester. Application forms are available in the Hutchins School Office or online: <http://www.sonoma.edu/hutchins/pages/academic/admissions/admissions.htm>

Students seeking admission to Track II as junior transfers must complete all lower-division general education requirements, with specific requirements in the following areas. Students may take these courses while enrolled in the major.

BIO 110: Biological Inquiry (or equivalent)

CHEM 107: Introduction to Physical Sciences (or equivalent chemistry, physics, or astronomy course)

GEOL 107: Introduction to Earth Science (or equivalent course)

Geology or physical geography

MATH 150: Geometry (Statistics or Math for Elementary Teachers fulfills this requirement for off-campus transfers)

A course in the history of the visual arts

A course in the performing arts: dance, music, or theatre

Whether transferring into the Track III Blended Program as freshmen or juniors, students must file a separate application available at: http://www.sonoma.edu/hutchins/pages/academic/forms/_applying.htm.

Degree Requirements	Units
General Education Lower-Division (May include 48 units in LIBS Integrative GE)	51
Major Requirements (up to 3 units may be applied to upper GE Area E)	40
General Education Upper-Division (Waived upon completion of Tracks II or III)	9
SSU Electives (Track I) or Subject Matter Preparation (Track II)	20
Total units needed for graduation	120

Interdisciplinary General Education Program Lower Division

The lower-division program of the Hutchins School fulfills, with the exception of mathematics, all of the Sonoma State University lower-division general education requirements. Upon completion of the lower-division General Education program in Hutchins, students may elect to continue in the program as a Liberal Studies major, or they may transfer into another major at any point in the program. The program consists of four interdisciplinary seminars of 12 units each, taken successively as follows:

LIBS 101: the Human Enigma (Fall)

LIBS 102: In Search of Self (Spring)

LIBS 201: Exploring the Unknown (Fall)

LIBS 202: Challenge and Response (Spring)

Each of these seminars is made up of 10 to 15 students and a professor. Learning proceeds by a process of reading, writing, and discussion, in which all students are urged to take an active part. There are generally four to six sections of each seminar offered simultaneously, so that each seminar is part of a larger learning community that meets together once a week for lectures, field trips, labs, and other group projects. The curriculum for these seminars is developed collaboratively by the faculty facilitating each seminar section, thus drawing on a wide range of disciplinary expertise.

Strongly emphasizing excellence in written communication, the program includes extensive writing projects and regular tutorials. Several of the small seminar sections come together once a week for group activities, including field trips, labs, lectures, films, group presentations, and other hands-on learning experiences. The emphasis throughout is on the critical examination of contemporary problems in their historical contexts. Each student is expected to arrive at conclusions that result from personal reflection and exploration of the ideas of major thinkers in diverse fields.

At mid-semester, students meet individually with the professor to discuss their progress. At this point, they have an opportunity to reflect on and assess their own learning, a key ingredient in developing the skill of lifelong learning. At the end of every semester, the student receives an official grade of credit or no credit. The student also is given a copy of a detailed evaluation of his or her work, which is placed in the student's Hutchins file but not entered on the official University record or used to compute a grade point average. This evaluation assesses the student's cognitive skills, seminar participation, understanding of the course content, writing skills, independent project, and special course assignments. A written commentary addresses each student's particular strengths and indicates the way in which the student should improve in order to become an effective, lifelong learner. Thus, the evaluation conveys a great deal more information than does a single letter grade. Unofficial grades can, at the student's request, be made available to other schools, agencies, or prospective employers who need a quantitative measure of performance.

A student who does not work well within the Hutchins program may receive credit with a probationary or terminal qualification, or a terminal no credit. If the student's enrollment remains probationary for two semesters, or is terminated, he or she must transfer out of the Hutchins program. Application for readmission may be made after the student has successfully completed at least one semester in the traditional general education program.

Bachelor of Arts in Liberal Studies Upper-Division

Options for the bachelor's degree include: **Track I**, the General Liberal Studies Major plan; **Track II**, the Subject Matter Preparation (pre-credential) plan; and **Track III**, the Blended Program/B.A. plus Multiple Subject Credential.

The general pattern for the major in all three tracks is outlined in the table below. During their first semester in the upper-division, all transfer students are required to take LIBS 302. In this course, students work on the skills required in the major, develop their own learning plans, and begin the portfolio, a document the student expands throughout the upper-division and brings to a close in LIBS 402 Senior Synthesis. LIBS 302 is a prerequisite for all upper-division Hutchins courses. Students continuing from Hutchins lower-division, however, are exempt from LIBS 302. Any student earning a grade lower than a C in LIBS 302 will not be allowed to continue in the Hutchins program.

Also, in each of their first two semesters, students will take a key course designed to involve them in a discussion and critique of some of our most fundamental beliefs and values, viewed in a worldwide context. (Please see LIBS 304 and 308.)

Requirements for the Major

<i>First Semester</i>	<i>Units</i>
LIBS 302 Introduction to Liberal Studies, and	3
LIBS 304 We Hold These Truths (Fall) or	3
LIBS 308 The Practice of Culture (Spring)	3
Subsequent Semesters	
LIBS 304 or 308 (to complete sequence)	(3)
One course from each of 4 core areas:	
LIBS 320/321A Society and Self	3
LIBS 320/321B Individual and the Material World	3
LIBS 320/321C The Arts and Human Experience	3
LIBS 320/321D Consciousness and Reality	3
Additional requirements and electives (per track described below)	15
Final Semester	
LIBS 402 Senior Synthesis	4
Total units Hutchins Major	40

Core Seminars

Building on the foundations laid in the key courses, the student chooses at least one seminar from each of the following four core areas:

Core A Society and Self

Core B The Individual and the Material World

Core C The Arts and Human Experience

Core D Consciousness and Reality

The core seminars are a key element of the curriculum in the Hutchins Major. Core areas are designed to ensure that the intensive learning experience provided in the small seminar format is spread across the disciplinary spectrum, although all core courses offer an interdisciplinary perspective on a particular theme. (Please see general description of core areas below, as well as descriptions of individual offerings in course listings that follow the general discussion of programs offered.)

Track I: Interdisciplinary Studies

Those students wishing a broad interdisciplinary major as a foundation for their career choice (e.g. the arts, the law, public service, etc.), or who are motivated by intellectual curiosity and wish to pursue an individualized study plan, often choose the Interdisciplinary Studies. Track I students may use up to 9 units from other majors or 12 units from approved study abroad program as part of their emphasis in the Hutchins major, and we strongly encourage these students to consider doing a minor in another field. Alternatively, students majoring in Interdisciplinary Studies will complete the 17 additional units by choosing from a wide variety of courses which include elective seminars, workshops, independent and directed studies, internships, and Study Away opportunities.

LIBS 310/315/410/415 Directed or Independent Study

LIBS 396 Field Study

LIBS 397 Study Away

LIBS 399 Student Instructed Course

LIBS 499 Internship

Students in Track I may organize an area of emphasis within the 40 units required for the major which reflects their career plans and/or intellectual interests. Track I students may use up to 9 units from other majors as part of their emphasis in the Hutchins major, and we strongly encourage these students to consider doing a minor in another field. Alternatively, students may engage in artistic and creative activities, research and scholarly investigations, Hutchins community projects, social and community action opportunities, or gather together a variety of experiences that they find intellectually satisfying. Many Track I students have found the Internship or Study Away program (one of which is required for the major) valuable.

The Study Away/Internship requirement, often preceded by a semester of independent study related to the placement, allows students to include, as part of their major, experiences as diverse as (1) a period of domestic or international study and travel; (2) an independent project in a nearby community; (3) an internship with a local arts organization, business, school, or social service agency; (4) substantial involvement in a program with another department on this or some other campus; or (5) other options and activities created by the student in consultation with an advisor. Whether

close at hand or far away, the Study Away/Internship experience can help students relate their education to specific career choices, greater intellectual understanding, and their place in an ever-larger world.

Sample Four-year Plan for Bachelor of Arts in Liberal Studies, Track I

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ENGL 101 (A2) (3)	BIOL 110 (B2) (4)
Math GE (B4) (3)	Ethnic Studies (D1) (3)
Humanities GE (C1) (3)	PHIL 101 or 102 (A3) (3)
Physical Science GE (B1) (3)	World History GE (D2) (3)
Elective (3)	Elective (2)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
Written and Oral GE (A1) (3)	Humanities GE (C3) (3)
Humanities GE (C2) (3)	Humanities GE (C4) (3)
POLS 200 (D4) (3)	Specific Emphasis Science (B3) (3)
Physical Science GE (B1) (3)	U.S. History GE (D3) (3)
Elective (3)	Elective (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
LIBS 302 (3)	LIBS 308 (3)
LIBS 304 (3)	LIBS 320/321 (3)
Upper-Division GE Course (D5) (3)	LIBS 310 (3)
Elective or Emphasis (6)	Electives or Emphasis (6)

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
LIBS 320/321 (3)	LIBS 320/321 (3)
LIBS 499 (3)	LIBS 320/321 (3)
Upper-Division GE Elective (3)	LIBS 402 (4)
Electives or Emphasis (6)	Electives (5)

TOTAL UNITS:: 120

LIBS/MBA Advising Pathway

The flexibility of the Track I program in Liberal Studies lends itself to a broad variety learning experiences and careers. For example, by following the pathway below, a Liberal Studies major may complete the requirements to enter a Master of Business Administration program upon graduation. Those interested should consult with Stephanie Dyer in the Hutchins School and with the MBA coordinator in the Department of Business Administration.

Sample Four-year MBA Prep Advising Path

FRESHMAN YEAR:: 31 Units

Fall Semester (15 units)	Spring Semester (16 units)
LIBS 101 (12)	LIBS 102 (12)
Elective Units (3)	Math 165 (4)

SOPHOMORE YEAR:: 32 Units

Fall Semester (16 units)	Spring Semester (16 units)
LIBS 201 (12)	LIBS 202 (12)
ECON 201A (4)	ECON 201B (4)
Declare Business Minor	

JUNIOR YEAR:: 31 Units

Fall Semester (16 units)	Spring Semester (15 units)
LIBS 304 (3)	LIBS 308 (3)
LIBS 320 (3)	LIBS 320 (3)
LIBS 499 (3)	LIBS 410 (3)
BUS 231A (4)	BUS 230B (4)
Upper Division GE (3)	BUS 295 (2)
Pass PCCR Exam	Take GMAT
Take WEPT	

SENIOR YEAR:: 28 Units

Fall Semester (14 units)	Spring Semester (14 units)
LIBS 320 (3)	LIBS 402 (4)
BUS 360 (4)	LIBS Elective (3)
BUS 344 (4)	LIBS 320 (3)
Upper Division GE (3)	BUS 370 (4)

TOTAL UNITS:: 122

Track II Multiple Subject (Pre-Credential) Preparation

The Hutchins School offers a state-approved subject matter preparation program for students intending to earn a California Elementary Teaching Credential or an Early Childhood Emphasis Credential. While students are no longer allowed to waive the California Subject Exam for Teachers (CSET), the B.A. pre-credential option ensures interdisciplinary subject matter proficiency as well as possession of the high-level analytic, synthetic, creative, and expressive academic skills required of future educators. Course work is carefully planned to meet state-mandated content standards for prospective elementary teachers and provides excellent preparation for the CSET exam, as well as for admission to a professional teacher training program. In addition to the courses described above, students will be required to take the following courses as part of their major. Upper-division GE requirements can be met through the completion of the Multiple Subject program, which includes concentration in a specific subject. (See Hutchins website for details):

LIBS 312: Schools and Society (3)
 LIBS 327: Literacy, Language, and Pedagogy or
 ENG 379: English Language (3-4)
 LIBS 330: The Child in Question (3)
 MATH 300A: Elementary Number Systems (3)
 MATH 300B: Probability and Statistics (3)

Sample Four-year Plan for Bachelor of Arts in Liberal Studies, Track II

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ENGL 101 (A2) (3)	CHEM, Physics, or Astronomy (B1) (3)
MATH 150 (B4) (3)	Ethnic Studies (D1) (3)
ARTH, THAR, or MUS (C1) (3)	PHIL 101 or 102 (A3) (3)
BIOL 110 (B2) (4)	World History GE (D2) (3)
Elective (2)	Elective (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
Written and Oral Analysis GE (A1) (3)	Humanities GE (C3) (3)
Humanities GE (C2) (3)	Humanities GE (C4) (3)
POLS 200 (D4) (3)	GEOL or Physical GEOG (B1 or B3) (3)
Concentration Course (3)	U.S. History GE (D3) (3)
Elective (3)	Concentration Course (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
LIBS 302 (3)	LIBS 308 (3)
LIBS 304 (3)	LIBS 320/321 (3)
MATH 300A (3)	LIBS 312 (3)
KIN 400 (3)	MATH 300B (3)
Concentration Course (3)	ARTH, THAR, or MUS (3)

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
LIBS 320/321 (3)	LIBS 320/321 (3)
LIBS 330 (3)	LIBS 320/321 (3)
LIBS 327 (3)	LIBS 402 (4)
EDMS 470 (3)	Electives (5)
Concentration Course (3)	

TOTAL UNITS:: 120

Track III Blended Program

The Blended Program incorporates the lower-division Hutchins General Education program and the basic course work for Track II with courses from the School of Education beginning in the junior year, allowing students to complete a B.A. in Liberal Studies and a Multiple Subject Teaching Credential as follows:

Sample Four-year Plan for Bachelor of Arts in Liberal Studies with Teaching Credential, Track III

FRESHMAN YEAR:: 34 Units

Fall Semester (17 Units)	Spring Semester (17 Units)
LIBS 101 (12)	LIBS 102 (12)
EDMS 100 (2)	EDMS 200 (2)
MATH 150 (3)	CHEM, Physics, or Astronomy (3)
Take CBEST or CSET: Writing Skills Exam Spring/Summer.	

SOPHOMORE YEAR:: 35-36 Units

Fall Semester (18 Units)	Spring Semester (17-18 Units)
LIBS 201 (12)	LIBS 202 (12)
LIBS 312 (3)	LIBS 330 (3)
GEOL or PHYSICAL GEOG (3)	Performing Arts Elective:
Certificate of clearance - Apply	Music, Theater
For Live Scan and Clear TB test.	or Dance survey or history (2-3)
Apply to Education Program	Interviews April
(Nov.- Jan).	

JUNIOR YEAR:: 36 Units

Fall Semester (18 Units)	Spring Semester (18 Units)
LIBS 304 (3)	LIBS 308 (3)
LIBS 320 (3)	LIBS 320 (3)
LIBS 320 (3)	KIN 400 (3)
LIBS 327 (3)	MATH 300A (3)
EDMS 470 (3)	EDMS 463 (3)
EDMS 411 (3)	EDMS 475 (3)
Take the WEPT during academic year.	Re-apply to SSU as post-baccalaureate student
Apply for fall graduation by audit deadline.	Aug 1 – Aug 31.

SENIOR YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
LIBS 320 (3)	EDMS 482F: Student Teaching (10)*
LIBS 402 (4)	EDMS 464 (2)
MATH 300B (3)	EDMS 471 (2)
EDMS 474 (3)	EDMS 476F (3)
EDMS 464S (2)*	

*Enrollment in EDMS 476S is optional.

* Students will attend EDMS 482S on-site, but are not required to enroll in course, and will complete CWS-2 E-Portfolio.

TOTAL UNITS:: 135-136

Some courses may be taken during the summer.

In order to continue in the program after the first year, students must have the recommendation of their professors in LIBS 101, LIBS 102, EDMS 100, and EDMS 200.

Minor in Integrative Studies

The Hutchins minor is designed to help the student in a traditional discipline understand the relation that his or her major field of study bears to a number of other areas of inquiry and expertise. The minor consists of 20 units, taken in the Hutchins School, and is distributed as follows:

LIBS 302 Introduction to Liberal Studies (3) (exempt for students continuing from the LIBS lower division)

LIBS 402 or 403 Senior Synthesis (4)

Choice of Courses from the following (13 units total):

LIBS 304: We Hold These Truths (3)

LIBS 308: Practice of Culture (3)

LIBS 320/321 (A, B, C, or D): Core Seminars/Courses (3)

LIBS 310/410: Directed Study (1-4)

LIBS 399: Student-Taught Courses (2)

Total units 20

Students must complete LIBS 302 before they will be allowed to take a seminar (LIBS 320). In consultation with an advisor, students select interdisciplinary core seminars and other courses offered in the major, and then complete LIBS 403 during their final semester, examining the students' major field of study in relation to other disciplinary perspectives.

Degree Completion Program

The Liberal Studies Degree Completion Program is for those who have completed junior transfer requirements. It offers an alternative route to a bachelor of arts degree for working adults whose schedules do not permit them to attend regular campus classes. Instruction is organized around one on-campus meeting for a full Saturday each month combined with weekly online seminars and ongoing reading and writing assignments.

Course work in the program is designed to investigate current issues and to allow students to explore their own interests.

Requirements for the Major

LIBS 380 Identity and Society 10

LIBS 381 Technology and the Environment 10

LIBS 382 Work and the Global Future 10

LIBS 470 Senior Project (independent study) 10

General education courses and electives may be required in addition to transfer units to complete University graduation requirements.

Two groups of 15 students are admitted each Fall semester, staying with their cohort throughout the program as different professors guide the seminars each semester. For individual preadmissions counseling, call Beth Warner, Administrative Coordinator, at 707 664-3977, e-mail beth.warner@sonoma.edu. website: www.sonoma.edu/exed under "Our Programs."

M.A. Program in Interdisciplinary Studies (Action for a Viable Future)

As people become aware of the magnitude of dilemmas and issues in the world they inhabit, they often express the desire and need to

go beyond studying these problems; they want to know what they can do about them. This program is a response to that question.

We emphasize the interrelationship among three themes: the psychological and moral dimensions of change; economic, and social justice issues; and ecological issues. These three are inextricably linked: economic practices and concerns about social justice must involve considerations of environmental sustainability, and changes in the environmental and economic spheres necessarily imply personal change. All must be understood on a global scale.

This program provides a framework for understanding the roots of contemporary problems and the processes of change, within which each student chooses courses across the University that illuminate their area of interest. For their culminating experience, students will choose an issue that inspires them to create and execute an action plan to make an impact on the community.

For further information, contact Beth Warner, Administrative Coordinator, at 707 664-3977, e-mail beth.warner@sonoma.edu. website: www.sonoma.edu/exed under "Our Programs."

Requirements for Admission

1. Bachelor's degree from an accredited institution;
2. Grade point average of 2.5 or above for the last 60 units of coursework;
3. A personal narrative describing your goals and three letters of recommendation;
4. Completion of a graduate studies application to the University;
5. Satisfactory participation in a seminar interview; and
6. Favorable recommendation by the departmental graduate studies coordinator.

Requirements for the M.A.

1. Advancement to candidacy form signed and submitted to Graduate Studies Office;
2. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of transfer credit may be included as part of the student's specific pattern of study. All courses are to be taken for a letter grade. Students must maintain a GPA of 3.0 or above in all courses to be counted toward the degree;
3. All requirements for the M.A. degree in Interdisciplinary Studies stipulated at the time of admission to candidacy must be satisfactorily completed within 7 years from the time the first course is completed. A completion of requirements form must be signed and submitted to the Graduate Studies Office; and
4. Completion of required courses and individual study plan course work as outlined below:

ITDS 510A Critical Inquiry: A Preparation for Action and Change	6
ITDS 510B Case Study	3
ITDS 599 Project Planning and Implementation	6
Approved Individual Study Plan (300, 400, or 500 level courses)	15

Total units required for the M.A. 30

INTERDISCIPLINARY STUDIES

DEPARTMENT OFFICE

Physical Education 25
(707) 664-3918
ellen.carlton@sonoma.edu
www.sonoma.edu/itds

COORDINATOR

Ellen Carlton

Programs Offered

- Bachelor of Arts in the Special Major
- Bachelor of Science in the Special Major
- Special Minor in Interdisciplinary Studies
- Master of Arts in Interdisciplinary Studies
- Master of Science in Interdisciplinary Studies

Students interested in designing an interdisciplinary program can pursue a bachelor's degree in the special major and a master's degree in interdisciplinary studies. The undergraduate special major and the graduate major in interdisciplinary studies are designed for students whose particular interests, backgrounds, or professional objectives are not served by a traditional degree program. The purpose of these majors is to provide a carefully controlled opportunity for qualified students to design, with faculty approval, a flexible interdisciplinary course of study that leads to a bachelor's or master's degree. Admission is limited to those whose individualized programs can be organized around a special topic or a cross-disciplinary inquiry that is original and involves work in more than one department. Interested students should contact the coordinator of interdisciplinary studies (ITDS), who initiates the application and screening process.

The special and interdisciplinary studies majors are not intended to bypass normal graduation requirements and may not be used to duplicate formally structured programs at Sonoma State University or other service-area institutions. The reason for this restriction is that these programs should be reserved for students whose special interests cross disciplinary lines and who find appropriate faculty expertise here.

Application requirements for all programs

1. All students must apply for admission to the special major or the major in interdisciplinary studies. Before developing a program proposal, the student must consult with the interdisciplinary studies coordinator, who will initiate the application and screening process and will help identify faculty advisors to serve as an academic advisory committee.
2. There must be at least two faculty members for the special major and three faculty members for the major in interdisciplinary studies who agree to constitute the advisory

committee and act as advisors for each student's program of study. It is the student's responsibility to contact these advisors to plan with them a coherent, original, and feasible course of study. One committee member must agree to be the committee's chair and to be the student's principal advisor on matters related to the major course of study and all other graduation requirements.

3. In consultation with the ITDS coordinator and the academic advisory committee, each student must complete a program proposal and submit it in duplicate to the ITDS coordinator by an application deadline. There are three proposal deadlines each semester.
4. Filing a proposal application with the ITDS coordinator does not ensure acceptance in the special major or interdisciplinary studies program. Each proposal must be evaluated by the ITDS committee. The committee may recommend approval or conditional approval of the application, may request that the application be reworked and resubmitted, or may reject the application. Approved programs must then be approved by the Associate Vice Provost of Academic Programs. If the application is approved at both levels of review, the student may register as a special major or as a major in interdisciplinary studies.

Bachelor of Arts or Science in the Special Major

Degree Requirements	Units
General education	51
Major requirements (Core and Supporting)	45
General electives	24
Total units needed for graduation	120

Requirements for the Special Major

A 3.00 grade point average is a prerequisite to application. The special major is a unique major that suits individual goals and is personally valuable, but may pose professional obstacles. Career goals and prerequisites for higher degrees should be reviewed before proceeding with this major.

The special major consists of 45 units of course work in two or more disciplines; 24-26 upper-division units constitute the core courses, while the remaining units may include lower-division courses.

To be considered for the special major, the student must have more than one full year (31 units or more) of course work in the major still to be completed after approval by the ITDS committee and the filing of the Change of Major form. Work in progress during the semester of the proposal's approval will count toward the 31 units.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special major. At the time you apply for a special major, you should have completed at least half of your GE requirements and should be in your junior year.

Special Minor in Interdisciplinary Studies

The special minor has the following features and requirements:

1. The minor consists of 21-24 units of coursework from two or more departments;
2. Two-thirds of these units must be in upper-division course work;
3. Two-thirds of the minor must remain to be completed at the time the minor is approved. Work in progress during the semester of the minor's approval counts toward the two-thirds requirement;
4. The student must have a minimum GPA of 3.00 in order to apply;
5. A student will not be considered for a special minor before the student's junior year; and
6. A special minor must have the same coherence and academic integrity as are demanded of a special major and is subject to the same application process.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special minor.

Master of Arts or Science in Interdisciplinary Studies

Degree Requirements	Units
Major requirements	30-32
Total units needed for graduation	30-32

Requirements for the M.A. or M.S. in Interdisciplinary Studies

Prerequisites To Application

- Admission to the University in conditionally classified graduate status; and
- A grade point average of at least 3.00 for the last 60 units of college work attempted.

Prerequisite To Acceptance

- Passage of the Written English Proficiency Test (WEPT). Graduate Record Examination (GRE) Aptitude Test scores are not required, but may be submitted in support of the application; and
- The candidate for this degree must comply with the normal regulations governing graduate study at Sonoma State as described in this catalog.

Course Requirements

General course and unit requirements:

- The major in interdisciplinary studies consists of a minimum of 30 units to a maximum of 32 units in two or more disciplines.
- At least 20 units must be graded (A-F); the remainder (up to one-third of the total number of units of the major) may be taken in a nontraditional grading mode. (In order to receive a Credit (Cr) grade in a graduate level class, the student must earn the equivalent of B- or better.)
- The student must have at least 15 units of the major still to be completed after approval of the proposal by the Associate Vice Provost of Academic Programs. Units completed during the semester of the proposal's approval count toward these 15 units.
- At least 21 semester units shall be completed in residence.
- At least 15 of the 21 in-residence units shall be in graduate (500-level) courses. The remaining units may be in 300- or 400-level courses.

Contact the ITDS coordinator for the detailed guidelines and the application form for the master's degree in interdisciplinary studies.

KINESIOLOGY

DEPARTMENT OFFICE

PE14
(707) 664-2357
www.sonoma.edu/kinesiology

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**Faculty Early Retirement Program*

Programs Offered

Bachelor of Science in Kinesiology
Master of Arts in Kinesiology
Minor in Kinesiology
Single Subject Teaching Credential Preparation
Adapted Physical Education Specialist Credential
Integrated Degree and Credential Program

Kinesiology, as the study of human movement, utilizes a comprehensive and integrative approach to examine phenomena related to all aspects of physical activity. The curriculum offered by the Department of Kinesiology prepares graduates who can apply kinesiological principles to the acquisition, performance, and refinement of motor skills and to the use of physical activity as an educative tool and a medium for health promotion, personal well-being, and participation in an active lifestyle. The curriculum addresses human movement across the life span from biological/physical, behavioral, sociocultural, and humanistic perspectives, with attention given to the unique and common needs of all people in a wide variety of contexts and conditions.

In conjunction with the broader educational mission of the University, the kinesiology major program prepares students to lead and participate in a modern complex society and to assume multiple roles throughout their lifetimes. Graduates have acquired knowledge and experiences that prepare them to pursue lifelong learning, advanced study, and/or careers in such areas as teaching, coaching,

adapted physical education, allied health fields, health and fitness industries, sport industries, or exercise and movement science. To achieve this mission the kinesiology major provides students with a well-structured set of curricular and cocurricular experiences and the mentorship to derive a sound education from the University experience.

The Department of Kinesiology programs lead to the B.S. or M.A. degrees. In both programs a core of courses is required. Beyond this core, the kinesiology student chooses a concentration of courses with a specific focus. The undergraduate may select physical education, adapted physical education, exercise science, lifetime fitness, or interdisciplinary studies in kinesiology. Theoretical and practical learning experiences are an important part of all concentrations. Students are required to participate in a variety of field experiences, working as coaching assistants, teacher's aides, exercise/recreation leaders, and instructors for disabled students.

Prior to beginning upper-division studies in Kinesiology, students should have acquired the knowledge and skills necessary for success. Courses with specific application to the kinesiology degree are included as support courses for the major. All students entering the upper-division kinesiology degree should

- Be able to utilize computing technology in support of inquiry;
- Demonstrate knowledge of a broad range of concepts, issues, facts, and theories derived from the biological, physical, behavioral, social sciences, and from the humanities;
- Demonstrate critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills; and
- Document experience in a variety of movement forms and fitness activities.

At the completion of the undergraduate degree all graduates should

- Demonstrate knowledge and skill in a broad variety of movement and fitness activities;
- Understand the biological/physical and behavioral bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions;
- Understand the sociocultural and humanistic bases of movement with diverse cultures, historical periods, and social settings;
- Understand how motor skills are acquired and fitness achieved and maintained across the life span and within diverse populations;
- Understand the relationship among movement, conditioning and training, well-being, and skill across the life span and under a variety of environmental and personally unique conditions;

- Know how to apply kinesiological knowledge to enhance motor skill and fitness with a variety of populations and conditions;
- Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;
- Demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity;
- Be able to use and apply kinesiological data collection techniques and measurement theory to assess, analyze, and evaluate human performance;
- Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
- Demonstrate ability to integrate multidisciplinary knowledge bases of kinesiology in an applied, problem-solving context;
- Be familiar with standards, ethics, and expectations of professional communities related to human movement;
- Be prepared to engage in professionally related community activities;
- Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices; and
- Demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, or emphases that are associated with kinesiology degrees.

Bachelor of Science in Kinesiology

All majors in the Department of Kinesiology must complete the support courses and the major core courses. Each major selects a concentration in which to complete the major.

Degree Requirements	Units
General education	51
Major requirements	50-52
Support courses (maximum outside GE)	18
General electives	3-5
Total units needed for graduation	124

All courses fulfilling either major or minor requirements in kinesiology must be graded A-F, except for courses not available in the A-F mode or courses that are challenged.

Physical Therapy Program Prerequisites

Courses	SSU Course	UCSF	Samuel Merritt	UOP	Chapman	West Univ. of H.S.
General Physics	PHYS 209AB/210AB	R-8	R-8	R-8	R-8	R-8
General Chemistry	CHEM 115AB/116AB	R-10	R-8	R-8	F-8	F-8
Organic Chemistry	CHEM 335A	r-3				
H. Anatomy w/lab	BIOL 220	R-3	R-4	R-4	R-4	R-4
H. Physiology	BIOL 224		R-4	R-4	R-4	R-4
Bio Elective	BIOL 307, 318		R-3	R-4	R-6	
Microbiology/Cell Biology	BIOL 218/344	R-4		R-4		
Neuro Anatomy	PSY 451	r-4				
Ab Psych/Psych Dis	PSY 425/438	R-3				
General Psych	PSY 250, 302		R-3			
Psych Elective			R-3	R-3	R-6	
Sociology Elective			R-3			
Biomechanics	KIN 350	R-3	R-3			
Exercise Physiology	KIN 360	r-3	R-3			
Motor Learning/ Motor Development	KIN 305/410	r-3				
Statistics	MATH 165	R-3	R-3		R-4	R-4
English Composition Written/Oral Comm	ENGL 101 HUM 200/ENGL 201	r-3		R-3		
Field Experience	KIN 430D	R-150	R			
GRE		R 1500/500R 1700/540				

R=REQUIRED, r=recommended

Support Courses for the Bachelor of Science

These courses may be taken at a community college, and some may be used to fulfill general education requirements. Some of these courses are prerequisites to courses in the major. The SSU equivalent is listed in parentheses.

Human Anatomy (BIOL 220)*	4
Human Physiology (BIOL 224)*	4
Nutrition	3
Introduction to Computing (CS 101)*+	3
Foundations of Kinesiology (KIN 201)	3

Total supporting units 17

* GE courses

+ Students in physical education concentration may take KIN 307 instead.

Major Core Requirements (all concentrations)

KIN 301 Philosophy/History of Human Movement	4
KIN 305 Psychological Bases of Human Movement	4
KIN 315 Sociology of Sport	3
KIN 330A Measurement and Evaluation or MATH 165 (4)	1
KIN 350 Biomechanics	4
KIN 360 Physiology of Exercise	4
KIN 410 Life Span Motor Development	3
KIN 460 Conditioning for Health and Performance	3

Total units in the major core 26-29

Sample Four-year Program for Bachelor of Science in Kinesiology, Exercise Science Concentration

LOWER-DIVISION PREPARATION

FRESHMAN YEAR:: 32 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE (B2) BIOL 110 (4)	Chem 115A (B1) (5)
GE (C1) (3)	GE (A3) (3)
CS 101 (3)	GE (B4) (MATH 165/161) (4)
GE (A2) (3)	GE (D2) (3)
GE (D4) (3)	

SOPHOMORE YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (17 Units)
GE (A1) (3)	GE (D5) (3)
BIOL 220 (B3) (4)	GE (C4) (3)
CHEM 115B (5)	GE (D3) (3)
BIOL 307 (3)	BIO 224 (4)
	PHYS 209A/210A (4)

UPPER-DIVISION SPECIALIZATION

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
KIN 340/342 (3)	KIN 360 (4)
KIN 301 (4)	KIN 315 (3)
GE (C2) (3)	GE UD (C3) (3)
GE UD (D1) (3)	KIN 410 (3)
PHYS 209B/210B (4)	

SENIOR YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
KIN 305 (4)	GE UD (E) (3)
KIN 350 (4)	KIN 460 (3)
Elective (3)	Nutrition
Elective (3)	

Summer Session Option

KIN 410 (3)

In addition to the upper-division specialization, choose one of the following options:

- *Pre-Physical Therapy* •

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
PSY 425 Elective (4)	

SENIOR YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
KIN 430D (1-3)	

TOTAL UNITS:: 124

- *Biomechanics* •

JUNIOR YEAR

Fall Semester (17 Units)	Spring Semester (16 Units)
KIN 300 (2)	Elective (3)

SENIOR YEAR

Fall Semester (16 Units)	Spring Semester (14 Units)
KIN 430/495 (1-4)	

Sample Four-year Program for Bachelor of Science in Kinesiology

Physical Education, Adapted Physical Education, Lifetime Fitness Concentrations

LOWER-DIVISION PREPARATION

FRESHMAN YEAR:: 32 Units

Fall Semester (17 Units)	Spring Semester (15 Units)
GE (A2) (3)	CHEM 105/115 (3)
GE (B2) BIOL 115 (3)	GE (A3) (3)
GE (B4) (4)	GE (C4) (3)
CS 101 (3)	GE (D2) (3)
GE (B1) (4)	GE (C2) (3)

SOPHOMORE YEAR:: 31-32 Units

Fall Semester (16 Units)	Spring Semester (14-16 Units)
GE (A1) (3)	GE (D5) (3)
GE (D3) (3)	Biol 224 (4)
Biol 220 (B3) (4)	GE (C1) (3)
GE (D4) (3)	KIN 201 (3)
Elective (3)	PE: KIN 300 Aquatics (1)
	APE: KIN 325 (3)
	LF: KIN 342 (3)

UPPER-DIVISION SPECIALIZATION

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
KIN 330A (1)	KIN 360 (4)
KIN 301 (4)	KIN 410 (3)
KIN 315 (3)	
GE UD (D1) (3)	

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
KIN 305 (4)	GE UD (E) (3)
KIN 350 (4)	KIN 460 (3)
GE UD (C3) (3)	Nutrition (3)
BIOL 307 (3)	

In addition to the upper-division specialization, choose one of the following options:

• Physical Education •

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
KIN 400 (3)	KIN 325 (3)
KIN 300 (2)	KIN 300 (1)
KIN 307 (3)	KIN 342 (3)
KIN 320 (3)	

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
KIN 300 (2)	KIN 300 (1)
KIN 404 (2)	KIN 430 (1)
	Combatives

SUMMER SESSION OPTIONS

KIN 307 (3)
KIN 400 (3)
KIN 410 (3)

• Adapted Physical Education •

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
Elective (3)	KIN 340/342 (3)
KIN 426 (4)	KIN 300 Aquatics (1)
Elective (3)	KIN 427 (3)

SENIOR YEAR:: 29 Units

Fall Semester (17 Units)	Spring Semester (14 Units)
EDSP 430/433 (3-4)	KIN 430C (1)
KIN 425 (3)	Elective (3)
KIN 430C (1)	

• Lifetime Fitness •

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
KIN 426 (4)	KIN 340 (3)
LTF Elective (3)	KIN 442 (4)

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
NURS 473 (3)	KIN 430E (3)
LTF Elective (3)	KIN 446 (3)

Major Concentrations

Choose one of the required concentrations below to complete the major:

I. Adapted Physical Education Concentration (25-26)	
II. Physical Education Concentration (26)	
III. Exercise Science Concentration (24-26)	
IV. Lifetime Fitness Concentration (25-28)	
V. Interdisciplinary Concentration (24)	
Total units in a concentration	24-28
Total units in the major	50-52

Specific content of concentrations is detailed below.

Specific Content of Concentrations

Several options are available to a student advancing toward a specific goal in the degree program. A student may select a pattern of courses in any one of the following concentrations.

I. Adapted Physical Education Concentration

After completing the bachelor's degree, students may pursue career opportunities in private or public agencies. In combination with the physical education concentration (Single Subject Credential), a student may meet the requirements for the specialist credential in adapted physical education.

EDSP 433 or 430 Teaching Adolescents with Special Needs/Special Education for Teachers	3 - 4
KIN 340/342 Emergency Response/Principles of Musculoskeletal Injuries	3
KIN 300 Aquatics	1
KIN 325 Introduction to Adapted Physical Education	3
KIN 425 Seminar in Adapted PE	3
KIN 426 Individualized Assessment and Program Design	4
KIN 427 Individuals with Disabilities in Educational/Recreational Setting	3
KIN 430C Field Experience	2
Additional approved elective	3
Total units in the concentration	25-26
Total units in the B.S.	51-52

II. Physical Education Concentration

The Kinesiology Department offers a Subject Matter Program in Physical Education. Students who are interested in teaching physical education and coaching in the schools may select this option. Completion of the program certifies the subject matter competence required for entry into a teaching credential program in physical education and exempts the student from taking the Praxis II Subject Assessment Examination. Kinesiology majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact the department office.

KIN 300 Analysis of Motor Performance: Aquatics Skills and Fitness Performance	1
	1

Dance and Rhythms	1
Educational Gymnastics	1
Racquet Sports	1
Team Sports	1
Contemporary Activities	1
KIN 101 Combatives	1
KIN 307 Computer Applications in Physical Education	3
KIN 320 Curriculum, Pedagogy, and Assessment	3
KIN 325 Introduction to Adapted Physical Education	3
KIN 342 Principles of Musculoskeletal Injuries	3
KIN 400 Elementary School Physical Education	3
KIN 404 Theory of Coaching	2
KIN 430 Field Experience	1
Total units in the concentration	26
Total units in the major	52

For information on credentials and professional education requirements, please see the Education section in this catalog, which describes programs in education, and also the University's special bulletin on Programs in Teacher Education.

Integrated Degree and Credential Program

Students in their freshmen year who are interested in becoming public school physical education teachers can enroll in a program of study that integrates a B.S. in kinesiology with a concentration in physical education, with the requirements necessary to obtain a teaching credential. This plan of study merges the degree and credential courses, subsequently exposing students to public school teaching experiences from their freshman through senior years. In addition, if students follow the designed advising plan, they have the potential of completing their course of study in less time than if the degree and credential programs were taken back to back. This program may necessitate students taking one or two summer school sessions.

FRESHMAN YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
GE (B1) (3-4)	POLS 200 (D4) (3)
ENGL 101 (A2) (3)	GE (D2) (3)
Foreign Language (C4) (3) (if needed)	PHIL 101 or 102 (A3) (3)
MATH 165 (B2) (4)	BIOL 115 w/out lab (B2) (3)
KIN 120 (2)	KIN 101 (1)
	Combatives
	GE (C3) (3)

SOPHOMORE YEAR:: 32 Units

Fall Semester (17 Units)	Spring Semester (15 Units)
BIOL 220 (B3) (4)	KIN 300 (2)
KIN 300 (1)	KIN 315 (3)
KIN 320 (3)	KIN 342 (3)
GE (A1, C2, D3) (9)	BIOL 224 (B3) (4)
Have taken CBEST.	GE (C3, D5) (3)
Apply to Single-Subject Credential Program.	

SUMMER SESSION:: 9 Units

EDUC 417 (3)
 Foreign Language (if needed) (3)
 KIN 307 (3)

JUNIOR YEAR:: 34 Units

Fall Semester (18 Units)	Spring Semester (16 Units)
KIN 301 (4)	KIN 300 (2)
KIN 300 (1)	KIN 325 (3)
KIN 350 (4)	KIN 360 (4)
KIN 410 (3)	Nutrition (3)
GE (C1, E) (6)	EDSS 442 (4)

SUMMER SESSION:: 9 Units

KIN 400 (3)
 EDSS 418 (3)
 EDSP 433 (3)

SENIOR YEAR:: 35 Units

Fall Semester (18 Units)	Spring Semester (17 Units)
KIN 300 (1)	EDSS 458 (12)
KIN 305 (4)	EDSS 459 (3)
KIN 460 (3)	KIN 404 (2)
EDSS 443A (1)	
EDSS 443B (2)	
EDSS 444 (3)	
EDSS 446 (4)	

III. Exercise Science Concentration

Students who have an interest in biomechanics or pre-physical therapy may select this concentration. It contains lower-division and upper-division courses beyond the core required of all majors and a set of courses specific to the subspecialty within the concentration.

Lower-Division Exercise Science Core

CHEM 115AB/116AB General Chemistry*	8**
PHYS 209/210 General Physics*	4**

Upper-Division Exercise Science Core

KIN 340/342 Emergency Response or Principles of Musculoskeletal Injuries	3
KIN 430/495 Field Experience/Special Studies	3

Total in the Exercise Science core	18
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* GE courses.

** Students planning to enter a master's degree program in physical therapy may need to take additional units or courses to satisfy admission requirements to the programs. Check with the academic schools to which you plan to apply for specific requirements.

Areas of Emphasis in Exercise Science

Choose one of the following areas of emphasis to complete the exercise science concentration:

- Pre-Physical Therapy
- Biomechanics

Specific content of areas of emphasis is detailed below.

Pre-Physical Therapy Emphasis

PSY 425 Abnormal Behavior	4
BIOL Elective related to physical therapy	4

Total units in the concentration	26
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Total units in the major	52
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Biomechanics

MATH 161 Calculus	4*
KIN 300 Analysis of Motor Performance	2

Total units in the concentration	24
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Total units in the major	52
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* GE courses

IV. Lifetime Fitness Concentration

Prepares individuals for careers in the allied fields of fitness, health, wellness, and paramedical occupations. Those who work with exercise must have an understanding of intra- and interpersonal aspects of exercise adherence, as well as knowledge of the structure and function of the human body. They must know exercise physiology and the mechanics of human motion; and they must possess skills in planning and carrying out appropriate exercise programs and treatment regimes for the healthy individual who desires lifetime fitness goals, as well as for the individual with unique needs due to a developmental concern or musculoskeletal injury. This concentration incorporates coursework in exercise history, philosophy, sociology, and psychology; exercise physiology and biomechanics of movement; adapted physical education and emergency / sports medicine; and health education, while providing opportunities for internships & field experiences.

KIN 340 Emergency Response	3
KIN 342 Principles of Musculoskeletal Injuries	3
KIN 426 Individualized Assessment and Program Design	4
KIN 430/495 Field Experience/Internship	3
KIN 442 Musculoskeletal Evaluation, Training, and Treatment	4
KIN 446 Exercise Instruction	3

Electives * Choose a minimum of 2 courses (below)

KIN 404 Theory of Coaching (2)	
KIN 427 Individuals with Disabilities in Education and Recreation (3)	
BIO 318 Biology of Aging (3)*	
BUS 150 Business and Society (3)	
GERN 300 Basic Gerontology (3)*	
NURS 473 Health Education and Drug Abuse (3)	
PSY 201 Human Potential (3)	
PSY 408 Transitions in Adult Development (4)	
PSY 421 Psychology of Aging (4)	
SOC 317 Emotions and Adult Life (3)*	

Total units in the concentration	25-28
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Total units in the major	51-54
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* GE courses

V. Interdisciplinary Concentration

In consultation with their advisors, students design a concentrated course of study or special emphasis track in preparation for a career goal. The concentration must be distinctly different from Kinesiology concentrations already offered. Areas of emphasis may include pre-Occupational Therapy, pre-Physician's Assistant, pre-Chiropractic, sports management, community recreation, and others.

Students, in consultation with their advisors, shall define and describe in writing the specific theme they would like their Interdisciplinary Concentration to be in and select a minimum of 24 units of coursework to fulfill program requirements. Courses in kinesiology and those offered by other departments are appropriate and may be applied to this track. A minimum of 3 units, and not more than 6 units, in Field Experience (KIN 430) and/or Special Studies (KIN 495) must be taken. The proposed study list must be signed by the student and advisor and submitted to the department chair for approval. A copy of the signed, approved study list is placed in the student's advising folder.

Total units in the concentration 25-28

Total units in the major 51-54

Careers

Lifetime Fitness

The Lifetime Fitness concentration prepares students for admittance into professional degree programs

- Athletic Trainer
- Others

Or certifications that require a baccalaureate degree

- Strength and Conditioning Specialist
- Certified Personal Trainer
- Health Fitness Instructor
- Exercise Specialist

And advanced professional preparation for careers

- Emergency Medicine EMT/Paramedic
- Fitness
- Massage Therapy
- Wellness

Physical Education

- Teaching middle school and high school (B.S. degree leads into the Single Subject Credential Program which certifies graduates to teach in public schools).
- Coaching in public schools and at the collegiate level.
- Graduate Programs in
 - Physical Education (M.A., M.Sc.)

- Adapted Physical Education
- Curriculum and Instruction
- Education Administration
- Teach/coach at a community college (M.A. required).

Adapted Physical Education – Physical Education For Individuals With Disabilities

- Work in public schools, community recreation centers, hospitals and other clinical settings, junior colleges, colleges, and universities;
- Work with infants, children, and adults with all kinds of disabilities;
- Teach adapted physical education to students and also mentor classroom and general physical education teachers (requires Single Subject Credential); and
- Graduate Programs in
 - Adapted physical education
 - Special education

Students planning to apply to a graduate program in physical therapy. Completing the Kinesiology degree with the Exercise Science concentration, pre-physical therapy option, will satisfy many of the course requirements (or recommendations) which are prerequisites for admission to a physical therapy program. While there are similarities across physical therapy programs, there are also differences from one graduate program to another. Students are urged to contact personally any graduate school they may wish to consider and request admission requirements. Information can be obtained from the American Physical Therapy Associate website: <http://www.apta.org>.

No single list of prerequisites can be totally complete and accurate. The list on the previous page summarizes current requirements for some programs in California, and the requirements are similar to other programs. It is suggested that you use the attached list as general guidelines until a specific school or schools are selected.

Additional Considerations

- Plan on a minimum of two years beyond the bachelor's degree to complete a physical therapy program. Actual time varies by program.
- Find out if the Graduate Record Examination (GRE) is required and what minimum score is accepted.
- Strengthen your oral and written communication skills.
- Apply to several programs.
- Usually a 3.0 GPA is required; however, many schools actually use a 3.3 or higher GPA.
- Get extensive field experience, have excellent letters of recommendation, prepare a strong portfolio, and be prepared for a good interview.

- Some programs may not take less than a “B” in a prerequisite course; some will not accept a repeat grade if the original grade was a “C” or better.
- Many programs require that prerequisites be taken in the last 5-10 years; this varies from school to school.
- DO NOT take prerequisite courses for CR/NC.
- Take elective courses in related fields, especially the biological sciences.
- Talk to physical therapists and other pre-pt students, and be active in the pre-health professions clubs on campus.

Minor in Kinesiology

Students majoring in other disciplines may complete a minor in kinesiology to further their career goals. The minor requires a minimum of 22 units and includes a core of 12 to 13 units (required of all students) and a minimum of 9 to 10 units of electives. The minor in kinesiology may be desirable for credential candidates pursuing a second teaching area or a career in coaching; for management students entering sport/fitness businesses; for those involved in outdoor recreation programs; for students in performing arts desiring a physical education/dance background. Students pursuing a kinesiology minor must consult with a departmental advisor for program requirements. A copy of a signed approved study list is placed in the student’s advising folder.

Minor Core Requirements

KIN 330A Measurement and Evaluation	1
Choose one course from the following:	
KIN 301 History and Philosophy of Human Movement (4) or KIN 315 Sociology of Sport (3) or KIN 410 Lifespan Motor Development (3)	3-4
Choose two courses from the following:	
KIN 305 Psychological Bases of Human Movement (4) KIN 350 Biomechanics (4) [Prerequisite BIOL 220, Human Anatomy (4)] KIN 360 Physiology of Exercise (4) [Prerequisites CHEM 115A, General Chemistry (5) and BIOL 224, Human Physiology (4)]	8
Total units in the minor core	12-13

Minor Options

These courses are to be determined with and approved by a departmental advisor. They must be in kinesiology and may include a maximum of 3 units of field work and/or special studies.

Total units in the minor option	9-10
Total units in the minor	22

Master of Arts in Kinesiology

The Master of Arts degree program is oriented toward professional training for those interested in obtaining terminal degrees in areas such as teaching, coaching, adult fitness, athletic training, and rehabilitation. The program emphasizes a common core/knowledge base, the interdisciplinary nature of kinesiology, a focus on applied professionals, and a culminating experience that is individualized to meet each student’s professional needs and interests.

At the completion of the program all graduates will

- Demonstrate knowledge of basic principles and an understanding of the current research in the field of kinesiology;
- Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;
- Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
- Develop a sense of responsibility to and for the profession and be professionally involved at the local, state, and/or regional levels; and
- Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices.

M.A. Core Requirements

KIN 500 Introduction to Scholarly Inquiry in Kinesiology	2
KIN 505 Seminar in Psycho-Social Bases of Human Movement	3
KIN 520 Pedagogical Methods	3
KIN 525 Individualized Movement Programs for Rehabilitation & Education	3
KIN 550 Seminar in Biomechanics	2
KIN 560 Advanced Physiology of Exercise	2
KIN 590 Graduate Internship	3
KIN 599 Culminating Project	3
Total units in the M.A. core	21

M.A. Electives

In consultation with and receiving approval from an advisor, select an additional 9-unit study plan. For example, a student who wishes to pursue an emphasis in sport pedagogy will select from the following list of electives:

KIN 521 Curriculum Design & Analysis in Physical Education (3) KIN 522 Research and Issues in Physical Education Teacher Education (3) EDSS 444 Teaching in the Content Area (Physical Education) (3) EDCT 558 Educational Technology and Classroom (3) EDCT 560 Instructional Design and Technology (3)	9
Total units in M.A. electives	9
Total units in the M.A. degree	30

The Department of Kinesiology offers the M.A. in Kinesiology via the culminating project in which graduate students choose from the following options: project, thesis, scholarly article, business/curriculum plan, clinical project, and a research component of a larger sponsored project. In so doing, graduate students are offered an array of options that are individualized to their specific professional needs. Students selecting the thesis option must complete an approved statistics course as a prerequisite.

Admissions Procedures

Students must apply to the University through the Office of Admissions and Records and must complete a separate application to the Kinesiology Department. Applicants must:

1. Apply to the Office of Admissions to be admitted to graduate status in the University. The application must include the following:
 - a. Two sets of transcripts of all college work;
 - b. Certification of a B.S. degree or the equivalent with a 3.0 GPA in the last 60 units of college work.
2. Apply to the Department of Kinesiology for admissions to the Master's Degree Program in Kinesiology. This application must include:
 - a. Two letters of recommendation from individuals familiar with the candidate's academic work;
 - b. A written personal statement indicating the applicant's academic and professional interests and goals.

Students may be admitted as conditionally classified or classified graduate students. The procedures for each are as follows:

Conditionally Classified Graduate

Application for students interested in pursuing a master's degree in kinesiology will be forwarded to the department for consideration. Students who have degrees in other areas of study must make up deficiencies in undergraduate areas: descriptive statistics, biomechanics, psychological basis of human movement, and physiology of exercise. Only one (up to 4 units) of these courses may be counted toward the M.A. degree. Completion of WEPT required.

Classified Graduate

Classified graduate students are those who have completed all admissions requirements and undergraduate course work and have been admitted to the University and the master's degree program in the Department of Kinesiology.

Please see the Degree Requirements section in this catalog for postbaccalaureate degree requirements. The graduate coordinator serves as advisor to all conditionally classified graduate students until the students select a major advisor and advance to classified graduate status.

Advancement to Candidacy for the M.A. Degree

The Advancements to Candidacy form (GS01) describes the culminating project and verifies that the student has met the Writing Proficiency Requirement. This form must be approved by all members of the student's project committee and the department graduate coordinator before being forwarded to the Associate Vice President for final review and approval prior to granting of the M.A. degree.

LATIN AMERICAN STUDIES

ADVISORS

Robert McNamara / Political Science (707) 664-2676

Elizabeth Martinez / CALS, Modern Languages (707) 664-3161

Theresa Alfaro-Velcamp / History (707) 664-2278

Program Offered

Minor in Latin American Studies

Latin American Studies Minor

The minor in Latin American Studies offers a cross-disciplinary concentration on an important region of the world for students preparing for careers in, or focusing on, Latin America. Through a combination of courses in different disciplines, it provides a general background in Latin American culture, history, politics, economics, literature, social structures, and foreign relations. Although a foreign language is not required, the study of Spanish, Portuguese, or indigenous languages is highly recommended.

The minor consists of 20 semester units, which include courses in at least two different disciplines: at least one from the Regional Courses category, and not more than three courses from any one discipline. Classes used for general education may not be applied toward the minor. Students interested in the minor can contact one of three advisors, Robert McNamara in Political Science, Elizabeth C. Martinez in two departments, Chicano and Latino Studies and Modern Languages and Literatures, or Theresa Alfaro-Velcamp in History.

Regional Courses

GEOG 392 Latin America: Culture and Environment (3-4)

HIST 339 Ancient and Colonial Latin America (4)

HIST 342 Modern Latin America (4)

POLS 453 Politics of Latin America (4)

SPAN 307 Latin American Cultures (4)

CALS 480 Latin American Migration to the United States

Specialized Courses

ECON 403 Seminar in International Development (4)

GEOG 318 Field Experience, Baja California (3)

HIST 348 Race and Ethnicity in Latin America (4)

HIST 433 History of Mexico (4)

HIST 449 Gender and Sexuality in Latin America (4)

SPAN 402 Latin American Literature (4)

Supporting Electives

Any courses focusing on Latin America in art, literature, philosophy, music, economics, Chicano and Latino studies, Native American studies, or liberal studies approved by the advisor for the minor in Latin American Studies.

Total units for Minor 20

LIBERAL STUDIES UKIAH

UKIAH RESIDENT PROGRAM DEPARTMENT OFFICE
Nichols Hall 220
(707) 664-2029
www.sonoma.edu/socsci/ukiah.html

PROGRAM COORDINATOR
Sandra Harrison Feldman
Stevenson Hall 3004
(707) 664-2437

Program Offered

Bachelor of Arts in Liberal Studies
School of Social Sciences

Ukiah Resident Program

Sonoma State University offers an upper-division program in Ukiah leading to a Bachelor of Arts in Liberal Studies, with an emphasis on international studies. The Liberal Studies Ukiah program offers a wide variety of courses from the social sciences, humanities, and natural sciences, while providing a flexible major through which students may also take courses in other areas of interest.

Courses are offered in Ukiah for resident credit to students who have completed or almost completed general education requirements, and who have been admitted to Sonoma State University.

Like more traditional liberal arts majors, the Liberal Studies Ukiah major is excellent preparation for students interested in a career in teaching, the legal profession, social services, nonprofit organizations, or business, as well as graduate work in the social sciences and the humanities.

Bachelor of Arts in Liberal Studies

Requirements for the Major (all upper division)

Humanities (American multicultural studies, theater arts, art history, anthropology, English, philosophy)	16
Behavioral sciences (economics, geography, political science, psychology, sociology, women's and gender studies, history)	16
Natural sciences (astronomy, biology, chemistry, environmental studies, geology, physics)	6
Electives (drawn from above disciplines or in consultation with advisor)	16
Total units in the major	54

* Includes 9-unit upper-division GE requirement.

Liberal Studies Ukiah Admission Criteria

Courses are offered in Ukiah for resident credit to students who meet the following criteria:

1. Students must be residents of Mendocino County or Lake County.

2. Students must have completed 56 or more transferable units. (Sonoma State University accepts up to 70 transferable college semester units of course credit.)
3. Students must have completed all 9 units required in General Education, Category A – Communication and Critical Thinking.
4. Students must have completed both the science laboratory requirement and the mathematics requirement in General Education, Category B – Natural Sciences and Mathematics.
5. Students must have been admitted to Sonoma State University and declared a major in Liberal Studies Ukiah.

Application to the Program

Students should follow the application procedures described in the application section of this catalog, being sure to list the major as Liberal Studies Ukiah, and the major code as 49016. More information about the program may be obtained by calling the Liberal Studies Ukiah program office, (707) 664-2029.

Sample Four-Semester Plan for Bachelor of Arts in Liberal Studies Ukiah Program

This plan assumes the student:

1. Has completed 66 transferable units, including all lower-division GE courses; and
2. Is attending full time. Since fields, rather than courses, are required for the major, the plan shows the way that the student would complete course work in each of the required fields, as well as the elective units within the major.

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
Natural Science (3)	Natural Science (3)
Humanities (3)	Humanities (3)
Behavioral Science (3)	Behavioral Science (3)
Humanities (3)	Humanities (3)
Behavioral Science (3)	Behavioral Science (3)

SENIOR YEAR:: 24 Units

Fall Semester (12 Units)	Spring Semester (12 Units)
Behavioral Science (3)	Major Elective (3)
Humanities (3)	Major Elective (3)
Behavioral Science (3)	Major Elective (3)
Humanities (3)	Major Elective (3)

TOTAL UNITS:: 120

LINGUISTICS

PROGRAM OFFICE

Stevenson 2070
(707) 664-2419

LINGUISTICS PROGRAM COORDINATOR

Richard J. Senghas, Department of Anthropology/Linguistics

LINGUISTICS PROGRAM ADVISORS

Richard J. Senghas, Professor, Anthropology/Linguistics
Greta Vollmer, Assoc. Professor, English
Mira Katz, Asst. Professor, English
Jeffrey Reeder, Assoc. Professor, Modern Languages (Spanish)
Jorge Porras, Assoc. Professor, Modern Languages (Spanish)
Robert Train, Asst. Professor English
Hee-won Kang, Professor, Education
Karen Grady, Assoc. Professor, Education
Kelly Estrada, Asst. Professor, Education

TESL CERTIFICATE PROGRAM COORDINATOR

Richard J. Senghas

Faculty

Richard J. Senghas

Programs Offered

Minor in Linguistics

Supplementary English Language Development (SELD)

The fundamental concern of linguistics is with description and explanation of the interrelatedness of thinking and using language. This concern takes many forms: among others, inquiry into the nature of language as speech or signing, as knowledge, and as communication; inquiry into the history of languages and how languages change; inquiry into how language is acquired, and into the nature of language learning and teaching.

The linguistics minor offers grounding in general linguistic principles, together with the widest possible selection of elective courses. Through this study plan, students are able to develop interests in particular areas of linguistics as strong complements to majors in related disciplines.

As of Spring 2008, the TESL certificate within the Linguistics Program has been discontinued in order to facilitate the development of a more comprehensive program to be offered by the SSU School of Education. Students who were enrolled in the TESL Certificate Program prior to Spring 2008 should consult the TESL program coordinator for details regarding completing the program. Students not enrolled in the TESL Certificate Program prior to Spring 2008 who are interested in TESL training, please contact Prof. Karen Grady in the School of Education.

The TESL course of study meets 23 of the 30 units required for

alternatives in the fifth-year program in education (please see the Education section in this catalog) and combined with the LING 200 prerequisite, also fulfills the requirements for a linguistics minor. Interested persons should contact the Linguistics Program coordinator and the coordinator of fifth-year programs in education.

It is possible to develop an interdisciplinary major with a strong emphasis in linguistics (please see the Interdisciplinary Studies section in this catalog). Interested persons should contact both the Interdisciplinary Studies program coordinator and the Linguistics Program coordinator.

Also, through the special emphasis in the anthropology major (please see the Anthropology section in this catalog), a student may create a course of study in linguistic anthropology that incorporates a number of the Linguistics Program courses.

Minor in Linguistics

For a minor in linguistics, students must complete 20 units as follows:

Minor Core Requirements

One of the following introductory courses: (3-4)

LING200 Intro to Linguistic Studies (3)

ENGL341 Exploration in Language (4)

SPAN304 Introduction to Spanish Linguistics (4)

The core course in descriptive linguistics: (4)

LING400 Linguistic Analysis (4)

One of the following courses in linguistic methods: (4)

ANTH480 Methods in the Study of Language Use (4)

ENGL489 Topics in Linguistics (4)*

ENGL588 Seminar: Study of Language (4)*

SPAN400 Special Topics in Linguistics (4)*

SPAN490 Seminar in Linguistics (4)*

* Course counts toward linguistics methodology requirement if course topic is methodological.

Total Units in the Minor Core (11-12)

Minor Electives

Students pursuing a linguistics minor need to take an additional 8-9 elective units in courses with linguistic components selected in consultation with a program advisor, for a total of 20 units. These elective course include (but are not limited to):

- All courses offered by the linguistics program;
- All courses mentioned above as satisfying linguistics minor requirements;
- All course mentioned above as transition courses satisfying the TESL certificate requirements (see Program Coordinator for current list); and

- Pre-approved elective courses:

AMCS355 Language & Ethnicity (4)

ANTH380 Language, Culture & Society (4)

ANTH382 Language Change (4)

ANTH383 Language in Sociopolitical Context (4)

ANTH386 Sign Languages and Signing Communities (4)

ENGL379 Pedagogical Grammar (4)

PHIL383 Philosophy of Language (3)

Total elective units in the minor (8-9)

Total units in the minor (20)

Supplementary English Language Courses (SELD)

Courses in Supplementary English Language are designed to enable Sonoma State University students for whom English is a second language to improve their proficiency in the English language, especially in the reading and writing skills required for success at the University. Admission to these courses is determined by ESL Placement Test scores. Courses in SELD prepare students for entrance into ENGL 101. Students will also be required to take the Written English Proficiency Test.

MATHEMATICS

DEPARTMENT OF MATHEMATICS AND STATISTICS

Darwin Hall 114

phone: (707) 664-2368

fax: (707) 664-3535

www.sonoma.edu/math

DEPARTMENT CHAIR

Ben Ford

ADMINISTRATIVE COORDINATOR

Marybeth Hull

Faculty

William Barnier

Sam Brannen

Sharon Cabaniss

Jean Bee Chan

Ben Ford

Susan Herring

Izabela Kanaana

Brigitte Lahme

*Rick Luttmann

Elaine McDonald-Newman

Edith Prentice Mendez

Jerry Morris

Cora Neal

Scott Nickleach

Sunil Tiwari

*Faculty Early Retirement Program

Programs Offered

Mathematics

Bachelor of Arts in Mathematics

Bachelor of Science in Mathematics

Cooperative Master of Arts in Mathematics (with San Francisco State University)

Minor in Mathematics

Minor in Math for Teachers

Preparation For Teaching

Statistics – See the Statistics portion of this Catalog

Bachelor of Arts in Applied Statistics (pending CSU approval expected Spring 2008)

Bachelor of Science in Statistics (pending CSU approval expected Spring 2008)

Minor in Applied Statistics

Preparation for Actuarial Exams

About Mathematics

Mathematics is a rapidly growing discipline whose concepts and applications play an ever-increasing part in modern life. Mathematics has always been an essential tool in the physical sciences, and has more recently been applied extensively in such diverse areas as medical and biological research, environmental studies, management science, behavioral and social sciences, statistics, and, of course, computer science.

Our basic curriculum is designed to give students the mathematical skills necessary for success in business, industry, government, and teaching, as well as to provide a sound background for continuation of study toward advanced degrees in mathematics, computer science, statistics, and related fields.

The B.A. in Mathematics provides preparation for teaching, general application of mathematics, and graduate study in mathematics.

The B.S. in Mathematics offers concentrations in applied mathematics and computer science. These programs prepare students for graduate study in mathematics and for work in a variety of other fields: computer science, work in government and industry, biostatistics, actuarial work, and consultative problem solving in modern industry.

Degree Requirements	Units
General education	51
Major	45-55
Electives	14-24
Total units needed for graduation	120

Core Curriculum

MATH 161 Differential and Integral Calculus I (3 units in GE)	4
MATH 211 Differential and Integral Calculus II	4
MATH 220 Higher Mathematics: An Introduction	3
MATH 261 Multivariable Calculus	4
MATH 340 Real Analysis I	4
Total units in core curriculum	19

B.A. Program (Pure Mathematics)

Core Curriculum	19 Plus
MATH 241 Differential Equations with Linear Algebra	4
MATH 306 Number Theory or	
MATH 308 Geometry	3
MATH 320 Modern Algebra I	4
MATH 322 Linear Algebra	3
MATH 360 Complex Variables	3
MATH 418 Topology or	
MATH 420 Modern Algebra II or	
MATH 440 Real Analysis II	3

Supporting Courses

MATH 180 Computing for Math/Science or CS115 Programming I (3 units in GE)	2-4
PHYS 114 Intro to Physics (3 units in GE)	4
Total units in B.A. program	45-47

B.A. Program (Secondary Teaching)

This B.A. program satisfies state requirements for subject matter preparation in mathematics for the Single Subject Teaching Credential.

Core Curriculum	19 Plus
MATH 222 Elementary Applied Linear Algebra or MATH 322 Linear Algebra	3
MATH 250 Probability and Statistics	3
MATH 306 Number Theory	3
MATH 308 College Geometry	3
MATH 310 History of Mathematics	3
MATH 316 Graph Theory and Combinatorics or MATH 416 Graph Theory and Combinatorics	3
MATH 320 Modern Algebra I	4
MATH 345 Probability Theory or MATH 470 Mathematical Modeling	3-4
MATH 390 Fieldwork and Seminar: Secondary Mathematics Teaching	2
MATH 490 Capstone Seminar: Secondary Mathematics Teaching	1

Supporting Courses

MATH 180 Computing for Math/Science or CS 115 Programming I (3 units in GE)	2-4
PHYS 114 Intro to Physics (3 units in GE)	4
Total units in secondary teaching program	53-56

Note: Students considering graduate school in mathematics are advised to choose MATH 322 as an additional course. MATH 241 is highly recommended.

B.S. Program (Applied Mathematics)

This B.S. concentration prepares students for employment in industry and graduate schools in scientific fields.

Core Curriculum	19 Plus
MATH 241 Differential Equations with Linear Algebra	4
MATH 316 Graph Theory and Combinatorics or MATH 416 Graph Theory and Combinatorics	3
MATH 322 Linear Algebra	3
MATH 331 Differential Equations II	3
MATH 345 Probability Theory	4
MATH 352 Numerical Analysis	3
MATH 360 Complex Variables or MATH 431 Partial Differential Equations	3
MATH 441 Operations Research	3
MATH 470 Mathematical Modeling	3

Supporting Courses

MATH 180 Computing for Math/Science	2
PHYS 114 Intro to Physics (3 units in GE)	4
Total units in applied mathematics program	54

B.S. Program (Computer Science Option)

This B.S. concentration prepares students for computer industry employment and graduate schools in computer-science-related fields. Students who are interested in the mathematical foundations of computer science generally opt for this major.

Core Curriculum	19 Plus
MATH 241 Differential Equations with Linear Algebra	4
MATH 316 Graph Theory and Combinatorics or MATH 416 Graph Theory and Combinatorics	3
MATH 322 Linear Algebra	3
MATH 345 Probability Theory	4
MATH 352 Numerical Analysis	3
CS 110 UNIX	1
CS 115 Programming I	4
CS 215 Programming II	4
CS 315 Data Structures	4
CS 415 Algorithm Analysis (4) or CS 355 Database Management Systems Design (4)* or CS 375 Computer Graphics (4)* or CS 454 Theory of Computation*	3-4

* Course may be substituted by arrangement with the math advisor.

Supporting Course

PHYS 114 Intro to Physics (3 units in GE)	4
Total units in computer science program	55-57

Sample Four-year Program for Bachelor of Arts in Mathematics

FRESHMAN YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
MATH 161 (GE) (4)	MATH 211 (4)
GE (3)	PHYS 114 (GE) (4)
ENGL 101 (3)	MATH 180 (2)
GE (3)	GE (3)
Freshman Seminar (3)	MATH 175 (elective) (1)

SOPHOMORE YEAR:: 29 Units

Fall Semester (13 Units)	Spring Semester (16 Units)
MATH 241 (4)	MATH 261 (4)
MATH 220 (3)	MATH 322 (3)
GE (3)	GE (3)
GE (3)	GE (3)
	GE (3)

JUNIOR YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
MATH 308 or Elective (3)	MATH 340 (4)
MATH 320 (4)	Elective or MATH 306 (3)
GE (3)	GE (3)
GE (3)	UD GE (3)
UD GE (3)	GE (3)

SENIOR YEAR:: 29 Units

Fall Semester (16 Units)	Spring Semester (13 Units)
MATH 418 or 440 or Elective (3)	MATH 360 (3)
UD GE (3)	MATH 420 or Elective (3)
Elective (3)	Elective (4)
Elective (3)	Elective (3)
Elective (4)	

TOTAL UNITS:: 120

Minor in Math for Teachers

This program provides the Mathematical background to teach effectively at the elementary, middle school, and early high school levels. Twenty-two units are required. These must include MATH 300A, MATH 103 or 150, MATH 142 or 200 or 220, MATH 107 or 161, MATH 250 or 300B, and two courses chosen from MATH 306, MATH 310, MATH 316, and MATH 470. Additional recommendations for students pursuing this minor are MATH 390, and MATH 222 for those who intend to take the Mathematics CSET exam.

Preparation for Teaching

Secondary

The B.A. Program for secondary teaching is designed for students planning to teach mathematics in middle, junior high, and high schools. This program is fully accredited by the *California Commission on Teacher Credentialing* and satisfies the subject matter competency requirement for a Single Subject Teaching Credential. (An alternative route for demonstrating subject matter competence is passing a battery of commercial exams.) Most students complete the B.A. program, then a one-year teaching credential program to earn the Single Subject Credential. Any student interested in teaching mathematics at the secondary level should consult a Mathematics Department education advisor as early as possible in his or her college career. The advisor can provide information about Sonoma State's Single Subject Credential Program and can help the student design a plan for taking the required mathematics and education courses to complete both degree and credentialing requirements efficiently.

Elementary

The Department of Mathematics also offers course work for students planning to teach in elementary schools or preschools. The minimal college-level mathematics preparation recommended for elementary teachers is three courses: MATH 150, MATH 300A, and MATH 300B. Particular subject matter preparation programs for elementary teachers may have additional requirements or may offer the option of a mathematics concentration; consult advisors in the program for additional details.

Middle School or Elementary Mathematics Specialist

Students interested in teaching Mathematics in middle school, or in specializing in Mathematics at the elementary level, should consider the Math Minor for Teachers. This minor also helps students who wish to prepare for the CSET (California Subject Examination for Teachers) exam in Mathematics, especially at the Foundational level. The Foundational level credential in Mathematics is appropriate for elementary, middle, and early high school teaching.

Statistics

For the Department's Statistics offerings (majors, minor, and actuarial science preparation), see the Statistics section of this Catalog.

Cooperative Master of Arts in Mathematics

The Department of Mathematics participates in a cooperative Master of Arts in Mathematics with San Francisco State University. Through this program, students who have been accepted into the master's degree program at San Francisco State may complete up to 12 units of course work in residence at Sonoma State University. Students interested in this cooperative program should contact the chair of the Mathematics Department for further information.

Minor in Mathematics

Twenty units of mathematics are required. These must include MATH 161 (or its equivalent) and at least 6 units of upper-division mathematics courses, not including MATH 300A, MATH 300B, MATH 390, MATH 395, MATH 399, or MATH 490. Approval of the Mathematics Department should be obtained by the junior year in order to plan the minor properly.

Entry-Level Mathematics (ELM) Requirement

Unless exempted, the Entry-Level Mathematics Examination must be taken within the past two years before enrollment in any general education course or developmental mathematics course (MATH 35 or 45). The ELM results will place the student in the appropriate level of mathematics courses. Note that if placement in the developmental mathematics sequence is necessary, satisfactory completion of MATH 45 is required for placement in MATH 103, 104, 105, 107, 111, 131, 141, 150, and 165. Please consult the Schedule of Classes or telephone the Office of Testing Services for times and places of examination. The examination will be given in conjunction with the English Placement Test. For additional information, please see the Admissions section of this catalog.

Grading Policy in the Mathematics Department

Nonmajors

All mathematics courses except MATH 35, 45, 103, 104, 105, 107, 111, 131, 141, 150, 161, and 165 are available in the Cr/NC grading mode to nonmathematics majors.

All Students

MATH 175, 210, 295, 330, 390, 395, and 499 are available only as Cr/NC.

Mathematics and Statistics Majors

A mathematics major must take all mathematics courses used to meet major requirements in the traditional grading mode, with the exceptions of courses offered only in the Cr/NC modes: MATH 107W, 161W, 175, 210, 211W, 295, 330, 390, 395, and 499, and any course taken as credit by challenge examination (please see more information on this in the Admissions section of this catalog). A maximum of 6 units total credit in MATH 330, 375, 395, and 499 may be applied toward any mathematics degree.

Majors are advised to take PHIL 102 for the GE category A3 (Critical Thinking).

MODERN LANGUAGES AND LITERATURES

DEPARTMENT OFFICE
Stevenson Hall 3016
(707) 664-2351

DEPARTMENT CHAIR
Jeffrey T. Reeder

ADMINISTRATIVE COORDINATOR
Dolores Bainter

Faculty

Tania de Miguel Magro / Spanish, Golden Age, Peninsular Literature, Cultures of Spain

Michaela Grobbel / German, Literature and Culture of the German-Speaking World, Ethnic Minority Studies, Feminist Studies, World Literature

Elizabeth Coonrod Martinez / Spanish, Research Skills, Latin American Literature, Culture, Research

Jorge Porras / Spanish, Theoretical Linguistics

Jeffrey Reeder / Spanish, Applied Linguistics, Portuguese

Christine Renaudin / French, French Literature, Culture, Francophone Studies

Suzanne Toczyski / French, French Literature, Culture, Francophone Studies

Robert Train / Spanish, Sociolinguistics, Language & Culture Learning Center Director

Programs Offered

Bachelor of Arts in French

Bachelor of Arts in Spanish

Minor in French

Minor in German

Minor in Spanish

Courses in World Literatures in English

Students can also take advantage of programs offered by International Programs.

The programs and courses of the Department of Modern Languages and Literatures make accessible to students the languages, literatures, and cultures of France and the Francophone world, Germany and Europe, and Spain and Latin America. We recognize students' need for linguistic competency and cultural sensitivity in the multilingual, multicultural world in which they will live and work. Thus, language is taught as an integral part of its cultural context. Programs and courses are designed to complement academic work in many other fields.

For further information please consult the department's website at <http://www.sonoma.edu/forlang/>.

The Department of Modern Languages and Literatures offers major and minor programs in French and Spanish, and a minor program in German. (Students interested in German should also consider a major B.A. in Global Studies, Europe concentration.) Modern language courses are taught in the target language; functional control of all language skills (reading, writing, listening comprehension, and speaking) is a primary goal.

It is highly advisable that students combine a major or minor in modern languages with a major or minor in another discipline. Course work, minors, and majors in modern languages complement specialized knowledge and expertise in other academic areas. The structure of the modern languages major programs facilitates the planning of double majors and minors. In addition to majors and minors offered by other departments, interdisciplinary and career minor programs of special interest to modern languages students include the international studies minor and the minor in linguistics.

Careers in Modern Languages and Literatures

Through careful academic planning, the study of modern languages and literatures can open a wide range of career options in such fields as international business, government service, domestic and international human services, travel, librarianship, translating and interpreting, and journalism. Many department alumni have pursued work in the Peace Corps and various other nonprofit entities; others have earned teaching credentials or advanced degrees in their discipline and teach at the elementary, secondary, or post-secondary levels. A degree in a second language is also an excellent preparation for a career teaching English as a second language (TESL). The Department of Modern Languages and Literatures successfully prepares students for graduate study in a wide variety of fields, particularly in combination with a second major or a minor. The importance of early and frequent consultation with departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities, including internships both at home and abroad.

International Programs

Through the International Programs of the California State University, Sonoma State University students may spend an academic year in residence at a university abroad. Courses taken abroad through the International Programs count as residence units in all University programs and can be integrated into an overall academic plan. For further information, contact the International Services Office, (707) 664-2582.

Language and Culture Learning Center

The Language and Culture Learning Center is dedicated to enhancing the educational experience of students at Sonoma State University through the use of technology in learning modern languages and exploring world cultures. In keeping with Sonoma State's focus on liberal arts education, the Center strives to integrate learning technologies into students' educational experience in meaningful, personal, and individual ways.

The audio facility in 1028 Stevenson provides students with weekday access to language and culture learning materials representative of the courses taught in the Department of Modern Languages and Literatures. In addition to opportunities for listening, responding, recording, and playback of language tapes, the 1028 Stevenson facility also provides students with audio recordings of poetry, music, and other cultural materials, as well as viewing stations for videotapes. The Center's multimedia computer facility in 1040 Stevenson offers students the chance to participate in whole-class activities and to independently supplement their classroom work through access to digital language learning materials available on CDs and the Internet. The Center's language mentoring program provides individual instruction and assistance to students enrolled in lower-division courses within the Department of Modern Languages and Literatures. For further information on the Language and Culture Learning Center at Sonoma State, please consult our website at www.sonoma.edu/forlang/lc2/.

Placement in Modern Language Courses

The faculty of the Department of Modern Languages and Literatures will assist students in selecting the appropriate course level. In particular, recommendations for placement in French classes differ slightly from the more general schedule described below; students interested in studying French should contact one of the instructors.

Students with this many years in high school language courses should enroll in courses in this level:

Less than two years	101
Two years	102
Three years	201 or any other 200 course except 202
Four years	202 or any other 200 course except 201

Students who have taken an Advanced Placement (AP) exam and scored 3, 4, or 5 should contact an advisor in that language for specific information regarding placement and credit.

Please note that placement can be very individual, particularly for heritage speakers of a language. Any students who have reason to believe that their language skills are more advanced than this table would imply should consult with the instructor of the course in which they think they would benefit most.

Transfer students with college credit in a modern language may not receive credit for SSU courses in the same language that duplicates previous work. Exceptions may be made by the chair of the department when the following conditions are met:

1. The courses involved are lower-division; and
2. The original study was accomplished three or more years prior to enrollment in the equivalent course at Sonoma State University.

In addition to the four-year graduation plans detailed below, students pursuing the Bachelor of Arts in French or Spanish may also elect a five- or six-year plan. Please see an advisor for details.

Course Challenges

Students may challenge courses, as provided in University procedures (please see more information in the Admissions section of this catalog). It is essential that students interested in this possibility consult instructors of the courses they wish to challenge at the start of the semester.

Grade Requirements

Undergraduate Progression and Retention in French and Spanish Majors: Students must maintain a minimum grade of C- in each course required for the major in French or Spanish; otherwise, the student will not be permitted to graduate in the major. The student may repeat the course if s/he does not earn the minimum grade. The student must receive a grade of C- or better when the course is repeated. This policy also applies to courses taken at other institutions, abroad or in the United States.

Bachelor of Arts in French

The purpose of the French major is to enable students to attain an advanced level of competency in speaking, listening, reading, and writing, and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the Francophone world. The French language is studied not as an end in itself, but as a vehicle for students' broader and more informed participation in their chosen fields. Students who study French at SSU also have the option of completing a portion of the course work in France (Paris or Aix-en-Provence) or in Canada, and should visit the International Programs Office for details.

Degree Requirements	Units
General education	51
Major requirements	32
General electives	37
Total units needed for graduation	120

Note: Students should note the prerequisites for upper-division courses.

Requirements for the Major

Complete the following 32 Units:

FREN 202 Oral French	4
FREN 300 Introduction to Literary Analysis & Critical Writing	4
FREN 320 France Yesterday	4
FREN 321 France Today	4
FREN 410 French Literature	4
FREN 411 French Literature	4
FREN 415 Special Topics in French Culture	4
FREN 475 Senior Seminar	4
Total units in the major	32

Sample Four-year Program for Bachelor of Arts in French

Variations are easily accommodated in the sequencing of GE requirements, but should be made in consultation with an advisor. Note that courses designated as elective or minor total 37 units and could easily accommodate a second major (depending on the selected double major, which might require one or two additional courses). Careful planning and early identification of a second major make this feasible. A variation would be to complete the junior or senior year in the CSU International Program, meeting many upper-division French requirements in a single year, and completing the second major in the other upper-division year at SSU.

FRESHMAN YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
FREN 101 (4)	FREN 102 (4)
FREN 101L (1)	FREN 102L (1)
GE A2 (3)	GE C1 (3)
GE A3 (3)	GE B1 (*1) (3)
GE B4 (3)	GE A1 (3)
	Elective or Minor (2)

SOPHOMORE YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
FREN 201(*2) (4)	FREN 202(*2) (4)
FREN 201L (1)	GE D3(*5) (3)
GE B3(*1) (3)	GE D4(*5) (3)
GE D2(*3) (3)	GE B2 (3)
GE C2 (3)	GE D5(*4) (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
FREN 300 (C4)(UD)(4)	FREN 411 (C4)(UD)(4)
FREN 321 (C4)(UD)(4)	FREN 415 (C4)(UD)(4)
GE D1 (UD) (3)	GE E1 (UD) (3)
Elective or Minor (4)	Elective or Minor (4)

SENIOR YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
FREN 320 (C4) (UD) (4)	FREN 410 (C4)(UD) (4)
Elective or Minor (3)	FREN 475 (C4)(UD) (4)
Elective or Minor (3)	Elective or Minor (3)
Elective or Minor (3)	Elective or Minor (3)
Elective or Minor (3)	

TOTAL UNITS:: 120

(*1) One of B1 or B3 must have lab.

(*2) Counts as C4.

(*3) Important to take World History before upper-division French.

(*4) Can be an early prerequisite for business majors or minors, and might be taken earlier, or later, for those who decide at a later date on an internationally oriented career other than business.

(*5) Advantage of taking D3 and D4 together: understanding the U.S. Constitution in connection with U.S. history.

Minor in French

Requirements for the Minor

The French minor presupposes 15 units or the equivalent of FREN 101, 102, 201, and lab courses 101L, 102L, and 201L. All or part of these may have been completed elsewhere. Also, the student who wishes to minor in French is required to take:

FREN 202 Oral French	4
FREN 300 Introduction to Literary Analysis & Critical Writing	4

and one of the following pair of courses: 8

FREN 320 France Yesterday (4) and
FREN 410 French Literature (4); or
FREN 320 France Yesterday (4) and
FREN 321 France Today (4); or
FREN 321 France Today (4) and
FREN 411 French Literature (4)

and either FREN 415 Special Topics in French Culture (4); or
FREN 475 Senior Seminar (4) 4

Total units in the minor 20

Minor in German

The German minor program enriches students' academic and career opportunities by providing them with skills that complement many majors at SSU. German helps students understand themselves as participants in their own culture. It also helps them to understand US history and culture, since German-Americans represent the largest single heritage population. Moreover, German is the most widely spoken language in Europe. Knowing German also opens up opportunities to connect with more than 120 million native speakers worldwide. Additionally, the study of German prepares students to be competitive for graduate school, since many graduate programs require or recommend German. German minors may also have a distinct advantage entering a professional career, such as in international business, economics, science, history, global stud-

ies, music, or teaching. The SSU German Program offers a variety of courses that provide students with linguistic skills and cultural knowledge of the German-speaking world. Students are encouraged to participate in the CSU International Programs and take courses in Germany, which may be counted toward the minor. Students wishing to study abroad are strongly encouraged to consult with their German advisor.

Requirements for the Minor

The German minor program consists of a minimum of 20 units of college course work in German, of which 8 units must be in upper-division courses. Additionally, German minor students must attain the "Zertifikat Deutsch," the internationally recognized proficiency certificate offered annually under the auspices of the Goethe Institute. Students who have successfully completed SSU's German Program may be confident of passing the certification examination, offered at Sonoma State University at the end of every spring semester.

All German courses, except for GER 101, count toward the German Minor. Note that GER 300 must be taken in residence at SSU. Students must earn a minimum grade of C- in each course that counts for the German minor. They may repeat the course once if they do not earn the minimum grade. Students must receive a grade of C- or better when the course is repeated. This policy also applies to courses taken at other institutions, abroad or in the United States.

The German minor presupposes 5 units or the equivalent of GER 101 (4 units) and GER 101L (1 unit). Students who wish to minor in German are required to take the following courses:

GER 102 (4 Units)—Fall, Spring

Second Semester: Contemporary Germany

Prerequisite: GER 101 or consent of instructor.

Requires concurrent enrollment in GER 102L (1 Unit)

GER 200 (4 Units)—Fall

Intermediate German: The German-Speaking World Today

Prerequisite: GER 102 or consent of instructor.

Requires concurrent enrollment in GER 200L (1 Unit)

GER 210 (4 Units)—Spring

Intermediate German through Film

Prerequisite: GER 102 or consent of instructor.

Requires concurrent enrollment in GER 210L

GER 314 (3 Units)—Fall

Literature and Culture of the German-Speaking World

Note: Requires concurrent enrollment for German Minor students in GER 399L

Prerequisite for German minor students: GER 102 or consent of instructor.

Course may be repeated for credit if topic changes.

GER 300 (4 Units)—Spring

Advanced German Studies

Prerequisites: GER 200 and GER 210, or consent of instructor. Course may be repeated for credit if topic changes.

Total units in the minor 20

Bachelor of Arts in Spanish

The culture and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area all contribute to shape the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program offers a full range of courses in language, literature, and culture, as well as interdisciplinary concentrations. Courses taken abroad in the CSU International Programs, with the exception of Span 490 and 491 (at least one of which must be taken in residence at SSU), may be counted toward the major or minor.

Degree Requirements	Units
General education	51
Major requirements	36-56
Electives/Other	13-33
Total units needed for graduation	120

Spanish Placement Test

A free placement test is offered by the department. Students who have a background in Spanish, whether through study in high school or informal exposure, and have not previously taken a college Spanish course are strongly advised to take the placement test. The test takes approximately one hour. Information is available in the departmental office.

Lower-Division Spanish Courses

These courses are prerequisites for the upper-division courses in the major and minor. Some or all of these courses or their equivalents may be waived by virtue of prior language study, courses in transfer, or placement in higher level courses.

SPAN 101 Basic Spanish, 1st Semester	4
SPAN 101L Language Laboratory	1
SPAN 102 Basic Spanish, 2nd Semester	4
SPAN 102L Language Laboratory	1
SPAN 201 Intermediate Spanish, 1st Semester	4
SPAN 201L Language Laboratory	1
SPAN 202 Intermediate Spanish, 2nd Semester	4
SPAN 202L Language Laboratory	1

Electives

SPAN 150 Elementary Conversation	2
SPAN 250 Intermediate Conversation	2

Total units 20-24

Spanish Minor

For a minor, students must complete 300, 301, 304, and 305, and either 306 or 307.

SPAN 300 Advanced Spanish Language	4
SPAN 301 Advanced Composition and Conversation	4
SPAN 304 Introduction to Spanish Linguistics	4
SPAN 305 Introduction to Literature and Research	4

Plus, either:

SPAN 306 Cultures of Spain or	
SPAN 307 Cultures of Latin America	4

Total minor units 20

Spanish Major

For the major, students must complete Spanish 300, 301, 304, 305, 306, 307, and three classes at the 400-level, at least one of which must be Spanish 490 or Spanish 491 (490 or 491 must be taken in residence at SSU):

SPAN 300 Advanced Spanish Language	4
SPAN 301 Advanced Composition and Conversation	4
SPAN 304 Introduction to Spanish Linguistics	4
SPAN 305 Introduction to Literature and Research	4
SPAN 306 Cultures of Spain	4
SPAN 307 Cultures of Latin America	4

plus, any two of:

SPAN 400 Topics in Linguistics,	4
SPAN 401 Peninsular Literature,	4
SPAN 402 Latin American Literature	4
SPAN 410 Spanish Translation, or	4
SPAN 427 Spanish Teaching Methodologies	4

Plus, either

SPAN 490 Seminar in Linguistics or	4
SPAN 491 Seminar in Literature	4

SPAN total units in the major 36

Sample Four-year Program for Bachelor of Arts in Spanish

Note: If students have already completed lower-division classes (or equivalents) before arriving at SSU, they can begin taking advanced-level courses as soon as desired and could take fewer classes per semester than indicated in this plan. In addition to the four-year graduation plan specified, students pursuing the Bachelor of Arts in Spanish may also elect a five- or six-year plan. Please consult with a Spanish Program advisor.

FRESHMAN YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
SPAN 101 (4)	SPAN 102 (4)
SPAN 101L (1)	SPAN 102L (1)
GE Electives (A2,A3,B4) (9)	SPAN 150 (2)
	GE Electives (C1,B1,A1) (9)

SOPHOMORE YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
SPAN 201 (4)	SPAN 202 (4)
SPAN 201L (1)	SPAN 202L (1)
GE Electives (B3,D2,C2,D5) (9)	SPAN 250 (2)
	GE Electives (D3,D4,B2) (9)

JUNIOR YEAR:: 36 Units

Fall Semester (18 Units)	Spring Semester (18 Units)
SPAN 300 (4)	SPAN 301 (4)
SPAN 305 (4)	SPAN 304 (4)
SPAN 306 (4)	SPAN 307 (4)
GE UD (E1 and other) (6)	GE UD (C3, D1) (6)

SENIOR YEAR:: 19 - 28 Units

Fall Semester (11-16 Units)	Spring Semester (8-12 Units)
Two SPAN classes at the 400-level Electives/Minor (4-8)	One SPAN class at the 400-level Electives/Minor (4-8)

TOTAL UNITS:: 120

MUSIC

DIRECTOR, CENTER FOR PERFORMING ARTS

Jeff Langley

DEPARTMENT OFFICE

Ives Hall 206

(707) 664-2324

www.sonoma.edu/performingarts

DEPARTMENT CHAIR

Brian S. Wilson

PROGRAM SPECIALIST

Mary Rogers

Faculty

Brass and Percussion

Pete Estabrook, trumpet

Ruth Wilson, horn

Michael Mendelson, trombone

Gary Meierhenry, tuba

Jennifer Wilsey, timpani, percussion

Jazz

Mel Graves, program director, bass

Miles Ellis, vibes

Pete Estabrook, improv, jazz history, trumpet

Charlie McCarthy, saxophone

George Marsh, drum set

John Simon, jazz piano

Randy Vincent, guitar

Keyboard

Marilyn Thompson, piano, chamber music, classical repertoire

John Simon, jazz piano

Yvonne Wormer, staff accompanist

Robert Young, staff accompanist

Music Education

Brian S. Wilson, program director, instrumental conducting and methods

John Stanley, elementary and secondary methods

Lynne Morrow, vocal pedagogy

Roy Zajac, woodwind pedagogy

Ruth Wilson, brass pedagogy

Richard Loheyde, string pedagogy

Jennifer Wilsey, percussion pedagogy

Eric Cabalo, guitar pedagogy

Musicology And Ethnomusicology

Laxmi G. Tewari, ethnomusicology

John Palmer, musicology

Jeff Langley American, music history

Performing Ensembles - Instrumental

Brian Wilson, symphonic wind ensemble, jazz big band, brass ensemble, chamber wind ensemble

Marilyn Thompson, chamber music (chamber orchestra)

Mel Graves, concert jazz ensemble

Bob Affifi, Latin, jazz band

Jennifer Wilsey, percussion ensemble

Performing Ensembles - Vocal

Bob Worth, chamber singers, Bach choir

Laxmi G. Tewari, Indian singing ensemble

Lynne Morrow, opera and music theatre

Jenny Bent, SSU chorus

Strings

Richard Loheyde, violin

Wayne Roden, viola

Judiyaba, cello

Mel Graves, bass

Eric Cabalo, classical guitar

Michael Rado, harp

Theory/Composition & Musicianship

Brian Wilson, theory, analysis, and composition

William Johnson, composition, analysis

Jeff Langley, composition, theory

John Palmer, aural skills and ear training

Mel Graves, jazz theory and composition

Jesus Contreras, music technology

Voice

Lynne Morrow, mezzo-soprano, music theatre

Karen Clark, soprano, diction

Christopher Fritzsche, tenor, early music

Susan Witt-Butler, soprano

Woodwinds

Kathleen Reynolds, flute

Daniel Celidore, oboe

Roy Zajac, clarinet

Rufus Olivier, bassoon

Charlie McCarthy, saxophone

Programs Offered

Bachelor of Arts in Music

- Applied Music Concentration
- Jazz Studies Concentration
- Liberal Arts Music Concentration

Bachelor of Arts in Music Education

Minor in Music

- Liberal Arts Concentration
- Jazz Studies Concentration
- World Music (Ethnomusicology) Concentration

Teaching Credential Preparation in Music

A commitment to active involvement stands at the heart of the music curriculum. Students are involved in many ways—as listeners, performers, composers, critics, or historians. Intelligent and lively participation informs every facet of the department's various degree programs.

The core curriculum for music majors provides a thorough foundation in such essential skills as keyboard facility, theoretical understanding, aural perception, and analysis of a wide range of music literature. All majors gain experience with both the intuitive and the intellectual processes of the art. The curriculum is designed to place the specialized study of music in the setting of a liberal arts education and to serve as a firm basis for careers in a wide variety of professions both in music and related to music.

Three concentrations exist within the Bachelor of Arts in Music. The Liberal Arts Music Concentration provides a broad basis from which a student may pursue graduate studies or a variety of careers. The Jazz Studies Concentration trains the student in the techniques and practices of contemporary jazz styles. The Applied Music Concentration is intended for those having a special interest and promise in the following areas:

- Vocal/Choral Performance
- Instrumental Performance
- Opera/Music Theatre
- Composition and Music Technology
- World Music Studies

The Bachelor of Arts in Music Education prepares students to enter the teaching credential program in the School of Education.

All students are expected to consult with a music advisor prior to registering each semester; students in the Applied Music concentration should consult an advisor to plan appropriate electives for the specific area of study selected. Any student planning to do graduate work in music should consult a music advisor in time to plan a program that will support the intended graduate specialty. Students planning careers in business or in media should consider minors in communications studies or business administration. The Music Department is a fully accredited member of the National Association of Schools of Music.

Audition and Proficiency Expectations for Entering and Transfer Students

In order to be accepted as a music major, one must be admitted to the University AND must also successfully complete a Music Department audition.

Auditions

The Department of Music requires all prospective music majors to complete an audition on their major instrument/voice. Students living more than 250 miles from campus may send recorded auditions (CD or DVD). To schedule an audition, use the Audition Request Form found on the department website (also available in the department office).

All auditions, live or recorded, shall include two pieces in contrasting styles that can be performed within the 10-minute limit that demonstrate accurate rhythms, pitch control, and interpretive awareness. Accompaniment is not necessary.

Additional Requirements

Instrumentalists shall prepare two major scales and one minor scale in all three forms - natural, harmonic, and melodic.

Jazz students shall prepare two contrasting tunes: Aebersold-type play-along accompaniments are acceptable. Jazz drummers must demonstrate 4/4, 3/4, and Latin tempos. They may submit a tape of a band in which they are featured. Music Education students shall write a one-paragraph statement on why they wish to teach.

Music Theatre students are encouraged to submit a DVD of themselves performing (singing and acting) in a musical.

Students may include more than one instrument/voice or musical style on their audition.

Please use the Audition Request Form to schedule auditions. Send recorded auditions along with a cover letter to:

Music Department (Audition Materials)
Sonoma State University
1801 E. Cotati Ave.
Rohnert Park, CA 94928

Scholarships

All music majors may also audition for a variety of scholarships. Scholarship audition information and application can be found on the department website. The scholarship audition can also serve as the program audition. Students living more than 250 miles from campus may send recorded auditions (CD or DVD).

Fill out the Scholarship Application and send all required materials to:

Music Department Scholarship Committee
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928

Proficiency Expectations

Basic keyboard skills and the ability to read standard musical notation are prerequisites to the music major curriculum. All entering and transfer students will be given placement examinations in piano, music theory, and aural skills (sight-singing and dictation) during orientation. Students with inadequate preparation in keyboard will be expected to take MUS 109 Intensive Keyboard Lab I. Students without background in any of these areas will also be expected to take MUS 106 Fundamentals.

Jazz Studies majors, whether continuing or transfer students, must complete MUS 320, Ear Training IV; MUS 212, Jazz Theory II; MUS 489, Jazz Improvisation III; MUS 317, Small Band Arranging; MUS 392, Jazz Piano II; and MUS 412, Jazz Composition in residence. Applied Music majors may elect to pass or successfully challenge two semesters of MUS 321 Aural Skills Practicum in place of MUS 320.

Basic keyboard proficiency is a prerequisite to enrollment in MUS 110 Theory I Diatonicism. MUS 320 and 309A/B (or 392) are prerequisite to enrollment in certain upper-division music courses.

Lower-Division Program

The core of the lower-division program for music majors is a sequence of courses in musicianship, theory, and music literature. This sequence is a comprehensive approach to ear training in its broadest sense. It includes sight-singing, dictation, counterpoint, harmony, and historic and stylistic considerations as they relate to the development of aural and written skills. Materials and solfège techniques from a variety of musical styles are used. Lower-division students are encouraged to enroll in 300 level music ensembles.

Upper-Division Program

The upper-division program is designed to integrate studies of theory, musicianship, keyboard and aural skills, music history and analysis. Students who wish to specialize in jazz, music education, or applied music will be required to take classes that develop skills specific to these areas.

Capstone Experience

Liberal Arts Music majors and students in Jazz Studies and Music Education are required to complete a senior project. The senior project, MUS 490, may take the form of directed research leading to a lecture-demonstration, a recital, a music education portfolio, an extended composition, a student instructed course, the preparation of a performing edition, or another project of substantial effort. Student performers enrolled in the Applied Music Concentration must present a senior recital, MUS 491.

Performance Ensemble Requirement

Ensemble/Performance requirements for all students in applied, liberal arts, jazz studies and music education

The Music Department regards continuous experience in active music making to be an essential part of college music study. To provide this experience, the department offers a wide range of ensembles both vocal and instrumental.

All music majors (Applied, Jazz Studies, Liberal Arts, and Music Education) must declare a *major performance medium* (instrument or voice) upon entering their program of study.

Every music major is required to be in at least one *major performing ensemble* during each semester of residence in which he or she plays his or her declared performance medium (instrument or voice).

In addition, all instrumentalists are required to participate in a major choral ensemble for one semester. Also, vocalists in the applied and music education concentrations must participate in a major instrumental ensemble for one semester.

Specific ensemble requirements for students in applied, liberal arts, and music education

The following are the major ensembles for vocalists in Applied, Liberal Arts, and Music Education:

- SSU Chorus
- Sonoma County Bach Choir
- Musical Theatre Production
- Musical Theatre Scenes Workshop
- Indian Singing Ensemble

The major ensemble for woodwind, brass, and percussionists in Applied, Liberal Arts, and Music Education is the following:

- Symphonic Wind Ensemble

The major ensemble for string, guitar, and piano players will be determined in consultation with the department chair and the area coordinator.

Students are highly encouraged to also include minor ensembles in their course of study. In some instances, permission will be granted to substitute a minor ensemble for a major ensemble. This should not exceed two semesters. Minor ensembles for vocalists in Applied, Liberal Arts, and Music Education are Chamber Singers *and* Chamber Music. Minor ensembles for instrumentalists in Applied, Liberal Arts, and Music Education are Chamber Music, Chamber Wind Ensemble, Brass Ensemble, Percussion Ensemble, Guitar Ensemble, and the Jazz Ensembles.

Specific ensemble requirements for students with concentration in jazz studies

The following are the major ensembles for students in the Jazz Studies concentration:

- Contemporary Jazz Ensembles
- Latin Jazz Ensemble
- Jazz Big Band (at least one semester)
- Symphonic Wind Ensemble (at least one semester)

Students are highly encouraged to also include minor ensembles in their course of study. In some instances, permission will be granted to substitute a minor ensemble for a major ensemble. This should not exceed two semesters. Minor ensembles for instrumentalists in the Jazz Studies Concentration are Chamber Music, Chamber Wind Ensemble, Brass Ensemble, Percussion Ensemble, and Guitar Ensemble.

Music Use Fee and Instrument Checkout

A nonrefundable fee of \$25 per semester is charged for use of Music Department facilities and equipment. In addition, a \$20 deposit is charged for checking out a departmental instrument.

Private Instruction

The department funds 30-minute lessons for Bachelor of Arts students and hour lessons for Bachelor of Arts in Music Education students. Additional lesson time must be paid for by the student.

Rates for private lessons are competitive.

All music majors will take *studio instruction* in their performing medium. It is department policy that music majors are required to study their major performance medium (instrument or voice) with an SSU faculty member or an approved instructor.

Students taking private lessons in the applied concentration in voice, classical instruments, percussion, and composition are required to register for the corresponding *Repertoire Class*. Music Education majors must complete two semesters of repertoire classes.

Jury

Before the end of the sophomore year, the student must successfully complete a Junior Qualifying Jury in order to officially continue as a major. Incoming transfer students entering as juniors, will be required to pass a Junior Qualifying Jury prior to the end of their first semester in residence.

Bachelor of Arts in Music

Applied Music Concentration

Degree Requirements	Units
General education	51
Major requirements	51
General electives	18
Total units needed for graduation	120

Requirements For the Major

The Applied Music concentration is intended for students who show special aptitude for careers as performers. It is expected that a student graduating in Applied Music will have reached a level of at least semiprofessional competence.

Lower-division students are admitted to the Applied Music concentration on the basis of faculty recommendation. Admission to the upper-division is by a juried audition for performers and a portfolio review for composers. These take place at the end of the sophomore year (or, for transfer students, prior to entering the junior year).

Students interested in World Music, Composition and/or Music Technology studies should consult a music advisor for information on an advisory plan. Complete all the following:

Preparatory

(Credit not applicable toward major; students may challenge by exam)

MUS 106 Fundamentals	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (23)

MUS 110 Theory I: Diatonicsm	3
MUS 210 Theory II: Chromaticism	3
MUS 310 Theory III: Form and Analysis	3
MUS 410 Theory IV: 20th Century Techniques	3
MUS 120 Ear Training I	2
MUS 220 Ear Training II	2
MUS 320 Ear Training III	2
MUS420 Ear Training IV	2
MUS 321 Aural Skills Practicum	3 semesters (1,1,1)

History/Literature (15)

MUS 150 Survey of U.S. Music	3
MUS 251 History of Western Music - Ancient World to 1750	3
MUS 252 History of Western Music - 1750 to the Present	3
MUS 300 Seminar (various topics)	3
MUS 350 Survey of World Music	3

Applied Skills (5)

And two of the following four courses: (2 Units)	2
MUS 292 Jazz Piano I	
MUS 392 Jazz Piano II	
MUS 309A Keyboard Proficiency Lab	
MUS 309B Keyboard Proficiency Lab	
MUS 491 Senior Recital	3

Private instruction (each semester in residence) 8

Transfer students must take lessons for every semester in residence.

Music Electives (minimum of 2 units)

Courses will vary according to area(s) of interest - see department advisor.

Major Ensemble (each semester in residence)

(See section on performance ensemble requirement.
Credit applicable toward graduation, but not the major.)

Repertory Class

(Credit applicable toward graduation, but not the major.)

Students enrolled in private instruction in voice, composition, classical instruments, or percussion must enroll concurrently in MUS 151/451 - Repertory Class or MUS 425 - Composers Forum for that area of specialty.

Total units in the major 51

Sample Four-year Program for Bachelor of Arts in Music — Applied Music Concentration

FRESHMAN YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	MUS 110 (3)
MUS 106 (3)	MUS 120 (2)
MUS 109 (2)	Music 209 (2)
MUS Elective (1)	Private Instructions (1)
Major Performing Ensemble (1)	Music Elective (1)
Private Instructions (1)	Major Performing Ensemble (1)
Repertory Class (1)	Repertory Class (1)

SOPHOMORE YEAR:: 33 Units

Fall Semester (18 Units)	Spring Semester (15 Units)
HUMS 200 (GE area A1) (3)	GE (area D2) (3)
GE (area D3) (3)	MUS310 (3), MUS 320 (2)
MUS 210 (3), MUS 220 (2)	MUS 252 (3)
MUS 251 (3)	MUS 309B (1)
MUS 309A/ (1)	Major Performing Ensemble (1)
Major Performing Ensemble (1)	Private Instructions (1)
Private Instructions (1)	Repertory Class (1)
Repertory Class (1)	

JUNIOR YEAR:: 30 Units

Fall Semester (17 Units)	Spring Semester (13 Units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 150 (GE area C1) (3)	MUS 300 (3)
MUS 410 (3)	Major Performing Ensemble (1)
MUS 420 (2)	Private Instruction (1)
Major Performing Ensemble (1)	MUS 321 (1)
Private Instructions (1)	Repertory Class (1)
Repertory Class (1)	

SENIOR YEAR:: 28 Units

Fall Semester (15 Units)	Spring Semester (13 Units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 491 (3)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
Private Instruction (1)	Private Instruction (1)
MUS 350 (area C4) (3)	MUS 321 (1)
MUS 321 (1)	Repertory Class (1)
Repertory Class (1)	

TOTAL UNITS:: 120

Jazz Studies Concentration

Degree Requirements	Units
General education	51
Major requirements	46
Electives	23
Total units needed for graduation	120

Requirements For the Major

The Jazz Studies concentration is designed to furnish the training and background needed for students seeking to work as jazz performers, arrangers, composers, or teachers.

Students planning to pursue careers as jazz performers should take private instruction in their major instrument or in voice as a part of their program. These students normally enroll each semester in at least one Music Department ensemble appropriate to their area of interest. They should also seek opportunities for performance off campus in a wide variety of performing environments.

Complete all the following:

Preparatory (credit not applicable toward major; students may challenge by exam)

MUS 106 Fundamentals of Music Theory	3
MUS 109 Intensive Keyboard Lab I	2
MUS 120 Ear Training I	2
MUS 189 Jazz Improvisation I	1
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (15)

MUS 112 Jazz Theory I	3
MUS 212 Jazz Theory II	3
MUS 220 Ear Training II	2
MUS 320 Ear Training III	2
MUS 420 Ear Training IV	2
MUS 321 Aural Skills Practicum (3 semesters)	1,1,1

History/Literature (12)

MUS 252 History of Western Music - 1750 to the Present	3
MUS 342 History of Jazz	3

And two of the following four courses: (6 units) 6

MUS 150 Survey of U.S. Music	
MUS 251 History of Western Music - Ancient World to 1750	
MUS 300 Seminar (various topics)	
MUS 350 Survey of World Music	

Applied Skills (16)

MUS 292 Jazz Piano I	1
MUS 317 Small Jazz Band Arranging	3
MUS 389 Jazz Improvisation II	3
MUS 392 Jazz Piano II	1
MUS 412 Jazz Composition	3
MUS 489 Jazz Improvisation III	3
MUS 490 Senior Project	2

Music Electives (minimum of 3 units)**3**

Courses will vary according to area(s) of interest—see department advisor.

Private Instruction (each semester in residence)

Transfer students must take lessons for every semester in residence.

(Credit applicable toward graduation, but not the major.)

Ensembles (each semester in residence)

(See section on performance ensemble requirement. Credit applicable toward graduation, but not the major.)

Total units in the major **46****Sample Four-year Program for Bachelor of Arts in Music – Jazz Studies Concentration****FRESHMAN YEAR:: 30 Units**

Fall Semester (15 Units)	Spring Semester (15 Units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Math (GE area B4) (3)	Music elective (1)
Major Performing Ensemble (1)	Private Instruction (1)
Music Elective (1)	MUS 112 (3)
MUS 109 (2)	MUS 389 (3)
MUS 342 (3)	MUS 209 (2)
Elective (1)	Elective (1)
Private Instruction (1)	Major Performing Ensemble (1)

SOPHOMORE YEAR:: 32 Units

Fall Semester (18 Units)	Spring Semester (14 Units)
GE (area D2) (3)	GE (area D3) (3)
HUMS 200 (GE area A1) (3)	GE (area C2) (3)
MUS 212 (3)	MUS320 (2)
MUS 220 (2)	MUS 392 (1)
MUS 292 (1)	Major Performing Ensemble (1)
Major Performing Ensemble (1)	Private Instruction (1)
MUS 489 (3)	Music Elective (1)
Private Instruction (1)	Elective (2)
Music Elective (1)	

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 150 (GE area C1) (3)	MUS 300 (3)
MUS 412 (3)	MUS 317 (3)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
Private Instruction (1)	Private Instruction (1)
MUS 420 (2)	MUS 321 (1)
Elective (1)	Elective (1)

SENIOR YEAR:: 25 Units

Fall Semester (13 Units)	Spring Semester (12 Units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C3) (3)
MUS 350 (GE area C4) (3)	MUS 321 (1)
Major Performing Ensemble (1)	MUS 490 (2)
Private Instruction (1)	Major Performing Ensemble (1)
MUS 321 (1)	Private Instruction (1)
Elective (1)	Elective (1)

TOTAL UNITS:: 120**Bachelor of Arts in Music Education**

Degree Requirements	Units
General education (including 6 units in Music)	51
Major requirements (75 units minus 6 units)	69
Total units needed for graduation	120

Requirements for the major

The Music Education concentration is a B.A. program that provides the skills necessary for teaching music in public or private schools in California. It is recommended for anyone planning a teaching career in music.

The program consists of a core of basic music major requirements, plus specialized courses for prospective teachers of vocal, instrumental, and general music in elementary, junior high, and senior high schools.

Preparatory (credit not applicable toward major; students may challenge by exam)

MUS 106 Fundamentals of Music Theory	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (15)

MUS 110 Theory I: Diatonicism	3
MUS 210 Theory II: Chromaticism	3
MUS 310 Theory III: Form and Analysis	3
MUS 120 Ear Training I	2
MUS 220 Ear Training II	2
MUS 320 Ear Training III	2

History/Literature (12)

MUS 150 Survey of U.S. Music	3
MUS 251 History of Western Music: Ancient World to 1750	3
MUS 252 History of Western Music: 1750 to Present	3
MUS 350 Survey of World Music	3

Applied Skills (20)

MUS 259 Music Technology: Tools and Applications	3
MUS 289 Jazz Improvisation I	2
MUS 314 Orchestration	2
MUS 400 Music for the Classroom	2
MUS 401 Conducting Technique	2
MUS 402 Choral Conducting and Methods	3
MUS 403 Instrumental Conducting and Methods	3
MUS 490 Senior Project	1
And two of the following four courses (2 units)	2
MUS 292 Jazz Piano I	
MUS 392 Jazz Piano II	
MUS 309A Keyboard Proficiency	
MUS 309B Keyboard Proficiency	
Methods Courses (7)	
MUS 415 Vocal Methods	1
MUS 418 Guitar Methods	1
MUS 422 Strings Methods	1
MUS 423 Woodwinds Methods	1
MUS 424 Brass Methods	1
MUS 429 Percussion Methods	1
MUS 440 Vocal Instrumental Proficiency Jury	1

Music Electives (minimum of 5 units) 5

Courses vary according to area of interest. Consult advisor.

Private Instruction (each semester in residence) 8

Transfer students must take lessons for every semester in residence

Major Ensembles 8

Each semester in residence

Repertory Class

(Credit applicable toward graduation, but not the major.)

Students enrolled in private instruction in voice, percussion, or classical instrumentals must enroll concurrently in MUS 151/451 Repertory Class for that area of specialty for a minimum of 2 semesters.

Total units in the major (6 included in GE) 75

Sample Four-year Program for Bachelor of Arts in Music Education

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)		Spring Semester (15 Units)	
ENGL 101 (GE area A2) (3)		PHIL 101 (GE area A3) (3)	
GE Mathematics (GE area B4) (3)		GE (area D2) (3)	
MUS 150 (GE area C1) (3)		MUS 118 (1)	
MUS 289 (2)		MUS 110 (3)	
MUS 115 (1)		MUS 120 (2)	
Private Lessons (1)		Private Lessons (1)	
Major Performing Ensemble (1)		Major Performing Ensemble (1)	
Repertory Class (1)		Repertory Class (1)	

SOPHOMORE YEAR:: 33 Units

Fall Semester (18 Units)		Spring Semester (15 Units)	
GE (area D3) (3)		HUMS 200 (GE area A1) (3)	
MUS 210 (3)		MUS 310 (3)	
MUS 220 (2)		MUS 320 (2)	
MUS 251 (3)		MUS 423 (1)	
MUS 259 (3)		MUS 252 (3)	
MUS 424 (1)		MUS 309B (1)	
Private Lessons (1)		Private Lessons (1)	
Major Performing Ensemble (1)		Major Performing Ensemble (1)	
MUS 309A (1)			

JUNIOR YEAR:: 32 Units

Fall Semester (16 Units)		Spring Semester (16 Units)	
GE (area E) (3), GE (area D4) (3)		*EDUC 417 (GE area D1) (3)	
MUS 350 (GE area C4) (3)		GE (area B1) (3)	
MUS 400 (2), MUS 422 (1)		MUS 300 (3)	
Private Lessons (1)		MUS 314 (2), MUS 401 (2), MUS 429 (1)	
Major Performing Ensemble (1)		Private Lessons (1)	
MUS 420 (2)		Major Performing Ensemble (1)	

SENIOR YEAR:: 33 Units

Fall Semester (17 Units)		Spring Semester (16 Units)	
GE (area B2) (3), GE (area D5) (3)		GE (area B3) (3), GE (area C2) (3)	
GE (area C3) (3)		MUS 403 (3), MUS 490 (1)	
MUS 402 (3)		Private Lessons (1)	
Private Lessons (1)		Major Performing Ensemble (1)	
Major Performing Ensemble (1)		MUS 440 (1)	
*EDSS 418 (3)		*EDSP 433 (3)	

TOTAL UNITS:: 128

* 9 Units are Prerequisites for Admission to the Single Subject Program, not counted in major

Teaching Credential Preparation in Music

The music education curriculum stated above is identical to the subject matter competency portion of the teaching credential.

In order to acquire the music teaching credential, the student must complete this concentration, a B.A., and a two-semester program in the School of Education. The music education advisor will guide the student through the program.

Nine units of prerequisites are needed to enter the Credential Program: EDSS 417, EDSS 418, EDSP 433.

The Integrated Program is available to freshmen. This program prepares students to teach music in the elementary schools, middle schools, junior high schools, and high schools in California. Students in this program take course work in education along with music and general education throughout their undergraduate years eventually graduating with a B.A. and a teaching credential simultaneously. The Integrated Program requires formal application to SSU's Single Subject Program prior to the junior year.

Sample Four-year Integrated Program for Bachelor of Arts in Music Education and Teaching Credential

FRESHMAN YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	GE (area D2) (3)
MUS 150 (GE Area C1) (3)	MUS 123 (1), MUS 129 (1)
MUS 289 (2), MUS 115 (1), MUS 118 (1)	MUS 110 (3), MUS 120 (2)
Private Lessons (1)	Private Lessons (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
Repertory Class (1)	Repertory Class (1)

SOPHOMORE YEAR:: 36 Units

Fall Semester (19 Units)	Spring Semester (17 Units)
GE (area D3) (3)	*EDUC 417 (GE area D1) (3)
MUS 210 (3), MUS 121 (2)	MUS 310 (3), MUS 220 (2)
MUS 251 (3)	MUS 401 (2), MUS 440 (1)
MUS 259 (3), MUS 424 (1), MUS 422 (1)	MUS 252 (3)
Private Lessons (1)	MUS 309B (1)
Major Performing Ensemble (1)	Private Lessons (1)
MUS 309A (1)	Major Performing Ensemble (1)

SUMMER SESSION:: 6 Units

HUMS 200 (GE area A1) (3)
EDSS 418 (3)

JUNIOR YEAR:: 34 Units

Fall Semester (18 Units)	Spring Semester (16 Units)
GE (area E) (3), GE (area D4) (3)	GE (area B1) (3), EDSP 433 (3)
MUS 350 (GE area C4) (3)	MUS 403 (3)
MUS 400 (2), MUS 402 (3)	MUS 300 (3)
Private Lessons (1)	MUS 314 (2)
Major Performing Ensemble (1)	Private Lessons (1)
MUS 420 (2)	Major Performing Ensemble (1)

SUMMER SESSION:: 6 Units

GE (area B3) (3)
GE (area C2) (3)

SENIOR YEAR:: 35 Units

Fall Semester (17 Units)	Spring Semester (18 Units)
GE (area B2) (3), GE (area D5) (3)	EDSS 458 (12), EDSS 459 (3)
GE (area C3) (3)	MUS 490 (1)
EDSS 444 (3)	Private Lessons (1)
EDSS 443A/B (3)	Major Performing Ensemble (1)
Private Lessons (1)	
Major Performing Ensemble (1)	

TOTAL UNITS:: 149

Liberal Arts Music Concentration

Degree Requirements	Units
General education	51
Major requirements	43
Remaining requirements	26
Total units needed for graduation	120

Requirements for the Major

The courses listed below constitute the Liberal Arts Concentration in Music. A student satisfactorily completing these courses, along with other University requirements, will earn a B.A. with a major in music. All students are encouraged to consult an advisor about arranging individually tailored programs of study.

Complete all the following:

Preparatory (credit not applicable toward major; students may challenge by exam)

MUS 106 Fundamentals	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (15)

MUS 110 Theory I: Diatonicism	3
MUS 210 Theory II: Chromaticism	3
MUS 310 Theory III: Form and Analysis	3
MUS 120 Ear Training I	2
MUS 220 Ear Training II	2
MUS 320 Ear Training III	2

History/Literature (15)

MUS 150 Survey of U.S. Music	3
MUS 251 History of Western Music - Ancient World to 1750	3
MUS 252 History of Western Music - 1750 to the Present	3
MUS 300 Seminar (various topics)	3
MUS 350 Survey of World Music	3

Applied Skills (4)

And two of the following four courses: (2 units)	2
MUS 292 Jazz Piano I	
MUS 392 Jazz Piano II	
MUS 309A Keyboard Proficiency Lab	
MUS 309B Keyboard Proficiency Lab	
MUS 490 Senior Project	2

Private Instruction (each semester in residence)

Transfer students must take lessons for every semester in residence. (Credit applicable toward graduation, but not the major.)

Music Electives (minimum of 9 units) 9

Courses will vary according to area(s) of interest—see department advisor.

Ensembles (each semester in residence)

(See section on Performance Ensemble Requirement.)

Credit applicable toward graduation, but not the major.)

Total units in the major 43

Sample Four-year Program for Bachelor of Arts in Music — Liberal Arts Music Concentration

FRESHMAN YEAR:: 28 Units

Fall Semester (13 Units)	Spring Semester (15 Units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE MATH (GE area B4) (3)	HUMS 200 (GE area A1) (3)
MUS 106 (3)	MUS 110 (3)
MUS 109 (2)	MUS 120 (2)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
MUS 209 (2)	
Private Instruction (1)	Private Lesson (1)

SOPHOMORE YEAR:: 31 Units

Fall Semester (17 Units)	Spring Semester (14 Units)
GE (area D2) (3)	GE (area D3) (3)
MUS 150 (GE area C1) (3)	MUS 310 (3)
MUS 210 (3)	MUS 320 (2)
MUS 220 (2)	MUS 250 (GE area C1) (3)
MUS 309A (1)	Major Performing Ensemble (1)
Major Performing Ensemble (1)	
MUS 250A (3)	MUS 309B (1)
Private Instruction (1)	Private Instruction (1)

JUNIOR YEAR:: 27 Units

Fall Semester (12 Units)	Spring Semester (15 Units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 350 (GE area C4) (3)	MUS 300 (3)
Major Performing Ensemble (1)	Music Elective (3)
MUS 321 (1)	Major Performing Ensemble (1)
MUS 321 (1)	
Private Instruction (1)	Private Instruction (1)

SENIOR YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 300 (3)
Major Performing Ensemble (1)	MUS 490 (2)
MUS 321 (1)	Major Performing Ensemble (1)
Music Elective (3)	MUS 321 (1)
Music Elective (3)	

TOTAL UNITS:: 116

Minors in Music

The Music Department offers three minors—the Liberal Arts Music minor, Jazz Studies Music minor, and World Music (Ethnomusicology) minor. Students contemplating a minor in music should consult

the Music Department for advising early in their academic careers. At least 6 units of the minor must be completed at Sonoma State University.

Liberal Arts Concentration

Complete all the following:

MUS 105 Music Theory for Non-Majors	
or MUS 106 Fundamentals of Music Theory	3
MUS 110 Theory I: Diatonicism	3
MUS 120 Ear Training I	2
Ensemble courses	4
Elective in music	2
Upper-division lecture course	3

And one of the following courses: (3 units) 3

MUS 150 Survey of U.S. Music	
MUS 250 Survey of European Music (3)	
Ancient World to 1750	

Total units in the minor 20

Jazz Studies Concentration

Complete all the following:

MUS 110 Theory I: Diatonicism	3
MUS 120 Ear Training I	2
MUS 112 Jazz Theory I	3
MUS 212 Jazz Theory II	3
MUS 292 Jazz Piano I	1
MUS 342 History of Jazz	3
MUS 389 Jazz Improvisation II	3
Performing Ensemble	2

Total units in the minor 20

World Music (Ethnomusicology) Concentration

One of the following courses:

MUS 150 Survey of US Music	3
MUS 250 Survey of European Music	
CALS 368 Chicano Latino Music	

All of the following:

MUS105 Music Theory for Non-Majors	3
MUS 321 Aural Skills Practicum (1,1)	2
MUS 350 Survey of World Music	3
MUS 120 Ear Training I	2
MUS 370 Music & Dance in the World Religion	3
THAR 373 Dances of the World	3
MUS 353 Indian Singing Ensemble	1

Recommended but not required:

MUS 300 Seminar*	3*
MUS 480 Special Topics	1

Total units in the minor 20

NATIVE AMERICAN STUDIES

PROGRAM OFFICE

Nichols Hall 214
(707) 664-2458

COORDINATOR

Michael Ezra

ADMINISTRATIVE COORDINATOR

Perce Smith

Faculty

Edward D. Castillo / California Indian Culture and History, American Indian Religion & Philosophy, Native American Education and North American History

Duane BigEagle / Native American Religion, Literature, and Art

Gregory Sarris / Native American Literature

Program Offered

Minor in Native American Studies

The Native American Studies program is designed to provide a minor with a multidisciplinary approach to Native Americans through ethnography, history, sociology, and the humanities. By approaching the multiplicity of Indian cultures from a variety of academic perspectives, a deeper understanding of native societies past and present, will emerge. The program is designed to present a variety of American Indian experiences and issues within the wider context of human history and evolution. The program is especially interested in providing teachers, community service personnel, tribal administrators, and other interested persons with useful skills in dealing with this unique community. Special emphasis will be placed on assisting educators with practical and theoretical approaches to Indian education. Students in Native American studies are encouraged to apply toward the NAMS minor selected courses from history, anthropology, art, CALS, AMCS, and Education.

Students may develop a special major in Native American studies; those interested should review the guidelines for special majors and consult the program coordinator.

Minor in Native American Studies

The suggested pattern for completing the minor is:

Minor Core Requirements

NAMS 200 Introduction to Native Americans (3) or	
NAMS 205 Introduction to Native American Arts (3)	3
NAMS 305 North American Indian History	4
NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans	3
Total units in minor core	10

Minor Electives

Select 10 Units From the Following Courses:

NAMS 300 Experimental (1-5)	
NAMS 354 Native American Literature (3)	
NAMS 338 Native Americans and the Cinema (3)	
NAMS 400 Special Topics in Native American Studies (1-4)	
NAMS 410 Seminar in an Individual Native American Culture (4)	
NAMS 412 Native California History and Culture (4)	
NAMS 414 Native American Cultures of the Southwest (4)	
NAMS 418 Regional Historical Studies (4)	
NAMS 420 Fundamentals of Native American Education (1-4)	
NAMS 430 Advanced Native American Workshop (4)	
NAMS 442 Contemporary Affairs of Native Americans of California (4)	
NAMS 495 Special Studies (1-4)	
Total units in minor electives	10
Total units in the minor	20

NURSING

(707) 664-2465

www.sonoma.edu/nursing

DEPARTMENT CHAIR

Liz Close

ADMINISTRATIVE STAFF

Ana Munoz

Eileen O'Brien

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Carole Heath

Deborah Kindy

Jeanette Koshar

Deborah A. Roberts

Wendy Smith

Melissa Vandever

Mary Ellen Wilkosz

Programs Offered

(Fully Accredited by the NLNAC)

Bachelor of Science in Nursing

Prelicensure B.S.N.

R.N. to B.S.N.

Master of Science in Nursing

Family Nurse Practitioner

Leadership and Management (concentration in Nursing

Administration, Clinical Nurse Leader,

or Nursing Education)

Direct Entry Master of Science in Nursing (Entry Level

Master's Program)

Post-Master's Certificate, Family Nurse Practitioner

Sonoma State University's mission is reflected in the Department of Nursing's commitment to provide a foundation for lifelong learning and graduate nurses who practice within a broad cultural perspective, affirm intellectual and aesthetic achievements as a part of the human experience, develop professional leadership, foster flexibility and resilience, and contribute to the health and well-being of the world at large. The Department of Nursing recognizes nursing as a nurturing response, based upon a blend of art and science, occurring within a subjective and objective environment with the aim of developing the well-being of both nurse and client (client as individuals, families, communities, and organizations). Consistent with the philosophy and objectives is the consideration of students as unique individuals with varied ethnic and cultural backgrounds, learning styles, and goals.

The Department of Nursing provides opportunities for learning using a variety of traditional and technology mediated strategies. Courses may be taught using televideo conferencing technology, interactive and real-time electronic communications via computer for lecture, small-group and seminar discussions, self-paced and self-directed independent study, and Internet tools that support lifelong intellectual and professional development.

The Department of Nursing enjoys a collaborative relationship with the health care delivery community within its service area and beyond. Consequently there are many clinical opportunities available. Students are placed in a variety of community-based hospitals and health care agencies. Graduates of both the baccalaureate and master's programs are well prepared for careers in a variety of health care settings and roles in the community.

Sonoma State University's nursing programs are approved by the California State Board of Registered Nursing and accredited by the National League for Nursing Accrediting Commission, from which information about tuition, fees, and length of program may be obtained, either in writing or by telephone at National League for Nursing, 350 Hudson Street, New York, NY, 10014, (212) 989-9393.

Bachelor of Science in Nursing

The undergraduate nursing program provides two entry options to obtain a baccalaureate degree in nursing:

1. A prelicensure program option that prepares the student to become a licensed Registered Nurse (R.N.); and
2. An R.N.-B.S.N. program option for the licensed R.N. with an Associate Degree or the equivalent.

All graduates of the baccalaureate program are prepared to plan and provide patient care; to teach patients, families, and staff; and to provide leadership in the delivery of health care services. The Bachelor of Science in nursing program offers students an opportunity to become a liberally educated professional, qualified for certification as a public health nurse, and completely prepared for graduate education in nursing. The prelicensure option also prepares the graduate for the R.N. licensure examination.

Eligible applicants should visit the website, www.sonoma.edu/nursing, for further information.

Prelicensure B.S.N. Option

The prelicensure option consists of two components: the pre-nursing curriculum in which the student enrolls in the prerequisite courses for the nursing program; and the prelicensure curriculum, in which the student is admitted on a competitive basis to take the courses required for R.N. licensure and complete requirements for the Bachelor of Science in nursing degree.

The prerequisite courses may be taken at either Sonoma State University or another university or community college. For admission

to the Prelicensure Option of the B.S.N. program, SSU students must submit a supplemental application to the Nursing Department between November 1 and February 28. Transfer students must submit an application to SSU **and** a supplemental application to the Nursing Department. Applications are available on the department's website at www.sonoma.edu/Nursing.

Admission to Pre-Nursing Status (for the Prelicensure Option)

Students applying directly from high school must meet the following criteria:

1. Standard SSU admission criteria.
2. High school chemistry and biology with a GPA of 3.00 (B) or better.
3. Overall high school GPA of 3.0 or better.
4. Eligibility Index of 3700 or higher

Community college transfer students must meet the following criteria:

1. Standard SSU transfer criteria.
2. B average in nursing prerequisite science courses.
3. Overall college GPA of 3.0 or higher.

Admission to the Prelicensure Option (final three years of degree program)

Nursing is an impacted program and therefore requires a supplemental application to the Nursing Department in addition to the application to Sonoma State University. Students applying for admission to the prelicensure option in the B.S.N. program must submit:

1. Transcript verification of completion of GE categories A (Written and Oral Analysis, Fundamentals of Communication, and Critical Thinking) and B (Natural Sciences and Mathematics [Statistics required for Nursing]);
2. Overall GPA of 3.00 or higher;
3. GPA of 3.00 or higher in prerequisite science courses: BIOL 220, 218, 224, and CHEM 105 or equivalent;
4. Results of the Test of Essential Academic Skills (TEAS);
5. Health care experience (written verification of at least 50 hours of volunteer or paid work in a setting where the role of Registered Nurses can be readily observed);
6. Essay (criteria are included in the application packet); and
7. Recommendations (forms included in the application packet).

Requirements for the Prelicensure B.S.N. Option Units

General education	*48
Major requirements	58
Support courses	14
General electives	4
Total units needed for graduation	124

*3 units of Area E will be satisfied upon completion of the nursing major to meet the 51-unit GE requirement.

Required Courses for the Prelicensure Option Bachelor of Science in Nursing

YEAR 1 (Pre-Nursing)

Fall Semester	Spring Semester
BIO 115 (3)	BIO 218 (4)
CHEM 105 (5)	BIO 224 (4)
BIO 220 (4)	Written & Oral Analysis (Speech) GE (3)
ENGL 101 (3)	MATH GE (Math 165 Statistics required) (4)
GE, A3 Critical Thinking GE (3)	

YEAR 2

(Admission to the prelicensure option of the B.S.N. program is required from this point forward)

Fall Semester	Spring Semester
NURS 200 (3)	NURS 206 (3)
NURS 203 (2)	NURS 208 (3)
NURS 205 (3)	NURS 210B (4)
NURS 210A (4)	NURS 300 (3)

YEAR 3

Fall Semester	Spring Semester
NURS 340 (3)	NURS 380 (3)
NURS 342 (3)	NURS 385 (3)
NURS 345 (4)	GE and other degree requirements
PSY 302 (3)	
GE and other degree requirements	

YEAR 4

Fall Semester	Spring Semester
NURS 404 (3)	NURS 425 (4)
NURS 405 (3)	NURS 450 (3)
NURS 415 (1)	Elective (3)
NURS 440 (3)	GE and other degree requirements
GE and other degree requirements	

R.N. to B.S.N. Option

Sonoma State University's baccalaureate program also offers an upper-division option designed to articulate with community college Associate Degree Nursing (ADN) programs. The SSU program provides upper-division education for Registered Nurses fostering expanded practice and function with increased independence in a variety of settings.

R.N.s who have attended a hospital (diploma) program should contact a community college with an R.N. program to obtain equivalent credit for their diploma program (30 ungraded lower-division nursing units) and to complete the community college's general education requirements for an A.A. degree.

Admission to the R.N.-B.S.N. Option

1. Current California licensure as a Registered Nurse. (Recent ADN graduates who have not yet received California R.N. licensure but who otherwise meet admission requirements will be accepted on a conditional basis pending NCLEX results. Failure to pass NCLEX disqualifies the student from the nursing major – but not from the University – until such time as a passing score is obtained.);
2. Sixty semester units of college-transferable credit: 30 units should meet California State University general education requirements, including Areas A (English Composition, Speech, and Critical Thinking) and B4 (Statistics required); 30 units must be credit for lower-division nursing course work. Applicants may be admitted to SSU and the Nursing program without having yet completed Critical Thinking and/or Statistics, but must complete these requirements in their first semester at SSU;
3. Minimum of 3 semester units of college-transferable credit in general chemistry with a grade of C or better; and
4. Human anatomy and physiology within the past 10 years or direct clinical nursing experience within the past two years.

Requirements for the R.N.-B.S.N. Option	Units
General Education (39 units may be transferred* from a community college or university)	39
Upper Division GE at SSU	6
Major Requirements	
Lower division nursing at community college or university (13 of the 44 units of Upper Division Nursing course work below may also be awarded for community college nursing course work)	30
Upper division at SSU	44
General electives and prereq sciences	5
 Total units needed for graduation	 124

*3 units of Area E will be satisfied upon completion of the nursing major to meet the 48-unit GE requirement (for transfer students).

Required Nursing Major Courses for the R.N.-B.S.N. Option and Sample Two-Year Program

The sequence below is for full-time students. A part-time sequence that can be completed in six semesters is also available from the Nursing Department and on the website.

YEAR 1

Fall Semester	Spring Semester
NURS 305 (3)	NURS 300 (3)
NURS 312 (4)	NURS 313 (4)
NURS 404 (3)	NURS 348 (6)
PSY 302 (3)	NURS 405 (3)
	NURS 415 (1)
	NURS 440 (3)

YEAR 2

Fall Semester
NURS 425 (4)
NURS 450 (3)
NURS 388 (7)
Upper Division GE in residence (3)

L.V.N. 30-Unit Option

LVNs interested in an LVN-BSN program are encouraged to contact the Indiana State University LVN-BSN program offered in California through a state approved partnership with SSU. Students will be graduates of Indiana State University.

Contact Millie Adkins, ISU-California LVN-BSN Program Coordinator, for more information, 800/496-9613, madkins5@isugw.indstate.edu

The LVN 30-Unit Option includes only those nursing courses required for R.N. licensure and qualifies L.V.N.s to take the NCLEX-RN, but does not earn a B.S.N. To be admitted to the, LVN 30-Unit Option an L.V.N. must have completed 4 units of physiology and 4 units of microbiology with a grade of B or better. Admission to this option is ONLY on an “as space is available” basis. Contact the department for further details.

Undergraduate Nursing Progression and Retention

Should a student not attain a minimum grade of C (a C- is not acceptable) in a required nursing course, the student will not be permitted to continue in the nursing major. The student may petition the faculty to repeat the course. If approval is granted, the student must receive a grade of C or better in the course when repeated. If a minimum grade of C is not attained, the student will not be eligible to continue in, or graduate from, the B.S.N. program.

Master of Science in Nursing

The goal of the graduate curriculum is to provide advanced professional education to nurses with a B.S.N. or equivalent. The graduate degree in nursing is designed to respond to society’s needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. Specialization in an area of nursing practice or function enables graduates to effectively address current and future societal health needs. Graduates support the development and refinement of nursing science by assuming advanced clinical and leadership roles within the profession and by participating in research and other scholarly activities.

The curriculum includes a core of instruction with an emphasis on theoretical and conceptual foundations of nursing practice, research, professional issues, and leadership. One option offers specialization as a Family Nurse Practitioner (FNP), with emphasis on advanced clinical primary care practice. A second option, nursing leadership and management (L&M), prepares nurses for executive leadership functions and responsibilities in current and emerging health care systems and offers concentrations in nursing administration, clinical nurse leader, or education.

The Department of Nursing also offers a Direct Entry Master of Science in Nursing program designed specifically for the student with a baccalaureate degree in a discipline other than nursing who wishes to become a Registered Nurse with a graduate focus in the Clinical Nurse Leader concentration of the Leadership and Management option. The department website (www.sonoma.edu/nursing) contains in-depth information about this program.

Application Procedures

The standard CSU application form must be submitted (available from the SSU Office of Admissions and Records). In addition, applicants must:

1. Meet the minimum admissions requirements for the chosen option (FNP or L&M);
2. Submit a supplemental Nursing Department application form; and
3. Submit three letters of recommendation (on departmental forms).

Application packets are available on the Nursing Department website, www.sonoma.edu/nursing. Applicants who have received their B.S.N. from SSU also need to submit a standard CSU application and supplemental nursing application to apply for graduate standing at SSU.

M.S.N. Pathways option (for Registered Nurses with a Bachelor's Degree in a discipline other than nursing)

Admission to the Department of Nursing's Master of Science program requires the foundation and skills equivalent to a Bachelor of Science degree in nursing. For those Registered Nurses who hold a baccalaureate degree in a field other than nursing, the department offers a Pathways Option in preparation for admission to the master's program. This option provides an individualized plan of study considering the student's background and chosen master's option (Family Nurse Practitioner or Leadership and Management)

Pathways Program Admissions Procedure: In addition to the standard California State University application, an MSN Pathways application must be submitted. Applications are available on the department website, www.sonoma.edu/nursing.

Admission Status: Initial status will be "conditionally classified" while the student is fulfilling requirements for B.S.N. equivalency and other graduate admissions criteria. Completion of the Pathways option permits the student to be considered in the applicant pool but does not guarantee admission to the graduate nursing program.

Culminating Experience

Degree requirements include completing a culminating experience during the final semester of study. The experience provides an opportunity for the student to synthesize the major learning outcomes of the graduate program and the nursing specialty option.

Family Nurse Practitioner Specialty Option

The purpose of the Family Nurse Practitioner specialty option is to prepare Registered Nurses with a bachelor's degree in nursing for

advanced clinical practice with an emphasis on promoting individual and family wellness. The FNP specialty focuses upon the theoretical and scientific bases for the diagnosis and management of common illness as well as health teaching, counseling, and preventive services. Emphasis is placed upon advanced clinical skills that include history-taking, physical examination, health screening, management of common illnesses, and techniques of prevention and risk reduction. Graduates may work in clinics, health maintenance organizations, schools, and medical practices as primary health care providers.

Admissions Requirements

1. B.S.N. degree (RNs with a bachelor's in an area other than nursing, please see previous section on MSN Pathways option);
2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study;
3. Current California licensure as a Registered Nurse;
4. Completion of a course in statistics; completion of a course in physiology/pathophysiology within the last seven years; completion of a physical assessment course in the summer prior to beginning the FNP specialty courses (Students may challenge the physiology requirement by taking the NLN test. See the department website at www.sonoma.edu/nursing for details.);
5. Completion of courses(s) in community health nursing required for Public Health Nursing Certificate; and
6. Full-time experience as an R.N. preferred.

Curriculum Features

Students have a three-semester clinical preceptorship with a primary care provider. Students and faculty share responsibility for finding an acceptable preceptor. Content includes health needs and risks of all family members, family theories, and legal and professional issues pertinent to nurse practitioners. Content taken concurrently with the clinical sequences includes health risk assessment of individuals and families, pathophysiological concepts in diagnosis and treatment of common illness, pharmacology, and practice issues pertinent to nurse practitioners.

Students complete a comprehensive exam for the culminating experience that serves as evidence of successful integration of the diverse content areas in the curriculum.

The SSU family nurse practitioner specialty option meets criteria specified in Section 1484, Title 16, of the *California Administrative Code* and is approved by the California State Board of Registered Nursing.

Accelerated FNP Option

Registered Nurses with a B.S. who are nurse practitioners may progress more rapidly through the program using a series of challenge examinations. A maximum of 12 semester units from prior course work and challenge examinations may be counted toward the MSN degree. A total of 28 units must be taken in residence

at SSU. Students are evaluated individually to determine which courses have been met by prior course work and which courses may be challenged. By using this option, it is possible for eligible students to receive credit for some of the didactic courses and for most of the clinical experience required for FNP preparation.

Post-Master's Family Nurse Practitioner Certificate Option

The Certificate Option is a 31-unit course of study designed for Registered Nurses who hold a master's degree in nursing who wish to become family nurse practitioners. Application is through the Department of Nursing (no university application is required).

Curriculum for Full-time Progression for Master of Science in Nursing – Family Nurse Practitioner

The sequence below is for full-time students. A part-time sequence that can be completed in six semesters is also available from the Nursing Department and on the website.

YEAR 1

Fall Semester (13 Units)	Spring Semester (12 Units)
NURS 501 (3)	NURS 540B (4)
NURS 540 (2)	NURS 550B (5)
NURS 549 (3)	NURS 505 (3)
NURS 550A (2)	
NURS 552 (3)	

YEAR 2

Fall Semester (9 Units)	Spring Semester (6 Units)
NURS 500A (3)	NURS 500B (3)
NURS 504 (2)	NURS 510 (3)
NURS 550C (4)	Culminating Experience

TOTAL UNITS:: 40

Leadership and Management Specialty Option: Nursing Administration, Clinical Nurse Leader, and Nursing Education Concentrations

The Nursing Leadership and Management Specialty Option includes the core graduate nursing curriculum and selection of one of three areas of concentration: Nursing Administration, Nursing Education, or Clinical Nurse Leader. The core curriculum grounds the master's prepared nurse in research and evidence based practice, health policy, health care organization and financing, ethics, professional role development, and the theoretical foundations of nursing practice. The selected area of concentration builds on the core curriculum as follows:

- **Nursing Administration:** This concentration emphasizes systems analysis, organizational development, leadership, continuous quality improvement, economics and financial management, information systems, human resource/outcomes management, managed care and integrated delivery systems, marketing and sales strategies, and negotiation

strategy. Graduates are prepared to assume nursing leadership positions in a variety of health care services delivery venues.

- **Nursing Education:** Competencies highlighted in this concentration include facilitating learner development and socialization, assessment and evaluation in didactic and clinical environments, curriculum development, instructional design and delivery in higher education, and educational program evaluation. Graduates are prepared to teach in community college or university nursing programs or provide professional education in health care organizations.
- **Clinical Nurse Leader:** The Clinical Nurse Leader concentration prepares students with advanced clinical skills in physical assessment, pathophysiology and pharmacology, outcomes management, patient advocacy, education, information management, microsystems analysis, and team management. Graduates are prepared at an advanced generalist level in patient care delivery and the associated environment and improving patient care from a systems perspective.

Admission Requirements

1. B.S.N. degree (R.N.s with a baccalaureate degree in an area other than nursing, please see section on MSN Pathways program);
2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study;
3. Current California licensure as a Registered Nurse;
4. Completion of a course in statistics; and
5. Completion of courses(s) in community health nursing.

Curriculum

The Nursing Administration, Nursing Education, and Clinical Nurse Leader concentrations are managed in class cohorts and admission may not be made to each concentration every year. Check with the department on the status of admissions to your desired concentration. Students enroll in an average of 8 units per semester. Courses are taught in a variety of formats including the traditional classroom, teleconference, and Internet.

The first year of study focuses on the acquisition of a theoretical base in nursing, the health care delivery system, advanced practice issues, and ethics. The second year incorporates nursing administration, clinical nursing leadership, nursing education theories, financial management, quality management, and human resources. Students analyze and evaluate organizational and management theories in relation to the provision of health care and nursing care delivery systems. A final semester residency program provides for application of theoretical knowledge with a mentor in a health care agency selected by the student in consultation with faculty. Students tailor their plan of study and select the focus for their residency based on their professional background and career goals. Students complete a culminating experience that serves as evidence of successful integration of the diverse content areas in the curriculum.

MSN - Leadership and Management Curriculum

Core courses required for all students

Course #	Course Title	Units
NURS 500A	Scholarly Inquiry I	3
NURS 500B	Scholarly Inquiry II	3
NURS 504	Policy & Politics of Health Care	2
NURS 505	Ethics in Healthcare	3
NURS 506	Systems Management in Health Care	4
NURS 515A	Financial Management in Health Care Organization	4
	Total units	19

Concentrations

Students take 13 units in their concentration

	Units
Administration Concentration (13 units)	
NURS 515B Financial Management II	4
NURS 530 Nursing Leadership Theory	4
NURS 535 Residency	5
Education Concentration (13 units)	
NURS 522A Instructional Process in Higher Education I	4
NURS 522B Instructional Process in Higher Education II	4
NURS 535 Residency	5
Clinical Nurse Leader Concentration (13 units)	
NURS 509 Adv. Assess. & Clinical Decision-Making	3
NURS 516 Pathophys & Pharm Issues in Nursing	3
NURS 535 Residency	5
NURS 536 CNL Professional Role Development	2
Total units in L&M concentration courses	13
Total units for the degree	32

Direct Entry Master of Science in Nursing Program

The Department of Nursing also offers an Entry Level Master of Science in Nursing Program titled "Direct Entry Master of Science in Nursing" (DEMSN) designed specifically for the student with a baccalaureate degree in a discipline other than nursing who wishes to become a Registered Nurse with a graduate focus as a Clinical Nurse Leader. The Clinical Nurse Leader is a generalist clinician, systems analyst, outcomes manager, information manager, educator, advocate, and team manager. For additional information about the role see the American Association of Colleges of Nursing web site <http://www.aacn.nche.edu/CNL/>. The SSU program is an intensive five semester program during which pre-licensure and graduate courses are taught concurrently each semester. Important features of the program are:

1. Eighteen continuous months of study;
2. Extensive use of online education strategies;
3. Simultaneous integration of undergraduate and graduate nursing curricula; and
4. Curriculum designed to prepare Clinical Nurse Leaders.

DEMSN graduates are awarded a Master of Science degree in Nursing and are eligible for the R.N. licensing exam (NCLEX) at the end of the program. Graduates are immediately employable as staff nurses and have the opportunity to continue a variety of educational pursuits of individual interest as well as market opportunity.

Admission Requirements

Baccalaureate or higher degree in a discipline other than nursing. Minimum 3.0 GPA in the last 60 units of undergraduate or post-graduate study.

Minimum 3.0 GPA in college level, nursing major prerequisite courses:

- Integrated chemistry (5 units)
- Human Anatomy (4 units, lab)
- Human Physiology (4 units, lab)
- Microbiology (4 units, lab)
- Statistics (3 units)
- Human Growth and Development [across the lifespan] (3 units)

Students are also required to have completed a certified nursing assistant (CNA) course prior to beginning the program.

DEMSN Clinical Nurse Leader Curriculum

The DEMSN curriculum is presented in five continuous semesters/sessions. Each semester consists of course work and clinical experience. The didactic portion of the curriculum is delivered primarily online through the Internet using up-to-date distributive education strategies and technology. Clinical experiences occur in a variety of local hospitals, clinics, and other health care delivery systems.

The highly motivated, flexible, self-directed learner is likely to be successful in this program.

Curriculum for Direct Entry Master of Science in Nursing - Clinical Nurse Leader

<i>Course #</i>	<i>Course Title</i>	<i>Units</i>
YEAR 1		
Spring Semester		
NURS 200	Nursing in Health and Illness	3
NURS 203	Basic Pharmacology for Nurses	2
NURS 208	Nursing Applications of Pathophysiology	3
NURS 210A	Clinical Practicum I	4
NURS 506	Systems Management in Health Care	4
	Total	16
Summer Session		
NURS 206	Psychiatric/Mental Health Nursing	3
NURS 210B	Clinical Practicum II	4
NURS 502	Pathophysiologic Basis of Nursing Care	3
NURS 509	Advanced Assessment	3
	Total	13
Fall Semester		
NURS 380	Care of Individuals and Families with Complex Needs	3
NURS 385	Clinical Practicum Care of Individuals & Families with Complex Needs	3
NURS 507	Community Health Nursing Theory	3
NURS 515A	Financial Management	3
NURS 500A	Scholarly Inquiry I	3
	Total	15
YEAR 2		
Spring Semester		
NURS 340	Women's Health in the Expanding Family	2
NURS 342	Child Health in the Expanding Family	2
NURS 345	Clinical Practicum with Expanding Families	3
NURS 500B	Scholarly Inquiry II	3
NURS 514	Community Health Nursing Practicum	3
	Total	13
Summer Session		
NURS 504	Policy and Politics of Health Care	2
NURS 505	Ethics in Health Care	3
NURS 525	Clinical Residency	3
NURS 526	CNL Professional Role Development	2
	Total	10
	Total units required	67

Graduate Nursing Progression and Retention

Should a graduate nursing student not attain a minimum grade of B- (a C+ is not acceptable) in a required graduate nursing course, the student will not be permitted to continue in the program. The student may petition the faculty to repeat the course. If approval is granted, the student must receive a grade of B- or better in the course when repeated. If a minimum grade of B- is not attained, the student will not be eligible to continue in, or graduate from, the MSN program.

PHILOSOPHY

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Roger Bell
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John Sullins
Andy Wallace

Programs Offered

Bachelor of Arts in Philosophy
Minor in Philosophy

The Philosophical Life

The value of a philosophy degree stems from the richness of the perennial themes that are addressed in philosophical texts and discussions. Majors in this department balance their studies of the great classical themes of philosophy with a focus on the particular philosophical issues that are of paramount importance to them. In designing the department major, care has been taken to emphasize both the historical and analytical dimensions of philosophy, as well as its theoretical and practical dimensions. In this regard, the Department of Philosophy believes that the Socratic dictum “Know thyself!” requires the exercise of both theoretical and practical reason. The design of the major expresses this fundamental belief.

In its historical dimensions, an education in philosophy gives the student a nuanced appreciation of the wide array of conceptual systems that human beings have employed to deal with questions concerning reality, justice, truth, morality, and the meaning of life. In its analytical and critical dimensions, philosophy trains one to detect and avoid errors in thinking. Such training involves special emphasis on the logical use of language, the analysis of concepts, and the ability to critique and construct extended arguments.

Philosophy’s emphasis on both the imaginative and critical use of rationality helps prepare one for a wide variety of careers that require finely honed reasoning and communication skills. Such fields include law, medicine, social and political advocacy, counseling, teaching, print and electronic media, and research and writing in both academic and nonacademic fields.

Faculty and Curriculum

At the heart of the philosophy program is the faculty: dedicated teachers and scholars who represent key approaches to philosophy, and who are actively engaged in ongoing research. We have designed the curriculum to provide the major with a balanced historical and contemporary understanding of philosophy.

Advising

Advising begins with an initial advising interview with the department chair. During the following semester the student will choose a regular faculty advisor.

Bachelor of Arts in Philosophy

A major in philosophy involves a core of courses required of all majors, one senior seminar, and 18 elective units in philosophy chosen by the student. Core courses provide overviews of the major areas of philosophy, whereas elective courses may be more specialized or experimental in content and method.

Degree Requirements	Units
General education	51
Major requirements: Core (24), Electives (18)	42
General electives	27
Total units needed for graduation	120

Major Core Requirements

PHIL 101 Critical Thinking (these GE A3 units do not count for the major) (3)	
PHIL 102 Introduction to Logic	3
PHIL 120 Introduction to Philosophy	3
PHIL 202 Proseminar	3
PHIL 302 Ethics and Value Theory (these GE C3 units do not count for the major) (3)	
PHIL 290 Studies in Ancient Philosophy	3
PHIL 295 Studies in Modern Philosophy	3
PHIL 305 Truth	3
PHIL 310 Being	3
PHIL 400 Senior Seminar	3
Total units in the major core	24

Teaching of senior seminars rotates among full-time department members, and at least one is offered each semester. PHIL 400 may be repeated twice for credit when the subject matter and instructor are not repeated.

In exceptional cases, the Philosophy Department permits the design of an individual major. A proposal for an individual major must be approved by three members of the full-time faculty selected by the applicant. These three faculty members shall constitute the student’s major committee.

The major requirement is thus 42 units: 24 core units and 18 units of electives. Students may petition for elective units to be transferred in from outside the department.

Minor in Philosophy

The minor in philosophy consists of 18 units chosen by the student in consultation with a department advisor. No more than 6 of these 18 units may be lower-division GE courses. The 12 remaining units must be upper division courses offered by the Philosophy Department. Course substitutions must be approved by the Department Chair. All courses must be taken for a grade to count toward the minor. The minor track in philosophy may be designed to emphasize pre-law, pre-med, pre-business, critical thinking, and other applied areas and/or pre-professional programs. Consult the department chair for further information.

Sample Four-year Program for Bachelor of Arts in Philosophy

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
PHIL 101 (A3) or	ENGL 101 (3)
ENGL 101 (A2) (3)	PHIL 102 or PHIL 101 (3)
PHIL 102 (A3) (3)	GE (6)
GE (6)	Electives (3)
Electives (3)	

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
PHIL 202 (3)	PHIL 295 (3)
PHIL 290 (3)	GE (6)
HUMS 200 (3)	Electives (6)
GE (3)	
Electives (3)	

JUNIOR YEAR:: 33 Units

Fall Semester (15 Units)	Spring Semester (18 Units)
PHIL 305 (3)	PHIL 310 (3)
PHIL 302 (C3) (3)	Philosophy Electives (6)
Philosophy Elective (3)	GE (6)
GE (6)	Electives (3)

SENIOR YEAR:: 27 Units

Fall Semester (15 Units)	Spring Semester (12 Units)
PHIL 400 (3)	Philosophy Electives (6)
Philosophy Elective (3)	Electives (6)
GE (3)	
Electives (6)	

TOTAL UNITS:: 120

PHYSICAL SCIENCES FOR ELEMENTARY SCHOOL TEACHERS

PROGRAM ADVISORS AND OFFICES

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Program Offered

Minor in Physical Sciences

The minor in physical sciences for elementary teachers provides an introduction to the physical sciences at a nontechnical (nonmathematical) level. The minor is intended for liberal studies majors who also plan to enter a general elementary school teaching credential program. The minor will provide the background and skills to teach some physical sciences in the elementary and middle schools. This minor is not appropriate for students planning to teach science in the secondary schools; they should study physical science at a more technical level and may choose a minor in astronomy, chemistry, geology, or physics.

Minor in Physical Sciences

The minor consists of the following 22-23 units. Six of these will also be counted in general education. Students interested in the minor should consult an advisor.

Minor Core Requirements

Complete the following 16-17 units; of these, 6 may be applied to general education.

ASTR 100 Descriptive Astronomy	3
CHEM 102 Chemistry and Society	3
GEOL 102 Our Dynamic Earth	3
CS 101 Introduction to Computers and Computing	3
PHYS 100 Descriptive Physics	3
ASTR 231 Introductory Observational Astronomy (2) or PHYS 102 Descriptive Physics Laboratory (1)	1-2
Total units in minor core	16-17

Minor Electives

Complete 6 units from the following:

ASTR 305 Frontiers in Astronomy (3)
ASTR 350 Cosmology (3)
GEOG 310 Meteorology (3-4)
GEOL 306 Environmental Geology (3)
GEOL 323 Hydrology (3)
PHYS 342 Light and Color (3)

Total units in the minor electives 6

Total units in the minor, including
6 units in general education 22-23

PHYSICS

DEPARTMENT OFFICE

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ADMINISTRATIVE COORDINATOR

Cathi Cari-Shudde

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Lynn R. Cominsky

*Bryant P. Hichwa

Jeremy S. Qualls

Saeid Rahimi

Scott A. Severson

Hongtao Shi

*Gordon G. Spear

*Joseph S. Tenn

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Science in Physics

Bachelor of Arts in Physics

Minor in Physics

Teaching Credential Preparation

Physics is the most fundamental of all the scientific disciplines. Ranging from the applied to the abstract, from the infinitesimal to the infinite, and from quarks to the cosmos, the study of physics seeks to explain all the complicated phenomena in the natural world by providing a description of these phenomena in terms of a few basic principles and laws.

Physicists also use their knowledge of fundamental principles to solve concrete problems. Problems in understanding and utilizing the properties of semiconductors and other materials; in designing and building lasers, photonics, and telecommunications devices; and in designing and using instrumentation such as adaptive optics for astrophysics, are typically solved using the techniques of physics. Such applied physics problems often have a significant overlap with topics and techniques in engineering and computational physics. Indeed, many of the department's graduates are currently employed in engineering or computationally oriented positions.

In their most abstract work, physicists seek a unified mathematical description of the four known forces of nature (gravitation, electrical magnetism, and the weak and strong nuclear forces). This quest for the "Theory of Everything" eluded Einstein and is continued today by many physicists, including those who study superstring theory. The ultimate goal is to correctly predict the fundamental forces and the masses and interactions of the elementary particles from which all matter is formed.

The department offers a traditional, mathematically rigorous program leading to a B.S. in physics; a more applied curriculum leading to a B.S. in physics with a concentration in applied physics; and a flexible B.A. program with two advisory plans (algebra and trigonometry or calculus). All programs stress fundamental concepts and techniques, offer an unusually rich laboratory experience and intensive use of computers, and require a capstone course as a culminating experience. Capstone projects may include experimental design, instructional design, or undergraduate research—personalized and unique opportunities to demonstrate the skills and knowledge acquired in the major.

The department is housed in Darwin Hall, which was remodeled in 2006 and is well-equipped with lower-division teaching laboratories and facilities for intermediate and advanced laboratory courses, undergraduate research, special studies and capstone projects. The Darwin facilities include thin film fabrication systems such as sputtering, thermal evaporation, chemical vapor deposition and electrodeposition, a Hall measurement system, a 17-Tesla superconducting magnet system, an adaptive optics and astronomical instrumentation development laboratory, and a nuclear low-level counting laboratory. Physics majors also use the multidisciplinary Keck Microanalysis Laboratory in Salazar Hall which includes a scanning electron microscope, atomic force microscopes, an x-ray diffractometer, and a confocal microscope.

A substantial program in undergraduate astronomy includes many courses, listed in this catalog under Astronomy, which may be included in the B.A. or B.S. degree programs in physics. The department operates a teaching observatory on the SSU campus and a NASA-funded remotely operated research observatory at a darker site in northern Sonoma County. The department is also developing a new observatory at the Galbreath Wildlands Preserve in southern Mendocino County. Students are strongly encouraged to use all of the above facilities for special studies, undergraduate research, and capstone projects.

Careers in Physics

For information on what you can do with a bachelor's degree in physics, follow links from: <http://phys-astro.sonoma.edu>

Bachelor of Science in Physics

The B.S. program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as astronomy, atmospheric science, biophysics, environmental science, geophysics, materials science, and physical oceanography.

Degree Requirements	Units
General education	51
Major requirements (may include 5 units in GE)	46
Supporting courses (may include 4 units in GE)	26
Electives	1-10
Total units needed for graduation	124

Major Core Requirements

PHYS 114 Introduction to Physics I (may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
PHYS 313 Electronics	3
PHYS 313L Electronics Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 320 Analytical Mechanics	3
PHYS 325 Introduction to Mathematical Physics	3
PHYS 340 Light and Optics	3
PHYS 366 Intermediate Experimental Physics	3
PHYS 381 Computer Applications for Scientists	2
PHYS 430 Electricity and Magnetism	3
PHYS 450 Statistical Physics	2
PHYS 460 Quantum Physics	3
Total units in the major core	40

Major Electives (Advanced)

6 Units selected from the following (must include at least one *Capstone Course)

ASTR 380 Astrophysics: Stars (3)	
ASTR 482 Advanced Observational Astronomy (2)	
*ASTR 492 Instructional Design Project (2)	
ASTR 495 Special Studies (1-4)	
*ASTR 497 Undergraduate Research in Astronomy (2)	
PHYS 445 Photonics (3)	
PHYS 466 Advanced Experimental Physics (3)	
PHYS 475 Physics of Semiconductor Devices (3)	
*PHYS 492 Instructional Design Project (2)	
*PHYS 493 Senior Design Project (2)	
PHYS 494 Physics Seminar (1)	
PHYS 495 Special Studies (1-4)	
*PHYS 497 Undergraduate Research in Physics (2)	

Certain selected-topics courses, ASTR or PHYS 396, may be approved by the advisor.

Total units in the advanced electives 6

Total units in the major 46

Required Supporting Courses

MATH 161 Calculus I (3 units may be applied in GE)	4
MATH 211 Calculus II	4
MATH 241 Differential Equations with Linear Algebra	4
MATH 261 Multivariable Calculus	4
CHEM 115AB General Chemistry (1 unit may be applied in GE) or CHEM 125 AB Honors General Chemistry	10
Total units in supporting courses	26

Total units in the major and supporting courses
(9 may be applied in GE) 72

Sample Four-year Program for Bachelor of Science in Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3) (GE A2)	PHYS 114 (4)
Elective (2)	PHYS 116 (1)
PHYS 494 (1) (Recommended)	Elective (2)

SOPHOMORE YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
MATH 261 (4)	MATH 241 (4)
PHYS 214 (4)	PHYS 313 (3)
PHYS 216 (1)	PHYS 313L (1)
GE (3)	GE (3)
GE (3)	GE (3)
	Elective (2)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
PHYS 325 (3)	PHYS 320 (3)
PHYS 314 (4)	PHYS 340 (3)
PHYS 381 (2)	PHYS 366 (3)
GE (3)	GE (3)
GE (3)	GE (3)

SENIOR YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
PHYS 450 (2)	PHYS 430 (3)
PHYS 460 (3)	PHYS Elective (2)
PHYS Elective (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	Elective (2)

TOTAL UNITS:: 124

See your advisor to discuss acceptable physics electives and when they will be offered. Twelve of the 51 units of GE are met by required courses listed here (3 each in areas A2, B1, B3, and B4).

Applied Physics Concentration

Students may earn a B.S. in physics with a concentration in applied physics. This program is intended for those students who desire an emphasis on laboratory work. It provides a rigorous, yet slightly less theoretical course of study, and a greater selection of hands-on electives. It is a good choice for students who wish to continue their studies in graduate engineering programs, or who wish to work in industry in engineering or computationally oriented positions.

Degree Requirements	Units
General education	51
Major requirements (may include 5 in GE)	48
Supporting courses (may include 4 in GE)	17
Electives	8-17
Total units needed for graduation	124

Major Core Requirements

PHYS 114 Introduction to Physics I (may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
PHYS 313 Electronics I	3
PHYS 313L Electronics I Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 325 Introduction to Mathematical Physics	3
PHYS 340 Light and Optics	3
PHYS 366 Intermediate Experimental Physics	3
PHYS 381 Computer Applications for Scientists	2
PHYS 430 Electricity and Magnetism	3
PHYS 450 Statistical Physics	2
PHYS 460 Quantum Physics	3
PHYS 475 Physics of Semiconductor Devices	3
Total units in the major core	40

Major Electives (Advanced)

8 units selected from the following: (must include at least one *capstone course)

ASTR 482 Advanced Observational Astronomy (2)
*ASTR 492 Instructional Design Project (2)
ASTR 495 Special Studies (1-4)
*ASTR 497 Undergraduate Research in Astronomy (2)
PHYS 320 Analytical Mechanics (3)
PHYS 445 Photonics (3)
PHYS 466 Advanced Experimental Physics (3)
*PHYS 492 Instructional Design Project (2)
*PHYS 493 Senior Design Project (2)
PHYS 494 Physics Seminar (1)
PHYS 495 Special Studies (1-4)
*PHYS 497 Undergraduate Research in Physics (2)

Certain selected topics courses, ASTR or PHYS 396, may be approved by the advisor.

Total units in the major electives	8
Total units in the major	48

Required Supporting Courses

MATH 161 Calculus I (3 units may be applied in GE)	4
MATH 211 Calculus II	4
MATH 261 Multivariable Calculus	4
CHEM 115A General Chemistry (1 unit may be applied in GE) or CHEM 125A Honors General Chemistry	5
Total units in supporting courses	17
Total units in the major and supporting courses (9 may be applied in GE)	65

Sample Four-year Program for Bachelor of Science in Physics with Concentration in Applied Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
CHEM 115A (5)	MATH 211 (4)
MATH 161 (4)	PHYS 114 (4)
ENGL 101 (3) (GE A2)	PHYS 116 (1)
Elective (2)	GE (3)
PHYS 494 (1) (recommended)	GE (3)

SOPHOMORE YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
MATH 261 (4)	PHYS 313 (3)
PHYS 214 (4)	PHYS 313L (1)
PHYS 216 (1)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
	GE (3)

JUNIOR YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
PHYS 325 (3)	PHYS 340 (3)
PHYS 314 (4)	PHYS 366 (3)
PHYS 381 (2)	PHYS Elective (3)
GE (3)	GE (3)
Elective (3)	Elective (4)

SENIOR YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
PHYS 450 (2)	PHYS 430 (3)
PHYS 460 (3)	PHYS 475 (3)
PHYS Elective (2)	PHYS Elective (2)
GE (3)	GE (3)
Elective (3)	GE (3)
Elective (3)	Elective (2)

TOTAL UNITS:: 124

See your advisor to discuss acceptable physics electives and when they will be offered. Twelve of the 51 units of GE are met by required courses listed here, (3 each in areas A2, B1, B3, and B4).

Bachelor of Arts in Physics

The B.A. program allows considerable flexibility for the student who wishes to study physics as part of a liberal arts education. Two advisory plans are offered:

Bachelor of Arts in Physics with Advisory Plan C

This plan uses calculus. Students who choose this, the more popular B.A. advisory plan, have the prerequisites to take nearly all of the courses in the department. They find employment in scientific and engineering fields. Some go on to graduate school in interdisciplinary sciences. This degree program is appropriate for those who wish to earn a California Science Teaching Credential with a concentration in Physics.

Degree Requirements	Units
Major requirements (may include 5-6 in GE)	34-38
Required area of concentration	12
Supporting courses (may include 3 in GE)	12
General education	51
General electives	7-19
Total units needed for graduation	120

Major Core Requirements

PHYS 114 Introduction to Physics I (may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 340 Light and Optics	3
Choose one of the following two programming courses:	2-4
PHYS 381 Computer Applications for Scientists (2)	
CS 115 Programming I (4)	
Capstone course: One of the following	2
ASTR 492 Instructional Design Project (2)	
ASTR 497 Undergraduate Research in Astronomy (2)	
PHYS 492 Instructional Design Project (2)	
PHYS 493 Senior Design Project (2)	
PHYS 497 Undergraduate Research in Physics (2)	
The major must include a minimum of 24 upper-division units in physics and astronomy, so, with an advisor, choose 13-15 units in additional upper-division physics and astronomy courses.	13-15
Total units in the major core	34-38

Required Area Of Concentration

Courses in one other field, chosen in consultation with an advisor.

Total units in area of concentration	12
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Supporting Courses

MATH 161 Calculus I (3 units may be applied in GE)	4
MATH 211 Calculus II	4
MATH 261 Multivariable Calculus	4
Total units in supporting courses	12
Total units in the major and supporting courses (8-9 may be applied in GE)	58 - 62

Sample Four-year Program for Bachelor of Arts in Physics with Advisory Plan C

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3) (GE A2)	PHYS 114 (4)
GE (3)	PHYS 116 (1)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
MATH 261 (4)	PHYS Elective (3)
PHYS 214 (4)	Elective (3)
PHYS 216 (1)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
PHYS 314 (4)	PHYS 340 (3)
PHYS 381 (2)	PHYS Elective (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
GE (3)	Elective (3)

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
PHYS Elective (3)	Capstone Course (2)
Area of Concentration* (3)	Area of Concentration* (3)
GE (4)	PHYS Elective (4)
Electives (5)	Electives (5)

TOTAL UNITS:: 120

*Area of Concentration = 12 units in one other subject. Eleven of the 51 units of GE are met by required courses listed here (in areas A2, B1, B3, and B4). (One more can be met with a physics elective.)

Bachelor of Arts in Physics with Advisory Plan T

This plan uses algebra and trigonometry. Students may select from upper-division courses, appropriate to careers as science or technical writers, scientific sales personnel, technicians, programmers, or other technical specialists. There is opportunity to take courses that lead to careers in the health sciences or environmental fields. This degree program is appropriate for those who wish to earn a California Multiple Subject Teaching Credential. Advisory Plan T is often taken as part of a double major.

Degree Requirements	Units
Major requirements (may include 6 in GE)	32-36
Required area of concentration	12
Supporting course (may include 3 in GE)	4
General education	51
General electives	17-30
Total units needed for the degree	120

Major Core Requirements

PHYS 209AB General Physics Laboratory	2
PHYS 210AB General Physics	6
Choose one of the following two courses in modern physics or astronomy:	3-4
ASTR 305 Frontiers in Astronomy (3)	
PHYS 314 Introduction to Physics III (4)	
Choose one of the following two courses in optics:	3
PHYS 340 Light and Optics (3)	
PHYS 342 Light and Color (3)	
An approved course in computer applications, e.g., PHYS 381 (2):	2-4
Capstone course: One of the following:	2
ASTR 492 Instructional Design Project (2)	
ASTR 497 Undergraduate Research in Astronomy (2)	
PHYS 492 Instructional Design Project (2)	
PHYS 493 Senior Design Project (2)	
PHYS 497 Undergraduate Research in Physics (2)	
The major must include a minimum of 24 upper-division units in physics and astronomy; so, with an advisor, choose 13-16 units in additional upper-division physics and astronomy courses.	13-16
Total units in the major core	32-36

Required Area Of Concentration

Courses in one other field chosen in consultation with an advisor.	
Total units in area of concentration	12

Supporting Course

MATH 107 Pre-calculus Mathematics (3 units may be applied in GE):	4
Total units in supporting course	4
Total units in the major	48-52

Sample Four-year Program for Bachelor of Arts in Physics with Advisory Plan T

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
MATH 107 (4)	PHYS 209A (1)
ENGL 101 (3) (GE A2)	PHYS 210A (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	GE (3)
	Elective (2)

SOPHOMORE YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
PHYS 209B (1)	PHYS Elective (4)
PHYS 210B (3)	Elective (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ASTR 305 (3)	PHYS 342 (3)
PHYS Elective (3)	PHYS Elective (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
Elective (3)	Elective (3)

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
PHYS Elective (3)	PHYS Elective (2)
PHYS Elective (3)	Area of Concentration* (3)
Area of Concentration* (3)	Elective (3)
Elective (3)	Elective (3)
Elective (3)	Elective (3)

TOTAL UNITS:: 120

*Area of concentration = 12 units in one other subject. Twelve of the 51 units of GE are met by required courses listed here (in areas A2, B1, B3, and B4).

Minor in Physics

Completion of a minimum of 20 units in physics courses, including not more than one first course or more than one second course, constitutes a minor in physics. (First courses are PHYS 100, 210A, and 114, and their equivalents taught elsewhere. Second courses are PHYS 210B, 214, and their equivalents.) Interested students should consult with the advisor in the Department of Physics and Astronomy.

Teaching Credential Preparation

See the Teaching Credential Preparation in Science Courses section of this catalog or contact the department advisor.

POLITICAL SCIENCE

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*John Kramer
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Catherine Nelson
Diane Parness
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**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Political Science
Master's in Public Administration
Minor in Political Science
Teaching Credential Preparation
Certificate Program in the Administration of Nonprofit Agencies

The political science program at Sonoma State University offers excellent opportunities for the study of government and politics. More than 40 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as it relates to politics. They learn to discuss and analyze critically the many current public policy issues facing the United States and the world. They are taught how to analyze and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The political science major is a relatively open major, allowing students to choose from a wide range of courses and subjects within a general framework. A common core of courses studies the relationship between values, ideology, and politics (POLS 201); fundamental issues in American politics (POLS 202); the logic of research in political science (POLS 302); comparative approaches

and politics (POLS 303); analysis of international politics (POLS 304); and a senior research seminar (POLS 498). Beyond this common core, as part of the additional 20 units required for the major, each student must complete at least one upper-division course in each of the four major fields of political science: political theory, international relations, comparative government, and American government and politics. Since politics and economics are so closely tied together, the department recommends each student complete a basic course in economics. In addition, the department encourages international study for political science students and will arrange for appropriate credits for courses of study at international universities.

A 20-unit minor in political science also is available. Although the minor most often is used in conjunction with such majors as communications, history, economics, and sociology, it can be paired with almost any major offered at the University.

Features

The political science faculty is an interesting and diverse group of scholars. Several are involved actively in their own research projects and regularly offer the opportunity for students to participate in these projects, often in paid positions. Most of the faculty have also traveled extensively, both in this country and abroad.

Political science majors run an active student club that sponsors talks by leading political figures, candidate debates, and social events throughout the year. In addition, those students enrolled in Model United Nations (POLS 345) travel each spring to another university in the United States or Canada or to the United Nations in New York City for a simulation of the United Nations General Assembly.

Internships

The department offers several programs through which students may gain practical experience while earning academic credit. A political science internship involves working in the office of a public official or, when possible, in an election campaign. Prior interns have served in responsible positions with state assembly members, state senators, and members of Congress, and in a number of campaigns for local, state, and national office. The comparable program in public administration places students in positions, often paid, with local government offices and agencies where they may be involved with city planning and zoning issues, public relations efforts, special research topics, or budget preparation, to mention several possibilities. In addition, the department regularly sends selected students to the state Capitol to participate in the Sacramento Semester Program under which they work with members of the Legislature, officers of the executive branch, or lobbyists to gain a fuller understanding of the political process firsthand. Finally, special arrangements also may be made for some students to serve as staff to members of Congress in Washington, D.C., for a semester.

Academic Advising

The department expects students to seek faculty advice every semester when planning their programs. They may ask any faculty member to advise them. As they develop specific interests within the discipline, they are encouraged to select a faculty advisor who shares these interests.

Preparation

Students are encouraged to take English composition and social science courses, including civics, economics, and history. Experience in journalism and debating activities also can be helpful. A foreign language is highly recommended but not required for the degree. Students who plan further study at the graduate level are strongly encouraged to take courses in an appropriate foreign language, since proficiency in two foreign languages is often required in doctoral programs.

Community college transfer students should contact their counseling office or the Sonoma State University Political Science Office to identify appropriate lower-division major/minor preparatory courses. Typically, these would include a basic course in American political institutions, which would fulfill the state code requirements for U.S. Constitution and California state and local government. Other lower-division courses introducing students to the discipline of political science, the study of international relations, and the study of comparative politics also are highly recommended.

Teaching Credential Preparation

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

Careers in Political Science

Law and Paralegal Careers

Many political science majors plan to study and practice law as a career. Although it is advisable for pre-law students to have as wide a background as possible, the department offers a number of specialized courses in the field of constitutional law and civil liberties. Generally, it is advisable for the pre-law student to seek advice on appropriate courses from a faculty member.

Public Administration Careers

Local, state, and federal governments employ one of every six American workers. A major in political science with a public administration or public policy emphasis can prepare students for

civil service careers at national, state, and local levels. While many of these careers require specialized skills (e.g., budgeting and accounting), many require general skills and understanding, with on-the-job training providing the required specialized knowledge.

Political science is also an appropriate major for students seeking training for positions in the overseas agencies of the U.S. government or in international organizations.

Journalism Careers

A political science major, combined with an ability to analyze and understand current political events and the skills to put that analysis into lucid writing, can prepare the student for an attractive career in journalism. Practical experience offered by the University newspaper is highly recommended.

Business Careers

A large number of political science graduates have found employment in the world of business. Preparation for this career involves a broad liberal arts background, combined with knowledge of governmental organization, public administration, finance, decision-making, organizational behavior, and the process by which political decisions about economic policy are made. Many businesses that recruit liberal arts graduates expect to provide them with special training programs.

Other Careers

Other enterprising individuals develop unique and interesting careers for themselves in politics by developing skills in campaign management, speech writing, polling, public relations, lobbying, voting analysis, or fundraising. These opportunities result from the initiative of the individual combined with the practical experience gained largely through volunteer service with political campaigns.

Bachelor of Arts in Political Science

Degree Requirements	Units
General education	51
Major requirements	40
General electives	29
Total units needed for graduation	120

Major Core Requirements

These courses should be taken in this order. Passage of POLS 302 with a grade of 'C' or better is a prerequisite for POLS 498.

POLS 201 Ideas and Institutions	4
POLS 202 Issues in Modern American Politics	4
POLS 302 Social Science Research Methods	4
POLS 303 Introduction to Comparative Government	4
POLS 304 Introduction to International Relations	4
POLS 498 Senior Seminar	4

One course must be taken from each of the following areas: Political Theory, International Relations, Comparative Politics, and American Government and Politics

Political Theory

Choose one of the following six courses:

- POLS 310 Classical Political Thought (4)
- POLS 311 Development of Modern Political Thought since 1500 (4)
- POLS 312 American Political Thought (4)
- POLS 313 Critical Theory: Race and Gender (4)
- POLS 315 Democracy, Capitalism, and Socialism (4)
- POLS 415 Explorations in Political Theory (4)

International Relations

Choose one of the following three courses:

- POLS 345 Model United Nations (MUN) (4)
- POLS 444 United States Foreign Policy (4)
- POLS 445 International Organizations (4)
- POLS 446 International Relations of the Middle East, Israel, the Palestinians and the United States (4)
- POLS 447 Non-violent Strategies in International Relations (4)
- POLS 448 Political Violence, Terrorism, and Law (4)
- POLS 486 Selected Issues in International Politics (4)

Comparative Politics

Choose one of the following six courses:

- POLS 350 European Parliamentary Democracies (4)
- POLS 351 Politics of Russia (4)
- POLS 352 Politics of Eastern Europe (4)
- POLS 354 Comparative Political Parties (4)
- POLS 450 Politics of Asia (4)
- POLS 452 Third World Political Systems (4)
- POLS 453 Politics of Latin America (4)
- POLS 458 Comparative Social Policy (4)
- POLS 487 Selected Topics in Comparative Politics (4)

American Government And Politics

Choose one of the following sixteen courses:

- POLS 320 State, City, and County Government (4)
- POLS 330 Race, Ethnicity, and Politics (4)
- POLS 391 Gender and Politics (4)
- POLS 420 American Political Development (4)
- POLS 421 Federalism and Intergovernmental Relations (4)
- POLS 423 Intro to Constitutional Law (4)
- POLS 424 the Bill of Rights, Civil Liberties, and the Constitution (4)
- POLS 425 the American Party System (4)
- POLS 426 the Legislative Process (4)
- POLS 427 the American Presidency (4)
- POLS 428 Seminar in California Politics and Government (4)
- POLS 429 Interest Groups (4)
- POLS 430 Introduction to Public Administration (4)
- POLS 431 Politics and the Media (4)
- POLS 466 Political Psychology (4)
- POLS 475 Urban Politics and Policy (4)
- POLS 481 Politics of Regulation and Land Use (4)
- POLS 483 Politics of Wealth and Poverty (4)
- POLS 484 Elections and Voter Behavior (4)
- POLS 485 Political Power and Social Isolation (4)

Total units in the major core

36

Major Electives

To complete the total major requirement of 40 units, choose additional units from other upper-division political science courses.

Total units in major electives 4

Total units in the major 40

Recommended Course

ECON 201A or 201B is strongly recommended as a general elective to political science majors.

Sample Four-year Program for Bachelor of Arts in Political Science

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE (15)	GE (15)

SOPHOMORE YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
GE (6)	GE (6)
POLS 201 (4)	POLS 202 (4)
POLS 303 or POLS 304 (4)	Electives (6)

JUNIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
GE (3)	GE (6)
POLS 302 (4)	International Relations (4)
American Government (4)	Comparative Politics (4)
Elective (4)	

SENIOR YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
Political Theory (4)	Senior Seminar (4)
Electives (12)	Electives (11)

TOTAL UNITS:: 120

Note: Nine units of the GE requisite must be filled with upper-division courses; 40 units are required for the political science major; 120 units are required for graduation.

Minor in Political Science

POLS 200 American Political System (3) or	
POLS 202 Issues in Modern American Politics (4)	3-4
POLS 201 Ideas and Institutions	4
Upper-division courses in political science	12-13
Total units in the minor	20

Code Requirements

POLS 200, the American Political System or POLS 202, Issues in Modern American Politics fulfills state code requirements in U.S. Constitution and California state and local government. Upper-division courses may also be used to satisfy certain of these code requirements upon approval by the department chair.

Master's in Public Administration (www.sonoma.edu/polisci/mpa-home)

Offered primarily as an evening program, the master's degree in Public Administration provides a rigorous 40-unit curriculum that emphasizes the education required to effectively analyze, formulate, and implement public policy in local, state, and national government, and to achieve similar goals in nonprofit agencies. The program recognizes the need for a strong combination of theoretical and practical learning. Students choose from two concentrations: public management or nonprofit agency management.

Each student is required to complete a 20-unit analytic core, a 16-unit concentration, and 4 units of graduate-level electives. Courses are based upon the professional curriculum established for public administration programs by the National Association of Schools of Public Affairs and Administration (NASPA).

Concentrations include specialized courses oriented toward the operation and management of public and nonprofit agencies and typically include: fiscal management, personnel administration, legal issues, public policy, labor relations, marketing and resource development for nonprofits, and grants and contract management. Electives cover a wide range of important topics, including ethics, leadership, organizational computer usage, internships, and special studies.

Up to 9 units of comparable graduate course work may be transferred into this program, per CSU policy.

If at any time it is determined that the candidate has an English deficiency, extra courses in English will be required in addition to the regular course of study.

Admission Requirements

Students apply to both the University and to the M.P.A. program.

- A bachelor's degree with a major from an accredited college or university with a grade point average of at least 3.00 for the last 60 units of college-level work attempted;
- To ensure adequate background, a candidate for admission should have experience or course preparation in the following areas:

- State and local government,
 - Federalism and intergovernmental relations,
 - Influences on domestic policy making.
- Recommended:** One year experience working in a non-profit organization or a course in introduction to nonprofit organizations (example: through Sonoma County Volunteer Center).

Candidates without such experience or course preparation can be admitted to the program but must make up deficiencies during the first three semesters of study.

Prerequisites do not count toward the 40-unit degree. Acceptability of experience or previous course work as prerequisites will be determined in consultation with the program's graduate coordinator.

- Completion of both University and departmental applications. Included in the departmental application are three letters of recommendation. Only three letters will be considered; and
- Recommendation of the program graduate coordinator for entrance to the program.

Graduation Requirements for the Master's Degree

- A grade point average of at least 3.00;
- Satisfactory completion of required course work, including elective units. No courses for which a grade less than B is earned will be acceptable in meeting the 40-unit M.P.A. requirement. Students earning a B- or lower in a course will be required to repeat the course with a grade of B or better;
- Completion of a master's thesis and oral defense, or two comprehensive written examinations;
- Recommendation of the program graduate coordinator; and
- Successful completion of the WEPT (or its equivalent), or waiver by the University of this requirement. This waiver is granted by the program graduate coordinator.

Course Work

Common Core Requirements - 20 Units

POLS 502 Organizational Theory and Analysis (4)

POLS 503 Budget and Fiscal Administration (2)

POLS 505 Research Methods (4)

POLS 539 Program Implementation (4)

POLS 550 Planning and Evaluation (4)

POLS 580 Nonprofit Dynamics: Politics and Community Environment (2)

Public Management Concentration Requirements - 16 Units

POLS 501 Administrative State (4)

POLS 503A Public Finance (2)

POLS 504A Human Resources for the Public Sector (2)

POLS 506 Public Policy Process (4)

POLS 511 Labor Relations (2)

POLS 538 Administrative Law (2)

Nonprofit Concentration Requirements - 16 Units

POLS 503B Fiscal Management NPs (2)

POLS 504B Personnel for NPs (2)

POLS 581 NP Governance and Legal Issues (2)

POLS 582 Planning and NP Agencies (2)

POLS 583 Resource Development (4)

POLS 585 Marketing and PR for NPs (2)

POLS 587 Grants/Contract Management (2)

Electives - 4 Units Total can include

POLS 507 Ethics in Administration (4)

POLS 508 Comparative Public Policy (4)

POLS 509 Politics of Health Care and Aging (4)

POLS 512 Organizational Development (4)

POLS 513 Leadership and Supervision (4)

POLS 537 Bargaining, Politics, and Administration (4)

POLS 551 Organizational Computer Usage (4)

POLS 560 Special Issues in Public Policy (4)

POLS 564 Aging Services Administration (4)

POLS 588 Issues in Nonprofit Administration (4)

POLS 597 Internship (max. 4 units) (4)

POLS 599 Thesis (4)

Culminating Experience

All students in the M.P.A. program are required to complete either a thesis or a comprehensive examination prior to award of the degree. Those opting for a thesis as their culminating experience are required to complete 40 units of coursework, exclusive of prerequisites, and can include 4 units of 599 (Thesis Prep) as their elective. Students electing to take the comprehensive exam must complete 40 units of total course work exclusive of prerequisites and POLS 596 (exam preparation).

Certificate Program in the Administration of Nonprofit Agencies

The Political Science Department also offers a graduate certificate program in the administration of nonprofit agencies. Oriented to the needs of staff and administrators, this integrated series of courses is grounded in the study of contemporary trends in nonprofit agency administration, development, and fiscal management, and offers intensive exposure to the practical managerial techniques necessary for successful agency operation.

Coursework for the Certificate Program in the Administration of NP Agencies

The Certificate Program requires 24 units of coursework from the Nonprofit Concentration and Common Core, all of which may be later applied to the Master's degree in Public Administration. Students in the Certificate Program are encouraged to pursue the Master's degree, though there is no requirement to do so. Students enroll in the 16 units in the Nonprofit Concentration, and 8 units of electives chosen from common core courses in consultation with the M.P.A. Program Graduate Coordinator.

PSYCHOLOGY

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Programs Offered

Bachelor of Arts in Psychology

Minor in Psychology

Minor in Gerontology

Certificate in Gerontology

Master of Arts in Psychology through Special Sessions

Depth Psychology

Organization Development

What is Psychology?

Psychology is defined as the study of human behavior and experience. According to the American Psychological Association, psychology has three faces: it is a discipline, a science, and a profession. Psychology is a calling that requires one to apply special knowledge, abilities, and skills in order to solve human problems. It is an extremely diverse field that attracts people with a wide variety of backgrounds, interests, and skills.

Mission of the Psychology Department

Our department is distinguished by its focus on the quality of human experience. Founded in 1960, the department has historically been allied with the humanistic and existential traditions in psychology. This emphasis has expanded to include a diverse array of approaches to studying human experience. We now offer learning experiences in areas ranging from the experiential to the experimental, from graduate school preparation to personal growth, from individual issues to community concerns. We actively encourage the integration of various perspectives, rigorous analysis, respectful debate, and engaged skills-based learning. Our goal is to help students to develop skills in 1) knowing and evaluating their own experience, 2) understanding human experience from a variety of theoretical frameworks, 3) learning and valuing diversity and multiculturalism and 4) applying their knowledge in concrete ways that contribute to people's quality of life. We hope to empower students with psychological skills that will enable them to be effective agents of change in the world.

About the Psychology Department

The Psychology Department at Sonoma State University is distinguished by its focus on the quality of human experience. The key words here are *distinguished*, *quality*, *human*, and *experience*. For us, each of these words holds special significance.

Distinguished: This expresses both that the department is unique and that it has achieved recognition for this uniqueness over the years. This department offered the first graduate program in humanistic psychology and also helped to pioneer that field, with four of our members having served as president of the Association for Humanistic Psychology, an international organization. The department also has been distinctive for its pioneering work in such areas as somatics, expressive arts, biofeedback, health psychology, organization development, ecopsychology, Jungian and archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning, and learning-community approaches. This distinctiveness has led to widespread recognition. The department has stood out as a beacon for many students seeking an alternative to traditional psychology.

Quality: This word carries a number of important messages. First of all, we are interested in quality, *as in excellence*. At the same time, we are struck that the word *quality* is in ascendance in business, and elsewhere; even as we see ourselves surrounded by the deteriorating quality of our physical, social, and economic environments. We seek to develop a psychology that not only studies but also enhances the quality of life. The word *quality* also communicates that we value qualitative, as well as quantitative, research methods.

Human: While affirming our interdependence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

Experience: We take the subjective realm seriously, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and, when possible, our approach to teaching emphasizes experiential approaches to learning, both inside and outside the classroom.

The origins of the department were closely associated with humanistic and existential psychology. Our current range of interests is reflected in the section on Advising and Interest Areas below. Our teaching-learning model is person-centered. That is, we try to foster the unique intellectual, spiritual, and emotional growth of each student as an individual. Our approach to self-knowledge leads from a concern for a private and inner self to a wider concern for one's relationship with one's community and culture.

Psychology Department Learning Goals and Objectives

The Sonoma State Psychology Department is one of a handful of humanistically oriented psychology undergraduate departments in the country. We are especially strong in several areas that are not the focus of most psychology departments but are the focus of our graduate and certificate programs: organization development, depth psychology, gerontology, somatics and body-mind approaches, and biofeedback. Our diverse curriculum offers a stimulating and timely liberal arts education that responds to current student needs and supports faculty development and renewal. The department's goals and objectives are designed to support a rich and diverse list of course offerings without compromising students' abilities to learn the skills they need. We also believe that successful teaching and learning extends beyond the classroom to individual advising.

The Psychology Department curriculum is arranged to develop the following skills in each student by graduation time. The courses are designed to enable each student to:

- Be familiar with the major concepts, theories, and perspectives in psychology;
- Be able to apply psychological theories, concepts, and principles to individual experience as well as to broader social issues and social systems;
- Be able to reflect on personal experience in light of psychological knowledge;

- Be able to recognize and understand the complexity of cultural diversity, in light of psychological knowledge;
- Be able to understand and apply basic research methods in psychology and the social sciences; and
- Be able to demonstrate skills that promote behavioral change at the individual, organizational, and community levels.

Careers in Psychology

A career in psychology opens opportunity – opportunity to break new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people – for example, helping them to overcome depression, to deal with the problems of aging, or to stop smoking. Others are excited by research questions on topics such as health and well being, decision-making, eating disorders, brain functioning, parenting skills, forensic work, and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools, and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, sports competitions, police departments, government agencies, private laboratories, and the military, among other settings.

Psychologists fill many different roles. For example, they work as teachers, teaching the discipline of psychology in universities, four-year and two-year colleges, and high schools. Psychologists work as researchers employed by universities, government, the military, and business to do basic and applied studies of human behavior. Psychologists also work as psychotherapists, helping people to individuate and resolve conflicts. Psychologists work as counselors in school settings, working with students and their families to provide support for the students' social, cognitive, and emotional development. In addition, psychologists work as administrators, functioning as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities, and businesses. Psychologists also work as consultants hired for their special expertise by organizations to advise on the subject or problem in which the consultant is an expert, including such tasks as designing a marketing survey or organizing outpatient mental health services for adolescents.

Careers: Graduate Work And Further Training

For most professional work in psychology, a minimum of an M.A. degree is necessary. Most of our students who go on to graduate work in psychology enter the clinical/counseling/social work fields at both the master's and the doctoral level. Other popular choices are the fields of education, research psychology, business, organizational development, and criminal justice. A 2006 survey of SSU alumni who graduated as psychology majors found that nearly two-thirds of the respondents had gone on to do some sort of graduate work, most at the master's level.

Early in the major, students are encouraged to conduct Web searches on graduate training programs in their fields of interest in order to find out the specific prerequisites required in order to receive training in these areas. Students should consult the Psychology department website which has extensive career information and web links to graduate schools and programs in specific areas. Some of the psychology courses and non-psychology electives should be chosen with regard to career objectives. Students should consult with an advisor to ensure that they are taking appropriate courses.

Most master's and doctoral programs and employers prefer applicants who, in addition to their academic background, have some kind of applied internship or research assistantship that provides hands-on experience in their field.

Careers: Bachelor's Degree In Psychology

Many undergraduate psychology majors do not go on to do graduate study. A bachelor's degree in psychology means that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- Administration and management
- Aging human services and advocacy
- Behavior change consulting
- Biofeedback consulting
- Child development programs
- Counseling
- Editing
- Employment interviewing
- Environmental advocacy
- Executive coaching
- Health services
- Marketing and public relations
- Organizational consulting
- Personal coaching
- Personnel and human systems
- Probation and parole
- Psychiatric assisting
- Social service casework & advocacy
- Teaching
- Technical writing

Bachelor of Arts in Psychology Degree Requirements

For first-time freshmen	Units
General education	51
Major requirements	44
Electives	25
For transfer students	
General education	48
Major requirements	44
Electives	28
Total units needed for graduation:	120

Students who apply to transfer into the psychology major must have taken the following courses (or the equivalents):

English 101 Expository Writing and Analytical Reading
 Philosophy 101 Critical Thinking
 Psychology 250 Introduction to Psychology

English 101 and Psychology 250 must be completed with a grade of B or higher. Because psychology is a high-demand major, other prerequisites may be added between the release of one catalog and the next in order to control enrollment. Students considering transferring into the major should contact the department for current information.

Major Requirements

The major consists of at least 40 units in psychology plus a course in statistics, which may be taken in either a psychology or mathematics department. Of these units, at least 34 must be upper-division units (courses numbered 300 or higher at SSU; numbering at other institutions may differ). Most students take a statistics course that can also be used for the General Education area B requirement. All courses for the major must be passed with a grade of C or better. A maximum of 12 units of Special Studies and Internship may be taken credit/no credit in the major.

Required Courses For the Major Include:

Psychology 250, Introduction to Psychology (or the equivalent) taken within the past ten years. Students who believe they possess the requisite knowledge may substitute a passing score on the CLEP test in introductory psychology administered by the Educational Testing Service at (510) 653-5400.

Psychology 306, History of Modern Psychology
 Psychology 307, Humanistic, Existential, and Transpersonal Psychology
 Math 165, Elementary Statistics (or equivalent)

Recommended Courses:

One Research Methods course
 One course focusing on psychological issues in diversity and multiculturalism

Each semester, research methods courses are listed at: www.sonoma.edu/users/s/smithh/methods/methods. Psychology is an academic discipline that includes the systematic analysis of human behavior, experience, and consciousness through diverse research methodologies. Students enrolled in research methods courses acquire knowledge of how to critically evaluate information from the social sciences presented in popular publications and the media; and of research skills and experience required for most psychology graduate programs and research-related jobs.

The department strongly recommends that students take courses in psychology and other disciplines that educate them about issues of diversity and multiculturalism, such as culture, race and ethnicity, sexual orientation, disability, age, religion, and social class. Courses in American Multicultural Studies, California Cultural Studies, Chicano and Latino Studies, Foreign Languages, Global Studies, Native American Studies, Cross-Cultural Psychology, and Women's and Gender Studies contribute to students' development of multicultural competence.

Students are asked to consult with an academic advisor early in their major to design a course of study that fulfills major requirements, and that is in line with their interest areas and career goals. When time and interest permit, students are encouraged to consider a minor in another field, or even a double major.

Advising and Interest Areas

The Psychology Department provides an individualized major that is tailored to meet your personal needs, interests, and directions. You should meet with an advisor no later than the second semester of your sophomore year, or if you are a transfer student, during your first semester at SSU. Your advisor will help you to design a major that will provide you with the background you need to pursue your career objectives. You are encouraged to come in for advising before the scheduled "advising for registration" period; faculty are more likely to be readily available earlier in the semester.

Students may choose an advisor or are assigned an advisor according to the interest areas they indicate on the advising questionnaire. Students may also change advisors at any time. The following interest areas can be used as a guide for designing the major program and for choosing an advisor:

- Adulthood and Later Life Development
- Clinical/Counseling Psychology
- Creative and Expressive Arts
- Cultural Psychology
- Developmental Psychology
- Depth and Jungian Psychology
- Ecopsychology
- Humanistic Psychology
- Research Methods
- Social, Community, and Organizational Psychology
- Somatics/Biofeedback/Health/Performance Psychology
- Teaching Credential Preparation
- Transpersonal Psychology

Sample Four-year Program for Bachelor of Arts in Psychology

FRESHMAN YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
UNIV 102 (optional) (3)	HUM 200 (3)
ENGL 101 (3)	MATH 165 (4)
GE (3)	Elective (4)
BIOL 110 (4)	PHIL 101 (3)
PSY 250 (3)	

SOPHOMORE YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
PSY Lower-Division Elective (4)	PSY 306 (4)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
PSY 307 (4)	Upper-Division GE (3)
PSY Elective (4)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
Upper-Division GE (3)	PSY Elective (4)

SENIOR YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
Upper-Division GE (3)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
PSY 499,481 (4)	Elective (3)
Elective (3)	Elective (3)

TOTAL UNITS:: 120

Minor in Psychology

Students seeking a minor in Psychology are encouraged to consult with a psychology faculty advisor to assist them in planning a series of courses tailored to their own personal and career goals. The requirements of the minor are:

1. Completion of PSY 250, Introduction to Psychology (or equivalent), with a grade of C or better.
2. Completion of 20 units of upper-division psychology courses, with a minimum grade of C. Courses must be taken for a letter grade unless Credit/No Credit is the only way the course is offered.

Minor in Gerontology

The minor in Gerontology provides students with a focused multi-disciplinary program to study the aging process. The minor gives students a solid academic foundation in the field and offers practical applications through the internship. Students receive a strong theoretical orientation based in the liberal arts tradition and practical information about aging. The requirements include 22 units incorporating biology, psychology, and the social aspects of aging, and 6 elective units. Specific courses are listed under Gerontology in the catalog.

Internships

The Psychology Department strongly recommends community internship experience, particularly for the student going on to counseling or clinical psychology master's and doctoral degrees.

Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the University's six-county service area. These internships involve on-the-job training by the agency, as well as academic work under the supervision of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the department. Applications for internship should be made near the end of the semester preceding the internship semester. A maximum of 8 units of PSY 499 Internship can be applied toward the major. Students planning on graduate work in clinical or counseling psychology are encouraged to gain internship experience well before applying to graduate school.

Research Assistantships

The Psychology Department strongly recommends research assistantships for those students going on to graduate work in psychology at the master's or doctoral levels. Many university graduate programs require students to have experience in designing and conducting psychological research, as well as in analyzing data and writing up the results. In order to find out more about these research opportunities, students should consult with individual faculty members who are mentoring students in their own research projects.

Special Studies

Students who wish to carry out independent study and research are encouraged to contact an individual faculty member of their choice.

Master of Arts in Psychology

The Psychology Department, working in conjunction with the School of Extended Education, offers two areas of study within the master of arts program, depth psychology and organization development. Each program offers its own goals and curricula, and applicants apply to the program of their choice. Prerequisites and fees vary according to program. The M.A. programs **are self-support programs**

administered through Special Sessions and funded entirely through student fees.

University policy requires students in master's programs to maintain continuous enrollment until completion of the M.A. program, or pay a continuing enrollment fee of \$250.00 per semester.

University policy also requires students who take four semesters to complete their thesis/project to re-enroll in PSY 599, Master's Thesis Project (For Organization Development students, PSY 596, Graduate Tutorial). Consult each program's requirements for more information.

For information about individual programs, and for application materials, contact the graduate administrative specialist in psychology, (707) 664-2682, e-mail psychma@sonoma.edu. You may also write to:

Graduate Admissions
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3609

Depth Psychology Program

The master's program in depth psychology is an interdisciplinary, cross-cultural 36-unit two-year curriculum providing education in the theory, practice, methods, and applications of Jungian and archetypal psychology. It uses experiential learning, depth inquiry, and an embodied curriculum to educate its students in a soulful way. Students explore the depth dimensions of human experience in art, dreams, ritual, nature, mythology, storytelling, and sacred practice. Small 10-15-person classes engage the students in experiential work which grounds the learning and provides embodied understanding. In the yearlong passion-of-inquiry thesis process, students use depth inquiry methods involving art, nature, dream work, active imagination, sacred practices, and interviewing to explore their areas of passionate concern.

The first year offers three yearlong foundational courses exploring Jungian and archetypal psychological theory, methods of depth inquiry, and cross-cultural mythology and symbolism. Depth inquiry methods include work in artistic media, dream work, imaginal practices, myth and storytelling, masks and ritual, work with the earth, embodied depth techniques, performance, and work in sound, voice, and movement. Work on mythology and symbolism is woven into work with dreams, artwork, ritual, and imaginal practices, as well as practices involving indigenous wisdom, shamanism, and ecopsychology.

The second year offers seminars in student-chosen topics, interpersonal process, research methods, and guidance in depth inquiry and master's thesis work. The master's thesis provides the opportunity for passionate inquiry into an area of deep interest to the student. The thesis is often a personal process study that symbolically and artistically explores psychological development. The publicly presented Thesis Evening in May completes the yearlong passion-of-inquiry process.

Students may engage in community internships in their second year. They may choose to teach an undergraduate course in their field of expertise in the SSU Psychology Department, such as

Psychology of the Fairy Tale, Psychology of Masculine and Feminine, and Psychology of Myth and Narrative. The program advisor assists students in developing curriculum and supervises the internship teaching experience. Students also have the option, at additional expense, of enrolling in University courses which meet their specific learning needs.

A monthly visiting scholars program invites noted authors, analysts, therapists, and practitioners to a half-day lecture and lunch in the depth community. Recent scholars have presented on the Native American trickster archetype, the sacred feminine in India, the Kabbalah, and creation mythology.

The program in depth psychology is designed to move students to the next step in their personal and professional development. Graduates go on to teach, to work in personal growth facilitation and program design, to pursue clinical training in master's and doctoral programs, and to research and write in the field of depth psychology.

Course prerequisites are required for admission and are designed to give students a foundation in adult development and symbolic expression.

Program of Study

The program includes the following courses:

PSY 511A,B Theories of Depth Psychology (3,3)

PSY 515 Psychological Writing (1)

PSY 530A,B Seminar in Interpersonal Process (1,1)

PSY 542A,B Methods and Applications of Depth Psychology (3,3)

PSY 543A,B Cross-Cultural Mythology and Symbolism (3,3)

PSY 570 Directed Field Experience (1-3)

PSY 575 Research Methods (2)

PSY 576 Seminar in Depth Psychology (1-5)

PSY 596 Graduate Tutorial (1-4)

PSY 599A,B Master's Thesis: Project and Directed Reading (3,3)

Prerequisites for Admission

The Depth Psychology program has the following prerequisites:

1. B.A. Or B.S. from an accredited institution;
2. Minimum GPA of 3.0 in the last 60 units of course work;
3. An acceptable level of competence in oral and written communication, as demonstrated by the coherence of the personal statement and an oral interview;
4. Emotional maturity, as demonstrated in the applicant's personal written statement, life experiences, and oral interview;
5. Five course prerequisites (a maximum of 9 units may be lower-division courses completed at a community college): child development, adult development, personality, abnormal psychology, and research methods in psychology; and
6. A minimum semester-long experience in symbolic forms (art, dream work, writing, and/or poetry) and reflection on that expression for personal growth.

Fees

Fees are set in consultation with the School of Extended Education.

Refer to the Depth Psychology website for additional information: www.sonoma.edu/psychology/depth.

Organization Development Program

The Psychology M.A. in Organization Development provides professional preparation for individuals interested in learning how to develop more effective and sane organizations. In four semesters, participants gain the practical skills, conceptual knowledge, and field-tested experience to successfully lead organization improvement efforts. The academic experience involves seminar discussions, skill-building activities, and extensive field projects under the guidance and supervision of practitioner faculty.

Students are admitted each fall and work together as one cohort group through the 40-unit program. Interaction processes among students and instructors are an important source of learning. Both the coursework and field supervision emphasize the acquisition of personal awareness, interpersonal competence, and conceptual understanding required for effective practice in organization development.

Classes are scheduled in the evenings to meet the needs of currently employed students. Some courses schedule all-day sessions on Saturdays. For employed students, work schedule flexibility is highly desirable.

Program of Study

Each cohort group participates together in an integrated sequence of courses over the four-semester program. These courses address the theory and practice of group facilitation, design and presentation of training experiences, arranging and carrying out organizational client engagements, and leading whole-system change projects. Case reports and conceptual frameworks provide a solid foundation to guide professional practice.

Students take all courses together as a cohort group. The course list is as follows:

PSY 513 Facilitation and Training (3-4)

PSY 554 Organization Systems Inquiry (3-4)

PSY 533A,B,C Group Dynamics in Organization Development (1-3)

PSY 514 Organization and Team Development (3-4)

PSY 556 Socio-Technic Systems Redesign (3-4)

PSY 557 Human Systems Redesign (2-4)

PSY 572A,B Internship and Professional Practice in OD (2-4)

PSY 544A,B Qualitative Research in Organizations (1-3)

PSY 518A,B Advanced Intervention Methods in OD (2-4)

PSY 598 Culminating Paper Tutorial (2-4)

The culminating experience requirement consists of two parts:

- An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization;
- A publishable article on a topic relevant to professional practice in organizations; and
- Both reports are planned with, and approved by, the student's faculty advisor.

Prerequisites for Admission

The Organization Development Program has the following admissions requirements:

1. B.A. degree from an accredited college or university;
2. A 3.00 GPA for the last 60 units of academic work;
3. At least two years of relevant work experience in or with organizations;
4. Applicants should have a foundational understanding of issues and concepts encountered in organizations, as well as those pertaining to human behavior and experience. Generally, this may mean that applicants with a B.A. in psychology may need courses in business administration, while those with a degree in business may need courses in psychology. Prerequisite course work in one or more of the following may be used to satisfy these requirements:
 - Organization behavior or organizational psychology, and/or
 - Psychological foundations, personality, development, or group process

5. It is advisable to consult with the Organization Development Program Coordinator before taking prerequisite courses; and
6. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by a written statement about the student's background, relevant work experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and interviews during the admissions process.

Fees

Fees are set by the School of Extended Education.

Refer to the Organization Development website for additional information: www.sonoma.edu/programs/od/.

SOCIAL SCIENCE SUBJECT MATTER PREPARATION PROGRAM

PRINCIPAL ADVISOR

Miriam Hutchins and faculty from the School of Social Sciences
(707) 664-2409

PROGRAM COORDINATOR

Call the History Department, (707) 664-2045

The History/Social Science Subject Matter Preparation Program is a series of courses designed for prospective teaching credential candidates to take while earning their bachelor's degrees in one of the traditional social sciences. Completion of the program will exempt students from taking the CSET Examinations in the Social Sciences.

Program Core Requirements

The program core requirements consist of the following 47 units:

I. World History

HIST 201 Foundations of World Civilization	3
HIST 202 Development of the Modern World	3
HIST 380 Twentieth Century World	3

II. United States History, including California

HIST 251 The United States to 1877	3
HIST 252 The United States since 1865	3
HIST 472 California History Part I	4

III. Geography

GEOG 302 World Regional Geography	3
GEOG 330 Historical Geography of North America (4) or	
GEOG 391 Geography of North America	4
GEOG 390 Geography of California	2

IV. Political Science

POLS 200 American Political System	3
POLS 423 American Constitutional System	4

V. Economics

ECON 201A Introduction to Macroeconomics	4
ECON 201B Introduction to Microeconomics	4

VI. Behavioral Sciences

One course from the following:

ANTH 318 Human Development: Sex and the Life Cycle	3
PSY 303 Person in Society	3
SOCI 431 Sociology of Religion	4

VI. Portfolio Evaluation

SSCI 400 Portfolio Evaluation	1
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Total units in the core 46-47

Breadth and Perspectives

In addition to the core requirements, students must also complete the following 15-18 units in breadth and perspectives:

I. Individual and Society

One course from the following:

AMCS 210 Ethnic Groups in America (3)
AMCS 339 Ethnic Minorities and American Social Policy (3)
ANTH 203 Introduction to Cultural Anthropology (3)
PSYC 303 Person in Society (3)
SOCI 201 Introduction to Sociology (3)
WOMS 375 Race, Sex, and Class (3)

II. Contemporary International Perspectives

One course from the following:

ECON 426 Seminar in the History of Economic Thought (3)
POLS 315 Democracy, Capitalism, and Socialism (3)

III. The Integrated Person

One course from the following:

ANTH 340 Living in a Pluralistic World (3)
GEOG 338 Social Geography (3)
PSY 302 Development of the Person (3)
WOMS 350 Gender, Sexuality, and Family (3)

IV. Ethical Perspectives, Philosophy, and Values

One course from the following:

ANTH 341 Emergence of Civilization (3)
AMCS 350 Ethics, Values, and Multiculturalism (3)
CALS 352 Chicano/Latino Philosophy (3)
NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans (3)
PHIL 120 Introduction to Philosophy (3)
PHIL 302 Ethics and Value Theory (3)

V. Ethnic and Gender Studies

One course from the following:

AMCS 210 Ethnic Groups in America (3)
AMCS 255 Ethnicity in the Humanities (3)
AMCS 339 Ethnic Minorities and American Social Policy (3)
AMCS 350 Ethics, Values, and Multiculturalism (3)
AMCS 355 Language and Ethnicity (3)
AMCS 370 Asian Americans (4)
AMCS 400 Pan-African Cultures (4)
AMCS 420 Sexism and Racism in the United States (3-4)
AMCS 455 Civil Rights and Human Rights Law (4)
HIST 446 Women in American History (4)
HIST 447 Women of the Modern World (4)
HIST 468 Blacks in American History (4)
CALS 219 Mexican American Identity and Society (3)
CALS 352 Chicano/Latino Philosophy (3)
CALS 445 Chicano/Latino History (4)

CALS 451 Chicano Humanities (4)
 NAMS 200 Introduction to Native Americans (3)
 NAMS 305 North American Indian History (4)
 NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans (3)
 POLS 330 Politics of Race, Ethnicity, and Sex (3)
 WGS 350 Gender, Sexuality, and Family (3-4)
 WGS 375 Race, Sex, and Class (3)

Total units in breadth and perspectives	15-18
Total units in the preparation program	61-65

Sample Four-year Plan for Bachelor of Arts in a social science with Teaching Credential

For history majors completing the Subject Matter Program in History-Social Science for the Single-Subject Credential in Social Science. Other social science majors must consult with their department advisor and SSSMPP advisor.

FRESHMAN YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
PHIL 101 (A3) (3)	HIST 201 (D2) (3)
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
GEOL 102 (B1) (3)	BIOL 115 (B2) (3)
ART 210 (C1) (3)	MATH 165 (B4) (4)
ANTH 203* (D1) (3)	HIST 251 (D3) (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (17 Units)	Spring Semester (13 Units)
HIST 202* (3)	POLS 200* (D4) (3)
HIST 252* (3)	ECON 201B* (4)
FL 214 (C2) (3)	AMCS 350* (C3) (3)
ECON 201A* (D5) (4)	WOMS 350* (E) (3)
GEOG 204 (B3) (4)	

JUNIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
HIST 472* (4)	Elective (4)
HIST 391 (4)	Elective (4)
GEOG 390* (2)	PHIL 302* (C4) (3)
POLS 423* (4)	CALS 451* (C5) (3)
Elective (1)	

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15-16 Units)
Elective (4)	SSCI 400* (1)
HIST 380* (3)	HIST 498 (4)
Elective (4)	GEOG 330* (4)
GEOG 302* (4)	Elective (2-3)
Elective (4)	

TOTAL UNITS:: 121

* History-social science subject-matter program course.

For further information about Sonoma State University's requirements for admission to the teaching credential program, contact the Credentials Office, (707) 664-2581.

SOCIOLOGY

DEPARTMENT OFFICE

Stevenson Hall 2084
(707) 664-2561
www.sonoma.edu/sociology

DEPARTMENT CHAIR

Myrna Goodman

ADMINISTRATIVE ANALYST

Lisa Kelley

ADMINISTRATIVE COORDINATOR

Katherine Musick

Faculty

Noel Byrne
Kathleen Charmaz
James Dean
Myrna Goodman
Sheila Katz
Elaine Leeder
Melinda Milligan
Peter Phillips
Cindy Stearns

Programs Offered

Bachelor of Arts in Sociology

Minor in Sociology

Sociological research attempts to improve the human condition within the context of a strong tradition of social justice and human equality. Society shapes attitudes, goals, hopes and aspirations, and personal preferences. Society affects individuals, groups, and entire nations. Yet at the same time that society is shaping the individual, the individual is shaping society. In order to understand oneself and others, to understand the world, to understand the future, one has to understand society. Sociology is the discipline that studies groups and societies—what they are, how they got that way, and what impact they have.

Sociology is a field with diverse areas of study. These range from the behavior of the individual as a social actor to the structure of entire societies. Key topics include social psychology, socialization, deviant behavior, group behavior, organizations and institutions, power, inequality, and social change. Major social institutions, including the family, education, religion, social welfare, medicine, work, politics, leisure, and the media, are also explored in detail. To develop skills for studying society, students are introduced to valuable techniques such as survey research, sampling, observational methods, content analysis, experimentation, interviewing, and computer applications in research.

Because sociology is a core subject for any liberal arts education, the department offers a variety of courses of interest to non-majors. These concern such current social issues as the problems of aging, drugs and society, social inequities, media, education, globalization, and the information revolution.

The major has been designed to allow each student, in consultation with an advisor, to develop an individualized program of study. The required courses ensure a solid grounding in sociological concepts, theories, and research methods.

By the time students graduate, they will:

- Create clear, succinct analysis in writing and speaking;
- Understand the structure and logic of the full range of the discipline;
- Formulate critical and analytic questions about society and be able to investigate them through original research;
- Demonstrate competence in handling databases and in using appropriate technical tools; and
- Apply theory and methods in sustained independent inquiry.

Careers in Sociology

Sociology provides an excellent preparation for a wide range of careers. A bachelor's degree in sociology qualifies one for opportunities in national, state, and local government, including research, public administration, personnel, and planning. The major can lead to positions in human services and social advocacy, including alcohol and drug rehabilitation, health agency administration, counseling, recreation, senior services, social welfare, vocational, and rehabilitation counseling. Applications of sociology in business include organizational management, human relations, union organization, industrial relations, communication consulting, public relations, and marketing. Sociology constitutes valuable course work in preparation for graduate study in law, business, and a variety of human services professions, as well as doctoral programs in sociology and related academic fields. Before graduation, sociology majors can establish internships that lead to valuable professional contacts and provide practical experience in pursuing these and additional career paths.

The department has a chapter of the national sociology honor society, Alpha Kappa Delta, and it awards a C. Wright Mills Award for Sociological Imagination on an annual basis for the best original research paper produced by a student in the department.

Every year the Joseph J. Byrne Memorial Scholarship is awarded to an outstanding student majoring in sociology.

The department also awards the Robert Holzapfel Scholarship to a student majoring in sociology or counseling.

Bachelor of Arts in Sociology

Degree Requirements	Units
General education	51
Sociology courses	40
General electives	29
Total units needed for graduation	120

Major Requirements

This requirement list and advising guide is designed for students entering the Sociology major beginning in Fall 2006. Students who entered the major in earlier semesters may follow the requirements listed in this worksheet or they may complete their requirements using the earlier advising guide (which contained a slightly different placement of courses in areas but the same core requirements and units).

SOCl 201 Introduction to Sociology	3
SOCl 300 Sociological Research Methods	4
SOCl 375 Classical Sociological Theory	4
Methods Seminar (see below)	4
SOCl 498 Senior Seminar	4
Total units	19

A student must take Sociology 201 before proceeding to any other required sociology course and take Sociology 300 before taking a methods seminar. Sociology 300, a methods seminar, Sociology 375, and a total of 20 upper-division units of sociology are required before a student will be allowed to enroll in Sociology 498. (Note: Sociology 300, the methods seminar, and Sociology 375 are included as part of the 20 upper-division sociology units.) Sociology 498 is a restricted class, and students will need evidence that they have met the prerequisites for it before the instructor will authorize enrollment.

Students must earn a minimum grade in each of the five required courses. See a faculty advisor in the department for details on these minimum grade requirements.

Methods Seminar

The Methods Seminar furthers students' methodological skills in a wide choice of substantive areas. Students must take one of the following seminars or another course designated as a methods seminar.

SOCl 414 Methods Seminar: Social Interaction
SOCl 418 Methods Seminar: Social Development of Self
SOCl 425 Methods Seminar: Urban Sociology
SOCl 436 Methods Seminar: Investigative Sociology
SOCl 441 Methods Seminar: U.S. by the Numbers
SOCl 452 Methods Seminar: Health Care and Illness
SOCl 463 Methods Seminar: Bureaucracies and Institutions
SOCl 470 Methods Seminar: Culture and Identity
SOCl 480 Methods Seminar: Sociology of Work
SOCl 484 Methods Seminar: Sociology of Genocide

Additional Major Requirements

Substantive areas courses	8-12
Upper-division sociology electives (chosen in consultation with a department advisor)	9-13
Total Units in the Major	40

Substantive Areas of Sociology

Majors must take a minimum of one upper-division course in three of the five substantive areas below. Additional area courses may be offered in a given semester. Consult with an advisor.

Microsociology

This area assumes human agency and social action as fundamental to social life and takes into account both thinking and feeling in defining situations and in constructing actions. Microsociology focuses on reciprocal relationships between self and society with emphasis on:

- The social shaping of self, identity, and role;
- The interaction between self and others; and
- The development, maintenance, and change of subjective and social meanings. Applying microsociological approaches to status variables such as gender and age reveals how they are constructed, given meaning, and played out in individual lives.

SOCl 314 Deviant Behavior (cross-listed with CCJS)
SOCl 315 Socialization
SOCl 317 Emotions and Adult Life (cross-listed with GERN)
SOCl 319 Aging and Society (cross-listed with GERN)
SOCl 326 Social Psychology (cross-listed with PSYCH)
SOCl 350 City and Community Life
SOCl 414 Methods Seminar: Social Interaction
SOCl 417 Sociology of Mental Illness
SOCl 418 Methods Seminar: Social Development of the Self

Organizations, Occupations, and Work

This area addresses both organizational dynamics and their relation to broader societal processes. These include organizational cultures, structures, processes, and outcomes. Knowledge of these matters is relevant to students interested in human services, business, non-profit agencies, education, and criminal justice administration.

SOCl 306 Career Planning
SOCl 365 Human Services Administration
SOCl 366 Juvenile Justice (cross-listed with CCJS)
SOCl 432 Group Work with Older Adults (cross-listed with GERN and PSYCH)
SOCl 450 Punishments and Corrections (cross-listed with CCJS)
SOCl 451 Sociology of Education
SOCl 461 Social Work and Social Welfare
SOCl 463 Methods Seminar: Bureaucracies and Institutions
SOCl 480 Methods Seminar: Sociology of Work
SOCl 485 Organizations and Everyday Life

Macrosociology

Courses in this area investigate large social structures, institutions, networks, and processes that define and shape individual and organizational behavior, and that contribute to social and public policy. This area provides a conceptual overview of diverse social institutions. Macrosociology gives the student new insight into American society and its problems and possibilities from both the personal and professional perspectives.

- SOCI 301 Statistics for Sociologists
- SOCI 335 American Society
- SOCI 340 Drugs and Society (cross-listed with CCJS)
- SOCI 343 Women and Social Policy
- SOCI 345 Sociology of Families
- SOCI 347 American Class Structure
- SOCI 363 Sociology of Race and Ethnicity
- SOCI 377 Contemporary Sociological Theory
- SOCI 383 Social Change
- SOCI 384 Sociology of Consumption
- SOCI 425 Methods Seminar: Urban Sociology
- SOCI 440 Sociology of Reproduction (cross-listed with WGS)
- SOCI 441 Methods Seminar: U.S. by the Numbers
- SOCI 445 Sociology of Childhood and Adolescence
- SOCI 452 Methods Seminar: Health Care and Illness

Culture

Courses in the sociology of culture introduce students to central social forms that generate, transmit, and/or critique values, ideas, ideologies, lifestyles, and popular culture. Topics include the ways in which culture can act as a socializing agent reaffirming the existing social order or providing impetus to change, helping integrate societies or contributing to dissension. Students considering careers in the media, education, human services, and recreation are among those who will find these classes of special value.

- SOCI 312 Sociology of Gender
- SOCI 330 Sociology of Media
- SOCI 331 Mass Communications Theory and Research (cross-listed with COMS)
- SOCI 332 Death and American Culture
- SOCI 360 Sociology of Sexualities
- SOCI 385 Sociology of Culture
- SOCI 430 Sociology of Leisure
- SOCI 431 Sociology of Religion
- SOCI 434 Cinema and Society
- SOCI 435 Media Censorship
- SOCI 436 Methods Seminar: Investigative Sociology
- SOCI 470 Methods Seminar: Culture and Identity

Transnational Sociology

Transnational sociology provides a comparative perspective on societies throughout the world. Economic, political, and social institutions and dynamics are examined and compared. Among specific topics are comparative ideologies, roles, world elites, and local communities. Courses in transnational sociology explore these consequences and their long-term implications. Students interested in a historical and comparative examination of international issues would be well served to take courses in this area.

- SOCI 305 Perspectives on the Holocaust and Genocide
- SOCI 380 Political Sociology
- SOCI 381 Population and Society
- SOCI 382 Social Movements and Collective Behavior
- SOCI 449 Sociology of Power
- SOCI 482 Sociology of the Environment
- SOCI 484 Methods Seminar: Sociology of Genocide

Sample Four-year Program for Bachelor of Arts in Sociology

The following is a sample study plan only. The sequence and specific courses given are suggestive; please see an advisor each semester to plan your personal program.

FRESHMAN YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
ENGL 101 (3)	PHIL 101 (3)
GE Mathematics (3)	GE Physical Science (3)
GE BIOL 115 (3)	GE World History (3)
UNIV 102 First Year Experience (3)	SOCI 201 (3)
Electives (4)	CIS 101 (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
HUM 200 (3)	GE Social Sciences (6)
GE History/Political Science (6)	History of the Fine Arts (3)
GE Comparative Perspectives & Foreign Languages (3)	GE World Literature (3)
Electives (3)	Electives (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
SOCI 300 (4)	SOCI 375 (4)
Sociology Organizations Area (4)	Sociology Microsociology Area (4)
Sociology UD Electives (4)	UD GE Integrated Person (3)
UD GE Philosophy and Values (3)	Electives (4)

SENIOR YEAR:: 29 Units

Fall Semester (16 Units)	Spring Semester (13 Units)
Sociology Methods Seminar (4)	SOCI 498 (4)
Sociology Transnational Area (4)	SOCI 499 (4)
UD GE Contemporary International Perspectives (3)	Electives (5)
Electives (5)	

TOTAL UNITS:: 120

Minor in Sociology

SOCI 201 Introduction to Sociology	3
Upper-division courses in sociology chosen in consultation with an advisor	17
Total units in the minor	20

STATISTICS

DEPARTMENT OF MATHEMATICS AND STATISTICS

Darwin Hall 114

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Brigitte Lahme

*Rick Luttmann

Elaine McDonald-Newman

Edith Prentice Mendez

Jerry Morris

Cora Neal

Scott Nickleach

Sunil Tiwari

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Science in Statistics (pending CSU approval expected Spring 2008)

Bachelor of Arts in Applied Statistics (pending CSU approval expected Spring 2008)

Minor in Applied Statistics

Preparation for Actuarial Examinations

Mathematics and Statistics are rapidly growing disciplines whose concepts and applications play an ever-increasing part in modern life. Statistics has long been an essential tool in the physical sciences and has more recently been applied extensively in such diverse areas as medical and biological research, environmental studies, management science, behavioral and social sciences, and economics. Our basic

curriculum is designed to give students the skills necessary for success in business, industry, government, and teaching. In addition, these degrees will provide a sound background for continuation of study toward advanced degrees in statistics, or a quantitative foundation for graduate school in disciplines such as business, economics, biology, or other fields.

The B.A. in Applied Statistics is intended for students pursuing a degree in another discipline such as economics, psychology, biology, or others. These students may be interested in taking more statistics classes to prepare themselves for jobs in industry or success in graduate school in another field. The B.A. allows upper division units from another major to count as part of the "area of concentration", and is focused on developing practical skills such as regression analysis and ANOVA, and on gaining proficiency with statistical software packages such as SAS and SPSS. Students are strongly encouraged to earn the B.A. as part of a double major in a complementary field.

The B.S. in Statistics is a rigorous program for students who intend to pursue a career as a statistician or who wish to go to graduate school in Statistics or Mathematics. Students earning the B.S. will learn the same practical skills as those taking the B.A. Additionally, they will take theoretical courses in linear algebra, analysis, mathematical statistics, and stochastic processes. This program follows the guidelines proposed by the American Statistical Association in the Curriculum Guidelines for Undergraduate Programs in Statistical Science.

Both programs will prepare students for work in areas including government and industry, biostatistics, actuarial work, and consultative problem solving in modern industry.

Careers in Statistics and Actuarial Sciences

According to the American Statistical Association the demand for statisticians in the workforce is dramatically increasing. Statisticians can find employment in a variety of fields. Biomedical, pharmaceutical, engineering and marketing companies, and government agencies seek employees with statistical skills to analyze large data sets. Many students find lucrative jobs as SAS programmers.

In addition, statistics students with an interest in finance or economics will be interested in pursuing a career as an actuary. The courses in both the BA and BS provide a solid preparation for the first actuarial exam and the Applied Statistical Methods educational experience credit. Actuaries have been ranked in the top 5 careers in the US for salary and job satisfaction since 1988.

Learning Objectives for the B.A. and B.S.

- Describe data sets using appropriate numerical and graphical techniques;
- Develop mathematical tools necessary to perform statistical calculations and to understand distributions and statistical theory;

- Design experiments and survey sampling methods that allow results to be statistically analyzed to test hypotheses of interest;
- Determine which statistical analyses are suitable, perform the analyses using technology, and assess the validity of necessary assumptions and interpret the results;
- Construct and apply probability models for both discrete and continuous random variables; and
- Communicate with non-statisticians in written and oral formats to learn what a client is interested in ascertaining and to present the results from a statistical analysis.

Additionally, for the BS in statistics:

- Construct and verify mathematical proofs;
- Discuss properties of estimators and explain the rationale and assumptions behind statistical procedures; and
- Apply stochastic models to solve real-world problems.

Sample Four-year Program for Bachelor of Science in Statistics

FRESHMAN YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
MATH 161 (GE) (4)	MATH 211 (4)
MATH 165 (4)	MATH 265 (4)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
MATH 241 (4)	MATH 261 (4)
MATH 367 (2)	MATH 322 (3)
MATH 220 (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)

JUNIOR YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
MATH 345 (4)	MATH 381 (2)
MATH 465 (4)	MATH 445 (4)
Elective (3)	GE (3)
GE (3)	GE (3)
Elective (2)	Elective (3)

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
MATH 467 (2)	MATH 340 (4)
Elective (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)
Elective (4)	Elective (2)

TOTAL UNITS:: 120

B.S. in Statistics

Degree Requirements	Units
General education (51 units, 3 units covered by major requirements)	48
Major (includes 3 units in GE)	52
Electives	20
Total units needed for graduation	120
MATH 161 Differential and Integral Calculus I	4
MATH 165 Elementary Applied Statistics	4
MATH 211 Differential and Integral Calculus II	4
MATH 220 Higher Mathematics: an Introduction	3
MATH 241 Differential Equations with Linear Algebra	4
MATH 261 Multivariable Calculus	4
MATH 265 Intermediate Applied Statistics with SPSS	4
MATH 322 Linear Algebra	3
MATH 340 Real Analysis I	4
MATH 345 Probability Theory	4
MATH 367 Statistical Consulting and Communication	2
MATH 381 Computing for Statistics: SAS Programming Language	2
MATH 445 Mathematical Statistics and Operations Research	4
MATH 465 Experimental Design and Regression Analysis	4
MATH 467 Statistical Consulting, Communication, and Project Management	2
Total units in B.S. program	52

B.A. in Applied Statistics

Degree Requirements	Units
General education (51 units, 3 units covered by major requirements)	48
Major (includes 3 units in GE)	38
Required Area of Concentration	12
Electives	22
Total units needed for graduation	120
MATH 161 Differential and Integral Calculus I	4
MATH 165 Elementary Applied Statistics	4
MATH 211 Differential and Integral Calculus II	4
MATH 241 Differential Equations with Linear Algebra	4
MATH 261 Multivariable Calculus	4
MATH 265 Intermediate Applied Statistics with SPSS	4
MATH 345 Probability Theory	4
MATH 367 Statistical Consulting and Communication	2
MATH 381 Computing for Statistics: SAS Programming Language	2
MATH 465 Experimental Design and Regression Analysis	4
MATH 467 Statistical Consulting, Communication, and Project Management	2
Total units in Applied Statistics program	38

Required Area of Concentration:

Upper division courses in one other field chosen in consultation with and approved by an advisor in the Department of Mathematics and Statistics

12

Total units in B.A. program 50

Sample Four-year Program for Bachelor of Arts in Applied Statistics

FRESHMAN YEAR:: 28 Units	
Fall Semester (14 Units)	Spring Semester (14 Units)
MATH 161 (GE) (4)	MATH 211 (4)
MATH 165 (4)	MATH 265 (4)
GE (3)	GE (3)
GE (3)	GE (3)
SOPHOMORE YEAR:: 31 Units	
Fall Semester (15 Units)	Spring Semester (16 Units)
MATH 241 (4)	MATH 261 (4)
MATH 367 (2)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (3)	Elective (3)

JUNIOR YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
MATH 345 (4)	MATH 381 (2)
MATH 465 (4)	Area of Concentration (3)
Area of Concentration (3)	GE (3)
GE (3)	GE (3)
Elective (2)	Elective (4)

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
MATH 467 (2)	Area of Concentration (3)
Area of Concentration (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)
Elective (4)	Elective (3)

TOTAL UNITS:: 120

Minor in Applied Statistics

Twenty units are required. These must include MATH 165, MATH 265, MATH 367, MATH 381, MATH 467, and at least 6 units from statistically relevant courses in the department or elsewhere at Sonoma State University chosen in consultation with and approved by an advisor in the Department of Mathematics and Statistics.

Actuarial Science Career Preparation

Students interested in a career in Actuarial Science can prepare for the first two actuarial examinations by taking the following courses:

1. For Actuarial Exam 1: MATH 161, MATH 211, MATH 261, and MATH 345.
2. For Actuarial Exam 2: MATH 303, BUS 370, BUS 470, and ECON 375.

Entry-Level Mathematics (ELM) Requirement

Unless exempted, the Entry-Level Mathematics Examination must be taken within the past two years before enrollment in any general education course or developmental mathematics course (MATH 35 or 45). The ELM results will place the student in the appropriate level of mathematics courses. Note that if placement in the developmental mathematics sequence is necessary, satisfactory completion of MATH 45 is required for placement in MATH 103, 104, 105, 107, 111, 131, 141, 150, and 165. Please consult the Schedule of Classes or telephone the Office of Testing Services for times and places of examination. The examination will be given in conjunction with the English Placement Test. For additional information, please see the Admissions section of this catalog.

Grading Policy in the Department of Mathematics and Statistics

Non majors

All mathematics and statistics courses except MATH 35, 45, 103, 104, 105, 107, 111, 131, 141, 150, 161, and 165 are available in the Cr/NC grading mode to non-mathematics majors.

All Students

MATH 175, 210, 295, 330, 390, 395, and 499 are available only as Cr/NC.

Mathematics and Statistics Majors and Minors

A statistics major or minor must take all mathematics and statistics courses in the traditional grading mode, with the exceptions of courses offered only in the Cr/NC modes: MATH 107W, 161W, 175, 210, 211W, 295, 330, 390, 395, and 499, and any course taken as credit by challenge examination (please see more information on this in the Admissions section of this catalog). Majors are advised to take PHIL 102 for the GE category A3 (Critical Thinking).

Statistics Courses

Please see course titles and descriptions under the Mathematics section of this catalog.

THEATRE ARTS AND DANCE

Acting / Dance / Technical Theatre / General Theatre

DEPARTMENT OFFICE

Ives Hall 209
(707) 664-2474
www.sonoma.edu/theatre

DEPARTMENT CHAIR

Paul Draper

PERFORMING ARTS PROGRAM SPECIALIST

Shelley Martin

Faculty

Drama and Acting: Paul Draper, Judy Navas, Danielle Cain, Stephanie Hunt, Tori Truss, Adrian Elfenbaum, Doyle Ott
Dance: Kristen Daley, *Nancy Lyons, Scott Wells, Rebecca Wilson, Justin Fernandez, Sheldon Smith, Stacey Printz, Rachel Young Mawn, Jennifer Jaffe, Corinne Antipa
Technical Theatre: Anthony Bish, Melpomene (Mellie) Katakalos, Joel Eis

*Faculty Early Retirement Program

Guest Artists

Hector Correa; Joe Goode Performance Group; Rennie Harris; Peggy Hackney; Kathleen Hermesdorf; Claire Porter; Shelley Senter; Leibe Wetzel and "Lunatique Fantastic"; JoAnne Winter/Susan Harlow and "Word for Word Performing Arts Company"; Doug Elkins; Callie Floor; Theo Bridant; Amanda McTigue; Gabriel Francisco; John Sullins; Mikiko Uesugi

Programs Offered

- Bachelor of Arts in Theatre Arts with a
 - Concentration in Acting
 - Concentration in Dance
 - Concentration in Technical Theatre
- General Theatre Degree
- Minor in Theatre Arts (with acting, dance, drama emphases)

The Department of Theatre Arts and Dance provides a rigorous and nurturing learning context where students explore and share their passions and aptitudes toward the making of theatre and dance. Through a rich set of courses, a wide range of performance styles and opportunities, personal contact with faculty and guest artists, focused and comprehensive individual advising, and a supporting and caring staff, SSU theatre arts and dance majors and minors gain a deep impression of ensemble and individual creativity and a lasting sense of community.

The department is committed to creating, teaching, and learning about theatre that enlightens as well as entertains, that explores the values and ideas of many cultures and times, and that contributes to the artistic and personal growth of our students, faculty, and audiences. Faculty work to create a learning environment that is a

model for the collaborative work of theatre in which student and teacher are equally important and respected.

The department believes that theatre artists – dancers, actors, directors, playwrights, choreographers, designers, and technicians – are engaged in various ways of exploring, shaping, and communicating human experience. Our students learn that theatre can be a place in which values and beliefs, both personal and societal, are tested, deepened, and often reshaped through the making of theatrical performance. By entering into the world of a theatre or dance production, students temporarily assume the reality of the experiences, personalities, and beliefs of the characters and situations rendered in performance. In so doing students are presented with unique opportunities to develop artistic skill and kinesthetic intelligence, while growing in human understanding and empathy. Making theatre helps participants discover who they are, what they truly believe about theatre and also about life, and to express their own beliefs through theatre and dance.

Our theatre and dance faculty cultivate new and innovative approaches to acting, dance, drama, and theatre technology, while respecting and learning from the past. The department offers numerous performance opportunities and actively encourages and supports the development of new work by both students and faculty.

The Department of Theatre Arts and Dance program is closely associated with the Music Department, especially in voice and music theatre. Together these departments offer more than 200 student performances of theatre, dance, and music each year.

Bachelor of Arts in Theatre Arts with Concentration in Acting

The Acting Concentration offers intensive training in acting, with supporting courses in voice, theatre production, theatre history, dramatic literature, directing, technical theatre, and special topics. We also offer numerous performance opportunities including new works, contemporary and modern plays, Shakespeare and other classics, and music theatre.

Degree Requirements	Units
General education	51
Theatre arts requirements	50
Electives	19
Total units needed for graduation	120

Phase I, required for acting concentration (Freshman and Sophomore Years)

Students must complete Phase I before Phase II.

THAR 202 Intro to the History of Drama and Dance: Origins to 1800	3
THAR 203 Intro to the History of Drama and Dance: 1800 to present (strongly recommended)	3
THAT 120B Acting: Fundamentals for Acting Concentration Majors	2
THAR 220A Acting: Text and Scene Study	2
THAR 220B Acting: Characterization	2

Any two of the following three technical theatre classes:

* *prerequisite or concurrent enrollment in THAR 143A.*

THAR 143B* Costumes (2)

THAR 144A* Lighting (2)

THAR 144B* Scenery (2)

THAR 145A Voice for the Actor (strongly recommended) (1)

THAR 145B Speech for the Actor (strongly recommended) (1)

Total units required in Phase I 15

Phase II, required for acting concentration (junior and senior years)

THAR 300 Theatre in Action 3

THAR 320A Intermediate Acting Block A 5

THAR 320B Intermediate Acting Block B 5

ENGL 339 Introduction to Shakespeare (strongly recommended) 3

THAR 350 Directing Workshop 2

THAR 370A Early Plays: Evolution and Innovation 3

THAR 370B Modern Plays: Evolution and Innovation 3

THAR 400 Theatre of Today 1

THAR 420A Advanced Acting Block A 5

THAR 420B Advanced Acting Block B 5

Theatre Arts electives 5

Total units in Phase I 15

Total units in Phase II 35

Total units in the acting concentration 50

Sample Four-year Program for Bachelor of Arts in Theatre Arts — Acting Concentration

FRESHMAN YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
THAR 120B (2)	THAR 120B (2) repeat
THAR 143A (2)	THAR 144A (2)
THAR 145A (1)	THAR 145B (1)
U 150 (5) GE (A2 & A3)	THAR 302 (3) elective
Additional GE (6)	U 150 (4)
	Additional GE (3)

ALTERNATIVE FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
THAR 116 (1)	THAR 203 (3) GE (C1)
THAR 110 (1)	THAR 120B(2)
THAR 143A (2)	THAR 144B (2)
THAR 145A (1)	THAR 145B (1) GE (9)
THAR 143B (2)	GE (6)

SOPHOMORE YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
THAR 202 (C1 GE) (3)	THAR 203 (C1 GE) (3)
THAR 220A (2)	220 B (2)
THAR 143B (2)	THAR 325 (2)
THAR 302 (3) elective	ENG 339 (3))
GE (5)	GE (6)

ALTERNATIVE SOPHOMORE YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
THAR 143B (2)	THAR 110 (1)
THAR 202 (3) (C1 GE)	THAR 220 B (2)
THAR 220A (2)	THAR 302 (3) elective
GE (9)	GE (9)

JUNIOR YEAR:: 29 Units

Fall Semester (14 Units)	Spring Semester (15 Units)
THAR 320A (5)	THAR 320B (5)
THAR 350 (2)	THAR 300 (3) GE UD (C1)
THAR 370A (3)	THAR 375 (3)
GE UD (3)	THAR 400 (1)
Electives (1)	GE (3)

SENIOR YEAR:: 29 Units

Fall Semester (14 Units)	Spring Semester (15 Units)
THAR 420A (5)	THAR 420B (5)
THAR 302 (3)	THAR 371B(3)
GE UD (3)	GE UD (3)
Electives(3)	Electives (4)

TOTAL UNITS:: 120

Bachelor of Arts in Theatre Arts with Concentration in Dance

The dance concentration offers dance and movement studies with an emphasis on choreography, performance, and somatic approaches to dancing, with supporting courses in dance and theatre history, technical theatre, and special topics.

Degree Requirements	Units
General education	51
Theatre Arts requirements	48
Electives	21
Total units needed for graduation	120

Students must complete Phase I before Phase II.

Phase I, Required (Freshman and Sophomore Years)

THAR 202 Intro to the History of Drama and Dance Origins to 1800 or	3
THAR 203 Intro to History of Drama and Dance: 1800 to present	3
THAR 210A Contemporary Dance I	2
THAR 210B Contemporary Dance II	2
THAR 240 Choreography I	2

Choose two from the following technical theatre courses:

* prerequisite or concurrent enrollment in THAR 143A.

THAR 143B* Costumes (2)	
THAR 144A* Scenery (2)	
THAR 144B* Lighting (2)	4

Total units required in Phase I 13

Phase II, Required (Junior and Senior Years)

THAR 300 Theatre in Action	3
THAR 310A Intermediate Dance Block A	5
THAR 310B Intermediate Dance Block B	5
THAR 340 Choreography II	2
THAR 345 Choreography III	2
THAR 371A History of Dance A	3
THAR 371B History of Dance B	3
THAR 400 Theatre of Today	1
THAR 410A Advanced Dance Block A	5
THAR 410B Advanced Dance Block B	5
Electives - Dance	1

Total units in Phase II 13

Total units in Phase II 35

Total units in the dance concentration 48

Sample Four-year Program for Bachelor of Arts in Theatre Arts — Dance Concentration

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
THAR 110 (1)	THAR 110 (1)
THAR 143A (2)	THAR 144A (2) or
THAR 143B (2)	THAR 144B (2)
GE (10)	THAR 202 (3) (GE-C1)
	GE (9)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
THAR 210A (2)	THAR 210B (2)
THAR 240 (2)	THAR 340 (2)
GE (8)	GE (7)
Electives (3)	Electives (4)

JUNIOR YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
THAR 310A (5)	THAR 310B (5)
THAR 345 (2)	THAR 300 (3) GE UD (C1)
THAR 371A (3)	THAR 400 (1)
GE UD (3)	GE (UD) (3)
Electives (3)	Electives (3)

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
THAR 410A (5)	THAR 410B (5)
GE (5)	THAR 371B (3)
Electives (5)	Electives (3)
	GE (3)

TOTAL UNITS:: 120

Bachelor of Arts in Theatre Arts with Concentration in Technical Theatre

The technical theatre concentration offers intensive work in design, theatre technology, and stage management, with supporting courses in acting and movement, theatre and dance history, and special topics.

Degree Requirements	Units
General education	51
Theatre Arts requirements	48
Electives	21
Total units needed for graduation	120

Students must complete Phase I before Phase II.

Phase I, Required (Freshman and Sophomore years)

THAR 202 Intro to the History of Drama and Dance: Origins to 1800 or	3
THAR 203 Intro to the History of Drama and Dance: 1800 to Present (strongly recommended)	3
<i>* prerequisite or concurrent enrollment in THAR 143A.</i>	
THAR 143B* Costumes	2
THAR 144A* Scenery	2
THAR 144B* Lighting	2
THAR 230 Stage Management	3
ART 101 Art Fundamentals (strongly recommended) (3)	
ART 102 Art Fundamentals (strongly recommended) (3)	
Choose 3 units from the following dance/drama courses:	3
THAR 120A or B Acting: Fundamentals (2)	
THAR 110 Dance Fundamentals (1)	
THAR 210A Contemporary Dance I (2)	
THAR 116 Comedy and Improvisation (1)	
THAR 230 Stage Management (3)	

Total units required in Phase I 15

Phase II, Required (Junior and Senior Years)

THAR 300 Theatre in Action	3
THAR 344A Design for the Stage	3
THAR 344B Design for the Stage	3
THAR 321A Intermediate Technical Block	2
THAR 321B Intermediate Technical Block	2
THAR 350 Directing Workshop	2
THAR 370A Early Plays: Evolution and Innovation	3
THAR 370B Modern Plays: Evolution and Innovation	3
THAR 400 Theatre of Today	1
THAR 421A Advanced Technical Block	2
THAR 421B Advanced Technical Block	2
THAR 444 History of Ornament	2
Electives - Theatre	5
Total units required in Phase II	33
Total units in Phase I	15
Total units in Phase II	33
Total units in the technical theatre concentration	48

Sample Four-year Program for Bachelor of Arts in Theatre Arts — Technical Theatre Concentration

FRESHMAN YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
THAR 143A (2)	THAR 144A (2)
THAR 143B (2)	THAR 144B (2)
GE (12)	GE (10)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
THAR 202 GE (C1) (3)	THAR 120 or 210A (2)
GE (9)	THAR 230 (2)
THAR 110 or 116 (1)	GE (9)
Electives (2)	Electives (2)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
THAR 321A (2)	THAR 321B (2)
THAR 344A (3)	THAR 344B (3)
THAR 350 (2)	THAR 300 (3)
THAR 370A (3)	THAR 400 (1)
GE UD (3)	GE UD (3)
Electives (2)	Electives (3)

SENIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
THAR 421A (2)	THAR 421B (2)
THAR 444 (2)	THAR 370B (3)
GE (3)	Theatre Electives (3)
Theatre Electives (2)	Electives (7)
Electives (6)	

TOTAL UNITS:: 120

Bachelor of Arts in Theatre Arts (General Theatre Degree)

The general theatre degree takes a liberal arts approach to studies in theatre and provides students with a broad-based theoretical background in the history, theory, and practice of theatre. It is for students aiming for careers in education, directing, research, script writing, arts management, film production, and other careers that may not have performance or theatre technology at their centers.

Degree Requirements	Units
General education	51
Theatre arts requirements	48
Electives	21
Total units needed for graduation	120

Phase I, Required (Freshman and Sophomore Years)

Students must complete Phase I before Phase II.

THAR 202 Intro to the History of Drama and Dance: Origins to 1800	3
THAR 203 Intro to the History of Drama and Dance: 1800 to the Present	3
THAR 120A or B Acting: Fundamentals	2
THAR 143A Stagecraft	2
Any one of the following three technical theatre classes:	2
* prerequisite or concurrent enrollment in THAR 143A	
THAR 143B* Costumes (2)	
THAR 144A* Lighting (2)	
THAR 144B* Scenery (2)	
THAR 230 Stage Management	3
THAR 220A Acting: Text and Scene Study (may substitute 2 units of Dance)	2
Total units required in Phase I	17

Phase II, Required (Junior and Senior Years)

THAR 300 Theatre in Action	3
Any one of the following three workshop classes:	3
THAR 301 Dance Ensemble (3) or	
THAR 302 Drama Ensemble Workshop (3) or	
THAR 303 Technical Theatre Workshop (3)	
ENGL 339 Introduction to Shakespeare	3
THAR 350 Directing Workshop	2
THAR 370A Early Plays: Evolution and Innovation	3
THAR 371A History of Dance A	3
One of the following two classes:	3
THAR 370B Modern Plays: Evolution and Innovation (3) or	
THAR 371B History of Dance B (3)	
One of the following two classes:	3
THAR 374 World Theatre (3) or	
THAR 373 Dances of the World (3)	
THAR 375 Contemporary Plays and Playwrights	3
THAR 400 Theatre of Today	1

One of the following two teaching classes:	2
THAR 460 Drama for Children (2) or	
THAR 470 Dance for Children (2)	
Theatre Arts electives	2
Total units in Phase I	17
Total units in Phase II	31
Total units in the general drama concentration	48

Student may substitute 3 units from the following courses with consent of Theatre Arts advisor.

In English

ENGL 439 Studies in Shakespeare (3)
ENGL 329 Screen/Script Writing (Film-TV-Stage) (3)
ENGL 373 Introduction to Drama (3)
ENGL 474 Studies in Drama (3)
ENGL 377 Film and Literature (3)

In Chicano and Latino Studies

Chicano/Latino Theatre (1-2)

In Modern Languages and Literatures

One of the above may be substituted for an upper-division dramatic literature course offered in the Modern Languages and Literatures Department (as available, and if student's language skills allow).

Sample Four-year Program for Bachelor of Arts in Theatre Arts (General Theatre Degree)

FRESHMAN YEAR:: 31 Units

Fall Semester (14 Units)	Spring Semester (17 Units)
THAR 101 (3) GE (C1)	THAR 200 (3) GE (C4)
THAR 143A (2)	THAR 144B (2)
THAR 120 A or B (2)	THAR 302 (3)
GE (7)	GE (9)

Sophomore Years:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
THAR 202 (3) GE (C1)	THAR 203 (3) GE (C1)
THAR 220A (2)	THAR 220B (2)
THAR 110 (1)	THAR 325 (2)
THAR 230 (3)	THAR 301, 302 or 303 (3) Elective
GE (6)GE ((6)	

JUNIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
THAR 350 (2)	THAR 370B (3)
THAR 370A (3)	THAR 375 (3)
ENGL 339 (3)	THAR 400 (1)
GE UD (3)	GE UD (3)
Electives (4)	THAR 301, 302 or 303 (3) Elective

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
THAR 371 A (3)	THAR 300 (3) GE UD (C1)
ENG 373 (3)	THAR 374 (3)
GE (3)	THAR 460 or 470 (2)
Theatre Electives (3)	Theatre Electives (3)
Electives (3)	THAR 301, 302 or 303 (3) elective Electives (3)

TOTAL UNITS:: 120**Minor in Theatre Arts**

The minor in theatre arts consists of 24 units of theatre arts courses. Students may choose a minor concentration in acting, dance, technical theatre, or drama. Six of the elective units must be upper-division. Students contemplating a minor in theatre arts should consult the Theatre Arts Department full-time faculty at the earliest possible date for approval and advising.

Minor Core Requirements

THAR 203 Intro to the History of Drama and Dance: 1800 to present	3
THAR 300 Theatre in Action	3
THAR 301 Dance Ensemble or	
THAR 302 Drama Ensemble Workshop or	
THAR 303 Technical Theatre Workshop	3
Total units in the minor core	9

Minor Electives

Electives must include at least 6 upper-division units and should be chosen in consultation with an advisor. (For dance emphasis, students may choose THAR 103, Intro to History of Drama and Dance, or THAR 371A or 371B, History of Dance. Choreography I is a core requirement for a dance emphasis.)

Total units in the minor electives	15
Total units in the minor	24

WOMEN'S AND GENDER STUDIES

DEPARTMENT OFFICE

Rachel Carson Hall 18

(707) 664-2840

www.sonoma.edu/womenstudies

DEPARTMENT CHAIR

Charlene Tung

ADMINISTRATIVE COORDINATOR

Jo-Ann Smith

FACULTY

Lena McQuade

Don Romesburg

Programs Offered

Major in Women's and Gender Studies

Minor in Women's and Gender Studies

Career Minor in Women's Health

Women's and gender studies (WGS) is an interdisciplinary major that examines the experiences and opportunities of women and men in relation to race, ethnicity, class, and sexuality. WGS places gender in specific cultural and historical contexts in relation to families, communities, and nations. In addition, feminist scholarship in recent years has inspired a vast array of work on those who identify as gay, lesbian, bisexual, transgender, or queer. Uniting inquiry in women's and gender studies is the effort to understand and explain the inequalities between and among men and women and to envision change.

The Women's and Gender Studies Department allows students to engage in both classroom and community work. In addition to building skills through course work in social science research methods, feminist theory, and original research projects, students are also required to complete at least four units of internship in a community organization. These combined experiences provide women's and gender studies students with critical analytical skills and an opportunity to apply the theories and methods discussed in the classroom to practice in everyday life and the job market.

Major in Women's and Gender Studies

The major is an interdisciplinary curriculum that explores the nature and function of gender as it intersects with race, class, ethnicity, sexuality, and nation within our everyday institutions and lives. This includes contemporary, historical, and cross-cultural examinations of the sexual division of labor, the social construction of the family, the law, the media, and other public and private institutions. Women's and gender studies also focuses on how ideological conceptions of masculinity and femininity shape human development and constructions of knowledge itself.

The women's and gender studies major is constructed to encourage students to double-major or to minor in another discipline. The major has three components:

1. An interdisciplinary core of 21 units that exposes students to feminist theory and research about women and gender;
2. A disciplinary concentration of 15 units that exposes students to how gender analyses develop within, and can influence, a specific discipline; and
3. Skills application in social services for a total of 8 units, including 4 units of internship or community involvement.

Careers in Women's and Gender Studies

Women's and gender studies graduates hold tools – knowledge of gender issues, critical thinking skills, and breadth of perspective – that public service organizations, private industry, government, and graduate schools want and need. The women's and gender studies major or minor provides excellent preparation for students going into teaching, counseling, social work, public relations, public policy and management, advocacy work, and other fields. WGS graduates also pursue advanced degrees in education, law, public policy, history, psychology, sociology, and other areas.

Bachelor of Arts in Women's and Gender Studies

Degree Requirements	Units
General education	51
Major core requirements	44
Electives	25
Total units needed for graduation	120

I. Core Requirements

WGS 280 Women's Bodies: Health and Image or	
WGS 285 Men and Masculinity or	
WGS 350 Gender, Sexuality, and Family	3
WGS 375 Gender, Race, and Class	3
WGS 425 Feminist Research Methods	4
WGS 475 Contemporary Feminist Theory	4
WGS 485 Senior Seminar	4
Elective	3

The elective should be from within WGS, although appropriate courses from another department may be considered (in consultation with a WGS advisor). The elective course is separate from those taken to fulfill II and III below.

Total core units 21

II. Disciplinary Concentration

Students must specialize in one discipline (defined as any recognized major or minor in the University) by completing 15 units of course work in that area as follows:

- A course on women, men, or gender (3-4 units). Examples: Sociology of Gender, Women Writers, Gender and Archaeology, or Women in U.S. History;
- An introductory (3-4 units) course in the discipline (may be lower- or upper-division); and
- Additional upper-division courses (8-10 units) in the discipline, chosen in consultation with a women's and gender studies advisor.

Total disciplinary concentration units 15

III. Skills Application

WGS 390 Gender and Work 4

WGS 395 Community Involvement Project (CIP) 4
Or WGS 499 Internships 4

Internships/Community Involvement Projects must be completed in a community organization chosen in consultation with a WGS advisor. Sites usually address social inequalities related to issues raised in WGS courses. Examples: United Against Sexual Assault, Circle of Sisters after-school program, The Living Room (drop-in center for at-risk women and children), and The Family Connection (work with families transitioning out of homelessness)

Total skills application units 8

Total units necessary for major 44

Minor in Women's and Gender Studies

The minor in women's and gender studies is an interdisciplinary curriculum that applies feminist perspectives to the study of women and men. It draws upon both courses offered through the women's and gender studies department (e.g., WGS 350) and courses on gender offered through various departments on a regular and occasional Special Topics basis. The minor is composed of 10 units of core courses and at least 6 units of supporting courses, for a minimum total of 16 units. At least 13 of these units must be upper-division.

Minor Core Requirements (10 units)

The core courses provide an organized framework for understanding women's and men's lives and experience individually, within cultural groups, and from a societal perspective. It is recommended that students enroll in the core courses in the following order:

WGS 280 Women's Bodies: Health and Image or
WGS 285 Men and Masculinity or
WGS 350 Gender, Sexuality, and Family 3
WGS 375 Gender, Race, and Class 3
WGS 475 Contemporary Feminist Theory 4

Minor Supporting Courses (6 units)

Minors in women's and gender studies must complete at least two courses from at least two of the following categories for a total of 6 units.

Note: Courses on women and gender offered in other departments can fulfill these requirements.

- I. Women and Gender in American Society
- II. Women and Gender in the Humanities
- III. Biological and Psychological Perspective on Women or Gender
- IV. Women or Gender in International and Cross-Cultural Perspective
- V. Special Topics on Women or Gender

For more information, please come to the Women's and Gender Studies Department office (664-2840), Rachel Carson 18.

Total units in the WGS minor 16

Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The career minor in women's health provides students with interdisciplinary coursework, training, and work experience in the social, political, and economic aspects of women's health and illness. Career needs of both health care providers and liberal arts and sciences majors are addressed. It is a highly suitable program for those interested in pursuing careers as nurses, physicians, counselors, therapists, public health workers, research analysts, policy makers, and in a variety of other fields.

Minor Core Requirements (6 units)

WGS 280 Women's Bodies: Health and Image 3
NURS 480 Health, Sexuality, and Society or
WGS 350 Gender, Sexuality, and Family 3

Practical Application (3-4 units)

WGS 499 Internship in Women's Health Setting (4) or
NURS 425 Senior Clinical Study (3) 3-4

Electives (10-11 units)

All electives must be health-related (including mental health). When the health course does not explicitly deal with women's health, students are expected to do their term papers and projects on women's health issues and to be prepared to share these course materials with the program coordinator.

Suggested Electives

GEOG 396 Medical Geography 3
GERN 300 Basic Gerontology 3
GERN 319/SOCI 319 Aging and Society 3
NURS 340 Health and Illness in the Expanding Family 4
PSY 404/WGS 330 Psychology of Women 4
PSY 408 Transitions in Adult Development 4
PSY 454 Biofeedback and Somatic Psychology 4
SOCI 452 Health Care and Illness
(cross-listed as GERN 452) 4
WGS 301 Women's Health Lecture Series 1-2
WGS 440/SOCI 440 Sociology of Reproduction 4
WGS/NURS 495 Special Study Research
on Women's Health 1-4

Total units required in Women's Health minor 20

For more information come to the Women's and Gender Studies Department Office in Rachel Carson 18.

Sample Four-year Plan for Women's and Gender Studies Major (freshman entry to program)

Plan to complete the major (44 units) and graduate (120 units) in eight semesters starting in the freshman year. This major is organized to facilitate a double major or minor in another discipline. Hence 20 units of the major can be counted toward the double major (e.g., all the disciplinary concentration and 4 additional units can be counted for both majors).

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE (3), GE (3)	GE (3), GE (3)
GE (3), GE (3), GE (3)	GE (3), GE (3), GE (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
WGS 280 (GE) (3) or WGS 285 (3)	WGS elective (3)
Lower-division course in disciplinary concentration (4)	Disciplinary course (4)
GE (3)	GE (3)
Electives (6)	Electives (4)

JUNIOR YEAR:: 30 Units

Fall Semester (17 Units)	Spring Semester (13 Units)
WGS 375 (3)	WGS 390 (4) and WGS 499 (2)
Gender course in disciplinary concentration (4)	Disciplinary course needed for 20-unit minor (4)
WGS 350 (3)	Upper-division GE (3)
Disciplinary course needed to complete a minor (4)	
Upper-division GE (3)	

SENIOR YEAR:: 30 Units

Fall Semester (17 Units)	Spring Semester (13 Units)
WGS 425 (4)	WGS 485 (4)
WGS 475 (4)	WGS 499 (2)
Electives (9)	Electives (7)

TOTAL UNITS:: 120

Sample Four-Semester Plan for Women's and Gender Studies Major (transfer students and upperclassman entry to program)

Plan for transfer students and those who declare a major in women's and gender studies at the start of their junior year. (This plan assumes the student has completed 62 units toward graduation and all lower-division GE.) This plan is organized to facilitate a minor in another discipline.

JUNIOR YEAR:: 29 Units

Fall Semester (14 Units)	Spring Semester (15 Units)
WGS 350 (3)	WGS 375 (3)
WGS Elective (3)	WGS 390 (4) and WGS 499 (2)
Gender course in disciplinary concentration (4)	Disciplinary course (4)
Course in disciplinary concentration (4)	Upper-division GE (3)

SENIOR YEAR:: 30-32 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
WGS 425 (4)	WGS 485 (4)
WGS 475 (4)	WGS 499 (2)
Disciplinary course (4)	WGS elective (3)
Course to complete the minor in a discipline (4)	Upper-division GE (3)
	Electives (3)

TOTAL UNITS:: 120