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1969

## Bulletin of the University of San Diego Coordinate Colleges 1969-1970

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# University of San Diego

BULLETIN 1969-1970

COORDINATE COLLEGES

# Bulletin of the University of San Diego Coordinate Colleges

## 1969+1970

General Information Degrees and Requirements Courses of Instruction

Alcala Park San Diego, California 92110

July, 1969



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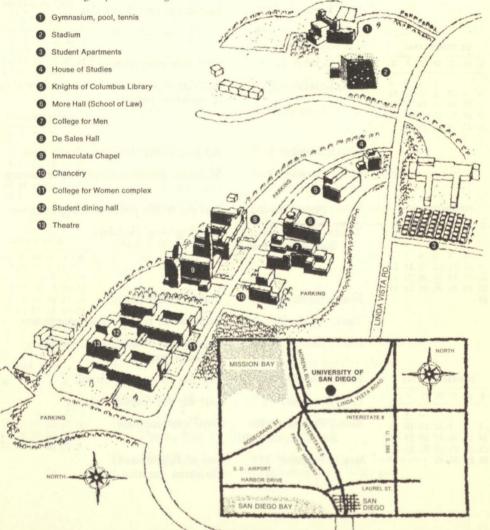
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Accessibility / 5

#### ACCESSIBILITY

The University of San Diego may be reached by many bus lines. Route 4 which passes Alcalá Park, runs from East Clairemont and Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Pacific Beach, Ocean Beach, Point Loma, Loma Portal, Mission Village, Serra Mesa, Cabrillo Heights, Clairemont, Mission Hills, Hillcrest, University Heights, Normal Heights, Kensington, Talmadge Park, Allied Gardens, La Mesa, Lemon Grove, Spring Valley, Grossmont, Fletcher Hills, El Cajon, Paradise Hills, Palm City, Imperial Beach.

## University of San Diego



#### 6 / Calendars

#### ACADEMIC CALENDAR: 1969-1970

# FALL SEMESTER

an detailed and						
SEPTEMBER 1969 SMTWTFS	Sat., September 6	Registration, preceded by orientation for freshmen				
1 2 3 4 5 6 7 8 9 10 11 12 13	Sat., September 6	Saturday classes begin				
14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Mon., September 8	University Convocation, 8:30 a.m. Regular classes begin, 9:30 a.m. University Mass of the Holy Spirit, 12:0 noon				
	Fri., September 19	Last day to enroll in a class				
OCTOBER 1969						
S M T W T F S	Fri., October 10	First deficiency notices				
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Fri., October 17	Last day to withdraw from classes without academic penalty				
	Sat., November 1	All Saints Day, Saturday classes meet				
	Fri., November 7	Mid-term grades due; second deficiency notices				
NOVEMBER 1969	Mon., November 24	Last day to file petitions for graduation				
S         M         T         W         T         F         S           1         2         3         4         5         6         7         8           9         10         11         12         13         14         15           16         17         18         19         20         21         22           23         24         25         26         27         28         29           30         30         30         30         30         30         30         30	Thurs., November 27- Sun., November 30 Mon., December 1	Thanksgiving Holidays Classes reconvene				
	Tues., Wed., Dec. 2, 3	Registration for optional Intersession				
	Mon., December 8	Feast of the Immaculate Conception; classes meet				
DECEMBER 1969	Fri., December 12	Last day for regular classes				
SMTWTFS	Sat., December 13	Last day for Saturday classes				
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	Mon., December 16- Sat., December 20	Final examinations				
28 29 30 31	Sun., December 21	End of fall semester Christmas vacation begins				

#### Calendars / 7

#### ACADEMIC CALENDAR: 1969-1970

#### **INTERSESSION** (optional)

JANUARY 1970									
s	м	т	w	т	F	s			
				1	2	3			
4	5	6	7	8	9	10			
11	12	13	14	15	16	17			
18	19	20	21	22	23	24			
25	26	27	28	29	30	31			

Mon., January 5 Wed., January 7 Wed., January 28

Registration for Intersession, 8:30 a.m. Last day to enroll in Intersession classes Final Examination; last day of Intersession

#### SPRING SEMESTER

Sat., January 31

Mon., February 2 Fri., February 13

Fri., March 6 Fri., March 13

Wed., March 25

Thurs., March 26-Sun., April 5

Mon., April 6

Thurs., May 7

Tues., May 19

Wed., May 20

Thurs., May 21-Thurs., May 28

Fri., May 29

Registration for Spring Semester. Saturday classes begin

Regular classes begin

Last day to enroll in a class

First deficiency notices due

Last day to withdraw from classes without academic penalty

Midterm grades due; second deficiency notices due

Easter Holidays

Classes reconvene

Ascension Thursday, classes meet

Last day for regular classes Honors Convocation

Study day

Final examinations

Baccalaureate Mass, 11:00 a.m. Commencement, 3:00 p.m.

12 19 26	20	21	22	23	24				
26 27 28 29 30 31 FEBRUARY 1970									

SMTWT FS 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

**MARCH 1970** SMTWT F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

APRIL 1970								
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5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30				

MAY 1970								
s	м	т	w	T	F	s		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

8 / Communications

#### COMMUNICATIONS

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

- Director of Admissions admissions procedures, campus visits, catalogs, other printed information.
- Director of Financial Aid scholarships, financial aid, grants, loans, student employment.
- Deans of Students student affairs, student activities, housing accommodations.
- Director of Development and Public Relations contributions and bequests, information about University events, alumni affairs.

Academic Deans - general academic policy and programs.

Treasurers — all business matters.

Registrar — student records and transcripts.

Director of Summer Sessions - summer sessions information.

Athletic Director - intramural and inter-collegiate athletics.

Mailing address: University of San Diego

Alcala Park San Diego, California 92110

Telephone: Area Code 714: 291-6480

The BULLETIN OF THE COORDINATE COLLEGES is one of several bulletins published each year giving information about the colleges of the University of San Diego. Other bulletins are:

Bulletin of the School of Law

Bulletin of the Summer Sessions



#### OFFICIAL RECOGNITION

The Coordinate Colleges of the University of San Diego — the San Diego College for Women, and the University of San Diego College for Men — are both incorporated under the laws of the State of California and are invested with full power to confer degrees. Both colleges are accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES. The colleges are approved for veterans.

Both the College for Men and the College for Women are empowered by the California State Board of Education to recommend candidates for the Standard Credential with Specialization in Secondary Teaching. The San Diego College for Women is also empowered to recommend candidates for the Standard Credential with Specialization in Elementary Teaching, and candidates for the Specialized Preparation in Exceptional Children (Area of Mental Retardation), and the Specialized Preparation in Librarianship. All education programs are open to students of both the College for Men and the College for Women. 10 / Memberships

#### MEMBERSHIPS

Both the College for Men and the College for Women hold membership in the

WESTERN COLLEGE ASSOCIATION

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

AMERICAN COUNCIL ON EDUCATION

AMERICAN LIBRARY ASSOCIATION

ASSOCIATION OF AMERICAN COLLEGES

ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES

COLLEGE ENTRANCE EXAMINATION BOARD

COLLEGE SCHOLARSHIP SERVICE

NATIONAL CATHOLIC EDUCATION ASSOCIATION

PACIFIC COAST ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

The College for Women also holds membership in the

AMERICAN ALUMNI COUNCIL

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION CALIFORNIA COUNCIL ON THE EDUCATION OF TEACHERS KAPPA GAMMA PI NATIONAL ASSOCIATION OF SUMMER SESSIONS

NATIONAL COMMISSION ON ACCREDITING

The College for Men also holds membership in the
AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
AMERICAN CHEMICAL SOCIETY
AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION
AMERICAN FORENSIC ASSOCIATION
AMERICAN INSTITUTE OF PHYSICS
CALIFORNIA ASSOCIATION OF CHEMISTRY TEACHERS
PACIFIC SOUTHWEST FORENSIC ASSOCIATION
UNITED STATES CATHOLIC HISTORICAL SOCIETY
WESTERN COLLEGE PLACEMENT ASSOCIATION



## THE UNIVERSITY — Its Past and Its Present

A dynamic experiment in education, the University of San Diego Coordinate Colleges have achieved a vital and effective educational unification.

The year 1969, 200th anniversary of the City of San Diego, marks also the 20th anniversary of the chartering of the independent University which bears that city's name. Today the University of San Diego consists of a School of Law and two coordinate undergraduate and graduate institutions, the College for Women and the College for Men, all located on the Alcalá Park campus, under the chancellorship of the Bishop of San Diego. On the campus also is St. Francis Seminary for undergraduate men aspiring to the priesthood; its students take their academic work in the coordinate educational programs of the two undergraduate colleges.

The twenty years since the University's founding have evidenced a steady development. The San Diego College for Women, the first unit

#### 12 / USD History

of the University at Alcala Park, began classes in February, 1952. It was erected, financed, and equipped by the Society of the Sacred Heart, its sixth college in the United States. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800; it was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

The second unit of the University, the College for Men, sponsored by the Diocese of San Diego, was opened in 1954, one of the twelve diocesan institutions of higher education in the United States. Its founder, the Most Reverend Charles F. Buddy, first Bishop of San Diego, envisioned its increasingly influential position in education both for the diocese and for the San Diego community.

The first professional school on the Alcala Park campus, the school of Law, was inaugurated in 1954. It offers a three-year full-time day program and a four-year part-time evening program, both leading to the *Juris Doctor* degree.

Change and innovation have marked the educational development of the University of San Diego in recent years. The cooperative curricular program inaugurated in 1967 between the College for Men and the College for Women now includes all academic departments, with completely unified or joint curricula in biology, chemistry, English, French, history, mathematics, political science, psychology, sociology, and Spanish. Areas such as art, music, economics, business administration, theatre arts, physics — traditionally offered only in the College for Women or the College for Men — are now coeducational, open to students of both colleges. Thus, a richer intellectual climate enhances the educational opportunities of the University of San Diego.

The trend towards unification of curriculum has fostered coordination in other areas. Students of the College for Men and College for Women have always participated jointly in extra-curricular and social activities. Now, by majority vote of both student bodies in the spring of 1969, the two student government groups have been merged into a single organization, the Associated Students of the University of San Diego. The University provides unified dining facilities for men and women resident students, a joint student-union snack bar area, and a central bookstore. Increasing unification has brought to USD a more natural social environment.

The young men and women who share the life of the University of San Diego and contribute to its growth are a diverse group. They have chosen USD for various reasons; most of them would like to acquire the power to think clearly and independently, to form sound and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic liberal arts college, and many of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

Small classes, a friendly campus atmosphere, close rapport between faculty and students — such are the elements creating the educational environment of the University of San Diego.

#### AIMS

The primary purpose of the University of San Diego is to educate students in their pursuit of knowledge and understanding. A community of scholars, we are dedicated to the ideals of Catholic wisdom combined with those of a liberal education, one which aims to free each of us from prejudice, ignorance, and the arrogance of easy assumptions. It is our belief that learning such as this is essential in the vital project that absorbs all of us — that of achieving true and humane life.

The University welcomes students of all creeds, races, and cultural backgrounds, convinced that the direct influence of differing people upon each other is essential to individual growth: spiritual, intellectual, moral, and psychological. On the broad base of a liberating education in the arts and sciences, then, we seek to make available to all students an articulate and critical understanding of the world and their place in it. This means that each will pursue studies in the areas of learning common to all human activity, and that each will experience the freedom to explore, to test, to revise, to undo, and to create. And, as the student matures, it is assumed that he or she will be prepared to elect with confidence specialized advanced study or one of the many careers open to people whose sense of competency and desire to participate in life have been confirmed.

We strive to provide a climate in which each member of the University community may enjoy maximum growth. We seek intellectually alert men and women who realize that individual rights carry with them corresponding responsibilities and that openness to ideas and to change require a courageous stand for principles. We believe that the undergraduate years of each student can constitute the awakening of a life-long awareness of opportunities for accomplishment and service.



#### CAMPUS LIFE

The University of San Diego campus is a 221-acre tableland at the western end of Kearny Mesa, high on a hill commanding inspiring views of the Pacific Ocean, Mission Bay, San Diego harbor, and the surrounding mountains. The campus, named Alcalá Park after the Spanish university city of Alcalá, scene of the labors of St. Didacus (San Diego), is superbly located in an urban area, ideally close to the business, cultural, residential, and recreational areas of California's birthplace and now third largest city.

Alcalá Park's ten buildings include the Immaculata Church; More Hall, housing the School of Law; the College for Men complex, including an Arts and Sciences building, the Knights of Columbus Library, and residence apartments; several houses of studies; the College for Women complex, which includes the University dining hall, a theatre, the College for Women library, a beautiful chapel, and the women's residence areas;

Campus Life / 15

and the University recreation center, comprising an olympic-size swimming pool, gymnasium, stadium, and tennis courts.

Here, in sunny Southern California, the student finds a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish missions, the theatre, swimming (in the large university pool and in the bay and ocean), boating, surfing, tennis, golf, and many others. Close proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

#### Academic Facilities

Academic facilities of the Coordinate Colleges include modern and comfortable classrooms, fully-equipped science laboratories, and a language laboratory. The two libraries are the center of academic life.

The Knights of Columbus Memorial Library at the College for Men, dedicated on May 5, 1958, boasts a collection of about seventy thousand books and bound periodicals, and receives more than six hundred current periodicals and fifteen newspapers. A constantly growing file of microfilms and two microfilm readers are provided for student use. The Donohue Room, donated with its seventeenth century furnishings by Sir Daniel and Countess Bernardine Donohue, contains a collection of rare tenthcentury ikons presented by the late Admiral William Standley. The Military Order of World Wars, La Jolla Chapter, has established a depository for its historical papers in the library. Periodically, art exhibits are held there.

The College for Women library, a three-floor wing of the CW academic building, houses a collection of books and bound serials totaling about seventy thousand, including the St. Thomas More collection given by Dr. Julia Metcalf. The library has recently received two valuable language collections: early works in Spanish literature, including incunabula, and a private library rich in French literature. The record collection of the library contains over 6,000 recordings and albums, largely music and literature.

Both libraries use the open-stack system, thereby increasing the accessibility of their resources to faculty and students.

#### Student Residence

Residence facilities are provided on campus for both men and women resident students. Undergraduate women who are not residing at home

#### 16 / Campus Life

or with relatives live on campus. Ordinarily undergraduate men who are freshmen or sophomores under twenty-one years of age are required to live on campus, unless they reside in the home of their parents.

College for Women residence facilities include single and double rooms, and rooms for three or four girls, with separate closets for each occupant. Residence areas are on the upper floor of the academic buildings, easily accessible to the dining hall, the lounges, and the classroom areas. All rooms overlook one of the seven semi-tropical patios around which the college is built. An ample parking lot is near the residence quarters, for the use of those who wish to have a car on campus.

The College for Men residence facilities are separate apartment units. Each apartment includes a large study, two bedrooms with separate walkin closets, complete kitchen and dining area, one or two bathrooms, and a spacious patio-sundeck. The living quarters, while under direct University supervision, are designed to permit and encourage the maximum of self-government commensurate with the maturity of the students who live there.

The House Council of the College for Women and the Resident Student Association of the College for Men concern themselves with all matters which affect students living on campus.

#### Cultural Activities

The University recognizes that an important element of the collegiate experience is an acquaintance with qualified and articulate spokesmen of our time, whether the viewpoints presented are readily shared or annoyingly abrasive. Accordingly, throughout the academic year and during the summer sessions, the Coordinate Colleges invite to the campus wellknown scholars, travelers, and significant figures in public life, to complement classroom study, and, in general, broaden the experience of the student. Undergraduate students also have numerous opportunities to hear outstanding speakers brought to the campus by the School of Law.

Further, in order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional faculty artists, and brings to the campus professionally executed programs in drama, dance, and music.

#### **Religious** Life

The University administrative staff includes a full-time chaplain whose duty is to care for the spiritual needs of all students.



Each class day a special student folk-Mass is scheduled at noon. Generous opportunities are provided for the reception of the Sacraments throughout the year. Each week, the chaplain meets with student groups for informal discussions of moral and religious topics of current interest. B.O.S.S. weekends in El Cajon are available to interested students.

#### Student Conduct

It is assumed that the entry of students into the University of San Diego constitutes their acceptance of any University regulations relative to student conduct. More specific information on these is available in the Student Handbook, obtainable from the Office of the Dean of Men or Dean of Women. Students who fail to support the objectives of the University of San Diego community forfeit their right to continued membership in it.



### STUDENT ORGANIZATIONS AND ACTIVITIES

All students belong to the ASSOCIATED STUDENTS OF THE UNIVERSITY OF SAN DIEGO, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students and members of its governing council are elected or appointed from among the students of both of the Coordinate Colleges; under their leadership, the students plan and manage student affairs and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on academic and disciplinary affairs.

The purpose of the ACCOUNTING SOCIETY is to encourage and promote the study of accountancy in its highest standards. It serves as a medium between students, instructors, and other professional accounting organizations. Members take part in field trips, professional lectures by outsiders, and are encouraged to become members of the American Accounting Association, National Association of Accountants, and also to continue the study of accountancy in graduate schools until their goal is obtained.

The ALCALA PARK PLAYERS offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual growth of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world. Admission into this congregation is the highest privilege that can be accorded a student. Membership continues through life.

The FILM FORUM, sponsored by the Associated Students, has a twofold purpose: it fosters discussion of contemporary issues and problems as explored in significant films; and it encourages the evaluation of movies as an art form.

The GAVEL CLUB is a forensic society organized to foster activity in public speaking, oral interpretation, and debate. Members participate in local, state, and national tournaments.

HONORS GROUPS: The University of San Diego is affiliated with several national honor associations: KAPPA GAMMA PI, the National

#### 20 / Organizations

Scholastic and Activity Honor Society for Catholic College Women, in which students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership; PI DELTA PHI, the National French Honor Society, in which French majors or minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership; SIGMA DELTA PI, the National Spanish Honor Society, in which Spanish majors and minors who maintain a high scholastic standing and serve actively in the Spanish Club are eligible for membership; DELTA EPSILON SIGMA, the National Scholastic Honor Society for undergraduates, graduates, and alumnae, the purpose of which is to recognize academic accomplishments, foster scholarly activities, and provide an intellectual meeting ground for its members. Other Honors groups are: OMICRON DELTA EPSILON, open to economics majors who have demonstrated their excellence in the study of economics; membership makes available participation in extracurricular programs, lectures, discussions, and meetings furthering the study of economics; and SIGMA PSI, a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics; to aid student efforts in science and mathematics by accumulating sources of information on recent developments in these fields; and to foster individual and joint mathematics and science research projects.

Responsibility for governing fraternity life and mediating interfraternity relationships on the University of San Diego campus is assumed by the INTERFRATERNITY COUNCIL, an organization composed of students representing each of the social fraternities.

The three social fraternities recognized by the College for Men are: Alpha Delta Gamma, Tau Kappa Epsilon, and Phi Kappa Theta. Each aims to promote the social, intellectual, and moral development of its membership.

The INTERNATIONAL RELATIONS CLUB gives students an opportunity for analysis and discussion of current problems with the objective of developing intelligent, alert citizens.

The INTERNATIONAL STUDENTS ASSOCIATION is an organization open to all students, especially foreign students; it plans recreational and social events in order to welcome foreign students into the University environment, and to encourage them to preserve the beauties of their own native cultures and to share them with students from other parts of the world. The MODEL UNITED NATIONS CLUB gives students an insight into the machinery of the United Nations, its problems, its agencies and its operations. Members attend a yearly MUN convention.

MODERN LANGUAGE CLUBS on campus promote a lively interest in the literature and culture of foreign nations by means of conversation, discussion, moving pictures, reading and staging of plays, luncheon meetings at language table in the cafeteria. The French Club was the first language club in operation; the Spanish Club is the second.

MUSIC: Several musical groups are organized on campus. The AL-CALA CHORALE prepares several musical, or combined musical and dramatic performances each year. The UNIVERSITY ORCHESTRA, including first and second violins, violas, cellos, bass viol, tympani, and wind instruments, and also the ENSEMBLE offer performances each year.

The POLITICAL SCIENCE CLUB is designed to stimulate an active interest in political affairs at all levels of government. The club frequently brings to the campus political speakers; it invites members of the Consular Corps for lecture and discussion. A continuing film program is also offered. The club provides analyses of campaigns and electoral decisions. Club members often attain positions in organizations of federal, state and local office holders and seekers. Membership is open to anyone who is interested.



#### 22 / Organizations

The PSYCHOLOGY CLUB promotes the interest and creative development of students studying psychology or related life sciences. Programs are designed to augment and enhance the regular curriculum and include lectures, colloquia, and panel discussions.

PUBLICATIONS: Student publications are the annual, ALCALA, and the newspaper, VISTA, the literary journals, PEQUOD and UNUM; LA GIROUETTE, French Club quarterly, HOJAS SUELLAS, Spanish Club quarterly; and the SCIENCE NEWSLETTER.

The SAILING CLUB takes advantage of an ideal climate and location for its activities. This club is organized for both recreational and collegiate competition. The SURFING CLUB is organized to provide opportunities for recreation and for intercollegiate competition in surfing. Membership is open to students in all units of the University of San Diego.

The department of Natural Sciences sponsors a SCIENCE CLUB for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institution of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The SOCIETY FOR THE ADVANCEMENT OF MANAGEMENT, student chapter, promotes field trips for students in Business Administration, and arranges for visiting speakers to lecture on campus regarding the problems and techniques of management in the business world today.

The University of San Diego STUDENT EDUCATION ASSO-CIATION, affiliated with the California Teachers Association and the National Education Association, is designed to encourage continued interest in the teaching profession by students in all major academic fields. Opportunity is afforded members to participate in professional, social, and service activities related to the broad field of education. The primary purpose of the USDSEA is the development of the career teacher.

The WOMEN'S ATHLETIC ASSOCIATION affords an opportunity for wide participation in a varied program of sports, including tennis, sailing, bowling, golf, swimming, and horseback riding.

The YOUNG DEMOCRATS and YOUNG REPUBLICANS are organized on campus to foster creative interest in American political life, and to develop in students a sense of responsibility for the welfare of the nation.

Organizations / 23

#### ATHLETICS

The University offers a program of intramural sports and maintains a schedule of intercollegiate games in basketball, baseball, tennis, golf, sailing, and surfing. Club football is being inaugurated by the Associated Students in the fall of 1969.

The College for Men holds membership in the following:

American Association of College Baseball Coaches National Association of Basketball Coaches National Collegiate Athletic Association NCAA Golf Coaches Association Southern California Athletic Conference

#### AUXILIARY ORGANIZATIONS

There are several auxiliary organizations which render highly appreciated and most valuable aid — spiritually, socially, and financially to the University of San Diego:

- The Children of Mary a unit of the world-wide Children of Mary Congregation associated with schools and colleges of the Sacred Heart;
- The University of San Diego Auxiliary a group of San Diego women interested in the University;

The Alcalá Guild - a group of mothers of students and faculty wives;

- The Alumni Association which promotes the interests of students and graduates of the College for Men;
- The Alumnae of the Sacred Heart with membership drawn from former students and graduates of the College for Women and other Sacred Heart colleges and schools all over the world; the local Alumnae group is a unit of the national Associated Alumnae of the Sacred Heart (AASH).

#### UNIVERSITY BOOKSTORE

For the convenience of students, the University operates a bookstore on the campus. Textbooks, stationery, laboratory supplies, and notions are available there on a cash basis.

#### STUDENT SERVICES

#### Student Health Service

The primary aim of the Health Services is to maintain conditions of sound mental and physical health. A registered nurse is on duty at all times. Physicians are on call throughout the year to care for student health. Two well-equipped hospitals, located nearby, offer facilities for surgery and for the care of those seriously ill.

A medical examination and a certificate of health are required of each entering student.

All full-time undergraduate students at the College for Men are required to participate in a health and accident insurance program.

#### 24 / Student Services

#### Educational Development Center

The purpose of the Educational Development Center is to enrich the student's academic experience and to increase his or her efficiency in dealing with the normal demands of an academic community. Particular assistance is available to students undecided as to major or contemplating change in major. Several programs have been devised by the Educational Development Center to meet these needs.

The Reading Efficiency Laboratory is designed to increase speed of reading and degree of comprehension so that students may profit maximally from their reading activity. Most students double or triple their reading rate and increase their comprehension after completing this program.

The Professional Exploration Program assists the student in making appropriate decisions regarding vocational choice. Through the use of an extensive battery of instruments, the student will be able to assess academic assets, dominant interest patterns and potential for success in his or her aspired profession.

The Learning Laboratory is equipped to permit students to study subject areas which they wish to explore for review or for increased knowledge. The laboratory is entirely self-instructional so that students may elect the subject matter and progress through the program at their own speed.

The Efficient Study Program is designed to instruct students in effective ways to meet the academic demands of college in order that they may make the most effective use of time.

Personal discussion with the staff psychologist is also available at the Educational Development Center.

#### Tutoring

The University of San Diego has a tutoring program designed to help culturally and educationally disadvantaged students to follow successfully the regular college program. Through the Financial Aid Office, more advanced students are assigned on a one-to-one basis to assist the disadvantaged students with their academic work. Through this special aid at the beginning of their collegiate work, the college hopes to equip disadvantaged students to succeed on their own.

#### Placement

Through the department of education for credential candidates, the various departmental offices, and the Deans of Students' offices, the University endeavors to assist graduates in their efforts to gain admission to graduate or professional schools, or to find suitable employment in the fields of business or education.



#### ADMISSION

Admission is based upon evidence of the applicant's fitness to profit by college work at the University of San Diego. Applications for admission to the fall or spring semesters, or to the summer sessions, should be made as early as possible.

#### ADMISSION TO FRESHMAN STANDING

- 1) Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered.
- 2) Scores on the Scholastic Aptitude Test of the College Entrance Examination Board. Students should plan to take this test in December or January preceding the desired date of entrance. (In California, a November administration is also available.)
- 3) Recommendations from high school faculty.
- 4) A personal interview is requested but is not a formal part of the admissions procedure.

#### Admissions Procedure

Application for admission is made through the Office of Admissions. Forms should be completed and filed together with transcript of credits as early as possible.

The procedure for application is as follows:

- 1. A candidate should procure the Application for Admission form from the Office of Admissions and return the completed form with the fee of \$10.00 and a recent photograph.
- 2. A candidate should ask the Registrar of the high school (and college, if any) to send the official transcript of credits to the University at the end of the sixth or seventh semester of high school. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
- 3. Reports of the Scholastic Aptitude Test of the College Entrance Examination Board should be forwarded to the University at the request of the student. Please note the recommended test dates above.
- 4. The applicant should arrange to have sent directly to the University the recommendations as indicated on the Application for Admission form.



- 5. Arrangements for a personal interview should be made through the Office of Admissions.
- 6. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application.
- 7. The University observes the announced Candidate's Reply Date set by the College Entrance Examination Board (May 1 preceding the fall semester in which the applicant wishes to enter.) This means that candidates who have been informed of their acceptance in the University are not asked to make any non-refundable deposit prior to that date.
- 8. Resident students should send a room reservation of \$100.00 when accepted.

Day students should send their \$50.00 tuition deposit when accepted. These non-refundable deposits are credited to the student's account.

- 9. The student will then receive information concerning University regulations, and a health form to be filled out by a physician and returned before entrance.
- 10. During the summer, the Office of the Academic Dean will mail to all new students data on pre-registration for fall semester classes. After receiving this information, incoming students are welcome to write, telephone, or visit, if they wish to have questions clarified.

#### 28 / Admission

#### Early Decision

Candidates of outstanding academic achievement in high school, who indicate the University of San Diego as their first choice, are encouraged to make application during the month of October of their senior year. Those candidates whose application files are complete by November 15 (including their Scholastic Aptitude Test scores taken in their junior year) will be notified of their admissibility on or about December 1. They must file their intention to enroll within two weeks of this date. Admission under this category is conditional and the student must demonstrate continued academic achievement during the senior year of high school.

#### Advanced Completion of College Courses

Candidates presenting a transcript showing work from a collegiate grade institution completed while still in high school may receive advanced placement and appropriate credit toward graduation. This credit does not normally exceed 12 units.

#### Advanced Placement - College for Men

The College for Men will consider examination results from the College Level Examination Program of the College Entrance Examination Board for placement and credit.

#### Veterans Certificate of Eligibility

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veteran's authority in order that the University can certify to the Veterans Administration that he has entered into training. For further information, contact your local Veterans Administration office or the Office of Admissions.

#### Admission to Summer Sessions

Students who are candidates for degrees at the University are eligible to register for the summer sessions.

Students who are candidates for degrees at another college or university may enroll in summer sessions at the University, but they are advised to consult with the Dean of their institution to assure themselves that credits earned here will be accepted in transfer.

Others applying for admission to summer sessions will be accepted if it appears that they can profitably undertake work at the University.

Admission / 29

High school students who have completed the junior year with at least a B average in all college entrance subjects taken in sophomore and junior years may enroll in lower division courses for which they have the prerequisites, and may gain college credit.

Registration in summer sessions does not constitute admission nor imply eligibility to enroll in the fall semester.

#### ADMISSION TO ADVANCED STANDING

The University accepts on transfer from a college or university students who present a C average or better, if they were admissible to the university as freshmen. Candidates who were not eligible for admission to the university as freshmen must present a minimum GPA of 2.4, based on at least twenty-four units of acceptable college work.

Candidates for advanced standing, in addition to the procedures listed on pages 26-27, will present official transcripts of all college work, a statement of honorable dismissal from the college, and a letter of recommendation from the college.

#### ADMISSION OF FOREIGN STUDENTS

The University of San Diego welcomes foreign students who can demonstrate their ability to undertake college work with profit in the United States.

Applicants for admission from outside the United States must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work. All records of previous academic work must be translated into English.

Applicants from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey, 08540; admission will not be granted until results of this test are submitted to the University. All foreign students accepted at the University must provide for their financial support from non-University sources.

#### ADMISSION TO GRADUATE STANDING

See Graduate Division Announcement, Page 198

30 / Expenses

#### SEMESTER EXPENSES: 1969-1970

SLITESTER ERITITOES. 1909-1970	
APPLICATION FEE*, payable when application is made for	
admission. This fee is not refundable.	
It must be paid by all students \$	10.00
FULL-TIME STUDENTS (10 units or more)	
TUITION, payable at registration for each semester	600.00
REGULAR FEE, payable at registration, includes	35.00
Library and Syllabus Fee, Registration Fee, and Lab Fees	
ASSOCIATED STUDENT BODY FEE	
College for Women, Undergraduate Students	25.00
College for Men, Undergraduate Students	30.00
Graduate Students	15.00
DEPOSIT	
Tuition deposit for day students	50.00
Room deposit for resident students	100.00
ROOM & BOARD	
College for Women 670.00	820.00
Room for three or four 670.00	
Double room 720.00 Single room 820.00	
Single room 820.00	600.00
College for Men	600.00
Room & Board during vacations, per week	50.00
PART-TIME STUDENTS (9 units or less)	ga.baam
TUITION & REGULAR FEE, per unit	45.00
ASB FEE, for part-time undergraduates carrying 7-9 units	15.00
Auditors pay in full.	
SPECIAL FEES	
Vehicle Registration Fee, per semester	5.00
Late Registration Fee	10.00
Graduation Fee	30.00
Student Teaching:	
Elementary, Level II	15.00
Elementary, Level III	45.00
Secondary: each 3-unit block	25.00
Insurance (required at College for Men) per year	30.00
Special Examinations 5.00	
Music, applied lessons, per semester (payable to instructor)	100.00
Transcripts, first one free, each thereafter	1.00
5	1.00
DEFINIT DOLLAR DE LE CLU	

REFUND POLICY: Fees and Deposits are not refundable. Refunds are calculated as of the date the student presents the official withdrawal slip at the Office of the Registrar. Tuition, Room, Board: withdrawal slip dated: a) First week of the semester: 90% refund; b) Second week of the semester: 50% refund; c) Third week of the semester: 25% refund. Thereafter, no refund.

All expenses must be paid on or before Registration Day. No deduction or refund is made for delay in returning at the beginning of the term, or for absence after entering.

\*Application fee may be waived where there is evidence of exceptional financial need.

#### DEFERRED PAYMENT

#### College for Men: Education Funds, Inc.

Education Funds, Inc. is a nationwide organization which specializes in educational financing, and provides plans which enable students and/or parents to pay education expenses in monthly installments. All EFI plans include insurance on the life of the parent, total and permanent disability insurance on the parent, plus trust administration in the event of the parent's death or disability. Agreements may be written to cover all costs payable to the college over a four-year period in amounts up to \$14,000.

All details of the deferred payment plan are to be arranged directly with Education Funds, Inc., 10 Dorrance Street, Providence, Rhode Island 02901. Arrangements for participation in this program should be completed prior to registration each semester.

#### College for Women: Tuition Plan, Inc.

The College for Women offers parents or guardians of students a method of budgeting the cost of education through The Tuition Plan. Rather than pay the fees in large cash payments, you may elect to pay your educational expenses by means of low cost monthly payments.

One benefit of this program is the insurance coverage available on the parent's or guardian's life for the number of years covered by the agreement, assuring that for low dollar cost, the student may continue her education in the event of the parent's death.

Information on The Tuition Plan's three insured programs, and on application procedures, is mailed to all new and returning students in July or August each year.

The Tuition Plan is optional and offered solely as a convenience. The Tuition Plan contract does not include the reservation deposit, which is payable directly to the college.

#### FINANCIAL AID

The financial aid program of the University of San Diego includes scholarships, grants, loans, and part-time employment. The program is administered by the Financial Aid Officer. Entering students and enrolled students in good standing may apply for one or more kinds of aid, depending on need and qualifications.

Undergraduate financial assistance — including scholarships, grants, loans, and student employment — is intended to recognize and assist students who otherwise would be unable to continue their educational careers. In most cases, financial assistance involves consideration of academic achievement, the financial resources available to the student and such factors as good character and future promise. Students are usually expected to make a reasonable contribution toward the cost of their education, and parents are expected to contribute in proportion to their resources before assistance can be provided by the University. The family's

#### 32 / Financial Aid

ability to pay for college is determined by analyzing the information supplied on the Parents' Confidential Statement.

#### **Request for Forms**

At the same time that the completed application for admission form is forwarded to the Office of Admissions, the student should address to the Financial Aid Office a request for the required financial aid forms.

#### Requirements for all Financial Aid Applicants

- 1. The student must be in good standing. New students must have been accepted as students at the University of San Diego before the Financial Aid application will be processed.
- 2. The student must file the PARENTS' CONFIDENTIAL STATE-MENT with the COLLEGE SCHOLARSHIP SERVICE for each year that financial aid is requested. These forms are available from the Financial Aid Office, from the high school counselors, or from the College Scholarship Service (Box 1025, Berkeley, California 94701 or Box 176, Princeton, New Jersey 08540).
- 3. Completed Financial Aid forms should be filed with the Financial Aid Office.
- 4. Students who apply for Financial Aid must carry at least 12 credit hours each semester during which the aid is applied.
- 5. The financial aid awarded will be reserved and will become effective if the student returns the Financial Aid Acceptance Form. Credit Receipts are issued upon reservation of approved financial aid amounts.

#### Scholarships and Grants

A limited number of scholarships are available to qualified students. These awards range from \$200 to \$1200 per year to cover tuition costs. Scholarships are awarded on the basis of scholastic record, recommendations from high school principal, and financial need.

Priority in the awarding of scholarship grants is given to those students who expect to complete their work for an undergraduate degree at the University of San Diego.

Scholarships are awarded for one year (half to be applied to each semester) and they will be renewed each year upon application for renewal if the student continues to qualify.

Advice should be sought from a high school counselor regarding available California State Scholarships and other scholarships which can be applied to the University of San Diego. Approximately 100 California State Scholars are currently enrolled in the University.

Applications for scholarship grants may be submitted at any time after completion of the seventh semester of high school work, but must be submitted prior to March 15.

#### Criteria for Selecting Recipients for Scholarships:

Incoming Freshmen: Upper rank in high school graduation class, high CEEB scores, scholastic achievement, evidence of good character and leadership qualities, and need of financial assistance.

Upper Classmen or Renewals: Grade Point Average which meets the University scholarship standards, evidence of worthy contribution to collegiate living, and need of financial assistance.

#### Scholarship Grants - College for Men

Among the donors of funds from which Scholarship Grants are awarded are:

Alcalá Guild - Philip N. Nacozy Memorial Award

Alcalá Guild - Charles R. Walsh Memorial Award

Copley Newspapers

Gulf Oil Corporation

Home Federal Savings & Loan

Household Finance Corporation

International Business Machines

Ladies Auxiliary, Southern Chapter of the California

Certified Public Accountants Society

San Diego Central Labor Council

San Diego Office Supply and Equipment Company

Sears Roebuck and Company

#### Scholarship Grants - College for Women

A scholarship in honor of Reverend Mother Rosalie Hill, Foundress of the San Diego College for Women.

The Helena S. Corcoran Scholarship for a resident student coming from Arizona.

Partial music scholarships for violin and for piano.

The Dallas Fort Worth Alumnae scholarship available to a student from the Dallas-Fort Worth area; granted on a rotating basis to the several Sacred Heart colleges.

#### Education Opportunity Grant Program

The basic purpose of this program is to assist students whose exceptional financial need would prevent their attending college. Grants range from \$200.00 to \$1000.00 per year. Grants are renewable if financial need continues and satisfactory scholarship is maintained.

#### Loans

#### National Defense Student Loans

The National Defense Education Act of 1958 provides for the creation, in colleges and universities, of government loan funds from which qualified students may borrow in order to complete their college educa34 / Loans

tion. These funds are available to College for Men students only and are administered directly by the Financial Aid Office.

#### State/Federal Guaranteed Loans

The Higher Education Act of 1965 established a program of guaranteed loans in all states. The program is administered through an agency within each state. Students may borrow up to \$1000 (\$1500 in some states) per year from a participating bank. These long term loans are guaranteed by the state and federal agencies, and repayment begins after graduation. Detailed information may be obtained from the Financial Aid Office.

#### United Student Aid Funds

U.S.A. Funds, Inc., is a private, non-profit service corporation which endorses low-cost, long-term loans made by local banks to needy college students. Students who have completed their freshman year may borrow up to \$1000 a year — or a combined total of \$7500 for undergraduate and graduate education — through this program. Detailed information may be obtained from the Financial Aid Office.

#### U.S.D. Women's Auxiliary Loan Fund and Lions Club U.S.D. Loan Fund

Short term loans not in excess of \$25.00 are available to College for Men students for personal emergencies.

#### Employment

#### College Work-Study Program

Through and with the cooperation of the federal government, funds are available to provide on-campus employment opportunities for students in need of financial assistance. Jobs provided under this program are oriented, wherever possible, to the student's educational objective, and are limited to 15 hours per academic week, 40 hours per non-academic week.

In addition to the Federal Work Study Program, the University offers a limited number of job opportunities in various departments of the University. Information concerning these jobs may be obtained from the Financial Aid Office.

#### **Off-Campus** Employment

The University assists students in finding off-campus employment. The San Diego metropolitan area provides possibilities for students to locate week-end or part-time employment with business, industry, or commerce.

The student's primary responsibility is to his studies; therefore it is recommended that students do not attempt to work more than fifteen hours per week. One should not plan upon part-time work as the primary means of support during the school year.

# MAJORS AND MINORS

Students enrolled in the University of San Diego may take courses at both of the Coordinate Colleges. Requirements for graduation and requirements for the major and the minor are identical in some departments and differ slightly in other departments at the College for Men and College for Women. Students must meet the requirements of the college of their enrollment.

MAJORS: The University of San Diego offers undergraduate major programs in:

Accounting	Mexican Studies
Art	(at College for Women)
Biology	Music
Business Administration	Philosophy
Chemistry	Physics
Economics	Political Science
English	Psychology
French	Social Science
History	Sociology
Mathematics	Spanish
	Speech Arts

MINORS: The University of San Diego offers undergraduate minor programs in all the above majors, plus:

Anthropology	<b>Religious Studies</b>
German	Special Education
Latin	Theatre Arts
Library Science	

PREPROFESSIONAL PROGRAMS are available in:

Dentistry	Medical and Chemical Technology
Education	Medicine
Engineering	Optometry
Foreign Service	Pharmacy
Law	Public Administration
	Veterinary Medicine

GRADUATE: The University of San Diego offers programs of study leading to the Master's degree in:

Education	History	
English	Social Science	
French	Spanish	

# HONORS HONORS AT ENTRANCE

The award of Honors at Entrance is a recognition of academic excellence. All high-ranking candidates for admission are considered for this award; hence, no special application for it is made by the student. Conferral of Honors at Entrance is without reference to financial status and carries with it no monetary grant. Criteria for the award are superior academic performance in high school, including rank in upper tenth of class; high CEEB scores; and distinguished activity and citizenship records.

# HONORS CONVOCATION

At the annual University of San Diego Honors Convocation, a formal year-end assembly, an award is presented to the senior, junior, sophomore, and freshman at the College for Men and College for Women who has maintained the highest scholastic average. Class Honors are awarded to those who rank in the upper ten per cent of their class.

Other awards are the Kappa Gamma Pi medal given to a College for Women sophomore outstanding for leadership and scholarship; departmental honors in their major field awarded to seniors who have maintained a grade point average of 3.5 in their major; the Charles E. Franklin Award to an outstanding senior of the College for Men; the Alcalá Award to an outstanding senior of the College for Women; and the Associate in Arts certificates. Special awards are Who's Who Among Students in American Universities and Colleges; the John Francis McGeever Memorial Fund awards; the Priscilla Turner St. Denis Award to the College for Women senior with the highest academic achievement in history or political science; scholarship presentations from the San Diego Chapters of the National Association of Accountants and the California Society of Certified Public Accountants, Women's Auxiliary; and the Arnott M. Patterson Scholarship Award to the College for Women junior with the highest academic achievement in physical and life science courses. Graduate fellowships merited by seniors and summer research grants to undergraduates are announced.



# SUMMER PROGRAM IN GUADALAJARA

In cooperation with several American universities, and with the Institute of Technology (ITESO) of Guadalajara, the University of San Diego conducts a six-week summer session in Guadalajara, Mexico.

Course offerings include Spanish language at all levels, Mexican and Spanish literature, art, sociology, psychology, anthropology, history, and political science. Instruction is in both English and Spanish.

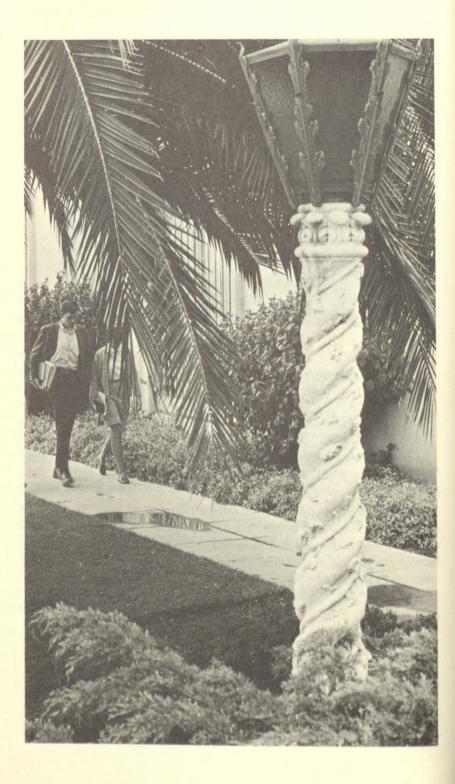
Students may earn six units of college credit. All students live with carefully selected Mexican host families. The summer's experience includes planned and supervised tours and excursions. Concerts and special lectures are part of the cultural program. Folk dancing, guitar, and art classes are available as extra-curricular activity.

The cost for the six-week program is \$325.00. This includes registration, tuition, and room and board with a Mexican host family.

For further information, write to:

USD in Guadalajara University of San Diego San Diego, California 92110

Admission to the USD Summer Program in Guadalajara does not imply admission into USD or any of its coordinate colleges.



# COLLEGE FOR WOMEN

General Education Patenten

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Degree Requirements Academic Regulations Requirements for Majors

# GENERAL REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The college will confer the bachelor's degree upon candidates who have satisfactorily completed the following:

- 1) 128 semester hours of credit, with at least 48 credits in upper division courses;
- 2) the general education program;
- 3) a major field including 24 units of upper division work, and satisfying the requirements of the department in question;
- a minor field including at least 18 units (of which 6 or more must be in upper division work), and satisfying departmental requirements;
- 5) grade point average of 2.0 (C) in the total of college courses, and a grade of C in all upper division courses in fulfillment of the requirements for the major;
- 6) the residence requirement (30 semester units, 24 of which must be in upper division work);
- 7) settlement of all financial obligations to the college.

# General Education Program

The San Diego College for Women believes that all students should have a strong foundation in general education before beginning to specialize in any field. Courses deemed basic to general culture and necessary as a basis for subsequent work are required of all students. Most of these requirements are met in the first two years, although some may be met at any time prior to graduation.

Religious Studies—	9 units: 3-unit course each year in freshman and sophomore years; 3-unit course in junior or senior year. Religious Studies 20 or 25; two elective courses, at least one upper division.
Philosophy—	12 units: Philosophy 32, 33 (Philosophical Analysis I and II); 62 (Philosophy of Nature); 114 (Philosophy of Man). Philosophy 32 and 33 are taken in the freshman year.
Literature—	10 units: English 25 (Literature and Composition I); 26 (Literature II: Poetry); 27 or 28 (Literature III: Prose Forms — or Modern World Literature). Eng- lish 25 and 26 are taken in the freshman year, the third course in the sophomore year. (Students who entered the college prior to fall, 1968, have a 12- unit requirement, met by English 41, 42, 43, 44 or their equivalent).
History—	6 units: History 11, 12 (Great Issues in Western Civilization) — or for those qualified, History 21-22 (Great Issues in Non-Western Civilization). Taken in the freshman year.
Political Science—	4 units: Political Science 15 (American Issues — co- ordinating American history and government), taken in sophomore year.

## Requirements: College for Women / 41

Science-

Language-

9 units: Science 11, 12, 13 (3-3-3), beginning in the sophomore year. Science majors are exempted from this sequence, and may substitute their major prerequisite courses in fulfillment of this requirement. The language requirement is a competency, not a unit requirement. It may be met by:

- a) Successful completion of the third college semester of any language, thus, 4 or 8 or 12 units, depending on where the student begins. Two 5-unit semesters of Latin also fulfill the requirement.
- b) Qualification for exemption: such exemption is granted to any student who achieves a score of over 600 on the CEEB Listening Comprehension Test for a modern language (or the CEEB Achievement Test for Latin).

Fine Arts-

Physical Education4 units: may be met at any time during the four years by courses in art, music, speech, theatre, journalism, communication arts, or some combination of these. Non-credit: two semesters, to be taken in the freshman year.

# Requirements for Major and Minor Fields

Major and minor departments may designate specific courses for majors or minors or both, and may prescribe certain lower division prerequisites. Requirements of the various departments are indicated in the alphabetical listings beginning on page 45.

# Bachelor of Science in Nursing

The college offers a program of largely non-professional courses in which students who have attended diploma schools and *are already registered nurses* may earn the degree of bachelor of science in nursing.

Approximately a year's credit is given for the diploma program. In general, the requirements for the degree of bachelor of science in nursing, in addition to the diploma program taken elsewhere, are:

Religion-	6 units: for Catholic students.
Philosophy-	12 units: Philosophy 32, 33, 62, 114.
English—	9 units, including composition.
History and	
Political Science-	-10 units (Western Civilization; American history and
	government).
Science—	8 units, including laboratory work.
Major field-	Nursing:
	32-40 units credit for diploma program; the amount of credit depends on individual evaluation of basic programs, grades, experience, and scores on tests.
	6 units of post-diploma courses in nursing.
Minor field-	18 units of psychology, or of sociology, or of science, depending on which one is chosen for a minor.
Electives—	20-31 units, whatever is needed to complete the 128 units required for graduation.

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# ACADEMIC REGULATIONS COLLEGE FOR WOMEN

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the College, accepts them, and pledges that she will abide by them.

Registration takes place when the student completes the forms supplied at the Office of the Registrar and pays the required fees. No credit will be given in courses for which the student is not *officially* registered. The time and place of registration is announced in advance by the Registrar.

# Registration, Course Load, Changes in Registration, Withdrawal

Students are expected to register at the time specified. Late registration entails a fee of \$10.00. The general course load is 15 or 16 units; maximum is 18 units, which requires authorization of the Academic Dean.

Program changes involving the adding of courses are permitted with the approval of the Academic Dean within the first two weeks of a regular semester. Thereafter, withdrawal from a course without penalty is allowed until the date specified in the current academic calendar, being then recorded as WP; students who withdraw from courses after this date will receive a grade of WF. The student is responsible to notify the registrar's office, on specially provided forms, of any change. A course unofficially dropped is recorded as a failure.

A student who interrupts her registration at the University for one or more semesters must make application for re-admission, unless such permission to interrupt studies has been granted prior to the student's leaving.

# Attendance

Students are expected to attend regularly and promptly all classes and laboratory periods for which they register. There is no specified number of allowed absences. An excessive number of absences will incur a lowering of grade and possible loss of credit. Each instructor is responsible for attendance in his own classes, and at the beginning of each semester, should make known to the students the attendance requirements for his courses.

# Scholastic Requirements

At the end of each semester a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, satisfactory; D, passing; F, failure; CR, credit awarded, but units do not enter into computation of grade point average; WF, withdrawal failure; WP, withdrawal passing; Inc., incomplete. A student may remove an incomplete grade by completing the work. This must be done within six weeks after the end of the semester; otherwise the incomplete grade becomes an F.

Grade points are assigned to the above grades as follows:

A — 4 points for each unit B — 3 points for each unit C — 2 points for each unit D — 1 point for each unit F — 0 points for each unit

The Grade Point Average (G.P.A.) is computed by dividing the total grade points by the total units attempted.

The plus or minus raises or lowers the class grade point by one point, in 3 and 4-unit classes, by two points in 5-unit classes.

In order to qualify for a degree the student must earn a number of grade points double the total number of units completed; i.e., the general average must be C.

# Scholastic Probation

Students may be placed on probation or disqualified if their record indicates inability to meet graduation requirements, that is, when the grade point average falls below 2.0. During the probation period, the student may be required to limit her unit load and curtail her co-curricular activities. Probationary status may be continued for an additional semester if the student maintains a 2.0 the semester after being placed on probation; a cumulative grade point average of 2.0 must be achieved by the end of the second probationary semester. Any student whose grade point average falls below 2.0 in two successive semesters is scholastically disqualified.

To apply for reinstatement after disqualification, a student must present a transcript of satisfactory work done in the interim.

A student whose semester average falls below C (2.00) but whose cumulative scholarship average is 2.00 or higher will be placed on academic warning.

# Transfer of Credit

Academic courses from other accredited institutions are normally transferable. No credits will be accepted in which the grade is less than C.

Students at the College for Women who wish to take courses in summer sessions at other institutions should obtain advance approval if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego.

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# **Residence** Requirement

To satisfy requirements for a degree, students must earn a minimum of the final thirty semester hours of credit at the college.

# Examinations

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the Academic Dean. Permission to take a makeup examination necessitated by serious illness or other legitimate reason may be granted by the Academic Dean. A fee of \$5.00 is charged for each make-up examination.

At the end of each semester formal reports are sent to the parents of the students or to the person assuming the financial responsibility for the student. Reports of the scholastic standing of freshmen are sent to their respective high schools at the end of both semesters.

# Graduation Petition

By the date indicated in the current academic calendar, seniors who wish to graduate in May or August must file in the registrar's office a petition for graduation. This petition must be accompanied by the graduation fee.

# Transcripts

Any student may request one official transcript of her college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the registrar.

# **Class Honors**

At the end of each semester, the Dean's Office publishes the names of honor students; categories include the Dean's List, requiring a grade point average of 3.5 for the semester, and the Honor List, requiring a grade point average of 3.0 for the semester — with no grade lower than C. All honor students receive a personal commendation from the Academic Dean.

# Graduation Honors

Degrees with honors are conferred upon students who, throughout their college career, have maintained a superior scholastic record and have been distinguished for character and influence. Requisite grade point averages, covering all collegiate work attempted, are: Summa Cum Laude, 3.9; Magna Cum Laude, 3.70; Cum Laude, 3.46.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic College Women. No more than ten per cent of the seniors may be awarded this honor. Accounting / Anthropology: CW. / 45

# ACCOUNTING

# See page 108 for course listings.

Preparation for the Major: Accounting 1 & 2, Economics 1 & 2, Mathematics 1, 8 & 15.

The Major: The twenty-four units of upper division work should include Business Administration 145 and 146, and Accounting 100, 101, 102, 106, 108, and one 3-unit elective course in Accounting.

# Recommended Program for the B.A.

Lower Division			
Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4) History 11 (3) Philosophy 32 (3) Economics 1 (3) Mathematics 1 (4) P.E.	English 26 (3) History 12 (3) Philosophy 33 (3) Economics 2 (3) Mathematics 8 (3) Relig. Stud. (3) P.E.	Pol. Sci. 15 (4) Science (3) Mathematics 15 (3) Language (4) Accounting 1 (3)	Language (4)

# Upper Division

Junior Year		Senior Year	
Semester I Seme	ster II	Semester I	Semester II
Language, Mino	Stud. (3) inting 101 (3) Adm. 146 (3)	Accounting 106 (3 Accounting elective (3) Minor and electives (10)	) Philosophy 114 (3) Accounting 108 (3) Accounting elective (3) Minor and electives (7)

# ANTHROPOLOGY

See page 109 for course listings.

The Minor: Eighteen units of work, including Anthropology 10 (Physical Anthropology) and 2 (Cultural Anthropology)

# ART

See page 111 for course listings.

Preparation for the Major: Art 2A-2B, 6A-6B, and 33A-33B.

The Major: The twenty-four units of upper division work should include courses in aesthetics, oil painting, head and figure construction, design in letter forms, and watercolor.

	Lower 1	Division	
Freshm	an Year	Sophom	ore Year
Semester I	Semester II	Semester I	Semester II
English 25 (4) History 11 (3) Philosophy 32 (3) Language (4) Art 2A (2) P.E.	Relig. Stud. (3) English 26 (3) History 12 (3) Philosophy 33 (3) Language (4) Art 2B (2) P.E.	Pol. Sci. 15 (4) Science (3) Philosophy 62 (3) Language, if needed (4) Art 6A (2) Art 33A (2)	English 27 or 28 (3) Science (3) Relig. Stud. (3) Art 6B (2) Art 33B (2) Art 122 (3)
TO PORTS P	Upper	Division	and the second second
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Art 126A (2) Art 128A (2) Art elective (2 or 3) Philosophy 114 (3 Science (3) Minor and electives (4)		Art (6) Minor and	Art (6) Minor and electives (10)

# Recommended Program for the B.A.

# BIOLOGY

See page 114 for course listings.

- Preparation for the Major: Biology 3-4, Chemistry 10A-10B, 99-100, Physics 42-43.
- The Major: The twenty-four units of upper division work should include Biology 137, 140, 144, 145. Electives may be chosen from any of the courses for which the prerequisites have been satisfied. Choice of electives depends upon the student's interest in pre-medicine, graduate work, or medical technology.
- The Minor: Minimum requirements for the minor are Biology 3-4, 144, and electives of two or more units of upper division biology. Liberal Arts majors who wish to minor in biology must take either Chemistry 1A-1B or Science 11, 12, and 13.

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	(with Chem		
- Viensen	Lower I	Division	a and a semicor
Freshn	nan Year	Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4) History 11 (3) Philosophy 32 (3) Biology 3 (4) Elective or		English 27 or 28 (3) or Pol. Sci. 15 (4) Chemistry 10A (5) Biol. elec. (4) or	either semester (3) Pol. Sci. 15 (4) or English 27 or 28 (3) Chemistry 10B (5) Biol. elec. (4) or Physics 43 (4)
	Upper 1	Division	
Semester I	Semester II	Semester I	Semester II
	Religious Studies	, either year (3)	
Biology 137 & 140 (8) Language (4) Chemistry	Biology 144 (4) Language (4) Chemistry 100B (4)	Biol. elec. (3) Language, if needed (3 or 4) Philosophy 62 (3)	Philosophy 114 (3) Biol. 115 (4)

# Recommended Program for the B.A

# **BUSINESS ADMINISTRATION**

Biol. 145 (4) Electives

Biology elec. (4)

100A (4)

See page 117 for course listings.

Preparation for the Major: Accounting 1 & 2, Economics 1 & 2, Mathematics 1, 8, and 15.

The Major: The twenty-four units of upper division work should include Business Administration 101, 113, 142, 145, 146, 150, and 6 units of electives in Business Administration.

# Recommended Program for the B.A.

Freshm	an Year	Sophomore Year
Semester I	Semester II	Semester I Semester II
English 25 (4) History 11 (3) Philosophy 32 (3) Economics 1 (3) Mathematics 1 (4) P.E.	English 26 (3) History 12 (3) Philosophy 33 (3) Economics 2 (3) Relig. Stud. (3) Mathematics 8 (3)	Religious Studies, either semester (3) Philosophy, either semester (3) Pol. Sci. 15 (4) English 27 or Science (3) 28 (3) Accounting 1 (3) Science (3) Mathematics 15 (3) Accounting 2 (3) Elective (4)

# Lower Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Bus. Adm. 145 Language (4)	Religious Studies (3) Bus. Adm. 113 (3) (3) Bus. Adm. 146 (3) Language (4) 3) Philosophy 114 (3) Minor or electives (3)	s, either year (3) Bus. Adm. 142 (3) Bus. Adm. elective (3) Language, if needed (4) Minor and electives (6)	Bus. Adm. 150 (3) Bus. Adm. elective (3) Minor and electives (9)

# Upper Division

# CHEMISTRY

# See page 119 for course listings.

The three programs in chemistry offered are:

- Plan A: Chemistry major with B.A. degree, a program designed to qualify graduates for positions as chemists, admission to graduate work in chemistry, or secondary school teaching in chemistry. Concentration is in *chemistry*.
- Plan B: Chemistry major with a B.A. degree, a program designed to qualify graduates for positions as biochemists, admission to graduate work in biochemistry, or for secondary teaching in chemistry. Concentration is in *biochemistry*.
- Plan C: Chemistry major with B.A. degree, a program designed to qualify graduates for positions as chemical or biochemical technicians, pre-medicine, medical technology. It does NOT prepare for graduate work, nor for a secondary credential, in chemistry.

# Chemistry Major, Plan A:

Preparation for the Major: Chemistry 10A-10B, 90; Mathematics 10, 20, 30; Physics 50-51.\*

The Major: The twenty-four units of upper division work should include Chemistry 100A-B, 110, 111A-111B, 120, and 140. Electives may be chosen from any other chemistry courses for which prerequisites have been met.

# Chemistry Major, Plan B:

Preparation for the Major: Chemistry 10A-10B, 90; Mathematics 10, 20, 30; Physics 42-43 or Physics 50-51; Biology 3-4 in Junior year.\*

The Major: The twenty-four units of upper division work should include Chemistry 100A-100B, 105A-105B, 130, 131. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Those planning for graduate work are recommended to substitute Chemistry 110, 120 for Chemistry 105A-105B, and also to add Chemistry 140.

\*Students planning for graduate work in chemistry or biochemistry are reminded that most graduate schools require a reading knowledge of German and French for graduate work in these two fields.

# Chemistry Major, Plan C:

- Preparation for the Major: Chemistry 10A-10B; Mathematics 1, 8; Physics 42-43.
- The Major: The twenty-four units of upper division work should include Chemistry 100A-100B, 105A-105B, 115, and 125. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Those preparing to be biochemical technicians should take Chemistry 130 and 131.
- Chemistry Minor: Minimum requirements for the minor are: Chemistry 10A-10B, 100A-100B, and 105A-105B or its equivalent.
- Plan A: Recommended Program for the B.A. degree with major in Chemistry and with minor in Biology, Mathematics, or Physics.

	Lower	DIVISION		
Freshman Year		Sophomore Year		
Semester I	Semester II	Semester I	Semester II	
English 25 (4) History 11 (3) Math. 10* (4) Chemistry 10A (5) P.E.	Relig. Stud. (3) English 26 (3) History 12 (3) Math. 20 (4) Chemistry 10B (5) P.E.	Philosophy 32(3) English 27 or 28 (3) Math. 30 (3) Physics 50 (4) Chem. 100A (4)	Philosophy 33 (3) Pol. Sci. 15 (4) Physics 51 (4) Chemistry 100B (3)** Relig. Stud. (3)	

Lower Division

\*Students deficient in Mathematics may substitute Math 1 for Math 10, followed by Math 10, 20, 30 in sequence.

\*\*Plan A Chemistry Majors may omit Chemistry 100B lab. (111B replaces it).

	Upper	Division	
Jun	ior Year	Se	enior Year
Semester I	Semester II	Semester I	Semester II
German 1 (4) Chem. 110 (3) Minor (3 or 4)	3) German 2 (4) Chem. 120 (3) Chem. 111B (2) Minor (3 or 4) r Chem. elective or	s, either year (3) Philosophy 114 German 3 (3) Chem. 140 (3) Chem. 160 (3) Chem. 190A (1) Minor (3 or 4)	<pre>(3) Chem. elective (3) Chem. 190B (1) Minor (3 or 4) Electives</pre>

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Plan B: Recommended Program for the B.A. degree with major in Chemistry and concentration in Biochemistry (with minor in Biology, Chemistry, or Physics).

(Freshman and Sophomore years are same as for Plan A, except that Chem. 100B is 4 units.)

Junio	or Year	Division Senio	or Year
Semester I	Semester II	Semester I	Semester II
Philosophy 62 (3) German 1 (4) Chem. 105A (2) or 110 (3) Biology 3 (4) Chem. 130A (3) Chem. 131A (1)	Religious Studies German 2 (4) Chem. 105B (2) or 120 (3) Biology 4 (4) Chem. 130B (3) Chem. 131B (1)	either year (3) Philosophy 114 (3) German 3 (3) Chem. 140 or 125 (3) Minor (3 or 4) Chem. 199 or elective (2-3)	) Chem. elective Biology 144 (4) Electives (6 or 7) Chem. 199 or elective (2-3)

Plan C: Recommended Program for the B.A. degree with major in Chemistry and concentration in applied sciences.

	Lowe	r Division	
Fre	shman Year	Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Religious Stud English 25 (4) History 11 (3) Math. 1 (4) Chem. 10A (5)	History 12 (3) Math. 8 (3)		Physics 43 (4)

# Upper Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Philosophy 62 (3) Language (4) Chem. 105A (2) Biology 3 (4) Chem. elective or elective (2 or 3)	Religious Studies. Language (4) Chem. 105B (2) Biology 4 (4) Chem. 125 (3) Electives (3)	either year (3) Philosophy 114 (3) Language (3) Chem. 130A (3) Chem. 131A (1) Chem. 115 (2) Minor and electives (6)	Chem. 130B (3) Chem. 131B (1)

# **ECONOMICS**

See page 123 for course listings.

Preparation for the Major: Accounting 1 & 2, Mathematics 15, and Economics 1 & 2.

The Major: The twenty-four units of upper division work should include Economics 101, 111, 150, 199, and 12 units of electives in Economics.

Recommended Program for the B.A.

Lower Division Freshman Year Sophomore Year				
Semester I	Semester II	Semester I	Semester II	
English 25 (4) History 11 (3) Philosophy 32 (3) Economics 1 (3) Mathematics 1 (4) P.E.	English 26 (3) History 12 (3) Philosophy 33 (3) Economics 2 (3) Relig. Stud. (3) P.E.	Pol. Sci. 15 (4) Science (3) Philosophy 62 (3) Accounting 1 (3) Mathematics 8 (3)	English 27 or 28 (3) Science (3) Relig. Stud. (3) Accounting 2 (3) Mathematics 15 (3)	

**Upper Division** 

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Religious Studies, either year (3)			
Economics 101 (3) Economics elective (3) Language (4) Science (3) Philosophy 114 (3)	Economics 111 (3) Economics elective (3) Language (4) Electives (6)	Economics elective (3) Language, if needed (4) Minor and electives (9)	Economics elective (3) Economics 199 (3) Minor and electives (10)

# EDUCATION

See page 125 for course listings.

# PROGRAM FOR THE STANDARD TEACHING CREDENTIAL— ELEMENTARY SPECIALIZATION

# I. Admission to the Program

- A course in Psychological Foundations for Teaching (Educ. 111), offered in the second semester of the junior year, is considered an exploratory course. Here, the student, in the subject matter of the course and in related observation-participation experiences in nearby elementary schools, can test the reality of her interest in working with children. Likewise, the faculty is enabled, by the manner in which the student fulfills the requirements of this course, to judge her qualifications for entry into the program.
- 2. Official admittance into the program is based upon No. 1 above, and upon the student's having earned a grade point average of at least 2.4 in the first 2<sup>1</sup>/<sub>2</sub> years of college work. Qualified college graduates may also apply.
- 3. If a fundamental weakness is manifest in one of the basic fields, the student must take a review program in that subject. This necessary review course carries no college credit.
- 4. Majors and Minors for Elementary Specialization:

Single subject majors: art, biology, chemistry, English, French, history, mathematics, music, philosophy, political science, psychology, sociology, Spanish.

Interdepartmental majors: social science; physical sciences;\* mathematics and physical sciences.\*

Minors: same as majors, plus speech, drama, library science, special education.

# II. Recommendation for the Credential

- 1. The undergraduate work and a year of postgraduate work must include a course in Mathematics 100, advanced English composition (Eng. 175), a year course in American history (Hist. 178-179 or 176-177), and two of the following history courses: Latin America. Africa, California. Modifications in these requirements are usually made for transfer graduate students.
- The fulfilment of all requirements for the teaching credential will be carefully checked by the credential advisor. Requirements, in general summary, are as follows:
  - a. General Education: regular B.A. degree requirements, plus:

0	acgree requirements, prus.
Art 10	History 178-179 or History
Music 20	176-177
Health Ed. 24	Two of the following:
Mathematics 100	History 165 or 166
English 175	History 188
	History 195

(Art 10 and/or Music 20 may be waived if proficiency is evidenced.)

b. Major and Minor: preferably in subjects commonly taught in the public schools; either or both may be interdepartmen-

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tal. If a student chooses to major in a subject receiving little or no emphasis in the elementary school curriculum, she will be required to develop a second minor in an area receiving predominant emphasis in the elementary school. No lower division units (1-99) are acceptable toward the "fifth year" requirement.

- c. Professional preparation:
  - 1) Course work: Education 111, 130, 131A, 131B, 131C, 181, 303, and usually one additional course.
  - 2) Student teaching: Education 111, 331A, 331B.

# PROGRAM FOR THE STANDARD TEACHING CREDENTIAL— SECONDARY SPECIALIZATION

# I. Admission to the Program

- 1. In general, students enter the program in the first semester of their senior year. Qualified college graduates are also accepted.
- 2. Students should have at least an overall grade point average of 2.5 on a four-point scale to be admitted into the program. They should have a 2.75 in their major and minor. This minimum average must be maintained to continue in the program.
- 3. Students must have a major and a minor in academic subject fields commonly taught in junior and senior high schools. If the major is in an academic subject not commonly taught in high school, e.g., in philosophy, two minors must be earned in areas commonly taught in the secondary school.
- 4. Majors and Minors for Secondary Specialization offered at the College for Women and/or the College for Men; all programs are open to students of both colleges:
  - Single Subject Majors: art, biological sciences, business education (2 options), chemistry, economics, English, French, history, mathematics, music, philosophy, physics, political science, psychology, sociology, Spanish, speech.
  - Interdepartmental Majors: physical sciences, with emphasis on chemistry or physics; social sciences, with emphasis on anthropology, economics, history, political science, psychology, or sociology.
  - Single Subject Minors: art, biological sciences, chemistry, drama, economics, English, French, German, history, Latin, library science, mathematics, music, philosophy, physics, political science, psychology, sociology, Spanish, special education, speech.

# II. Recommendation for the Credential

1. The undergraduate work and a year of post-graduate work must include one course each in advanced English composition (Eng. 175), American history (upper division), and education of the disadvantaged (Ed. 181); the teaching major and minor must be expanded by 6 units each. One of the 6-unit expansions must be in course work acceptable at the graduate level.

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- 2. In addition to the advanced English composition requirement, English majors and minors are required to take a course in the history and development of the English language (Eng. 190). They must have two courses in American literature.
- 3. Social Science majors are required to have a strong background in the areas of United States history and government. They must have two of the following history courses: Near East, Far East or Asian Studies; Latin America; Africa.
- 4. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.

Requirements, in general summary, are as follows:

- a. General Education: regular B.A. degree requirements. All should have Political Science 15. Transfer students must meet the State Department requirements for general education. All candidates for the secondary credential should have at least a one-semester course in United States history (upper division).
- b. Major and Minor: preferably in subjects commonly taught in the public schools. If a student has a major in a field not commonly taught in the public schools, two teaching minors in fields commonly taught will be required. The major and the minor for the degree must be expanded in the fifth year, one of them by at least 6 units of work acceptable at the graduate level. No lower division units (1-99) are acceptable towards the "fifth year" requirement.
- c. Professional preparation:
  - 1) Course work: Education 111, 130, 132A, 181, 301 (2 units in each teaching area), and usually one additional course.
  - 2) Field work: Education 111, 132A, 332 (3 units in each teaching area.)

YEAR	FALL SEMESTER	SPRING SEMESTER
Sophomore	the second second second	Education 190 (3)
Junior	Education 191 (3)	Education 116 (3) Education 193 (3)
Senior	Education 194 (3)	Education 192 # (3) or Education 181 & 196 (2-2)
5th Year	Education 294 (3) & 297 (3)	Education 298 (3)

# SEQUENCE FOR SPECIAL EDUCATION MINOR\*

\*for the degree, with indication of 5th year sequence to complete teaching minor in mental retardation.

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# EDUCATION

# FIVE-YEAR ELEMENTARY CREDENTIAL PROGRAM

Sem. I Units 4 3 4 3 2 or 3 16 or 17	FRESHMAN YEAR Relig. Stud., either semester ( English History Language Philosophy Electives or Religious Stud. Physical Education	Sem. II Units 3) 3 4 3 3 16	Sem. I Units 3 3 or 4 3 3 15 or 16	SOPHOMORE YEAR Relig. Stud. Philosophy English or Pol. Sci. Science Major or Minor Prerequisites Psychology 1 or 2, or Math. 1 Health Education 24	Sem. II Units 3 or 4 3 00 3 1 16 or 17
	JUNIOR YEAR			SENIOR YEAR	
	Religi	ous Studies	, either ye	ar (3)	
3	Adv. English Composition (17		6	Major	6
6	Major	6	3	Minor	3
3	Minor	3	1 or 2	Music (20), or Art (10)	1 or 2
3	Science		1 105	Prerequisite	
2	Speech, or Art (10) Prerequi	sites 2		Student Teaching, Level 2 (33	IA) 2
	Psychological Foundations, (1		5	Curriculum and Instructional Procedures, (A) (131A, B	)
	c/Observations (S.T., Level 1 Electives or Religious Stud.		1.00	Electives or Religious Stud.	2 or 3
	Electives or Keligious Stud.	16 or 17	15 or 16	And the second s	15 or 16
17		16 01 17	1) 01 10		
	GRADUATE YEAR		NOTES	: Curriculum and Instructional	
	Student Teaching, Level 3	8		Procedures:	
5	Curriculum & Instructional Procedures (B) (131C)		A: Re ar	eading and the other language ts; social studies, science, health.	
3	Foundations of American Education (130) Educ, of Disadvantaged (181	) 2	B: A	rt, music physical education, ithmetic.	
3	Minor and Major	3			
3	Educ. Course			nary of professional preparation:	
	Guidance Seminar (303)			ourse Work	21
14		14	St	udent Teaching	11
	and the second second			States - States	

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	FRESHMAN YEAR			SOPHOMORE YEAR	
Sem. I Units		Sem. II Units	Sem. I Units		Sem. II Units
4 3 4 3 2 or 3 1	Relig. Stud., either semester ( English History Language Philosophy Electives or Religious Stud. Physical Education	3) 3 4 3 2 or 3	3 3 or 4 3 3 3	Relig. Stud., either semester ( Philosophy English or Pol. Sci. Science Major or Minor Prerequisites Psychology 1 or 2, or elective	3 3 or 4 3 3
16 or 17	A Hydrear Deducation	15 or 16	15 or 16		15 or 16
	JUNIOR YEAR			SENIOR YEAR	
	Relig. Stud., either semester (	(3)	3	Elective	3
3	Science		6	Major	6
6	Major	6	3	Minor	3
3 3 or 4	Minor Electives or Religious Stud.	3 7 or 8	3	Psychological Foundations for Teachers (111)	
15 or 16		16 or 17		Foundations of Education & General Instructional Procedures (inc. Observation) (130, 13	5 2A)
22.0			15		17
	GRADUATE YEAR				-
3	Student Teaching	3			
2	Curriculum & Instructional		Summary	of professional preparation:	
	Procedures Educ. of Disadvantaged	2		Course Work	17
6	Expansion of the Major & Mi	2		Student Teaching	
3	Education Course & Elective	inor 3 4		cautin reaching	6+
14	Source of Elective	4			
		14			
			8.00		

# SECONDARY CREDENTIAL PROGRAM

# ENGLISH DEPARTMENT See page 130 for course listings.

Preparation for the Major: English 25, 26, 27, 28

- The Major: Twenty-four units of upper division work. This should include: one course in Shakespeare, choice of one course in medieval, renaissance or eighteenth century literature; a course in nineteenth century literature; a course in American literature; a course in contemporary poetry.
- The student is advised to include courses in each of the principal genres, i.e., poetry, drama, and fiction, in the twenty-four units.
- Credential candidates are required to take a course in advanced composition and a course in the study of the English language.
- The Minor: English 25, 26, 27, and nine upper division units. English 175 and 190 are required of credential candidates.

Recommended Program for the B.A.

# Lower Division

Freshman Year		Sophomore Year		
Semester I	Semester II	Semester I	Semester II	
Religious Studies English 25 (4) History 11 (3) Philosophy 32 (3 Language (4) Electives (2-3) P.E.	s, either semester (3) English 26 (3) History 12 (3) Philosophy 33 (3) Language (4) Electives (3) P.E.	Religious Studies, English 27 (3) Science (3) Philosophy 62 (3) Language, if needed (4) Electives (3-4)	either semester (3) Pol. Sci. 15 (4) English 28 (3) Science (3) Philosophy 114 (3) Electives (3)	

# Upper Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
English (6) Science (3) Minor and electives (7)	Religious Studies, English (6) Minor and electives (10)	either year (3) English (6) Minor and electives (10)	English (6) Minor and electives (10)

58 / French / German: CW

# FRENCH

# See page 134 for course listings.

- The elementary and intermediate French courses make intensive use of the language laboratory.
- A minor in another language is recommended for the French major, (English, German, Spanish, etc.)
- A background of Latin or another foreign language (two years in high school or one year in college) is recommended for students majoring in French.
- Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).
- The Major: The twenty-four units of upper division work should include French 101 and 103 or their equivalent.
- The Minor: At least nine of the eighteen units must be in upper division courses; French 103, 104, and 112 are recommended.

Recommended	Program	for	the	B.A.	
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Lower Division				
Freshman Year	Sophomore Year			
Semester I Semester II	Semester I Semester II			
Religious Studies, either semester (3)English 25 (4)English 26 (3)History 11 (3)History 12 (3)Philosophy 32 (3)Philosophy 33 (3)French (4)French (4 or 3)Electives (2-3)Electives (2-3)P.E.P.E.	Religious Studies, either semester (3)English 27 orPol. Sci. 15 (4) or28 (3) orEnglish 27 orPol. Sci. 15 (4)28 (3)Science (3)Science (3)Philosophy 62 (3)Philosophy 114 (3)French (3)French (3)Minor and/orMinor and/orelectiveselectives			

# Upper Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
French (6) Science (3) Minor and electives (7)	Religious Studies, French (6) Minor and electives (10)	either year (3) French (6) Minor and electives (10)	French (6) Minor and electives (10)

# GERMAN

See page 135 for course listings.

The Minor: The eighteen units of work should include six upper division units of German literature.

History (6)

electives (10)

Minor and

# HISTORY

See page 136 for course listings.

Preparation for the Major: History 11-12 (or, for those qualified, History 21-22); Pol. Sci. 15; History 90. Economics 1-2 strongly recommended.

The Major: The twenty-four units of upper division work should include the following choices from the four designated areas: 3 semester courses in one area; 2 semester courses in a second area; 2 semester courses in a third area; pro-seminar in the field of emphasis — historiography and research in that area in senior year.

Areas: United States

Latin American

Europe

Non-Western (Asia-Africa)

History (6)

electives (10)

Minor and

History (6)

Science (3)

Minor and electives (7)

The Minor: History 11-12, 90, Political Science 15, and three upper division courses.

	Lower	Division	and the second second
Free	shman Year	Soph	omore Year
Semester I	Semester II	Semester I	Semester II
Religious Studi English 25 (4) History 11 (3) Philosophy 32 ( Language (4) Electives (2-3) P.E.	History 12 (3)	Pol. Sci. 15 (4) English 27 Science (3) or 28 (3)	
	Upper	Division	
Ju	nior Year	Se	enior Year
Semester I	Semester II	Semester I	Semester II

Recommended Program for the B.A.

# LIBRARY SCIENCE

Religious Studies, either year (3)

History (6)

electives (10)

Minor and

See page 145 for course listings.

The University of San Diego offers professional education in librarianship for all types of libraries, with emphasis on school libraries and instructional materials centers. Subjects which are essential background for all librarians are covered in the courses. Students may fulfill the requirement for a credential in Librarianship, and may minor in Library Science.

The Minor: The eighteen units of work should include Library Science 100, 125, 141, 142, and six additional units.

# MATHEMATICS

See page 147 for course listings.

Preparation for the Major: Mathematics 10, 20, 30, 40; Physics 50, 51. The Major: The twenty-four units of upper division work must include Mathematics 121A-B, and 6 elective courses.

	Lower ]	Division	
Freshman Year		Sopho	more Year
Semester I Semester	II	Semester I	Semester II
Religious Studies, either sem English 25 (4) English 2 History 11 (3) History 12 Philosophy 32 (3) Philosoph Math. 10 (4) Math. 20 P.E. Elective (3 P.E.	6 (3) 2 (3) y 33 (3) (4)	Eng. 27 or 28 or P.S. 15 (3 or 4 Philosophy 62 (3) Language (4)	<ul> <li>Eng. 27 or 28</li> <li>(4 or 3)</li> <li>Math. 40 (3)</li> <li>Physics 51 (4)</li> </ul>
	Upper I	Division	
Junior Year	11-11-11-1	Seni	or Year
Semester I Semester	II	Semester I	Semester II
Math. u.d. (6) Math. u.d.	y 114 (3)	either year (3) Mathematics (6) Minor and electives (10)	Mathematics (6) Minor and electives (10)

# Recommended Program for the B.A.

# MEXICAN STUDIES Interdisciplinary Major

- Preparation for the Major: Spanish 1, 2, 3, 4 or their equivalent; Anthropology 10; Economics 1; Sociology 1; Psychology 1 or 2.
- The Major: Upper division work should include courses, as indicated on the paradigm, in Mexican history, literature, government, economics, anthropology; Spanish American literature; related areas. A minor in Spanish is incorporated into the program.
- Junior Year (or part thereof) in Guadalajara: As a part of the Mexican Studies major, students spend the first semester of the junior year and, if desired, the second semester — at the Institute of Technology (ITESO of Guadalajara), one of the three universities in the city. Guadalajara, Jalisco, Mexico, a city of more than 1,000,000 people, is a beautiful and busy metropolis that has retained the beauty of the colonial past, yet is thoroughly modern. At 5000 feet the city enjoys a delightfully mild year-round climate. It is the ideal place to know Mexico, its people and their culture. Integral to the program are living with a Mexican host family and field trips to Mexico City and

other historical parts of central Mexico. Those who wish to improve their fluency in Spanish may wish to spend the summer before the junior year in Guadalajara, in preparation for the academic year.

The Mexican Studies Interdepartmental Program is the first of what USD hopes will be several closely related programs varying in their emphasis — for example, Mexican-American Studies, with more emphasis on American history and literature for students with strong previous studies in Mexican history and literature; selected Latin American Studies, in which emphasis could be on another country than Mexico. With programs such as these, USD hopes to prepare students to live and work in the other Americas, in business, diplomatic service, or Peace Corps work; to prepare them for graduate specialization in one of these areas; or to enrich their knowledge and understanding of a large segment of the United States population.

	Lower	Division	
Freshm	an Year	Sophomor	e Year
Semester I	Semester II	Semester I	Semester II
English 25 (4) History 11 (3) Philosophy 32 (3) Spanish (4) Relig. Stud. (3)	English 26 (3) History 12 (3) Philosophy 33 (3) Spanish (3) Psychology 1 or 2 (3) Elective (1-2)	Pol. Sci. 15 (4) Spanish (3) Science (3) Anthro. 10 (3) Sociology 1 (3)	English 27 or 28 (3 Spanish (3) Science (3) Relig. Stud. (3) Mex. Govt. (3) Elective (2)
Summer School bef (in Guad		Adv. Comp. Conversation in S Grammar	panish (6 units)
	Upper ]	Division	
Junio	r Year	Senio	r Year
Semester I (in Guadalajara)	Semester II (at USD or in Guadalajara)	Semester I	Semester II
Mexican Lit. (3) Contemp. Mex. Inst. (3) Soc. Psych. (3) Hist. of Mexico (3) Mexican Art, (3-5) Architecture, Anthro. (with field trips to Teotihuacan, Chapultepec Park, Museum of Anthropology, etc.)	Hist. of Baja Calif. (3) Philosophy 62 (3) Science (3) Seminar in Mex. Anthro. (in Spanish) (3) Soc. Change (3)	Spanish Border- lands I (3) Relig. Stud. (3) Philosophy 114 (3) Span. Amer. Lit. (3) Economics 1 (3)	Spanish Border- lands II (3) Sr. Research Seminar (3) Spanish Amer. Lit. (3) Econ. of Mexico (3) Elective (3)

# Recommended Program for the B.A.

62 / Music: CW

### MUSIC

See page 151 for course listings.

Preparation for the Major: Music 1, 2, 3, 4.

The Major: The twenty-four units of upper division work should include Music 105, 120A-B, and two music literature courses.

# Requirements for Music Majors:

- All majors are required to participate in one performing organization each semester.
- Junior recitals: Private, jointly performed, one-half of a full concert program.
- Senior recitals: Private, standard concert length. (If so judged by the music faculty, a senior recital may be made public).
- Musicologists: Those music majors not having a voice or instrument major, i.e., private study throughout most of their college attendance, will give a lecture recital on private research; one-half of a program for juniors, full program for seniors.

# Recommended Program for the B.A.

Freshman Year	Sophomore Year	
Semester I Semester II	Semester I	Semester II
Religious Studies, either semester (3)English 25 (4)English 26 (3)History 11 (3)History 12 (3)Philosophy 32 (3)Philosophy 33 (3)Music 1 (3)Music 2 (3)Electives (2-3)Electives (2-3)P.E.P.E.	Relia Stud. (3) English 27 or 28 (3) or Pol. 04. 15 (4) Science (3) Philosophy 62 (3) Music 3 (3) Electives (1-2)	Pol. Sci. 15 (4) or English 27 or 28 (3) Science (3) Philosophy 114 (3) Music 4 (3) Music 105 (2) Electives (1-2)

# Lower Division

# Upper Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Music (6) Science (3) Language (4) Minor and/or elective (3)	Religious Studies, Music (6) Language (4) Minor and electives (6)	either year (3) Music (6) Language if needed (4) Minor and electives (6)	Music (6) Minor and electives (10)

# PHILOSOPHY

See page 154 for course listings.

Preparation for the Major: Philosophy 32, 33, 62, 114.

The Major: The twenty-four units of upper division work must include Philosophy 118, 164, 139 and 140.

The Minor: Six upper division units beyond the required courses, ordinarily including Philosophy 118 or 164, and 139 or 140. Pursuing a philosophy minor requires prior departmental approval.

Courses required of all students: Philosophy 32, 33, 62 and 114 in sequence. These are prerequisites for all other courses.

	Lower	Division	
Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Religious Studies, English 25 (4) History 11 (3) Philosophy 32 (3) Language (4) Electives (2-3) P.E.	either semester (3) English 26 (3) History 12 (3) Philosophy 33 (3) Language (4) Electives (2-3) P.E.	Religious Studies English 27 or 28 (3) or Pol. Sci. 15 (4) Science (3) Philosophy 62 (3) Language, if needed (4) Electives (3-4)	, either semester (3) Pol. Sci. 15 (4) or English 27 or 28 (3) Science (3) Philosophy 114 (3) Electives (3-4)

# Recommended Program for the B.A.

# Upper Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Philosophy 118 (3) Philosophy (3) Science (3) Minor and electives (7)	Religious Studies, Philosophy 164 (3) Philosophy (3) Minor and electives (10)	either year (3) Philosophy 139 (3) Philosophy (3) Minor and electives (10)	Philosophy 140 (3) Minor and electives (13)

# PHYSICS See page 160 for course listings.

Preparation for the Major: Physics 50, 51; Mathematics 10, 20, 30, 40; Chemistry 1A-1B.

The Major: The twenty-four units of upper division work must include Physics 100, 101, 124, 125, 126, 127, 180, 181.

	Lower	Division	
Fresh	man Year	Sophor	nore Year
Semester I	Semester II	Semester I	Semester II
English 25 (4) History 11 (3) Physics 50 (4) Math. 10 (4) P.E.	Relig. Stud. (3) English 26 (3) History 12 (3) Physics 51 (4) Math. 20 (4) P.E.	Religious Studies Eng. 27 or 28 or Pol. Sci. 15 (3 or 4) Philosophy 32 (3) Math. 30 (3) Physics 100 (4)	

# Recommended Program for the B.A. (with Mathematics minor)

# Upper Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Physics u.d. (7) Chem. 1A (4) Language (4) Math. (3)	Religious Studies, Physics u.d. (7) Chem. 1B (4) Language (4) Math. (3)	either year (3) Physics (3-6) Language, if needed (4) Philosophy 62 (3)	Physics (3-6) Philosophy 114 (3) Electives (6-9)

# POLITICAL SCIENCE

See page 162 for course listings.

Preparation for the Major: Political Science 1, 3, 15.

The Major: Twenty-four units of upper division work to include six units (2 courses) from among those listed in each of the following areas:

American Political Institutions: Political Science 113, 117, 118, 119, 174, 175;

Comparative Governments: Political Science 140, 141, 150, 155, 180, 185, 187, 190, 191;

International or Foreign Relations: Political Science 120, 125, 126, 176, 177;

Political Thought:

Political Science 110, 112, 115, Philosophy 164.

Lower Division			
Freshn	nan Year	Sophon	nore Year
Semester I	Semester II	Semester I	Semester II
English 25 (4) History 11 (3) Philosophy 32 (3) Language (4) Relig. Stud. (3) P.E.	English 26 (3) History 12 (3) Philosophy 33 (3) Language (4) Pol. Sci. 1 (3) P.E.	Religious Studies, Pol. Sci. 15 (4) Science (3) Philosophy 62 (3) Language, if nccessary (4)	either semester (3) English 27 or 28 (3) Science (3) Philosophy 114 (3) Electives (2-3)

# Recommended Program for the B.A.

# Upper Division

Pol. Sci. 3 (3)

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Pol. Sci. (6) Science (3) Minor and electives (7)	Religious Studies, Pol. Sci. (6) Minor and electives (10)	either year (3) Pol. Sci. (6) Minor and electives (10)	Pol. Sci. (6) Minor and electives (10)

# PSYCHOLOGY

# See page 167 for course listings.

Preparation for the Major: Plan A; Psychology 1, 2 and 60; Math (6 units); three semesters of science including laboratory work, and an additional three units of upper division English beyond the general education requirements.

Plan B; Psychology 1, 2 and 12.

The Major: Plan A (Preparation for Graduate Work): the twenty-four units of upper division work must include Psychology 107 (History and Systems); 109 (Development Psychology); 119 (Psychological Testing); and 160 (Experimental Psychology).

Plan B (Liberal Arts Major): the twenty-four units of upper division work must include Psychology 109 (Developmental) or 110 (Educational Psychology) for credential candidates; 145 (Social Psychology); 152 (Introduction to Methods of Counseling); and either 107 (History and Systems) or 131 (Theories of Personality), whichever is offered in the senior year.

The Minor: The total of 18 units must include Psychology 1 and 2 in the lower division and at least 3 upper division courses including Psychology 107 or 131, whichever is offered in the senior year.

Recomm	ended Prog	rams for the B.A	L.
	PLAN		
	Lower D	Division	
Freshman Year		Sophom	ore Year
Semester I Semester	II	Semester I	Semester II
Psychology 1 (3) Language	12 (3) hy 33 (3)	Religious Studies, English 27 or 28 (3) or Pol. Sci. 15 (4) Science (3) Philosophy 62 (3) Language (4) Psychology 60 (3)	either semester (3) Pol. Sci. 15 (4) or English 27 or 28 (3) Science (3) Philosophy 114 (3) Language, if needed (4)
	PLAT	NB	
	Lower I	Division	
Freshman Year		Sophon	nore Year
Semester I Semester	r II	Semester I	Semester II
Psychology 1 (3) Languag	12 (3) hy 33 (3)	English 27 or 28 (3) or Pol. Sci. 15 (4) Science (3) Philosophy 62 (3) Language (4)	either semester (3) Pol. Sci. 15 (4) or English 27 or 28 (3) Science (3) Language, if needed (4) Philosophy 114 (3)
Ten Sad 60, Math (6	PLANS	A and B	
		Division	
Junior Year			or Year
Semester I Semeste	r II	Semester I	Semester II
Rel Psychology (6) Psychol Science (3) Minor	igious Studies ogy (6)	s, either year (3) Psychology (6) Minor and electives (10)	A States

# SOCIAL SCIENCE MAJOR

Preparation for the Major: History 11-12; Political Science 15; Economics

1, Sociology 1, Psychology 1 or 2; Anthropology 10 is highly recommended.

The Major: Twenty-four units of upper division courses in social sciences: 12 units in the field of concentration: history, sociology, economics, or political science; 12 units in other social sciences (a combination which is most suitable and balanced for the individual student.)

# SOCIOLOGY

See page 172 for course listings.

- Preparation for the Major: Sociology 1 (prerequisite for upper division courses); Economics 1 or 2; Anthropology 10; Psychology 1 or 2. Sociology 60 (Statistics) is strongly recommended.
- The Major: The Sociology department offers three programs, each 24 upper division units:

Plan A: for those intending to undertake graduate work in sociology. Required courses: Sociology 122 or 123

Sociology 124

Sociology 150

Recommended courses: Sociology 145, 161, 190

A full year of Sociological Theories

Plan B: for those preparing for elementary or secondary teaching.

Required courses: Sociology 115

Sociology 145

Sociology 130 or 131

Recommended courses: Sociology 150, 161, 146 or 148

- Six units from allied disciplines (economics, history, anthropology, political science) may be included in the twenty-four unit upper division requirement.
- Plan C: for those preparing for careers in social and welfare work and other professional positions, and for students desiring to understand social relationships better.

Required courses: Sociology 124 Sociology 150 Sociology 155 Recommended courses: Sociology 145 or 130 or 131 Sociology 161 Sociology 146 or 147 or 148

Lower Division			
Freshn	nan Year	Soph	omore Year
Semester I	Semester II	Semester I	Semester II
Relig. Stud. (3) English 25 (4) History 11 (3) Philosophy 32 (3) Language (4) P.E.	English 26 (3) History 12 (3) Philosophy 33 (3) Language (4) Sociology 1 (3) P.E.	Religious Studi English 27 or 2: (3) or Pol. Sci. 15 (4) Science (3) Philosophy 62 ( Language, if needed (4) Soc. prerequisite (	or English 27 or 28 (3) Science (3) 3) Soc. prerequisites and electives

### Recommended Program for the B.A.

Junior Year	Senior Year	
Semester I Semester II	Semester I	Semester II
Religious Studies, Philosophy, either semester (3) Sociology (6) Sociology (6) Science (3) Minor and Philosophy 114 (3) electives (10) Minor or electives (4)	either year (3) Sociology (6) Minor and electives (10)	Sociology 124 (3) Sociology (3) Minor and electives (9)

# Upper Division

# SPANISH

See page 175 for course listings.

- The elementary and intermediate Spanish courses make intensive use of the language laboratory.
- A background of Latin or another foreign language, (two years in high school or one year in college) is required of students majoring in Spanish.
- Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12-15 units of lower division or equivalent).
- The Major: The twenty-four units of upper division work should include Spanish 102, 103, 130, and three period courses.
- The Minor: The eighteen units must include Spanish 101 and six additional upper division units.

# Recommended Program for the B.A.

Lower I	Division
Freshman Year	Sophomore Year
Semester I Semester II	Semester I Semester II
Religious Studies, either semester (3)English 25 (4)English 26 (3)History 11 (3)History 12 (3)Philosophy 32 (3)Philosophy 33 (3)Spanish (4)Spanish (4 or 3)Electives (2-3)Electives (2-3)P.E.P.E.	Religious Studies, either semester (3) English 27 or 28 Pol. Sci. 15 (4) (3) or Pol. or English 27 Sci. 15 (4) or 28 (3) Science (3) Science (3) Philosophy 62 (3) Philosophy 114 (3) Spanish (3) Spanish (3) Minor and/or electives (4) electives (4)
Upper 1	Division
Junior Year	Senior Year
Semester I Semester II	Semester I Semester II
Religious Studies Spanish (6) Spanish (6) Science (3) Minor and electives (10)	, either year (3) Spanish (6) Spanish (6) Minor and Minor and electives (10) electives (10)

# SPEECH ARTS

# See page 176 for course listings.

- Preparation for the Major or Minor: The speech major or minor should have a strong interest in general speech arts activities. Possibly he or she has had experience in speech contests, dramatics, debate or student government in high school. He or she should be free from any marked speech deficiency.
- The Major: The twenty-four units of upper division work could include Public Speaking, Discussion, Oral Interpretation and may include Argumentation and Debate, Radio, Shakespeare or Theatre Workshop.
- The Minor: The eighteen units of work should include Basic Speech and six or more units of upper division speech.

Lower Division Freshman Year Sophomore Year			
Semester I	Semester II	Semester I	Semester II
English 25 (4) History 11 (3) Philosophy 32 (3) Language (4) Speech 1A (2) P.E.	English 26 (3) History 12 (3) Philosophy 33 (3) Language (4) Speech 1B (2) Relig. Stud. (3) P.E.	Eng. 27 or 28 or	either semester (3) Pol. Sci. 15 or Eng. 27 or 28 (4 or 3) Science (3) Philosophy 114 (3) Speech (2-3) Electives

# Recommended Program for the B.A.

# Upper Division

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Major (6) Science (3) Minor and electives (7)	Religious Studies, Major (6) Minor and electives (10)	either year (3) Major (6) Minor and electives (10)	Major (6) Minor and electives (10)

# THEATRE ARTS

See page 179 for course listings.

The Minor: The eighteen units should include Theatre 10A-10B, which are prerequisites for upper division work in Theatre Arts. Theatre 50 is also required for the minor.



# COLLEGE FOR MEN

Degree Requirements Academic Regulations Requirements for Majors 72 / Requirements: College for Men

#### DEGREE REQUIREMENTS

The College is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Though professors and students of many faiths are found on the campus, the basic goal of the College is a Christian liberal education which manifests itself in an intelligent, courageous, and creative devotion to God, to country, and to fellow man.

Normally the student is in residence through eight semesters, during which he is enrolled in approximately forty-four courses carrying minimum credit of 124 units.

#### General Education

About half of the courses needed for the degree are in the area of *general education*. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left to student election. In meeting these requirements in the humanities, natural sciences, and social sciences, the student studies some subjects which are specifically required and selects others from an approved list. Ordinarily, most of these general education demands are completed by the end of the fourth semester.

#### Majors and Minors

Next, twenty-five to thirty per cent of the courses a student takes are designed to fulfill the *major concentration requirements*. These the faculties of the various departments have prescribed to insure that each student will do intensive work in one special area (the ''major'') so as to gain a useful command of its facts, interpretations, insights, and methods. If the student wishes, he may specialize to a lesser extent in still another area (the ''minor''). A minor concentration in philosophy can be arranged by the addition of one course to the general education philosophy requirement. Ordinarily, however, the area of minor concentration is closely related to that of primary interest. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses will be taken earlier. Students exceptionally well qualified may be permitted to fulfill the requirements of a second major concentration.

The requirements for majors have been set by the various departments. Along with a suggested program of study, these requirements are listed on pages 82-106.

#### Free Electives

Finally, the remaining courses which a student takes are electives and may or may not be in areas related to the major subject. This liberty is provided so that the student may choose many of his courses either to satisfy an intellectual curiosity or, hopefully, to enlighten himself in areas largely unfamiliar to him.

### FACULTY ADVISOR PROGRAM

The entering student comes into an environment that is new and often bewildering to him. To make the transition from home and high

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school to dormitory and college an easy and pleasant one, the College provides a counseling program by which the newcomer is guided through the difficult phases of adjustment.

Even before he arrives on campus, each freshman is assigned a faculty advisor, appointed by the Academic Dean, to assist in dealing with his problems. At the beginning of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisors, take part in discussions of college life, and engage in a variety of activities intended to familiarize them with their new home. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. Results of these tests are analyzed and used to design an educational program suited to each student's capacities.

During the year each freshman advisor holds periodic meetings with the student to check on his progress and to assist with any problems which unexpectedly arise.

When the student has selected his area of major concentration a member of this department becomes his advisor and assists him in the selection of his courses.

Sophomores and upperclassmen bear the responsibility of taking the initiative in discussing the details of their academic program with their advisors. It is the hope of the College that qualified students should prepare for graduate work, since the attainment of a graduate degree is becoming increasingly important to success in most careers. Students who do intend to continue their formal education at the graduate level should, if possible, determine the graduate school of their choice at an early date so that they may be fully prepared to meet its requirements. Since most graduate schools offer scholarship awards in a variety of special programs, it is advantageous to the student to know well in advance what steps must be taken to qualify for financial aid. Of paramount importance, of course, is an undergraduate scholastic record of superior quality.

#### Selecting or Changing the Major

The student should select his area of major concentration as soon as the accumulated data (e.g., high school record, results of interest and aptitude tests, performance in college courses) make such a decision practicable. Those who experience difficulty in making such a selection are urged to use the professional assistance afforded by the personnel of the Educational Development Center.

Students contemplating a change of major concentration should also take advantage of the services of the Educational Development Center. When a decision to change has been reached, the student must secure the approval of the department in which he is a major and of the one in which he desires to major. Juniors and seniors who contemplate a change of majors should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.

# REQUIREMENT'S FOR THE BACHELOR'S DEGREE

The College will confer the bachelor's degree upon the candidate who satisfactorily completes the following:

- 1) 124 units of academic work;
- 2) the general education program;
- 3) the concentration requirements (major and, when required, the minor);
- 4) grade point average of 2.00 (C) in the major field and in the total of college courses;
- 5) the residence requirement (at least the final 30 units must be completed at the University of San Diego);
- 6) the settlement of all financial obligations to the College.

#### **REQUIREMENTS IN GENERAL EDUCATION**

The general education requirements, which must be met by all candidates for the bachelor's degree, are as follows:

#### I. Humanities

- A. Literature, 10 units. All students must earn credit in English 25 (Literature and Composition I, Epic and Drama, 4 units), English 26 (Literature II, Poetry, 3 units), and either English 27 (Literature III, Prose Forms, 3 units) or English 28 (Modern World Literature, 3 units).
- B. Foreign Language. This requirement must be met in one of three ways:
  - 1) By demonstration of proficiency equivalent to that attained after successful completion of three college semesters of any approved foreign language. Such proficiency is judged on the basis of performance on selected tests administered at the beginning of each school year.
  - 2) By successful completion of the third semester of an approved modern foreign language. Eligibility to begin the third semester course is dependent on the student's prior mastery of the materials of the first and second semester courses.
  - 3) By successful completion of the second semester of this college's course in Latin, or by demonstration of equivalent proficiency. Eligibility to begin the second semester course in Latin is dependent on the student's prior mastery of the material of the first semester course.
- C. Philosophy. Four courses, to be taken in sequence, are required: Philosophy 20 (Historic Issues in Philosophy), Philosophy 60 (Philosophy of Man), Philosophy 120 (Philosophy of Being and God), and Philosophy 130 (Philosophy of Conduct). Normally these are to be taken at the rate of one each year.

Students who transfer to the College for Men from another college or university will be held to requirements as determined in each case by the Academic Dean after consultation with the chairman of the department of philosophy. Normally, such transfer students will be required to take one course in philosophy each year they attend the College for Men.

- D. Religious Studies. All Catholic students must earn credit in four courses: Religious Studies 20 (Introduction to Scripture) or 25 (Contemporary Christian Thought), Religious Studies 135 (Fulfillment in Marriage), and one other lower division and one other upper division course in Religious Studies.
- E. Speech. One course (two or more units) is required of all students.
- **II.** Science-Mathematics. This requirement may be satisfied by any one of the following:

Option A: Physical Science 11, Physical Science 12, Life Science 1.

- Option B: Physical Science 11, Life Science 1, Life Science 2.
- Option C: Mathematics (3 units), Physical Science 11, Life Science 1.

Science majors may substitute major prerequisite courses.

- III. Social Sciences. All students must satisfy the California State requirement by earning credit in Political Science 15 (Issues in American History and Politics) or in equivalent courses, or by demonstration of competency. In addition, all students must earn at least three units in a course in one of the following fields: anthropology, economics, history, political science, psychology, or sociology. Non-Catholics must also take Sociology 35 (Marriage and the Family) unless they elect to take Religious Studies 135 (Fulfillment in Marriage).
- IV. Fine Arts. All students must earn a minimum of four units of credit, taken in at least two of the following areas: aesthetics, art, music, theatre arts. (If group music classes are elected, at least two semesters must be taken in sequence.)

#### **Concentration Requirements**

Majors. A major field of study consists of at least 24 upper division units of credit. A department may require more than 24 such units, may designate specific courses for its majors to take, and may prescribe certain lower division prerequisites. Requirements of the various departments are listed alphabetically beginning on page 82. A grade point average of 2.00 (C) is required in the major field.

Minors. The College itself does not require a minor concentration, although some departments may do so. A minor consists of at least 15 units in an approved area, and of these at least 6 must be in upper division courses. A grade point average of 2.00 (C) is required in the minor field. Acknowledgment of satisfactory completion of a minor will be recorded on the student's permanent record. The addition of three

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units of philosophy or religious studies beyond the twelve units required in the general education program will satisfy the requirements for a minor in either of those departments.

#### Interdepartmental Social Science Major

An interdepartmental major concentration in the field of social sciences is offered for those who expect to enter the field of teaching or of social welfare. Courses accepted in fulfillment of this major concentration requirement must be selected from three of the following departments: economics, history, political science, psychology, and sociology. Specific details are shown on page 104.

#### Preprofessional Programs

Preprofessional preparation is offered in the areas listed on page 35. Students intending to pursue careers in these fields will be assigned special advisors.

Since admissions requirements vary in the professional schools it is important that the student give an early indication of the school of his choice so that he may be properly guided in the selection of his preparatory courses.

# Teacher Education Programs

The College offers a Teacher Education Program designed to prepare qualified students for teaching in the public and private secondary schools. Candidacy in this program is open only to graduates who have maintained a grade point average of at least 2.5 throughout the undergraduate program. Normally the Secondary Credential Program can be completed in one year.

#### Student Load

The normal class load averages about 16 units per semester. To exceed 18 units the consent of both the chairman of the student's major department and of the Academic Dean must be obtained in writing. Ordinarily no enrollment beyond 18 units will be approved unless the applicant has maintained a G.P.A. of 3.00 (B average) cumulatively and in the immediate past semester.

To be considered full-time, an undergraduate student must be enrolled in a minimum of 12 units in each regular semester.

#### Class Standing

Students reach sophomore standing after satisfactory completion of thirty units. Junior class and upper division standing are reached upon completion of sixty units. For senior class standing, ninety units must be completed.

#### Exemption from Requirements

Requirements in general education, in the structuring of the major concentrations, and in all other academic matters have been established by the College after careful attention to all phases of the program. Exceptions will be made by the Academic Dean only in special circumstances and after consultation with the department chairman or other appropriate officer.

### ACADEMIC REGULATIONS COLLEGE FOR MEN

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the College, accepts them, and pledges that he will abide by them.

Registration takes place when the student completes the forms supplied at the Office of the Registrar and pays the required fees. No credit will be given in courses for which the student is not *officially* registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$10.

#### **Class** Attendance

Regular and prompt attendance at class and at official general assemblies is deemed essential for the optimum educational progress of the student and for the orderly conduct of academic life. Accordingly, students are required to attend all official assemblies and all scheduled classes in the courses in which they are registered.

The only authorized absences are those necessitated by the student's participation in certain activities in which he represents the College and for which he is specifically authorized by the President or the Academic Dean. This includes group activities such as intercollegiate basketball, glee club, and debating team. It may also include student attendance or participation in other events, but only for such students as are specifically authorized to represent the College.

All other absences, even those caused by illness or accident, are unauthorized and are covered by the following regulations:

- a) The total number of unauthorized class absences permitted is *twice* the number of credit units for the course;
- b) Students whose unauthorized absences exceed the permitted number will be penalized in each case by the instructor, regardless of the reason for the absence;
- c) The penalty imposed for excessive absences is to be established and announced by the instructor at the beginning of each semester. It is assumed that the student cannot satisfactorily comprehend the course content if he misses classes or laboratory sessions excessively. The instructor will determine whether deficiencies can be remedied, e.g., by additional reading assignments, research assignments, etc.;
- d) Any student who, without authorization, misses an examination will incur a grade of F, unless the instructor permits a make-up;
- e) Tardiness may be recorded as an absence at the discretion of the instructor, whether or not the tardy student is admitted to the class.

#### Transfer Credit

Students at the College for Men who wish to take courses in summer sessions at other institutions are cautioned to obtain advance approval if

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they except such courses to be accepted in fulfillment of degree requirements in the College for Men.

#### Probation

A student who fails to maintain at least a C average (G. P. A. 2.00) for all college work attempted or for all course work attempted at this institution will be placed on probation.

Probationary status may be continued provided that the student maintains a C average (G. P. A. 2.00) or better each semester he remains on probation. The probationary status of a student can be ended only at the close of a regular semester when he has attained a C average on all college work attempted and for all course work attempted at this institution.

Any student whose grade point average falls below 2.00 in two successive semesters will be subject to dismissal from the college, subject to review by the Academic Dean. Appeals should be submitted to the Academic Dean, *in writing*, within five days after the student has received notice of dismissal, and should set forth the reasons which would justify an extension of the probationary period.

#### Dropping or Adding Courses

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. *Unofficial withdrawal* from a course results in a mark of F. Students who change their class schedule after registration will pay a fee of \$1.00.

#### Change in Program or Withdrawal

A student withdrawing from the University while a semester is in progress must file with the Registrar's Office an official Notice of Withdrawal. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in nonpassing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution. Forms containing complete instructions for change in status are available at the Office of the Registrar.

**Program changes** involving the *addition* of courses will be permitted, with the written approval of the student's advisor and of the chairman of the department in which the courses are being added, prior to the first class meeting of the third week of the semester. In unusual circumstances the Academic Dean may permit the addition of courses even after the start of the third week if, after having consulted the student's advisor and the chairman of the department in which the classes are to be added, he is convinced that the student can effectively overcome the disadvantage of a late beginning.

Withdrawal from a course, without risk of penalty, will be allowed until the dates specified in the academic calendar (about six weeks after the beginning of classes). Withdrawal within that time limit will be recorded as W. A grade of W will not enter into the computation of the G.P.A. When a student withdraws from a class after the date specified in the academic calendar, the instructor will be asked to report whether the student had been doing passing or failing work at the time of the withdrawal. Depending on the instructor's report, the student will then receive a WP (withdrawn passing) or WF (withdrawn failing). A WP grade will not affect the student's G.P.A. A WF grade will have the same effect as a grade of F.

A student who interrupts his registration at the University for one or more semesters must make application for re-admission, unless such permission to interrupt studies has been granted prior to the student's leaving.

#### Grading System

The following grading system is in effect: A (superior); B (very good); C (average); D (inferior); F (failing); I (incomplete); W (withdrawn); WP (withdrawn passing); WF (withdrawn failing); and CR (credit awarded, but units do not enter into computation of grade point average).

Grade points for each unit attempted are assigned according to this plan: A, 4; B, 3; C, 2; D, 1; F, 0. Thus a student who receives a grade of A in a three-unit course has earned twelve grade points; one who receives a grade of C in a four-unit course has earned eight grade points.

The I grade (incomplete) is assigned in cases where a student has failed to complete required work for reasons which the instructor accepts as justifiable. Within one calendar year after the date of the end of the term in which the I was given, the student has the opportunity to complete the unfinished work as required by the instructor, who will then report to the Registrar the grade which the work merits. As long as the I grade remains on the student's record, it has the effect of lowering his grade point average<sup>1</sup>, since it counts as units attempted but carries no grade points.

An incomplete course, a failure, or a withdrawal will not fulfill a requirement.

Grades of F are not removed from the student's record even though a passing grade may subsequently be earned; units in such courses remain in the total of units attempted and thus continue to affect the grade point average.

#### Academic Dean's List

After each semester will be issued the Dean's List, on which the names of students of superior achievement will be shown. Those with Grade Point Average of 3.75 or higher receive First Honors; those with 3.25 to 3.74 receive Second Honors. All Dean's List students receive a personal commendation from the Academic Dean.

#### Graduation With Honors

Students of outstanding academic merit may receive special honors at graduation. Eligibility for these special honors is based upon Grade

<sup>1</sup>The Grade Point Average (G. P. A.) is computed by dividing the total grade points by total units attempted.

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Point Average, covering all collegiate work attempted, as follows: a) for the Summa Cum Laude, 3.80 or higher; b) for the Magna Cum Laude, 3.65 to 3.79; and c) for the Cum Laude, 3.50 to 3.64.

#### Auditing

With the consent of the instructor and the Registrar, undergraduate courses may be audited by regularly enrolled students or by persons not regularly enrolled in the College. Ordinarily, permission will not be given to audit more than three courses in any semester. For students who pay the full semester tuition charge, no extra fee is assessed for auditing. Part-time students, however, who pay regular tuition charges on a per unit basis, will be charged the regular unit fee.

A student may not enroll as a course auditor and subsequently decide to take the final examination for credit, nor may a student who has audited a course subsequently challenge such course for credit by examination.

#### Examinations

Dates and schedules for the final examinations are not to be changed without the approval of the Academic Dean.

Deficiency notices will be issued twice during the course of each regular semester, once one week before the last day to drop a class without risk of penalty, and again approximately ten weeks after the start of classes. Such notice will be sent to students, and to parents and guardians of students not yet twenty-one years of age. (At the discretion of the Academic Dean, deficiency notices for foreign students may be sent to the Foreign Student Advisor rather than to parents or guardians.) Whenever possible, the reasons for the deficiencies are indicated.

Students who must make up examinations missed because of unauthorized absence will be charged a fee of \$5 for each course, unless the Academic Dean remits the fees.

#### Special Examinations

Students who wish to fulfill specific college requirements for graduation by examination may petition the Office of the Academic Dean for permission to sit for such examinations. The time, place, and fees for these examinations will be announced by the Office of the Academic Dean each semester.

#### Petition for Graduation

In the beginning of the first semester of the junior year, all students are required to file a petition for graduation if they wish to graduate in the spring of the following academic year, so that they may be duly advised of the courses that they will be required to complete. The petition for graduation must be accompanied by the graduation fee of \$30.00.

# Unit and Grade Point Requirements

To qualify for a degree, the student must earn a minimum of 124 college units of credit. A unit is defined (unless otherwise specified in this bulletin or emendation thereof) as the amount of credit awarded

for satisfactory performance in one lecture period or one laboratory period for one semester. A general average of C (G.P.A. 2.00) is required in the total of collegiate work attempted, and in all work attempted in the College for Men.

Of the 124 units required for graduation, 48 must be in upper division courses, i.e. those numbered 100 or higher. In order to enroll in courses which carry upper division credit the student is normally required to have reached junior class standing, i.e., he must have completed 60 units of work. Where, in the judgment of the departmental chairman, the student has acquired the necessary basic proficiency, he may be permitted to enroll in upper division courses for upper division credit even though he may still have only freshman or sophomore standing. In such cases the approval of the departmental chairman must be filed, in writing, in the Office of the Academic Dean.

#### Selective Service

In compliance with the National Selective Service Act, and upon the written request of the student, the college will report a student's enrollment status to his Selective Service Board at the beginning of the academic year (approximately October 1) or, as in the case of students admitted in mid-year, within thirty days after he enrolls in the college.

Only those students who are enrolled for a minimum of twelve units per semester or twenty-four units per academic year (September-June) can be reported as "satisfactorily pursuing a full time course of instruction." Local boards normally expect that such students are making normal progress and will complete the requirements for a Bachelor's degree within four years; therefore, a student who enrolls continuously for only the minimum load is warned that he may be subject to reclassification if he has not completed the degree requirements within the normally allowed time. The college is obligated to inform the Selective Service Administration promptly whenever a student terminates his enrollment during the academic year.

#### MAJOR IN ACCOUNTING See page 108 for course listings.

The Department of Business Administration offers a major in Accounting, principally for students interested in careers in public or private accounting. The Accounting curriculum prepares students to sit for the State of California C.P.A. examinations and also for graduate study in Accounting.

A major in Accounting is required to follow a prescribed program of 36 semester hours which includes accounting, business administration, and economics courses.

A minor in Accounting is available for non-Accounting majors.

### Requirements for the Degree of Bachelor of Science With a Major in Accounting

The student must satisfy the general education requirements as set forth in this bulletin, with the exception of the foreign language requirement, and must complete a major course of study that includes the following:

Accounting 1 and 2

Economics 1 and 2

Mathematics 1, 8, and 15

Business Administration 145 and 146

Accounting 100, 101, 102, 106, 108, plus 6 units of electives in Accounting.

this is a start of the start of	Suggested Pro	gram of Study	
Ba	achelor of Science -	- Accounting Ma	jor
Freshm	an Year	Sophom	ore Year
Semester I	Semester II	Semester I	Semester II
Economics 1 (3) Psychology 1 (3) English 25 (4) Mathematics 1 (4) Philosophy 20 (3)	Economics 2 (3) English 26 (3) Political Sci. 15 (4) Mathematics 8 (3) Relig. Stud. 20 or 25 (3)	Accounting 1 (3) Fine Arts (2) Science (3) Mathematics 15 (3) Speech 1 (2) Philosophy 60 (3)	Accounting 2 (3) Relig. Stud. I.d. (3) Science (3) English 27 or 28 (3) Fine Arts (2)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Accounting 100 (3) Accounting 102 (3) Bus. Admin. 145 (3) Philosophy 120 (3) Elective u.d. (4)	125 (2)	Accounting 106 (3) Accounting Elec. (3) Philosophy 130 (3) Electives, u.d. (6)	Relig Stud

# DEPARTMENT OF ART

See page 111 for course listings.

Preparation for the Major: Art 2A-2B, 6A-6B, and 33A-33B.

The Major: The twenty-four units of upper division work should include courses in aesthetics, oil painting, head and figure construction, design in letter forms, and watercolor.

# Suggested Program of Study

Bachelor of Arts - Art Major

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4) Relig. Stud. 20 or 25 (3) Art 2A (2) Language (4) SciMath. (3)	English 26 (3) Philosophy 20 (3) Art 2B (2) Language (4) SciMath. (3) Speech (2)	English 27 or 28 (3) Relig. Stud. 1.d. (3) Art 6A (2) Art 33A (2) Language, if needed (4) SciMath. (3)	Pol. Sci. 15 (4) Philosophy 60 (3) Art 100 (3) Art 6B (2) Art 33B (2) Art 122 (3)
		Alipsi in a su	
Junio	or Year	Sen	ior Year
J <u>unic</u> Semester I	or Year Semester II	Semester I	ior Year Semester II

# DEPARTMENT OF BIOLOGY See page 114 for course listings.

The Department of Biology provides training in either of two major categories in the biological sciences. A program of general courses, (Program A) allows the student to prepare for future graduate studies in disciplines such as Environmental Biology, Molecular Biology, Cellular Biology, Biological Oceanography, and teaching in the biological sciences.

A second program (Program B) is offered for students preparing for careers in Medicine, Dentistry, Pharmacy, Optometry, and Veterinary Medicine. Students choosing this program are not restricted to the above professional careers and may also enter graduate studies in the biological sciences.

Graduate courses are offered leading to a degree of Master of Arts in Teaching with a Major in Biological Sciences. The department offers an introductory course in basic biological concepts for non-science majors.

# Requirements for the Degree of Bachelor of Science With a Major in Biology

#### Prerequisites:

All students must satisfy the general education requirements as set forth in this bulletin and complete:

Biology 3, 4, Chemistry 1A-1B, Physics 42, 43, and 6 units of Mathematics as required. (30 units.)

#### Major:

Program A & B. A total of 40 units in the major are required with a minimum of 24 upper division units to include Biology 137, 140, 144, 145, and 160. A minor is not required.

#### Specialization:

Students planning to specialize within the areas of the biological sciences are strongly urged to consult with the departmental advisor in order to select the program most suitable to their needs and to arrange their courses of study.

# High School Preparation:

The following subjects are suggested to be included in high school programs for those students planning to enter any of the biological sciences: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry, physics. Three years of a modern language are recommended.

#### Suggested Program of Study

#### Bachelor of Science — Biology Major

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Biology 3 (4) English 25 (4) Mathematics (4) *Language (4)	Biology 4 (4) Philosophy 20 (3) Mathematics (3) *Language (4) Relig. Stud. 20 or 25 (3)	Chemistry 1A (4) Biology 15 (4) Physics 42 (4) Philosophy (3)	Physics 43 (4)
Junio	or Year	Senio	r Year
Semester I	Semester II	Semester I	Semester II
Biology 137 (4) Chemistry (3) Philosophy 120 (3) Biology 140 (4) Speech (2)	Biology elective (3) ) Biology 144 (4) Sociology 35 (2) Rel. Stud. 135 (3) Elective (3)	Biology 160 (3) Biology 145 (4) Philosophy 130 (3) Elective (3) English (3)	Biology electives (7) English (3) Relig. Stud. u.d. (3) Elective (3)

#### Program A — General Biology Major

# Program B: Pre-medical, Pre-dental, Pre-veterinarian, Pre-pharmacy, Pre-optometry Majors

Freshman Year (Same as Program A)	Sophomore Year (Same as Program A)	
Junior Year	Senior Year	
Semester ISemester IIBiology 137 (4)BiologyChemistry (3)elective (3)Chemistry (2)Biology 144 (4)Philosophy 120 (3)Chemistry (3)Biology 140 (4)Relig. Stud.135 (3)Speech (2)	Semester ISemester IIBiology 160 (3)BiologyBiology 145 (4)electives (7)Philosophy 130 (3)English (3)Chemistry (4)Relig. Stud.,English (3)u.d. (3)Elective (3)	

\*See Foreign Langauge requirement, page 74.

Preparation for pharmacy, optometry and dental schools requires a minimum of 2 years; veterinary schools 3 years; and medical schools 3-4 years. Requirements vary with the professional school. For specific information, students should consult with the departmental advisor or write directly to the professional school.

# DEPARTMENT OF BUSINESS ADMINISTRATION See page 117 for course listings.

#### **Objectives:**

The Department of Business Administration provides the necessary preparation for students to begin careers in business, government or institutional management, or for graduate study. The curriculum is designed to provide students with a substantial liberal arts education in addition to study in the students' area of special interest. The Department offers majors in Business Administration and Accounting.

# Requirements for the Degree of Bachelor of Science With a Major in Business Administration

The student must satisfy the general education requirements as set forth in this bulletin (with the exception of the foreign language requirement) and must complete the following major program of study:

Accounting 1 and 2

Economics 1 and 2

Mathematics 1, 8, and 15

Business Administration 101, 113, 142, 145, 146, 150 plus 6 elective Business Administration units.

Freshman Year	Sophomo	ore Year
Semester ISemester IIEconomics 1 (3)Economics 2 (3)English 25 (4)English 26 (3)Mathematics 1 (4)Mathematics 8 (3)Psychology 1 (3)Pol. Sci. 15 (4)Philosophy 20 (3)Relig. Stud., 20 or 25 (3)	Semester I Accounting 1 (3) Fine Arts (2) Mathematics 15 (3) 1 Philosophy 60 (3) Science (3) Speech 1 (2)	Semester II Accounting 2 (3) Fine Arts (2) English
Junior Year	Senior	
Semester I Semester II	Semester I	Semester II
Bus. Admin.       Bus. Admin.         101 (3)       113 (3)         Bus. Admin.       Bus. Admin.         145 (3)       146 (3)         Philosophy 120 (3)       Relig. Stud.         Electives, u.d. (6)       135 (3)         Electives (6)       145 (3)	142 (3) Bus. Admin. elective (3) Philosophy 130 (3) Electives (7)	Bus. Admin. 150 (3) Bus. Admin. elective (3) Relig. Stud., u.d. (3) Electives (6)

# Bachelor of Science - Business Administration Major

Suggested Program of Study

#### DEPARTMENT OF CHEMISTRY

See page 119 for course listings.

#### **Objectives:**

The Department of Chemistry provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal education. The programs prepare students for a wide variety of opportunities in the chemical profession including industrial employment, teaching, and graduate study. The Department of Chemistry also provides courses in chemistry for science students with majors other than chemistry; and participates in interdisciplinary programs designed to acquaint students in majors other than science with the basic principles and methods of modern science and the history and development of scientific thought.

#### Requirements for the Degree of Bachelor of Science With a Major in Chemistry

#### Preparation for the Major:

All students must satisfy the general education requirements as set forth in this bulletin and complete the following minimum requirements: Chemistry 10A, 10B, 90; Physics 50, 51; Math 10, 20, 30.

A minimum of 24 upper division units in chemistry, The Major: including Chemistry 100A, 100B, 110, 111A, 111B, 120, 140.

Minimum requirements are: Chemistry 1A-1B, 100A-The Minor: 100B, and 105A-105B (or its equivalent).

Freshman Year		Sophomore Year	
Semester I Chem. 10A (5) Math. 10 (4) English 25 (4) Relig. Stud. 20 or 25 (3)	Semester II Chem. 10B (5) Math. 20 (4) English 26 (3) Philosophy 20 (3) Speech 1 (2)	Semester I Chem. 100A (4) Physics 50 (4) Math. 30 (3) English 27 or 28 (3) Relig. Stud. (3)	Semester II Chem. 100B (3)* Physics 51 (4) Chem. 90 (3) Philosophy 60 (3) Social Science (3)
Junio	or Year	Senie	or Year
Semester I	Semester II	Semester I	Semester II
Chem. 110 (3) Chem. 111A (2) Language (4) Relig. Stud. (3) Pol. Sci. 15 (4)	Chem. 120 (3) Chem. 111B (2) Language (4) Philosophy 120 (3) Fine Arts (2)	Chem. 140 (3) Chem. 160 (3) Chem. 190A (1) Language (4) Relig. Stud.	Chem. 150 (3) Philosophy 130 (3) Electives (10)

#### Suggested Program of Study

\*Majors are not required to take the laboratory period.

# DEPARTMENT OF ECONOMICS See page 123 for course listings.

#### **Objectives:**

The program of this department is designed to serve the needs of three types of students of economics: (1) those terminating their formal education at the college level, and interested in careers in government, business or teaching; (2) those planning to pursue further professional training in schools of law or business administration; and (3) those intending to do graduate work in pure economics.

### Requirements for the Degree of Bachelor of Science With a Major in Economics

The student must satisfy the general education requirements as set forth in this bulletin, plus Mathematics 15 and Accounting 1 and 2, and complete the following major program of study:

Economics 1, 2, 101, 111, 150, 199 and four upper division economics courses.

# Suggested Program of Study

Freshman Year	Sophomore Year	
Semester I Semester II	Semester I Semester II	
English 25 (4)         English 26 (3)           Philosophy 20 (3)         Relig. Stud.           Math. 1 (4)         20 or 25 (3)           Economics 1 (3)         Math. 8 (3)           Psychology 1 (3)         Economics 2 (3)           Pol. Sci. 15 (4)	Accounting 1 (3) Accounting 2 (3) *Language (4) *Language (4) Science (3) Science (3) Relig. Stud. English (3) I.d. elective (3) Economics 150 (3) Math. 15 (3)	
Junior Year	Senior Year	
Semester I Semester II	Semester I Semester II	
Economics, u.d. (3) Economics 111 (3) Economics 101 (3) Economics, u.d. (3) Philosophy 60 (3) Philosophy 120(3) Sociology 1 (3) Relig. Stud.	Economics, u.d. (3) Economics, u.d. (3) Philosophy 130 (3) Economics 199 (3) Relig. Stud. Electives (9) u.d. (3)	

# Bachelor of Science - Economics Major

\*See Foreign Language requirement, page 74.

### TEACHER EDUCATION PROGRAM

### DEPARTMENT OF EDUCATION

See page 125 for course listings.

#### **Objectives:**

The objective of the Teacher Education Program is to prepare qualified teachers for the public and private secondary schools of California. The Teacher Education Program is designed to meet the needs of liberal arts graduates with little or no prior study in the field of education. It recognizes the desirability of integrating theory and practice in teacher education, and the need to provide a program which will encourage graduate study in the teaching field and in education.

# SECONDARY CREDENTIAL PROGRAM

This program leads to a California Standard Teaching Credential with specialization in secondary school teaching.

Majors and Minors for Secondary Specialization offered at the College for Men and/or the College for Women; all programs are open to students of both colleges:

- Single Subject Majors: art, biological sciences, business education (2 options), chemistry, economics, English, French, history, mathematics, music, philosophy, physics, political science, psychology, sociology, Spanish, speech.
- Interdepartmental Majors: physical sciences, with emphasis on chemistry or physics; social sciences, with emphasis on anthropology, economics, history, political science, psychology, or sociology.
- Single Subject Minors: art, biological sciences, chemistry, drama, economics, English, French, German, history, Latin, library science, mathematics, music, philosophy, physics, political science, psychology, sociology, Spanish, special education, speech.

#### Undergraduate Students:

Prerequisites:

The student must fulfill all the requirements for admission to the College for Men.

Requirements:

- 1) Satisfy the general education requirements of the college.
- 2) Embark upon a program that will result in the baccalaureate degree, with a Teaching Major and a Teaching Minor as defined below.
- 3) Make formal application to the Teacher Education Program and follow the Credential Program. It is recommended that this be done by the beginning of the junior year.
- 4) To be admitted to Teacher Education, the student must have an overall grade point average of 2.5 on a 4-point scale, which average must be maintained throughout his undergraduate program. The same grade point average (2.5) is required in both the Teaching Major and Teaching Minor.

#### Students Having Approved Baccalaureate Degree:

Prerequisites:

A grade point average of 2.5 in the Teaching Major and Teaching Minor and an overall grade point average of 2.5 in undergraduate work.

Requirements:

- 1) Complete one additional year (30 units) in graduate work, including 15 graduate units of professional education courses, 6 graduate units in the Teaching Major (or Teaching Minor), and 9 units of graduate and/or upper division education electives. A student who has not already completed the required 9 units of undergraduate education work may use his electives to meet this requirement.
- 2) Maintain an average of 2.75 in all postgraduate work.
- 3) Demonstrate competency either by interview, examination, or satisfactory completion of courses in the following areas:
  - a) Provisions and Principles of the Constitution of the United States
  - b) Advanced English Composition
  - c) Health (physical examination)
  - d) Speech and Voice Control

# Advanced Standing in Teacher Education

A student transferring into University of San Diego, College for Men, with advanced standing, must complete a minimum of six units of professional education work in residence at the College for Men before recommendation for a credential, regardless of extent of education work already completed elsewhere.

# Course Requirements for Teaching Credential:

- A. Teaching Major Beyond lower division requirements, a total of 24 units must be completed in upper division or graduate courses. Six graduate units are required in the Teaching Major unless, with the approval of the Department of Education, these units are taken in the Teaching Minor.
- B. Teaching Minor For the Teaching Minor, a total of 20 units must be completed, of which 12 units must be in upper division or graduate courses. The sequence of courses in the Teaching Minor should be arranged by consultation with the Minor Department and the Department of Education.

(Note: When the Teaching Major consists of an academic subject commonly taught in the public high schools, no minor is required.)

C. Education Department — In addition to the requirements for the Teaching Major and Teaching Minor, the following courses must be completed:

	y 1	3 units
Education	103, 111, and 130	9 units
Education	167, 132B, 332	12 units

D. All courses taken either at this college or elsewhere must be approved for transfer toward meeting credential requirements.

# Suggested Sequence of Courses:

Undergraduate	
Freshman or Sophomore Year	Psychology 1
Junior Year	Education 103, 111 or 130
Senior Year	Education 103, 111, or 130
Graduate (or "fifth year")	An destant
Teaching Major	
Ed. 130 Foundations of American	
Ed. 103 Principles and Curriculum	
Ed. 111 Psychological Foundations	of Education
Ed. 332A Student Teaching	
8	15
Ed. 167 Counseling and Guidance	
Ed. 132B Methods, Observation and	l Participation in
Secondary Education	
Ed. 332B Student Teaching	
Elective	
	15
	the second se

#### DEPARTMENT OF ENGLISH

#### See page 130 for course listings.

The department provides all students in the college with guided literary study and training in composition through English 25, 26, 27, and 28. It offers a range of courses which may be taken for credit as electives by all students, and it offers a major leading to the Bachelor of Arts degree.

#### Requirements for the Degree of Bachelor of Arts With a Major in English

The students must satisfy the general education requirements as set forth in this bulletin and complete the following courses: Preparation for the Major: English 25, 26, 27, 28

- The Major: Twenty-four units of upper division work. This should include: one course in Shakespeare; choice of one course in medieval, renaissance or eighteenth century literature; a course in nineteenth century literature; a course in American literature; a course in contemporary poetry.
- The student is advised to include courses in each of the principal genres, i.e., poetry, drama, and fiction, in the twenty-four units.
- Credential candidates are required to take a course in advanced composition and a course in the study of the English language.
- The Minor: English 25, 26, 27, and nine upper division units. English 175 and 190 are required of credential candidates.

#### Suggested Programs of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4) *Language 1 (4) Pol. Sci. 15 (4) Science (3) Speech (2)	English 26 (3) *Language 2 (4) Philosophy 20 (3) Science (3) Relig. Stud. 20 or 25 (3)	Philosophy (3) English 27 (3) *Language 3 (4) Relig. Stud., 1.d. (3) Fine Arts (2)	Elective, I.d. (3) English 28 (3) Fine Arts (2) History 51 (3) Social Science (3)
Junio	r Year	Senio	r Year
Semester I	Semester II	Semester I	Semester II
Elective, u.d. (3) English (3) English (3) Philosophy 60 (3) Relig. Stud., 135 (3)	Elective (3) Elective, u.d. (3) English (3) English (3) Philosophy 120 (3)	Elective (2) Elective, u.d. (3) English (3) English (3) Philosophy 130 (3) Relig. Stud. u.d. (3)	Electives (6) English (3) English (3) English (3)

#### Bachelor of Arts - English Major

\*See Foreign Language requirement, page 74.

### DEPARTMENT OF FRENCH

See page 134 for course listings.

The elementary and intermediate French courses make intensive use of the language laboratory.

A minor in another language is recommended for the French major (English, German, Spanish, etc.).

A background of Latin or another foreign language (two years in high school or one year in college) is recommended for students majoring in French.

- Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).
- The Major: The twenty-four units of upper division work should include French 101 and 103 or their equivalent.
- The Minor: At least nine of the units counted for the minor must be in upper division courses; French 103, 104, and 112 are recommended.

#### Suggested Program of Study

Fres	hman Year	Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4) Relig. Stud. 20 or 25 (3) French (4) SciMath. (3) Electives (2 or 3)	English 26 (3) Philosophy 20 (3) French (4 or 3) SciMath. (3) Electives (3 or 4)	English 27 or 28 (3) Relig. Stud., 1.d. (3) French (3) SciMath. (3) Soc. Sci. elective (3)	Pol. Sci. 15 (4) Philosophy 60 (3) French (3) Speech (2) Electives (3 or 4)
Jun	ior Year	Seni	or Year
Semester I	Semester II	Semester I	Semester II
Relig. Stud. 135 (3) French, u.d. (6) Minor and electives (6 or 7	Philosophy 120 (3) French, u.d. (6) Minor and electives (6 or 7)	Relig. Stud., u.d. (3) French, u.d. (6) Minor and electives (6 or 7	Philosophy 130 (3) French, u.d. (6) Minor and electives (6 or 7)

#### Bachelor of Arts - French Major

#### DEPARTMENT OF HISTORY

See page 136 for course listings.

The Department of History, consistent with the objectives of the University, offers courses leading to graduate study in history, and such professional fields as law or government. The program may also be oriented in preparation for a teaching credential. Each student with departmental counseling builds a program around areas of world history. A minor, when desired, is generally in a related discipline.

Four hemispheric areas of study are offered by the University. Consult the two programs of study for specific details for each college.

Preparation for the Major (College for Men students):

Lower Division: History majors must complete United States History 17 and 18, one lower division history elective, and Anthropology 1 & 2. (Pol. Sci. 15 is not open to history majors). (Total: 15 units)

Upper Division: 24 units of upper division history are required including History 110 or the Pro-Seminar 198; fulfillment of all general education requirements. Each student seeks proficiency in at least two main areas of history (12 units in one area, 9 units in a secondary area).

### Areas of Study:

#### Area "A" United States:

- (1) Colonial America
- (2) U.S. 1789 to 1865
- (3) U.S. Since 1865
- (4) The American West

Area "B" Latin America

- (5) Colonial Latin America
- (6) National Latin America
- (7) Mexico & the Caribbean

#### (8) The Spanish Borderlands

#### Area "C" Europe:

- Area "D" Non-Western World:
- (9) Ancient World
- (10) Medieval
- (11) Renaissance & Reformation
- (12) Modern World: Great Britain & Commonwealth (17) Africa Russia, France, Germany
- (14) Far East

# Suggested Program of Study

# Bachelor of Arts - History Major

Freshman Year	Sophomore Year
Semester I Semester II	Semester I Semester II
English 25 (4) English 26 (3) *Language (3-4-5) Language (3-4-5) Anthropology 1 (3) Anthropology 2 (3) History 17 (3) History 18 (3) History 1.d. Relig. Stud. elective (3) 20 or 25 (3)	Language (4) Science (Plan A, B, or C) (3) Relig. Stud. 1.d. elective (3) History Area I (3) Language (4) 27 or 28 (3) Science (3) Philosophy 20 (3) Speech (2) Music, Art, Theatre Arts, Aest. (3) History Area I (3) Area I (3)
Junior Year	Senior Year
Semester I Semester II	Semester I Semester II
Science (3) Philosophy 60 (3) Music, Art, Theat. Arts, Aesth. (3)Relig. Stud. 135 or Soc. 35 (3) History 110 or 198 (3) History u.d. Area II (3)U.d. elective (3)U.d. elective (3) U.d. elective (3)	Philosophy 120 (3) Relig. Stud. History u.d. u.d. elective (3) Area I (3) Philosophy 130 (3) U.d. electives (9) History u.d. Area II (3) U.d. electives (6)

\*See Foreign Language requirement, page 74.

# (13) Near East

- - (15) India
  - (16) Southeast Asia

#### DEPARTMENT OF MATHEMATICS

See page 147 for course listings.

The Department of Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

#### Requirements for the Degree of Bachelor of Arts With a Major in Mathematics

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Mathematics 10, 20, 30, 40	14	units
Mathematics 121A, 121B	6	units
Physics 50, 51	8	units
Upper division mathematics electives	18	units

# Suggested Program of Study

Freshman Year	Sophomore YearSemester ISemester IIEnglish (3)Math. 40 (3)Math. 30 (3)Physics 51 (4)Physics 50 (4)Electives (9)Pol. Sci. 15 (4)Electives (9)Relig. Stud.I.d. (3)	
Semester ISemester IIEnglish 25 (4)English 26 (3)*Language (4)*Language (4)Math. 10 (4)Math. 20 (4)Philosophy 20 (3)Elective (2-3)Speech (2)Relig. Stud.20 or 25 (3)		
Junior YearSemester ISemester IIMath. (6)Math. (6)Philosophy 60 (3)Philosophy 120 (3)Relig. Stud.Electives (6-9)135 (3)Electives (3-6)	Semior Year Semester I Semester II Mathematics (6) Mathematics (6) Philosophy 130 (3) Relig. Stud. Electives (6-9) u.d. (3) Electives (6-9)	

#### Bachelor of Arts - Mathematics Major

\*See Foreign Language requirement, page 74.

96 / Music: CM

#### DEPARTMENT OF MUSIC

See page 151 for course listings.

Preparation for the Major: Music 1, 2, 3, 4.

The Major: The twenty-four units of upper division work should include Music 105, 120A-B, and two music literature courses.

#### **Requirements for Music Majors:**

All Majors are required to participate in one performing organization each semester.

- Junior recitals: Private, jointly performed, one-half of a full concert program.
- Senior recitals: Private standard concert length. (If so judged by the music faculty, a senior recital may be made public.)
- Musicologists: Those music majors not having a voice or instrument major, i.e., private study throughout most of their college attendance, will give a lecture recital on private research; one-half of a program for juniors, full program for seniors.

#### Suggested Program of Study

Freshman Year	Sophon	nore Year
Semester I Semester II	Semester I	Semester II
English 25 (4) Relig. Stud. 20 or 25 (3) SciMath. (3) Language (4) Music 1 (3) English 26 (3) Philosophy 20 (3) SciMath. (3) Language (4) Music 2 (3)	English 27 or 28 (3) Relig. Stud. 1.d. (3) SciMath. (3) Language, if needed (4) Music 3 (3)	Pol. Sci. 15 (4) Philosophy 60 (3) Music 4 (3) Music 105 (2) Soc. Sci. elective (3)
Junior Year	Senie	or Year
Semester I Semester II	Semester I	Semester II
Relig. Stud. 135 (3)Philosophy 120 (3)Speech (2)Philosophy 100 (3)Music (6)Music (6)Electives (4 or 5)Electives (3 or 4)	Relig. Stud. u.d. (3 Music (6) Electives (6 or 7)	

#### Bachelor of Arts - Music Major

#### DEPARTMENT OF PHILOSOPHY

See page 154 for course listings.

#### **Objectives:**

The Department of Philosophy aims to bring a high standard of intellectual maturity and moral integrity to all students, and especially philosophy majors, by introducing them to the thoughts of the greatest thinkers of all times. In particular, to develop habits of:

Intellectual curiosity and disciplined independence of judgment

Certitude of fundamental principles

Facility and accuracy in reasoning

- Breadth of synthesis in the integration of the sciences and of the arts Insight in the analysis of individual and social problems in terms of man's destiny
- Convictions requisite for personal integrity in the attainment of that human destiny

The beginnings of wisdom, both speculative and practical, as a natural culmination of the preceding.

#### Requirements for the Degree of Bachelor of Arts With a Major in Philosophy

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

 Philosophy 25, 60, 75, 76
 12 units

 Philosophy 110, 115, 125, 135, 136, plus 3 u.d. units......
 18 units

#### Suggested Program of Study

	bachelor of Arts –	- Philosophy Maj	or
Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4) Fine Arts (2) *Language (4) Philosophy 25 (3) Speech (2)	English 26 (3) *Language (4) Philosophy 60 (3) Relig. Stud. 20 or 25 (3) Science (3)	Elective (3) English 27 or 28 (3) Philosophy 75 (3) Pol. Sci. 15 (4) Science (3)	Elective (3) Philosophy 76 (3) Relig. Stud. I.d. (3) Science (3) Social Science (3)
Junio	r Year	Senio	r Year
Semester I	Semester II	Semester I	Semester II
Elective (3) Elective, u.d. (3) Philosophy 110 (3) Philosophy u.d. (3) Relig. Stud. 135** (3)	Elective (3) Electives, u.d. (6) Fine Arts (2) Philosophy 115 (3) Philosophy 125 (3)	Electives, u.d. (6) Philosophy 135 (3) Philosophy, u.d. (3) Relig. Stud. u.d. (3)	Electives (6) Elective, u.d. (3) Philosophy 136 (3) Philosophy u.d. (3)

# Bachelor of Arts - Philosophy Major

\*See Foreign Language requirement, page 74.

\*\*Non-Catholic students may substitute this course for Sociology 35. If they choose not to, Sociology 35 is a general education requirement for them.

#### DEPARTMENT OF PHYSICS

See page 160 for course listings.

The Department of Physics offers a program leading to a Bachelor of Science Degree in physics, which provides the major with an undergraduate preparation in physics for either continued graduate study or immediate employment in physics.

The department also offers a two-year program for pre-engineering students and for those who have not definitely decided on a specific science major. (See page 99 for a complete description of this program.)

Courses are offered which fulfill the non-majors requirements in such areas as mathematics, chemistry, biology, teaching, and pre-medicine.

# Requirements for the Degree of Bachelor of Science With a Major in Physics

The student must satisfy all general education requirements as set forth in this bulletin and complete the following courses:

Physics 50, 51, 100, 101, 124, 125, 126, 127, 180, 181	34	units
Mathematics 10, 20, 30, 40, 119, 120	20	units
Chemistry 1 and 2		units

# Suggested Program of Study for the Physics Major

Students expecting to attend graduate school are advised to take additional course work in mathematics and as many as possible of the following elective courses in physics: Physics 70, 130, 131, 140, 141, 190, 191. These courses would be taken during the junior and senior year.

It is also recommended that students fulfill as many of the non-science general education requirements as fit into the schedule during the freshman and sophomore year.

The following program of study fulfills the minimum requirement for a Bachelor of Science degree in physics. If the student is not prepared to take Mathematics 10 in the Fall of his freshman year, it would be preferable for him to take Mathematics 1 the summer preceding his freshman year. It would be possible, but difficult, for him to take Mathematics 1 in the fall of his freshman year and begin Physics 50 in the fall of his sophomore year.

Freshn	nan Year	Sophor	nore Year
Semester I	Semester II	Semester I	Semester II
Physics 50 (4) Math. 10 (4) Chemistry 1 (4) English 25 (4)	Physics 51 (4) Math. 20 (4) Chemistry 2 (4) Philosophy 20 (3) Relig. Stud. 20 or 25 (3)	Physics 100 (4) Math. 30 (3) Pol. Sci. 15 (4) English 27 or 28 (3) Relig. Stud. I.d. (3)	Physics 101 (3) Physics 180 (3) Math. 40 (3) English 26 (3) Elective (3)

# Bachelor of Science - Physics Major

Junior	Year (1)	Senior	Year (1)
Semester I	Semester II	Semester I	Semester II
Physics 124 (3) Physics 126 (4) Math. 119 (3) Philosophy 60 (3) Speech (2)	Physics 125 (3) Physics 127 (4) Math. 120 (3) Philosophy 120 (3) Relig. Stud. 135 (3)	Physics 181 (2) Language (4) Philosophy 130 (3 Electives (8)	u.d. (3) ) Language (4)
Junior	Year (2)	Senior	Year (2)
Semester I	Semester II	Semester I	Semester II
Physics 124 (3) Math. 119 (3) Philosophy 60 (3) Language (4) Speech (2)	Physics 125 (3) Math. 120 (3) Philosophy 120 (3) Relig. Stud. 135 (3) Language (4)	Physics 126 (4) Physics 181 (2) Philosophy 130 (3 Electives (6)	Relig. Stud. ) 1.d. (3)

Junior (1) and Senior (1) designate the program if Physics 126 and 127 are offered during the student's junior year. Junior (2) and Senior (2) designate the program if they are offered during the student's senior year.

### INTERDEPARTMENTAL PHYSICAL SCIENCE PROGRAM Program Advisor: Gerald N. Estberg (Physics Department)

#### **Objectives**:

This two-year program provides the student with a basic background in the physical sciences.

1. Pre-engineering

The student who successfully completes this program can transfer to an engineering school at the end of his sophomore year. The successful student will be guaranteed admission to the University of Notre Dame and Loyola University (Los Angeles) as a junior engineering major. Under this plan it is possible for the student to complete his bachelor's degree in Mechanical, Civil, or Electrical Engineering in two additional years at Loyola University; he can complete his degree in Aerospace, Electrical and Civil Engineering, Mechanical, Materials Science, and Engineering Science in two additional years at the University of Notre Dame. Most other major engineering schools have similar programs into which the student can transfer, with junior status, after two years.

2. Major in science or mathematics

The student who has not decided on a specific science major can begin this program and change to a major in one of the sciences when he decides on an area of concentration. A student can change to a mathematics or physics major at any point in the program without loss of time. A student deciding upon a chemistry or biology major should do so by the end of his freshman year in order to minimize loss of time in making up courses. 100 / Political Science: CM

# Suggested Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Math. 10 (4) English 25 (4) Physics 50 (4)	Chemistry 1B (4) Math. 20 (4) *Relig. Stud. 20 or 25 (3) Physics 51 (4) English 26 (3)	Pol. Sci. 15 (4) Math. 30 (3) Physics 60 (3) Physics 100 (4) Economics 1 (3)	English 27 or 28 (3) *Relig. Stud. 1.d. (3) Philosophy 20 (3) Math. 40 (3) Physics 70 (3) Physics 180 (3)

#### Interdepartmental Physical Science

\*Required for the Catholic student.

# DEPARTMENT OF POLITICAL SCIENCE See page 162 for course listings.

Requirements for the Degree of Bachelor of Arts in Political Science The general education requirements must be satisfied. These are included in the suggested program of study below. There are, in addition, the following departmental requirements:

Political Science 1, 3, 15 (total of 10 lower division units), and

Political Science 110, 112, 120, 127, 160, and 9 upper division electives (total of 24 upper division units).

# Suggested Program of Study

Bachelor of Arts — P	Political Science Major	
Freshman Year	Sophomore Year	
Semester I Semester II	Semester I Semester II	
English 25 (4)English 26 (3)Language (4)Language (4)Science-Math. (3)Pol. Sci. 1 (3)Relig. Stud.Science-Math. (3)20 or 25 (3)Speech (2)Fine Arts (2)State 100 (200 (200 (200 (200 (200 (200 (200	Fine Arts (2)       English         Language (4)       27 or 28 (3)         Pol. Sci. 3 (3)       Elective I.d. (3)         Relig. Stud.       Pol. Sci. 15 (4)         I.d. (3)       Philosophy 20 (3)         Science-Math. (3)       Social Science (3)	
Junior Year	Senior Year	
Semester I Semester II	Semester I Semester II	
Elective, u.d. (3) Elective, u.d. (4) Philosophy 60 (3) Philosophy 120 (3) Pol. Sci. 110 (3) Pol. Sci. 112 (3) Pol. Sci. 120 (3) Pol. Sci. 127 (3) Relig. Stud. Pol. Sci., u.d. (4) 135 (3)	Elective, u.d. (3) Electives, u.d. (13) Philosophy 130 (3) Pol. Sci., u.d. (3) Pol. Sci. 160 (3) Pol. Sci., u.d. (3) Relig. Stud., u.d. (3)	

Note: Non-Catholic students may substitute electives for the courses in Religious Studies. These students are required, however, to take Marriage and the Family, Sociology 35 (2 units) in lieu of Religious Studies 135.

#### DEPARTMENT OF PSYCHOLOGY

See page 167 for course listings.

#### **Objectives:**

The Psychology Department's objective is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare.

Plan A equips the psychology major with the prerequisites for successful graduate study in psychology.

**Plan B** is offered for students whose interests lie in related fields where a basic grounding in psychological knowledge is desirable; such fields as the ministry, primary and secondary education, social work, law, business, personnel, and optometry.

#### Preparation for the Major

- Plan A: Psychology 1, 2, and 60; Mathematics (6 units); three semesters of science, including laboratory work; three units of upper division English beyond the general education requirements.
- Plan B: Psychology 1, 2, and 12; general education requirements in science.
- The Major: Plan A: (Preparation for Graduate Work)

The 24 units of upper division work must include Psychology 107 (History and Systems); 109 (Development Psychology); 119 (Psychological Testing); and 160 (Experimental Psychology).

#### The Major: Plan B: (Liberal Arts)

The 24 units of upper division work must include Psychology 109 (Developmental Psychology) or 110 (Educational Psychology) for credential candidates; 145 (Social Psychology); 152 (Introduction to Methods of Counseling); 107 (History and Systems) or 131 (Theories of Personality) whichever is offered in the senior year.

#### The Minor

The total of 18 units must include Psychology 1 and 2 in the lower division and at least three upper division courses including Psychology 107 or 131, whichever is offered in the senior year.

# Suggested Program of Study

# Bachelor of Arts - Psychology Major

#### PLAN A

Freshman Year		Sophon	nore Year
Semester I	Semester II	Semester I	Semester II
Psychology 1 (3) English 25 (4) Language 1 (4) Physical Sci. 1 (3) Philosophy 20 (3)	Psychology 2 (3) English 26 (3) Language 2 (4) Life Science 1 ((3) Relig. Stud., I.d. (3)	Psychology 60 (3) Mathematics (3) Philosophy 60 (3) Language 3 (4) English 27 (3)	Relig. Stud., I.d. (3) Mathematics (3) Life Science 2 (3) Speech (2) Pol. Sci. 15 (4)

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Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Philosophy 120 (3) English, u.d. (3) Fine Arts (2) Elective (3)	Psychology u.d. (6) Relig. Stud. 135 (3) Social Science (3) Fine Arts (2) Elective (3)	Psychology u.d. (6) Philosophy 130 (3) Elective, u.d. (6)	Psychology u.d. (6) Relig. Stud., u.d. (3) Elective, u.d. (6)

### PLAN B

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Psychology 1 (3) English 25 (4) Language 1 (4) Physical Sci. 1 (3) Philosophy 20 (3)	Language 2 (4) Life Sci 1 (3)	Psychology 12 (3) Life Science 2 (3) Philosophy 60 (3) Language 3 (4) English 27 (3)	Speech (2)
Junio	r Year	Senio	r Year
Semester I	Semester II	Semester I	Semester II
Psychology u.d. (6) Philosophy 120 (3) Elective, u.d. (6)	u.d. (6) Relig Stud	Psychology u.d. (6) Philosophy 130 (3) Elective, u.d. (6)	Relig. Stud.

# SOCIOLOGY

See page 172 for course listings.

Preparation for the Major: Sociology 1 (prerequisite for upper division courses); Economics 1 or 2; Anthropology 10; Psychology 1 or 2. Sociology 60 (Statistics) is strongly recommended.

The Major: The Sociology department offers three programs, each 24 upper division units:

Plan A: for those intending to undertake graduate work in sociology.

Required courses: Sociology 122 or 123 Sociology 124 Sociology 150

Recommended courses: Sociology 145, 161, 190 A full year of Sociological Theories Plan B: for those preparing for elementary or secondary teaching.

Required courses: Sociology 115 Sociology 145 Sociology 130 or 131

Recommended courses: Sociology 150, 161, 146 or 148

Six units from allied disciplines (economics, history, anthropology, political science) may be included in the twenty-four unit upper division requirement.

Plan C: for those preparing for careers in social and welfare work and other professional positions, and for students desiring to understand social relations better.

Required courses: Sociology 124 Sociology 150 Sociology 155

Recommended courses: Sociology 145 or 130 or 131 Sociology 161 Sociology 146 or 147 or 148

# Suggested Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester' II
English 25 (4) *Language (4) Psychology 1 or 2 (3) Sociology 1 (3) Relig. Stud. 20 or 25 (3)	Major prereq. (3) English 26 (3) Pol. Sci. 15 (4) *Language (4) Philosophy 20 (3)	Elective or Major prereq. English (3) Science (3) Sociology 60 (3) Relig. Stud. I.d. (3)	
Jun	ior Year	Sen	ior Year
Semester I	Semester II	Semester I	Semester II
Philosophy 60 (3	Elective (3) Philosophy 120 (3) ) Sociology, u.d. (6) 6) Relig. Stud.	Electives (5) Elective, u.d. (3 Sociology, u.d. ( Sociology, u.d. (	) Elective, u.d. (3) 3) Philosophy 130 (3)

# Bachelor of Arts - Sociology Major

\*See Foreign Language requirement, page 74.

#### SOCIAL SCIENCE — INTERDEPARTMENTAL MAJOR

#### **Objectives:**

The objective of the Interdepartmental Social Science major is to provide flexible areas of study for prospective teachers and social welfare workers. Participating departments are economics, history, political science, psychology and sociology. Courses are to be selected from three departments. The chairman of the department in which half the social science courses are taken acts as student advisor.

#### Requirements for the Degree of Bachelor of Arts With A Major In Interdepartmental Social Science

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Lower Division Social Science I 6 units Social Science II 3 units Social Science III 3 units Upper Division Social Science I 12 units Social Science II 6 units Social Science III 6 units

# Suggested Program of Study

Freshman Year		Sophomore Year		
Semester I	Semester II	Semester I	Semester II	
English 25 (4) Science (3) Social Science I (3) Social Science II (3) Relig. Stud. 20 or 25 (3)	English 26 (3) Pol. Sci. 15 (4) Philosophy 20 (3) Science (3) Social Science III (3)	English (3) *Language (4) Science (3) Social Science I (3) Relig. Stud. I.d. (3)	Elective (9) Fine Arts (2) *Language (4) Speech (2)	
Junio	r Year	Senio	or Year	
Semester I	Semester II	Semester I	Semester II	
Electives (5-6) Fine Arts (2) Philosophy 60 (3) Social Science I (3) Science II (3)		Electives (5) Elective u.d. (3) Social Science I (3) Social Science III (3) Relig. Stud. u.d. (3)	Electives (4) Elective, u.d. (3) Philosophy 130 (3) Social Science I (3) Social Science III (3)	

#### Bachelor of Arts - Interdepartmental Social Science

\*See Foreign Language requirement, page 74.

### DEPARTMENT OF SPANISH

See page 175 for course listings.

- The elementary and intermediate Spanish courses make intensive use of the language laboratory.
- A background of Latin or another foreign language (two years in high school or one year in college) is required of students majoring in Spanish.
- Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12-15 units of lower division or equivalent).
- The Major: The twenty-four units of upper division work should include Spanish 102, 103, 130, and three period courses.
- The Minor: Spanish 101 and six additional upper division units must be included in the total units for the minor.

# Suggested Program of Study

Freshman Year		Sophomore Year		
Semester I	Semester II	Semester I Semester II		
English 25 (4) Relig. Stud. 20 or 25 (3) Spanish (4) SciMath. (3) Electives (2 or	SciMath. (3) Electives (3 or 4)	English 27 or 28 (3) Relig. Stud. 1.d. (3) SciMath. (3) SciMath. (3) SciMath. (3) Pol. Sci. 15 (4) Philosophy 60 Spanish (3) Electives (3 or SciMath. (3) Soc. Sci. elective (3)		
Ju	nior Year	Senior Year		
Ju Semester I	nior Year Semester II	Senior Year Semester I Semester II		

# Bachelor of Arts - Spanish Major

#### DEPARTMENT OF SPEECH

See page 176 for course listings.

#### **Objectives:**

For those planning to specialize in the field of speech, the department offers the necessary courses and training leading to the bachelor's degree. This prepares the graduate to teach speech on the elementary or secondary level. It further provides the background necessary to pursue advanced studies leading to the M.A. or doctorate. In addition, majors attain many of the skills and goals prerequisite to advanced studies in law and public relations. Specialized courses in the department have wide appeal to other disciplines, and these may be taken as electives by all students.

Those wishing to minor in Speech may do so by taking six lower and nine upper division units as determined by individual consultation.

# Requirements for the Degree of Bachelor of Arts With a Major in Speech

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

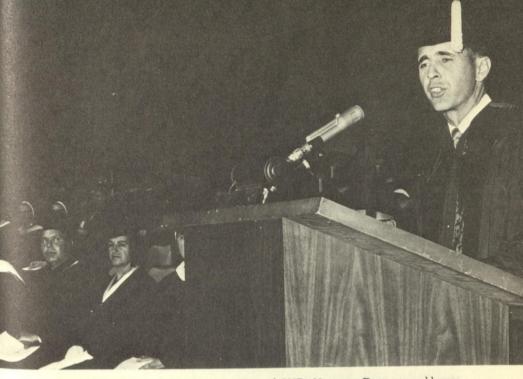
Philosophy 25	-	units units
Speech 101, 103, 105, 106, 108, 109, 111, 133, 135	12	units
(Speech 114 or 140AB may be taken in place of Speech 133)	24	units

# Suggested Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I Semester II	
English 25 (4) *Language (4) Philosophy 25 (3) Speech 1 (2) Speech 6 (1) Elective (3)	English 26 (3) Philosophy 20 (3) *Language (4) Relig. Stud. 20 or 25 (3) Speech 4 (2)	English (3)       Fine Arts (2)         Pol. Sci. 15 (4)       Science (3)         Science (3)       Relig. Stud., I.d. (3)         Speech 2 (3)       Speech 3 (3)         Speech 6 (1)       Philosophy 60 (3)         Fine Arts (2)       Elective (2)	
Junior	r Year	Senior Year	
Semester I	Semester II	Semester I Semester II	
Speech 101 (3) Speech 106 (1)	Speech 103 (3) Speech 133 (3) Relig. Stud. 135 (3) Electives (7)	Relig. Stud., u.d. (3)Speech 105 (2) Philosophy 130 (3) Speech 109 (2) Speech 106 (1) Speech 111 (3) Speech 135 (3) Elective, u.d. (3) Elective, u.d. (3) Electives (6) Electives (3)	

# Bachelor of Arts - Speech Major

\* See Foreign Language requirement, page 74.



Astronaut William A. Anders, recipient of USD Honorary Doctorate, addresses graduates.

# COURSE OFFERINGS UNIVERSITY OF SAN DIEGO COORDINATE COLLEGES

# Designation of Courses and Credits

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199; graduate courses are numbered 200 to 299; professional courses are numbered in the 300's.

Courses offered yearly are so indicated, with semester designated after course description. Courses offered in alternate years generally have the semester when offered indicated after the course description. Graduate courses are offered upon sufficient demand.

The numbers in parentheses after the title of the course indicate the number of semester hours of credit.

## ACCOUNTING

# John P. McCabe, M.B.A., Chairman Dom W. Greco, M.B.A. Ethel A. Sykes, M.S.

# 1-Principles of Accounting (3)

Introduction to books of account, their purpose and use, emphasizing the establishment of a solid background of theory. Use of books of original entry, controlling accounts, adjusting, closing, and preparation of financial statements from collected data are among the topics in the first semester. (Fall, every year.)

# 2-Principles of Accounting (3)

The second semester covers the elements of partnership and corporations. Problems of opening books of account, admission of partners, distribution of profits and earnings, sale of businesses, dissolution of enterprises, and preparation of financial statements are solved. A partnership or corporate practice-set is prepared. Prerequisite: Accounting 1 (Spring, every year.)

# 100—Intermediate Accounting (3)

Emphasis is placed upon corporate organization wih a comprehensive study of current assets, cash, receivables, inventories, and investments, tangible and intangible fixed assets, and liabilities and reserves. Recent developments in accounting theory and their impact on financial statements are illustrated. Prerequisite: Accounting 1 and 2. (Fall, every year.)

# 101—Advanced Accounting (3)

Advanced and complex problems of accounting for partnerships are treated; purchase of interests, division of profits, retirement of partners, dissolution and liquidation. Specialized accounting problems of consignments, installment sales, insurance, receiverships, statement of affairs, realization and liquidation; accounting problems of estates and trusts. Branch accounting and consolidated statements are studied in connection with fund and municipal accounting. Prerequisite: Accounting 1 and 2. (Spring, every year.)

# 102—Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied, emphasizing familiarization with cost forms and their use in a well-coordinated cost system. Additional topics covered are process cost accounting, joint and by-product costs, standard cost procedures, estimated cost accounting, distribution cost, and budgetary control. Prerequisite: Accounting 1 and 2. (Fall, every year.)

# 106—Tax Accounting (3)

Prevailing tax law is studied with special emphasis on what constitutes taxable income and allowable deductions. Problems and preparation of tax returns are used to illustrate the course material. Current tax law is studied as it affects partnerships, corporations, and estates and trusts. Prerequisite: Accounting 1 and 2. (Fall, every year.)

108—Auditing (3)

Introduction to the work of the auditor, emphasizing auditing concepts, professional ethics, internal control and the accountant's opinions of financial statements; methods of auditing assets are demonstrated by means of problems; financial statement preparation and audit report writing. Prerequisite: Accounting 101. (Spring, every year.)

#### 110—Analysis of Financial Statements (3)

Balance sheets and income statements are analyzed individually and comparatively for their value to owners, management, investors, and creditors, emphasizing determination of standard ratios and their variations. Corrective solutions are formulated as a basis for management decisions. Prerequisite: Accounting 1 and 2. (Fall, every year.)

#### 112—Fund and Municipal Accounting (3)

Financial administration and reporting—requirements of governmental and non-profit entities, emphasizing the use of fund accounting as a public trust or fiduciary responsibility as a basis for managerial, mayoral, or council budgetary control. This concept applies equally to public and self perpetuating funds. Prerequisite: Accounting 1 and 2. (Spring, every year.)

#### 199-Special Studies (1 to 3)

Study of debatable areas of accounting theory and their treatment in published reports; C.P.A. examination questions will be analyzed and recommended solutions formulated. Prerequisite: departmental approval. (Spring, every year.)

#### ANTHROPOLOGY

### 1—Introduction to Anthropology (3)

This course involves several branches of Anthropology: Physical Anthropology—man's physical characteristics and use of techniques involved in the use of this science; Archaeology, which would involve an understanding of some of the very early origins of mankind — his places of habitat, his revolutions which have made him self-sustaining, and a look at the various techniques and systems used for unearthing the secrets of the past at important sites the world over. (Fall, every year.)

### 2—Cultural Anthropology (3)

This course encompasses Linguistics from an anthropological viewpoint with an attempt to equate the physical characteristics which permit man to speak and make sounds; a survey of language groups throughout the world. In addition it would include time given to Cultural Anthropology involving delving into historic groups in certain areas of the world; Australia, the South Pacific, Africa, and South America included so as to provide examples of the ways-oflife, the thinking, the habits and traits of people who differ from place to place. (Spring, every year.)

#### 10—Physical Anthropology (3)

Man and the nature of man in his origin and development as a human being. Emphasis on race, actual and mythological. Physical man in the world today. (Every semester.)

#### 108—Historic Site Methods (3)

Historical research, archaeological field excavations, and laboratory techniques at Mission San Diego de Alcalá. Examination and study of man's past through use of several disciplines. Prerequisites: Anthropology 1 or 10 & 2; California History, or approval of department chairman. May be repeated for credit without duplication of work. (Every semester, including summer session.)

#### 112—Human Ecology (3)

Domination of man by environments vs. man's domination of environments. Embraces study of conservation, heredity, racism, economics, religion and geographic determinism as part of the human condition in the modern world. Prerequisite: Anthropology 10 or equivalent. (Spring, 1971.)

# 115—Advanced Cultural Anthropology (3)

An advanced course in the problems of human beings, past and present, primitive and modern. Emphasis is given to the cultures of living primitive (preliterate) tribes. Prerequisite: Sociology 1. (Fall, every year.)

# 116-Ethnological Study (3)

Field trip study of three Mayan ethnic groups in Chiapas, Mexico. (Summer.)

# 117—Problems in Modern Culture (3)

Ethnic shifts in our world today. A study of the interchange of cultures and its effects on mankind. The emphasis is on values in varying cultures and problems in acculturation. (Spring, 1970.)

# 161-Archeological Methodology and Explorations (3)

Emphasis on Asian, Near Eastern, African, and Middle American new discoveries; their importance to the modern world. Includes field trips to sites in California and Baja California for studies. (Fall, 1970.)

# 166-Patterns of Human Migration (3)

Study of racial and cultural adaptations and diffusions across the earth from pre-historic times to the present. (Spring, 1971.)



#### ART

Rozetta Hill, M.A., Chairman Sebastian Capella, M.F.A. Therese T. Hanafin, M.A.

### 2A-2B—Comprehensive Drawing (2-2)

Problems including basic principles of perspective, developing ability to draw objects in third dimension; line, value and composition stressed, through media of pencil, charcoal, pastel, pen and ink techniques. (Every year.)

# 6A-6B-Basic Design and Theory of Color (2-2)

Elementary principles of design. Abstract forms and development of motifs from nature. Beginning with anatomy of pattern, problems will include both flat and three-dimensional decoration. Be112 / Art

ginner's experience with color pigments, mixing and use as an art medium in design. Prerequisite: Art 2A-2B. (Every year.)

# 10-Art Fundamentals for Teachers (2)

(Every semester.)

# 33A-33B-History of Art (2-2)

A study of the two- and three-dimensional modes of creative expression of the various cultures from earliest times to the present. (Every year.)

#### 100—Aesthetics (3)

General principles for an understanding of the relationships of the various media of expression: architecture, sculpture, painting, literature, and music. (Spring, every year.)

## 122-Design in Letter Forms (3)

Study of basic alphabet forms from ancient to modern; applied to use of letter characters as design elements. Principles of layout stressed throughout. Prerequisite: Art 2A-2B and 6A, or consent of instructor. (Spring, every year.)

#### 126A-126B—Watercolor (2-2)

Principles of the use of watercolor as a medium for creative painting; techniques studied and developed for rendering landscape, seascape, and still life. Prerequisite: Art 2A-2B, 6A-6B. (Every year.)

#### 127A-127B—Advanced Watercolor (2-2)

Prerequisite: Art 126A-126B. (Every year.)

#### 128A-128B-Oils (2-2)

Principles of the use of oils as a medium for creative painting; techniques studied and developed. Prerequisite: Art 2A-2B, Art 6A-6B. (Every year.)

#### 129A-129B—Advanced Oils (2-2)

Prerequisite: Art 128A-128B. (Every year.)

### 133A-133B—History of Modern Art (3-3)

The historical, social, and design dynamics of the modern art movements explored through lectures and projects and gallery tours. (1969-1970.)

#### 140—Portraiture I (3)

A course designed to develop the ability to portray the human head with the media of charcoal, pastel, and oil; individual technique and character interpretation of the subject; a sound understanding of structure and composition. Prerequisite: Art 2A-2B. (Spring, every year.)

### 141-Portraiture II (3)

Prerequisite: Art 140. (Spring, every year.)

## 144—Head and Figure Construction I (3)

A laboratory course leading to the competent rendering of the human figure as drawn from the live, draped model: Form and shading problems from use of cast figures. Prerequisite: Art 2A-2B. (Fall, every year.)

# 145-Head and Figure Construction II (3)

Prerequisite: Art 144. (Fall, every year.)

# 152A-152B—History of Decorative Art (3-3)

A basic course in the art of interior design and decoration with emphasis on decoration of the home. A course for those students planning interior design or allied arts as a career. Lectures and practical design projects. (1970-1971.)

## 162-Posters and Advertising Art (3)

Fundamental principles applied to lettering and layout for communication in commercial fields. Design elements, layout and reproduction techniques stressed in various media. Prerequisite: Art 2A-2B, Art 122. (Fall, every year.)

#### 165—Design in Crafts (3)

An advanced design-craft course in practical problems. Stresses creativity in designing in varied craft media, selecting from block printing, paper and fabric batik, silk screening, mosaics, and threedimensional paper collage. Prerequisite: Art 6A-6B. (Fall, 1969.)

#### 174—Ceramics (3)

Problems using slab, coil and carved sculpture techniques for design and construction of hand-built ceramic forms. Emphasis on form and design through surface enriching of natural clay. (Spring, 1970.)

### 199-Independent Study (3)

Advanced courses will be offered in drawing, design, commercial art, crafts, and painting for qualified students.

#### BIOLOGY

Sister Bernice Farrens, Ph.D., Chairman, College for Women Curt W. Spanis, Ph.D., Chairman, College for Men John S. Bradshaw, Ph.D. Suzanne Ely Byrne, M.S. Ed. Ross E. Dingman, Ph.D. Sister Helen Hammack, Ph.D. Cand. D. Glen Reck, D.V.M.

### 1-2—Introduction to Life Science (General Science 1-2)

An introductory study of the fundamentals of structure, function, adaptation, heredity, evolution, and basic life processes in the animal and the plant kingdoms. Two lectures and one laboratory weekly. Not acceptable for credits in any science major or minor. (Offered for the last time, 1969-1970.)

#### 3—Concepts in Biology (4)

A two-semester course for all biology majors designated to integrate the major disciplines of biology. Principles of physics and chemistry pertinent to biological structure and function are stressed. Three lectures and one laboratory weekly. (Fall, every year.)

#### 4—Concepts in Biology (4)

Continuation of Biology 3. Evolutionary relationships, principles of genetics and environmental biology are examined. Three lectures and one laboratory weekly. Prerequisite: Biology 3. (Spring, every year.)

#### 50—Invertebrate Zoology (4)

The structure, function, and relationships of invertebrate animals as shown through study of selected invertebrate types. Emphasis will be on local forms. Two lectures and two laboratory periods weekly, plus field trips. Prerequisite: Biology 3-4. (Spring, every year.)

#### 60—Vertebrate Zoology (4)

A course in the biology of the vertebrates, with emphasis on the vertebrate organism as a whole. Covers vertebrate structure, function, development, behavior, and evolution. Three lectures and one laboratory period weekly, plus field trips. Prerequisite: Biology 3-4, or consent of the instructor. (Fall, 1969.)

### 115—Biometrics (4)

Methods and experience in defining and solving quantitative problems in biology. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 or consent of the instructor. (Fall, every year.)

## 137-Comparative Animal Physiology (4)

A study of the physiological processes of animals and their adaptive and evolutionary significance. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4. (Fall, every year.)

### 139—Vertebrate Histology (4)

An intensive study of the four basic tissues. During the second half of the course, particular emphasis is placed on mammalian organology. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Spring, every year.)

# 140—Comparative Vertebrate Embryology (4)

An investigation into the fundamental principles of gametogenesis and morphogenesis. Dental embryology is studied. The laboratory animals are frog, chick, and pig. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Fall, every year.)

### 141—Comparative Vertebrate Anatomy (4)

A comparative study of the various classes of vertebrates with an examination of evolutionary relationships. The laboratory animals are lamprey, shark, amphibian, and cat. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Spring, every year.)

## 142-Microbiology (4)

An intensive treatment of bacteria, viruses, yeasts, molds, protozoa, and micro-algae. The role of microbes in the pathogenesis of man is emphasized. Laboratory stresses procedures in culturing and handling of bacteria. Experiments are conducted in areas of physiology and biochemistry of microbes. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4 and organic chemistry. (Spring, every year.)

## 144—Genetics (4)

A general course covering the development of genetic principles and the chemical nature of gene action. Population genetics, eugenics, and statistics are introduced. Three lectures and one laboratory weekly. Prerequisite: Biology 3, 4, and/or consent of the instructor. (Spring, every year.)

### 145—Cellular Physiology (4)

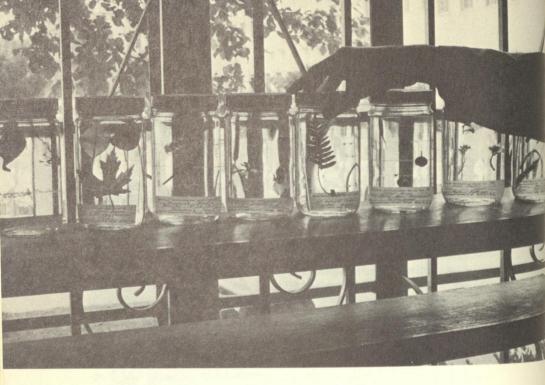
A study of the physical, chemical and physiological nature of living cells, the response of cells to their environment, the nature of protoplasmic organization as the key to cellular activity, the dynamic state of the cell membrane, and the metabolism and energy transformations within the cell. Prerequisite: Biology 3, 4, Chemistry 99, and Physics 42-43 or Chemistry 110. (Fall, every year.)

#### 146—Radiation Biology (4)

A histological survey of the effects of ionizing radiation on biological systems. Radioisotope technology is also covered, with the student planning and completing a project using radioactive tracers. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 and consent of the instructor. (Fall, every year.)

#### 147—Human Anatomy (4)

A study of the anatomy of the human body relating structure to function. Students dissect human cadavers in lab. Two lectures and two laboratories weekly. Prerequisite: consent of the instructor. (Spring, every year.)



#### 148—Ecology (4)

A study of the relationships of the varied flora and fauna of the San Diego area. Emphasis is placed on the mutual dependence of organisms in ecosystem. Because of the unique location of the University, desert, mountain, and salt water ecosystems will be studied. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 and/or consent of the instructor. (Spring, every year.)

#### 152—Biological Oceanography (4)

An integrated survey course covering the fundamentals of marine biology stressing interrelationships with oceanographic processes. Emphasis will be on a combined ecological and experimental approach with field trips planned to sample a variety of marine environments and laboratory experiments designed to show the importance of physiological methods in understanding the total ecology. Three lectures and one laboratory weekly. Prerequisite: consent of the instructor. (Fall, every year.)

### 160-Recent Advances in Biology (3)

Contemporary problems in biology will be investigated. Guest scientists engaged in research will lecture to students as well as faculty. Readings and reports will be required of students. Three lectures weekly. Prerequisite: consent of department chairman. (Every semester.)

### 199—Research (1-3)

Students may develop research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: consent of the department chairman. (Every semester.)

#### 200—Seminar in General Physiology (2) An intensive study of selective topics in physiology. Prerequisite: consent of department chairman.

- 201—Advanced Cellular and Molecular Biology (2) Current topics will be discussed. Prerequisite: consent of department chairman.
- 202—Seminar in Environmental Biology (2) Studies in ecology, environmental biology and biological oceanography. Prerequisite: consent of department chairman.

## BUSINESS ADMINISTRATION

# John P. McCabe, M.B.A., Chairman Dom W. Greco, M.B.A. Ethel A. Sykes, M.S.

## 101—Principles of Organization and Management (3)

Study of the theory and forms of organizational structure and the functions of management; formulation of policy and the decision-making process. Case study. (Fall, every year.)

#### 112—Investments (3)

Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically and sources of analytical information and their use are studied. Prerequisite: Economics 1 and 2. (Fall, every year.)

#### 113—Financial Management (3)

Analysis of financial policies and practices of business enterprises; principles of the effective management of the flow of funds for the firm; survey and evaluation of alternative methods of financing, capital budgeting, and capital valuation determination. Case study. Prerequisite: Economics 1 and 2, Business Administration 101. (Spring, every year.)

### 121—Personnel Management (3)

Procedures for recruitment, selection, placement, training; establishment of wage-salary structures; employee services; labor laws; collective bargaining methods; human relations in industry. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Fall, every year.)

## 122—Labor Relations (3)

Relations between management and labor unions; organization, election, and certification procedures of unions; techniques of collective bargaining; essentials of labor contracts and their significance; administration of the contract; mediation and arbitration of disputes; grievance procedures. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Spring, every year.)

### 123-Production Management (3)

Production planning; production control; materials purchasing and procurement; product development; modern techniques in production; effects of electronic data processing on inventory, work organization, quality control, and assembly line coordination. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Spring.)

### 131-Marketing Management (3)

Analysis of marketing policies and practices; the institutions and agencies of distribution; methods of marketing research; relationship of marketing to other areas of business operations. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Spring.)

#### 142—Business and Society (3)

Study of the environment in which business operates; the contributions, obligations, and relationships of business and society to one another. Prerequisite: Business Administration 101. (Fall, every year.)

145—Business Law I (3) Study of aspects of business organization; agencies, sales, contracts, personal and real properties, and insurance and wills. Case study. Prerequisite: Economics 1 and 2. (Fall, every year.)

### 146—Business Law II (3)

Continued study in greater detail. Prerequisite: Business Administration 145. (Spring, every year.)

### 150—Research Methods (3)

A practical application of probability and general statistical theory, stressing survey techniques and report writing. Sampling, central tendency, dispersion, significant differences, inference, index numbers, time series, simple correlation and introduction to multifactorial analysis, introductory operations research linear planning, and input-output analysis, and some elementary Bayesian and Monte Carlo methods. Prerequisite: Math. 15. (Spring.)

#### 186—Electronic Computer Principles and Applications (3)

Study of data information systems and electronic computer logic, operations, and programming, emphasizing current and potential economic and business applications. Prerequisite: Math 1; Economics 1 and 2. (Spring.)

### 199—Special Study (1 to 3)

Study of management theory policies, practices, and problems through selective readings and case studies. Prerequisite: Business Administration major and senior standing. (Spring, every year.)

#### CHEMISTRY

Donald B. Peterson, Ph.D., Chairman, College for Men Sister Agnes Schmit, Ph.D., Chairman, College for Women John P. McDermott, Ph.D. Jack D. Opdycke, Ph.D. Diana L. Stiggall, Ph.D. Patricia S. Traylor, Ph.D.

#### 1A-1B—General Chemistry (4-4)

Emphasis is given to basic principles including chemical stoichiometry, atomic and molecular structure, equilibria, dynamics, and nuclear chemistry. The laboratory includes an introduction to techniques and principles of qualitative and quantitative analysis, designed primarily to meet the needs of mathematics, physics, and pre-engineering majors. It does not satisfy the requirements for a major or a minor in chemistry or biochemistry. Three lectures and one laboratory period weekly. (Every year.)

#### 5-Quantitative Analysis (4)

The principles and techniques of analytical chemistry. Two lectures and two laboratory periods weekly. (Fall, 1969.)

# 10A-10B-Chemical Principles and Methods (5-5)

An integrated and quantitative physico-chemical approach to the study of the structure and properties of matter. Concepts considered in lecture are identical to those in General Chemistry, but the laboratory emphasizes physico-chemical investigations based upon quantitative analytical techniques. This course satisfies general chemistry and quantitative analysis requirements for all subsequent courses in chemistry. Required of chemistry majors and minors. Three lectures and two laboratory periods weekly. Recommended: 3 semesters of high school algebra and a year of high school physics. (Every year.)

### 100A-100B-Organic Chemistry (4-4)

A study of the chemistry of carbon compounds, including simple functional, multi-functional, and heterocyclic compounds. Three lectures and one laboratory period weekly. Prerequisite: Chem. 1B or 10B (Every year.)

# 105A-105B-Basic Physical Chemistry for Life Sciences (2-2)

Fundamental principles of physical chemistry. Offered for life science majors. Two lecture periods weekly. Prerequisites: Chem. 10B, Mathematics 8, or their equivalent. (Every year, if sufficient demand.)

### 90-110-Physical Chemistry (3-3)

Classical physical chemistry with major emphasis on chemical energetics and chemical dynamics. Three lectures weekly. Prerequisites: Chem. 1B or 10B, and Mathematics 10. (Every year.)

### 111A—Experimental Physical Chemistry (2)

Laboratory work is focused on the study of chemical energetics. Two laboratory periods weekly. Prerequisite: Chem. 90. (Every year.)

## 111B—Experimental Organic Chemistry (2)

An introduction to modern analytical methods including spectroscopy, chromatography, polarimetry, isotopic tracing. Two laboratory periods weekly. Prerequisites: Chem. 10B, 100A-B. (Every year.)

115—Inorganic Chemistry (2)

A consideration of the Chemistry of representative elements with emphasis on periodic trends in chemical and physical properties. Two lectures weekly. Prerequisite: Chemistry 1B and 105A-105B. (Spring, 1970.)

### 120—Theoretical Chemistry (3)

Fundamental principles of theoretical chemistry with emphasis on atomic and molecular structure and statistical thermodynamics. Three lectures weekly. Prerequisite: Chem. 110. (Every year.)

#### 125-Nuclear Chemistry and Radioisotope Methodology (3)

Basic concepts of nuclear science and radiotracer methods. Laboratory emphasizes radiotracer techniques applied to problems in biology, biochemistry, chemistry and related fields. Two lectures and one laboratory period weekly. Prerequisites: Chem. 10A-10B, 100A-100B, and a year of Physics. (Spring, 1970.)

#### 130A-130B—Biochemistry (3-3)

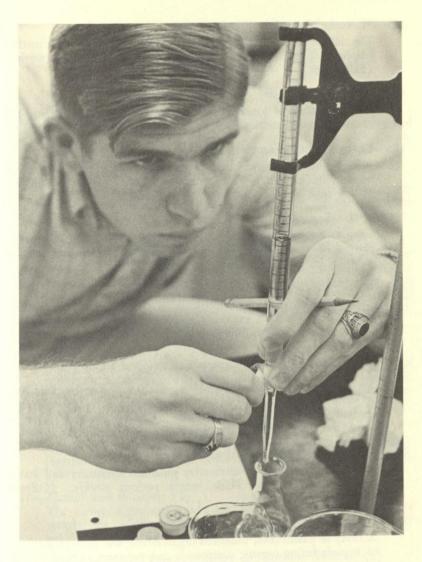
Study of the structure and properties of important biological compounds including proteins, carbohydrates, lipids, nucleic acids, hormones, vitamins, enzymes, coenzymes; enzymology; metabolism; biosynthesis of proteins and nucleic acids; biochemical genetics; photosynthesis; blood and other body fluids; hormonal regulatory mechanisms; nutrition. Three lectures weekly and assigned readings. Prerequisites: Chem. 10, 100A-100B, and concurrent or previous registration in 105A-105B (or 110). (Every year.)

#### 131A-131B—Biochemical Methods (1-1)

Selected experiments utilizing current analytical methods and biochemical literature to explore the properties and functions of cellular constituents. One laboratory period per week. Prerequisite: Concurrent or previous registration in Chemistry 130. Chem. 111B recommended. (Every year.)

### 140-—Theoretical Inorganic Chemistry (3)

A theoretical consideration of structure and reactivity of inorganic compounds, requiring as background a rigorous course in physical chemistry. Three lectures weekly. Prerequisite: Chemistry 120. (Fall, 1969.)



# 150-Advanced Experimental Chemistry (3)

An interdisciplinary laboratory course, with emphasis on experimental approaches to reaction kinetics. Time equivalent to three laboratory periods. (1970-71.)

# 160-Theoretical Organic Chemistry (3)

The application of electronic theory to properties of carbon compounds; stereochemistry; mechanisms of reactions. Three lectures weekly. Prerequisites: Chemistry 90 and 100B. (Fall, every year.)

#### 122 / Chemistry

#### 165—Photochemistry (2)

The interaction of visible and ultra-violet radiation with matter, emphasizing the chemical consequences. Two lectures weekly. (Fall, 1969.)

#### 175—Radiation Chemistry (2)

The interaction of ionizing radiation with matter, emphasizing the chemical consequences. Two lecture periods weekly. (1970-1971.)

### 185—Chemistry of Heterocyclic Compounds (2)

A study of the synthetic and mechanistic aspects of fundamental heterocyclic chemistry. Two lectures weekly. Open to students with a year of organic chemistry. (1970-1971.)

### 190A-190B—Seminar (1-1)

Seminar meetings with the staff. Student participation in consideration of special topics of current interest, as reported in the chemical literature. One hour per week. (Every year.)

#### 195—Enzymology (2)

A study of some of the approaches to the understanding of biological catalysis, with emphasis on special enzyme systems. Two lecture periods weekly. Prerequisite: Chemistry 130B or equivalent. (1970-1971.)

#### 199—Research (1 to 4)

An undergraduate research problem in chemistry or biochemistry. A written report is required. Enrollment open to qualified undergraduates or graduates. Prerequisite: Consent of staff. One to three laboratory periods. (Every year.)

### 200A-200B—Advanced Theoretical Chemistry (3-3)

A detailed treatment of elementary quantum mechanics and statistical thermodynamics. Three lecture periods weekly. (Offered when sufficient demand.)

#### 205—Industrial Chemistry (2)

A study of patent laws, industrial organization, and modern methods of manufacturing organic compounds and polymers. (1970-1971.)

### 210—Selected Topics in Chemistry for High School Teachers (2 or 3) Lectures on topics requested by high school teachers. Offered as an in-service course for teachers who wish to be kept up to date in special areas. Two or three lecture periods weekly. (Every year.)

### COMMUNICATION ARTS

### 101-102—Film Analysis (1-1)

(Every year.)

See also Speech Arts department, page 176.

#### **ECONOMICS**

# Reverend James F. Hanley, Ph.D., Chairman Paul R. Gardner, M.A. John P. McCabe, M.B.A.

## 1-Principles of Economics (3)

Introductory study of the institutions and processes of creating and distributing goods and services. An analysis of the national economy. (Fall, every year.)

### 2-Principles of Economics (3)

Introductory study of markets and prices; demand and supply analysis and income distribution are examined. An analysis of the market economy. (Spring, every year.)

# 101-Micro-Economic Theory: Firm and Price Analysis (3)

Study of the micro-economic factors that determine the firm's output, use of economic resources, and the pricing of its goods and services in the competitive, monopoly, monopolistic-competitive, and oligopoly markets; theories of demand, cost, production, supply, and income distribution are examined. Prerequisite: Economics 1-2. (Fall, every year.)

#### 102—Public Finance (3)

Study of the revenues and expenditures of federal, state, and local governments; theories of taxation, borrowing, debt, deficit financing, budgeting, and inter-governmental relations are examined. Prerequisite: Economics 1-2. (Spring, every year.)

# 106-Economic History of the United States (3)

Survey of American economic development and growth; national legislation in the field of economics and business are examined. (Fall, 1969.)

#### 110-Money and Banking (3)

The theory, organization, and operation of the commercial banking system; the relation of money and credit to prices and monetary policies. Prerequisite: Economics 1-2. (Fall, every year.)

# 111-Macro-Economic Theory: Money and Income Analysis (3)

Study of the macro-economic factors that determine the economic level of income, employment, and prices; theories of money and savings and investment are examined. Prerequisite: Economics 1-2. (Spring, every year.)

#### 122—Labor Economics (3)

Relations between management and labor unions; organization, election, and certification procedures of unions; techniques of collective bargaining; essentials of labor contracts and their significance; administration of the contract; mediation and arbitration of disputes; grievance procedures. Case study. Prerequisites: Economics 1 and 2 and Business Administration 101. (Spring, every year.)

## 123-Economic Development and Growth (3)

Study of the historical background and contemporary determinants of economic development and growth in both the economically developed and under-developed nations; theories of capital formation, capital output ratios, and planning are examined. Prerequisite: Economics 1-2. (Fall, every year.)

### 133—International Economics (3)

Study of the bases and patterns of international trade of goods and services and capital movements; theories of international economics, foreign exchange, balance of payments, and tariffs and their institutional settings are examined. Prerequisite: Economics 1-2. (Fall, every year).

### 140—History of Economic Thought and Comparative Economic Systems (3)

Study of the history of economic thought and doctrine from Greek to modern times; theories of capitalism, socialism, communism, and fascism are examined. (Spring, every year.)

#### 150—Research Methods (3)

A practical application of probability and general statistical theory, stressing survey techniques and report writing. Sampling, central tendency, dispersion, significant differences, inference, index numbers, time series, simple correlation and introduction to multifactorial analysis, introductory operations research linear planning, and imput-output analysis, and some elementary Bayesian and Monte Carlo methods. Prerequisite: Mathematics 15. (Spring.)

#### 170—Mathematical Economics and Econometrics (3)

Study of the use of mathematics in economic analysis and its application in econometric models of the economy and business. Prerequisite: Mathematics 1; Economics 1, 2, 101 and 111.

#### 199—Special Study (1 to 3) Study of economic theory and public policy through selective readings and research. Prerequisite: Economics major and senior standing. (Spring, every year.)

### 200—Economic Theory, Practice, and Public Policy: The National Economy (3)

A study of contemporary national economic issues through reading, research, and discussion of the scholarly, legislative, and popular literature on these matters. Each student will prepare and defend a position paper on a selected issue. (Fall, 1969.)

### 201—Economic Theory, Practice, and Public Policy: The International Economy (3)

A study in contemporary international economic issues through reading, research, and discussion of the scholarly, legislative, and popular literature on these matters. Each student will prepare and defend a position paper on a selected issue. (Spring, 1970.)

### 202—Seminar in Economics (3)

Seminar in methods and techniques of teaching economics at the secondary level, including various problems of an economic nature relating to the secondary school system.

Education / 125

### EDUCATION

# Robert E. Nelson, Ed.D., Chairman Sister Margaret Guest, Ph.D., Director of Elementary Education Jack R. Morrison, Ph.D., Director of Secondary Education Frank P. Belcastro, Ph.D. David Cherry, M.S. Edward S. Fletcher, M.A. Henry J. Martin, Ed.D.

#### 50-Introduction to Education of Disadvantaged Children (3)

Preliminary concepts to serve as a basis for paraprofessional field services for disadvantaged children in the schools. (Fall, every year.)

# 103-Principles and Curriculum of Secondary Education (3)

Principles of secondary education in the United States. Philosophy and growth of the secondary school in modern society. Organization, curriculum and evaluation. Prerequisite: junior standing. (Fall, every year.)

#### 111—Psychological Foundations for Teachers (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in classroom and playground situations in 14 one-hour sessions. Suburban and "inner city" schools are visited. Prerequisite: Psychology 1 or 2. (Every semester.)

#### 112-Tests and Measurements (3)

Construction and use of classroom tests; critical evaluation of standard tests; organization of a school testing program; principles of classroom evaluation. (Spring, every year.)

## 130-Foundations of American Education (3)

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. (Every semester.)

# 131-Curriculum and Instructional Procedures for the Elementary School

#### 131A-(3)

A 3-unit block emphasizing selection and integration, scope and sequence of content in reading and the other language arts. (Fall, every year.)

#### 131B-(2)

A 2-unit block emphasizing selection and integration, scope and sequence of content in social studies, natural science, and health education, as well as procedures in planning and in guiding learning in these areas. Prerequisites: Science 11, 12, 13, Health Education 24 or equivalents. (Fall, every year.)

131C-(5)

A 5-unit block concerned with elementary curriculum and procedures in the areas of music, art, physical education, and mathematics. Emphasis on interrelationships and integration. Prerequisites: Mathematics 100, Art 10, Music 20, or equivalents. (Fall, every year.)

In connection with the above courses, credential candidates must complete a non-credit A-V practicum.

#### 132-General Methods of Teaching in the Secondary Schools

132A—Principles of Teaching in the Secondary School (2) (CW)

A general course in principles of instruction in secondary schools; considers lesson planning, class control, guidance, and evaluation; includes observation of classroom teaching in the San Diego City Schools. (Spring, every year.)

132B—Methods, Observation and Participation in Secondary Education (3) (CM)

Principles and methods of instruction, classroom observation and participation; lesson planning, classroom management, evaluation, and the appraisal, development, and use of audio and visual aids in specific classroom situations. Prerequisite: consent of instructor. (Fall, every year.)

# 133-139-Curriculum and Methods for the Elementary School

- 133—Mathematics (2)
- 134—Reading (2)
  - 135—Language Arts (1)
  - 136—Music (2)
  - 137-Science (1 or 2)
  - 138—Social Sciences (2)
  - 139—Art (2)

# 167—Counseling and Guidance (3)

Introduction to the theories and techniques of guidance with emphasis on the teacher's role in the guidance program. (Spring, every year.)

# 178—Philosophy of Education (3-3)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, and methodology, and an assessment of their social and educational significance. Prerequisite: junior standing. (Post-Session, 1969.)

## 181—Psychology and Methods for Teachers of the Disadvantaged (2)

Development of background, procedures, and techniques for teachers of the disadvantaged and a study of human relations, counseling, and teaching methods, with emphasis on assisting teachers to improve academic achievement and levels of aspiration. Required of candidates for the elementary and secondary credential. (Spring, every year.)

### (190-194-See Special Education, page 194)

## 199—Independent Study (1-3)

Open to qualified upper-division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisite: consent of advisor.

# 301-Special Methods in the Secondary School (2)

Curriculum and instructional procedures and materials in specific subject areas. (Every semester.)

In connection with secondary methods courses (Ed. 132A, 301), credential candidates must complete a non-credit A-V practicum.

### 303-Guidance Seminar (1)

Weekly seminar on classroom behavior problems of children. School district guidance (and other) personnel frequently participate. Required of elementary credential candidates. (Spring, every year.)

# 331-Student Teaching in the Elementary School

#### 331A-Level 2 (2)

Involves one full morning weekly or two half mornings in San Diego City Schools. A majority of the time is spent in participation-teaching in a single classroom, but included are weekly one-period observations at the different grade levels. A related seminar meets weekly. (Special Education minors are assigned to both regular and mentally retarded classrooms.)

#### 331B—Level 3 (8)

Supervised teaching is done in selected classrooms of the San Diego City public school system (every morning for one semester.)

# 332-Student Teaching in the Secondary School (6)

Supervised teaching is done in selected classrooms of the San Diego City and other participating public school systems (two class periods daily for one semester or one class period for two semesters). Prerequisite: consent of credential advisor. (Every semester.)

Note: See graduate courses in Education, page 204.

128 / Special Education

#### SPECIAL EDUCATION

In response to the increasing need for qualified personnel in the Education of exceptional children, an undergraduate program and a sequential program leading to an M.A. or M.S. in Special Education are offered in the summer and during the year. Thorough academic training and necessary field experience are available to both men and women preparing for positions as educators of the mentally retarded. Special education is an acceptable graduation minor. This program fulfills the California certification requirements for the restricted Special Education Credential, and when applied as a teaching minor, for the Standard Teaching Credential.

#### 190—Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for exceptional children, including the mentally and physically handicapped, the emotionally disturbed, and the gifted, with special consideration of adjustment problems. Prerequisite: Psychology 1 or 2.

### 191—Psychology of the Mentally Retarded (3)

Organic and cultural basis of retardation, development and learning characteristics of the retarded, and consequent problems in social, psychological, and vocational adjustment.

#### 192—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction to problems of counselling, psychotherapy, and effective teaching methods. Prerequisite: Education 116 or equivalent. (Spring, 1970.)

## 193—Speech and Language Development (3)

Speech and language development and speech disorders. Survey and correction of speech disorders, including problems of delayed and retarded language, impaired articulation, stuttering, and speech difficulties of brain damaged, retarded, and hard of hearing children. Specific suggestions for aiding speech improvement in the classroom are included. Benefits both the regular classroom teacher and the teacher of the handicapped. (Spring, 1970.)

194—Curriculum Development for Educable Mentally Retarded (3) A practical presentation of philosophy, aims, materials, and methods of teaching the educable mentally retarded, with emphasis on their education at the elementary school level. Prerequisite: Ed. 191.

# 194B—Arts and Crafts for the Mentally Retarded (1 or 2)

# 196—Field Practice with the Mentally Retarded (2)

45 clock hours of supervised observation and participation with the EMR. (Prerequisite: Ed. 194.)

### 294—Problems in Teaching the Mentally Retarded (3)

Seminar on curricular and methodological problems, with emphasis on innovative approaches in these areas. Prerequisite: Education 194. (Fall, 1969.)

## 297—Organic Basis of Mental Retardation (3) Depth study of etiology, classification, diagnosis, and assessment of mental retardation. Prerequisite: Instructor's approval. (Fall, 1969.)

# 298-Counseling of the Handicapped and their Parents (3)

Educational, mental, social, and vocational counseling of the handicapped and their parents: principles and practices. Includes evaluative tools and procedures. Prerequisite: Psychology 1 or 2, Education 116 or equivalent; Education 167 is desirable. (Spring, 1970.)

#### 390-Student Teaching (4 to 6)

105 to 180 clock hours in San Diego City School classrooms.



130 / English

#### ENGLISH

Sister Helen McHugh, Ph.D., Chairman G. Adrian Birney, Ph.D. Richard J. Coanda, Ph.D. Mary F. deMourol, Ph.D. Sister Sally Furay, Ph.D. Lee F. Gerlach, Ph.D. Marcia Bowman Klein, M.A. Benjamin M. Nyce, Ph.D. Denver G. Sasser, Ph.D. Cand.

#### 1-Basic Composition (2 or 3)

For those who need it, additional training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses. (Fall, every year.)

### 2A—English as a Second Language (3)

Instruction, practical exercises, extensive drill in the fundamentals of expression and comprehension of the language. The course will be adapted to the needs of the group. (Fall, every year.)

# 2B—English as a Second Language (3) Problems in the use of English. (Spring, every year.)

# 25-Literature and Composition I: Epic and Drama (4)

Study of such writers as Homer, Virgil, Dante, Sophocles, Shakespeare, seventeenth century French dramatists, nineteenth century writers such as Ibsen and Chekhov, and selected dramatists of the twentieth century. Principles and methods of expository writing. (Fall, every year.)

# 26-Literature II: Poetry (3)

Readings from selected works of major figures from Chaucer to contemporary poets, British and American. (Spring, every year.)

# 27-Literature III: Prose Forms (3)

Reading in various forms of fiction by writers such as Cervantes, Balzac, Melville, Flaubert, James, Hemingway, Lawrence, K. A. Porter. Essays will also be read. (Fall, every year.)

#### 25H-26H-27H-

The same program as above on a more advanced level for honor students.

### 28-Modern World Literature (3)

A study of representative works of poetry, fiction, and drama written during the last hundred years or so by foreign authors such as Proust, Dostoevsky, Kafka, Pirandello, Mann, Unamuno, Tanizaki, Strindberg, Valery, Rilke, Narayan, Achebe. (Every semester.)

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100-Literature in the West: 400-1400 (3)

A study of religious and secular works from St. Augustine through Malory. (Fall, 1970.)

104—Nordic and Icelandic Literature (3)

A study of epics and sagas such as Beowulf, Niebelungenlied, Heimskringla, Grettirsaga, Njalsaga. (Fall, 1969.)

109—Chaucer (3)

Reading and critical analysis of the principal works of Chaucer, The Canterbury Tales and Troilus and Criseyda. (Fall, 1970.)

113—Sixteenth Century Studies (3)

Selected readings from prose and poetry of the sixteenth century. (Fall, 1969)

#### 116—Shakespeare I (3)

A reading course in the major plays. (Spring, every year.)

117—Shakespeare II (3)

Advanced studies in Shakespeare. Prerequisite: English 116 or consent of the instructor. (Offered when sufficient demand.)

### 118—Renaissance Drama (3)

Plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others. (Spring, 1971.)

### 119—Seventeenth Century Studies (3)

Selected readings from prose and poetry of the seventeenth century. (Fall, 1970.)

120—Milton (3)

A reading course concentrating on Paradise Lost and Samson Agonistes; includes shorter poems and selected prose. (Spring, 1970.)

# 123-Eighteenth Century Studies (3)

Selected readings from prose and poetry of restoration and eighteenth century literature. (Spring, every year.)

126—Restoration and 18th Century Drama (3) Readings from the plays of Dryden, Etheridge, Wycherley, Congreve, Sheridan, and others. (Fall, 1969.)

# 128—Fiction from the 16th to 19th Century (3) A study of the development of fiction from Sidney's Arcadia through the Gothic novel. (Fall, 1971.)

- 142—Nineteenth Century Studies (Romanticism) (3) Selected prose and poetry of major writers of the romantic movement. (Fall, 1970.)
- 144—Nineteenth Century Studies (Victorian) (3) Selected prose and poetry of major British writers from about 1850 to 1914. (Spring, 1970.)



- 148—Nineteenth Century British Fiction (3) A study of the novels of Austen, Dickens, Trollope, Eliot, Hardy, and Conrad. (Fall, every year.)
- 152—American Poetry to 1914 (3)

A study of poets such as Taylor, Emerson, Whitman, Dickinson, Robinson. (Fall, every year.)

155—American Prose (3)

A study of prose writings in America of the nineteenth and twentieth centuries. (Fall, 1970.)

156—American Fiction to 1914 (3)

A study of major figures such as Cooper, Hawthorne, Melville, Twain, James, and Dreiser. (Spring, every year.)

#### 162—Contemporary British and American Poetry (3)

A study of poets such as Yeats, Eliot, Pound, Auden, Frost, Stevens, and Williams. (Spring, every year.)

### 163—Modern Continental Literature (3)

A reading course in selected major writers of France, Russia, Italy, Spain, Germany since 1850. (Spring, every year.)

#### 166—Modern Drama (3)

A study of the plays of such writers as Ibsen, Chekhov, Shaw, and others to the present. (Spring, 1970.)

# 167-20th Century Literary Criticism (3)

A study of such writers as Eliot, Richards, Leavis, Blackmur, Burke, Winters. (Fall, 1969.)

## 168-20th Century British and American Fiction (3)

Principal works of writers such as Lawrence, Joyce, Forster, Faulkner, Hemingway, Fitzgerald, and K. A. Porter. (Spring, 1971.)

#### 175—Advanced Composition (3)

An advanced course in the writing of non-fictional prose. A study of the theory and practice of expository, descriptive, and critical prose. Required of credential candidates. Limited to 20 students. (Fall, every year.)

### 176—Creative Writing (3)

Study and practice in the writing of verse, fiction, or drama. Prerequisite: consent of department chairman. (Spring, every year)

## 180—Oriental Literature (3)

A reading course in selected works from the literature of India, China, and Japan. (Fall, 1970.)

#### 185—Black Literature (3)

A study of Afro-American writers such as Chinua Achebe, Wole Soyinka, James Baldwin, Ralph Ellison, and Richard Wright. (Fall, 1969.)

### 190—Development of the English Language (3)

A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary, and study of current theories concerning English grammar. Required of credential candidates. (Spring, every year.)

#### 197—Colloquium (3)

Course designated by instructor to treat a topic, an author, a group of authors, or a genre. Conducted as an undergraduate seminar. Prerequisite: Consent of department chairman. (By arrangement.)

#### 199—Independent Study (1-3)

Reading and conference for seniors of high scholastic standing. Prerequisite: consent of department chairman. (By arrangement.)

Note: See graduate courses in English, page 207.

#### FRENCH

### Jeanne Brink Rigsby, Doctor of Letters, Chairman Sister Mariella Bremner, Ph.D. Jean-Marie Gaul, Doctor of Letters Cand. Edith Brudo Jonsson, M.A. Abdellatif Kriem, Ph.D.

1-2—Elementary (4-4)

Essentials of French grammar together with stress upon pronunciation, reading, and aural comprehension. (Every year.)

3-4—Intermediate (4-3)

Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice. (Every year.)

100-Conversation (1 or 2)

Prerequisite: consent of the instructor. (Every year.)

# 101-Advanced Composition (3)

Oral and written practice in current French idiom. Prerequisite for all advanced courses, except French 103, 104, and 112. (Fall, every year.)

# 102—"Explication de textes" (3)

Oral and written studies of literary masterpieces. Introduction to dissertation. (Spring, every year.)

# 103-Cultural Backgrounds of French Civilization (3)

Survey of the social, cultural, and artistic manifestations in France from the middle ages to the present. Prerequisite: French 4 or the equivalent. (Fall, every year.)

# 104—Introduction to French Literature (3)

A study of the literary history and principal masterpieces of French literature from the middle ages to the present. Prerequisite: French 4 or the equivalent. (Spring, every year.)

# 112-French Phonetics and Phonology (3)

An intensive study of French sounds, diction, and speech. Prerequisite: French 4 or the equivalent. (Fall, 1970.)

# 121—Early French Literature (3)

French literature from its origins to the end of the sixteenth century. Reading and interpretation of representative texts. (Fall, 1970.)

# 122—The Seventeenth Century (3) A study of classical masterpieces. (Spring, 1971.)

123—French Literature in the Eighteenth Century (3) Reading, interpretation, and discussion of representative texts. (Spring, 1971.)

#### 124—The Nineteenth Century (3)

Reading, interpretation, and discussion of representative poems, plays, and novels. (Fall, 1969.)

## 125—French Literature in the Twentieth Century (3) Outstanding writers of the prewar period, and contemporary French dramatists and novelists. (Spring, 1970.)

130—History of the French Language (3) (Spring, 1970.)

135—Structural Linguistics (3) (Fall, 1969.)

Note: See graduate courses in French, page 208.

### GERMAN

#### 1-2—Elementary (4-4)

Introductory course in which the essentials of German grammar are presented, with stress upon pronunciation and aural reading comprehension. (Every year.)

#### 3-4—Intermediate (3-3)

Grammar and reading. Intensive oral, aural, and written drills to develop accuracy and fluency in the use of the language. (Every year.)

#### 99—Conversational German (1)

Prerequisite: German 1-2 or equivalent.

# 100A-100B-Readings in German Literature (3-3)

Selections from standard German prose writers.

# 104A-104B—Survey of German Literature (3-3)

A study of the principal masterpieces of German literature from its beginnings to Goethe.

#### GREEK

#### 1-2—Elementary (3-3)

Instruction about language and the learning of languages. Saturation in essentials. Sounds, forms, syntax: reading comprehension.

# HEALTH EDUCATION

### 24-Home and Personal Health (1)

A course designed to familiarize students with the principles of hygiene as applied to the home; special instruction in care of the sick, protection from contagion, care of minor injuries, and happy family relationships. Required of elementary credential candidates. (Every semester.) 136 / History

### HISTORY

Raymond S. Brandes, Ph.D., Chairman Sister Domini Collins, M.A.
Karen Isaksen Leonard, Ph.D.
Sister Catherine McShane, Ph.D.
James R. Moriarty, III, M.A.
Sister Agnes Murphy, Ph.D.
Reverend John A. Myhan, M.A.
Judith A. Pidgeon, M.A.
Reverend Francis J. Rigney, Ph.D.
Joseph W. Ruane, Ph.D.
Iris Higbie Wilson, Ph.D.

### 4—Western Civilization

### The Dawn of Man (3)

In the historical vein, the tracing of man from his beginnings to urbanization and settlement in the Fertile Crescent. (Fall, 1970.)

### Biblical Archaeology & the Impact of the Dead Sea Scrolls (3)

The impact in the 20th century resulting from the discovery, translation, and utilization of the Dead Sea Scrolls as a major historical key to understanding Western Civilization. (Fall, 1969.)

## 5-Western Civilization

# Science and Invention in the Middle Ages (3)

Social, intellectual forces which led to remarkable advancements in science and invention in the Middle Ages. (Spring, 1971.)

#### The Age of Discovery (3)

The background, especially maritime, and commercial activities which made possible the discovery of new worlds in the 15th and 16th centuries. (Spring, 1970.)

# 11-12-Great Issues in Western Civilization (3-3)

The study of the nature of history and of the historian's task, applied in the critical analysis and discussion of selected issues in western civilization. (Every year.)

# 17-United States History

### Colonial America (3)

The pioneering period from 1607 to 1763, with emphasis on motivations for settlement in North America; cultural and institutional approaches as the basis for study. (Fall, 1970.)

## Founding the Nation (3)

The forces, the great leaders involved between 1763 and 1789, in shaping the youthful United States. (Spring, 1971.)

#### U.S. Nationalism and Democracy (3)

Tracing the growth of nationalism through the American minds of Jefferson, Hamilton, and the Virginia Dynasty, covering the period 1789 to 1828. (Fall, 1969.)

#### The Jacksonian Era (3)

The dramatic changes brought by Jacksonian Democracy into American political, legislative and judicial processes. (Spring, 1970.)

#### 18—United States History

#### Westward Expansion (3)

United States and the push westward between 1830 and 1860; sectionalism, rise of railroads, shifting centers of population; manifest destiny. (Fall, 1970.)

#### The New Nation (3)

Post-Civil-War United States with emphasis on reconstruction, the U.S. concern in the Pacific; at home the economic and social reforms, 1860 to 1898. (Spring, 1971.)

#### Expansion of the U.S. (3)

United States development at home and abroad from 1898 to World War I. Progressivism, trustbusting, development of large cities. (Fall, 1969.)

# The Roaring Twenties to World War II (3)

The decades following the Great War in which the American way of life came to have many socio-cultural changes. The return to isolationism, the depression, the FDR era. (Spring, 1970.)

# 21-22-Great Issues in Non-Western Civilization (3-3)

An honors section which may be taken in lieu of Western Civilization by those who demonstrate proficiency. (Every year.)

#### 51—Tudor and Stuart England (3)

Critical study of the struggle between royal absolutism and parliamentary government; decline of the Stuart kings into a constitutional monarchy. (Fall, 1969.)

#### 52—The Age of Victoria (3)

Political and social developments with emphasis on the role of the monarch and the government. Main currents in thought, culture and social programs to the death of Victoria. (Spring, 1970.)

### 53-Britain and the Commonwealth (3)

Great Britain and her colonial empire: a study of the British role in administration of her frontiers; theory and interpretation of values and lessons learned from such policy. (Fall, 1970.)

#### 54—Churchill's England (3)

Britain and the Empire from the Boer War to World War II, and the death of Churchill. A study in the influence of a political, military and historical subject. (Spring, 1971.)

#### 138 / History

### 90-Introduction to Historical Method and Historiography (3)

A study of the methods and instruments of history and an introduction to the works of major historians. Preparation of a critical paper from source materials. Required of history majors and minors in the sophomore year. (Spring, every year.)

### 104—Special Topics (3)

Designed to permit the instructor to deal with a topic with which he is especially concerned, usually more restricted than the subject matter of a regular lecture course. A combination of informal lectures, class discussions, term papers and examinations. Limited to 10 majors and/or minors with "B" average. (Irregularly.)

#### 108—Historic Site Methods (3)

Historical research, archaeological field excavations, and laboratory techniques at Mission San Diego de Alcalá. Examination and study of man's past through use of several disciplines. Prerequisite: Anthropology 1 and 2, California history, or approval of department chairman. May be repeated for credit without duplication of work. (Every semester.)



### 110-Historical Criticism and Historiography (3)

A study of historiography, including the processes by which history is written; the results of these processes, and the sources and development of history. Representative historians are selected for study. (Spring, every year.)

### 111—Greek Civilization (3)

A study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. (Fall, 1970.)

#### 112—Roman Civilization (3)

Study of the history and institutions of the Roman Republic and Empire from the foundation of Rome to the end of the fifth century. (Spring, 1971.)

#### 120—The Roman Empire in the West (3)

The Roman Empire from the year 27 B.C., when Rome was governed by one-man power to the end of the 3rd century A.D. (Spring, 1971.)

# 121-Middle Ages I: The Carolingian Empire (3)

Western Europe from 481 A.D. to 911 A.D., the formation of the states; the politico-religious, cultural and economic foundations upon which the new civilization would be built. (Fall, 1969.)

# 122-Middle Ages II: The Holy Roman Empire (3)

Studies in European civilization from 911 A.D. to the end of the reign of Charles V, 1556 A.D.; development of nations, the Crusades, industry and town growth leading to the Age of Discovery. (Spring, 1970.)

### 131—The Renaissance (3)

Study of the nature and origin of the new learning, with its impact on the civilization of the late Middle Ages and early modern times. (Fall, 1970.)

#### 132—The Reformation (3)

Sixteenth-century Europe studied in the religious, political, economic, and social light of the Protestant Revolt and the Counter-Reformation, together with the rise of the national monarchies. (Spring, 1971.)

# 133—The Age of Enlightenment (3)

An analysis of the political, intellectual and social movements of seventeenth and eighteenth century Europe. (Fall, 1969.)

# 142-The French Revolution and Napoleon (3)

Nature and causes of the French Revolution and its impact on European history. Social, political, romantic, and religious bases for the revolution are examined. (Spring, 1970.)

#### 140 / History

# 146-Nineteenth Century Europe (3)

Europe from the Congress of Vienna to 1914. A study of the major movements in Europe during this period with an emphasis upon nationalism and the new imperialism and the background of the first World War. (Spring, 1971.)

## 147—Twentieth Century Europe (3)

From 1914 through World War II and Korea; the diplomacy, treaties, social and economic crises between wars. (Fall, 1969.)

### 154—History of Russia to 1914 (3)

A study of the development of the Russian state from the rise of Kievan Russia to the end of the Czarist regime. (Fall, 1970.)

# 155—The Russian Revolution (3)

The social structure of Russia at the turn of the 20th century; the Revolution of 1905; the formative constitutional government which led into the U.S.S.R. (Spring, 1970.)

# 156—English Constitution and Development (3)

A study of the development of the English Constitution. Anglo-Saxon, medieval, and modern English political, social, and legal institutions are examined. Particular attention is paid to the growth of parliament, the development of the jury system, and the rise of the central law courts. (Fall, 1969.)

157—The Irish Nation: From Conquest to Republic (3) (Spring, 1970.)

# 160—Latin America: The Discovery of Latin America (3) The Age of Discovery; social, political and religious institutions introduced to the New World 1519 to 1810. (Fall, 1970.)

# 161—Latin America: The Movement for Independence (3) The rise of independence from Spain, 1810-1821, emphasizing the intellectual forces from outside the Western Hemisphere; the economic and social forces within. (Spring, 1971.)

# 162—Latin America: Mexico in the 20th Century (3) The rise of Mexico economically, socially, through the Revolutionary Family and nationalism. Studies of the culture as expressed in native arts, crafts, music, and literature. (Fall, 1969.)

163—Latin America: South America in the 20th Century (3) Rise of South America economically, socially and culturally in the 20th century. (Spring, 1970.) 170—United States Constitutional History: Age of John Marshall (3) English and colonial origins and the first state constitutions. The Articles of Confederation. The Convention, and ratification of the Constitution, and the establishment of the new government. Jeffersonian democracy and the judicial nationalism of John Marshall. (Fall, 1970.)

# 171-United States Constitutional History: Roger Taney, Chief Justice (3)

Jacksonian democracy. Development of commerce powers against states' rights. Expansion of corporative power from the contract clause. The slavery controversy, sectional conflict, secession, and Civil War. Impairment of Civil Rights and Reconstruction. (Spring, 1971.)

# 172—United States Constitutional History: Laissez-Faire to Liberal (3)

The doctrine of vested rights combined with substantive due process. Judicial review against States social legislation. Liberal nationalism in the Progressive Revolt. Wilson's New Freedom and Franklin D. Roosevelt's New Deal. (Fall, 1969.)

# 173—United States Constitutional History: World Wars and Aftermath (3)

Revolution in federalism, new interpretation of civil liberties, impairment of civil liberties in World War II. The Communist question and the revolt of the Negro. (Fall, 1970.)

# 174-Civil War and Reconstruction, 1850-1877 (3)

Political, economic, social and military aspects of the struggles between the Union and the Confederacy; the aftermath and its effect on the U.S. in later years. (Fall, 1969.)

# 175-Makers of American History (3)

Studies through the biographical approach of famous Americans from Colonial America to the present day. (Spring, 1970.)

# 176-177-United States Diplomatic History I & II (3-3)

Survey of foreign relations of the U.S. from the Revolutionary War to the Spanish-American War. Part II covers U.S. in the 20th century. Part I is a prerequisite for II. (Every year.)

# 176-177—History of the Foreign Relations of the United States (3-3) A study of the factors and forces in the formation of American foreign policy; United States leadership as a world power. (1969-1970.)

#### 142 / History

178-179—Intellectual and Social History of the United States (3-3) The development of the United States from colonial times to the present day, stressing intellectual and social influences. Designed for, but not limited to students preparing for the secondary credential. (Every year.)

#### 180-181—The American West I & II (3-3)

Discovery, exploration and settlement of the Trans-Mississippi West to the time of the War with Mexico. Analysis and interpretation of the role of the American Indian, trapping, trading, the United States Army. Part II (181) from 1848 to present day, mining, Indian Wars, agricultural west, water and the arid regions. The American West as a region economically, socially and politically important. 180 is not a prerequisite to 181. (Every year.)

### 182-183—The Spanish Borderlands I & II (3-3)

Discovery, exploration and settlement of the North American region from Florida to Alaska encompassing the north-Mexican States. From 1500-1810. Part II, 19th and 20th century borderlands studies. Emphasis on U.S.-Mexico relations; the impact in present-day society of the Hispanic and Mexican cultural traits and values. 182 is not a prerequisite to 183. (1970-1971.)

# 184—Spanish Colonial Frontier Institutions (3)

In-depth studies in the frontier Mission, military and civil institutions including examination of laws, governmental institutions and functions of such in the various Spanish regions in Colonial America. (Spring, 1970.)

# 185—The Aborigines of the Californias (3)

Study of the aborigines of Alta and Baja California from the time of their arrival in North America until the end of Spanish rule about 1821. Theory and field methods included. (Fall, 1969.)

# 186—The Pacific Ocean in History to 1850 (3)

History of maritime activities in the Pacific with emphasis on maritime law and theory. Study of Spanish, Portuguese, French, English, Dutch, and Russian sea exploration. Concentration: Spanish Manila Galleon trade and settlement of the Philippine Islands. (Fall, 1969.)

# 187-History of Baja California (3)

History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to the present day. Emphasis on land, seas, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period. (Spring.)

History / Italian / 143

#### 188-189-History of California I & II (3-3)

California from its discovery to the Mexican War. Heavy emphasis on Spanish and Mexican cultural contributions to the heritage. Part I is not a prerequisite to Part II, which covers significance of California from 1848 to present day. Emphasis on growth of the state through critical examination of literature. Political, economic, cultural forces dealt with to explain the rise of the state in the 20th century. (Every year.)

#### 188-History of California (3)

The Spanish cultural heritage, the significance of California in American history, and its present political and economic conditions. (Spring, 1970.)

### 190-191-Studies in Asian Civilizations (3-3)

An introduction to the civilizations of India, China, and Japan, and their relations with the West in modern times. (1970-1971.)

#### 193—Near East (3)

History of the Near East, with particular emphasis on the modern period. (Fall, 1969.)

#### 195—Africa: South of the Sahara (3)

From 1850 to the present with special reference to British rule in Central and East Africa and the development of the new African States. (Spring, 1970.)

#### 198—Pro-Seminar (3)

To be offered once a year; each offering in a different area of specialty. This course will provide in-depth studies including historiography, and a paper in the topic for the semester. (Spring, 1971.)

### 199-Independent Studies (1-3)

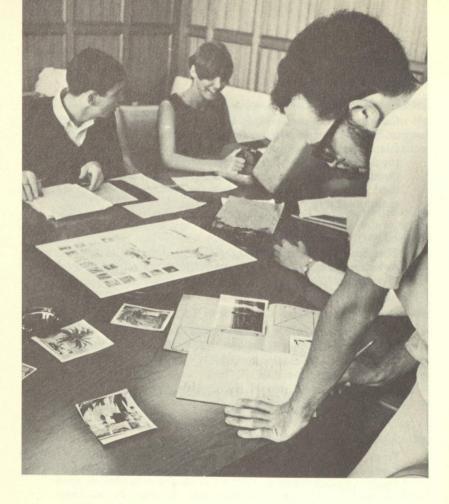
Open to students with history major or minor in junior or senior year. Permits students to pursue intensive readings, independent research, or other projects under tutorial supervision of a department instructor. Units depending on project. (Every year.)

Note: See graduate courses in History, page 209.

### ITALIAN

#### 3-4—Intermediate (3-3)

Intensive drill in reading and writing; review of grammar; intermediate conversation. (Offered 1969-1970.)



#### JOURNALISM

#### 20—Journalism I (2)

General study of newspaper production. Methods of news gathering, reporting, writing, editing. The elements of the story, the interview, the news conference. College publications used as laboratory. (Fall, every year.)

#### 21—Journalism II (2)

History of journalism and journalists. Area news reporting (science, religion, sports, politics, arts, etc.), advanced writing (critical reviews, features, editorials). Emphasis on style and makeup. College publications used as laboratory. (Spring, every year.)

### 120—Advanced Journalism (1)

Theory and practice in newspaper production; includes editing, with emphasis on the achievement of meaning in written communication, headline writing, typography, and the principles of makeup. College publications used as laboratory. May be repeated for a total of four units. (Every semester.)

#### LATIN

1-2-Elementary (5-5)

Instruction about language and the learning of languages. Saturation in essentials. Sounds, forms, syntax; reading comprehension. (Every year.)

3-Intermediate (3) Grammar review. Reading "Latin Quotations." (Fall, every year.)

- 100—Advanced Grammar (3)
- 101-Advanced Composition (3)
- 103-Linguistics (3)

Sounds, alphabets, and structures. Emphasis on Greek and Latin roots. (Recommended for liberal arts, science, and education.)

- 104A-104B-Survey of Literature (3-3)
- 118—Virgil (3)
- 121-Horace (3)
- 128—Augustine (3)
- 130-Roman Comedy (3)
- 131-The Catilinarian Conspiracy (3)
- 132-Roman Satire (3)
- 149—Medieval Latin (3)
- 199-Special Study (1 to 3) Independent reading. (Open to seniors for a maximum of 3 units a semester.)

### LIBRARY SCIENCE

### W. Roy Holleman, M.S., M.S. in L.S. Marian P. Holleman, M.A., M.L.S.

### 100-Library in Society (3)

Libraries and the profession of librarianship, evolution of the library as a social institution, functions of the modern library; survey of professional library literature, professional philosophy and ethics.

# 125-Non-Book Materials as Library Resources (3)

Principles of selecting, acquiring, organizing, storing, and servicing non-book materials in libraries of all types and in materials centers. Emphasis is given to those media increasingly important in library collections: moving pictures, filmstrips, slides, microfilms, disc and tape recordings, pictures and maps.

# 141-Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

# 142-Cataloguing and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

146 / Library Science

#### 153—Literature for Children (3)

Historical background of children's literature, critical analysis of folklore, legends, myths and modern imaginative literature; evaluation of contemporary children's books.

### 154—Literature for Young Adults (3)

A survey and analysis of literature suitable for adolescents.

### 243—Advanced Cataloguing (3)

Recent systems and trends in centralized and co-operative cataloguing. Techniques in cataloguing non-book materials, manuscripts, films, music, maps, etc. A term paper will be required and problems assigned throughout the term. Prerequisite: Library Science 142.

### 244—Book Selection (3)

Criteria for evaluation and acquisition of library materials, and formulation of book selection policies. Evaluation of book selection tools and non-book materials.

### 245-Administration (3)

A survey of administration and the place of the library in the organization it serves. Administration within the library, training of staff, handling of personnel, public relations, and professional ethics.

### 248-Government Publications (3)

A study of significant United States, State and municipal government publications. Their importance in revealing the social, scientific, and technological developments of modern times.

### 249-History of Books and Printing (3)

A survey of the development from ancient times of man's methods of recording information, and various methods of printing and reproduction.

### 250-The School Library as a Materials Center (3)

A study of the school library in relation to its materials, stressing the philosophy and practice of building a good collection to correlate with and enrich the curriculum. Criteria for evaluation and selection of materials. School library standards according to the California State Department of Education and the American Library Association are studied.

### 252-Supervised Field Experience (4)

Students in the School Library program will do 90 hours of practice work in an approved school library under the direction of a professional librarian.

#### 261—Bibliography of the Humanities and the Social Sciences (3) A survey and evaluation of reference works in fine arts, literature, philosophy and religion; business and economics, education, history and geography, political science and sociology. Prerequisite: Library Science 141.

#### MATHEMATICS

### William E. deMalignon, M.A., Chairman Leonard Caners, Ph.D. Irving H. Hart, III, M.S. Alphonse G. Zukowski, M.A.

#### A-Mathematics Review (3 hours, no credit) Extensive training in high-school-level mathematics for students with minimal mathematical preparation. (Fall.)

- 1—Elementary Functions (4)
  - A study of elementary functions, their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic and trigonometric functions; an introduction to threedimensional analytic geometry. (Every semester.)

#### 5-Liberal Arts Mathematics I (3)

A general education course in college mathematics, designed to give a cultural mathematical background to students of the humanities. (Fall, every year.)

#### 6-Liberal Arts Mathematics II (3)

A continuation of Math 5. Prerequisite: Math 5 or consent of instructor. (Spring, every year.)

#### 8-Survey of Calculus (3)

A terminal mathematics course giving an introduction to the formulas and techniques of elementary differential and integral calculus. Note: This course is not equivalent to Math. 10, and will not serve as a prerequisite to Math. 20. Prerequisite: Math. 1 or equivalent. (Every semester.)

#### 10—Introductory Calculus (4)

The concepts of integral and derivative; differential calculus of polynomials and rational functions; antiderivatives and integrals of polynomials; logarithms and exponentials; calculus in Euclidean geometry; trigonometric functions; applications and extensions. Prerequisite: Math. 1 or departmental approval. (Every semester.)

### 15-Introduction to Probability and Statistics (3)

Probability as a mathematical system; random variables and their distributions; limit theorems; topics in statistical inference. Pre-Prerequisite: Math. 10 or equivalent. (Fall, every year.)

#### 20-Mathematical Analysis (4)

Differential functions; limits, series and improper integrals; theory of curves; first-order ordinary differential equations; applications. Prerequisite: Math. 10 or equivalent. (Every semester.)

#### 30—Linear Algebra (3)

Linear equations and matrices; vector spaces; linear mappings; determinants; quadratic forms; elementary vector calculus. Prerequisite: Math. 20 or equivalent. (Every semester.)

#### 40-Multivariable Calculus (3)

Functions of several variables; differential calculus of multivariable functions; multiple integration; elementary differential equations. Prerequisite: Math. 30 or equivalent. (Every semester, starting Spring, 1970.)

### 100—Mathematics for Elementary School Teachers (3)

Pre-number ideas, whole numbers, names for numbers, numeration systems; place value, techniques of algebraic operations; number line; points, lines, and planes; linear and angular measure; factors and primes; rational numbers. (Every semester.)

### 114—Theory and Application of Matrices (3)

Elementary operations, determinants, adjoint and inverse of square matrices, linear equations, vector spaces, congruence, bilinear forms, hermitian forms, characteristic equations, eigenvalues and vectors, invariant vectors, and spaces, real symmetric matrices, orthogonal similarity, normal matrices, applications to physical problems.

#### 115—Theory of Numbers (3)

Fundamental theorems on divisibility, least residues, Fermat's theorem, Euler's generalization, Euler's function, theorem of congruences, linear congruences, Chinese remainder theorem, quadratic residues, reciprocity law.

### 119-Ordinary Differential Equations (3)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, applications. Prerequisite: Math. 40. (Fall, 1970.)

### 120-Partial Differential Equations (3)

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, applications. Prerequisite: Math. 119. (Spring, 1971.)

### 121A-121B-Advanced Calculus (3-3)

A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisite: Math. 40. (1969-1970.)

### 124—Topology (3)

Set theory, sets, relations, mappings, topological properties of spaces, metrization, compactness, continuity, connectedness. Properties of arcs and curves. Special topics.

### 125—Complex Function Theory (3)

Analytic function theory, power series, analytic continuation, conformal mapping, applications. Prerequisite: Math. 40. (Fall, 1970.)

#### 128-Differential Geometry (3)

Affine coordinate systems and translations; tensors and transformations, reciprocal systems, covariant and contravariant vectors; space curves, lines, planes, quadric cone and conics; curvilinear coordinates and applications to physics. Prerequisite: Analytical geometry and calculus. (A basic understanding of vectors is desirable but not absolutely necessary.)

#### 131-Numerical Analysis I (3)

Basic concepts, finite differences, classical interpolation formulas, numerical differentiation and integration, applications. Prerequisite: Math. 40.

#### 132-Numerical Analysis II (3)

Systems of linear equations, numerical solutions of differential and difference equations, method of least squares, applications. Prerequisite: Math. 131.

### 140-Mathematical Statistics and Probability (3)

Frequency distributions, standard deviation and other measures of dispersion, Poisson distribution, Chi-square test, curve fitting, correlation theory, conditional probability, independent and dependent events, combinations, permutations, and relation of probability to point-set theory.

# 155-Algebraic Foundations of the Number Systems (3)

An intensive study of the foundations and development of the systems of natural numbers, integers, rational numbers, real numbers, and complex numbers.

#### 156—Algebraic Systems (3)

An introduction to groups, rings, integral domains, division rings, fields, vector spaces and algebras. Applications of these systems to other branches of mathematics. (Fall, 1969.)

### 181-Symbolic Logic (Philosophy 181) (3)

An introduction to symbolic logic. Simple operations of the Boolean algebra. Classical logic from an axiomatic basis. May be taken for either mathematics or philosophy credit. (Spring, every year.)

### 199-Individual Studies or Seminar (3)

Student reading and research in selected special topics; student presentations. May be repeated once for credit with a different topic. Prerequisite: Senior standing and consent of instructor.

#### 200-Graduate Seminar (3)

Reading and research in selected topics suitable for graduate standing and the MAT program. May be repeated for credit. Prerequisite: graduate standing and consent of the instructor.



#### MUSIC

#### Charlotte Bond Aldrich, B. Mus. Marjorie L. Hart, M.A. Henry Kolar, Ph. D. Cand. Ilana Mysior, M. Mus. John A. Williams, D.M.A.

#### 1-2-Harmony (3-3)

Elementary Harmony; triads and their inversions, simple modulations and transpositions; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard and ear training. (Every year.)

### 3-Intermediate Harmony (3)

Modulation, transposition, harmonic alteration, continued analysis, keyboard and ear training. Prerequisite: Harmony 1-2 or the equivalent. (Fall, every year.)

#### 4—Counterpoint (3)

The study of melodic design and the art of combining melodies, based on the practices of eighteenth-century polyphony. (Spring, every year.)

### 20-Class Piano Instruction (1)

Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly. (Every semester.)

### 30-Music Appreciation (3)

A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music. Attendance at three live concerts of serious music is required of all enrollees. (Every semester.)

### 31-34 (131-134)-Applied Music (1-1)

31: Piano

32: Voice

33: Violin

34: Cello

End-semester auditions of 10-15 minutes each before Music Faculty will constitute partial final grade. (Every semester.)

### 62 (162)—University Chorus (1)

Choral music of different styles and periods. Performances of major works with the University Orchestra. (Every semester.)

#### 63 (163)—Ensemble (1-1)

Open to instrumentalists and pianists by consent of the instructor. (Every semester.)

### 64 (164)-Opera Workshop (1)

(Every semester.)

152 / Music

65 (165)—University Orchestra (1)

The study of chamber music literature from the baroque period to the contemporary. (Every semester.)

105—Form and Analysis (2)

A study of the basic elements characterizing musical form; its structure, style, and development through the music periods. (Spring, every year.)

108—Basic Orchestration (3)

Exercises in analysis of orchestral scores, and practical orchestration. (Fall, every year.)

#### 120A-120B—History of Music in Western Civilization (3-3)

A comprehensive view of the whole field of music in western civilization in its historical sequence and development. (Every year.)

### 125-Music of the Baroque and Classical Periods (3)

A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings. (Spring, 1971.)

### 126-Music of the Romantic Period (3)

A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings. (Fall, 1969.)



128-Twentieth-Century Music (3)

A survey of modern methods of composition showing a reasonable evolution of new scales, melodic lines, choral combinations and new rhythmic freedom: Debussy to present day composers. (Spring, 1970.)

129-Russian Composers (3)

A study of the music of Russian composers from the nineteenth century to the present through lectures, readings, and recordings. (SS 1969.)

144-Choral Conducting (3)

Practical experience in score reading and conducting techniques. (SS 1971.)

170—History of the Opera (3)

The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century. (Fall, 1970.)

199-Independent Study (1-3)

Individual work in theory, composition, or musicology with the approval of the music faculty.

### NURSING EDUCATION

# 128-Principles of Teaching in Nursing (2)

An application of basic teaching methods to certain areas of study. (Every semester.)

146-Human Relations (3)

A developmental course in interpersonal relationships based on a sound understanding of the principles of human behavior and interaction in social situations. Particular emphasis will be placed on human relations in the fields of social problems and pathology, social welfare, nursing, and allied medical areas. Prerequisites: Psy. 1 or 2, Soc. 1. Recommended prerequisite: Psychology 131. (Fall, 1969.)

### 147-Community Health (3)

An introductory course to the concepts of community health, including environmental hygiene, public health needs, activities, and laws, basic community health problems, and community health resources and planning. A field survey and report of an actual community health problem will be required of each student. Prerequisites: Psy. 1 or 2, Soc. 1. (Spring, 1970.)

### 148-Principles of Supervision (2)

An introduction to the principles of supervision and employeecounseling and guidance in the social service, community health, social welfare, nursing, and allied medical fields. A field problem will be presented to each student for study and report. Prerequisites: Psy. 1 or 2, Educ. 167. (Spring, 1970.)

#### PHILOSOPHY

Richard J. George, Ph.D., Chairman, College for Women Reverend William L. Shipley, Ph.D., Chairman, College for Men Marcus R. Berquist, Ph.D. Cand. Amado I. Carandang, Ph.D. Reverend Thomas J. Carlin, Ph.L. Joseph P. Ghougassian, Ph.D. Cand. Reverend James R. Rankin, Ph.L. John W. Swanke, Ph.D.

#### 20—Historic Issues In Philosophy (3)

A basic orientation course to introduce the student to the nature of philosophical thinking and to the principal problems of philosophy. An historical approach will be used to study the positions of major philosophers regarding the issues of man, knowledge, being, God, good. (Every semester.)

#### 25-Logic (3)

A study of traditional logic as the science and art of correct thinking. A consideration of the concept and the term, the judgment, and the proposition; and reasoning, both deductive and inductive. (Fall, every year.)

#### 32-Philosophical Analysis I (3)

A study of and practice in using the basic methods of inquiry. (Every semester.)

#### 33—Philosophical Analysis II (3)

The levels of human knowledge from suspicion to certainty and the kinds of evidence and arguments proportioned to them. Prerequisite: Philosophy 32. (Every semester.)

### 55-Philosophy of the Inanimate World (3)

A study of the fundamental principles and properties pertaining to all corporeal beings. (Spring, every year.)

### 60-Philosophy of Man (3)

A study of the fundamental principles and properties characteristic of living corporeal beings, with emphasis on the basic activities, powers, and nature of man. (Spring, every year.)

#### 62—Philosophy of Nature (3)

An investigation of nature's most general characteristics. The method of natural science, the problem of becoming. Relations between the inquiries of early and modern physicists. Prerequisite: Philosophy 33. (Every semester.)

### 75-History of Philosophy I (3)

An historical survey of the development of philosophical thought to the mid-eighteenth century. Special attention will be given to the contributions of Plato, Aristotle, Augustine, Aquinas, Descartes, and Hume. (Fall, every year.)

#### 76—History of Philosophy II (3)

A survey of the major modern and contemporary philosophies, from the time of Kant to the present. (Spring, every year.)

#### 100—Philosophy of Art (3)

An introduction to aesthetics. A philosophical study of the beautiful, especially as created by man. An inquiry into the nature of art, its relation to the powers and activities of man, its evaluation. (Spring, every year.)

#### 110-Philosophy of Being (3)

A study of the fundamental principles and properties of finite being. Includes an analysis of analogy, causality, finality, unity, truth, goodness. (Fall, every year.)

#### 114—Philosophical Psychology (3)

A general study of the living thing; the method for such inquiries. Examination of the nature, activities, and properties of the kinds of life principles, especially the intellectual soul. Prerequisite: Philosophy 62. (Every semester.)

#### 115-Philosophy of Human Knowing

A study of the critical problem in regard to the validity of cognition. An evaluation of the first principles of knowledge and of the principal theories concerning them. Epistemological studies, problems and readings, primarily for philosophy majors. Prerequisites: Philosophy 25, 60, 110, or consent of department chairman. (Spring, every year.)

#### 118—Ethics (3)

A re-examination of the Aristotelian ethics with reference to thinkers like Hume, Nietzsche, Kant, Camus. The method and certitude of ethics; the problem of man's ultimate end. (Fall, 1970.)

#### 120—Philosophy of Being and God (3)

A study of the fundamental properties and relationships of limited, changing beings considered simply as existing realities. Involves a further inquiry into the question of God's existence and activities as the infinite Reality necessary for their presence. (Spring, every year.)

#### 125—Philosophy of God (3)

An extensive study of the existence and nature and operations of God, primarily for philosophy majors. Includes an inquiry into the problem of divine providence as affecting the freedom of the human will. Prerequisite: Philosophy 110. (Spring, every year.)

#### 130-Philosophy of Conduct (3)

A study of the general principles of ethics, and of their application to the different types of human conduct. (Every semester.)

### 135-Philosophy of Morality: Principles (3)

A study of the general principles of morality, objective and subjective norms of morality, law, conscience, obligation, and right. (Fall, every year.)

#### 136—Philosophy of Morality: Applications (3)

A study of the applications of the general principles of morality to the different types of human conduct. (Spring, every year.)

#### 139—Metaphysics (3)

The study of substance extending to its first cause. The dependence of metaphysics upon natural philosophy; the attributes of the first cause. (Summer, 1970.)

#### 140—Philosophy of Knowledge (3)

Investigations of major epistemological positions, for example, those of Hume and Kant; comparison with the traditional position. (Spring, 1970.)

#### 141—Plato (3)

A study of the philosophy of Plato, noting some of the Platonic influences on subsequent thought. Reading of several of the Dialogues. (Fall, every year.)

#### 142—Aristotle (3)

An introduction to the principal works of Aristotle, noting the basic questions and the solutions proposed. Selected readings and discussion follow. (Spring, every year.)

### 144-Modern Philosophy (3)

Selected readings in modern original sources organized around one or two central philosophical problems and integrated with prior studies. (Fall, 1971.)

#### 145—Contemporary Philosophy (3)

Selected readings in contemporary original sources organized around one or two central philosophical problems and integrated with prior studies. (Spring, 1972.)

#### 150-Studies of Philosophical Method (3)

A comparison of the philosophical methods studied in the basic courses with those advocated by thinkers like Descartes, Husserl, Bergson, Russell, etc. (Summer, 1971.)

### 151-Studies in Natural Philosophy (3)

A consideration of motion, time, place, etc. comparing the doctrine of the *Physics*, Books III and IV with parallel discussions in Galileo, Newton, and contemporary physicists. (Fall, 1970.)

### 152-Studies of Man (3)

A more detailed treatment of human knowledge, emotion, and choice, continuing the work of Philosophy 114. Review of traditional positions with reference to thinkers like Descartes, James, Freud, Sartre. (Spring, 1970.)

### 153-Studies in Ethics (3)

A discussion of major ethical questions, e.g. the nature of justice. Readings in thinkers like Mill, Kant, Sartre relating their views to positions considered in previous courses and to contemporary moral problems. (Fall, 1969.)

### 156-Philosophy of Science (3)

Examination of the discourse of experimental science with special emphasis on measurement, law, and theory. The relationship of mathematical physics and of biology to natural philosophy and to philosophical psychology. (Fall, 1971.)

### 161-Kant and His Influence (3)

The reaction of Kant to the philosophies of his day. The critical problem and its solution according to Kant. His views regarding metaphysics, theodicy, morality, aesthetics. Readings. The influence of Kantian thought on subsequent philosophies. (Fall, every year.)

### 164-Political Philosophy (3)

The nature and end of the state; relation of the individual's chief good to that of the state; the kinds of states, their institution, preservation, and destruction. (Spring, 1971.)

# 172-Contemporary American Philosophy (3)

A survey of twentieth-century schools of philosophic thought in the United States, comparing them with previous movements in American philosophy and with other modern and contemporary schools of thought. Special emphasis on Pragmatism. (Fall, every year.)

### 173-Analytic Philosophy (3)

An introduction to the philosophies of linguistic analysis, logical atomism and logical positivism. Readings, discussion, evaluation. (Fall, every year.)

# 174-Phenomenology and Existentialism (3)

An introduction to the philosophies of phenomenology and existentialism as expressed by their principal proponents. Readings, discussion, evaluation. (Spring, every year.)

#### 176-Communism (3)

An interdepartmental study of Communism - its philosophic, economic, and political aspects. (Spring, every year.)

# 178—Philosophy of Education (Education 178) (3)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, methodology, and an assessment of their social and educational significance. (Post-Session, 1969.)

# 181-Symbolic Logic (Mathematics 181) (3)

An introduction to symbolic logic. Simple operations of the Boolean Algebra. Classical logic from an axiomatic basis. May be taken for either mathematics or philosophy credit. (Spring, every year.)

158 / Physical Education

#### PHYSICAL EDUCATION: CW

Physical Education is required of all College for Women freshmen for two periods a week. In addition to the seasonal program, electives are offered and chosen with the advice of the instructor.

The Women's Athletic Association provides opportunity for those who wish to continue in sports through the senior year.

#### Activity Program (no credit)

a-Seasonal team sports offered are

Volley ball, volley tennis, basketball, badminton, and tennis. Arrangements can be made for such individual sports as golf and swimming.

#### b-Fundamental Skills

Practice in rhythmic, graceful body movements, conditioning exercises, balance exercises; self-testing activities.

### PHYSICAL EDUCATION: CM

1—Activities (1/2 unit each semester) Participation in team sports. May be repeated. (Every semester.)

- 10/110—Intercollegiate Competition In Baseball (1) Participation in athletic competition. May be repeated. (Spring.)
- 20/120—Intercollegiate Competition In Basketball (1) Participation in athletic competition. May be repeated. (Fall or Spring.)
- 30/130—Intercollegiate Competition In Golf (1) Participation in athletic competition. May be repeated. (Spring.)
- 40/140—Intercollegiate Competition In Tennis (1) Participation in athletic competition. May be repeated. (Spring.)
- 50/150—Intercollegiate Competition In Sailing (1) Participation in athletic competition. May be repeated. (Fall or Spring.)



#### PHYSICS

#### Edward B. Warren, M.S., Chairman Gerald N. Estberg, Ph.D. Ray H. White, Ph.D.

#### 42-General Physics I (4)

A study of the fundamental principles of mechanics, and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: concurrent registration in Math. 8 or 10. (Fall, every year.)

#### 43—General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 42. (Spring, every year.)

#### 50-Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles of mechanics and wave motion. Three lectures weekly; one three-hour laboratory every two weeks and a recitation period alternate weeks. Prerequisite: concurrent registration in Math. 10. (Fall, every year.)

#### 51—Introduction to Electricity and Magnetism (4)

A study of the fundamental principles of classical electricity and magnetism. Three lectures weekly; one three-hour laboratory every two weeks and a recitation section alternate weeks. Prerequisites: concurrent registration in Math. 20, Physics 50. (Spring, every year.)

#### 60-Applied Mechanics (3)

A study of physical and mathematical representations of mechanical systems. To develop the principles and methods with which to solve these systems. The emphasis will be on dynamics. Prerequisites: concurrent registration in Math. 30, Physics 50.

### 70-Computer Fundamentals (3)

A development of the basic principles of analog and digital computers. Two lectures and one three-hour laboratory per week. Prerequisites: Math. 1 or the equivalent.

### 100-Introduction to Modern Physics (4)

An introduction to modern physics, with emphasis on the description and interpretation of key experiments leading to the development of recent theories in physics. Three lectures per week and one three-hour laboratory every week. Prerequisites: concurrent registration in Math. 30, Physics 51. (Fall, 1969.)

101—Introduction to Thermodynamics and Statistical Mechanics (3) A survey of Thermodynamics and statistical Mechanics and an introduction to Quantum Statistical Mechanics. Three lectures per week. Prerequisites: concurrent registration in Math. 40, Physics 100. (Spring, 1970.)

### 124—Electromagnetic Theory I (3)

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of

boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 101, concurrent registration in Math. 119. (Fall, 1970.)

125-Electromagnetic Theory II (3) Applications of Maxwell's equations in areas such as optics, plasma physics, superconductivity, electrodynamics. Three lectures per week. Prerequisites: Physics 50, 51, 100, 101. Concurrent registration in Math. 120. (Spring, 1971.)

- 126-Advanced Modern Physics (4) An introduction to quantum mechanics and application to atomic, nuclear, and elementary partical physics. Four lectures per week. Prerequisites: Physics 50, 51, 100, 101.
- 127-Analytical Mechanics (4) Statics and dynamics are developed using vector analysis; the Hamiltonian, and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 50, 51, 100, 101. (Fall, 1969.)
- 130—Advanced Laboratory I (2) Advanced experiments in physics, selected by the instructor. Two three-hour laboratories per week. Prerequisites: Physics 50, 51, 100, 101, 180. (Fall, 1970.)
- 131—Advanced Laboratory II (2) Continuation of Physics 130. (Spring, 1971.)
- 140-Advanced Laboratory III (2) The student is expected to develop independently an experimental project. Prerequisites: Physics 50, 51, 100, 101, 180; concurrent registration in Physics 181.
- 141-Advanced Laboratory IV (2) Continuation of Physics 140. Prerequisites: Physics 50, 51, 100, 101, 181.
- 180—Electronics I (3)

Development of the fundamental principles of analysis of electrical circuits. Two lectures and one laboratory per week. Prerequisites: Physics 50, 51, 100. Concurrent registration in Physics 101. (Fall, every year.)

181—Electronics II (2)

Experiments in electronics for scientists. One lecture and one laboratory per week. Prerequisites: Physics 124, 125, 180. (Spring, every year.)

190—Special Topics I (3)

Topics chosen by the instructor in areas such as thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, nuclear and elementary particle physics. Three lectures per week. Prerequisites: Physics 50, 51, 100, 101 and permission of the instructor. (Fall, 1969.)

191—Special Topics II (3) (Same description as Special Topics I) Prerequisites: Physics 51, 100, 101. (Spring, 1970.)

#### POLITICAL SCIENCE

#### Ernest N. Morin, Ph.D., Chairman, College for Women A. Paul Theil, Ph.D., Chairman, College for Men John S. Chambers, Ph.D. Cand. Donald H. Lintz, J.D. Gilbert L. Oddo, Ph.D. Deward H. Reed, Ph.D. Irving Salomon, U.N. Consultant

#### 1—Scope and Method of Political Science (3)

The basic problem to be examined is self-definition of "politics" investigated on theoretical and practical grounds. Two broad approaches will be surveyed: traditional and behavioral. In the traditional vein, the unit of analysis will be the characteristic institution — "the state" and various theories as to the origin of it. The behavioral approach will rest on the individual and how he behaves politically. Concepts, terms and vocabulary of political science will be covered. (Spring, every year.)

#### 3—Comparative Government (3)

Comparative political study is to identify and describe similarities and differences in politics and to explain them in terms of common categories so that relevant comparisons are possible. Common categories will be supplied by the application of a structural-functional model of governments. (Fall, every year.)

#### 15-Issues in American Politics and History (4)

An analysis of contemporary American history and government in terms of historic values, a comparison with other democratic systems, and contrast with authoritarian and totalitarian governments. The course focuses upon such problems as civil rights, the welfare state, the role of government in the economy, the proper roles of Congress, the President, and the Supreme Court, and the interrelationship of domestic and foreign policy. This course meets the State requirement in American history and political institutions. (Every semester.)

#### 20—State and Local Government (3)

A study of significant developments in state and local government. Deals with parties, interest groups, and the executive, legislative and judicial at state and local level. Particular attention is given to the problem of metropolitan growth and the changing roles of states and cities. (Spring, 1970.)

### 101—Introduction to Public Administration (3)

General theory and practice of governmental administration at the national, state and local levels. Development and effectuating of policy and implementation of legislation. Communications, administrative structure, and the role of the public administrator in society. (Spring, every year.)

#### 102—Public Finance (3)

Study of revenues and expenditures of federal, state, and local governments. Theories of taxation, borrowing, debt, deficit financing, budgeting, and inter-governmental relations. Prerequisites: Economics 1 & 2. (Spring, every year.)

### 110-Political Theory I: Ancient and Medieval (3)

The development of political theory from Thucydides, Plato and Aristotle to the fourteenth century. Comparative treatment of political philosopher's attempts to define issues and apply reason to the governance of man, with concentration on normative and empirical theories on man, society, government and related political concepts. (Fall, every year.)

### 112-Political Theory II: Modern (3)

The development of political ideas from Machiavelli to the twentieth century. Builds upon the teaching of innovators of normative and empirical theory of ancient times and concludes with important intellectual contributions of men of recent times to the political life of man. Prerequisite: Pol. Sci. 110. (Spring, every year.)

### 113-Politics, Parties, and Pressure Groups (3)

An examination of the origin, nature, structure and operation of American political parties and pressure groups, and their role in the political process. (Spring, 1970.)

#### 114—American Political Thought (3)

Political thought from colonial times. Evolution of the American pattern of democracy. The contributions made to political thought by John Adams, the Federalists, Calhoun, Webster, Woodrow Wilson, and Franklin Roosevelt. (Fall, every year.)

### 115-Radicalism in American Politics (3)

An analysis of the New Left and the New Right in American politics. (Fall, 1969.)

### 117-Contemporary American Problems (3)

The economic and social problems in our society as these confront the government and decision-makers forming the background for political action. Explains the evolution of these problems and the present interlocking of the political, economic and social factors. (Spring, every year.)

#### 118—The American Executive (3)

An examination of the responsibilities and functions of the executive at all levels of government in the United States. (Fall, 1969.)

#### 119—The Legislative Process (3)

A study of the organization and functions of the legislative branch of government at all levels with emphasis on its relationship to the executive and judicial branches. (Spring, 1970.)

#### 120—International Politics (3)

The principles of international politics. The rationality and morality in international politics as the positions bear upon the national interest and power structures. Examines the major international problems in the modern world. The ideological elements in international affairs. (Fall, every year.)

#### 121—International Crises (3)

Causes and analysis of inter-state tensions since World War II. (Fall.)

#### 125—International Organizations (3)

The structures and purposes of international organizations: the United Nations, SEATO, NATO, CENTO, the Warsaw Pact countries, the Colombo Plan countries, and the Organization of American States. (Spring, every year.)

#### 126—Model United Nations (1)

The development and execution of a program of support of a nation's position in the United Nations. Students work on pertinent resolutions, learn parliamentary procedures, and participate in the Model United Nations meetings held each spring. May be repeated for four units. (Every semester.)

#### 127—International Law (3)

The theory and practice of international law. Diplomatic intercourse and its problems. The recognition of states. Treaties and alliances. The International Court. (Spring, every year.)

### 133—International Economics (3)

Study of the bases and patterns of international trade of goods, services and capital movements. Theories of international economics, foreign exchange, balance of payments, and tariffs and their institutional settings are examined. Prerequisite: Economics 1 & 2. (Fall, 1970.)

### 140—Governments of South Asia (3)

Political institutions and politics of India, Pakistan, Ceylon, Kashmir, Bhutan, Sikkim, Nepal and Burma. Sketches the growth of each state and the problems and significance in the modern state system. (Fall, every year.)

### 141-Governments of Southeast Asia (3)

Political institutions and politics of Cambodia, the Koreas, the Vietnams, Laos, Thailand, the Philippines, and Indonesia. Sketches the growth of each state, the problems and significance in the modern state system. (Spring, every year.)

### 150-Government and Politics of Britain (3)

The government and politics of the United Kingdom; the constitution, cabinet, parliament, parties and elections, foreign policies, economic problems, and local governments. (Fall, 1970.)

### 155—Governments of France (3)

An analysis of the evolution, structure, and functioning of the governments of France with particular emphasis on contemporary problems in domestic and foreign relations. (Spring, 1971.)

#### 160—Political Dynamics (3)

An introduction to the contribution of the behavioral sciences to understanding how the individual behaves in politics. Political socialization, political orientation and political participation are explained as manifested in formation of attitudes, public opinion, group organization and political power. The possibility of developing a science of politics is examined and examples of quantitative and qualitative research methods are described. (Spring, every year.)

#### 165—Public Opinion and the Voter (3)

The role of the electorate in the electoral process. Propaganda and its influence upon behavior patterns in voting. Methods employed for controlling the minds of men in domestic and foreign affairs. (Fall, 1970.)

#### 167-Federal Regulatory Agencies and Administrative Law (3) Analysis of the functions of regulatory agencies such as the ICC, FTC, Maritime and others. Their impact upon the public and upon Congress. Practical considerations in the administration of federal law and policies. Administration regulations and quasi-judicial powers. (Spring, every year.)

#### 174-The Courts and Civil Liberties (3)

A study of the role of law and judicial interpretation in the evolution of solutions to problems of freedom of expression, association, and conscience, etc. Also, the development of procedural rights at all court levels. (Fall, 1970.)

#### 175—Recent Supreme Court Decisions (3)

An analysis of the impact of recent Supreme Court decisions on politics, minority rights, law enforcement, and the structure of the government. (Spring, 1971.)

#### 176-177—American Foreign Policy (3-3)

A study of the factors and forces in the formation of American foreign policy, also of United States leadership as a world power. Same as History 176-177. (1969-1970.)

#### 180—Government of the USSR (3)

Czarist Russia from 1860. The fall of Czardom and reasons for the Revolution. Governmental institutions of the USSR. Structure of the Communist Party. The political and economic relations with other states. (Fall, every year.)

### 181-Governments of Eastern Europe (3)

An analysis of the historical, philosophical and institutional aspects of the politics. The political relations of the countries with the USSR and significant changes in the relations with the West since World War II. (Fall, 1970.)

### 185-Governments of Mexico and Central America (3)

Government institutions and processes of Mexico and Central American countries. Historical, geographical, economic, social and cul-

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tural factors which have contributed to the present political postures. (Fall, 1970.)

#### 187—Governments of South America (3)

Government institutions and processes of South American countries, historical, geographical, economic, social and cultural factors which have contributed to the present political postures. (Spring, 1971.)

#### 190—Governments of the Far East: Emphasis China (3)

The governmental institutions and political processes, the evolution of Communist Party leadership. The overt and covert political influences of Peking upon other states in the region. The governmental institutions and political processes of Formosa. The political significance of Hong Kong and Singapore to Chinese foreign relations. (Fall 1969; Spring 1971.)

#### 190-Governments of the Far East: Emphasis Japan (3)

The structural-functional analysis of Japan in terms of political culture, power, interests, policies, and religions. An examination of the policies and problems of post-war Japan with the United States. The political connections with Korea, the Ryukyu Islands, and Okinawa. The foreign policies with other states in the region. (Fall, 1970.)

#### 192—Governments of the Middle East (3)

Comprises a description of the political institutions of the Arab states and the historical background of Arab nationalism. There will be an investigation of the Arab view on regional organization and its impact on functional integration and regional security and the attendant problems of the Arab states in international politics and the Palestine problem. (Fall, 1969; Spring, 1971.)

#### 194-Governments of African States I: Central & South Africa (3)

The institutions and problems of Central and South Africa which include most of the new states south of the Sahara: Congo, Kenya, Gabon, etc. Also the white-black areas of the Portuguese possessions: Mozambique and Angola. Rhodesia and the Republic of South Africa. (Spring, 1970.)

#### 195—Governments of African States II: West & North Africa (3) The institutions and problems of West and North Africa which includes the whole of the Western "bulge" of the continent of Africa and the Arab lands of the shores of the Mediterranean. Includes Egypt and Ethiopia on the Red Sea coast. (Fall, 1970.)

### 199A-B-Research Project in Political Science (1-3)

Permits Political Science major to pursue two independent research projects, one each semester of senior year. Topics are selected by student after consultation with department faculty. (Fall and Spring.)

Note: See graduate courses in Political Science, page 211.

#### PSYCHOLOGY

### Gerald Sperrazzo, Ph.D., Chairman A. John Valois, Ph.D. Mary Jane Warren, M.A.

#### 1—Introductory Psychology (3)

General education course in psychology. Emphasizes concepts relating to an understanding of human behavior. Includes growth and development, measurement, intelligence, personality and behavior disorders. (Meets the credential requirement in general psychology.) (Every semester.)

#### 2-General Psychology (3)

Study of basic principles of psychology with emphasis on experimental aspects. Topics include motivation, emotion, perception, learning, thinking and social psychology. Recommended for those planning additional work in the field. Two hours of lecture and two hours of laboratory weekly. (Meets the credential requirement in general psychology.) (Every semester.)

### 12-Psychology of Personal and Social Adjustment (3)

The development of the normal personality. Examination and interpretation of the factors which help an individual to understand himself and adapt to the social world about him. (Fall, every year.)

#### 60-Statistical Methods (3)

An introduction to the use of statistics with emphasis on measures of central tendency and variability, statistical inference, sampling theory, confidence limits, tests of significance, chi-square and correlation. (Fall, every year.)

#### 105—Advanced Statistics (3)

Continued study of quantitative methods in psychology with particular emphasis on methods of correlation analysis, non-parametric statistics and analysis of variance. Prerequisite: Psychology 60. (Spring, 1970.)

### 107-History and Systems of Psychology (3)

A survey of the historical background of modern psychology with consideration of the major theories and systems. Prerequisite: Psychology 1 and 2 and consent of the instructor. (Fall, 1970.)

#### 108—Motivation (3)

Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation. Prerequisite: Psychology 1 and 2. (Spring, 1970.)

### 109-Developmental Psychology (3)

Study of growth and development of the normal individual from conception through childhood, adolescence, maturity and old age. Influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual's life. (Fall, 1969.)

110—Educational Psychology (3)

An introduction to a study of the physical, mental, emotional and social development of the individual as related to the learning process. Problems in the transfer of learning, remembering and forgetting, and motivation are explored. Introduction to various theories of learning. Prerequisite: Psychology 1 or 2. (Fall, 1971.)

#### 112—Adolescent Psychology (3)

The study of the physical, intellectual, social and emotional aspects of the adolescent life. Prerequisite: Psychology 1 or 2. (Spring, 1970.)

#### 115—Differential Psychology (3)

The origin, nature, and extent of individual differences, with consideration of psychological and educational significance of such differences. Prerequisite: Psychology 1 or 2. (Fall, 1970.)

#### 119-Psychological Testing (3)

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 1, 2 and 60. (Spring, 1970.)

#### 131—Theories of Personality (3)

Theories and principles of personality with emphasis on their scientific study and application to the problems of adaptation. Prerequisites: Psychology 1 or 2 and consent of the instructor. (Spring, 1970.)

#### 135—Issues in Human Learning (3)

Explorations into the course of cognitive growth, the acquisition of language, problems of motivation, uses and abuses of measurement in learning, creativity and conformity, cultural deprivation and learning. Prerequisite: Psychology 1. (Fall, 1969.)

#### 145-Social Psychology (3)

Group behavior and group membership, socialization of the individual processes of social interaction with critical analysis of psychological factors in major social problems including attitudes, opinions, propaganda, and cultural group processes. Prerequisite: Psychology 1 or 2. (Spring, 1971.)

#### 146—Human Relations (3)

An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving inter-personal relationships. (Fall, 1969.)

#### 152—Introduction to Methods of Counseling (3)

Introduction to problems and methods of counseling. Developments, techniques and basic issues in counseling. Prerequisite: Psychology 1 or 2. (Spring, 1970.)

#### 160—Experimental Psychology (4)

Lectures and experiments applied to the areas of sensation, perception and learning. Two lectures and two laboratory periods weekly. Prerequisite: Psychology 1, 2, and 60. (Spring, 1971.)

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### 161-Advanced Experimental Psychology (4)

Survey of the experimental literature, assigned and original laboratory projects in all areas of psychology. Two lectures and two laboratory periods weekly. Prerequisite: Psychology 1, 2, 60, and 160. (Spring, 1970.)

#### 168—Abnormal Psychology (3)

Study of the dynamics and processes of abnormal behavior with consideration of the biological, psychological and sociological factors involved. Prerequisite: Psychology 1 or 2. (Spring, every year.)

### 170-Introduction to Clinical Assessment (3)

This course is designed to provide an introduction to diagnostic devices used in psychology to assess clinical problems. Emphasis will be placed upon the integration of diagnostic information for purposes of evaluation and prediction of individual behavior. Prerequisite: Psychology 119 and 168. (Spring, 1970.)

#### 180-Industrial Psychology (3)

The place of psychology in industry with emphasis on human relations, problems in management, human factors, with consideration of attitudes, morals, group dynamics, leadership, treatment of motivation, fatigue, safety, and turnover as well as other aspects of the working environment. (Spring, 1970.)

### 185—Humanistic Problems in Psychology (3)

The study of the scientific-humanistic approach to the study of man. Problems in the psychology of values, religion, alienation, self actualization and individuality will be considered. Prerequisite: Psychology 1. (Spring, 1971.)

# 190-Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for exceptional children, including the mentally and physically handicapped, the emotionally disturbed, and the gifted, with special consideration of adjustment problems. Prerequisite: Psychology 1 or 2. (Spring, every year.)

# 191—Psychology of the Mentally Retarded (3)

Sensory development and learning characteristics of he mentally retarded, and their problems in social, psychological, and vocational adjustment. (Fall, every year.)

#### 198—Practicum (1)

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of 4 units, but restricted to one (1) unit per semester. (Every semester.)

#### 199-Special Study (3)

Individual study including library or laboratory research and written reports. Prerequisite: senior standing in psychology and consent of the instructor. (Every semester.)

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#### 200—Seminar in Theories of Personality (3)

This course is designed to critically examine and explore current theories of personality in the field of psychology. The original writings of the theorists will be considered as the primary source of information for this course. Some of the personality theories that will be covered during this seminar are Adler, Fromm, Jung, Freud, Murray, Horney, Sullivan, Lewin, Allport, and others. (Spring, 1970.)

#### 201—Counseling Methods and Theory (3)

The application of counseling theories to practical methods of therapeutic counseling.

#### 202—Identity Formation in Adolescence (3)

Study of transformation, conflict, and integration in identity in the high school years in relation to psychological factors in personal development, the dominant culture of the school and the prevailing national and world social climates. Prerequisite: consent of the instructor. (Fall, 1969.)

#### 203—Group Dynamics (3)

The social and psychological factors related to the dynamic interactions operating in small groups. Individual involvement in small group activity will be required for this course.

#### 219—Individual Psychological Testing (3)

Theory and practice of intelligence testing with emphasis on the administration, scoring, and interpretation of the Stanford-Binet and Wechsler Scales. Prerequisite: Psychology 60 and 119, and consent of the instructor. (Offered when sufficient demand.)

#### **RELIGIOUS STUDIES**

Reverend John R. Portman, S.T.D., Chairman Reverend Laurence P. Dolan, S.T.L. Reverend Joseph T. McDonnell, M.A. Raymond Olin Ryland, Ph.D.

#### 20—Introduction to Scripture (3)

The formation, literary forms, historical character and major themes of the Old and New Testaments. (Every semester.)

#### 25—Contemporary Christian Thought (3)

A biblical and contemporary analysis of the person of Christ and man's relationship to Him through grace. (Every semester.)

### 35—Comparative Christianity (3)

Theological trends in major non-Roman Catholic denominations. Guest lecturers from these denominations. (Every semester.)

#### 40—Christian Anthropology (3)

A biblical exploration of man's position in the universe, understood by examining his relation to his Creator and the rest of the created world. The primacy and dignity of man as a person. (Every semester.)

#### 130—Contemporary Moral Theology (3)

A consideration of recent approaches of Christologic foundations of Moral Theology. Personal realization of Christian morality. (Every semester.)

#### 135—Fulfillment in Marriage (3)

The sacramental nature of marriage and family life; the Chrisitian Theology of human sexuality. Guided reading, discussions, lectures. (Every semester.)

### 150-Christian Development in the Believing Community (3)

What does it mean to be a Christian in the modern world? An attempt is made to answer this question through a study of contemporary ecclesiological themes. (Every semester.)

165—Theological and Historical Analysis of the Liturgy (3) The concept of worship and its relation to the human historical element of the liturgy in the context of the Second Vatican Council. (Every semester.)

#### SCIENCE

#### Interdepartmental Course for Non-Science Majors

### 11-12-Physical Science I and II (3-3)

- I: Fundamental concepts of science. Emphasis on physics and the use of mathematics in the description of physical phenomena. Lectures, discussions, demonstrations. (Every semester.)
- II: Extension of concepts of Physical Science I to other areas of physical science. Topics in chemistry, geology, meteorology, and astronomy. Lectures, discussions, demonstrations. Prerequisite: Physical Science I. (Every semester, beginning spring, 1970.)

#### 13-14—Life Science I and II (3-3)

- I: Fundamental concepts underlying modern biology. Origin and nature of life; energy utilization; how life perpetuates and adapts itself to the changing world. Two lectures, one 3-hour laboratory weekly. Prerequisite: Physical Science I. (Every semester, beginning spring, 1970.)
- II: Examination of the evolution and diversity of life on earth. The interactions of organisms and their environment, structure, and function. Biology of the human organism. Two lectures, one 3-hour laboratory. Prerequisite: Life Science I. (Every semester, beginning fall, 1970.)

#### SOCIOLOGY

Sister Irene Lawrence, Ph.D., Chairman, College for Women Reverend William A. Nolan, Ph.D., Chairman, College for Men Fred I. Closson, M.A.

Janet Jensen, Ph.D. Cand.

Karena Shields, M.A., M.D.

1—Introductory (3)

Basic concepts of sociology, groups, social processes, status-role, society; behavior patterns, social institutions, culture, social change. (Every semester.)

35—Marriage and Family (2)

Analysis of dating, engagements, marriage and family relationships. Evaluation of problems by means of lecture and group discussion. Oriented towards non-majors. (Fall, 1969.)

60—Statistical Methods (3)

An introduction to the use of quantative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation. (Fall, every year.)

105-Advanced Statistics (Psychology 105) (3)

Continued study of quantitative methods with particular emphasis on methods of correlation, chi-square, and contingency and analysis of variance. Prerequisite: Sociology 60. (Spring, 1970.)

112—Human Ecology (3)

Domination of man by environments vs. man's domination of environments. Conservation, heredity, racism, religion, economics and geographic determinism as factors of the human condition in the modern world. Balance of man and nature. Prerequisites: Geography and Anthropology or equivalents. See Anthropology 112. (Spring, 1971.)

115—Advanced Cultural Anthropology (3)

An advanced course in the problems of human beings, past and present, primitive and modern. Emphasis is given to the cultures of living primitive (preliterate) tribes. Prerequisite: Sociology 1. (Fall, every year.)

- 116—Ethnological Study (3) See Anthropology 116 (Summer.)
- 117—Problems in Modern Culture (3) See Anthropology 117 (Spring, 1970.)
- 122—Sociological Theories I (3) Development of sociological theories from Comte to Max Weber. Prerequisite: senior standing (Fall, every year.)
- 123—Sociological Theories II (3) Development of sociological theories from Weber to contemporary European and American sociologists. Prerequisite: senior standing. (Spring, every year.)

124—Methods of Social Research (3) An introduction to a broad range of concepts and methods for the collection, organization analysis and interpretation of sociological data. Conceptual models, research designs, empirical methods, and the special problems of measurements, analysis and interpretation are stressed. (Spring, every year.)

130—America's Minorities (3)

Minority status in past and present American society. Contacts and conflicts. Prejudice and discrimination. Possibilities of resolution by tolerance and cooperation. (Spring, every year.)

131—Assimilation of Migrants and Minorities (3)

An introduction to the field of assimilation theory and research relative to minority and migrant ethnic groups, with particular attention to the patterns and problems of assimilation among different racial, national, religious and socio-economic groups in the United States. Consideration is also given to trends in resolution and to the role of major institutions in the assimilation process. (Fall, every year.)

- 145—Social Psychology (3) An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership, and collective behavior, are stressed. (Fall, every year.)
- 146—Youth Problems Today (3) Analysis of current social, economic and psychological factors contributing to difficulties of adjustment in the transition period between childhood and adulthood. (Fall, 1969.)
- 147—Criminal Behavior (3) Extent and characteristics of crime. Physical, mental, economic and social causes. Penal discipline and parole. Field work with local agencies. (Fall, 1969.)
- 148—Juvenile Delinquent Behavior (3) Nature, extent and causes. Remedial measures in the home, school, juvenile courts, correctional institutions, and recreational agencies. Field work with local agencies. (Spring, 1970.)
- 150—Social Structure, Organization, and Institutions (3) An analysis of the basic structure and organization of human society and its institutions, including the nature of social allocation and social power. Models of various societies are considered but emphasis is placed on the American scene. (Fall, every year.)
- 151—Sociology of Religion and Religious Institutions (3) A preliminary introduction to and analysis of religion as a social institution, and of its relationship to other institutional spheres in a societal structure. Religion and religious institutions in various societies are considered, with major stress on those in American society. (Fall, 1969.)
- 153—Sociology of Familial Institutions (3) A study of the family as a social institution, its structure, functions, interaction and relationship to other social institutions. Emphasis is placed upon American families. (Spring, 1970.)
- 154—Comparative Familial Systems (3) Ancient Jewish, Greek, Roman, and Chinese Familial Systems. Medieval European families. Changes since the Industrial Revolution. Theories of family structure and functions. (Fall, 1970.)

155—Sociology of Welfare Institutions (3)

Early to contemporary welfare policies in Western Europe and United States. Structure and functions of welfare institutions. Welfare theories of Comte, Spencer, Sumner, Ward, & contemporary social scientists. (Fall, every year.)

157—Social Stratification (3)

An introduction to the nature, characteristics, and functions of social stratification in human society, including analyses of status, social class, caste, poser distribution, and formation of "elites." Particular attention will be paid to theory and research in social stratification and relevant areas. (Fall, 1970.)

158-Classes in Cities and Suburbia (3)

Analysis of social stratification with emphasis upon the modern metropolis. Evaluation of pressures toward or away from class rigidity. (Spring, 1971.)

160—Political Dynamics (3) (Political Science 160)

An introduction to the contribution of the behavioral sciences to understanding how the individual behaves in politics. Political socialization, political orientation and political participation are explained as manifested in formation of attitudes, public opinion, group organization and political power. The possibility of developing a science of politics is examined and examples of quantitative and qualitative research methods are described. (Spring, every year.)

An introduction to the nature, sources, characteristics, theories and consequences of social change. Analysis is made of social change in varying societies, with major emphasis on change and its consequences for American society. (Spring, every year.)

- 163—Urban Communities in Change (3) An analysis of communities with special reference to changes in urban communities. (Fall, 1970.)
- 168—Social and Behavioral Disorganization (3) (Psychology 168) CM Study of the dynamics and processes of abnormal behavior and consideration of the biological, psychological and sociological factors involved. (Spring, 1970.)
- 190-Pro-Seminar in Sociology (3)

A summation course in sociology with particular emphasis in the analysis and synthesis of major sociological concepts, systems, and trends, including theory and research. Each student will be asked to do a research project in some major sociological area. (Spring, every year.)

### 198—Field Experience in Community Development (1)

Practical experience in a field setting under professional supervision. Each student completes 40 hours of training and service in community development. (Every semester.)

199-Special Studies

Individual study and written research. Prerequisite: consent of instructor.

Note: For graduate courses in Sociology, see page 211.

<sup>161—</sup>Social Change (3)

#### SPANISH .

#### Graciela Miranda Graves, Ph.D., Chairman William J. Freitas, Ph.D. Sister Marina Mapa, Ph.D. Sister Alicia Sarre, Ph.D.

#### 1-2-Elementary (4-4)

Introduction to Spanish: reading, writing, grammar, pronunciation, elementary conversation. (Every semester.)

3-Intermediate (4)

Complete review of grammar and syntax. Oral and written practice in idiomatic Spanish. Laboratory practice. Intermediate conversation and composition. (Every semester.)

4—Intermediate (3)

Further study and exercise of Spanish syntax and idioms. Intensive reading, advanced conversation and composition. (Fall, every year.)

#### 101—Advanced Composition (3)

Oral and written practice in current Spanish idioms. (Spring, 1970.)

- 102—Civilization of Spain (3) (Fall, every year.)
- 103—Introduction to Spanish Literature (3)

A survey of the main characteristics and masterpieces of the different periods of Spanish literature from the Middle Ages to the present. (Spring, every year.)

- 121—The Middle Ages and Pre-Renaissance Periods (3) From the origin to La Celestina. (Fall, 1969.)
- 122-The Renaissance (3)

The XVI Century: Lyric and epic poetry; the novel; historical and religious prose; the origins of the theatre. (Spring, 1970.)

123—The XVII Century (3)

The novel. Cervantes and the Baroque Literature. "Conceptismo" and "culteranismo." (Fall, 1970.)

### 124-The Spanish Theatre of the Golden Age (3)

The history and character of the Spanish theatre; Lope de Vega and his school; Tirso de Molina; Calderón de la Barca, his secular and religious theatre. (Fall, 1970.)

### 125-Neoclassicism and Romanticism (3)

The XVIII Century: Erudition and criticism. The XIX Century: the romantic theatre and poetry; prose up to the "costumbristas" and transitional novel. (Fall, 1969.)

126—Postromanticism and Transitional Literature (3) Post-romantic poetry, theatre, and prose; the Spanish "novela de tesis," "regional," and 'naturalista"; the new trends in literature up to the "generation of 1898." (Spring, 1970.) 127—Contemporary Spanish Literature (3) Spanish prose, poetry, and the theatre from the Generation of 1898 to 1936. (Spring, 1971.) 130—History of the Spanish Language (3) An introduction to the history and development of the Spanish language. Required for Spanish majors. (Spring, every year.) 135—Structural Linguistics (3) (Fall, 1969.) 145—Survey of Spanish American Literature (3) A cursory study of the history and outstanding works of Spanish American literature. (Fall, 1970.) 146—Contemporary Spanish American Literature (3) (Spring, 1971.) 147—Spanish American Novel (3) (Fall, 1969.) 150—Hispanic Civilization (3) (Spring, 1971.) Note: For graduate courses in Spanish, see page 212. SPEECH ARTS B. R. Van Vleck, M.A., Chairman Richard F. Lott, M.A., Director of Forensics 1A-1B—Basic Speech (2-2) Vocal communication, critical listening, speech preparation and delivery, gesture, and eye contact are practiced. Prose, poetry and dramatic dialogue are read. Isolated sounds and pronunciation are considered. (Every year.)

1—Fundamentals (2)

The fundamental principles of the art of public speaking offered through the medium of theory and practice. Work on informative and persuasive speeches, given in both impromptu and extemporaneous fashion. Emphasis on practice in composition and delivery. (Every semester.)

#### 2-Organized Discussion (3)

Examination of the techniques of problem-solving by means of group consideration. Theory of the elements of human communication as they pertain to the group process. Emphasis on discussing a problem to a solution. (Fall, 1969.)

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#### 3-Argumentation and Debate (3)

Obtaining and organizing evidence and the construction and use of a brief; study and discussion of current issues; the presentation of formal and informal debates. Emphasis on theory and practice. (Fall, 1969.)

4—Oral Interpretation (2)

The basic principles of communicating the thoughts and emotions of literature by means of reading aloud. Prosaic, dramatic, and poetic readings. Emphasis on practice in interpretation. Prerequisite: Speech 1.

5—Speech Clinic (2)

Phonation, articulation, foreign accent and other speech problems are treated. (Every semester.)

#### 6/106—Debate Workshop (1)

Credit for participation in inter-collegiate debate and forensics. Subject to proper approbation. (This course may be repeated for a total of four units.) (Every semester.)

#### 40A-40B-Radio Speaking (3-3)

Techniques, equipment, terminology are studied. Closed circuit station WCSD will be utilized. (Every year.)

#### 100—Public Speaking (3)

Advanced speech study, composition, and delivery will be offered. (Fall, 1970.)

#### 101—Voice and Diction (3)

Drills and exercises for correct pronunciation and enunciation. Examination of the Phonetic alphabet as a guide to better public speaking. Emphasis on class recitation.

#### 102—Discussion (3)

Study and practice of organized methods of discussion. Historic and contemporary ideas will be discussed. (Spring, 1971.)

### 103-Argumentation and Debate (3)

A study of the approaches to argument and the patterns and problems in argumentation. Consideration of the practical implications for society. Emphasis on written and oral reports. Prerequisite: Speech Arts 3 or consent of instructor. (Fall, 1969.)

### 105-Research Methods In Speech (2)

Methods and techniques of researching a problem. Examination of the historical method of critical evaluation. Practice in bibliographical composition, footnoting and differences between styles of manuals.

#### 108—Oral Persuasion (3)

A study of the means of oral persuasion with an emphasis upon the techniques and motivations of human responses. Research project upon a significant current problem. Emphasis upon practical application. Prerequisite: Speech 1.

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109-Parliamentary Procedure (2)

Rules and procedures for conducting effective and successful business meetings. Exposure to the various forms and techniques of chairmanship, committee reports and orders of business. Emphasis upon practical application of theory. Prerequisite: Speech Arts 1.

111—Speech For Teachers (3)

A course designed to prepare future teachers for communications in the classroom. Lecture preparation and delivery, use of the blackboard and the principles of the use of visual aids. Students will utilize subject matter from their major areas (or minor with approval).

113A-113B—Advanced Oral Interpretation (3-3) Interpretation of prose, poetry, and drama. (1969-1970.)

116—Shakespeare (3) See English 116. (Spring, every year.)

#### 133—Speech for Business and Professional People (3)

A course for those interested in conference techniques, salesmanship, job interviewing and speaking in the public relations situation. The student will be required to begin a file of introductions and anecdotes for use in later life.

135—American Public Address (3)

An in-depth study of great American speakers, their impact on society based on their rhetorical ability. Each student will be assigned a specific orator to research and will present his paper orally. (Fall, 1969.)

#### 140A-140B—Advanced Radio (3-3)

Critical analysis of radio and television. Prerequisite: Consent of the instructor. (Every year.)

#### 141—Directing the Forensic Program (2)

A course for those planning to teach forensics (to be taken by arrangement). Preparing for, administering and directing Tournaments. Assisting in the preparation for tournament participation by beginners.

155A-155B—Theatre Workshop (3-3) See Theatre Arts 155. (1970-1971.)

#### 193—Speech and Language Development (3)

Speech and language development and speech disorders. Survey and correction of speech disorders, including problems of delayed and retarded language, impaired articulation, stuttering, and speech difficulties of brain-damaged, retarded, and hard of hearing children. Specific suggestions for aiding speech improvement in the classroom are included. Benefits both the regular classroom teacher and the teacher of the handicapped. (Spring, every year.)

#### 199—Independent Study (2 or 3)

For mature students (with permission of instructor.) (Every semester.)



## THEATRE ARTS Kathleen Zaworski, M.A.

All students enrolled in theatre arts classes crew during productions.

- 10A-10B-Introduction to Theatre Arts (3-3)
- A selective survey of the history of the theatre, production methods, types and structure of drama, with critical analysis of plays and their contemporary influence. (Every year.)
- 30A-30B-Acting Workshop (3-3) Exercises, improvisations for creation of character; techniques of ensemble acting in preparation for performance. (1969-1970.)
  - 50-Stagecraft (3) A lab with emphasis upon the practical aspect of set design. (Fall, every year.)
- 120—Lighting (3)

The aesthetics and practicalities of stage lighting. (Fall, 1970.)

- 140-Scene Design (3) The values of the play as interpreted in design. (Spring, 1970.)
- 155A-155B—Theatre Workshop (3-3) Production techniques in theatre involving the mounting of scenes and one-act plays. (1970-1971.)
- 160A-160B—History of the Theatre (3-3) A reading of plays and an analysis of their production from Aeschylus to Ibsen. (1969-1970.)
- 168—History of the American Theatre (3) A study of the theatrical phenomena in the United States as an integral part of American culture. (Fall, 1970.)
- 169—Contemporary Theatre (3) A study of contemporary plays and the forces which contribute to their development. (Spring, 1971.)
- 180-Dramatic Criticism (3) A survey of significant theatre critics and works that inspired their writings. (Spring, 1971.)
- By arrangement. For particularly qualified, mature, and well-trained 190-Directing (2 or 3) theatre students. (With permission of instructor.)



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Mrs. Myra Moore

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Phil Woolpert, B.S Director and Head Basketball Coach
ohn Cunningham, B.S Assistant Director, Head Baseball Coach and Assistant Basketball Coach
Bernard Bickerstaff Assistant Coach
Willie Moore Trainer
David Fitz, M.D Team Physician
Charles Hanna, M.D Team Physician
Miss Gail de Vore Athletic Information Officer

#### HONORARY DEGREES

- 1959 Richard M. Nixon, LL.D.
- 1961 Edmund G. Brown, LL.D. John J. Irwin, LL.D.
- 1962 Murray D. Goodrich, LL.D.
- 1963 Edward R. Annis, D.Sc. Earl C. Bolton, LL.D.
- 1964 Herbert F. York, LL.D.
- 1965 Sister Mary William I.H.M., LL.D.Captain E. Robert Anderson, U.S.N., Ret., LL.D.Major General Bruno A. Hochmuth, USMC, LL.D.
- 1966 John S. Alessio, LL.D. Right Reverend Monsignor Louis J. Risha, LL.D.
- 1967 John V. Naish, D.Sc. Graydon Hoffman, LL.D.
- 1968 Malcolm Andrews Love, LL.D.
- 1969 Lt. Col. William A. Anders, USAF, D.Sc.

# GRADUATE DIVISION 1969-1970

# General Information

The University of San Diego offers programs of study leading to the following degrees:

Master of Arts in Education, English, French, History, Social Science, Spanish

Master of Science in Education

Master of Arts in Teaching

For additional information, write:

Graduate Division University of San Diego San Diego, California 92110

## COMMITTEE ON GRADUATE STUDIES

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Graciela Miranda Graves, Ph.D.

Margaret Guest, Ph.D.

Helen McHugh, Ph.D.

Jack Morrison, Ph.D.

Robert E. Nelson, Ed.D.

Jeanne Brink Rigsby, Doctor of Letters

## FACULTY

- Frank P. Belcastro, Assistant Professor of Education Ph.D., University of Pittsburgh
- Raymond Brandes, Chairman, Department of History Associate Professor of History Ph.D., University of Arizona
- Mariella Bremner, Professor of French · Ph.D., Loyola University of Chicago
- David Cherry, Associate Professor of Education Ph.D. Cand., University of California at Los Angeles

Richard Coanda, Associate Professor of English Ph.D., University of Wisconsin

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William Freitas, Professor of Spanish Ph.D., Stanford University

Sally Furay, Professor of English Ph.D., Stanford University

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Abdellatif Kriem, Assistant Professor of French Ph.D., Tulane University

Irene Lawrence, Professor of Sociology Ph.D., Stanford University

- Marina Mapa, Associate Professor of Spanish Ph.D., Stanford University
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- Ernest N. Morin, Associate Professor of Political Science Ph.D., University of Illinois
- Jack R. Morrison, Associate Professor of Education Ph.D., Northwestern University
- Agnes Murphy, Professor of History Ph.D., Catholic University of America
- Robert E. Nelson, Chairman, Department of Education Associate Professor of Education Ed.D., Syracuse University
- William A. Nolan, Professor of Sociology Ph.D., Fordham University
- Benjamin M. Nyce, Assistant Professor of English Ph.D., Claremont Graduate School
- Gilbert L. Oddo, Professor of Political Science Ph.D., Georgetown University
- Deward H. Reed, Associate Professor of Political Science Ph.D., Peabody College
- Francis J. Rigney, Professor of History Ph.D., University of Berlin
- Jeanne Brink Rigsby, Chairman, Department of French Associate Professor of French Doctor of Letters, The Sorbonne
- Joseph W. Ruane, Professor of History Ph.D., Catholic University of America
- Denver G. Sasser, Assistant Professor of English Ph.D. Cand., University of Iowa
- Alicia Sarre, Professor of Spanish Ph.D., Stanford University
- A. Paul Theil, Professor of Political Science Ph.D., University of Oklahoma
- Iris Higbie Wilson, Associate Professor of History Ph.D., University of Southern California

#### ADMISSION TO GRADUATE STANDING

- 1. The candidate must hold a bachelor's degree or its equivalent from an accredited four-year college, with satisfactory preparation in the field in which the advanced degree is sought.
- 2. A student must have a cumulative undergraduate G.P.A. of 2.5.
- 3. A satisfactory performance on the Graduate Record Examination (both aptitude and special test) is required. This examination must be taken and the results submitted within one semester after admission as a graduate student. The Miller's Analogies test is required as a substitute for the GRE for students in the M.A.T. and M.S. in Education programs.
- 4. Application blanks for admission to the Graduate Division, catalogues, and all required information may be obtained from the Chairman of the Graduate Division. Transcripts of credits in duplicate, completed application form, and application fee should be forwarded to the Graduate Division.

## SEMESTER EXPENSES

#### APPLICATION FEE, payable when application is made for admission - - -\$ 10.00 This fee is not refundable. It must be paid by all students. TUITION and GENERAL FEE, payable at registration for each semester Full-time Students - - -- \$635.00 Part-time Students (maximum of 9 units), tuition and \$ 45.00 RESIDENT STUDENTS (Board and Room) see page 30 STUDENT BODY FEE, full-time students \$ 15.00 GRADUATION FEE -\$ 30.00 SPECIAL FEES Late Registration - -\$ 10.00 Changes in class schedules after registration - - - -- \$ 1.00 Vehicle Registration Fee, per semester - - - -- \$ 5.00 Miller's Analogies Test - \$ 10.00 Oral examination fee - - - - - -- \$ 30.00 \$ 1.00 \$ 30.00

# GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

#### Credit Requirements

A minimum of two regular semesters or its equivalent of graduate study at the University of San Diego is required of students working toward the Master's degree. In addition to the Master's Thesis or Project, for which 3 to 6 units of credit are allowed, 24 (27) units, must be completed with an average G.P.A. of 3.0. At least 15 of the 24 (27) units must be taken as graduate courses; the remaining 9 units may be at the upper division level.

Graduate students are encouraged to register for course work regularly each year. A student may request a leave of absence which normally will be limited to one semester. Students who expect to finish their Master's work solely by attending summer sessions should register each summer, as far as possible.

## Transfer of Graduate Credits

Graduate courses completed at other accredited colleges and universities for which credit toward the advanced degree is sought will be submitted to the Graduate Committee for evaluation. A maximum of 6 units of pertinent graduate courses may be credited toward the 30 units required for the master's degree, provided these units have been obtained within the past six years.

# Foreign Language Requirement

In most departments a foreign language is required for the Master of Arts degree. (Consult department requirements). Arrangements for the examination are made through the major advisor. The language examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate work.

## **Time Limits**

All requirements for the Master's degree, including the thesis, must be completed within 6 years.

All work for the Master's degree must be completed, and the thesis, or project, approved in final form by April 30 for those who wish to receive their degree in June; by July 15 for those who wish to receive their degree in August.

#### Advancement to Candidacy

The student may be advanced to candidacy for the degree after fulfilling the following requirements:

- 1) Graduate Record Examination (or Miller's Analogies Test where applicable)
- 2) Foreign Language Examination (if required)
- 3) Completion of at least 12 units of graduate work with acceptable grades
- 4) Approval of topic for thesis or project

Application for candidacy must be made at least one full session before the student intends to graduate.

## Thesis

Where required by the department the student must present a thesis of original content or interpretation testifying to scholarly research and in an acceptable style.

The thesis must be completed and approved within two years after the first registration for thesis units. If this time limit is not met, the student must re-register and pay additional tuition for three non-credit thesis units per additional semester.

## Comprehensive and Oral Examinations

Either a written comprehensive covering the student's subject matter or an oral examination which will include a thesis defense, may be required, according to the degree program.

#### Libraries

The University libraries have well over 200,000 books and bound periodicals and receive more than 600 current periodicals and 15 newspapers. Constantly growing files of microfilms and microfilm readers are available for student use. The libraries use the open stack system, thereby increasing the accessibility of their resources to faculty and students.

#### Assistantships

The Graduate Division has a limited number of assistantships available. Interested students should apply directly to the Graduate Division for assistantship information. Usually assistantships are not granted until after the first semester of graduate work has been completed.

#### Residence

Living accommodations are available on campus for single graduate students.

## PROGRAM FOR THE MASTER'S DEGREE IN EDUCATION

Three degrees are given in the Graduate Division of the University Department of Education: Master of Arts, Master of Science in Education, Master of Arts in Teaching (M.A.T.).

Within the Master of Arts and the Master of Science in Education programs, a concentration shall be selected from the following: Elementary Education, Secondary Education, Counseling and Guidance, or Special Education. Nine units defines a concentration and six of these must be at the graduate level. The M.A.T. academic concentrations are listed on page 203.

#### Prerequisites

A bachelor's degree with a major or minor in some field acceptable to the department is required. If the undergraduate program does not include a minimum of 15 semester units of upper division work in education, that prerequisite must be completed in addition to the requirement for the Master's program.

# Requirements for the Master of Arts in Education:

- 1. Thirty semester units of work, at least 15 of which must be secured in strictly graduate (200) courses. These units are distributed as follows:
  - a. Research Techniques (Education 200).
  - b. Graduate courses or seminars including the following areas of study:
    - Historical and Philosophical Backgrounds of Education A or B:
      - A-From ancient times through the Renaissance and Reformation
      - B-From the Reformation through the present
    - Advanced Educational Psychology OR Learning Theories OR Individual Differences.

School in Society OR Curriculum Development.

- c. Under advisement, it is permissible to take a maximum of six units in a field other than education. These units may be at the upper division or graduate level.
- A comprehensive examination covering aspects of the following areas:

   history and philosophy of education;
   educational psychology:
   learning theories, differential psychology, educational measurements,
   guidance and counseling;
   educational sociology or curriculum development;
   the area of concentration.
- 3. An acceptable 6-unit thesis on a subject connected with the field of concentration, and showing proficiency in written expression, educational research and independent thought.

#### 202 / Graduate Education

- Requirements for the Master of Arts in Education (Concentration: Special Education)
- 1. Thirty semester units of work, at least 15 of which must be secured in strictly graduate (200) courses. These units are distributed as follows:
  - a. Research Techniques (Education 200).
  - b. Graduate courses or seminars including the following areas of study:
    - Historical and Philosophical Backgrounds of Education A or B:
      - A-From ancient times through the Renaissance and Reformation
      - B-From the Reformation through the present
    - Advanced Educational Psychology OR Learning Theories OR Individual Differences.

School in Society OR Curriculum Development.

- c. At least 9 units in Special Education including the following: Education 294, Education 297, Education 298.
- d. Under advisement, it is permissible to take a maximum of six units in a field other than education. These units may be at the upper division or graduate level.
- 2. A comprehensive examination covering aspects of the following areas: 1) history and philosophy of education; 2) educational psychology: learning theories, differential psychology, educational measurements, guidance and counseling; 3) educational sociology OR curriculum development; 4) mental retardation.
- 3. An acceptable thesis on a subject relevant to the area of mental retardation and showing proficiency in written expression, educational research, and indépendent thought.

## Requirements for the Master of Arts in Education (Concentration: Counseling and Guidance)

- 1. Thirty semester hours of work, at least 15 of which must be secured in strictly graduate (200) courses. These units are generally distributed as follows:
- a. Research Techniques (Education 200)
  - b. Graduate courses or seminars including the following areas of study:
    - Historical and Philosophical Backgrounds of Education A or B
    - A-From ancient times through the Renaissance and Reformation
      - B-From the Reformation through the present

Advanced Educational Psychology OR Learning Theories OR Individual Differences OR Statistics

The School in Society OR Curriculum Development

- c. Nine or more units in Counseling and Guidance courses relevant to the candidate's program.
- d. Under advisement, the candidate may take a maximum of six units in a field other than education. These units may be at the upper division or graduate level.
- 2. A comprehensive examination covering areas selected from the following: 1) history and philosophy of education; 2) educational psychology: learning theories, differential psychology, educational measurements; 3) educational sociology OR curriculum development; 4) counseling and guidance.
- 3. An acceptable 6-unit thesis on a subject relevant to the area of Counseling and Guidance and showing proficiency in written expression, educational research, and independent thought.

# Requirements for the Master of Science in Education:

Same as for Master of Arts programs, except that in place of the . thesis, the candidate submits a 3-unit project on a special problem in the field of concentration.

# Requirements for the Master of Arts in Teaching

This program is designed for the holder of the Baccalaureate Degree desiring advanced graduate work both in professional education and subject-matter areas. The M.A.T. is offered in the fields of economics, English, French, history, political science, psychology, Spanish, and interdepartmental social sciences, biological sciences, and physical sciences.

Prerequisites:

- 1. Possession of a currently valid teaching credential.
- 2. Seriousness of purpose and a scholarly interest in the major academic field of concentration.

Requirements:

- 1. Thirty units of graduate credit, 15 in the major field and 15 in education courses and seminars, including Research Design and Methodology.
- 2. A 3-unit project relevant to teaching and/or the field of concentration, and showing proficiency in written expression, educational research, and independent thought.
- 3. A comprehensive examination covering aspects of the following areas: 1) history and philosophy of education; 2) educational psychology: learning theories, differential psychology, educational measurements, guidance and counseling; 3) educational sociology; 4) the academic area of concentration.

204 / Graduate Education

## Graduate Courses

200—Research Design and Methodology (3) Study of the major types of educational research, methods of data collection and treatment; critical analysis of reported research; guidelines for thesis preparation.

## 201A—Curricular Innovations in Education: Methods for Independent Study (3)

The course stresses teacher-initiated curricular changes in the secondary and elementary levels. Emphasis is on independent study techniques, seminar techniques, the nature of creativity, and methods of program design.

## 203-Seminar: Problems in Reading Efficiency (3)

A critical review of current issues and research in efficient reading. A study of the psychological and physiological factors of reading by the use of eye-movement photography, visual skills testing, and standard diagnostic tests. Both classroom and laboratory methods of instruction will be studied.

## 207-Counseling and Guidance (3)

Basic introduction to theory, methods, and materials for counseling individuals whose problems of choice, decision, and adjustment fall within the normal range.

## 209—The School in Society (3)

A treatment of the relationship between the community and the school; the sociological aspects of the school, such as role, status, formal and informal groups.

# 210-Advanced Educational Psychology (3)

Emphasizes classroom applications of the findings of research in the areas of learning and of individual and group differences.

## 215—Differential Psychology (3)

Advanced study in the origin, nature, and extent of individual differences, with consideration of the psychological and educational significance of such differences.

## 219-Individual Psychological Testing (3)

Theory and practice of intelligence testing, including the administration, scoring, and interpretation of the Stanford-Binet and the Wechsler Scales. Prerequisites: Ed. 112 and consent of the instructor.

## 221A-221B—Historical and Philosophical Backgrounds of Education (3-3)

Seminar: A study of the factors and forces which have contributed to and influenced the development of the American school system of today.

221A: From ancient times through the Renaissance and Reformation;

221B: From the Reformation through contemporary times.

## 230-Curriculum Development and Organization (3)

How a curriculum comes into being; traditional and typical programs; trends in curriculum revision; relationship to other aspects of educational planning. Emphasis may be on elementary or secondary school curriculum according to the student's need or interest.

## 232B-Methods, Observation and Participation (3)

Classroom observation and participation in junior and senior high school instruction. Principles and methods of instruction. A survey of the development and use of visual and auditory aids in teaching; sources and appraisal of audio-visual aid materials and their practical use in specific teaching situations.

237-Advanced Studies in Elementary and Secondary Education (3) A seminar planned for in-service teachers in which special studies are made of such areas as: learning difficulties and remediation; adjustment of curricula to the emerging American and world scene, innovative procedures in instruction, etc.

237A-The Elementary School (3)

237B-The Secondary School (3)

# 250-Educational Administration and Supervision (3)

The role of the supervisor or principal as professional leader of the school; the administration of such services as the media and learning center; the role of the principal in school-community relations.

#### 260—The Junior College (3)

An introduction to the junior college, the course will give particular attention to the purposes and functions of the junior college and its relationship to other units of the educational system. Topics include the history of the junior college, its development, administration, curricula, instruction, and student personnel.

# 262-Research Projects in Education (3)

Prerequisite: Education 200. Application of research techniques to a study of some specific problem.

#### 264—Thesis (6)

# 267-Supervised Experience in Counseling (3)

Practice in the application of counseling principles to educational, personal and vocational cases. Seminar in counseling techniques. Prerequisite: consent of the instructor.

# 268-Organization and Administration of

# School Guidance Programs (3)

Procedures in organizing and administering guidance services; observation of programs operating in selected institutions. Emphases upon organization, principles, personnel and function, usually within a school setting.

# (294-298-See Special Education, page 129.)

299-Directed Research (3)

## PROGRAM FOR THE MASTER'S DEGREE IN ENGLISH

- 1. The student seeking a Master of Arts degree in English must present a transcript of credits in English and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in English is required.
- 2. Thirty units of work in English, at least 15 of which must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
- 3. Courses or seminars in each of the following areas of study, either in undergraduate preparation or in graduate work:

Chaucer Shakespeare Renaissance Literature 17th-Century Literature 18th-Century Literature Romantic or Victorian Literature 20th-Century Literature American Literature

- 4. A reading knowledge of one foreign language, preferably French or German, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
- 5. A comprehensive examination designed to test the student's knowledge of English literature.
- 6. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

### Graduate Courses

Courses to be offered on a rotating basis.

- 200-Literary Criticism and Research (3)
- 210-Studies in Medieval Literature (3)

Selected texts in prose and poetry from the eighth to the fifteenth century.

220-Sixteenth Century Studies (3)

Selected texts from Tudor and Elizabethan literature; study of continental influences on English writings.

225-Studies in Shakespeare (3)

Detailed study of selected plays of Shakespeare, with attention to textual history, methods of textual criticism, and special problems of interpretation.

230-Seventeenth Century Studies (3)

Selected texts from the literature of the seventeenth century, with emphasis on writers such as Donne, Herbert, Jonson, Milton.

240-Eighteenth Century Studies (3)

Seminar on major British writers such as Swift, Pope, Fielding, Johnson, Burke.

250-Nineteenth Century Studies (3)

Seminar in British or American literature, exclusive of the novel.

260—British Fiction (3)

Seminar in the novels and/or short stories of writers such as Austen, Dickens, Conrad, Joyce.

264-Thesis (6)

## 270—American Fiction (3)

Seminar in the novels and/or short stories of writers such as Melville, Twain, James, Crane, Faulkner.

- 280-Modern Drama (3) Seminar in major playwrights such as Ibsen, Shaw, Ionesco, Albee.
- 290-Studies in Poetry (3)

Selected genre studies; the examination of major figures or movements in English and American poetry.

## PROGRAM FOR THE MASTER'S DEGREE IN FRENCH

- 1. The student seeking a Master of Arts degree in French must present a transcript of credits in French and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in French is required of the applicant for the M.A. in French. Candidates who are deficient in this respect will take the necessary undergraduate courses to make up the deficiency before beginning the master's program.
- 2. Thirty units of work in French, at least 15 of which must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
- 3. A reading knowledge of Latin, or another foreign language, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
- 4. A comprehensive examination designed to test the student's knowledge of the field of French literature.
- 5. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

#### Graduate Courses

201—Bibliography and Research Techniques (3)

- 202-Explication de Textes Littéraires (3)
- 211-Stylistique Comparée (3) Comparison of French and English idiom.
- 227-Ideas and Literary Trends of Contemporary France (3)
- 228-Le Nouveau Roman (3)
- 229-Le Théâtre Contemporain (3)
- 230-Studies of Individual Authors (3)
- 235-Special Studies (3)
- 240-Women Novelists from Christine de Pisan to Marguerite Duras (3)
- 243—Poetic Themes in French Literature (3)
- 254—French Literary Criticism of Nineteenth-Century (3)
- 255-Critique et Refus de la Civilisation Bourgeoise (à travers des Oeuvres Littéraires) (3)
- 260-Itinéraires Vers L'absolu (Oeuvres Choisies) (3)

264-Thesis (6)

## PROGRAM FOR THE MASTER'S DEGREE IN HISTORY

- 1. The candidate must hold a bachelor's degree in history or its equivalent, or have completed such work as the department may require, before beginning the master's program.
- 2. Thirty (30) semester units of work, at least 15 of which will be secured in strictly graduate (200) courses, exclusive of the thesis.
- Historiography and Method, or its approved equivalent, is required of 3. all candidates.
- 4. The program of study should include two areas of history for the Master's degree. Areas should be selected from the following:

Area A: United States Area B Latin America Area C: Europe Area D: Near East, Far East, Africa

- 5. A reading knowledge of one foreign language, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
- 6. An acceptable thesis, preferably on a subject connected with the field of concentration, and showing proficiency in research, independent thought, and power of expression.
- 7. A comprehensive examination covering the student's chosen areas, or a defense of the thesis.

## Graduate Courses

201-Research Techniques (3)

A study and application of the scientific method in the social sciences. Required of all M.A. candidates who have not had a comparable course. (Every year.)

# 208-Historic Site Methods (Advanced) (3)

Historical research, archaeological field work and laboratory techniques at Mission San Diego de Alcala. Documentation, research & studies involving California's cultural remains and sites. Preparation of field maps, plans and site reports. (Every semester.)

# 235-Trends in Early Modern Europe (3)

Reports and discussions upon the major political, social, and intellectual developments in the period.

- 241-Napoleonic Wars (3)
- 242-19th Century Imperialism (3)
- 243—Europe Between the Wars (3)

#### 210 /Graduate History

- 244—Seminar: Contemporary European History (3-3-3-3)
  - I: The Third Reich, Spanish Civil War
  - II: Fascist Italy, France Between World Wars
  - III: World War II, Franco Spain & Defense of West
  - IV: Europe Since 1945
- 247—Twentieth Century Dictatorships (3)
- 256—The Russian Revolution (3)
- 264—Thesis (6)
- 270—Seminar: Exploration of North America (3)
- 271-Studies in Colonial America (3)
- 272—American Revolution (3)
- 273—Interpretations in American History (3)
- 274—The Age of Roosevelt (3)
- 275—Foreign Relations of the United States (3)
- 277-Seminar: Contemporary U.S. History (3-3-3)
  - I: The Progressive Era, Relations with Mexico
  - II: World War I, The Roaring Twenties
  - III: World War II, Cold War, Great Depression
- 279—Problems of American National Security (3)
- 280-Seminar: Western America (3-3-3)
  - I: Readings, discussion, interpretation of topics
  - II: Research & writing for history: American Indian
  - III: Research & writing for history: The Army on the Frontier
- 284-Seminar: The Spanish Borderlands (3-3-3-3)
  - I: The Missionary Frontier of Baja California
    - II: The Pacific Ocean in History
    - III: The French in the Borderlands
    - IV: Spanish Colonial Institutions
- 288-Seminar: California (3-3)
  - I: Spanish Colonial & Mexican California
  - II: Twentieth-Century California
- 299—Independent Study (1-3)

#### PROGRAM FOR THE MASTER'S DEGREE IN SOCIAL SCIENCE

- 1. A program leading to the Master of Arts degree in Social Science is available from offerings in history, political science, and sociology.
- 2. Students seeking this degree must submit a transcript of credits showing a minimum of 24 units of upper division work in the Social Sciences before being admitted to graduate study.
- 3. Thirty hours of work in the social sciences, at least 15 of which must be in strictly graduate (200) courses; 12 must be in the field of concentration. A maximum of 6 units will be allotted to the thesis. Research Techniques (201) is required of all candidates who have not had a comparable course.
- 4. A reading knowledge of one foreign language to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
- 5. A comprehensive examination covering the field of emphasis and its relationship to the other social sciences.
- 6. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

#### Graduate Courses

#### 201—Research Techniques (3)

A study and application of the scientific method in the social sciences. Required of all M.A. candidates who have not had a comparable course.

264—Thesis (6)

#### History

See history offerings, page 209.

#### **Political Science**

- 243—Seminar—Europe Between the Wars (3)
- 244—Seminar—Europe Since 1945 (3)
- 275-Seminar in Foreign Relations of the United States (3)
- 279-Problems in American National Security (3)

299-Research Project (3)

Directed research under the supervision of a member of the political science department.

### Sociology

207—Sociology of Religion (3)

209—School in Society (3)

228—Demography and Population (3)

230-Minorities (3)

280-American Society: Social Legislation (3)

## PROGRAM FOR THE MASTER DEGREE IN SPANISH

- 1. The student seeking a Master of Arts degree in Spanish must present a transcript of credits in Spanish and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in Spanish is required of the applicant for the M.A. in Spanish.
- 2. Thirty units of work in Spanish, at least 15 of which must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
- 3. A reading knowledge of Latin or another foreign language, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
- 4. A comprehensive examination designed to test the student's knowledge of the field of Spanish literature.
- 5. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

### Graduate Courses

232—Linguistics (3)

225-Epic Poetry and the Romancero (3)

- 226—Studies in the Spanish Lyric (3) An introduction to Spanish versification through Spanish lyric poetry.
- 227-Cervantes and Don Quijote (3)
- 230-Studies in Spanish Romanticism (3)
- 241—New Renaissance of Spanish Literature (3) Perspective view from '98 to '67.
- 242—Modern Spanish Poetry (3) From Modernismo to the present.
- 243—Modern Spanish Theatre (3) From 1939 to the present.
- 245—The Modern Novel in Spain (3) From 1939 to the present.
- 252-Contemporary Spanish American Poetry (3)

264—Thesis (6)



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