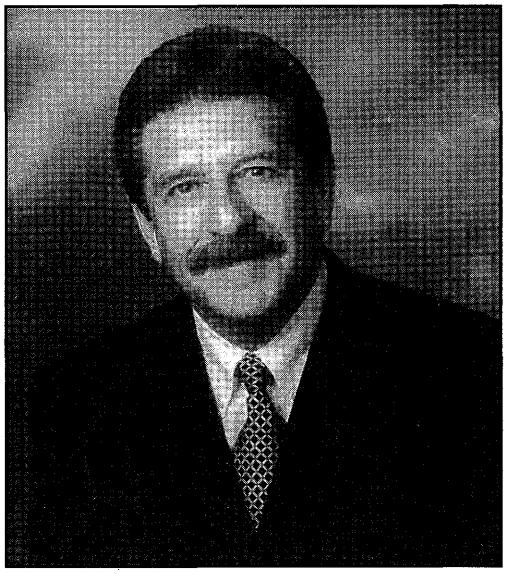
TABLE OF CONTENTS

Page Number

Mission Statement ..... Inside Front Cover
Campus Profile
President's Message 11
Distinguished Faculty 13, 15
About the University 16
Academic Calendar 23
Academic Programs 24
Admission and Application 27
Fees and Financial Aid 41
Services and Resources 49
Academic Opportunities 61
Centers and Institutes 69
Academic Regulations and
Graduation Requirements 73
College of Arts and Sciences 89
Anthropology 93
Biological Sciences 95
Chemistry 100
Communication 103
Computer Science 105
Criminology and Criminal Justice 111
Economics 112
Ethnic Studies 114
Film Studies 116
French 117
History 119
Human Development 123
Liberal Studies 127
Literature and Writing Studies 141
Mathematics 147
Philosophy 153
Physics 154
Political Science 155
Psychology 157
Social Sciences 161
Sociology 165
Sociological Practice 167
Spanish 169
Special Major 175
Visual and Performing Arts 176
Women's Studies 181
College of Business Administration 185
Accountancy/Finance 190
Global Business Management 191
High Technology Management 192
Service Sector Management 193
Minor in Business Administration 194
Master of Business Administration 196
College of Education 199
Credentials with CLAD 204
Credentials with BCLAD 211
Professional Clear Credential 212
Certificates 213
Advanced Credentials 214
Master of Arts in Education 217
Course Descriptions 224
Academic and Administrative Listing 303
Official Notices and Policies 315
Changes in Rules and Regulations 325
Catalog in Alternate Format 325
Index 327
Campus Map ..... Inside Back Cover

CALIFORNIA
STATE UNIVERSITY
SAN MARCOS

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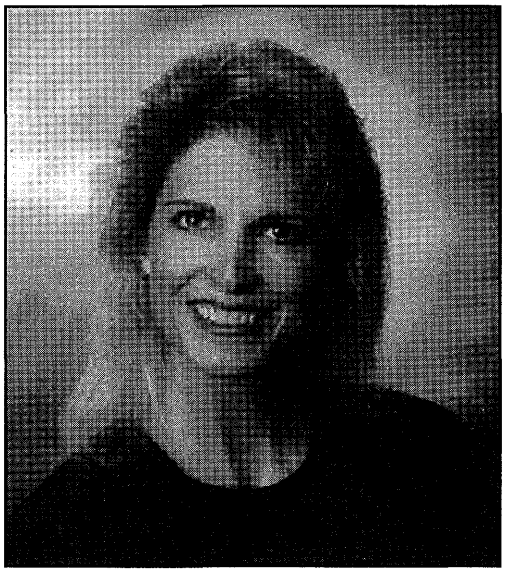
I'm pleased to welcome you to California State University San Marcos. This University catalog presents the rich range of academic programs, activities, and engaged faculty and staff that characterize our learning community. With a commitment to providing quality undergraduate and graduate education, Cal State San Marcos places major emphasis on integrating academic programs with active learning – a key component for becoming a university for the new century.

As our campus continues its second decade of excellence, Cal State San Marcos is committed to building a strong and dynamic university. We are dedicated to improving access and service to students, enhancing academic quality, developing and broadening support, and strengthening leadership and management. Our overall objective is to become the region's university of choice.

In this decade, we look forward to exceeding your expectations for higher education. I hope you will be partners with us as we continue along our path to excellence.

Alexander Gonzalez, Ph.D.
President

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Laura Wendling, Ph.D.

I am deeply honored to be named the Harry E. Brakebill Distinguished Professor for 1999-2000. I was born and raised in San Diego, but while growing up I could have never imagined that someday, after many years of study, as well as working as an elementary teacher in Seattle and as a museum educator in Belgium, I would find my true calling and ideal profession through a university career in my hometown.

Few outside the university are aware of the many roles incumbent in the job of a university professor. For although excellence in teaching and mentoring students is of paramount importance, professors also engage in a wide variety of activities, including working on research grants, developing community partnerships, publishing, presenting papers at conferences, and serving on local, state and national professional organizations. No two days are ever the same, and therein lies both the challenge and the reward.

I would like to extend special thanks to the family of Harry E. Brakebill, Executive Vice Chancellor Emeritus, California State University, in whose name this award is given, to Dean Steve Lilly of the College of Education, to my colleagues throughout the university, to my students who are my joy and inspiration, and finally to my parents who encouraged me to reach for the stars.

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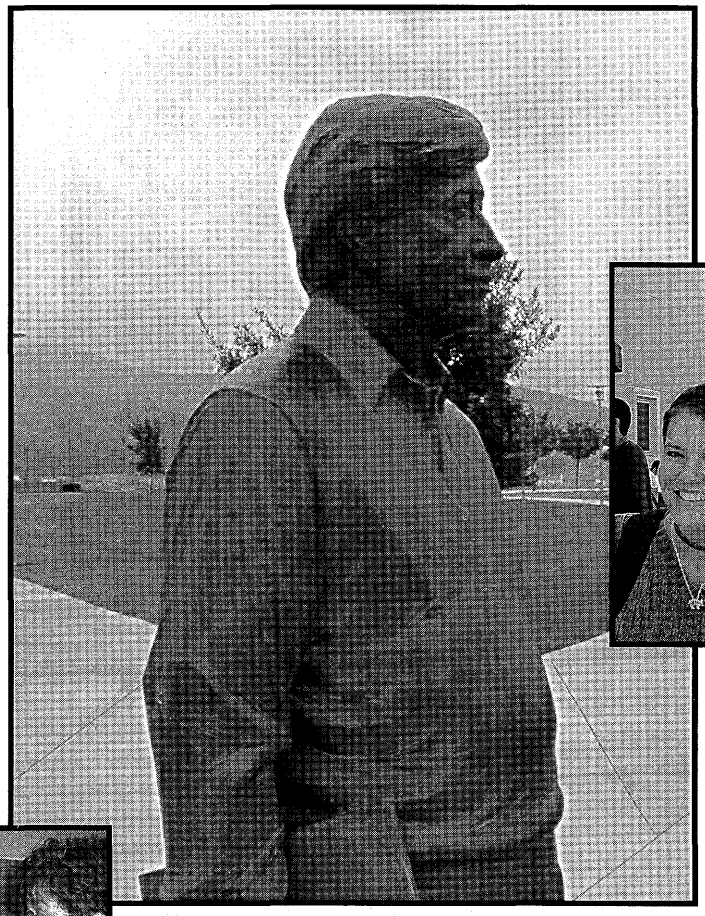
P. Wesley Schultz, Ph.D.

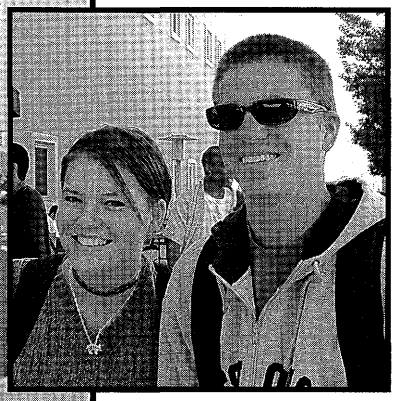
I want to take this opportunity to remind people of the seriousness of environmental problems. Human behavior is having a direct and damaging effect on the natural environment. In the last 100 years, humans have abused the planet on an unprecedented scale. The air, water, and land of the planet are becoming overused and polluted to the point where a large-scale environmental crisis is a real possibility. Indeed, it is difficult (if not impossible) to find any part of the natural environment on this planet that has not been adversely affected by human activity.

As a society, we face a number of challenging environmental problems: pollution, global warming, loss of habitats and biodiversity, and reductions in natural resources, to name a few. If life on this planet is going to continue as we know it, we must learn to balance growth and technological development with the resources and capacity of the planet.

As a scholar, much of my research has focused on understanding the human behaviors that cause environmental problems. What types of issues motivate people to act? Why do (or don't) people recycle? How do we promote the use of public transportation? How does an individual's culture or experiences influence environmental attitudes or behavior, and how do attitudes vary across cultures? What is the best way to educate people about environmental issues? To address these questions, my students and I conduct both laboratory and field research. It is my hope, that through the application of science, we can understand and change the human behavior that causes environmental problems.

You can help. As individuals, we all make choices that directly affect the natural environment. In your daily life, make choices that have less environmental impact. Avoid driving (walk or ride a bike instead); recycle used products at home, school, and work; avoid purchasing individually packaged products; purchase items that are energy efficient; and volunteer to work for an environmental organization.









About the University

History of CSUSM 17
Founding Mission Statement 18
The CSU 19
Campuses of the CSU 20
The CSU Map 21

HISTORY OF CSUSM

Cal State San Marcos takes pride in building a university for the 21st Century. As far back as 1968, business and civic leaders in North San Diego County worked to interest state legislators and educational leaders in developing a state university in the region. The efforts were unsuccessful until 1978, when then-Assemblyman William A. Craven obtained state funds to begin a satellite facility for San Diego State University. The North County satellite began offering classes out of a portable classroom in Vista in 1979, and grew steadily through the 1980s in rented office facilities in San Marcos.

Legislative, educational, and business leaders continued to plan for a permanent state university in the region. The site of an old chicken ranch was chosen for the future campus. In 1988, two decades after local citizens had begun the process, a new state university – CSU San Marcos – was approved, through legislation (SB360) by then-Senator Craven and signed by then-Governor George Deukmejian. Initial academic planning and the first two years of classes took place at "Cal State Jerome's," nicknamed for the business park neighbors next to CSU San Marcos' shopping mall space, while the initial buildings were being constructed.

Cal State San Marcos is now a fully accredited state university, recognized for quality in undergraduate and graduate academic offerings, and appreciated for the small campus atmosphere. Built for the 21st Century, Cal State San Marcos gives its students the benefits of access to the newest science labs, the cutting-edge in multimedia computer technology, and the energy of some of the brightest and most enthusiastic faculty in the country. Those faculty members enforce a rigorous writing requirement across the curriculum, as well as computer and second language competencies that give students an advantage with graduate school training or the job market. The emphasis at Cal State San Marcos is on community-based learning opportunities that integrate the classroom with the "real world."

In the next few years, the campus will double in space as the Arts & Humanities and Science II buildings take shape and the Library Information Center breaks ground. Thanks to the students of Cal State San Marcos and the generosity of private donors from the community, the M. Gordon Clarke Field House and Student Union will also break ground in 2001, and student housing planning is rapidly closing in on reality.

But whether in the middle of a great building boom or the humble space rented next to a furniture store, Cal State San Marcos will always be a place where students, as the founding faculty wrote, "realize their potentialities as enlightened individuals and productive members of a society in a world of change."

FOUNDING MISSION STATEMENT

California State University San Marcos offers excellence in undergraduate and graduate education to a diverse citizenry in an increasingly interdependent world.

As the 20th campus in The California State System, CSU San Marcos provides an academic environment in which students, taught by active scholars, researchers, and artists, can achieve a foundation in the liberal arts and sciences and acquire specific competencies appropriate to major disciplines or graduate/professional study.

The University upholds a high level of academic scholarship in research and teaching, and protects academic freedom necessary for such scholarly pursuits. Moreover, the University demands fairness and decency of all persons in the University community. CSU San Marcos promotes a collegial relationship between students and faculty that encourages students' excitement about the learning experience and process. This campus combines the academic strengths of a large university with the personal interaction characteristic of smaller institutions. The University provides an atmosphere in which students can experience a challenging education in a supportive environment, preparing them to live cooperatively and competitively in a world of cultural and ethnic diversity, economic and governmental differences, shared resources, ecological restraints, and technological change.

CSU San Marcos recognizes its special role in the North San Diego County area. In the spirit of partnership, the University initiates and offers programs to further intellectual, professional, and personal development within the diverse community which it serves. The University serves as a resource for books, computer-generated information, and ideas. The University stimulates research and development in collaboration with public and private organizations and, in conjunction with regional industry, participates in the development of science-based technology. The University offers cultural enrichment in an intellectually stimulating environment and acts as a focus for community social activities, music, athletics, and performing and visual arts.

CSU San Marcos endorses an international perspective that addresses the global community in its distinctive social, political, and economic terms. This multicultural outlook is reflected in our curriculum, extracurricular activities, international exchanges, and special programs that focus on world issues and problems. Consistent with its global orientation, this comprehensive University exposes students to the study of languages, to world literature and the fine arts, and to issues and traditions of the United States and other countries. The University's definition of the liberal arts and sciences in these times includes basic skills in writing, critical and creative thinking, mathematics, fundamental computer competence, and an interdisciplinary approach.

In addition to the laboratory and classroom, the University provides a variety of educational experiences in an atmosphere that encourages students to examine moral and ethical issues central to their development as responsible men and women. Students investigate the historical past and its relationship to the present and future, and seek to understand human behavior, culture, values, and institutions. They explore the modern mathematical, biological and physical sciences, and technology; focus on international concerns of race, gender, and cultural diversity; and contribute to public services that enrich the local and international community. The University prepares students to take leadership roles in areas of work and society in the international community of the 21st Century.

The aim of CSU San Marcos is to instill in its students the enthusiasm and curiosity, the creativity and originality, the healthy skepticism, and the habit of continuing inquiry that are central to all truly educated men and women. The goal is to enable them to realize their potentialities as enlightened individuals and productive members of society in a world of change.

THE CALIFORNIA STATE UNIVERSITY

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became The California State University and Colleges, and, in 1982, the system became The California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus – San José State University – was founded in 1857 and became the first institution of public higher education in California. The most recently opened campus – California State University, Monterey Bay – began admitting students in the fall of 1995. A new site has been conveyed and a 23rd campus, CSU Channel Islands, is being formally established in Ventura County with plans to open in 2002.

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

The Trustees, the Chancellor, and the Presidents develop system-wide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of The California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by The California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as a broad liberal education. All the campuses require for graduation a basic program of "General Education Requirements," regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers more than 1,600 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper-division and graduation requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 1999 totaled 339,719 students, who were taught by over 20,600 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Some 1.94 million persons have been graduated from CSU campuses since 1960.

CAMPUSES OF THE CALIFORNIA STATE UNIVERSITY

California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Dr. Tomás A. Arciniega, President
(661) 664-2011

California State University, Channel Islands
One University Drive
Camarillo, CA 93012
Mr. J. Handel Evans, President
(805) 437-8424

California State University, Chico
400 West First Street
Chico, CA 95929-0150
Dr. Manuel A. Esteban, President
(530) 898-6116

California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747-0005
Dr. James E. Lyons, Sr., President
(310) 243-3300

California State University, Fresno
5241 North Maple Avenue
Fresno, CA 93740
Dr. John D. Welty, President
(559) 278-4240

California State University, Fullerton
800 N. State College Boulevard
Fullerton, CA 92834-9480
Dr. Milton A. Gordon, President
(714) 278-2011

California State University, Hayward
25800 Carlos Bee Boulevard
Hayward, CA 94542
Dr. Norma Rees, President
(510) 885-3000

Humboldt State University
Arcata, CA 95521-8299
Dr. Alistair W. McCrone, President
(707) 826-3011

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0115
Dr. Robert C. Maxson, President
(562) 985-4111

California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Dr. James M. Rosser, President
(323) 343-3000

California Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
Mr. Jerry A. Aspland, President
(707) 654-1000

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955-8001
Dr. Peter P. Smith, President
(831) 582-3330

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
Dr. Jolene Koester, President
(818) 677-1200

California State Polytechnic University, Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Dr. Bob Suzuki, President
(909) 869-7659

California State University, Sacramento
6000 J Street
Sacramento, CA 95819
Dr. Donald R. Gerth, President
(916) 278-6011

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2397
Dr. Albert K. Karnig, President
(909) 880-5000

San Diego State University
5500 Campanile Drive
San Diego, CA 92182
Dr. Stephen L. Weber, President
(619) 594-5200

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Dr. Robert A. Corrigan, President
(415) 338-1111

San José State University
One Washington Square
San Jose, CA 95192-0001
Dr. Robert L. Caret, President
(408) 924-1000

California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
(805) 756-1111

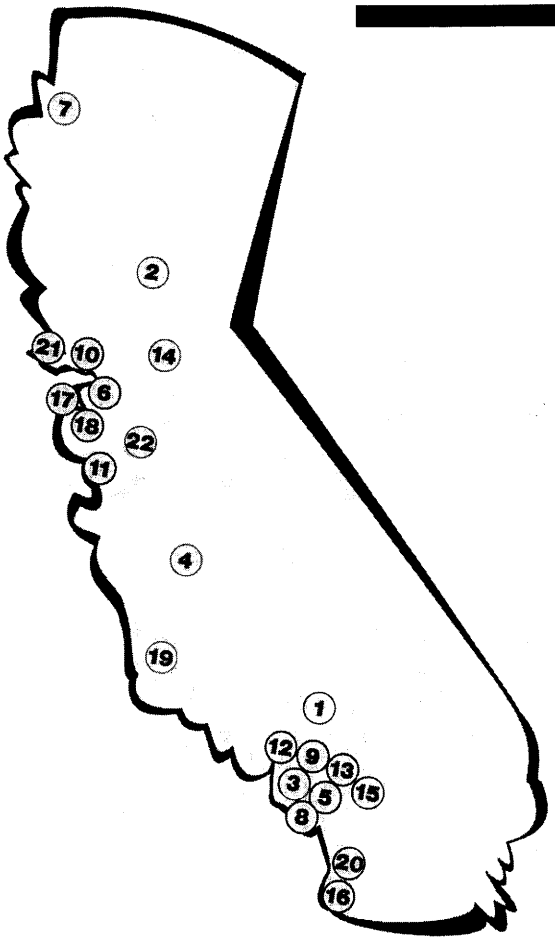
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
Dr. Alexander Gonzalez, President
(760) 750-4000

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
Dr. Ruben Armiñana, President
(707) 664-2880

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, CA 95382-0299
Dr. Marvalene Hughes, President
(209) 667-3122

The California State University

CSU



1 California State University, Bakersfield
9001 Stockdale Highway, Bakersfield, CA 93311-1099
(661) 664-3036 - www.csubak.edu

2 California State University, Chico
1st and Normal Streets, Chico, CA 95929-0722
(530) 898-6321 - www.csuchico.edu

3 California State University, Dominguez Hills
1000 East Victoria Street, Carson, CA 90747
(310) 243-3696 - www.csudh.edu

4 California State University, Fresno
5150 North Mapie Avenue, Fresno, CA 93740-0057
(559) 278-2261 - www.csufresno.edu

5 California State University, Fullerton
P.O. Box 6900, Fullerton, CA 92834-6900
(714) 278-2300 - www.fullerton.edu

6 California State University, Hayward
25800 Carlos Bee Blvd., Hayward, CA 94542-3035
(510) 885-2624 - www.csuhayward.edu

7 Humboldt State University
1 Harpst Street, Arcata, CA 95521-4957
(707) 826-4402 - www.humboldt.edu

8 California State University, Long Beach
1 250 Bellflower Blvd., Long Beach, CA 90840-0106
(562) 985-5471 - www.csulb.edu

9 California State University, Los Angeles
5151 State University Drive, Los Angeles, CA 90032-8530
(323) 343-3901 - www.calstatela.edu

10 California Maritime Academy
200 Maritime Academy Drive, P.O. Box 1392, Vallejo, CA 94590
(800) 561-1945 - www.csum.edu

11 California State University, Monterey Bay
100 Campus Center Drive, Seaside, CA 93955-8001
(831) 582-3518 - www.monterey.edu

12 California State University, Northridge
18111 Nordhoff Street, Northridge, CA 91330-8207
(818) 677-3700 - www.csun.edu

13 California State Polytechnic University, Pomona
3801 West Temple Ave., Pomona, CA 91768-4003
(909) 869-2000 - www.csupornona.edu

14 California State University, Sacramento
6000 JI Street, Sacramento, CA 95819-6048
(916) 278-3901 - www.csus.edu

15 California State University, San Bernardino
5500 University Parkway, San Bernardino, CA 92407-2397
(909) 880-5200 - www.csusb.edu

16 San Diego State University
5500 Campanile Drive, San Diego, CA 92182-7455
(619) 594-6871 - www.sdsu.edu

17 San Francisco State University
1600 Holloway Ave., San Francisco, CA 94132-4002
(415) 338-1113 - www.sfsu.edu

18 San Jose State University
One Washington Square, San Jose, CA 95192-0009
(408) 283-7500 - www.sisu.edu

19 California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407
(805) 756-2311 - www.calpoly.edu

20 California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
(760) 750-4800 - www.csusm.edu

21 Sonoma State University
1801 East Cotati Ave., Rohnert Park, CA 94928
(707) 664-2778 - www.sonoma.edu

22 California State University, Stanislaus
801 West Monte Vista Ave., Turlock, CA 95382
(209) 667-3151 - www.csustan.edu

ACADEMIC PROGRAMS

California State University San Marcos offers academic programs in the following three colleges: Arts and Sciences, Business Administration, and Education.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degree programs, as well as minors, are offered in the College of Arts and Sciences and the College of Business Administration.

Teacher credentialing programs are offered in the College of Education, with teacher preparation programs available in the College of Arts and Sciences.

Graduate programs leading to either a Master of Arts (M.A.), Master of Business Administration (M.B.A.) or Master of Science (M.S.) are offered in all three colleges.

COLLEGE OF ARTS AND SCIENCES

Baccalaureate Degrees

Biological Sciences, B.S.
- Cell and Molecular Biology Concentration
- Ecology Concentration
- General Biology Concentration

Chemistry, B.S.
- Biochemistry Option
- Chemistry Option
- Science Education Option

Communication, B.A.

Computer Science, B.S.

Economics, B.A.

History, B.A.

Human Development, B.A.
- Adult and Gerontology Emphasis
- Children's Services Emphasis
- Counseling Services Emphasis
- Health Services Emphasis

Liberal Studies, B.A.
- Interdisciplinary Studies Option
- Liberal Studies Option
- Integrated Credential Program Option

Literature and Writing Studies, B.A.
- Literature Emphasis
- Writing Emphasis

Mathematics, B.S.

Political Science, B.A.
- General Concentration
- Global Concentration

Psychology, B.A.

Social Sciences, B.A.

Sociology, B.A.
- Standard Concentration
- Aging and Life Course Concentration
- Children, Youth and Families Concentration
- Health and Mental Health Concentration

Spanish, B.A.
- General Major in Spanish Track
- Literature Track
- Language and Culture Track
- Spanish for the Professions Track

Special Major, B.A.

Visual and Performing Arts, B.A.
- Arts and Technology Track
- Music Track
- Multiple Subject Waiver Track
- Theatre Arts Track
- Visual Arts Track

Women's Studies, B.A.

Minors

Anthropology
Biological Sciences
Chemistry
Communication
Computer Science
Criminology and Criminal Justice
Economics
Ethnic Studies
Film Studies
French
History
Literature and Writing Studies
Mathematics
Philosophy
Physics
Political Science
Psychology
Social Sciences
Sociology
Spanish
Visual and Performing Arts
Women's Studies

Teacher Preparation Programs

Elementary (Multiple) Subject Matter Program

(see Human Development, Liberal Studies, and Visual and Performing Arts)

Secondary (Single) Subject Matter Programs
- English (see Literature and Writing Studies)
- Mathematics
- Social Science (see History and Social Sciences)
- Spanish

Graduate Degrees

Biological Sciences, M.S.
Computer Science, M.S.
Literature and Writing Studies, M.A.
Mathematics, M.S.
Psychology, M.A.
Sociological Practice, M.A.
Spanish, M.A.

COLLEGE OF BUSINESS ADMINISTRATION

Baccalaureate Degrees

Business Administration, B.S.

- Accountancy/Finance Option
- Global Business Management Option
- High Technology Management Option
- Service Sector Management Option

Minor

Business Administration

Graduate Degree

Business Administration, M.B.A.

- Business Management Option

COLLEGE OF EDUCATION

Teaching Credentials

- Multiple Subject/CLAD Emphasis (Cross-Cultural Language and Academic Development)
- Part-time Multiple Subject/CLAD Emphasis
- Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis*
- Multiple Subject Internship/CLAD Emphasis **
- Multiple Subject/Middle Level/CLAD Emphasis
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Emphasis**
- Single Subject Credential Program/CLAD Emphasis (Secondary)
- Multiple Subject/BCLAD (Bilingual/Cross-Cultural Language and Academic Development): Spanish Emphasis
- Part-time Multiple Subject/BCLAD: Spanish Emphasis
- Integrated Bachelor of Arts and Multiple Subject/BCLAD Emphasis*
- Multiple Subject Internship/BCLAD: Spanish Emphasis
- Multiple Subject/Middle Level/ BCLAD: Spanish Emphasis
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/BCLAD: Spanish Emphasis**
- Single Subject/BCLAD: Spanish Emphasis
- Preliminary Administrative Services Credential
- Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist
- Professional Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist
- Professional Administrative Services Credential***
- Reading/Language Arts Specialist Credential
- CLAD Certificate
- Reading Certificate
- (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Specialist Credential*

Graduate Degree

Education, M.A.

- Biliteracy, Language and Culture Option
- Education Administration Option
- Learning and Instruction Option
- Literacy Education Option
- Science, Mathematics and Educational Technology for Diverse Populations Option
- Special Education Option

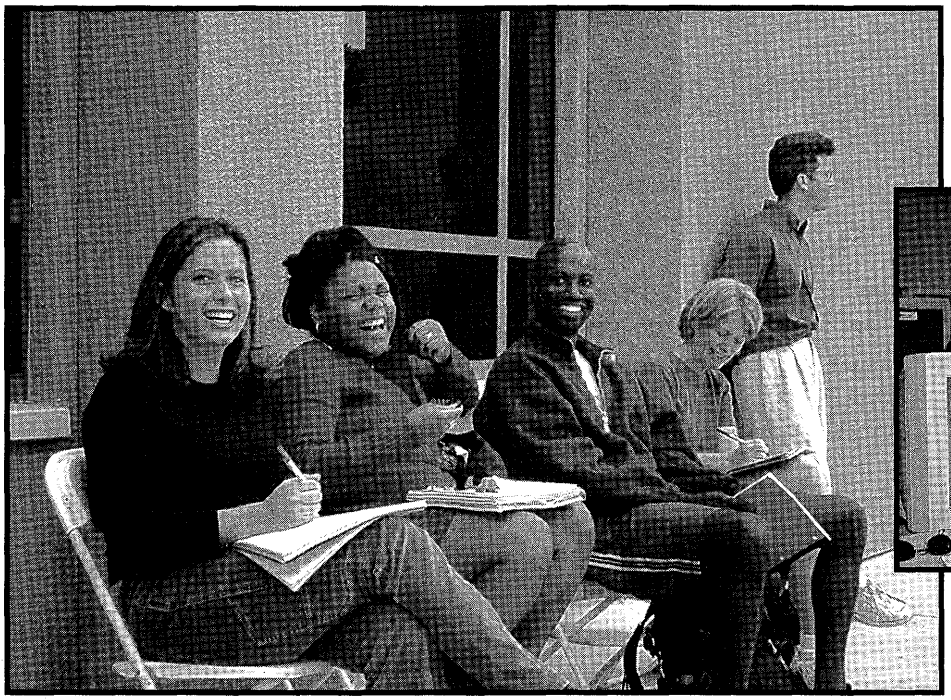
CLAD = Cross-Cultural Language and Academic Development

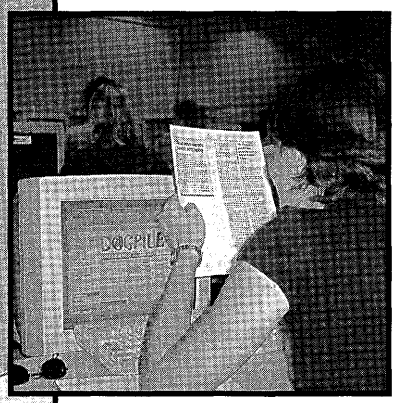
BCLAD = Bilingual/Cross-Cultural Language and Academic Development

**Approval is pending from the Commission on Teacher Credentialing.*

***Internships offered with San Diego and Riverside County School Districts.*

****Approval pending from the Commission on Teacher Credentialing; Professional Level II is projected to begin in Fall 2001.*









Admission and Application

Importance of Filing Complete, Accurate, and Authentic Application Documents 27
Registration and Records....27
Undergraduate Admission Requirements 27
Eligibility Index....28
Subject Requirements 28
Subject Requirements for Students with Disabilities....29
Undergraduate Transfer Applicants....29
Upper-Division Transfer Requirements....29
Making Up Missing College Preparatory Subject Requirements 30
Graduate and Postbaccalaureate Admission Requirements....30
International (Foreign) Student Admission Requirements....31
Intrasystem and Intersystem Enrollment Programs....31
Intersystem Cross Enrollment 31
Admission to Teaching Credential Programs 31
Second Bachelor's Degree Admission Requirements....31
Undergraduate Application Procedures....32
Graduate and Postbaccalaureate Application Procedures 35
Determination of Residence for Nonresident Tuition Purposes 36
Impacted programs 38
Evaluation of Academic Records 38

ADMISSION AND APPLICATION

Requirements for admission to CSU San Marcos are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Prospective applicants who are unsure of their status under these requirements are encouraged to consult a high school or community college counselor, or the Office of Admissions. Applications may be obtained at any California high school or community college, or from the Admissions Office at any of the campuses of the California State University.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the Web at *http://www.csumentor.edu/*. The CSUMentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Importance of Filing Complete, Accurate, and Authentic Application Documents

The CSU advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Admissions

The Office of Admissions offers a full array of services from the time of first contact until students register for their first semester.

All pre-enrollment services are housed in the Office of Admissions. Admissions is responsible for processing admission applications and for the evaluation of high school or transfer credits, but also offers a wide variety of services to prospective students who have not yet applied. Outreach services to area high schools, community college transfer services, pre-admission advising, and campus tours are all available to students seeking information about the University. Questions about majors offered, support services available, or the future development of the campus can also be addressed. In addition to the professional staff, Peer Resources in Discussing Education (PRIDE) Ambassadors are a group of continuing CSUSM students who are available, by appointment, for these services.

Registration and Records

The Office of Registration and Records is responsible for registration, grade reporting, maintenance of the official academic record, evaluation of transfer credits, transcripts, class rosters, enrollment verification, transcript evaluation, and graduation processing. The official name, address, and major changes for a student must be requested in the Office of Registration and Records. All official academic records for students are maintained in Registration and Records, including academic transcripts, academic status, degree information, grade changes, and petitions for exceptions to academic regulations.

Undergraduate Admission Requirements

Freshman Admission Requirements

Students will qualify for regular admission as first-time freshmen if they:

1. are high school graduates,
2. have a qualifiable eligibility index (see Eligibility Index), and
3. have completed, with grades of C or better, each of the courses in the comprehensive pattern of college preparatory subject requirements (see "Subject Requirements").

ELIGIBILITY INDEX

The eligibility index is the combination of the student's high school grade point average and his/her score on either the ACT or the SAT. The student's grade point average is based on grades earned during the student's final three years of high school (excluding physical education and military science) and bonus points for approved honors courses.

Up to eight semesters of honor courses taken in the last two years of high school can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

Students can calculate the index by multiplying their grade point average by 800 and adding their total score on the SAT I. Or, if students took the ACT, multiply their grade point average by 200 and add ten times the ACT composite score. California high school graduates (or legal residents of California for tuition purposes) need a minimum index of 2900 using the SAT I or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages.

Students who neither graduated from a California high school nor are residents of California for tuition purposes, need a minimum index of 3502 (SAT I) or 842 (ACT).

Students with grade point averages of 3.00 or above (3.61 for nonresidents) are exempt from submitting test scores. However, students are urged to take the SAT I or ACT since campuses use test results for advising and placement purposes.

Students will qualify for regular admission when the University verifies that students have a qualifiable eligibility index and will have completed the comprehensive pattern of college preparatory subjects and, if applying to an impacted program, meet supplementary criteria.

Eligibility Index Table for California High School Graduates or Residents of California

GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I Score
3.00 and above qualifies with any score					
2.99	10	510	2.48	20	920
2.98	10	520	2.47	20	930
2.97	10	530	2.46	21	940
2.96	11	540	2.45	21	940
2.95	11	540	2.44	21	950
2.94	11	550	2.43	21	960
2.93	11	560	2.42	21	970
2.92	11	570	2.41	22	980
2.91	12	580	2.40	22	980
2.90	12	580	2.39	22	990
2.89	12	590	2.38	22	1000
2.88	12	600	2.37	22	1010
2.87	12	610	2.36	23	1020
2.86	13	620	2.35	23	1020
2.85	13	620	2.34	23	1030
2.84	13	630	2.33	23	1040
2.83	13	640	2.32	23	1050
2.82	13	650	2.31	24	1060
2.81	14	660	2.30	24	1060
2.80	14	660	2.29	24	1070
2.79	14	670	2.28	24	1080
2.78	14	680	2.27	24	1090
2.77	14	690	2.26	25	1100
2.76	15	700	2.25	25	1100
2.75	15	700	2.24	25	1110
2.74	15	710	2.23	25	1120
2.73	15	720	2.22	25	1130
2.72	15	730	2.21	26	1140
2.71	16	740	2.20	26	1140
2.70	16	740	2.19	26	1150
2.69	16	750	2.18	26	1160
2.68	16	760	2.17	26	1170
2.67	16	770	2.16	27	1180
2.66	17	780	2.15	27	1180
2.65	17	780	2.14	27	1190
2.64	17	790	2.13	27	1200
2.63	17	800	2.12	27	1210
2.62	17	810	2.11	28	1220
2.61	18	820	2.10	28	1220
2.60	18	820	2.09	28	1230
2.59	18	830	2.08	28	1240
2.58	18	840	2.07	28	1250
2.57	18	850	2.06	29	1260
2.56	19	860	2.05	29	1260
2.55	19	860	2.04	29	1270
2.54	19	870	2.03	29	1280
2.53	19	880	2.02	29	1290
2.52	19	890	2.01	30	1300
2.51	20	900	2.00	30	1300
2.50	20	900			
2.49	20	910	*Below 2.00 does not qualify for regular admission*		

Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

Provisional Admission

CSU San Marcos may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

Subject Requirements

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school. Within the 15 units completed, up to one unit (one year) in visual and performing arts or foreign language may be missing and offset by a college preparatory course(s) in other areas. The missing unit of visual and performing arts or foreign language must be completed either prior to, or by the end of the first year, of CSU enrollment. This provision is effective through the 2002-2003 academic year.

- English, 4 years.
- Mathematics, 3 years: algebra, geometry, and intermediate algebra.
- U.S. history or U.S. history and government, 1 year.
- Science, 1 year with laboratory: biology, chemistry, physics, or other acceptable laboratory science.
- Foreign language, 2 years in the same language (subject to waiver for applicants demonstrating equivalent competence).
- Visual and performing arts, 1 year: art, dance, drama/ theater, or music.
- Electives, 3 years: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, and visual and performing arts.

Applicants seeking admission as first-time freshmen for the fall 2003 or later terms will have the same preparatory course requirements for admission to both the California State University and the University of California. The preparatory course admission requirements for both systems will be the completion of the following courses with a grade of C or better:

- English, 4 years.
- Mathematics, 3 years: algebra, geometry, and intermediate algebra.
- U.S. history or social science, 2 years.
- Laboratory science, 2 years.
- Foreign language, 2 years.
- Visual or performing arts, 1 year.
- Electives chosen from one of the areas above, 1 year.

Foreign Language Subject Requirement

The Foreign Language Subject Requirement may be satisfied by applicants who demonstrate competence in a language, other than English, equivalent to or higher than expected of students who complete two years of foreign language study. Consult with your school counselor or any CSU campus' Admissions or School Relations Office for further information.

Subject Requirement Substitution for Students with Disabilities

Applicants with disabilities are encouraged to complete college preparatory course requirements if at all possible. If an applicant is judged unable to fulfill a specific course requirement because of his or her disability, alternate college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the applicant's academic advisor or guidance counselor in consultation with the Director of Disabled Student Services. Although the distribution may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held for 15 units of college preparatory study. Students should be aware that course substitutions may limit later enrollment in certain majors, particularly those involving mathematics. Further information and substitution forms can be obtained from the Director of Disabled Student Services.

Undergraduate Transfer Applicants

Transfer Requirements

Students who have completed 55 or fewer transferable semester college units (83 or fewer quarter units) are considered lower-division transfer students. Students who have completed 56 or more transferable semester college units (84 or more quarter units) are considered upper-division transfer students. Students who complete college units during high school or through the summer between high school graduation and fall enrollment in the California State University are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

Lower-Division Transfer Requirements

Students will qualify for admission as lower-division transfer students if they have a grade point average of 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

1. meet the freshman admission requirements in effect for the term to which they are applying (see "Freshman Requirements" section); or
2. be eligible as a freshman at the time of high school graduation except for the subject requirements, have been in continuous attendance in an accredited college since high school graduation, and
   - have made up the missing subjects, or
   - have completed at least 30 semester units of college coursework with a grade of C or better in each course, to be selected from courses in English, arts and humanities, social science, science and mathematics, at a level at least equivalent to courses that meet general education requirements. The 30 units must include all the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Applicants who graduated from high school prior to 1988 should contact the Office of Admissions to inquire about alternative admission programs.

Upper-Division Transfer Requirements

Students qualify for admission as upper-division transfer students if they:

1. have a grade point average of 2.0 (C or better) in all transferable units attempted; and
2. they are in good standing at the last college or university attended; and
3. have completed at least 30 semester units of college coursework with a grade of C or better in each course, to be selected from courses in English, arts and humanities, social science, science and mathematics, at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Provisional Admission

CSU San Marcos may provisionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily.

Making Up Missing College Preparatory Subject Requirements

Lower-division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
3. Earn acceptable scores on specified examinations.

Please consult with any CSU Admission Office for further information about alternative ways to satisfy the subject requirements.

Graduate and Postbaccalaureate Admission Requirements

Graduate and postbaccalaureate applicants may apply for a degree objective, a credential or certificate objective, or may have no program objective. Depending on the objective, The CSU will consider an application for admission as follows:

- *General Requirements* — The minimum requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with University regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Specifically, a student shall:
  1. have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities;
  2. be in good academic standing at the last college or university attended;
  3. have attained a grade point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units attempted; and
  4. satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as determined by each graduate program.

If students meet the minimum requirements for graduate and postbaccalaureate studies, they will be considered for admission in one of the four following categories:

- *Postbaccalaureate Unclassified* — To enroll in graduate courses for professional or personal growth, students must be admitted as a postbaccalaureate unclassified student. By meeting the general requirements, students are eligible for admission as a postbaccalaureate unclassified student. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program; or
- *Postbaccalaureate Classified* — To enroll in a credential program or certificate program, students must satisfy the additional professional, personal, scholastic, and other standards, including qualifying examinations, as the campus may prescribe; or
- *Graduate Conditionally Classified* — To enroll in a graduate degree program if, in the opinion of appropriate campus authority, students can remedy any deficiencies by additional preparation; or
- *Graduate Classified* — To pursue a graduate degree students will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, as the campus may prescribe.

Adult Students

As an alternative to regular admission criteria, an applicant who is 25 years of age or older may be considered for admission as an adult student, if he or she meets all of the following conditions:

1. possesses a high school diploma [or has established equivalence through either the tests of General Educational Development (GED) or the California High School Proficiency Examination],
2. has not been enrolled in college as a full-time student for more than one term during the past five years, and
3. if there has been any college attendance in the last five years, has earned a C average or better in all college work attempted.

Consideration will be based upon a judgment as to whether the applicant is likely to succeed, as a regularly admitted freshman or transfer student, and will include an assessment of basic skills in the English language and mathematical computation.

Other Applicants

An applicant not admitted under the provisions cited in this catalog should consider enrollment at another appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll in the University. Permission is granted only by special action of the University.

International (Foreign) Student Admission Requirements

The California State University must assess the academic preparation of international students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other non-immigrant classifications.

The CSU uses separate requirements and application filing dates for the admission of foreign students. Verification of the student's English proficiency (see the section on TOEFL requirement for undergraduate and graduate applicants), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and for continued enrollment in The CSU. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators. Information about which insurance policies meet these criteria may be obtained from the Office of Admissions.

Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as at least elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California community colleges. Additional information about these programs is available from the Office of Admissions.

CSU Concurrent Enrollment

Matriculated students in good standing may enroll at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is automatically reported to the home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment

Matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for one term. Credit earned at the host campus is reported automatically to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment

Matriculated CSU, UC, or community college students may enroll for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

Admission to Teaching Credential Programs

Admission to the University as a student does not constitute admission to a teaching credential program. Just as admission to a credential program does not constitute admission to the university, students must be admitted to both in order to enroll in classes. Students who intend to work toward the Multiple or Single Subject Credential must also apply for admission to the credential program. For details regarding the admission requirements, please refer to the College of Education section.

Postbaccalaureate students must file official transcripts with both the Office of Admissions and the College of Education if they plan to enter a credential program. Students must include transcripts from each college attended (including extension, correspondence, summer session, or evening courses).

Second Bachelor's Degree Admission Requirements

Students who have a previous bachelor's degree from a regionally accredited institution of higher education may apply to receive a second bachelor's degree. Applicants must have a 2.5 grade point average in the last 60 units attempted for prior work, and must meet graduation requirements as specified in the Second Bachelor's Degree Requirements section.

Undergraduate Application Procedures

Prospective students, applying for part-time or full-time undergraduate programs of study, in day or evening classes, must file a complete undergraduate application as described in the undergraduate admission booklet. The $55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" and may not be transferred or used to apply to another term. An alternate campus and major may be indicated on the application, but applicants should list as an alternate campus only a CSU campus that also offers the major. Generally, an alternate major will be considered at the first choice campus before an application is redirected to an alternate choice campus. To be considered by more than one campus during the open filing period, it is recommended that an applicant submit an application (including fees) to each campus.

Application Filing Periods

Filing Period Duration: Each campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category because of overall enrollment limits. Undergraduates are encouraged to apply during the initial filing period to facilitate the campus' early review and response. If applying after the initial filing period, the student should consult with the Office of Admissions for current information.

Semester Terms in 2001-2002 2002-2003	*Applications First Accepted*
Fall 2001	November 1, 2000
Spring 2002	August 1, 2001
Fall 2002	November 1, 2001
Spring 2003	August 1, 2002

Application Acknowledgement

Students may expect to receive an acknowledgment of their application from the Office of Admissions beginning in January 2001 for Fall 2001 semester, October 2001 for Spring 2002 semester, January 2002 for Fall 2002, and October 2002 for Spring 2003. The acknowledgment letter will also include a request to submit any additional records necessary for the campus to evaluate the student's qualifications. Students may be assured of admission if the evaluation of their qualifications indicates that they meet CSU admission requirements, and campus requirements for admission to an impacted program. Such a notice is not transferable to another term or to another CSU campus.

Notification of Admission

Applicants who have received an application acknowledgment and have submitted all required admission materials will begin to receive notification of acceptance or denial of admission to the Fall 2001 semester beginning on January 1, and for the Spring 2002 semester beginning on November 15. If the processing schedule permits, some applicants may be notified in advance of these dates.

Cancellation of Admission

Admission will be cancelled automatically if a student who received a notice of admission for a given semester does not register for that semester. If the student wishes to undertake studies at the University at a later date, the student must file a new application, pay a new application fee, and meet the current admission requirements.

Materials supporting the application for admission, such as transcripts and entrance examination scores, are retained for one year only. Additional documentation will be required of studies done in the interim to complete the student's application file.

Filing Official Transcripts

Applicants must file the following official transcripts with the Office of Admissions:

1. *Freshmen* — May submit preliminary high school transcripts prior to graduation but must also send final transcripts with graduation date listed.
2. *Transfers* — Request official transcripts be sent directly from all colleges or universities previously attended (even if no coursework was completed). Transcripts must be received in sealed envelopes from each institution attended. Applicants should keep personal copies of all transcripts and test scores to complete the admission application and for academic advising sessions. If transferring with fewer than 56 transferable semester (84 quarter) units of study, applicants must also submit their high school transcript. Applicants with 56 or more transferable semester units may be asked to submit high school transcripts if admissibility cannot be determined on the basis of college or university transcripts.
3. Photocopy of the military separation form DD-214 if applicant wants transfer credit for active military service.

A transcript will be considered official and accepted to meet the regulations governing admission only if forwarded directly to CSU San Marcos by the institution attended. All records or transcripts received by the University become the property of the University and will not be released to a third party.

Use of Social Security Number

Applicants are required to include their correct Social Security Number (taxpayer identification number) in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The University uses the Social Security Number to identify records pertaining to the student as well as to identify the student, for financial purposes, for financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's Social Security Number and other information, such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair, and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

Hardship Petitions

Qualified applicants who would be faced with extreme hardship if they are not admitted should communicate in writing the details of their hardship to the Office of Admissions and request hardship admission consideration.

Test Requirements

Freshman and transfer applicants who have fewer than 56 semester or 84 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page **28**), from either the ACT or the SAT I of the College Board. If students are applying to an impacted program, on campus, and are required to submit test scores, they should take the test no later than November or early December. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT I or ACT are available from school or college counselors or from a CSU campus testing office. Or you may write to or call:

The College Board (SAT I)
Registration Unit, Box 6200
Princeton, New Jersey 08541
(609) 771-7588

ACT
Registration Unit, P.O. Box 414
Iowa City, Iowa 52243
(319) 337-1270

Advanced Placement Tests

Students with grades of three or higher on the College Board's Advanced Placement Test may receive college credit for the test. For information on which Advanced Placement tests are accepted for credit at CSU San Marcos, contact Admissions at (760) 750-4848.

TOEFL Requirement

All undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction, must present a score of 550 or above on the Test of English as a Foreign Language (TOEFL). Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 213 or above.

Systemwide Placement Test Requirements

The California State University requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) after admission and prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment.

English Placement Test (EPT)

The EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of 550 or above on the verbal section of the College Board SAT I Reasoning Test taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such course was completed with a grade of C or better.

Entry Level Mathematics (ELM) Placement Examination

The ELM examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II, and Geometry). The CSU ELM must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the American College Testing Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC).
- A score of 3 or above on the College Board Advanced Placement Statistics examination.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement, provided such course was completed with a grade of C or better.

English and Mathematics Proficiency Requirements

All new undergraduate students must establish their college level proficiency in English and mathematics within their first two semesters of enrollment. Those who are exempt from, or achieve passing scores on the ELM or EPT examinations, are considered proficient.

Those who are not exempt from and do not achieve a passing score on the EPT must earn a grade of "C," or better, in GEW 101, Principles of Written Communication, by the end of their second semester of enrollment at CSU San Marcos.

Those who are not exempt from and do not achieve a passing score on the ELM test must establish their proficiency by earning a grade of "C," or better, in a designated remedial course in mathematics by the end of their second semester of enrollment at CSU San Marcos.

Those who do not establish proficiency within their first two semesters will be subject to disenrollment and advised to strengthen their academic skills before returning to the University.

Health Screening

All new and readmitted students born after January 1, 1957, will be notified of the requirement to present proof of measles and rubella immunizations. All students 18 years of age or younger shall be required to present proof of immunization against Hepatitis B. These are not admission requirements, but shall be required of students as conditions of enrollment in CSU.

Proof of measles and rubella immunizations shall also be required for certain groups of enrolled students who have increased exposure to these diseases.

Providing Proof

When a student is providing proof of full immunization, the required documentation must be presented to Student Health Services. Student Health Services is responsible for the official verification of the documentation. All proof of immunization and immunity must be submitted to Student Health Services to be properly recorded for report to the Admissions Office. The required documentation may be presented to the clinic for clearance by:

- Bringing the documentation to the clinic for staff review.
- Having the documentation reviewed by SHS staff member during orientation.
- Mailing the documentation to SHS for review.
- Faxing the documentation to SHS.

Provisions for exemptions in fulfilling this requirement are available based on medical considerations, religious or personal beliefs. For medical considerations, a written statement from a physician indicating the reason for the medical exemption must be provided along with the student signing the exemption form. For exemptions for religious or personal reasons, the student will sign the exemption form. Students electing to claim an exemption will be given the opportunity to meet with a medical provider to discuss risks associated with not being fully immunized and will also be instructed as to the campus actions in the event of a measles outbreak on campus. Students with exemptions will be excused from all classes in the event of a campus outbreak of measles.

Immunization Holds

Enrollment Services has the task of placing registration holds on students' records if documentation of full immunity has not been presented to Student Health Services. Holds are placed if proof has not been submitted approximately four weeks prior to the start of priority registration. If a hold is placed on registration, this hold will be lifted if proof of immunity is presented to the clinic, or by receiving the injection. Holds will be temporarily lifted, for one semester, for those students who have signed the waiver for exemptions. Students who sign the waiver for exemption, must sign the waiver each semester that they are enrolled. Questions can be directed to Student Health Services at (760) 750-4915.

Veterans and Veterans' Dependents

Many veterans, dependents of deceased or disabled veterans, and reservists are eligible for Department of Veterans Affairs' education benefits. Additionally, many dependents of deceased or disabled veterans are eligible for a complete waiver of application and registration fees through the California Department of Veterans Affairs.

The programs administered by the Department of Veterans Affairs are:

VEAP. For veterans who entered active duty between January 1, 1977, and June 30, 1985, and who contributed to the program while on active duty.

Montgomery G.I. Bill (Active Duty). For veterans who entered active duty beginning July 1, 1985, and who participated in the twelfth-month pay reduction while on active duty.

Montgomery G.I. Bill (Selected Reserve Program). For undergraduates and graduates enlisted in the reserves who have made a six-year commitment to the selected reserves.

Dependents. For spouses or children of veterans who died on active duty, whose death was caused by a service-connected disability, or who are rated 100% permanently disabled by the Department of Veterans Affairs.

Vocational Rehabilitation. For veterans with a service-connected disability, or who are rated 100% permanently disabled by the Department of Veterans Affairs.

Students should be aware that the Veterans Administration will pay educational benefits only for those courses which are part of an approved degree or certificate program, and which have not been previously and successfully completed. Students are required to attend classes regularly and maintain satisfactory grades. For clarification of Veterans Administration policies on withdrawals, incompletes, course repeats, etc., please contact the veterans representative on campus.

Students wishing to apply for the programs administered by the Department of Veterans Affairs can apply for their benefits on campus. Veterans who enroll at CSU San Marcos are encouraged to call or visit the veterans representative in the Office of Registration and Records for instructions prior to signing up for benefits. Dependents of deceased or disabled veterans who wish to apply for the fee waiver program may contact the County of San Diego Veterans Service Office, 7151 El Cajon Blvd., Suite C, San Diego, CA 92115-1819 or the veterans representative in the Office of Registration and Records.

Graduate and Postbaccalaureate Application Procedures

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a completed graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $55 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternate campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from a Graduate Studies Office or an Admissions Office of any California State University campus. An electronic version of the CSU graduate application is available on the Web at *http://www.csumentor. edu/.*

Graduate and postbaccalaureate applicants are encouraged to submit applications during the initial filing periods (November for fall semester admission and August for spring semester admission).

Graduate applicants to masters and credential programs must apply to both the University and the program intended. Official transcripts from each college or university attended must be filed with both the Office of Admissions and the program office.

TOEFL Graduate and Postbaccalaureate Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above.

Determination of Residence for Nonresident Tuition Purposes

The Office of Admissions determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission, Residency Questionnaire, and Reclassification Request Form, and, if necessary, other evidence furnished by the student, are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The laws governing residence determination for tuition purposes by The California State University are found in the California Education Code Sections 68000-68090, 68120-68134, and 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912. A copy of the statutes and regulations is available for inspection at the Office of Admissions.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be: registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service. The student who is in the state for educational purposes only does not gain the status of resident regardless of the length of the student's stay in California.

In general, an unmarried minor (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of a minor cannot be changed by the minor, or the appointment of a guardian for the minor, so long as the minor's parents are living.

A married person may establish his or her residence independent of his or her spouse.

A noncitizen may establish his or her residence, unless precluded by the Immigration and Nationality Act, from establishing domicile in the United States.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning their financial independence status.

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

Semester Term Campuses	
Fall	September 20
Spring	January 25

The residence determination dates for the four stages on CalStateTEACH are as follows:

Stage 1	September 20
Stage 2	January 5
Stage 3	June 1
Stage 4	September 20

There are exceptions from nonresident tuition, including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student has resided in the state the minimum time necessary to become a resident.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and have been entirely self-supporting for that period of time. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such an adult must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
4. Dependent children and spouse of persons in active military service stationed in California on the residence determination date. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either of those events happen, the student's eligibility for this exception continues until he or she resides in the state the minimum time necessary to become a resident.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
6. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
8. Graduates of any school located in California that is operated by the U.S. Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
9. Certain credentialed, full-time employees of California school districts.
10. Full-time CSU employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a California resident.
11. Children of deceased public law enforcement or fire-suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties.
12. Certain amateur student athletes in training at the U.S. Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
13. Federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of a least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
14. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when he or she is no longer enrolled in the qualifying fellowship.

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

The California State University
Office of General Counsel
401 Golden Shore
Long Beach, CA 90802-4210

within 120 calendar days of notification of the final decision by the campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Office of Admissions. Applications for a change in classification with respect to a previous term are not accepted.

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

Impacted Programs

Office of Admissions
(760) 750-4848

The California State University designates programs as impacted when more applications are received in the first month of the filing period than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. Students must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce, with the opening of the Fall filing period, which programs are impacted and the supplementary criteria campuses will use. That announcement is published in the CSU Review and distributed to high school and college counselors. Information about the supplementary criteria is also sent to program applicants.

Students must file their application for admission to an impacted program during the first month of the filing period. Further, if students wish to be considered in impacted programs at two or more campuses, students must file an application to each campus.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. If students are required to submit scores on either the SAT I or the ACT, students should take the test no later than November (if applying for Fall admission).

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the *CSU Review* and are sent by the campuses to all applicants seeking admission to an impacted program.

Unlike unaccommodated applicants to locally impacted programs who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs may not be redirected in the same major, but may choose an alternate major either at the first choice campus or another campus.

Evaluation of Academic Records

Transfer Credits

Credit for work completed at regionally accredited institutions, other than coursework identified by such institutions as remedial or in other ways as being nontransferable, will be accepted toward the satisfaction of baccalaureate degree and credential requirements at CSUSM within limitations of residence requirements, community college transfer maximums, and in accordance with directives from Executive Orders and Title 5 of the California Code of Regulations.

Undergraduate Tests and Examinations

CSUSM grants up to a maximum of thirty (30) semester units of credit to those students who pass examinations that have been approved for credit systemwide. These include the Advanced Placement, CSU English Equivalency Examinations, and some CLEP examinations. The total credit earned in external examinations (excluding Advanced Placement) that may be applied to a baccalaureate shall not exceed 30 units. No credit for any examination will be forwarded to a student who has either 1) taken the examination previously within the past year; 2) earned equivalent credit through regular coursework credit by another examination, or other instructional processes, such as correspondence study or military training; or 3) earned credit previously in a course or by examination more advanced than the level represented by the examination in question.

Credit for Advanced Placement

CSU San Marcos grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three (3) or better will be granted up to six (6) semester units of University credit with the following provision: Acceptance of Advanced Placement units for purposes other than lower-division electives is determined by the appropriate academic or discipline division.

Credit for College Level Examination Program (CLEP)

Credit is awarded for successful performance in certain examinations of the College Level Examination Program. Students may earn up to six (6) units per examination passed. Passing scores for the CLEP exams are established by the participating academic disciplines and the California university and college system. Credit for one examination in mathematics may be applied to the mathematics requirement of the general education program. Credit for additional examinations is allocated to lower-division electives; acceptance for major, minor, or prerequisite use is granted on the approval of the appropriate academic or discipline division.

Credit for International Baccalaureate Certificates or Diplomas

CSU San Marcos normally grants six (6) units of credit for each International Baccalaureate Higher Level Subject Examination passed with a score of 4 or better. To receive credit, students must request that their International Baccalaureate transcript of grades be sent to CSU San Marcos' Office of Admissions for evaluation and determination of appropriate credit to be awarded.

Credit by Challenge Examination

A student may elect to receive credit for a course by challenge examination for any course approved by the academic discipline as a course eligible for challenge. The following procedures are applicable:

- A student must be enrolled currently in the course elected for challenge, as well as one additional course.
- A course challenge form containing the approval of the student's faculty advisor and the designated signature(s) within the course's college must be completed prior to the examination. (Note: It is assumed that some disciplines may use discipline/college-defined exams instead of having individual faculty members administer the exam. That is why the faculty member signature is not required, but may be added if the discipline/college requires it. The form, once the policy is approved, will be designed in consultation with Enrollment Services, and the colleges of Arts and Sciences, Business Administration, and Education, and will address any additional signatures required.)
- Examinations must be administered and graded prior to the last day to add courses in any given semester or term. Students are required to file course challenge forms prior to the end of the first week of classes to insure adequate time for the examination process. If the student does not successfully complete the exam, the student will be allowed to remain in the course or drop the course in accordance with normal withdrawal policies.
- The grading option for a challenge exam is at the discretion of the discipline. Disciplines may designate the grading method (letter grade, CR/NC) and may establish a minimum grade that must be obtained in order to receive course credit in accordance with University policy.
- Credit by examination may not be used to fulfill the residency requirement.
- The challenge examination must include a writing assessment that reflects the all-university writing requirement.
- There is a six-unit limit on credit by challenge examination within the major.
- A student may not elect to challenge a course for which a grade of "U," "F," "NC," or "AU" was received in a previous semester, for which academic renewal has been granted, or for which a prior challenge has been unsuccessful.
- As a matter of general policy, a student may not challenge a course for which a prerequisite is listed unless the prerequisite requirement has been met. Exceptions to this policy require special approval as designated by the college or discipline. A student may not challenge a course that is listed in the catalog as a prerequisite for a course in which academic credit has already been granted.
- Courses cannot be challenged to fulfill upper-division General Education requirements.

Credit for Noncollegiate Instruction

CSU San Marcos grants undergraduate degree credit, appropriate to the baccalaureate, for successful completion of noncollegiate instruction, either military or civilian, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs. The Office of Admissions provides students with specific details about individual military credit after evaluation of the documents submitted for admission purposes.

Community College Credit

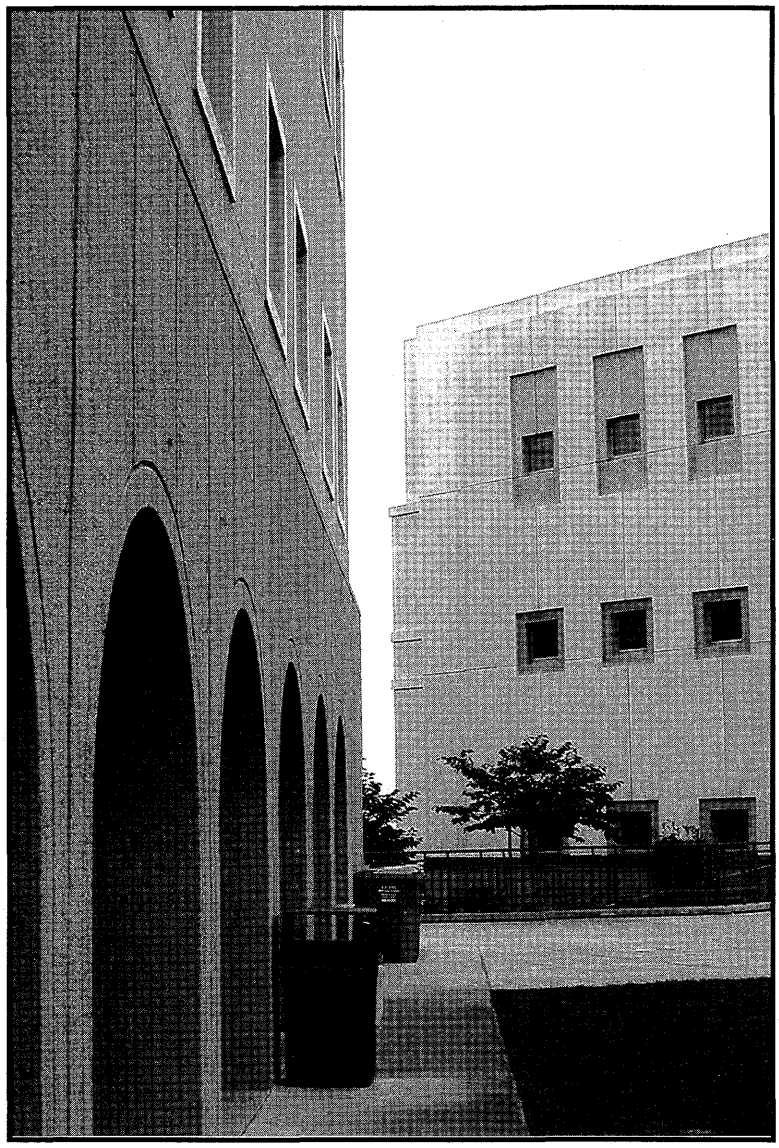
A maximum of seventy (70) semester units earned in a community college may be applied toward the degree, with the following limitations: (a) no upper-division credit may be allowed for courses taken in a community college; (b) no credit may be allowed for professional courses in education taken in a community college, other than introduction to education courses.

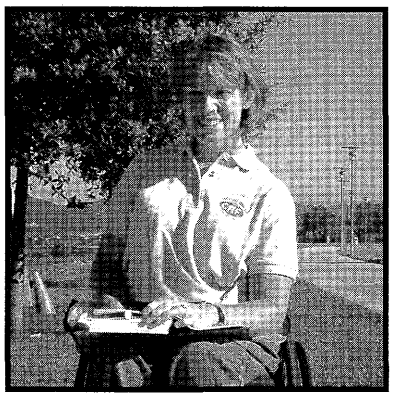
Extension Credit

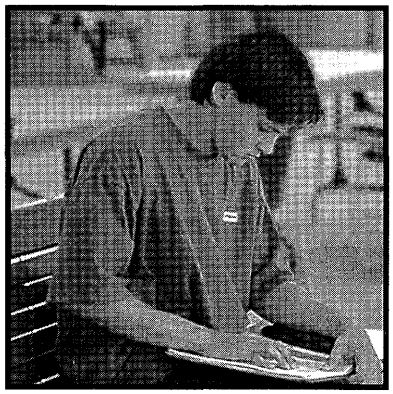
The maximum amount of transferable extension and correspondence credit which may be applied toward the minimum requirements for the bachelor's degree is twenty-four (24) semester units. Extension credit does not apply toward the 30 units of residence credit required for all undergraduate degrees.

Catalog Rights for Degree Requirements

If a student does not graduate within ten (10) years from the beginning of his/her catalog rights, the major advisor may review all upper-division major courses for applicability.









Fees and Financial Aid

Schedules of Fees 41
State University Fee for:
Undergraduate Students 41
Credentialing Students, Graduate and Other
Postbaccalaureate Students 41
Special Fees 41
University Library Fees 41
Student Health Insurance 42
Refund of Fees 42
Debts Owed to the Institution 42
Procedure for the Establishment of
a Student Body Fee 43
Scholarships 44

FEES AND FINANCIAL AID

Schedule of Fees

Legal residents of California are not charged tuition. The fees reported here are in effect for 2000-2001. Fees are subject to change without notice.

Application Fee (nonrefundable) payable by check or money order at time the application is made $ 55.00

The total fee paid per term will be determined by the number of units taken, including those in excess of fifteen.

State University Fee for Undergraduate Students

(per semester)	
0.1 - 6.0 units	$ 414.00
6.1 or more units	$ 714.00

State University Fee for Credentialing Students, Graduate and Other Postbaccalaureate Students

(per semester)	
0.1 - 6.0 units	$ 438.00
6.1 or more units	$ 753.00
Academic Records Fee	$ 6.00
Associated Student	$ 50.00
Health Facilities	$ 3.00
Instructional-Related Activities	$ 5.00
Recreation Fee	$ 35.00
Student Health Services	$ 35.00
Student Union	
0.1 - 6.0 units	$ 10.00
6.1 - or more units	$ 20.00

Nonresident Students Tuition (U.S. and Foreign), in addition to other fees charged to all students (per unit) $ 246.00

Special Fees

Alumni Placement Services	$ 25.00
Chemistry Lab Breakage Fee*	
Cross-enrollment	$ 10.00
Diploma	N/C
Dishonored Check or Credit Card	$ 20.00
Emergency Loan Fee	$ 2.00
Emergency Loan Late Fee	$ 40.00
Evaluation of Transcripts	
for Teaching Credential	$ 25.00
Failure to meet administratively required appointment of time limit (administrative late fee)	$ 15.00
Foreign Language Proficiency Test	$ 49.50
Graduation	N/C
Late Registration	$ 25.00
Orientation Fee	
Transfer student (without schedule/catalog)	$ 25.00
Transfer student (including schedule/catalog)	$ 30.00
Parent (per person)	$ 30.00
First-year student	$ 60.00
Parking Fee (per semester)	
motor vehicle	$ 62.00
motorcycle	$ 30.50
bicycle locker fee storage (per semester)	$ 10.00
Photo Identification Card (nonrefundable)	$ 5.00
Replacement of Photo I.D. Card	$ 5.00
Teaching Credential Application (payable to the State of California)	$ 60.00
Temporary Photo ID Card (non-refundable)	$ 2.00
Transcript Waiver Evaluation Fee	$ 25.00
Transcripts	N/C

** The cost of broken chemistry lab equipment.*

Most fees are waived for those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act Education Code, Section 68120. Systemwide mandatory fees are waived for those individuals who qualify for such exemption under the provision of Education Code, Section 32320 (Children of deceased disabled veterans). (see page **44**).

University Library Fees

Circuit

Overdue books (fee per day up to $25 maximum)	$ 1.00
Replacement cost	$ 115.00

Note: Circuit fees apply to students and faculty

General Circulation

Overdue Books/Week-Month-Semester Loan (fee per day up to $25 maximum)	$ .25
Lost Books (based on average cost)	$ 71.71

Interlibrary Loan

Overdue Books (fee per day up to $25 maximum)	$ 1.00
Lost Books (based on average cost) (students and faculty)	$ 71.71
Book strap removal	$ 1.50
Items not picked up after three weeks	$ 5.00

Media Services

Overdue Media (fee per day, up to $25 maximum)	$ 1.00
Unrewound video/ cassette tapes	$ 1.00
CDs returned in any bookdrop	$ 1.00
Overdue Media Equipment (fee per day, up to $50.00 maximum)	$ 5.00
Lost inserts/booklets from CDs & videos	$ 10.00
Lost Media or Media Equipment *	

* *Price determined by Acquisitions Department for individual item*

Reserve Book Room

Overdue Materials/Hourly-Overnight Loan (fee per hour, up to $25 maximum)	$ 1.00
Overdue Materials/Day Loan (fee per day, up to $25 maximum)	$ 1.00
Lost reserve items**	

** *Price determined for individual item*

Other

Thesis Binding (per volume) for 2 copies	$ 18.00^

Changes or other fee schedules are posted at Circulation Desk.

^ *Subject to change*

Student Health Insurance

A health insurance policy is available and recommended to students who have no private medical or accident insurance coverage. The insurance includes hospitalization benefits and specified medical and surgical services. The policy may be purchased semesterly or yearly. An open enrollment period is available the first 30 days of each semester. Forms to enroll for the student health insurance policy are available in the Associated Students Office and in Student Health Services.

All international students are required to have health insurance coverage. International students desiring additional information should contact the Office of Admissions.

Refund of Fees

Details concerning fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 42201 (parking fees), 41913 (nonresident tuition), 42019 (housing charges), and 41802 (all other fees) of Title 5, California Code of Regulations. In all cases it is important to act quickly in applying for a refund. Information concerning any aspect of the refund of fees may be obtained from the Class Schedule.

Students withdrawing completely from the University, or dropping from 6.1 or more units to 6.0 units or less by the schedule adjustment deadline (posted in the Class Schedule), are eligible for a refund of monies paid but not owed to the University. In order to receive a refund, students must fill out the "Application for Refund of Fees" form. There is a $5.00 service fee deducted from the refund. These forms are due by the end of the (add/drop) period for the current term only.

Refund requests made after the scheduled deadline will not be processed. To receive consideration of a refund after the deadline, a "Petition for Fee Waiver of University Regulations" form must be completed. The University Appeals Committee will make the final decision on the merits of each application. The petition forms are due by the tenth week of instruction. Appeals will not be accepted beyond this deadline and must reference the current academic year.

Forms for the Application of Refunds of Fees, and Petition for Fee Waiver of University Regulations are available in the Cashier's Office.

Non-matriculated students, open university students, or any student attending summer or winter terms who withdraw completely or make schedule adjustments, should refer to the Class Schedule or brochure covering that term/program for refund procedures and policies.

Students that are receiving Federal Financial Aid, who withdraw prior to the eleventh week of the semester, will be required to repay a portion of fees.

Debts Owed to the Institution

Should a student or former student fail to pay a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381). For example, the institution may withhold permission to receive official transcripts of grades from any person owing a debt. The Cashier's Office, or another office on campus to which the student may be referred by the Cashier's Office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt. If a student believes that he or she does not owe all or part of an unpaid obligation, the student should contact the University Cashier's Office, CSUSM, San Marcos, CA 92096-0001, (760) 750-4491. The University Appeals Committee will review the pertinent information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

Procedure for the Establishment or Abolishment of a Student Body Fee

The law governing the California State University provides that fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A student body center fee may be established only after a fee referendum is held which approves, by a two-thirds favorable vote, the establishment of the fee (Education Code, Section 89304). The student body fee was established at CSU San Marcos by student referendum on October 8, 1991. The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10% of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947: including but not limited to Education Code, Sections 90012, 90027, and 90068. Student body fees support a variety of cultural and recreational programs, childcare centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee. A student referendum also is required. The campus president may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may request the Chancellor to establish the mandatory fee. Authority to adjust fees after consideration by the campus Fee Advisory Committee and the completion of a student referendum is delegated to the President.

Student Financial Aid

The CSU San Marcos Financial Aid and Scholarship Office administers several programs which are designed to assist students whose financial resources are insufficient to meet their educational costs, including fees, books, transportation, and living expenses. Financial assistance programs consist of gift aid (grants and scholarships), loans, and employment opportunities. The funds for these programs come from the State of California, the federal government, and private sources.

If a financial aid recipient withdraws or reduces units, all or a portion of financial aid which was received may need to be repaid. The amount of the required payment will be determined by the date the student officially withdraws. Because federal regulations require half-time enrollment for certain federal aid programs, any student who drops to less than half-time may lose all financial aid.

Refund requirements for students who completely withdraw within a semester are being revised by the federal government. Details are available in the Financial Aid and Scholarship Office.

Both federal and state financial aid and any outstanding debts to CSU San Marcos must be repaid before any refund is given to the student.

Application Procedures

Students should complete a Free Application for Federal Student Aid (FAFSA) each year between January 1 and March 2 to be considered for aid for terms of enrollment from the next Fall semester to the following Spring term. A FAFSA may be obtained from any California college financial aid office or high school counseling office and must be used to apply for California and federal financial aid, including loans.

In addition to filing the FAFSA by March 2, financial aid applicants should submit supporting documents to the CSUSM Financial Aid and Scholarship Office no later than May 1. Required supporting documents vary from student to student and will be requested by the Financial Aid and Scholarship Office following receipt of the FAFSA. Applicants who do not meet the priority filing dates will be awarded aid as funds are available.

All California residents who are applying for undergraduate programs, and who file a FAFSA by the Cal Grant deadline of March 2, are encouraged to apply for Cal Grants. Details are available through high school counseling offices or the CSUSM Financial Aid and Scholarship Office.

Students who are applying to the teacher credential program are now eligible to apply for a Cal Grant. Check with the Financial Aid and Scholarship Office for details.

Eligibility

Most financial aid is based on financial need, which is the difference between the full cost of attending CSUSM and an expected contribution from the student, the student's spouse (if married), and parents (if the student is required to provide parental information on the FAFSA). The expected family contribution is determined by standards which are set by the federal government and the State of California.

Students must be U.S. citizens or "eligible non-citizens" in order to be considered for federal aid. Students holding "F" visas or other non-resident visas are not eligible for state or federal financial aid funds.

Federal and state regulations require the Financial Aid and Scholarship Office to ensure that financial aid recipients are making satisfactory progress toward their degree as well as remaining in good academic standing. The CSUSM Financial Aid Satisfactory Academic Progress Policy Statement is available from the Financial Aid and Scholarship Office.

For additional information, please write the Financial Aid and Scholarship Office, CSU San Marcos, San Marcos, CA 92096-0001, for a financial aid brochure. Students may access all of their CSUSM financial aid records or obtain general information by calling the SMART system at (760) 750-4850, or accessing SMART WEB through the website csusm.edu/financial_aid. Inquiries may also be made by e-mail or fax. The fax number is (760) 750-3047. The e-mail address is: finaid@mail-host1.csusm.edu

Scholarships

FINANCIAL AID AND SCHOLARSHIP OFFICE
(760) 750-4855

The following scholarships are available to students attending CSU San Marcos. Some scholarships do not require financial need. CSUSM has a general scholarship application which is available from the Financial Aid and Scholarship Office. Students who complete this application, which includes an essay, will automatically be considered for several of the scholarships. Students are also urged to regularly check the scholarship bulletin board in the Financial Aid and Scholarship Office.

A free scholarship search service, is available in the financial aid section of the CSUSM Website. The site is free of charge and contains information on national scholarships.

Scholarship Listings

AAUW, RANCHO BERNARDO BRANCH SCHOLARSHIP

Funded by an annual gift from the Rancho Bernardo Branch of American Association of University Women (AAUW), for a financially needy re-entry undergraduate woman student at the college junior level or above, with a GPA of 2.8 or higher.

ASI CHILD CARE SCHOLARSHIP

Funded by a portion of the CSUSM Associated Students, Inc. fee, for financially needy CSUSM students who need assistance with child care expenses.

ALAN PATTEE SCHOLARSHIP

Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties are not charged mandatory systemwide fees or tuition of any kind at any California State University campus, according to the Alan Pattee Scholarship Act, Education Code Section 68120. Students qualifying for these benefits need to contact the Admissions/Registrar's office, which determines eligibility.

ANNE KAY ENDOWED SCHOLARSHIP

Established by a gift from Anne Kay, for financially needy U.S. citizens who are highly motivated to learn and achieve and who are new transfer students from community colleges, with at least a 3.0 transfer GPA.

BECA/LAFS SCHOLARSHIP

Funded by the CSUSM Latino Association of Faculty and Staff (LAFS) and administered by the BECA Foundation, two $500 scholarships are awarded to deserving CSUSM Latino students.

BREE TINNEY ENDOWED WOMEN'S SCHOLARSHIP

Established by a gift from the Advanta Corporation Foundation in memory of a former CSUSM student and employee, for a financially needy CSUSM female single parent, who has resumed studies after an extended break in her education, with at least a 3.0 transfer GPA.

Bree Tinney Endowed Women's Studies Scholarship

Established by friends and family of Bree Tinney in her memory, for a financially needy CSUSM student who is a women's studies major or minor.

The Burnham Foundation Scholarship

Established by the Burnham Foundation, two $1,000 scholarships are awarded each year to CSUSM students who are interested in a career in business. The recipients are selected from applicants who have at least a 2.75 GPA, are enrolled in at least six (6) units, and demonstrate financial need. Preference is given to students who have strong communication skills, demonstrate academic ability, and are involved in community service and school activities.

CSU Graduate Equity Fellowship

Awarded to CSUSM students who are in a Master's program, have a high financial need, are California residents, have a minimum CSUSM GPA of 3.0, and are from an under-represented group in the student's academic area.

CSUSM AVID Scholarship

Funded by an anonymous donor, a $1,000 scholarship to a former AVID student who has overcome past obstacles.

Carol Cox Endowed Re-entry Scholarship

The Carol Cox Re-entry Scholarship has been established for the purpose of providing financial assistance to re-entry women attending CSU San Marcos. Awards will be based on the applicant's financial need and academic achievement.

Carolyn R. Mahoney Endowed Scholarship

Endowed in honor of Dr. Carolyn R. Mahoney, CSUSM mathematics professor, to a full-time CSUSM mathematics major with a GPA of 3.0 or higher.

The Copley Scholarship

A gift from the James S. Copley Foundation, the Copley Scholarship is awarded annually to CSUSM women students who are single parents with financial need who have demonstrated academic achievement, and have a clearly defined sense of purpose.

Derek L. Rippy/Crystal Catering Scholarship

Funded annually by Derek L. Rippy, owner of Crystal Catering, a $500 award to a College of Business student, with a 3.0 or greater GPA, entering the junior year. Preference is to Oceanside residents and Accounting majors.

Durkee Scholarship for Disabled Students

Funded by John Durkee, a $1,000 award to a financially needy undergraduate student who has completed at least 24 units at CSUSM with a GPA of 3.0 or higher, and who has a verified disability.

Ella J. Thedinga Memorial Scholarship Endowment

Established by Ella J. Thedinga, a retired teacher, priority is given to entering first-year CSUSM students with financial need and academic merit, and returning students who received one of these scholarships the prior year.

Emanuel Bronner Endowed Scholarship

Established by a gift from Jim and Trudy Bronner, for CSUSM students who are studying abroad.

Fenstermaker Foundation Scholarship

Funded by an annual gift, awards of $4,000 - $7,000 are made to CSUSM students who are majoring in biology, chemistry, or computer science. Selection is based on high academic achievement, with financial need a consideration.

Grice, Lund & Tarkington

Established by the Escondido firm of Grice, Lund & Tarkington, this scholarship is awarded to a CSUSM accountancy student for fees and books for up to $1,000 a semester. Students need not apply; all accountancy students will be considered for the scholarship.

Hearst/CSU Trustees' Award for Outstanding Achievement

The CSU Trustees' Award for Outstanding Achievement is funded by the Evelyn D. Armer Memorial Scholarship. Four non-renewable awards in the amount of $3,000 each are awarded annually to currently enrolled full-time students of The CSU. The selection is based on financial need and merit.

Ina Mae Atkinson Endowed Scholarship

This scholarship was established by Mrs. Marie Bradley to honor her grandmother. The recipient is selected from undergraduate re-entry women who are enrolled in at least six (6) semester units at CSU San Marcos.

Institute of Management Accountants Scholarship

Funded by the IMA, this scholarship is for a junior or senior business major with a 3.0 GPA, who has a financial need, and an interest in the management accounting field.

Jeremy Mancilla Memorial Scholarship

Established by friends and family of Jeremy Mancilla in his memory, for a financially needy Latino(a) student from the San Marcos Unified School District.

Louis V. Messner Memorial Scholarship in Accounting

Established by the family of Louis V. Messner in his memory. Louis V. Messner served as a state employee for over 35 years. His last position was Vice Chancellor of Business Affairs for The California State University System. He was an individual of high integrity and always stressed the importance of higher education. The scholarship will be awarded to a CSUSM student majoring in Accounting. The student must be a junior with financial need and have a GPA of 3.0 or above. Preference is given to a student involved in community service. The scholarship is to be used for fees and books, and may be renewable.

Kellogg Endowed Scholarships

Established by a gift from Jean and W. Keith Kellogg II, for financially needy and academically meritorious undergraduate CSUSM students with a minimum 3.35 GPA.

Laura E. Settle Scholarship

The California Retired Teachers Association sponsors the Laura E. Settle Scholarship. CSUSM selects a California resident who has average to high scholastic standing, is a senior or in the teacher credential program, has financial need, and has a record of exemplary character and citizenship. The award is for $2,000.

Leonard and Jean Evers Memorial Endowed Computer Scholarship

Established by Leonard Evers, a retired businessman and former North County resident, 45 computers are made available to entering freshmen with high financial need and a minimum 3.0 high school GPA.

Markstein Beverage Endowed Scholarship

Established by a gift from the Markstein Beverage Company, a San Marcos wholesale beverage distributor, for a financially needy student majoring in business administration, who has a 3.0 or higher GPA.

Palomar College President's Associates 2 + 2 Scholarship

Jointly funded by Palomar College and CSUSM, for graduates of a high school in the Palomar College District who plan to attend Palomar College prior to transferring to CSUSM.

Prescott Miner Spicer and Lucille Griset Spicer Student Loan Funds

Funded by a bequest from the Spicers, low-interest loans of up to $5,000 annually are made available to full-time, high financial need students in the Teacher Credential Program. Students need not apply; if eligible, they will be notified.

President's Circle Scholarship

Funded by the President's Circle, a $1,000 scholarship to an outstanding student with a 3.5 or greater GPA and financial need.

Robert H. and Catherine H. Goldsmith Endowed Scholarship

Endowed by a gift from Robert H. and Catherine H. Goldsmith, a $1,000 award to a financially needy student with academic merit who has the potential to be a contributing professional likely to bring credit to CSUSM. Priority is to a CSUSM MBA student who has completed undergraduate work in the CSUSM College of Business Administration.

San Diego Kiwanis Scholarship

Funded by the San Diego Kiwanis Club for CSUSM undergraduate students of outstanding character who have a 3.3 college GPA or higher and who have financial need.

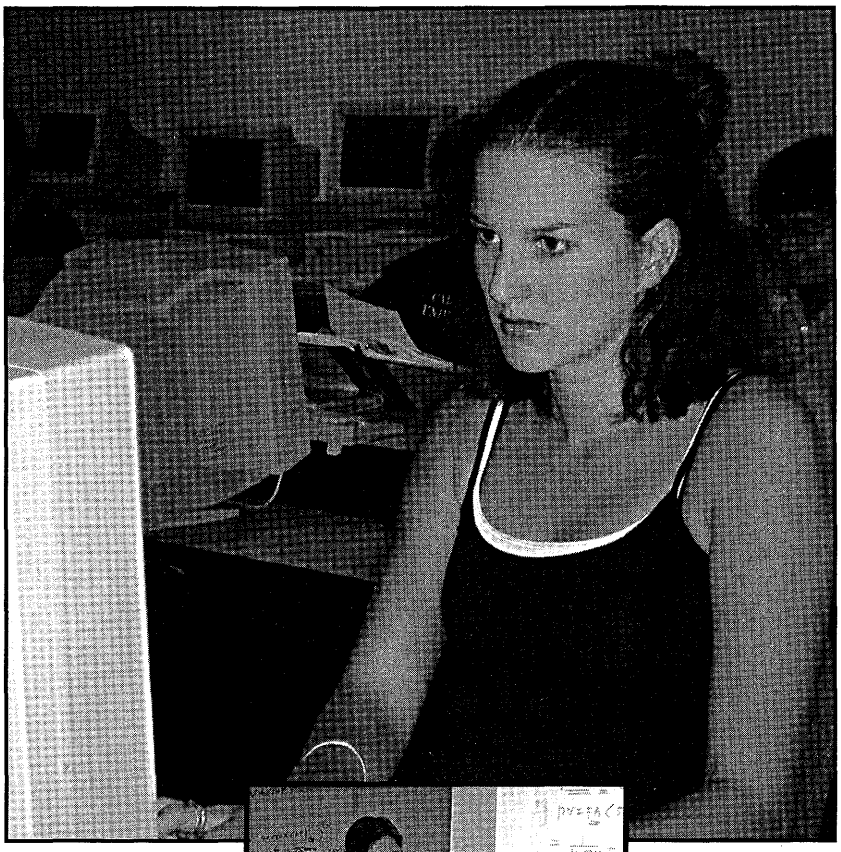
William A. Craven Endowed Scholarship

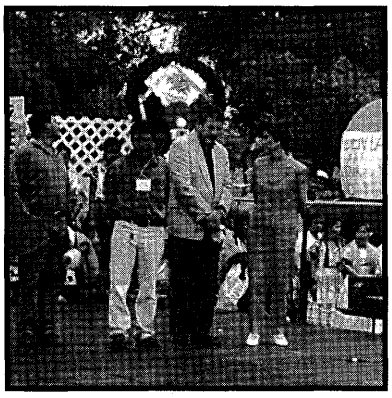
Endowed by the late Senator William A. Craven and his family, awards are to financially needy intercollegiate athletes. Senator Craven was instrumental in developing the California legislation that authorized the establishment of CSUSM.

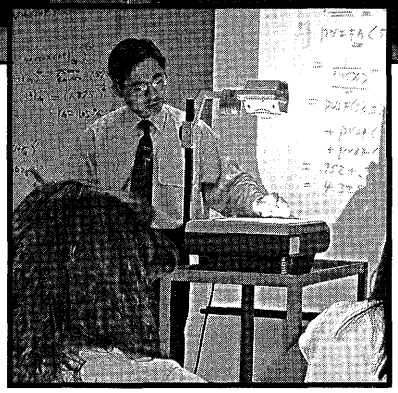
Student Emergency Loan
Financial Aid Accounting Office
(760) 750-4482

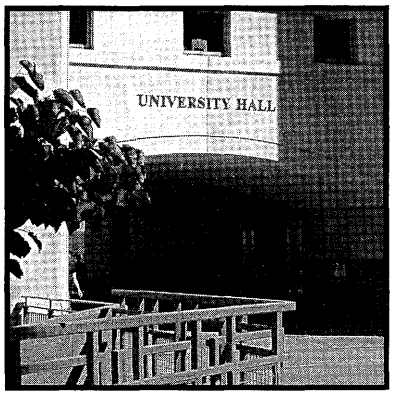
As a result of gifts from the Spicer Loan Fund, Bank of America, and the CSUSM Associated Students, Inc., a short-term emergency loan is available to enrolled students. Up to $300 may be borrowed by students who have unexpected short-term needs. A service charge of $2 is assessed. No interest is charged for loans which are repaid on time. All loans unpaid by the due date will be assessed a $40 late fee.

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Services and Resources

ACCESS 49
Arts and Lectures 49
Athletics 49
Conveniences 50
Health, Counseling and Disability Services 51
Instructional Computing Laboratories 52
International Student Services 52
Library and Information Services 52
Lifelong Learning and Development 54
Parking 55
Public Safety 55
Retention and Academic Assistance 56
Student Life 58

SERVICES AND RESOURCES

ACCESS

Academia and Community Collaborating and Empowering Student Success

The ACCESS purpose is to provide programming for potential students by promoting the value and access of higher education. Programming is provided through parent education, community (public and private) collaboration, student tutoring, and faculty involvement.

Student Academic Services Outreach Program

(760) 750-4870

The Student Academic Services Outreach Program (SASOP) seeks to prepare and increase the number of economically, educationally, physically, and environmentally disadvantaged students entering and graduating from post secondary education. Committed to providing academic outreach and retention services to students, parents, and the community, SASOP cultivates a responsive, supportive relationship by promoting the value of higher education. As educational advocates, SASOP empowers students by providing them with academic skills enrichment, facilitating the college entrance and admissions process, developing leadership skills and opportunities, and establishing collaborative partnerships with private and public sectors. SASOP embraces the CSUSM and Student Affairs mission of achieving excellence through diversity, fostering the growth, scholarship, and success of our global communities.

SASOP activities include short- and long-term efforts concentrating on K-12 students. Activities range from student leadership conferences, tutoring, pre-college advising, skills and self-esteem workshops, and school site visits. In addition, SASOP maintains a Student/Community Academic Center with IBM and Macintosh computers, open to students and the community from 8 a.m. to 5 p.m. Monday through Friday on a first-come, first-served basis. SASOP also works with community-based organizations in building positive and collaborative relationships. For more information about SASOP, phone or visit the office at SMACC, 120 Craven Drive, Suite 104.

Upward Bound

(760) 750-4014

The Upward Bound Program (a federally funded TRIO program) provides academic counseling and guidance services to 60 high school students in North County. Through an application and interview process, whereby eligibility requirements and a student's academic needs are assessed, participants are selected. With a strong commitment from the student, the program has three components (fall, spring, and summer) per year for four years. During the year, there are Saturday classes and activities, after-school tutoring, field trips, leadership opportunities and counseling sessions. All of this and more is included in a summer residential program that lasts one month. Upward Bound assists high-potential students as they pursue graduation from high school, admission to the campus of their choice, and graduation from college.

GEAR UP

(760) 750-4870

Grant Middle School

(760) 432-2452

In cooperation with local schools, agencies and corporations, the GEAR UP program provides services, activities and opportunities for sixth- through tenth-grade students in North County. The program offers intensive educational components through in-class, after-school, Saturday, summer classes and workshops. Programs include college-going experiences, such as structured leadership development opportunities, community service activities, career internships and job shadowing programs, and cultural and educational field trips with an infusion of role models, community/campus professionals, and business executives. The program encourages the development of well-rounded youth, academic excellence, and provides the foundation needed to enter postsecondary education.

Arts and Lectures

The CSU San Marcos Arts and Lectures series is coordinated through the University Library. The series features a variety of concerts, lectures, and theatrical performances designed to enhance instruction and celebrate the University's Mission Statement with the communities it serves. The University Library serves as the campus art gallery by hosting several art exhibits each semester, featuring installation, mixed-media, and mainstream artists.

Athletics

Office of External Affairs
Athletics Office, CRA 1202
Phone: (760) 750-7100
E-mail: *athletics@csusm.edu*
www.csusm.edu/athletics/

The Purpose

The objectives of the intercollegiate athletic programs at CSUSM include:

- *Student emphasis.* To emphasize the student component of student-athlete, seeking not only successful teams for the university but also 100% graduation rates of team members.
- *Lifetime sports.* To develop athletic programs in lifelong sports that students can take with them after graduation, providing benefits throughout a lifetime.
- *Academic enrichment.* To augment the academic programs of the university with experiential learning that takes place through sports, striving to develop confidence, discipline, perseverance, and teamwork in student-athletes.
- *Student recruitment.* To enhance the effectiveness of student recruitment, blending the appeal of quality athletic programs with the appeal of quality academic programs for the benefit and enrichment of the whole university community.
- *Community linkages.* To establish new linkages and strengthen existing linkages with all members of the surrounding communities.

The Coaches

Fred Hanover, Head Coach, Golf
Telephone: (760) 750-7110
E-mail: fhanover@csusm.edu

Dan Anderson, Assistant Golf Coach
Telephone: (760) 750-7100
E-mail: fhanover@csusm.edu

Steve Scott, Head Coach, Track and Cross Country
Telephone: (760) 750-7105.
E-mail: sscott@csusm.edu

Joe Keating, Assistant Track and Cross Country Coach
Telephone: (760) 750-4321.
E-mail: jkeating@csusm.edu

Wes Williams, Jr., Assistant Track and Field Coach
Telephone: (760) 750-7106
E-mail: sscott@csusm.edu

The Facilities

The brand new $1.6 million Mangrum track opened in September, 1999. Modeled after the Olympic track facility in Atlanta, this 400 meter, eight-lane track meets all NCAA standards. The track surface is an all-weather synthetic surface consisting of a styrene butadiene rubber blend. There are field event venues for pole vaulting, long jump, high jump, shot put, discuss, hammer toss, and javelin. A turf soccer field is contained inside the track oval.

Every year Cal State San Marcos hosts a 5K "Cougar Chase" and a "Fore! Education" golf tournament to generate community support for our track, cross-country, and golf activities. Thanks to the generosity of the golf course management companies, the golf teams practice five times a week on some of the finest golf courses.

Conveniences

ATM Services

A full range of ATM services are available to the campus community via the ATM machine located in the University Commons. The ATM offers 24-hour access to cash withdrawals, and is a member of the STAR and PLUS system ATM networks.

Food Services

(760) 750-4751

The on campus food services, located in the University Commons Building, include dining room facilities, catering services, a convenience store operation, and vending machines. The Dome and Cougar Store are an auxiliary operation of the CSUSM Foundation, a non-profit corporation, with proceeds being used to further the educational aims of the University. The Dome is open Monday through Thursday, 7:30 a.m. to 6:00 p.m., and 7:30 a.m. to 1:30 p.m. on Friday. The Cougar Store is open 7:00 a.m. to 8:00 p.m. Monday through Thursday, 8:00 a.m. to 3:00 p.m. Friday, and 8:00 a.m. to 2:00 p.m. on Saturday. Vending machines are located on both floors of the University Commons, and in Academic Hall and University Hall.

University Store

(760) 750-4730

The CSU San Marcos University Store provides a wide range of products and services, including textbooks for classes, special class orders, general interest books, calculators, office supplies, imprinted CSUSM clothing, computer hardware, software, and gift items. The University Store is a an auxiliary operation of the CSUSM Foundation, a non-profit corporation, with proceeds being used to further the educational aims of the University. Services include:

- textbooks — over 1,000 titles are requested by the faculty each semester;
- academic, trade, and technical literature — 5,000 titles are available to support the academic programs, with 48-hour access to 45,000 titles;
- computer sales — a variety of computer hardware, software, and support titles are available at special educational discounts; and
- classroom supplies, and University catalogs and class schedules.

Health, Counseling and Disability Services

The mission of this area is to assist students in obtaining their educational goals by providing services and accommodations which promote mental and physical well-being. The following three units work together in developing preventive educational programs and individual services for students. Services are designed to assist students in making informed choices and decisions about their well-being.

Counseling and Psychological Services (CAPS)
(760) 750-4910
SMACC 102
http://www.csusm.edu/caps/

CAPS provides services to help students cope with personal and academic difficulties. Short-term individual, couple, family, and group counseling is available to enrolled CSUSM students at no charge. Students come to CAPS for many reasons:

- To resolve personal problems that interfere with academic performance, such as anxiety, depression, loss, financial problems, relationship and family conflict.
- To develop more effective stress management, problem solving, decision-making, and communication skills.
- To build self-esteem and self-confidence.
- To clarify personal and professional values and goals.

Our goal is to provide a supportive, confidential setting in which these concerns can be addressed.

In addition to counseling, CAPS offers a variety of services and programs designed to enhance the college experience and promote health and well-being. These include:

- Workshops and ongoing discussions groups on a wide range of topics.
- Consultation to administrative and academic departments, student services and organizations.
- Referral and resource information.
- The Clinical Training Program, a practicum and internship program for students completing their graduate degrees in psychology and other mental health disciplines.
- The Peer Education and Support Program – a group of carefully selected, trained, and supervised students who conduct workshops, coordinate special events, develop educational materials, and co-facilitate discussion and support groups.

For more information, or to schedule an appointment, call or drop by the CAPS office between 8:30 a.m. and 4:30 p.m., Monday through Friday.

Disabled Student Services
CRA 5205
(760) 750-4905 (TDD 750-4909)
http://www.csusm.edu/dss/

The Office of Disabled Student Services (DSS) determines reasonable accommodations for students with disabilities. All students with disabilities who request reasonable accommodations are required to provide appropriate and recent documentation to the Office of Disabled Student Services before support services can be approved.

Support services are available through DSS for those students who qualify, noting that the appropriate accommodations for each student will be approved based on the documented disability. Services available include:

- readers,
- notetakers,
- interpreters or captioners (for the hearing impaired),
- testing accommodations,
- access to specially adapted equipment,
- application assistance,
- supplemental academic advising,
- psychoeducational screening and assessment,
- disability-related counseling, and
- priority registration.

For further information on accommodations and appropriate forms, please contact the Office of Disabled Student Services.

Student Health Services
(760) 750-4915 (TDD 750-4924)
Fax 750-3181
http://www.csusm.edu/stu-health-svcs/home.html

Student Health Services, staffed by health care professionals specializing in student health concerns, provides complete primary health care and health education services. Also available are pharmacy, laboratory, radiology, and immunization services. Routine preventive health screenings, such as PAP exams, are an integral part of our program. Health education services include nutritional counseling, cholesterol counseling, and smoking cessation programs. All services are strictly confidential. For more information, please contact Student Health Services or visit us at SMACC, 120 Craven Road, Suite 100.

Peer Health Education
(760) 750-4917

Peer health education opportunities are available for students to give presentations on campus about HIV/AIDS prevention as well as a variety of other health-related issues. These students receive formal, direct training from the staff of Student Health Services as well as ongoing education and support. For information about these and other volunteer opportunities, contact Student Health Services.

Student Health Board
(760) 750-4917

A Student Health Board works closely with Student Health Services. It is a voluntary policy advisory board whose mission is to insure high quality, confidential, and professional primary and preventive health care for CSUSM students. They are also involved with campus-wide health programs for students. Membership is by application to the ASI, and new students are welcome to apply at the beginning of each semester. For further information, contact the staff advisor.

Patient's Bill of Rights

All patients have the right:

- *to be treated with respect, consideration, and dignity;*
- *to be given privacy during discussion, examination, and treatment;*
- *to have all communications and records pertaining to your health care treated as confidential;*
- *to be provided information concerning your diagnosis, treatment, and prognosis in language you understand;*
- *to approve or refuse the release of information regarding your health care;*
- *to receive reasonable continuity of care and know the names and titles of those participating in your health care,*
- *to refuse treatment at any time;*
- *to be informed of Student Health Services' policies regarding your rights and responsibilities and availability of services; and*
- *to use Student Health Services channels to effectively express concerns and suggestions about the clinic.*

Student Health Insurance
To supplement Student Health Services, students have the option of purchasing student health insurance through San Diego State University, Associated Students. Student health insurance forms are available in Student Health Services. Students are encouraged to maintain some form of health insurance.

Instructional Computing Laboratories

(760) 750-4788

The University has both instructional computer facilities and open access computing labs. All computing labs are accessible to students, staff, and faculty whenever the University is in session, the buildings are open, and labs are not being used for instruction. Both Macintosh and PC computers are available in the labs with the latest software packages for word processing, spreadsheets, database, statistical packages, presentation software, graphics programs, multimedia software, educational packages, and access to the Internet. In addition, UNIX workstations are available for the special needs of the computer science, mathematics, and other technical majors. A wide assortment of software is available in each lab, depending on the hardware, and consistent with requirements for classes. Assisted access programs are also available in each lab. Most instructional labs, with a few exceptions, are open access to students when not being used for instructional purposes or for special events.

Information about the hours of operation each semester can be obtained at various locations in the second floor of Academic Hall. Use of the labs is restricted to students, faculty, staff, and alumni of CSUSM. Information about the labs can be obtained from the website *http://www.csusm.edu.*

International Student Services

(760) 750-4090
Fax (760) 750-3284

International Student Services are provided by the Office of University Global Affairs, located in Craven Hall 5211. International student services include initial orientation, and advising on matters such as housing, registration, visa regulations, work authorization, taxes, health insurance requirements, health services, safety issues, and other campus services.

Upon admission to the University, international students will receive information as to the date and time of their orientation session. When they arrive in San Marcos, international students should report to the international student advisor and remain in regular contact with the office as long as they are students.

International students should notify the international student advisor of their address and telephone number, their plans to work on- and off-campus, and their intention to travel outside the United States, including return trips to their home country. Upon request, the Office of Global Affairs will serve as a contact point for international students in the event of personal or family emergencies.

Library and Information Services

University Library
The University Library is the primary learning resource outside the classroom. The library is located on the third and fourth floors of Craven Hall. The entrance is in the courtyard on the third floor. The Media Library is in Craven Hall, Room 4221. Student ID cards with current validation stickers are used as library cards.

When classes are in session, the minimum number of hours the library will be open is: Monday through Thursday from 8:00 a.m. to 9:00 p.m.; Friday from 8:00 a.m. to 4:30 p.m.; and Saturday and Sunday from 1:00 p.m. to 5:00 p.m. Between semesters, the library is open from 8:00 a.m. to 4:30 p.m.

Collections

The CSUSM Library makes available to you over 200,000 books as well as thousands of journals in print or electronic formats. You will find research materials to support all areas of the CSUSM curriculum, from Accounting to Women's Studies, and everything in between. Whether you need resources for a term paper, background materials to support a thesis, or guidance on field research methods, the library collections are available to you. A storage facility to warehouse additional volumes is located off-site in the Foundation Building. Materials are accessible and shuttled from this facility daily, Monday through Friday. The library also participates in cooperative programs with local, regional, and national library networks to obtain materials for you that may not be available at CSUSM. Of particular note, the San Diego Circuit is a consortium of four university libraries (SDSU, USD, UCSD and CSUSM) that will share books. The program is accessed through the library's catalog which is available on the web. This is a self-serve program that operates using the library barcode number on your current campus ID card. Most books ordered before 10:00 a.m. can be picked up at the circulation desk after 4:00 p.m. the same day.

In addition to its extensive print collection, the library has a number of general and specialized indexes and abstracts that are available electronically. These provide citations (e.g., author, title, journal title) and article summaries for journal articles in particular subject areas such as psychology, history, biology, and literature. You will also find a selection of databases that provide the full-text of journal and newspaper articles. The Media Library is located in Craven 4221 and provides access to the University Library's collection of non-print materials including video tapes, video disks, spoken and musical audio tapes, compact disks, DVDs, and slides. Individual listening and viewing facilities are located in the Media Library, as well as a library catalog workstation, which provides access to the media collection. Some audio-visual equipment can be borrowed for use in class projects.

The University Library is a selective depository for United States and California State documents. The collection for the Barahona Center for the Study of Books in Spanish for Children and Adolescents is housed in the Library. It contains several thousand books and periodicals from the Spanish-speaking world and books in English about Latinos published in the U.S. for children and adolescents. (See the Barahona Center for the Study of Books in Spanish for Children and Adolescents, page **69**). In addition, the library houses a small collection of curriculum materials and the CSU San Marcos University Archives. Books and other materials are selected through joint efforts of instructional and library faculty to support the programs of the University. A comprehensive Collection Development Policy guides these efforts.

Services

Reference assistance and instruction are two of the primary missions of the University Library. Reference services promotes student learning by providing awareness of and instruction in diverse information resources. Reference services in the University Library are available to you through several access points. These include: an information desk where staff assist you with directional and quick information questions; information assistants who provide help with the use of computerized resources and answer simple reference questions; and a Research Consultation Office where librarians will assist you with more complex questions and research. Individual research appointments may be made through any of the above access points, while simple questions can be emailed through the library website.

The Information Literacy Program (ILP) has as its goal the desire to create information literate students; that is, students who have learned how to learn. In order to help you develop the skills necessary to reach this goal, the ILP provides course-integrated instruction in information literacy within the General Education courses. The program also offers library orientations and workshops; provides faculty and students with in-class instruction; provides outreach to Upward Bound, SASOP, EOP, and other student groups on campus; and provides Internet training to faculty, students, and the community.

For your convenience, the University Library has a study room available by reservation, photocopiers, microform reader-printers, a change machine and print-enhancement equipment. An active interlibrary loan and document delivery operation can obtain materials from libraries throughout the United States. Reserve materials, placed in the library by your instructor, can be obtained at the circulation desk on the third floor of the library. Electronic reserves, which can be accessed from on- or off-campus, will be available in fall 2001.

The student ID card issued by the University serves as a library card for checking out books and other materials. Cards must have a current semester sticker to be valid. Validation stickers are issued during registration. The loss or theft of a student ID, as well as any change in address, should be reported to the library circulation counter immediately. Library users are responsible for the return of all materials charged out on their ID cards. All library materials are subject to recall after two weeks. Upon presentation of a current CSU ID card, faculty, staff, and students may borrow books directly from any of the California State University libraries. A consortium of MiraCosta, Palomar and CSU San Marcos provides students, faculty, and staff with reciprocal borrowing privileges with these libraries as well.

Web Access

Primary access to the library's resources is through the library website, *http://library.csusm.edu.* The website provides information on the library's services, hours, and people. You may make requests directly online for such things as interlibrary loan materials or reference appointments. The library catalog provides subject, title, and author access to books, journals, government documents, and media (including video) collections. The catalog also lists materials instructors have put on reserve for short-term loan to their classes.

Subject access to periodicals and newspapers is provided by indexes, abstracts, and full-text databases available over the Web and from the computers in the library. Some reference material, such as the *Encyclopedia Britannica*, is also available on the library Web site. The University librarians have identified Internet information particularly relevant to CSUSM students, which they have arranged by subject and made available on the library website.

The library's website serves as a gateway to information far beyond its walls. You may access catalogs from libraries in other areas of the United States and throughout the world. Materials located at other libraries can be requested through interlibrary loan. *Circuit and Pharos* are catalogs that provide ready access for CSUSM students to materials in regional libraries and in libraries throughout the CSU system.

Many of the library's resources are available to anyone on the Web. Other materials, such as full-text journals, are only available to CSUSM students and faculty. Any registered student can access library resources from their home computer. Off-campus access to restricted information is available by dialing into the campus server (a toll-free phone call anywhere in San Diego county) or by using the campus proxy server.

More detailed information about the University Library and its services is available at the library's information desk on the third floor of Craven Hall. Be sure to ask for a copy of The Student's Guide to the CSUSM Library for more detailed information about the library's collections, services and policies.

Lifelong Learning and Development

Alumni Affairs

(760) 750-4405

The Office of Alumni Affairs is dedicated to identifying and serving the needs of CSUSM alumni. Alumni Affairs encourages a life-long relationship with alumni through their continued connection with the University, be it through continuing education, special events, and/or periodic communications.

The CSUSM Alumni Association provides alumni with opportunities to enhance their cultural, personal, and professional development by virtue of their involvement in CSUSM. For more information, or to join the CSUSM Alumni Association, please call (760) 750-4405.

Career and Assessment Center

(760) 750-4900
http://www.csusm.edu/CAC

The University maintains a centralized Career and Assessment Center as a part of the Division of Student Affairs. This office, located in CRA 4201, provides services and programs on career development and planning, job-related services in business, community organizations, government, and educational fields, as well as standardized testing services to all students and alumni.

Career Services

The Career and Assessment Center works in cooperation with academic departments to assist students in choosing educational paths, assessing life direction, and establishing career goals. Experienced staff members are available to provide general as well as specific career information which will assist students in obtaining career positions that best utilize their professional preparation, experience, and abilities, while providing personal satisfaction. Students are encouraged to utilize these services early in their college experience.

The Career and Assessment Center focuses on the following student-centered objectives:

- assist students in development of life direction and decision-making skills;
- provide "user friendly" computer guidance programs which explore interests, values, and skills in relation to career choices;
- conduct a wide range of workshops and seminars such as résumé writing, effective interviewing, and professional etiquette, which will prepare the students for the transition from school to work;
- maintain a library of career information, including audio tapes, video presentations, labor-market information, annual reports from individual employers, graduate and international school programs, and brochures;
- provide job listing services which include career-related positions for CSUSM seniors and graduates, along with part-time and temporary positions to assist all students who must earn part of their college expenses;
- provide opportunities for students to "connect" and interview with prospective employers on-campus;
- provide graduate and professional school information and advising; and
- provide CSU Alumni career services for a small fee.

Disclosure of Career Information

The Career and Assessment Center may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all the campuses in The California State University.

Testing Services

Testing Services provides the University with a wide range of services including: (1) national and state-wide tests offered on campus; (2) information and registration materials on tests; and, (3) interest and personality inventories in support of CSUSM career services.

The Career and Assessment Center provides information and registration materials on tests such as:

- ACT Assessment
- Allied Health Professions Admission Test (AHPAT)
- California Basic Educational Skills Test (CBEST)
- College Level Examination Program (CLEP)
- Dental Admission Test (DAT)
- English Placement Test (EPT)
- Entry Level Mathematics Exam (ELM)
- Graduate Management Admission Test (GMAT)
- Graduate Record Exam (GRE)
- Law School Admission Test (LSAT)
- Medical College Admission (MCAT)
- Miller Analogies Test (MAT)
- Optometry Admission Test (OAT)
- Pharmacy College Admission Test (PCAT)
- The PRAXIS Series for Teachers
- SAT I: Reasoning Test
- SAT II: Subject Tests
- Test of English as a Foreign Language (TOEFL)
- Veterinary College Admission Test (VCAT)

For a current schedule of tests offered at CSUSM, stop by the Career and Assessment Center, located in Craven Hall 4201.

Parking

(760) 750-7500 - FCB 107B
http://www.csusm.edu/parking/

All faculty, staff, and students who park their vehicles on campus are required to purchase a parking permit. The parking permit must be properly displayed at all times while on campus. Parking regulations are posted in parking lots and roadways; these areas will be closely monitored. The following reminders will assist users of CSUSM parking facilities:

- display a valid CSUSM permit before parking your vehicle;
- daily permits can be obtained in all student lots;
- park only in lots where the permit is valid;
- do not park in disabled parking spaces, unless a current validated DMV plate/placard is displayed along with a CSUSM permit or $3.00 Daily Ticketer (Daily Ticketer is conveniently located in Disabled Parking areas and accepts only quarters);
- park only in clearly marked parking spaces, not along fences, red curbs, and/or undeveloped areas.

Other parking services include:

- bike lockers,
- carpool information,
- North County Transit District bus information, and
- on-campus shuttle service.

Parking Refunds

Parking refund forms are available in Parking Services, FCB 107B. The office hours are Monday through Friday, 8:00 a.m. to 6:00 p.m. Refunds will not be processed until after the fifth week of instruction. Refunds must be filed by the refund deadline listed in the Class Schedule.

For more parking information, contact Parking Services, Monday through Friday between the hours of 8:00 a.m. and 6:00 p.m.

Public Safety

Emergency Procedures
(760) 750-4567

To ensure everyone's safety in an emergency, please take the time to review the emergency evacuation plans posted throughout all University buildings. In the event of a fire, dial 750-3111 to report the fire, activate the emergency alarm, and evacuate the building immediately. When outside of the building, move upwind and away from the building. In any emergency, elevators are not to be used as part of an emergency evacuation route plan. Pre-plan your emergency evacuation by being familiar with at least two emergency evacuation routes from wherever you are in the University. You may also obtain information about emergency procedures by contacting University Police.

Injury and Illness Prevention Program
(760) 750-4510

CSU San Marcos has an Injury and Illness Prevention Program (IIPP) intended to provide a carefully controlled, safe, and healthy work environment for all employees and students. The IIPP is based on the concept that safety is a grass-roots program. The IIPP policy assures that any student or employee may refuse to participate in any activity that the person, in good conscious, believes could cause harm to his/her well-being. Mandatory IIPP training is offered by Environmental Health and Occupational Safety Services for all employees of CSUSM. A schedule of training opportunities is published each semester. Please call 750-4510 for a listing of training events.

University Police Department Emergency-call
(760) 750-3111

The University Police Department is located in the University Services Building at 441 La Moree Road. The main telephone number is (760) 750-4567. The University Police is a 24-hour full service police department. Its responsibilities include crime prevention, law enforcement, criminal investigation, traffic enforcement, and emergency disaster coordination. If you are a victim of a crime or witness suspi-

cious activity, report the incident immediately to the University Police. You can remain anonymous, if you desire. The University Police Department maintains the confidentiality of contacts as required by State law. To report an emergency, call 750-3111 from any campus telephone.

Photo Identification Cards
(760) 750-4562

Student identification cards are issued by the University Police Department. The identification cards, which have the student's photo imprinted on them, are required to check out library books, to receive health services, write checks on campus, gain access to secure areas, and for identification purposes if requested by a University representative acting in an official capacity. A computer based photo ID system is used to take individual photographs and print the cards. To obtain a CSU San Marcos ID card, students must present proof of registration and payment of fees.

Photo IDs can be obtained during student orientation and registration at the Parking Services office in FCB 107B, Monday through Friday, 8:00 a.m. to 5:00 p.m. For additional information, call the University Police Department at (760) 750-4567.

The University Police Department provides the following campus community services:

- issuance of photo ID cards for CSUSM students, faculty, and staff;
- escort service from dusk to dawn;
- university lost and found service;
- crime prevention/awareness presentations; and
- Rape Aggression Defense (RAD) self-defense program for women.

Retention and Academic Assistance

Advising
Advising for a major or minor is done by individual advisors in the respective disciplines. Advisors are available to assist students in planning their academic program. In general, the student's advisor will be a specialist in the area of the student's major field of interest.

The Division of Student Affairs also provides specialized counseling in vocational and personal matters, student orientation programs and information, and general problem-solving.

Lower-Division Advising
(760) 750-4072

The Lower-Division Advising provides advising, assistance, and mentoring for freshmen and sophomore students in general, but particularly for those students who have not declared a major and have questions about the General Education requirements.

The Lower-Division Advising is located on the third floor of Craven Hall, and is entered through the Library courtyard.

Accountancy/Statistics Laboratory
(760) 750-4214

The Accountancy/Statistics Laboratory aids students in their study in these and related areas. The laboratory, which is supported by the College of Business Administration, provides individual and group tutoring and has resource materials. All CSUSM students are welcome to use this facility as a supplement to other study and learning activities.

The ASPIRE Program
(760) 750-4014

As a department within Educational Achievement and Retention Services, ASPIRE (Academic Support Program for Intellectual Rewards and Enhancement) is a federally funded TRIO program and learning center for 200 CSUSM student participants. Participants are selected through an application and interview process whereby eligibility requirements and student academic needs are assessed. Applications are continually being sought and interviews are held as openings become available.

ASPIRE provides services that keep all student participants on a track of academic and personal excellence that include:

- academic and personal growth workshops;
- specialized advising for skill-building and academic guidance;
- personal and group tutoring;
- test preparation for entrance exams;
- social gatherings;
- cultural enrichment programs;
- video and book resources; and
- resources for the learning-challenged

Educational Opportunity Program
(760) 750-4861

As a department within Educational Achievement and Retention Services, the Educational Opportunity Program (EOP) was the University's first access and equity program. It exists to serve low-income, first-generation college students, particularly those who are underrepresented in the CSU. An array of support services are made available to EOP students to assist them in making the most of their educational opportunities. EOP grants are also available to those students who are eligible through financial aid.

The Admissions Component oversees the EOP admissions process, maintains student data and facilitates the EOP grant awarding process. The staff provides pre-admission assistance to prospective EOP students and their families, coordinates outreach and recruitment activities, processes EOP application materials, arranges for interviews with special admit candidates, recommends applicants for acceptance and notifies them of admissions decisions.

The program's Counseling Component provides academic and financial aid advising, career and personal counseling, assistance in applying to graduate school and mentoring services. The professional counseling staff meets with students twice or more per semester to assist them in selecting courses, exploring majors, arranging tutoring, resolving difficulties, and successfully navigating the university environment.

EOP also provides a Supplemental Instruction (S.I.) program, which assists entering, first-year students to succeed in their general education courses and build connections with their CSUSM community. A Community S.I. course is included to assist students in developing connections with CSUSM departments, the surrounding San Marcos community, and with each other. All EOP first-year students must participate in S.I. during their first two semesters.

EOP's Summer Bridge Program helps incoming first-year students make a successful transition into the CSUSM community. Summer Bridge is an intensive summer program that provides instruction in college success, writing, reading, math, computers, and library information systems. It also provides extra-curricular activities that promote community development and cultural awareness. This program is highly recommended for students wishing to get a head start on the university experience.

In order to be considered for admission into the EOP, students must submit an EOP application to the EOP office, as well as a separate University application to the Office of Admissions. Both applications must be completed before a student can be reviewed for admission to EOP. Applications are available from the EOP Office, the Office of Admissions, local community colleges, and high schools. Priority filing dates for the 2001-2002 academic year are March 31, 2001, for the Fall 2001 semester and October 1, 2001, for the Spring 2002 semester.

EOP is committed to its mission of promoting equity and excellence by supporting, developing, and empowering lower-income students. For more information about EOP or an application, please call or visit the office in Craven 4107.

Faculty Mentoring Program
(760) 750-4017

MISSION

The Faculty Mentoring Program at CSU San Marcos seeks to increase the retention rate of students who may be at risk of not reaching the goal of graduation. Retention research indicates that this population may include those who are first-generation in college and those with lower incomes.

HISTORY

The Faculty Mentoring Program was initiated in Academic Year 1991-1992. Each year, approximately 50 to 60 faculty members serve as mentors to 80 to 90 students. Yearly funding is received from the California State Lottery.

STRATEGY

A key approach to enhancing retention rates is to reduce the feelings of isolation and estrangement that many students experience. Participating faculty members volunteer to serve as mentors for students. Each mentor meets regularly with up to three assigned students during the year. This mentor-protégé relationship is the heart of the Faculty Mentoring Program.

THE PROGRAM

The Faculty Mentor:

- helps the student use his or her academic experiences more effectively to graduate and prepare for the world of work or professional studies;
- provides graduate studies guidance;
- becomes a trusted advisor ;
- participates with the student in various social-cultural activities; and
- offers additional assistance to the student to select courses that will meet major and graduate requirements

Protégé/Student Requirements:

- must be first-generation college and/or low income, as determined by financial need; and
- must be of junior or senior class level.

The Program Offers:

– Academic Preparation

- research in post-baccalaureate opportunities

– Workshops

- preparation and information for graduate and professional studies
- provide information that identifies financial resources
- provide books and software on GRE and CBEST exams

– Interaction with faculty and administrators on an informal and ongoing basis.

Faculty Mentoring Program activities include several social events during the year where faculty, students, and administrators get together informally for discussions and opportunities to become acquainted. Program participants also receive tickets to the California Center for the Arts in Escondido.

Language Learning Center
(760) 750-8058
http://www.csusm.edu/languages/LLCpage.html

The Language Learning Center is designed to support the learning and teaching of languages. Foreign language reference, audio tapes, videos, and software can be used either independently or in groups. Information about the Language-Other-Than-English Graduation Requirement, Language-Other-Than-English proficiency testing is also available, and BCLAD language testing. For more information, stop by University Hall 240 for a tour.

Learning Assistance Program

COMPUTER CONSULTING CENTER

(760) 750-4194

The Computer Consulting Center makes services available to students in the areas of tutoring, consultation, workshops and "on-call" troubleshooting. The center is devoted to helping people with most aspects of computer/software troubleshooting, and provides a forum for learning on computers.

MATHEMATICS LEARNING ASSISTANCE CENTER (MATH LAB)

(760) 750-4122

The Mathematics Learning Assistance Center provides academic support, tutoring, and assistance to undergraduate CSUSM students taking math courses, fulfilling General Education requirements in mathematics, or preparing for the CBEST or ELM exams.

WRITING CENTER

(760) 750-4168

The aim of the Writing Center is to help students improve their literacy skills, stressing not only the rules of grammar and punctuation, but the ability to analyze and evaluate ideas and texts in fluent, lucid prose. The center is staffed by experienced student writers conversant with the latest trends in writing theory and pedagogy. The peer-tutors are familiar with the varied writing demands put on students by their instructors and by themselves. The center does not cater to remediation or "fix-it jobs"; rather, it assists all students interested in developing and improving their problem-solving strategies and analytic abilities.

Student Life

Associated Students, Inc.
(760) 750-4990
ASI Early Learning
Center: (760) 750-4999
FAX: (760) 750-3149
ww2.csusm.edu/asi

Associated Students, Inc. (ASI) is a nonprofit, auxiliary corporation that exists to provide services to students. ASI is governed by a student Board of Directors that is elected each Spring and serves for one year beginning in June.

The mission of ASI is to provide an official voice to express student opinions, to foster awareness of student issues, to protect the rights and interests of the students, and to create programs and encourage a campus climate that meets the educational, social, physical, and cultural well-being of students.

Each student pays $50 per semester to Associated Students, Inc., $5 of which is designated to operating the Early Learning Center. Monies are allocated to provide extracurricular activity programs that include concerts, games, competitions, social, and multicultural events, and an intramural sports program. ASI supports the California State Student Association, the statewide student lobby, and USSA, the national student lobby association. ASI funds a variety of campus programs as well as student organizations and clubs.

ASI offers many opportunities to get involved in the organization. Students are urged to participate by serving on ASI or University committees. For more information on programs or volunteer opportunities, stop by the office located in Commons 205.

Student and Residential Life
(760) 750-4970
Craven Hall 4116
www.csusm.edu/SRL

The programs and services of Student and Residential Life (SRL) are provided for the purpose of assisting students in their co-curricular needs and interests on campus. The staff of SRL initiate, plan, implement, and evaluate student programs and services in collaboration with students, student groups, and other campus department faculty and staff. The staff serve as a resource for students, faculty, staff, and others on issues of student government, housing, residential life, leadership development, programming, campus activities, fraternities and sororities, clubs and organizations, summer and winter orientation programs, and for building campus community.

The Student and Residential Life staff provides a variety of direction, assistance, and support for programs, services and activities that shape campus community and enhance the educational experience of students, while working closely with students in the following areas:

- Student Leadership Development
- Summer Conference Housing Services
- Orientation Programs (for newly admitted students and their parents)
- Campus Posting (for bulletin boards)
- Campus Lost and Found Services
- Greek Affairs (Fraternities and Sororities) Advising
- Student Activities Resources/ Materials
- Student Development Resources, Training, and Advising
- Advising on Students Rights and Responsibilities Related to University Policies and Procedures
- Development, Registration, and Advising of Clubs and Organizations
- Collaborations with the CSUSM Associated Students, Inc.
- Student Publications
- Special Events Programming
- Off-Campus Housing Referral Services
- Roommate Referral Program
- The Leadership Speakers Series
- The Student Profile (extracurricular transcript)

Students are encouraged to join any of the organizations listed below to develop leadership skills and enhance the quality of living and learning at CSU San Marcos. For information about a particular club, how to join, or how to start a club, please visit the SRL, located in Craven 4116. Check out our website for more information.

Accounting Society

Alpha Chi Omega

Alpha Kappa Delta

Alpha Kappa Psi

Alpha Xi Delta

American Indian Student Excellence Society

Anime Project Alliance

Asian Pacific American Student Organization

Ballet Folklórico Mixtlan

Black Men on Campus

Celtic Club

Chess Club

Chinese Student Association

Circle K International

College Democrats

College Republicans

Computing Society

Dot Comm

German Club

History Society

International Students Club

Inter-Varsity Christian Fellowship

Latin World Understanding Student

Latter-Day Saints Student Association

Literary Society

Math Club

MEChA

Odyssey Club

Pan African Student Alliance

Phi Alpha Theta

Pre-Dental Club

Pre-Health Society

Pre-Law Club

Psi Chi

Psychology Student Organization

Sigma Alpha Epsilon

Sigma Iota Epsilon

Sociology Club

Student Housing Association

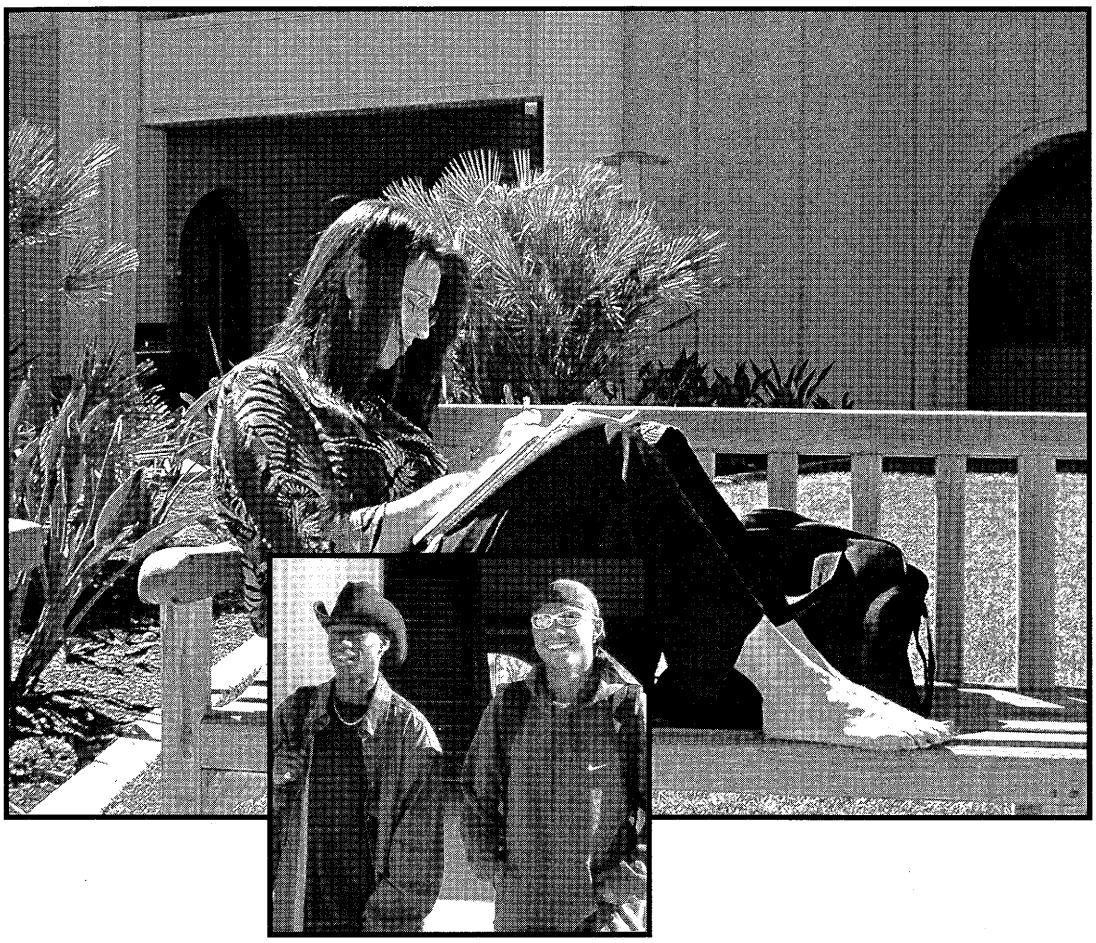
Student Outreach Ambassadors

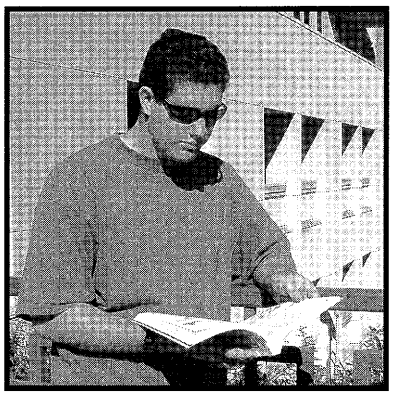
Students Active in a Global Environment

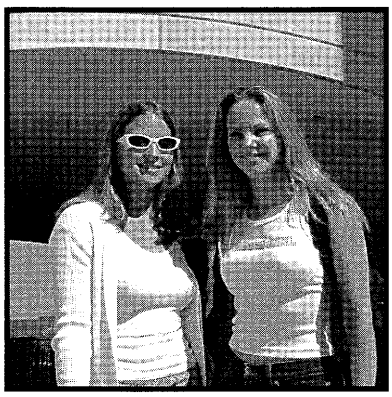
Surf Club

Tau Kappa Epsilon

Women's Studies Student Association







Academic Opportunities

Air Force ROTC....61
The Office of Community Service Learning 61
Evening Degree Programs....62
Office of Extended Studies 64
University Global Affairs 64
University Honors 66
Program for Adult College Education (PACE)....66
Southwest Riverside County Site 67

ACADEMIC OPPORTUNITIES

Air Force ROTC

(619) 594-5545
http:/www.rohan.sdsu.edu/dept/afrotc/HTML/index.html

Air Force Reserve Officer Training Corps (AFROTC) provides students in all majors an excellent management and leadership training program. AFROTC offers a two- and a four-year program designed to develop officers who have broad understanding and high growth potential. Cadets participate in dialogues, problem-solving, and other activities designed to develop leaders and managers. All coursework is done at San Diego State University with the exception of field trips and one field training encampment conducted at military bases.

Two- to four-year scholarships are available on a competitive basis, but it is not mandatory to have a scholarship to participate in Air Force ROTC. Scholarships may be applied toward tuition, various laboratory, textbook and incidental fees plus a monthly nontaxable $150 allowance during the school year.

As a freshman and sophomore, an AFROTC student takes one academic class and leadership laboratory once a week. In the freshman course, students receive an introduction to AFROTC and to the Air Force. In the sophomore course, students learn the history of the U.S. Air Force. The leadership laboratory includes physical activity.

Students must attend a four-week field training (officer boot camp) in the summer between the sophomore and junior year. (Those students who have not completed all lower-division AFROTC courses with a grade of "C" or better in each course must attend a 5-week encampment.) Field training sharpens students' leadership and followership abilities along with communication, organization, and time management skills.

The last two years of AFROTC lead to a commission in the Air Force. At the beginning of their junior year, students not already on contract must decide whether to the leave the program or sign a contract to serve in the Air Force. Those signing contracts receive AFROTC scholarships (if they had not been already receiving them). Junior year academic requirements include a Leadership and Management course that meets for 2.5 hours per week and leadership laboratory. Senior year academic requirements include a Preparation for Active Duty course that meets for 2.5 hours per week and leadership laboratory.

In addition to academic classes and leadership laboratory, cadets receive officer training through a variety of other sources. Each semester cadets visit an Air Force base to learn about life as an officer. Cadets are given a tour of the base, briefings on different careers, and are housed on Visiting Officer Quarters. Other extra-curricular training event include shadowing officers at an Air Force Base for 2 weeks in the summertime (stateside and overseas, parachuting, and combat survival training).

Upon completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned as Second Lieutenants in the Air Force with a 4-year service commitment (10 for pilots, 6 for navigators).

The Office of Community Service Learning

Phone: (760) 750-4055 or 750-4057
Fax: (760) 750-3550
http://www.csusm.edu/service_ learning

Established in 1993, the Office of Community Service Learning (OCSL) facilitates the integration of academic learning with service to the community. Community service learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they are doing.

The list of CSUSM courses that offer a service learning component is continuously updated and is available in the OCSL. In recent years, an estimated 1,000 students participated in service learning, providing over 15,000 hours of service for some 27,000 recipients. Currently, there are over 40 courses including:

BIOL	LTWR
BUS	PSCI
CHEM	PSYC
CS	SOC
HIST	SPAN
HD	VPA
LBST	WMST
LING	

Middle School and Secondary Teaching Credentials

The OCSL serves as the principal liaison between the community, the students, and the faculty, working to strengthen campus/community partnerships and linking service placements with the academic goals of instructors and students. The OCSL maintains and continually upgrades a database of over 250 placement sites and access to placement information is available to faculty and students.

The OCSL works with community agencies and schools to insure a safe service environment for both students and service recipients and maintains policies for risk management. The OCSL publishes the Guide to Community Service Learning which explains the responsibility of all parties involved in a service experience. In addition, OCSL acts as a resource center on service-learning pedagogy and active participatory research and sponsors recognition ceremonies for volunteers.

The OCSL is part of the University's Academic Affairs unit. It operates with the guidance of advisory boards consisting of faculty, students, and representatives from community partners. For additional information on scholarship through service at CSUSM, visit the OCSL.

Evening Degree Programs

Faculty Coordinator:
Therese L. Baker, Ph.D.

Telephone:
(760) 750-4117

There are a number of courses and majors that are offered in the evenings at CSU San Marcos.

Time Required to Complete a Degree in Evening Studies

It would be possible for a student who has fulfilled all lower-division requirements and the foreign language requirement to complete certain majors in four semesters by attending Evening Studies. However, to do so, students would need to take four to five courses each semester. Because there will be a somewhat limited selection of courses available in the evenings and on Saturdays, students wishing to complete a degree in two years will need to be flexible in their selection of classes.

It would be expected that many evening students, with work and family responsibilities, will advance towards their degrees more slowly, taking five to eight semesters to reach graduation. Students able to take one or two courses each term may require seven or eight semesters to complete the degree; those able to take three courses per term should be able to complete the upper-division degree requirements in five or six semesters. There will be some courses offered in the Summer session and Winter session in 2001-2002, and in subsequent years, that could help a student advance towards degree completion more rapidly.

General Education and Other CSUSM Graduation Requirements

In addition to the availability of courses in the evenings necessary to complete certain majors, there will be courses offered in the evenings and Saturdays that meet General Education and other graduation requirements. The lower-division general education core courses will not be available in the evenings, though there will be late afternoon classes. However, some other lower-division general education courses will be offered in the evenings. Students cannot be assured that all CSUSM graduation requirements will be available in the evenings during 2001-2002.

Academic Advising

There will be advising available at the beginning of the term and at regular intervals throughout the term for degree majors offered in Evening Studies. Information on times and locations for this service will be provided at the beginning of each term.

Saturday Classes

A small selection of courses will be offered on Saturday mornings and afternoons. However, students will not be able to complete all requirements for any major by attending only Saturday classes. Instead, students selecting Saturday classes will have additional options to the evening course offerings.

Selecting Occasional Day Classes

For some students, it might be feasible to take one or more day classes during certain terms. This possibility would augment the range of courses in the majors available to evening students.

Evening Degree Programs in the College of Arts and Sciences

History

The History major regularly offers at least three evening classes each semester. These will include courses meeting the major requirements for study in U.S., European, and World History. HIST 301, a required course for all History majors, is available to evening students once a year.

Evening students may need to use the independent research (HIST 499) or internships in history (HIST 495) to meet the requirements for a 400-level course.

Lower-division history courses are available in the evening. History majors who want to prepare for the Single Subject Credential in Social Science offered through the History Program should discuss this option with a faculty advisor. Please refer to the catalog section on the History major for more information about the general requirements for this major.

Literature and Writing Studies

The Literature and Writing Studies Program (formerly English) offers three evening courses every semester applicable to the major. By rotating these offerings regularly, students will be able to satisfy all requirements for the major in three years. LTWR 300A and LTWR 300B (History and Practice of Literary Commentary) is required of all majors and will be offered to evening students in alternate years. Lower-division preparation for the major courses will not be generally available in the evening program. Please refer to the catalog section of the Literature and Writing Studies major for more information about this program.

Social Sciences

Students are able to complete a degree with a Social Sciences major in the evenings. Courses supporting this program will also be offered on Saturdays. Social Sciences evening students might consider entering the Program for Adult College Education (PACE).

To fulfill a Social Sciences major, students must select a primary field from which they take seven courses, and two secondary fields, from which they take four courses. In 2001-2002, Evening Studies will offer two social science disciplines for a primary field: history and sociology. All five of the social sciences secondary fields (economics, history, political science, psychology, and sociology) will be available also. Please refer to the catalog section of the Social Sciences major for more information about the general requirements.

Preparation for the Single Subject Credential Program in Social Sciences will not be fully available in Evening Studies in 2001-2002. Interested students should discuss this option with a faculty advisor.

Lower-division requirements for the Social Sciences: Every Social Sciences major, whatever their primary field, must complete an elementary statistics course. Some of these lower-division statistics courses are now being offered in Evening Studies.

Other lower-division requirements for primary or secondary fields in the Social Sciences major are also available. Students will need to carefully examine the schedule each term for the lower-division courses available in their primary and secondary fields in the evening.

Women's Studies

Women's Studies will insure that all upper-division core courses required for the major or minor are available over a two-year period to evening students. WMST 101 will be available in alternate years. WMST 490 shall appear in the evening schedule in alternate years. WMST 301 shall have a minimum of one section each year offered in the evening or on Saturday.

Evening students may need to use the independent research (WMST 499) and independent study (WMST 398) to complete the seminar or one of the disciplinary requirements.

Area community colleges offer some transferable work in the evenings in Women's Studies. Up to nine (9) units of lower-division work may apply to the major.

Please refer to the catalog section of the Women's Studies major for more information about the general requirements.

Evening Degree Program in the College of Business Administration

The College of Business Administration offers a Bachelor of Science degree in Business Administration with options in Accountancy/Finance, Global Business Management, High Technology Management, and Service Sector Management. Each semester the College offers more than one-third of its courses starting at 5:00 p.m. or later. Thus, a degree can be earned through evening coursework. Refer to the catalog section of the Business Administration program for more information.

Evening Degree Program in the College of Education

PART-TIME MULTIPLE SUBJECT CREDENTIAL PROGRAM/CLAD EMPHASIS

The Part-time Multiple Subject Credential Program/CLAD Emphasis is intended for those students who are unable to pursue a full-time program and/or are unable to attend courses during the day. The part-time program can be completed in two years. The curriculum is the same as the full-time program, except that two courses are offered each semester and are taught in the evening. One semester of student teaching at the end of the program of study must be done during the day.

1. Prerequisite Course in Education: Completion of EDUC 350.

   This required course serves as an orientation to careers in elementary/middle school education. During this course, students participate in forty-five (45) hours of supervised field-work assignments in classroom settings. A recommendation from the classroom teacher where the field-work is done is a requirement for admission to the Multiple Subject Teaching Credential program. Applicants must submit at least one letter of recommendation and the Field Experience Form verifying the classroom experience. EDUC 350 or its equivalent must have been completed within five (5) years prior to beginning the program.

2. Prerequisite Course in Education: Completion of EDUC 364.

   This course is required for the CLAD Emphasis, and must be taken prior to enrollment in the credential program. The course or its equivalent must have been completed within five (5) years prior to beginning the program.

In addition, the college offers evening sections of EDUC 500 and EDUC 501, which are requirements for the Professional Clear Teaching Credential. Other general interest courses are offered at night as well.

Please refer to the catalog section on the Part-time Multiple Subject Credential Program/CLAD Emphasis for more information about the general requirements for this program.

Graduate Programs in the Evenings and Weekends

The Master of Arts in Education offered by the College of Education is an evening program. Please consult the College of Education for more details.

The Master of Arts in Sociological Practice is an evening program. All requirements for this degree are offered in the evening. Please consult the College of Arts and Sciences for more details.

The College of Business Administration offers a Master of Science in Business Administration degree as a weekend program. Please consult the College of Business Administration for more details.

The Master of Science in Mathematics is an evening program. All requirements for this degree are offered in the evening. Please consult the College of Arts and Sciences for more details.

Office of Extended Studies

(760) 750-4020
(800) 500-9377
Fax (760) 750-3138

Title 5 of the California Education Code mandates that extension and continuing education courses be offered in The California State University on a self-supporting basis. At CSUSM, Extended Studies supports the academic mission of the campus by offering a variety of credit courses and non-credit programs through several specific program areas.

Extension Credit

The maximum amount of transferable extension and correspondence credit which may be applied toward the minimum requirements for the bachelor's degree is 24 semester units. Extension credit does not apply toward the 30 units of residence required for all undergraduate degrees.

Winter and Other Special Sessions

Special Sessions give CSUSM another means by which to offer approved course offerings to help matriculated students accelerate their progress toward completion of their degrees or allow non-matriculated students access to CSUSM offerings. Detailed information on the courses offered, registration, fees, and services can be found in the Extended Studies Bulletins and at *http://www.csusm.edu/es*.

Open University

Through Open University, non-matriculated students may enroll for extension credit in state-supported courses during the academic year on a space-available basis.

Professional Development and Computer Technology

The development and delivery of credit and non-credit conferences and programs are housed within Extended Studies. While some offerings are of general interests, others are targeted to specific audiences in business, industry, technology, education, various professions, government, and non-profit organizations. Courses are offered evenings and weekends to accommodate working professionals.

University Global Affairs

(760) 750-4090
Fax (760) 750-3284

The primary goal of the Office of University Global Affairs is to internationalize the CSU San Marcos campus. To achieve this goal, Global Affairs works with faculty, students, and staff to encourage international exchanges, study abroad programs, and international student enrollment. The Office of Global Affairs is responsible for all study abroad and international student advising.

All students considering study abroad as part of their educational experience should visit the Study Abroad Resource Center in Craven Hall 5211 and consult with the study abroad advisor. Students can choose from many study abroad options around the world ranging in duration from a few weeks to an entire academic year, which are open to qualified students in every field of study.

Students must complete the "CSUSM Credit Approval for Study Abroad" form, including signatures from their academic advisor, before embarking on any study abroad program to guarantee the acceptance of study abroad credit. These forms are available from the Office of Global Affairs.

The Office of Global Affairs provides support services for international students (i.e., students on a nonimmigrant student visa such as F-1 or J-1). The international student services provided by the Office of Global Affairs include advising on housing, registration, and enrollment, visa regulations, health insurance requirements, health services, and other campus support services. All newly admitted international students should report to the international student advisor in Craven 5313 and should then attend the international student orientation session at the beginning of the semester in which they first enroll.

American Language and Culture Institute (ALCI)

(760) 750-3200
Fax (760) 750-3138

The American Language and Culture Institute (ALCI) offers intensive English as a Second Language Programs for international students who wish to improve their English language proficiency. The Intensive Academic Preparation Program provides students with the language skills and study skills necessary to succeed in American colleges and universities. This program is offered on a year-round basis. The ALCI also offers short-term programs in TOEFL Preparation, English as a Foreign Language Teacher Training, Accent Reduction, and Communication and American Culture. In all of the ALCI programs, students have the opportunity to gain an understanding of American culture while meeting people from many other countries.

The California State University International Programs

Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 12,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 16 countries, the International Programs also offers a wide selection of study locales and learning environments.

AUSTRALIA

The University of Western Sydney

CANADA

The universities of the Province of Quebec including:

Université de Montréal
Concordia University
Université Laval
McGill University
Université du Quebec system
Bishop's University

CHILE

Pontipicia Universidad Católica de Chile (Santiago)

DENMARK

Denmark's International Study Program (the international education affiliate of the University of Copenhagen)

FRANCE

Institut des Etudes Françaises pour Étudiants Étrangers

Université de Droit, d'Economie et des Sciences d'Aix-Marseille (Aix-en-Provence)

Mission interuniversitaire de coordination des échanges franco-américains, Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Evry.

GERMANY

Universität Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

ISRAEL

Tel Aviv University
The Hebrew University of Jerusalem

ITALY

CSU Study Center (Florence)
Universitá degli Studi di Firenze
La Accademia di Belle Arti Firenze

JAPAN

Waseda University (Tokyo)

KOREA

Yonsei University (Seoul)

MEXICO

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

NEW ZEALAND

Lincoln University (Christchurch)
Massey University (Palmerston North)

SPAIN

Universidad Complutense de Madrid
Universidad de Granada

SWEDEN

Uppsala Universitet

TAIWAN

National Chengchi University (Taipei)

UNITED KINGDOM

Bradford University
Bristol University
Hull University
Kingston University
Sheffield University
University of Wales, Swansea

ZIMBABWE

University of Zimbabwe (Harare)

International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all personal costs, such as transportation, room and board, living expenses, and home campus fees. Participants remain eligible to receive any form of financial aid (except work-study) for which they can individually qualify.

To qualify for admission to the International Programs, students must have upper-division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in France, Germany, and Mexico. California community college transfer students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other coursework prerequisites.

Additional information and application materials may be obtained on campus, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit the website *www.gateway.calstate.edu/csuienet/.*

University Honors

The University Honors Program is currently being revised. At the time of printing of this catalog, the new guidelines have not been completed, and no new students are being admitted to the Honors Program.

Further information about the Honors Program may be obtained from the Office of Academic Programs at (760) 750-4326.

Program for Adult College Education (PACE)

Director:
Therese L. Baker, Ph.D.

Telephone:
(760) 750-4101

E-mail:
tbaker@mailhost1.csusm.edu

PACE Advisor:
Laurie Lindeneau

Telephone:
(760) 750-8111

E-mail:
PACE@csusm.edu

PACE at CSUSM is an upper-division, transfer program for full-time working students and those who cannot take weekday courses. It is for students who have completed their lower-division requirements and seek a four-year degree. Through flexible scheduling (which features courses offered on Saturdays, evenings, and the Internet), students can complete the upper-division requirements for a B.A. in Liberal Studies or Social Sciences in four to six semesters. Students, however, move through the program at their own pace, and there is no set minimum number of courses to take each semester.

Participants in the PACE Program can take classes at either the main campus in San Marcos or in South West Riverside County.

PACE students have the same fee requirements, opportunities for financial aid, and other student services available to all CSUSM students.

Majors Offered

PACE offers two different majors: Liberal Studies (Option II) or Social Sciences. Additional majors may be available; please contact the PACE Advisor to find out which majors may have been added to the PACE Program.

Liberal Studies majors take courses from a broad range of subjects (including, writing, science, history, geography, linguistics, computer science, math, and the social sciences). Liberal Studies students also declare a "special field" from which they focus on four courses. Graduates in Liberal Studies can prepare for careers in elementary education, as the Liberal Studies major is approved as a multiple subjects preparation program.

Social Sciences majors select one primary field (either history or sociology will be available in PACE) and two secondary fields from the following five areas: economics, history, political science, and psychology, or sociology. Graduates in Social Sciences prepare for careers in counseling, consulting, social services, public administration, criminal justice and business. With the addition of some day classes, Social Sciences majors may also complete a single subject preparation program in social sciences.

In addition, students in both majors need to complete all CSUSM graduation requirements.

Entry to PACE

To be admitted to PACE, students must first complete the regular application materials for CSUSM, and, in addition, the special PACE application. To receive the special PACE application form and other supplemental materials, contact the PACE Advisor.

SOUTHWEST RIVERSIDE COUNTY SITE

(760) 750-4039

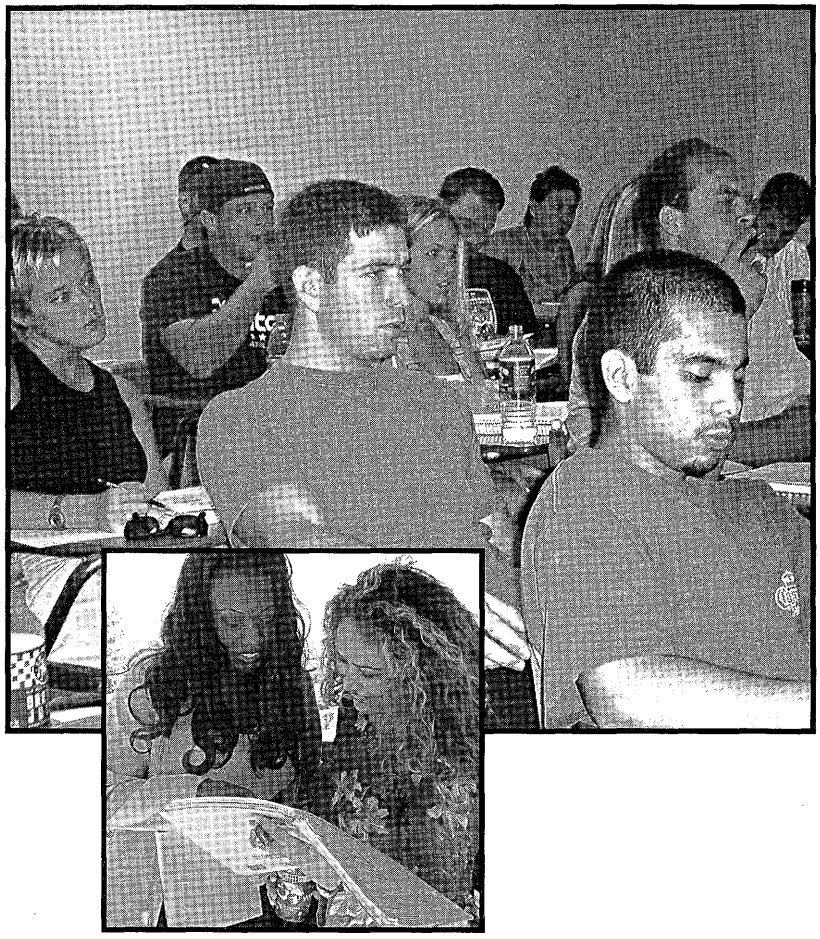
The Southwest Riverside County site, located in the Temecula Valley, offers both regular and special session courses in the evenings and on weekends. Curriculum includes undergraduate courses in Liberal Studies and post-baccalaureate education courses, as well as professional certification programs.

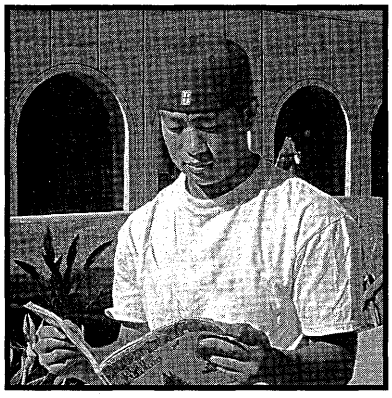
Regular Session

Regular session courses are offered through the College of Arts and Sciences and the College of Education. Credit may be counted toward a bachelor's degree or teaching credential. Students interested in pursuing a teaching credential must be admitted to the College of Education as well as the CSU San Marcos. Students who have completed a minimum of fifty-six lower-division transfer units and intend to complete a bachelor's degree at CSU San Marcos are encouraged to apply for admission prior to registering for regular session courses at the Temecula Valley site.

Special Session

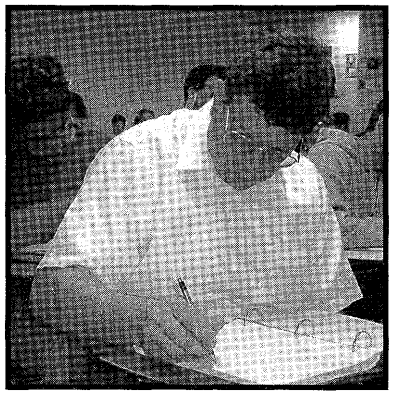
Special session courses are offered through Extended Studies for university credit. Credit may be counted toward the appropriate CSUSM degree.











Centers and Institutes

Barahona Center for the Study of Books in Spanish for Children and Adolescents 69
Center for Border and Regional Affairs 69
Faculty Center 69
National Latino Research Center (NLRC) 71
Social and Behavioral Research Institute 71

CENTERS AND INSTITUTES

Barahona Center for the Study of Books in Spanish for Children and Adolescents

CRA 4206
Phone: (760) 750-4070
Fax: (760) 750-4073
http://www.csusm.edu/campus_centers/csb/

Established in 1989, the Barahona Center for the Study of Books in Spanish for Children and Adolescents/Centro para el Estudio de Libros Infantiles y Juveniles en Español is an academic center that promotes literacy in English and Spanish. The Center endeavors to inform current and future educational decision-makers (e.g., university faculty and students, school administrators, curriculum specialists, teachers) about books centered around Latino people and culture and about books in Spanish and their value in the education of English-speaking and Spanish-speaking children and adolescents.The purposes of the center are:

- to serve as a resource center of books in Spanish and books in English about Hispanics/Latinos for children and adolescents;
- to assist librarians, teachers, parents, and other adults in the selection, acquisition, and use of books in Spanish for children and adolescents, and to provide information about the book publishing industry;
- to encourage/support research on books in Spanish for young readers;
- to assist in the development of programs to encourage Spanish-speaking children and adolescents to read for enjoyment, education, and/or information;
- to inform and guide educational and community institutions in providing authoritative and useful courses on books in Spanish for young readers; and
- to assist in improving the effectiveness of seminars, forums, and/or workshops on books in Spanish for children and adolescents.

Further information about the Barahona Center may be obtained by writing to: Isabel Schon, Ph.D., Director, CSUSM, San Marcos, CA 92096-0001. Visit our Web site at: *http://www.csusm.edu/campus_centers/csb/*

Centro Barahona para el Estudio de Libros Infantiles y Juveniles en Español

CRA 4206
Phone: (760) 750-4070
Fax: (760) 750-4073
http://www.csusm.edu/campus_centers/csb/

Establecido en 1989, el Centro Barahona para el Estudio de Libros Infantiles y Juveniles es un centro académico de la California State University San Marcos, que promueve el aprendizaje de la lectura en inglés y en español. El Centro tiene como interés principal informar a los educadores, actuales y futuros, sobre los libros que tratan sobre los latinos y su cultura, así como los libros en español y su valor en la educación de los niños y adolescentes de habla inglesa y española.

- servir como un centro de investigación de libros infantiles y juveniles en español y de libros para niños y adolescentes sobre temas hispanos/latinoamericanos en inglés;
- guiar a bibliotecarios, maestros, padres y otros adultos en la selección, adquisición y empleo de libros infantiles y juveniles en español y proporcionar información sobre la industria editorial;
- promover la investigación sobre libros en español para lectores jóvenes;
- contribuir en el desarrollo de programas que promuevan la lectura recreativa, educativa e informativa en el niño y adolescente hispano/latinoamericano;
- informar y guiar a instituciones educativas y de la comunidad proporcionando cursos útiles sobre libros en español para lectores jóvenes; y
- mejorar la eficiencia de seminarios, conferencias y/o talleres sobre libros para niños y adolescentes en español.

Para recibir más información acerca de este centro, por favor diríjase a: Dra. Isabel Schon, Directora, CSUSM, San Marcos, CA 92096-0001. Nuestra dirección de Internet es: *http://www.csusm.edu/campus_centers/csb/*

Center for Border and Regional Affairs

(760) 750-4142

The Center for Border and Regional Affairs (CBRA) is an organized research and training unit that aims to impact policy regarding border and regional issues, such as immigration, health care, labor, urban growth, and the environment, through the facilitation of community-based research and teaching activities. The CBRA is a faculty-coordinated academic organization that articulates the expertise of CSU San Marcos personnel with local, state, national, and international funding and policy initiatives. In the context of the geographic, social, political, and economic environment in which our university is uniquely positioned, the CBRA provides a voice with which CSU San Marcos can shape and influence regional policy in collaboration with Mexican and U.S. institutions and agencies in the border region. The CBRA creates a forum, an institutional framework, and a supportive infrastructure in which the coordination of collaborative teaching, research and creative activities related to U.S.- Mexico border and regional affairs can take place. The CBRA envisions several ways to provide opportunities for collaborative research and teaching activities.

The goals of the CBRA are to:

- impact border and regional issues, such as immigration, health, labor, urban growth, and the environment, through community-based research and teaching activities;
- articulate teams made up of CSU San Marcos border and regional specialist and our students with local, state, national, and international policy/funding initiatives;
- collaborate with Mexican and U.S. institutions and agencies in the border region, and
- provide a vehicle through which CSU San Marcos can shape and influence regional policy.

To accomplish these goals, the CBRA's activities include:

- assessment of funding opportunities as they relate to the University's geographic, social, political, historical

and economic position and faculty's border and regional expertise, and articulation of the expertise of CSU San Marcos personnel with local, state, national, and international RFP's;

- organization of faculty and student workshops, roundtables, seminars and conferences on border and regional affairs, and to discuss complementary or collaborative work;
- dissemination of CBRA work through a web page, curriculum innovations, syllabi, conferences, and interdisciplinary and community workshops;
- connecting research and teaching with public policy and private initiatives in the local and regional community;
- development of a documentation center for border and regional materials, in collaboration with Library and Information Services;
- evaluation of public policy programs in the San Diego/Tijuana border region in the fields of health, education, the environment, housing, urban growth, immigration, and labor.

Faculty Center

CRA 1257
(760) 750-4019

The primary mission of the Faculty Center is to support faculty members in their multiple roles as teachers, researchers, scholars, artists, intellectuals, and as members of the University and wider community. Critical to such support is the enhancement of faculty vitality at any career stage and the promotion of collegiality.

The Faculty Center's services, resources, and activities are available to all University faculty — full- and part-time. The Center seeks to promote effective teaching, successful scholarly and creative activity, professional fulfillment, and sound leadership. It offers a variety of activities to advance these four broad goals designed to serve the needs of our University's diverse faculty and student body.

Faculty Resource Room
CRA 1257-A

The Faculty Resource Room is reserved for faculty working on collaborative projects. The room provides a work area for up to 12 faculty who are involved in instructional, curriculum, grants, research, or service projects. It is conveniently located next to a pedagogy and grants "library."

Goals of the Faculty Center
Effective Teaching:

- to advance innovative, effective teaching and learning strategies throughout the University, further developing what is already quality teaching and extending the expertise on teaching and learning to the benefit of each student;
- to assist professors (instructors, teaching fellows) in their efforts to improve teaching by exploring the nature of the teaching/learning relationship;
- to provide workshops, seminars, one-to-one assistance, video feedback, and other activities that inspire reflection and action concerning teaching and learning that are based on the assumption that the teaching-learning relationship is complex and varies from situation to situation and from individual to individual;
- to serve as a teaching and learning resource center via the acquisition of materials aimed at furthering teaching/learning relationships;
- to enhance the teaching/learning relationship via outreach to faculty members using a variety of means including workshops, newsletters, announcements, and individual consultation; and
- to be a forum, sharing aspects of teaching/learning with colleagues.

Successful Research and Creative Activities:

- to promote individual and collaborative creative activities;
- to assist faculty in defining their research and creative activity goals and to encourage and help them seek funding to support these goals;
- to increase faculty writing productivity by providing workshops and courses on scholarly and professional writing aimed at achieving such goals as publication, presentation at scholarly or other professional meetings, and other media;
- to help faculty polish professional presentation skills;
- to facilitate faculty networking with scholars and artists who share similar research and creative activity goals and interests; and
- to help locate funding sources and assist the writing of successful proposals for grants, fellowships, and awards, including assistance in drafting budgets.

Successful and Effective Professional and Leadership Activities:

- to offer individually tailored support for faculty members to prepare personal professional development plans;
- to promote faculty leadership and to assist faculty in managing their service to the University and wider community;
- to provide workshops in leadership skills; and
- to help faculty succeed in the retention, tenure, and promotion process through workshops and individual consultation on topics such as setting professional goals, time management, understanding and improving student evaluations, and documenting and presenting contributions to teaching, research and creative activity, and service.

Enhance Collegiality:

- to create opportunities for faculty to meet and discover shared interest across disciplinary lines;
- to develop a center for faculty to meet, talk, read, and write;
- to build a sense of community among the faculty;
- to facilitate a better understanding regarding performance expectations; and
- to provide a friendly environment where faculty can come and share expertise and concerns with colleagues.

National Latino Research Center (NLRC)

(760) 750-3500
http://www.csusm.edu/nlrc

The mission of the NLRC is to promote, at the national level, scientific research, training, and the exchange of information related to Latino populations in the United States.

The Center's organizational structure and activities are guided by the following major objectives, which also represent center departments:

Research:

- To promote the awareness, expansion and enhancement of culturally sensitive, culturally relevant and scientifically focused research on Latino populations.

Clearinghouse:

- To offer training, specialized workshops and to facilitate and organize conferences on substantive topics of critical importance to researchers, students, community organizations and government agencies involved with Latino populations.

Training:

- To serve as a repository for empirically based publications, databases and reports pertaining to substantive issues for Latino populations.

Services:

- Data collection, translation and our other services increase our understanding of this numerically significant population.
- The Center is building a library of outcomes from methodological studies conducted through our services to others.
- Providing services has a larger purpose. What we learn as we provide our services will be shared with others in the field through reports and publications.

Data Collection

The National Latino Research Center provides up-to-date data collection services regarding diverse Latino and non-Latino populations throughout the United States.

Translation

Spanish translation of data collection instruments and other research materials is critical for valid and reliable information. NLRC methods take into account diverse cultural backgrounds and literacy levels of Latino populations – be they of Mexican, Puerto Rican, Cuban or of "other" Latino group origin.

Needs Assessment

We conduct state-of-the-art needs assessments which consider the social and cultural context of targeted populations, especially diverse Latino populations throughout the United States.

Program Evaluation

NLRC specializes in theory-driven program evaluations focused on programs serving Latino populations and tailored to fit diverse client needs.

Surveys

Specialists conduct moderate to large studies using optional sampling strategies.

Technical Assistance and Data Analysis

Data analysis and interpretation of findings are two critical services the NLRC supplies. The NLRC can clarify research designs and offer options when results call for new approaches. Data analysis can range from simple descriptive analysis to multivariate analyses.

Webpage Creation for Conferences

The NLRC can create and maintain webpages for conferences and seminars.

If you are interested in any of the Center's services, please contact us at the:

National Latino Research Center
CSU San Marcos
San Marcos, CA 92096
Phone: (760) 750-3500
Fax: (760) 750-3510

Social and Behavioral Research Institute

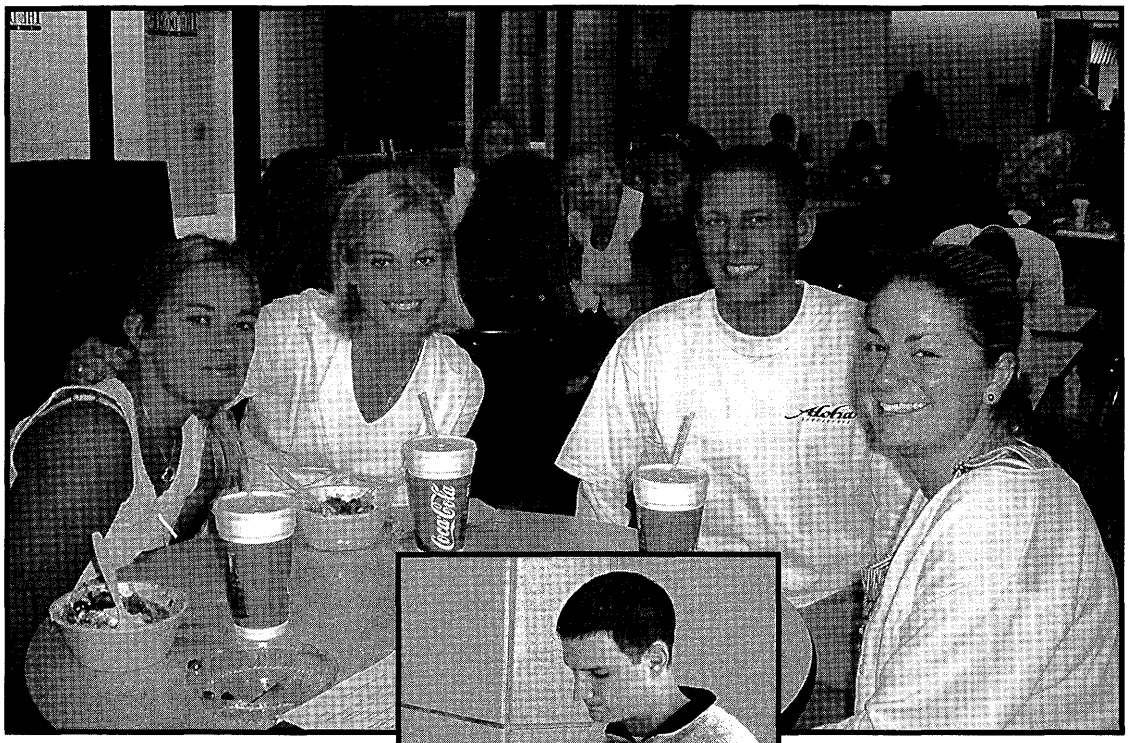
(760) 750-3288

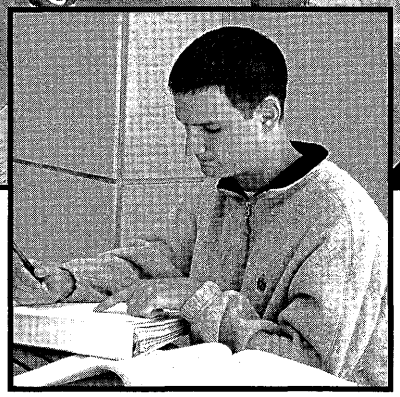
Established in 1993, the Social and Behavioral Research Institute (SBRI) is a multi-disciplinary and multicultural instructional and research environment designed to provide students with state-of-the-art knowledge of the social scientific enterprise. The SBRI is organized as a resource for projects that respond to community-based questions and/or faculty sponsored initiatives. In the research lab, students have "hands-on/real-world" experiences in how research is conducted. Central to this process is the use of technology for the access and retrieval of information, data collection, and analysis.

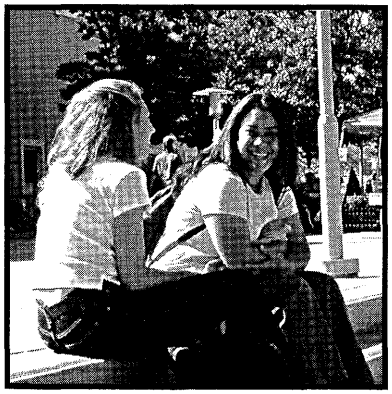
The institute views issues of diversity within our communities as a fundamental element in obtaining quality data. Therefore, students learn to consider issues of culture and language as part of the puzzle that must be addressed within the research design.

Students involved with the SBRI:

- learn to use the Internet to gain access to information and data;
- learn to work with the institute's computer assisted telephone interviewing system to collect social scientific data with the latest methods of sampling and questionnaire design;
- are exposed to multidisciplinary quantitative and qualitative analysis techniques using the latest software to model social theory by using
  - — video, voice, and digital qualitative data
  - — statistical analysis techniques; and
- gain the knowledge and skills necessary to make a contribution to the quality of life of our rapidly changing environment and community.









Academic Regulations and Graduation Requirements

Academic Regulations 73
Student Attendance and Administrative Withdrawal 76
Add/Drop and Withdrawal Policy 77
Procedures for Dropping Courses 78
Dean's List Policy 79
Application for Graduation 79
Catalog Rights for Degree Requirements 79
Election of Regulations 79
Leave of Absence 79
Graduation with Honors 80
Final Examinations 80
Academic Probation and Disqualification 80
Academic Renewal Policy 80
Administrative Academic Disqualification 81
Academic Freedom 81
Graduation Requirements 82
General Education Requirement 84
Special Regulations and Requirements for Graduate Students 86

ACADEMIC REGULATIONS

Students are held individually responsible for meeting the requirements outlined in this catalog. CSUSM will make every effort to adhere to these requirements for students subject to this catalog; particularly important is the "Graduation Requirements" section. All parts of the catalog are subject to change from year to year as University rules, policies, and curricula change. Failure to keep informed of such changes will not exempt students from whatever penalties they may incur.

Enrollment

All students who register at CSUSM for either the Fall or Spring semester must first be admitted to the University by the Office of Admissions.

Concurrent Enrollment

CSUSM provides opportunities for students to enroll concurrently at other colleges and universities. This privilege has some limitations, and students interested in concurrent enrollment should keep in mind that their study load in the proposed combined program may not exceed the maximum number of units authorized by the University for each term. Interested students should consult with their academic advisor before initiating concurrent enrollment procedures.

Enrollment Within the CSU System

Students enrolled at CSUSM may enroll concurrently at other CSU campuses. Such enrollment is at the discretion of authorities from both campuses. Applicants should satisfy the following requirements: (1) have completed at least one semester at CSU San Marcos as a matriculated student and earned at least twelve [12] semester units, and (2) maintained a grade point average of 2.0 [C] in all work completed at the University, and be in good academic standing.

Enrollment Outside The CSU System

Students enrolled at CSUSM may enroll concurrently for additional courses at another institution outside The CSU system with advance approval from the student's advisor. However, the study load in the proposed combined program of study may not exceed the maximum number of units authorized at this University.

Further information regarding concurrent enrollment and deadlines may be obtained from the Office of Registration and Records.

Enrollment as a Visitor

CSUSM encourages its students to experience a wide variety of teaching and learning environments. As a part of this emphasis, the University provides opportunities for students to visit other campuses in the CSU system. While on visitor status, CSUSM students are fully enrolled at the host campus. Since programs and courses may vary within the system, students are required to review their proposed course of study with their academic advisor.

Declaring (or Changing) a Major

Work in a major field of study is designed to afford students the opportunity to engage in intensive study of a discipline. Students may declare a major at the time of admission, or students may enter the University with an "undeclared" major. Students entering the University as "undeclared" or those changing their majors should process a Change of Major Form through the Enrollment Services Information Center. Undeclared major students with bachelor degrees, who are completing credential requirements or preparing to enter credential programs, receive their advising in the College of Education. All other undeclared students receive advising in the College of Arts and Sciences.

Definition of Terms

Continuous Attendance

Continuous attendance/enrollment, as it refers to attendance by a student at any campus of The California State University, means enrollment in at least one course for at least one regular semester in each calendar year.

Course Expectations

Required course expectations will be communicated in the course syllabus, which will be provided to the student and will be placed on file in the program/department office and/or the Dean's office, by the fourth week of classes. Each syllabus will also contain a statement of the instructor's scheduled office hours.

Course Information

The course descriptions, found beginning on page **224** of this catalog, briefly describe the content or subject matter to be covered and provide additional information such as units of credit (number in parenthesis after the course title), level of instruction (see course numbering system), and prerequisites and/or corequisites (courses in which the student must enroll simultaneously).

Course Numbering System

The first digit in each course designation is intended to indicate the level of the course. In addition, the first digit also roughly indexes the student's year of study at the University.

Courses numbered 001 to 099 are nonbaccalaureate developmental courses. Courses numbered 100 to 299 are lower-division. Courses numbered 300 to 499 are upper-division.

Courses numbered 500 to 599 are graduate level, and may be taken by advanced upper-division, postbaccalaureate, or graduate students for undergraduate or graduate credit.

Courses numbered 600 to 699 are graduate level. These courses may be taken by undergraduate students only on an individual basis, and only with prior, case-by-case approval of the program director of the program offering the course (or his/her designee).

Students should consult relevant sections of this catalog, as well as college and program advising staff, in order to determine which courses are appropriate for their level of study, and which courses satisfy degree requirements for various programs of study.

Use of Undergraduate Courses in Master's Degree Programs

Master's students may not count any course at the 300-level or lower toward fulfillment of Master's degree requirements, nor may courses which bear General Education credit be counted toward Master's degree requirements.

Only with prior, case-by-case approval of the graduate program offering the degree may Master's students, on an individual basis, count a 400-level, non-General Education course toward the Master's degree requirements.

Under no circumstances may a Master's student apply more than nine (9) units of 400-level coursework toward fulfillment of Master's degree requirements.

Grading System

Every student of the University will have all coursework evaluated and reported by the faculty using letter grades or administrative symbols. The University uses the traditional grading options as described in the California Code of Regulations and will adhere to the following policies.

Plus/Minus Grading

Plus/minus grading is not mandatory but is used at the discretion of the individual instructor. The grades of A+, F+ and F– are not issued. The following decimal values of plus/ minus grades are used in the calculation of grade point averages:

A	= *4.0*	*C*	= *2.0*
A–	= *3.7*	*C–*	= *1.7*
B+	= *3.3*	*D+*	= *1.3*
B	= *3.0*	*D*	= *1.0*
B–	= *2.7*	*D–*	= *0.7*
C+	= *2.3*	*F*	= *0*

Letter grades are defined as:

A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic objectives of the course.

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance of the student has been such that minimum course requirements have not been met.

Nontraditional Grading

All courses are graded on an A through F basis, as described in the preceding column, except those specifically designated as follows:

CR/NC (Credit/No Credit): Credit is awarded for grades equivalent to C or better. No credit is awarded for grades equivalent to C- or less. Grades of CR and NC are not included in the calculation of grade point averages.

Courses graded Credit/No Credit, whether taken at this or at another institution, may not be used to satisfy requirements for the major, except specific courses designated by the discipline to be graded Credit/No Credit (refer to the course section of this catalog). General Education courses may not be taken at CSU San Marcos with a Credit/No Credit option. A maximum of nine (9) semester units may be taken at CSUSM with a Credit/No Credit option toward any undergraduate degree.

When, because of circumstances, a student does not complete a particular course, or withdraws, the following administrative symbols may be assigned by the faculty:

I	*Incomplete Authorized*
RD	*Report Delayed*
SP	*Satisfactory Progress*
U	*Unauthorized Incomplete*
W	*Withdrawal*

I (Incomplete Authorized): An incomplete grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete must be made up within one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment (see definition under Definition of Terms section). Failure to complete the assigned work within one calendar year will result in an Incomplete being changed to an F (or NC, if the class was taken for Credit/No Credit).

RD (Report Delayed): The RD symbol appears when the instructor has not reported a grade. It is replaced by a more appropriate symbol when the instructor assigns the grade. An RD is not included in the calculation of grade point averages.

SP (Satisfactory Progress): The SP symbol is used in connection with courses whose work extends beyond one academic term. It indicates that work is in progress and that has been evaluated and found to be satisfactory to date, but that assignment of a precise grade must await completion of additional work. Except for graduate degree theses and projects, work is to be completed within one calendar year immediately following the end of the term in which it was assigned. Failure to complete the additional work within the prescribed time

period will result in the SP being changed to an F (or NC, if the class was taken for Credit/No Credit). In graduate thesis and project courses, the SP grade will not change to an F or NC until the student has exceeded the time-to-degree limit of the graduate program.

U (Unauthorized Incomplete): The symbol U indicates that an enrolled student did not officially withdraw from the course and failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities, or both, were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average, this symbol is equivalent to an F.

W (Withdrawal): This grade indicates that the student dropped the course after the add/drop deadline published in the Class Schedule. Grades of W are not included in the calculation of grade point averages.

Auditing Classes

The symbol AU (Audit) is used by the Registration and Records Office in those instances where a student has enrolled in a course either for information or other purpose not related to the student's formal academic objective. Enrollment as an auditor is subject to the permission of the instructor, provided that enrollment in any course as an auditor shall be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fees as credit students, and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes. A student who is enrolled for credit may not change to audit after the second week of instruction. An auditor is not permitted to take examinations in the course; therefore, there is no basis for evaluation or a formal grade.

Grade Changes

The University recognizes the prerogative of the faculty to set standards of performance and to apply them to individual students. The University will seek to correct injustices to students, but at the same time, believes that the instructor's judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades, except for changes of Incomplete Authorized and Unauthorized Incomplete symbols.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Students may obtain their grades through the SMART system. These grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or re-examination beyond the specified course requirements.
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor within sixty (60) calendar days of the first day of classes of the regular semester following the award of the grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Registration and Records. Forms are not to be handled by the student. If the instructor determines that there is not a valid basis for the change, and denies the student's request, the instructor's decision is final. The student may file a grievance through the Student Grievance Committee in cases where the student believes a grade was issued on the basis of capricious or prejudicial treatment by the instructor.

Incomplete Grades for Graduating Students

If it is possible for a student to graduate with an "I" grade in a course because that course is not required for graduation, and if the student has sufficient credit units to graduate without the course, the "I" grade becomes permanent. No further action will be taken to alter the student's record for purposes of that degree.

Grade Point Average

The grade point average (GPA) is a measure of academic scholarship and performance. The grade point average is computed by multiplying the number of units earned by the quality-point value of the grade assigned. The total quality points are then divided by the number of units attempted, subject to application of the Repeat of Undergraduate Courses policy described in this catalog.

A student's overall GPA is based on the record of all baccalaureate-level and/or postbaccalaureate-level courses attempted by that student. A student's institutional (or CSUSM) GPA is based on the record of all baccalaureate-level and/or postbaccalaureate-level courses attempted by that student at CSUSM. Some degree programs may require students to achieve a minimum GPA in courses applied toward major requirements, or a minimum grade in each of these courses.

Maximum Number of Units

A student whose academic record justifies a study program in excess of nineteen (19) units may be allowed to enroll for extra units. Undergraduates who request to enroll for more than nineteen (19) units must obtain the approval of their academic advisor. If such requests are denied, appeals may be made to the appropriate college dean. In general, only students with superior academic records and a demonstrated need for such excess enrollment will be allowed to enroll beyond the nineteen (19) unit limit.

Student Classification

Students who have complied with all the admissions requirements and who have received an official notice of admission will be admitted to the University under one of the following classifications.

Freshman. A student who has earned a total of zero to twenty-nine (0 to 29) semester units inclusive.

Sophomore. A student who has earned a total of thirty to fifty-nine (30 to 59) semester units inclusive.

Junior. A student who has earned a total of sixty to eighty-nine (60 to 89) semester units inclusive.

Senior. A student who has earned a total of ninety (90) or more semester units.

Graduate/Postbaccalaureate. A student who has earned a bachelor's degree from a regionally accredited institution.

Repeat of Undergraduate Courses and GPA Adjustment Policy

The following policy, applicable only to undergraduate study at CSU San Marcos, will be followed when allowing students to repeat courses:

1. A course taken at CSU San Marcos in which a grade of C- (C minus) or less is received, may be repeated for purposes of replacing a prior grade and satisfying requirements.
2. If a student repeats a course and receives a grade of F in the repeated course, both grades will count in computation of the GPA.
3. Courses in which a student received a designation of NC, can only be repeated CR/NC. If a course previously taken for a grade is repeated CR/NC, the original grade will continue to be calculated in the GPA.
4. When a course is repeated and a passing grade is received, the student must request from the Office of Registration and Records that the most recent grade received replace a prior grade. When a course is repeated more than once, a passing grade will replace only one of the prior grades in GPA determination.
5. All attempts for a given course will be maintained as a part of the student record and will appear on the student's transcripts.
6. A maximum of five (5) different courses may be repeated at CSU San Marcos. If a course with variable topics is repeated, the same topic (identified by specific course number and suffix) must be repeated in order to replace a grade.
7. Transfer courses are not counted in the repetition limit. If a student has taken courses at other institutions, the policies of those institutions will be used in computation of overall GPA.
8. A course repeated at another institution will not replace the course taken at CSU San Marcos in terms of GPA computation.

Student Course Load

Undergraduate students who are enrolled in twelve (12) units or more in a fall or spring semester are classified as full-time. Students enrolled in nine (9) units or more in a summer term are classified as full-time. Undergraduates who are enrolled in fewer units are classified as part-time.

Graduate students who are enrolled in nine (9) units or more in a fall or spring semester are classified as full-time. Graduate students who hold a University assistantship requiring one-third time services or more are considered full-time when enrolled in six (6) units during an academic term.

Undergraduate international students on non-immigrant visas must carry and complete a minimum of twelve (12) units per semester unless a reduced load is authorized by the University. Reduced unit loads may be granted for substantial academic or compelling personal reasons beyond the control of the student. Failure to secure such authorization results in violation of student status under Immigration and Naturalization Service (INS) and State Department regulations, warranting discontinuance of enrollment.

Student Attendance and Administrative Withdrawal

Students registered in a class must be present at the first class session to guarantee a place in the class. Administrative Withdrawal is a procedure that offers instructors the option of making enrollment in a course contingent upon the student's attendance at the first meeting. Students absent from the first meeting may be administratively dropped from the class at the instructor's request. In addition, instructors may stipulate that attendance at other specified class meetings on or before the add/drop deadline is required for students to remain enrolled in the class. (For example, in some science laboratory courses, student attendance at safety instruction sessions is mandated by state law.)

Students who are unable to attend the first class meeting, or class meetings where attendance is required for enrollment, must contact the instructor in advance to make sure the instructor is aware that the student wishes to remain enrolled in the course. Notification of the instructor may not be sufficient to ensure enrollment in the course; students may be administratively dropped from courses for failure to attend first class meetings or other mandatory meetings, even when the instructor is given prior notification.

> *Instructors are not required to drop students for absence; therefore, students should not assume that they will be dropped for absence, and should confirm their registration status before the add/drop deadline.*

Where students have been administratively dropped from a class, and where the absence or inability to contact the instructor was caused by mitigating circumstances, students should appeal to the instructor in seeking to regain enrollment in a class. Students who have been administratively dropped from a class may be reinstated, upon consent of the instructor, by filing a Schedule Adjustment Form in the Enrollment Services Information Center.

Add/Drop and Withdrawal Policy

Adding Courses

There will be no adding of classes on the first day of the academic term. Students who wish to add classes may do so, using a Schedule Adjustment Form, beginning the second day of the term until the published add/drop deadline. The Schedule Adjustment Form, with the instructor's signature (or that of the instructor's designee), must be submitted to the Enrollment Services Information Center (where blank forms are available). Beyond the add/drop deadline, students may add courses only with signature approval of the course instructor and the Dean of the College offering the course (or designee); a late fee will be assessed.

Dropping Courses

Students who wish to drop classes may do so by following the procedures outlined in the table on page **79**. (Students who wish to drop all their classes should also follow the procedures for University Withdrawal, below.) On or before the Add/Drop deadline, as detailed below, students may drop classes either by using the SMART system or by submitting a completed Schedule Adjustment Form to the Enrollment Services Information Center; signature approval is not required, and no record of the course will appear on the student's transcript.

After the Add/Drop deadline, students must submit a Course Withdrawal Form to the Enrollment Services Information Center. Signature approval is required for dropping courses, according to a series of deadlines staggered throughout the academic term, as detailed below. To gain approval, students must present sufficient reason(s) for dropping the course. Given approval, the grade of "W" ("Withdrawal") appears for the course on the student's transcript. Grades of "W" are not included in the calculation of the student's GPA.

Retroactive Course Drops

Up to one year after the end of the academic term, under extraordinary circumstances students may petition for retroactive dropping of any or all courses attempted during the academic term, as detailed below. Given approval, the grade of "W" will appear on the student's transcript for the course(s) addressed by the petition.

Withdrawing from the Institution

To minimize possible financial penalties, students who wish to drop all classes at any point in the academic term (without adding others for the same term) must also officially withdraw from the University. Students who find it necessary to withdraw from CSUSM after enrolling for any academic term are required to follow the official withdrawal procedures. Failure to follow formal withdrawal procedures may result in the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. During the academic term, permission to drop all classes must be sought according to the deadlines, requirements and procedures detailed below. Where such permission is not granted, students who withdraw from the University will receive grades other than "W" for all classes attempted during the term. Grades will be determined on the basis of coursework completed during the term. Information on withdrawal procedures is available from Office of Registration and Records at (760) 750-4814.

In addition, students must submit a completed University Withdrawal Form Enrollment Services Information Center. (Forms are available at the Enrollment Services Information Center and the Office of the Vice President for Student Affairs and Dean of Students.) To obtain approval for the University Withdrawal, students must obtain a series of clearances from various University offices, independent of permission to drop all classes.

Details of the University Withdrawal process are outlined on the University Withdrawal Form.

Students who are receiving financial aid funds must consult with The Office of Financial Aid and Scholarship prior to withdrawing from the University regarding any required return or repayments of grant or loan assistance received for that academic term. If a recipient of financial assistance, under federal Title IV financial aid programs, withdraws from the institution during a payment period, the amount of grant or loan assistance received is subject to return and repayment provisions as governed by federal law.

In addition, students must submit a completed University Withdrawal Form to the Enrollment Services Information Center. (Forms are available at the Enrollment Services Information Center and the Office of the Vice President for Student Affairs and Dean of Students.) To obtain approval for the University Withdrawal, students must obtain a series of clearances from various University offices, independent of permission to drop all classes. Details of the University Withdrawal process are outlined on the University Withdrawal Form.

In extraordinary circumstances (including but not limited to serious illness, family emergency, call-up for military service, and other circumstances beyond the student's control), students may petition for retroactive University Withdrawal.

Permission to drop all classes retroactively must be obtained according to the procedures outlined in the final row of the chart across, and a completed University Withdrawal form must also be submitted. Details of the retroactive University Withdrawal process are outlined on the University Withdrawal Form.

PROCEDURES FOR DROPPING COURSES

*Deadlines**	*Requirements and Procedures*
On or before the Add/ Drop deadline: end of the second week of semester (end of approximately 10% of the academic term).	• Student may use the SMART system or submit a Schedule Adjustment Form to the Enrollment Services Information Center. • No record of the course appears on student records. • No signature approval required.
After the Add/Drop deadline, and on or before mid-term (end of the eighth week of the semester or approximately 50% of the academic term).	• Dean of the College offering the course (or designee) must sign the Schedule Adjustment Form. • Student must present serious reason(s) for dropping the course. Inadequate academic preparation for the course is sufficient justification. • Given approval, grade of "W" appears on student records. • After obtaining signature approval, student must submit a completed Schedule Adjustment Form to the Enrollment Services Information Center.
After mid-term, and on or before the last day of the twelfth week of the semester (end of approximately 75% of the academic term).	• Dean of the College offering the course (or designee) must sign the Schedule Adjustment Form. • Student must present serious and compelling reasons for dropping the course. Inadequate academic preparation for the course is no longer sufficient justification for the drop, unless compounded by other aggravating circumstances. • Given approval, grade of "W" appears on student records. • After obtaining signature approval, student must submit a completed Schedule Adjustment Form to the Enrollment Services Information Center.
Beyond the last day of the twelfth week of the semester (beyond the end of approximately 75% of the academic term), until the deadline for instructor submission of grades.	• Course Instructor and Dean of the College offering the course (or designee) must sign the Schedule Adjustment Form. • Student must demonstrate that the need to drop the course is due to circumstances beyond the student's control, as in cases of serious illness, accident, family emergency, etc., and that a grade of "I" (where acceptable to the instructor) is impractical, given these circumstances. • Given approval, grade of "W" appears on student records. • After obtaining signature approval, student must submit a completed Schedule Adjustment Form to the Enrollment Services Information Center.
Up to one year after the end of the term.	• Student may petition for retroactive dropping of single courses by following the procedures outlined in the preceding section of this chart. • Student may petition for retroactive dropping of all courses attempted during the term by submitting a written request to the Dean of Students. • In this petition, the student must present serious and compelling reasons for the retroactive drops. • The petition is reviewed by a committee consisting of the Dean of Students (or designee), the Dean of the College of the student's major (or designee; Arts and Sciences in the case of undeclared majors), and a faculty member from the Student Affairs Committee (SAC). (When this faculty member is unavailable, a replacement may be appointed on an ad hoc basis by the Dean of the College, from among the College faculty.) • Given approval by the review committee, the Dean of Students will sign off on the petition; grades of "W" will appear on student records for all courses attempted during the term.

** Deadlines are strictly enforced. Students wishing to petition for an exception to a deadline based on circumstances beyond their control may do so in writing on a petition form available in the Office of Registration and Records.*

Dean's List Policy

To qualify for the undergraduate Dean's List at the conclusion of a semester, the student must have completed a minimum of 12 units of graded CSUSM coursework (A, B, C, D, F) during that semester with at least a 3.50 grade point average.

Application for Graduation

Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative to apply. Upon completion of 90 units, the student is eligible to file an application for graduation in the Enrollment Services Information Center. The Class Schedule each semester specifies the filing date.

The degree is granted upon completion of all requirements by the graduation date. Candidates for graduation are eligible to register for terms subsequent to the graduation date only if an application for readmission as a post-baccalaureate or graduate student has been filed with the Office of Admissions. Students not completing the requirements must reapply for graduation during the appropriate filing period, and pay the required application fee. Graduation requirements will be determined by the continuous enrollment regulations defined in this catalog.

After the degree is granted, no changes can be made to the undergraduate record.

Catalog Rights for Degree Requirements

If a student does not graduate within ten (10) years from the beginning of his/her catalog rights, the major advisor may review all upper-division major courses for applicability.

Election of Regulations

An undergraduate student remaining in continuous attendance in regular sessions at any California State University campus, at any California community college, or at any combination of California community colleges and campuses of The California State University may, for purposes of meeting graduation requirements, elect to meet the requirements in effect at CSU San Marcos either:

A. at the time the student begins attendance at a California public community college or California State University campus, or

B. at the time the student begins attendance at CSU San Marcos, or

C. at the time the student graduates from CSU San Marcos.

The campus may require a student changing his or her major or any minor field of study to complete the major or minor requirements in effect at the time of the change.

For purposes of this section, "attendance" means attendance in at least one semester of a calendar year.

Leave of Absence

Absence due to an approved educational leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance (if the absence does not exceed two years). A student may request a leave of absence by completing a Request for Leave of Absence Form, available in the Enrollment Services Information Center, before the first day of classes of the semester for which the leave is being requested. Approval is subject to the following conditions:

1. A leave of absence may be granted for valid educational, medical, or professional reasons.
2. A leave of absence is granted on a semester-by-semester basis, to a maximum of four semesters.
3. The student must have been a matriculated student at CSUSM for at least one semester.
4. The student must not be subject to disqualification.
5. If registered for the same semester as the requested leave of absence, the student must file an official withdrawal with the Office of Registration and Records.

Students granted leaves of absence do not need to reapply for admission at the conclusion of their leaves. They also maintain catalog rights as though they have been continuously enrolled.

Graduation with Honors

Undergraduate students who complete their first undergraduate degree requirements at CSUSM with exceptional scholastic averages will be eligible for bachelor's degrees with Latin Honors. The following criteria are required for graduation with honors:

- *Cum laude* 3.50–3.69
- *Magna cum laude* 3.70–3.89
- *Summa cum laude* 3.90–4.00

The determining GPA is the lower of the CSUSM GPA and the overall GPA. In other words, the GPA for honors is the minimum of the CSUSM GPA and the overall GPA. Preliminary designation of honors for purposes of commencement is based on all work completed prior to the semester of the commencement ceremony. The final honors list for diploma and permanent record designation is based on all work completed.

Final Examinations

Student achievement shall be evaluated in all courses. Students shall be fully informed of the manner of their evaluations as well as the requirements and major assignments within the first three weeks of each semester. One method of summative evaluation is a final examination. If a final is given, it must be held at the time scheduled by the University, unless it is a take-home exam, in which case it shall be due no earlier than the day and time scheduled for the final exam for the class. Once established, the scheduled day and time for a final exam may not be changed unless approved by the dean of the college. No make-up final examination will be given except for reason of illness or other verified emergency. An instructor may not shorten the academic semester by scheduling an in-class final exam in lieu of a final exam before the week scheduled for the final. The dean of each college shall be responsible for ensuring that this policy is followed.

Academic Probation and Disqualification

In order to determine a student's eligibility to remain enrolled at CSUSM, the University shall consider both quality of performance and progress toward successful completion of a student's course of study. Eligibility shall be determined essentially by grade points and grade point average.

CSU San Marcos will apply the following guidelines:

- Undergraduate students shall be subject to probation if, in any academic term, they fail to maintain both a cumulative and CSU San Marcos grade point average of at least 2.0 (a C average);
- Undergraduate students on probation shall be subject to disqualification if (1) as a lower-division student (less than 60 semester units completed) they fall 15 or more grade points below a 2.0 average in either all units attempted or all units attempted at this campus, (2) as a junior (60-89 semester units completed) they fall 9 or more grade points below a 2.0 average in either all units attempted or all units attempted at this campus, or (3) as a senior (90+ semester units completed) they fall 6 or more grade points below a 2.0 average in either all units attempted or all units attempted at this campus;
- Undergraduate students shall be subject to disqualification if at any time their cumulative grade point average falls below 1.0 (a grade of D) and if it is unlikely, in light of their overall education record, that the grade-point deficiency will be removed in subsequent terms;
- Students who have unclassified postbaccalaureate status shall be subject to the same academic probation and disqualification as undergraduate students, with the exception of students enrolled in a Teaching Credential Program who must follow the conditions established for that program;
- Students enrolled in a graduate degree program in conditionally classified or classified standing shall be subject to academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 (grade of B) in all units attempted subsequent to admission to the program;
- If none of the conditions above apply, undergraduate students shall receive an academic warning if, in a single term, their GPA falls below 1.5.

Students disqualified for academic deficiency may not enroll in any regular campus session without permission from the Executive Director of Enrollment Services and may be denied admission to other educational programs operated or sponsored by the University.

Academic Renewal Policy

According to California State University policy, a student whose graduation will be delayed by a grade point average deficiency may petition to have up to two semesters or three quarters of previous college study (at any collegiate-level institution) disregarded from all considerations associated with requirements for the baccalaureate degree. All coursework attempted during the term(s) approved for academic renewal will be disregarded in computing the student's cumulative GPA. In addition, any coursework successfully completed during term(s) approved for academic renewal will no longer count toward fulfillment of any degree requirements. Students may not selectively eliminate coursework. When such action is taken, the student's permanent academic record is annotated to show the adjusted grade point average, but all coursework will remain legible on transcripts.

Academic renewal is intended only to facilitate graduation from CSU San Marcos. It does not apply to individuals who already possess a baccalaureate degree or who are able to meet graduation requirements in a timely manner without the approval of a petition for academic renewal.

To qualify for academic renewal, a student must meet all of the following conditions:

- At least five years must have elapsed since the term or terms to be disregarded.
- Since the most recent work to be disregarded, the student must have achieved the following academic record at CSU San Marcos:

  —at least 15 semester units with a GPA of 3.00 or higher

  or

  —at least 30 semester units with a GPA of 2.50 or higher

  or

  —at least 45 semester units with a GPA of 2.00 or higher
- The student must present an academic record that clearly indicates the coursework to be disregarded is not representative of the student's current academic ability and achievement.
- The student must present evidence that if the petition is not approved the student will be required to enroll in additional coursework involving one or more additional terms to qualify for the degree.

Petitions for academic renewal may be obtained in the Office of Registration and Records. Final decisions on petitions are made by a review committee, consisting of two faculty representatives and the Executive Director of Enrollment Services.

Administrative Academic Disqualification

An undergraduate or graduate student may also be placed on probation or may be disqualified by the Executive Director of Enrollment Services for unsatisfactory scholastic progress, regardless of cumulative grade point average or progress points. Such actions shall be limited to unsatisfactory scholastic progress arising from repeated withdrawal, failure to progress toward an educational objective, and noncompliance with an academic requirement, and shall be consistent with guidelines issued by the Chancellor of The California State University.

Academic Freedom

Education depends upon the free expression and exchange of ideas in the search for truth. Academic freedom is the freedom to express any view, popular or unpopular, and to defend that point of view in open exchange. The University supports freedom of speech, inquiry, and expression for all members of its faculty, students, and staff in both curricular and co-curricular activities. All members of the CSU San Marcos faculty shall have full academic freedom, and the University endorses the general principles of academic freedom outlined in the AAUP Statement (1940) of Principles of Academic Freedom and Tenure.

The principles of academic freedom require their application to both teaching and research. Research cannot fulfill its fundamental purpose of advancing knowledge unless it is done in an environment supportive of academic freedom. Academic freedom is essential to the classroom, as a protection of the rights of the teacher and of the student. All those engaged in research are entitled to full freedom in research and in the publication of results, legal requirements, and recognized standards of their profession. Teachers are entitled to freedom in the classroom in presenting material related to the content of the course, but shall refrain from insisting that students or others accept any controversial point of view as authoritative.

CSU San Marcos members have the right to speak and write as citizens in any forum, free from institutional censorship or discipline. However, they should apply the best standards of their profession and make every effort to indicate that they are speaking as individuals and not as representatives of the University. As members of the academic community, they should also remember that freedom of expression and thought equally carry with them certain duties and obligations. Academic freedom does not extend, for example, to any kind of abuse or infringement of the rights of others. Academic freedom focuses on the obligation to ask difficult and meaningful questions and to pursue the truths of those inquiries wherever the pursuit of truth leads. Academic freedom must not be trivialized nor equated with other freedoms of expression important and constitutionally guaranteed.

GRADUATION REQUIREMENTS

CSU San Marcos will make every effort to preserve the following graduation requirements for students subject to this catalog.

Unit Requirement

The number of semester units necessary for a bachelor's degree is listed below. At least forty (40) units shall be in upper-division credit and no more than seventy (70) units may be transferred from a community college. Six (6) units of physical activity coursework and four (4) units of intercollegiate sports activity will be allowed towards a degree at CSUSM.

Bachelor of Arts Degree	*120-124*
Bachelor of Science Degree	*120-132*

Major or Minor Requirements

While individual programs have unique requirements, all majors must include twenty-four (24) units exclusive of units used to meet the General Education requirement. At least twelve (12) units in the major shall be upper-division courses; the maximum number of units shall be determined by the discipline. Please refer to the curricula section in this catalog for specific major or minor requirements.

Double Major Requirements

An undergraduate student may desire to complete the requirements for a second major before receiving a baccalaureate degree. The student shall declare the additional major with the appropriate discipline or program no later than the beginning of the student's final year of study and shall seek an advisor for the second major. When applying for graduation, the student must designate which is to be the primary degree major for purposes of graduation.

Students seeking double majors shall meet all degree requirements for each major. When approved by both disciplines, units may be double-counted above 27 mutually exclusive units (15 upper-division) in the bachelor of arts programs and 36 mutually exclusive units (18 upper-division) in the bachelor of science programs.

Second Bachelor's Degree Requirements

In order to receive a second bachelor's degree, students who hold a bachelor's degree from CSU San Marcos or another accredited institution of higher education must:

1. Meet in an advising session with the advisor of the major in which the student seeks a second degree. During the advising session, the advisor and the student will develop an academic plan that considers any limitations and any overlap in units in both the first and second degrees.
2. Complete the major requirements for the second degree. Units from the first degree may be counted, but a minimum of twenty-four (24) upper-division residence units in the major subsequent to earning the first bachelor's degree is required.
3. Complete a minimum of thirty (30) units in residence at CSU San Marcos beyond the first bachelor's degree. Of the thirty (30) units, twenty-four (24) units must be upper-division in the major.
4. Complete requirements in U.S. History, Constitution and American Ideals.
5. Complete the English Placement Test (EPT), Graduation Writing Assessment Requirement (GWAR), and the Entrance Level Mathematics (ELM) if not already successfully completed at CSU San Marcos or other CSU campuses as part of the first bachelor's degree. If completed elsewhere, written verification is required.
6. Complete all other CSUSM graduation requirements in effect at the time of catalog selection.

Second bachelor's degree candidates are required to achieve a 2.0 grade point average each semester to maintain good academic standing.

Second bachelor's degree candidates who received their baccalaureate from CSU San Marcos would have already met General Education requirements. Those with bachelor's degrees from other institutions must comply with all CSU San Marcos upper-division General Education requirements.

Residence Requirements

A minimum of thirty (30) units must be completed in residence at CSU San Marcos, of which twenty-four (24) units must be upper-division and twelve (12) of these must be in the major. Extension credit, including open university, credit by examination, and transfer credit, do not fulfill the residency requirement.

Grade Point Average Requirements

The following three grade point averages, each 2.0 (C average) or higher, are required for graduation:

A. A cumulative grade point average, which includes both transferred and CSU San Marcos coursework;

B. A CSU San Marcos grade point average;

C. A grade point average in the major, at CSU San Marcos and in coursework accepted as transfer credit for the major from other institutions.

U.S. History, Constitution, and American Ideals Requirement (GV)

California law establishes as a graduation requirement that students demonstrate competence in the fields of American history and government, the Constitution of the United States, and the processes of state and local government as established in California. This requirement is embedded in the General Education Area, Area D requirement (See page **85**).

If a challenge examination is available for a course that fulfills this requirement, passing such an examination carries credit for the course and fulfills this graduation requirement. However, only courses taken to meet this requirement may be counted towards the fulfillment of the General Education requirement.

Graduation Writing Assessment and All-University Writing Requirements

All CSU students must demonstrate competency in writing skills as a requirement for graduation. At CSUSM, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). The All-University Writing Requirement can be achieved in a variety of ways, depending on the course.

Language Other Than English Requirement

Before graduating, CSUSM students must demonstrate proficiency in a language other than English in any one of the following ways:

- having completed the equivalent of an intermediate-level course in a language other than English at the college level, with a C grade or better;
- successfully challenging the equivalent of an intermediate-level courses in a language other than English at the college level;
- having successfully received a score of 3 or better on the Advanced Placement Foreign Language Examination.
- having been required to take the TOEFL as a condition for admission into the University;
- demonstrating Stage 3 proficiency level according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

Certain courses used to meet this requirement may be used to partially satisfy three (3) units of the lower-division General Education requirement in the Arts and Humanities area.

CSUSM accepts American Sign Language (ASL) in fulfillment of this requirement, but does not accept computer languages. Students are encouraged to contact the Language Proficiency Assessor at (760) 750-4197 regarding any questions about the requirement or to arrange for proficiency testing. A fee is required for proficiency testing. Please see page **41** for fee information.

Computer Competency Requirement (CCR)

The Computer Competency Requirement at CSU San Marcos is a requirement for all baccalaureate students, irrespective of major. The requirement states that a student must demonstrate basic computer competency in the following areas:

- an understanding of basic computer concepts,
- the ability to recognize basic computer terminology,
- an understanding of software-ethics issues and concerns in today's society
- virus protection and prevention,
- the ability to use a word processing application, and
- ability to use two other computer applications.

The Computer Competency Requirement should be cleared in the first or second semester of attendance at CSU San Marcos. After the second semester, registering for any further classes at CSU San Marcos will be restricted until the Computer Competency Requirement is fulfilled.

How can the Computer Competency Requirement be fulfilled?

- By passing the Computer Competency Requirement Exam at CSU San Marcos.

All materials covered in the Computer Competency Requirement exam are available at the Reserve Desk in the CSU San Marcos Library. CCR exam scheduling is available in the Instructional Computing Labs in Academic Hall.

- By earning a C or better in a course which meets CSU San Marcos' minimum computer literacy requirements either at CSU San Marcos or at another institution of higher learning. Students are advised to consult with their academic advisor or the Computer Competency Requirement Coordinator at (760) 750-4788.

Currently the following courses at CSUSM meet this requirement. Please refer to the Class Schedule for days and times of course offerings:

CS 101, 111, 301
MUSC 302
PSYC 300
VSAR 302

The following is a partial list of courses from other San Diego County educational institutions, which meet the requirement:

Mesa, San Diego City, Miramar Community College: CISC 181
Palomar College: CIS 105, 120
MiraCosta Community College: CIS 100

Any off-campus course taken more than two years prior to the student's first semester of attendance at CSU San Marcos will not be considered for CCR equivalency.

Questions about eligibility of a particular course for CCR equivalency should be referred to the academic advisors or to the Computer Competency Requirement Coordinator at (760) 750-4788. Information about the Computer Competency Requirement, including a complete list of courses approved for CCR equivalency, can be found at *www.csusm.edu.*

General Education Requirement

The General Education requirement is composed of fifty-one (51) units distributed in five areas of study. The required disciplinary and interdisciplinary courses reflect the values embodied in the University's Mission Statement. The program provides education and training in the basic skills, information, knowledge, and attitudes that citizens require to make wise, informed, just, critical and moral decisions throughout their lives.

The General Education Program emphasizes:

- Effective skills in written and oral communication
- Practice in critical thinking
- Close contact with faculty
- Information literacy
- Use of technology
- Active learning

The program is supported by comprehensive advising services and learning assistance services.

The nine (9) required units of upper-division General Education provide an opportunity for students to learn about areas of study outside their academic major. Upper-division General Education courses assume satisfaction of lower-division General Education Requirements and develop upper-division skills. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. These courses help students understand how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. They also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter. The nine units of upper-division General Education must be completed at CSUSM and may not be applied toward major requirements (except for Liberal Studies majors, who may include these units in their major program).

Area A: Basic Skills

Nine (9) units in basic skills distributed as follows:

A1 • Three (3) units of oral communication.
GEO 102

A2 • Three (3) units of written communication.
GEW 101

A3 • Three (3) units of critical thinking. Select among:
BIOL 110
CS 101
HIST 101
LTWR 115
MATH 110
PHIL 110
PSYC 110

Area B: Mathematics and Natural Sciences

Twelve (12) units in mathematics and science, distributed as follows:

B1 • Three (3) units in physical science. Students must clear the ELM requirement prior to enrollment in these classes. Select from among:
CHEM 150*
GES 101
PHYS 201*

B2 • Three (3) units in life science. Select from among:
BIOL 211*
GES 102

B4 • Three (3) units in mathematics. Students must clear the ELM requirement prior to enrollment in these classes. Select from among:
CS 111**
GEM 100
MATH 115, 125, 132**, 160**, 162**, 212, 260**

BB • Three (3) units of approved science and/or mathematics courses at the upper-division level. Select from among:
ASTR 342
BIOL 305, 311, 316, 321, 323, 325, 327, 328, 336, 338, 339, 362, 375
CHEM 311, 312, 313, 314, 351
CS 301
ID 350***, 380, 381
MATH 303, 304, 306, 308, 330

Courses used to satisfy these three (3) units may not be double-counted in any other category of the GE program nor in the student's major.

Area C: Humanities

Twelve (12) units in the arts and humanities, distributed as follows:

C1 • Six (6) units in arts and

C2 • humanities.
GEH 101 and 102

C • Three (3) units of any lower- or upper-division arts and/or humanities course from the following disciplines (with the exceptions noted below):
The Arts (DNCE, MUSC, TA, VPA, VSAR)
History (HIST)
Literature (LTWR)
Humanities (HUM)
Philosophy (PHIL)
Foreign Languages (FLAN, FREN, GRMN, JAPN, SPAN) and any approved upper-division arts and/or humanities (CC) course.

[Exceptions: Independent study courses, internship courses, approved upper-division science and/or mathematics (BB) courses, and approved upper-division social sciences (DD) courses.]

Courses used to satisfy this category, if taken at the upper-division level, may not be double-counted in any other category of the GE program, but may be counted in the student's major.

**Biology and chemistry majors must take BIOL 211; computer science and chemistry majors must take PHYS 201.*

***Biological sciences, business administration, chemistry, computer science, mathematics, and students with appropriate background in mathematics are encouraged to select from these courses. Students should consult with their advisor to determine which courses are appropriate for their degree program.*

****Individual topics will determine which areas of upper-division General Education will be fulfilled.*

CC • Three (3) units from approved upper-division level arts and/or humanities courses. Select from among:
ANTH 325
DNCE 321
FMST 300
HIST 308, 318, 323, 341, 344, 348, 356, 364, 370, 388
HUM 300, 301
ID 350*, 360
LTWR 320, 336, 337, 441
MUSC 320, 321, 324, 421, 422, 423, 424, 425, 426, 427
PHIL 310, 311, 312, 314, 315, 318, 330, 340, 350
SPAN 421
TA 300, 320, 323, 324, 325, 326, 327, 410, 420, 421
VPA 311, 320
VSAR 320, 321, 322, 323, 324, 325, 326, 404, 405, 420, 422, 423
WMST 301, 450

Courses used to satisfy these three (3) units may not be double-counted in any other category of the GE program nor in the student's major.

Area D: Social Sciences

Fifteen (15) units of social sciences distributed as follows:

D6 • Three (3) units in American History. Select from among:
HIST 130
HIST 131

D8 • Three (3) units in United States and California government.
PSCI 100*

D7 • Three (3) units in interdisciplinary social sciences.At the time this catalog went to press, the only approved courses in this category were **GESS** 101 and **GESS** 102. Consult with advisors for the latest list of approved courses.

D • Three (3) units of either a second interdisciplinary social sciences course or a discipline-specific social sciences course. At the time this catalog went to press, the review of discipline-specific social sciences courses was still underway. Consult with advisors for the latest list of approved courses.

DD • Three (3) units from approved upper-division social sciences courses.
ANTH 301, 310, 315, 370
COMM 330, 333, 360, 400, 435
CS 303
ECON 305, 306, 308, 311, 341, 411, 416, 442, 445
FIN 300
GEOG 301, 320, 325, 340, 450, 450S
HIST 330, 335, 346, 352, 362, 371, 375, 389
ID 301, 304, 305, 306, 340, 350**, 370, 371, 400, 410, 450, 450S
LBST 301, 361, 362, 375
LING 300, 303, 304, 371, 400
PSCI 305, 320, 331, 338, 341, 350, 355, 361, 363, 365, 393, 402, 412, 413, 416, 417, 431, 445, 450, 460
PSYC 330, 341, 350, 352, 356
SOC 300, 303, 309, 310, 311, 313, 315, 317, 323
WMST 445

Courses used to satisfy these three (3) units may not be double-counted in any other category of the GE program nor in the student's major.

Area E: Lifelong Learning and Information Literacy

Three (3) units of lifelong learning to equip students for lifelong understanding and development of themselves as integrated physiological and psychological entities, taught within the context of the modern library.

E • Three (3) units of lifelong learning. Select from among:
GEL 101, 200
PSYC 356
SOC 203, 204, 303, 307, 309, 315, 317
WMST 201

Courses used to satisfy these three (3) units may not be double-counted in any other category of the GE program nor in the student's major.

** Students transferring from other accredited institutions who have completed a course on United States government and the Constitution of the United States may replace PSCI 100 with a course on California state and local government: PSCI 415 or HIST 347.*

***Individual topics will determine which areas of upper-division General Education will be fulfilled.*

SPECIAL REGULATIONS AND REQUIREMENTS FOR GRADUATE STUDENTS

Repeat of Graduate Courses and GPA Adjustment Policy

Graduate and postbaccalaureate students may repeat up to two courses in order meet graduation requirements. Repeating a course does not expunge the earlier attempt from the student's record, but it may improve the student's grade point average (GPA). The following policy, applicable only to non-thesis courses taken at CSU San Marcos, will be followed when allowing graduate and postbaccalaureate students to repeat courses.

1. A course taken at CSU San Marcos in which a grade of B- (2.7) or less is received, may be repeated once for purposes of omitting a prior grade from the GPA calculation and satisfying requirements. A course taken at CSU San Marcos in which a grade of NC is received may also be repeated. All course repeats should be done in consultation with the graduate program advisor.
2. When a course is repeated, both the original grade and the grade earned in the repetition will appear on the transcript.
3. If a course previously taken for a grade is repeated CR/NC, the original grade(s) will continue to be calculated in the GPA.
4. Unless the student submits a Graduate Student Course Repeat Request Form to the Enrollment Services Information Center, both grades will be used to calculate the student's GPA.
5. If a student submits a Graduate Student Course Repeat Request Form to the Enrollment Services Information Center, then the grade earned in the first course is ignored for the purpose of calculating the GPA. Since CR/NC grades do not enter into the GPA calculation, it is not necessary to submit this form when repeating a course in which a grade of NC was earned.
6. A Graduate Student Course Repeat Request Form cannot be filed until the student has completed the repeat. A Graduate Student Course Repeat Request Form cannot be filed if the student received a grade of CR, NC, F, I, RD, SP or U when the course was repeated.
7. A maximum of two (2) different courses may be repeated within an approved graduate plan of study at CSU San Marcos. The graduate program offering the degree is authorized to approve substitute graduate-level courses that may be taken in lieu of a graduate-level course that the student wishes to repeat, when the original course is not scheduled to be offered again within the term of the student's expected time to degree. The substitute course must be taken after completion of the original course.
8. Transfer courses are not counted in the repetition limit. If a student has taken courses at other institutions, the policies of those institutions will be used in computing the overall GPA.
9. A course repeated at another institution will not replace the course taken at CSU San Marcos in the institutional GPA computation.

Graduate Studies: Continuous Enrollment Requirement and Time-Limit To Degree

Conditionally Classified or Classified graduate students must be continuously enrolled unless an authorized Request for Graduate Student Leave of Absence has been filed with the Enrollment Services Information Center. No more than 12 months total can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the graduate program and must reapply. Requirements for the Master's degree are to be finished within five years after the beginning of course work as a Conditionally Classified or Classified graduate student at CSU San Marcos. Authorized leaves of absence do not extend the time limit for completion of the degree.

Graduate Student Leave of Absence Policy

Graduate degree students may take an authorized leave of absence for a period of up to 12 consecutive months. Multiple leaves of absence may be taken, altogether totaling no more than twelve months. Leaves of absence will be authorized for conditionally classified or classified graduate students if they are in good academic standing (as defined by the program's requirements), if they have completed at least six credit hours of CSUSM coursework toward the graduate degree in the program, and if they file a completed Request for Graduate Student Leave of Absence form. The completed form, including signatures of the student's faculty advisor (where applicable) and the graduate program coordinator, must be filed with the Enrollment Services Information Center before the beginning of the term for which the leave has been requested. Unauthorized leaves and failures to return from an authorized leave of absence will result in the student being dropped from the graduate program.

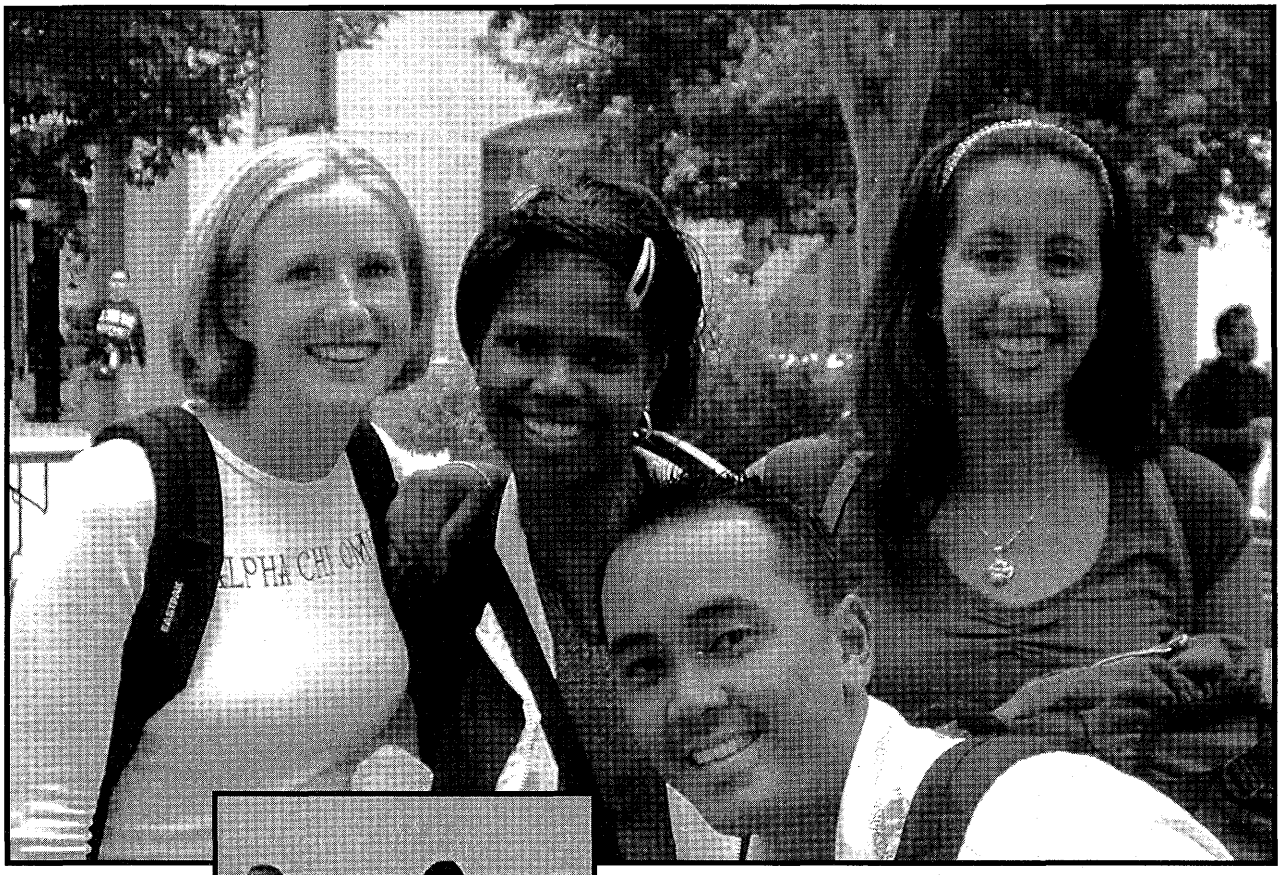
An authorized leave of absence preserves the election of curriculum rights regarding catalog requirements. However, authorized leaves of absence do not extend the time limit for completion of the degree. A student on a leave of absence does not qualify for supervision from faculty nor for the use of university resources such as library, computer labs, parking, or student health services. Students submitting the completed thesis or final project must be regularly enrolled or enrolled for thesis or project extension credit through the Office of Extended Studies; the completed thesis or final project will not be accepted during the term of an authorized leave of absence.

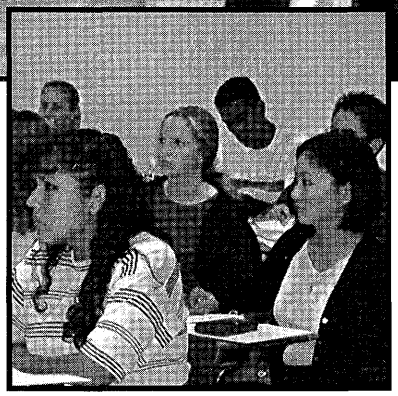
Students who take a leave for two consecutive semesters will be required to pay a reapplication fee upon their reinstatement to the University. This fee will be waived where the principal purpose of the leave was related to the student's educational objective, provided that the conditions of the leave have been met.

The Culminating Experience

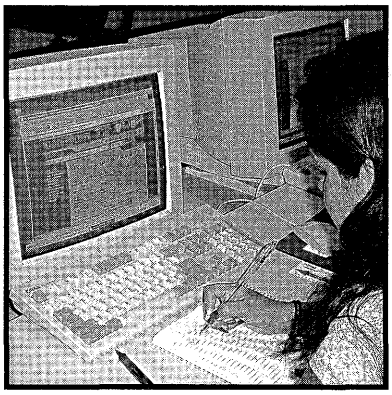
Every Master's degree program is required to include a culminating experience. The form of this experience differs according to degree programs, but all Master's students must satisfactorily complete either a thesis, a project or a comprehensive examination.

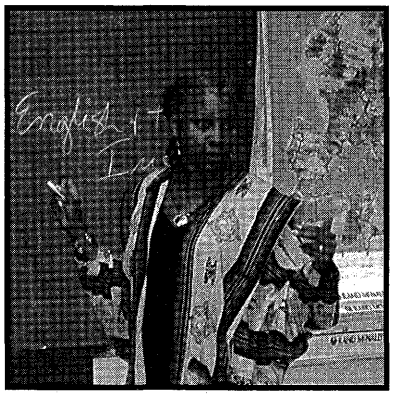
A finished Master's thesis is a scholarly work that is the product of extensive research and related preparation. The University will make Master's theses and the abstracts of Master's projects publicly available to other students, faculty, and outside researchers in the University Library. As such, theses (and the abstract pages of projects) must adhere to uniform standards of format and construction to preserve the work and to prepare it for binding. Students should consult University guidelines on Master's theses and Master's project abstracts available at *http://www.csusm.edu/academic_programs.*





College of Arts and Sciences





MISSION STATEMENT

The College of Arts and Sciences is a scholarly community committed to providing comprehensive, high quality education for students in a rapidly changing world. We provide a supportive teaching and learning environment where diversity is fundamental to the achievement of excellence. Integral to the college instructional mission is the generation of new knowledge through research and creative activity. We value disciplinary and interdisciplinary instruction that employs new technologies and integrates ideas across intellectual boundaries. The College is committed to mutually beneficial partnerships with local and global communities.

ABOUT THE COLLEGE

The College of Arts and Sciences at CSU San Marcos is home to the fundamental academic disciplines in the liberal arts and sciences.

Complementing its strong academic discipline offerings, the college also offers students a coordinated General Education Program designed to broaden basic knowledge and skills. In addition to undergraduate coursework, the college offers graduate studies in several disciplines. The curriculum of the college is crafted to weave its commitment to diversity, interdisciplinary study, international perspectives, technology, and community partnerships into the fabric of all of its academic programs.

The college faculty and staff are dedicated to excellence in teaching, research/creative efforts, and service. Students can expect a supportive learning atmosphere to pursue their studies, primarily in small classes, which provides rich opportunities for interaction, discovery, and cooperative learning. The college encourages student learning across traditional academic disciplinary boundaries and active exploration of new teaching and learning strategies.

Graduates of the college are well-prepared for a variety of careers, or for graduate study leading to advanced academic and professional degrees. Our courses teach students how to write, to analyze, and to think creatively and critically. The college offers students the opportunity to master new technologies for application to a range of challenges. In addition, students develop language skills and cultural sensitivity designed to prepare them for life in a globally interdependent society.

THE COLLEGE OF ARTS AND SCIENCES OFFERS COURSES IN THE FOLLOWING AREAS, AND THE DEGREES INDICATED:

Discipline	*Course Prefix*	*Undergraduate Programs*	*Graduate Programs*
Astronomy	ASTR		
Anthropology	ANTH	Minor	
Biological Sciences	BIOL	Minor, BS	MS
Chemistry	CHEM	Minor, BS	
Communication	COMM	Minor, BA	
Computer Science	CS	Minor, BS	MS
Criminology and Criminal Justice	See Note 1	Minor	
Dance	DNCE	See Note 4	
Economics	ECON	Minor, BA	
Earth Science	ES		
Ethnic Studies	See Note 5		
Film Studies	FMST	Minor	
Foreign Languages	FLAN		
French	FREN	Minor	
General Education	See Note 2		
Geography	GEOG		
German	GRMN		
History	HIST	Minor, BA	
Human Development	HD	BA	
Humanities	HUM		
Interdisciplinary Studies	ID		
Japanese	JAPN		
Liberal Studies	LBST	BA	
Linguistics	LING		
Literature and Writing Studies	LTWR	Minor, BA	MA
Mathematics	MATH	Minor, BS	MS
Music	MUSC	See Note 4	
Philosophy	PHIL	Minor	
Physical Education	PE		
Physics	PHYS	Minor	
Political Science	PSCI	Minor, BA	
Psychology	PSYC	Minor, BA	MA
Social Sciences	See Note 3	Minor, BA	
Sociological Practice	See Note 1		MA
Sociology	SOC	Minor, BA	
Spanish	SPAN	Minor, BA	MA
Special Major	See Note 3	BA	
Theatre Arts	TA	See Note 4	
Visual and Performing Arts	VPA	Minor, BA	
Visual Arts	VSAR	See Note 4	
Women's Studies	WMST	Minor, BA	

Note 1: Courses for the Minor in Criminology and Criminal Justice and the MA in Sociological Practice are offered by the Sociology Program, and use the SOC course prefix.

*Note 2: General Education courses are offered under several different course prefixes. See the description of the General Education Program, page **84**.*

Note 3: An interdisciplinary degree program in which coursework for the major is taken in at least two different disciplines.

Note 4: See the BA degree program and the Minor in Visual and Performing Arts.

Note 5: An Interdisciplinary Minor in which coursework is taken in other areas.

Contact Information for Courses in Areas Without Degree Programs

Discipline	*Course Prefix*	*Contact Person or Program*
Dance	DNCE	Visual and Performing Arts Program Director
Earth Science	ES	Chemistry and Biochemistry Department Chair
Foreign Languages	FLAN	World Languages and Hispanic Literatures Program Director
General Education	GEH, GEL, GEM, GEO, GES, GESS, GEW	General Education Coordinator
Geography	GEOG	Liberal Studies Department Chair
German	GRMN	World Languages and Hispanic Literatures Program Director
Humanities	HUM	Office of the Dean, College of Arts and Sciences
Interdisciplinary Studies	ID	(for most courses) Liberal Studies Department Chair
Japanese	JAPN	World Languages and Hispanic Literatures Program Director
Linguistics	LING	Liberal Studies Department Chair
Physical Education	PE	Office of the Dean, College of Arts and Sciences

Academic Major Advising

Advising in the College of Arts and Sciences is provided by faculty who teach in each discipline. Each academic major may vary in how students are assigned to faculty advisors. Students should consult with the Program Director regarding their particular field of study. Liberal Studies students are advised by the Liberal Studies advisors, located in CRA 6202. The Assistant Dean for Advising Services is located in CRA 6206.

Graduation Advising

The College of Arts and Sciences provides a Graduation Advisor (CRA 6216, 6210) to help students understand the requirements and process for graduation. The advisor also works with undeclared major students, students considering a change of academic major, and students with other general questions.

Peer Advising

http://www.csusm.edu/A_S/Academic_Advising

The College of Arts and Sciences provides trained peer advisors to provide students with information about academic advising and other University services. Peer advisors are located on the sixth floor of Craven Hall outside the advising offices and on the third floor in the Lower-Division Advising Center. Students are invited to utilize this resource.

PRE-PROFESSIONAL PREPARATION

Pre-professional Planning

Careers in Health

CSUSM offers prerequisite courses and advising for a variety of health careers including medicine, dentistry, chiropractic, pharmacy, veterinary medicine and other health professions. Students planning for careers in the health professions should regularly consult with the Health Professions Advisor, CRA 6205, as well as faculty advisors. The Health Professions Advisor also has information for students interested in the mental health professions.

Regardless of their major, all pre-health students will need to complete a range of lower-division courses in biology, chemistry, mathematics, and physics. Pre-health students should consult with the Health Professions Advisor and faculty advisors about choice of major and academic planning. Also, it is highly recommended that pre-health students complete courses in the humanities and behavioral sciences (e.g., sociology, psychology, anthropology). Pre-health students are also encouraged to take Service-Learning courses and engage in a variety of volunteer/community service activities. Professional schools do vary with respect to the specific courses they expect applicants to have completed. It is the responsibility of the student to carefully check in advance the requirements and prerequisites of all professional schools they are considering and to take this into account when selecting courses.

The Health Professions Advising Office houses a number of publications conveniently listing the specific requirements of many professional schools in the U.S. and Canada.

The following is a menu of lower-division CSUSM science and mathematics courses recommended for pre-chiropractic, pre-dental, pre-medical, pre-optometry, pre-osteopathic, pre-pharmacy and pre-veterinary students. It may not be necessary to take all of the recommended courses listed below. Other courses not listed may also be required. Which courses you do complete will depend upon the health profession you have chosen and the prerequisites of the specific professional schools to which you will be submitting an application. Students planning careers in other health professions may also use this list as a guide for selecting science and mathematics courses.

Recommended Science and Mathematics Courses for Pre-health Students

Biology (BIOL) 210, 211

Chemistry (CHEM) 150, 201, 201L, 202, 202L, 250

Mathematics* (MATH) 160

Physics (PHYS) 101, 102
or
PHYS 205, 206

**Students lacking the prerequisite for MATH 160 should consult an academic advisor as soon as possible to determine which prerequisite math courses they need to complete before enrolling in MATH 160. All students are required to complete the Entry Level Mathematics (ELM) requirement within one year of beginning coursework at CSUSM.*

Pre-law Advising

CSUSM offers undergraduate courses related to law. Students interested in applying to law school should note that law schools do not require any particular majors or prerequisites. However, several departments at CSUSM offer undergraduate courses related to law. Students seeking advice on preparation for law schools should consult with their departmental advisor.

Teacher Preparation

CSUSM offers several state-approved Subject Matter Preparation Programs. Completion of a Subject Matter Preparation Program is one way to demonstrate the subject matter competency necessary for admission to a Teacher Credential Program. Single Subject Matter Preparation Programs for potential junior high school and high school teachers are available in English, Mathematics, Social Science and Spanish. Students seeking to become elementary or middle school teachers may complete the Multiple Subject Preparation Program with a Liberal Studies major, by completing special tracks in the Human Development major and the Visual and Performing Arts major, or through some other major by combining specific Multiple Subject requirements with major requirements.

MINOR IN ANTHROPOLOGY

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4104

Faculty:
Bonnie Bade, Ph.D.

Program Offered:

- Minor in Anthropology

The Anthropology Minor at California State University San Marcos provides students with opportunities to engage in interdisciplinary and integrated studies of human nature, society and culture. Employing the comparative, holistic, and evolutionary frameworks that are the hallmark of the anthropological perspective, the minor aims to provide students with theoretical and methodological perspectives that enable integrated understanding of human cultural achievements such as medicine, religion, mythology, migration, environmental adaptation, and technology. Rather than duplicating anthropology programs offered at other regional institutions that emphasize the four traditional subfields of anthropology – social/cultural anthropology, archeology, biological anthropology, and linguistic anthropology – the Anthropology Minor at CSUSM is unique in that it draws upon areas of specialization, such as medical anthropology, cultural ecology, Latin-American Studies, women's studies, art, ethnic studies, and border studies, that reflect the strengths of CSUSM scholars. Emphasis is placed on achieving an understanding of human behavior as influenced by the social, political, economic, and cultural contexts in which it occurs. A fundamental goal of the minor is to provide students with opportunities to engage in active, community-based ethnographic research that stimulates self-reflection and critical analysis of their own world view assumptions and cultural belief systems.

The minor prepares students for careers that require multicultural and culture-sensitive perspectives such as social services, health and medical services, education, and civil services, and provides a balanced foundation in anthropological concepts for students wishing to attend graduate school.

Completion of twenty-one (21) units of credit, eighteen (18) of which must be at the upper-division level. Twelve (12) units must be completed at CSUSM, three (3) of which must be at the 400 level. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

Preparation

High school graduates or equivalent are encouraged to seek diverse and broad exposure to all natural and behavioral sciences, social sciences, humanities, and interdisciplinary courses.

Transfer Students

Transfer students may transfer a maximum of nine (9) units, three (3) of which may be at the lower-division level.

Lower-division (3)	**Units**
ANTH 200	3

Upper-division (15)	**Units**
Twelve (12) units selected from:	
ANTH 301	3
ANTH 310	3
ANTH 315	3
ANTH 325	3
ANTH 330	3
ANTH 370	3
Three (3) units selected from:	
ANTH 498	1-3
ANTH 499	1-3

Three (3) units of electives that examine health, culture, gender, ethnicity, mythology, religion, art, community, environment, or Latin America. Chosen in consultation with an advisor.

Total Units	*21*

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BIOLOGICAL SCIENCES

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4103

Program Director:
Victoria J. Fabry, Ph.D.

Faculty:

Richard N. Bray, Ph.D.
Larry W. Cohen, Ph.D.
Victoria J. Fabry, Ph.D.
Denise Garcia, Ph.D.
Brian J. Norris, Ph.D.
Betsy Read, Ed.D.
Margaret Roark, Ph.D.
Victor Rocha, Ph.D.
George L. Vourlitis, Ph.D.
Thomas M. Wahlund, Ph.D.

Instructional Support Technician:
Christina Wilde

Programs Offered:

- Bachelor of Science in Biological Sciences, Concentrations in:
  - Cell and Molecular Biology
  - Ecology
  - General Biology
- Minor in Biological Sciences
- Master of Science in Biological Sciences

Biology is the study of living processes from the interaction of species with each other and their environment to the operant molecular mechanisms. The CSU San Marcos Biological Sciences Program presents a broad program of courses that deal with life on the ecosystem, population, organismal, and molecular levels. One common principle that extends throughout our curriculum is that biological processes should ultimately be biochemically explainable and mathematically describable. Life is a complicated series of chemical reactions and interactions, and we seek to understand the relationship of organisms to each other, to their environment, and within themselves in biochemical terms. Biological Sciences majors may choose between: 1) a general concentration, 2) a cell and molecular concentration, or 3) an ecology concentration. The general concentration provides wide exposure to the range of biological sciences while the cell/molecular and ecology concentrations offer majors the opportunity to focus their studies. With appropriate choice of biological sciences electives and General Education electives, graduates can meet the requirements of admission to graduate, medical, dental, optometry, veterinary, and other professional schools.

Modern biological science has progressed from the purely analytical to now include manipulative capability. Recombinant DNA techniques enable the investigator to generate specified changes in components of organisms for the purpose of better understanding some process, and in some cases to introduce new traits that will be of practical usefulness to society. The CSUSM program in biological sciences exposes students to cloning techniques, illustrates the techniques involved as part of the student's general education, and trains students for research positions.

Society is the beneficiary of modern technology and is also at its mercy. Products of the industrial process and of our use of natural resources can perturb the dynamic balance in the environment, and by leading to the extinction of species, reduce the diversity of living forms. The CSU San Marcos Biological Sciences Program addresses fundamental problems in the ecological and environmental sciences.

The Biological Sciences Program has well-equipped, modern laboratories. The academic atmosphere is enriched by a close faculty/student interaction (reminiscent of the better, small liberal arts colleges), and by numerous field trips to research facilities and sites in the area. Students receive training that will enable them to gain rewarding employment in a number of areas, including teaching, research, the health sciences, biotechnology, ecology, and environmental science.

Preparation

First-time freshman applicants must complete, with a grade of C or better, a comprehensive pattern of college preparatory study totaling 15 units. For more details, see the section on Admission Policies.

Transfer students entering the program at the junior and senior levels will be expected to have completed the equivalent of lower-division requirements elsewhere during their first two years, including four semesters of chemistry, two semesters of physics, and two semesters of college-level calculus or one semester of calculus and one semester of statistics.

Pre-health professions students (pre-chiropractic, dental, medical, optometry, osteopathic, pharmacy, and veterinary) are recommended to take BIOL 210, 211, 351, 352, 353, two semesters of physics, and several chemistry courses (see the description for the Chemistry Program for additional information).

Special Conditions for the Bachelor of Science in Biological Sciences and the Minor in Biological Sciences

All courses taken for the major and the minor, including supporting courses, must be completed with a grade of C (2.0) or better. No more than a total of six (6) units of any combination of BIOL 489, BIOL 495 (3 units only), BIOL 496, BIOL 498, and BIOL 499 may be applied toward the major. A minimum of eighteen (18) units in biology must be completed at CSUSM.

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES

	Units
General Education*	51
Preparation for the Major*	40-41
Concentration Requirements	34
General Electives	11-12
Total Required	*128*

**Nine (9) lower-division GE units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

Lower-division Biology Courses (8 Units)

BIOL 210	4
BIOL 211	4

Non-Biology Supporting Courses (32-33 units)

	Units
CHEM 150	5
CHEM 201	3
CHEM 201L	2
CHEM 202	3
CHEM 250	3
MATH 160	5

Choose one of the following course sequences:

PHYS 101	4
PHYS 102	4
or	
PHYS 205	4
PHYS 206	4

Choose one of the following courses:

MATH 162	4
MATH 240	3
BIOL 360**	4

***BIOL 360 is highly recommended for biology majors in the ecology concentration.*

Cell and Molecular Biology Concentration Requirements

Upper-division (34 units)

BIOL 351	5
BIOL 352	4
BIOL 353	4
BIOL 354	4

Choice of 3 courses (at least one must have a lab) 10-12

BIOL 367	
BIOL 368 and 368L	
BIOL 370	BIOL 374
BIOL 375	BIOL 376
BIOL 377	BIOL 504+
BIOL 510+	BIOL 520+

+ with consent of advisor.

Science Electives 5-7
Chosen with consent of advisor from biology courses numbered 355 to 599. With consent of advisor may include one chemistry course or PSYC 461.

Ecology Concentration Requirements

Upper-division (34 units)

BIOL 351	5
BIOL 352	4
BIOL 353	4
BIOL 354	4

Choice of 3 courses (at least one must have a lab) 10-12

BIOL 360***	BIOL 362
BIOL 379	BIOL 380
BIOL 385	BIOL 386
BIOL 387	BIOL 388
BIOL 390	BIOL 502+
BIOL 540+	

+ with consent of advisor.
****If not taken as a supporting course.*

Science Electives 5-7
Chosen with consent of advisor from biology courses numbered 355 to 599. With consent of advisor may include one chemistry course.

General Concentration Requirements

Upper-division (34 units)

BIOL 351	5
BIOL 352	4
BIOL 353	4
BIOL 354	4

Choice of 2 courses (at least one must have a lab) 7-8
Choice of one course:

BIOL 367	
BIOL 368 and 368L	
BIOL 370	BIOL 374
BIOL 375	BIOL 376
BIOL 377	BIOL 504+
BIOL 510+	BIOL 520+

Choice of one course:

BIOL 360***	BIOL 362
BIOL 379	BIOL 380
BIOL 385	BIOL 386
BIOL 387	BIOL 388
BIOL 390	BIOL 502
BIOL 540	

+ with consent of advisor.
****If not taken as a supporting course.*

Science Electives 9-10
Chosen with consent of advisor from biology courses numbered 355 to 599. With consent of advisor may include one chemistry course or PSYC 461.

MINOR IN BIOLOGICAL SCIENCES

Lower-division (16 units)

	Units
CHEM 150	5
CHEM 201	3
BIOL 210	4
BIOL 211	4

Upper-division (17 units)

	Units
BIOL 351	5
BIOL 352	4
BIOL 353	4
BIOL 354	4
Total Units	*33*

MASTER OF SCIENCE IN BIOLOGICAL SCIENCES

Graduate Advisor:

Brian J. Norris, Ph.D.

The graduate program in biological sciences leads to a research-based Master of Science degree. The program provides the opportunity for participants to receive advanced training in biological sciences and to pursue independent research investigations in specialized areas of interest. Laboratory and/or field research is an integral component of the program, which emphasizes a "hands-on" approach with close faculty mentoring. The research experience also enables students to hone investigative skills relating to experimental design, implementation, data analysis, and interpretation. Another important feature of the program is the Teaching Assistantship requirement, which is designed to give students the opportunity to discuss and implement pedagogical strategies employed in science education.

Graduates with an M.S. in Biological Sciences will be prepared to continue study at the Ph.D. level, to successfully pursue careers in private industry or government affiliated labs, and to teach at the elementary, secondary, or community college level.

The graduate program in biological sciences fosters the integration of many disciplines. The wide range of faculty expertise and research interests enables the department to offer a curriculum that spans fields of molecular genetics and development, aquatic biology, evolution, ecology, physiology, biotechnology, microbiology, immunology, and molecular cell biology. Students may develop a program of courses and research tailored to their individual needs within the areas of faculty expertise. In addition, students may choose a research supervisor outside of the Biological Sciences Program, allowing them to pursue interdisciplinary studies, special field research, or industrial projects. Seminar courses focus on the primary literature and are presented as a forum for open interchange and dissemination of scientific knowledge.

Available programs in this degree cover a wide spectrum of biology and include both laboratory and field study. The department has sophisticated research laboratories equipped with state-of-the-art instrumentation. Facilities include a vivarium, greenhouse, tissue culture laboratory, scanning electron microscope, environmental growth chambers, a 21 foot boat, numerous aquaria, and equipment for radioisotope and modern molecular biology work. Excellent computer facilities are also available. The close proximity of the campus to marine, chaparral, and desert environments provides many opportunities for field studies.

This degree requires a thesis based on original scientific research. A list of research areas with the names of faculty specializing in these areas can be obtained from the Program Director.

Admission Requirements

The Program in Biological Sciences will consider applicants having the following qualifications:

1. The applicant must meet the general requirements for admission to graduate studies at CSU San Marcos. These are described in this catalog under Graduate Admission Requirements.
2. The applicant must have earned a bachelor's degree in the biological or related sciences, with minimum coursework and grade point requirements equivalent to the Minor in Biological Sciences at CSUSM.
3. The applicant must have maintained an undergraduate grade point average in all completed science and math courses of at least 2.75, or a grade point average of at least 3.0 in the last 35 semester units of science and math.

The Graduate Record Examination (GRE) Subject Test in Biology, or the Subject Test in Biochemistry, Cell, and Molecular Biology should be taken prior to applying to the program. Graduate students admitted without GRE subject test scores must take this examination by the end of their second semester in residence. Under normal circumstances, a minimally acceptable score on the GRE subject test would be above the 50th percentile.

All applicants, regardless of citizenship, who do not possess a bachelor's degree from a post-secondary institution where English is the principal language must take the combined Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) examination. A minimum score of 550 on the TOEFL and a minimum of 4.5 on the TWE are required.

Application

All applicants must file a completed Graduate and Postbaccalaureate Admission form with the CSUSM Office of Admissions, and pay the application fee. The following documents must be submitted directly to the Biological Sciences Program secretary no later than February 15th for the following Fall semester:

1. A completed Biological Sciences Application Form, available from the Biological Sciences Program office. In addition to other information, this form requires a statement of educational and career goals.
2. Official transcripts of all college level academic work, including that done at CSUSM.
3. Official score reports of the GRE Subject Test in Biology or the GRE Subject Test in Biochemistry, Cell, and Molecular Biology, if taken. If applicable, scores for the TOEFL/TWE must be included.
4. Two letters of recommendation from persons familiar with the applicant's academic performance and potential for independent research.

Review and Acceptance

The Graduate Studies Committee will review all files received by the deadline, and either accept the applicant as a classified or conditionally classified graduate student or deny admission. All accepted students who expect to enroll in the following fall semester must schedule an interview during the week before the beginning of the semester with the faculty member identified in the acceptance letter. This interview will focus on counseling and orienting the applicant with special attention to any academic deficiencies.

Admission as a Classified Graduate Student

The Graduate Studies Committee will admit as a classified graduate student any applicant who has:

1. met all CSUSM and Biological Sciences Program prerequisites;
2. submitted GRE Subject Test scores at or above the 50th percentile;
3. submitted all required documents; and
4. obtained agreement of a Biological Sciences faculty member to serve as the chair of the student's thesis committee.

Graduate students admitted to classified status should meet with their thesis committee chairs to set up a program of study (see next page).

Admission as a Conditionally Classified Graduate Student

Applicants who fail to meet the criteria above for classified admission to the Program in Biological Sciences and who fall into one of the following four categories may be considered by the Graduate Studies Committee for admission as conditionally classified graduate students. These would include:

1. Applicants with course and/or unit deficiencies. The Graduate Studies Committee will determine the deficiencies of each applicant relative to the courses required for the CSUSM minor in Biological Sciences. The Committee will indicate which course(s) the applicant must take to make up those deficiencies. These courses are taken in addition to the minimum 30 units required for the Master of Science degree and may be included in the student's program of study. The applicant must make up all such deficiencies before attaining classified status.
2. Applicants with GPA deficiencies. An applicant with an undergraduate GPA in science and mathematics between 2.5 and 2.75 and a GPA in the last 35 semester units of science and mathematics courses between 2.75 and 3.0 may be admitted as a Conditionally Classified Graduate Student. The applicant must first obtain sponsorship from a faculty member in the Program in Biological Sciences who must indicate, in writing, to the Graduate Studies Committee a willingness to serve as the chair of the applicant's thesis committee and the reasons why the Graduate Studies Committee should admit the applicant. In addition, an applicant receiving Conditional classification must complete, with a grade of B (3.0), or better, three approved courses totaling at least nine units acceptable to the Graduate Studies Committee. These approved courses may appear on the student's graduate program of study. If the conditionally classified student receives less than a B (3.0) in any of the three courses, he or she will be disqualified from the Master of Science program.
3. Applicants who meet all prerequisites but who do not yet have chairs for their thesis committee. Each student must obtain a thesis committee chair and set up a graduate program of study by the end of the second semester in residence following admission to the Master of Science program. Students without a thesis committee chair and program of study cannot be advanced to candidacy and will be dropped from the program.
4. Applicants who have not taken the GRE subject test in Biology or Biochemistry, Cell and Molecular Biology, or who have failed to score at or above the 50th percentile. Applicants may be admitted as conditionally classified students prior to establishing minimally acceptable GRE subject test scores. Minimally acceptable scores would normally be at or above the 50th percentile. Students will be reclassified when evidence of acceptable GRE subject test scores is presented to the Graduate Studies Committee. Students failing to present such evidence by the end of their second semester in residence will be dropped from the program. Only in unusual situations will students with GRE Subject Test scores below the 50th percentile be allowed to continue.

Degree Requirements

The Master of Science degree requires a minimum of 30 semester units of study at the advanced level (500-698 courses). At least 15 and preferably 21 of these units must be in courses organized for graduate students (courses numbered 600-698). A maximum of six (6) units of Directed Studies (BIOL 697) and six (6) units of Thesis (BIOL 698) may be included in the 30 units required for the degree.

All of the following requirements must be met within five years to earn the degree of Master of Science in Biological Sciences at CSUSM:

1. Advancement to candidacy. In order to be considered for advancement, graduate students must have obtained approval of their program of study, have developed a thesis proposal, and have presented the proposal to their thesis committee. On approval of their thesis proposal, classified graduate students will be advanced to candidacy for the Master of Science degree.
2. A completed program of study. This program is composed of at least 30 units of graduate-level work including seven required courses and research, all of which must have been approved by the student's thesis committee and must have been completed with a GPA of at least 3.0.
3. Completion of a written thesis based on original field or laboratory research. This thesis must be approved by the student's thesis committee and defended in an oral presentation to the faculty and students of the Biological Sciences Program.
4. Completion of at least one semester as a teaching assistant. Because effective communication is important to success at the Master's level, the Program in Biological Sciences requires that a graduate student serve as a Teaching Assistant. Candidates who can demonstrate that this requirement would pose an undue hardship may petition the Graduate Studies Committee to waive this requirement.

Program of Study

Each graduate student must establish a specific plan (program of study) that will lead to fulfillment of requirements for the Master of Science degree. It must be approved before the student advances to candidacy. This program must contain at least 30 units of courses at the graduate level, of which at least 15 units (and preferably 21 units) are in 600-level courses, and the remaining 9-15 units are in 500-level courses. Additional courses for the area of study may be required. The program of study should be developed in consultation with the chair of the student's thesis committee with a focus on gaining depth of knowledge in a particular subdiscipline of biological science. Required courses are: Research Methods I and II (BIOL 610 and BIOL 611), Internship in Biology Instruction (BIOL 685), two seminars chosen from BIOL 560-566, Directed Studies (BIOL 697), and Thesis (BIOL 698). This plan should include a minimum of five (5) units of Directed Studies (BIOL 697) and at least five (5) units of Thesis research (BIOL 698). The program of study may include additional courses needed to satisfy prerequisites for classified status. The formal program of study must be submitted for approval to the student's thesis committee before the end of the second semester after admission to the program.

A typical full-time student, enrolled in nine (9) units per semester (see Academic Regulations/Student Course Load), is expected to complete his or her program of study after four semesters in residence. Units earned not in residence at CSUSM may not exceed six (6) and they must be approved by the student's thesis committee. Part-time students must complete their program of study within ten semesters in residence.

Advancement to Candidacy

To be eligible for advancement to candidacy for the Master of Science degree, a graduate student must have attained classified status and have constituted a thesis committee. Each student must obtain the permission of a tenured or tenure-track Biological Sciences faculty member to serve as the chair of his or her thesis committee. The thesis committee chair and student then recommend two additional members for the thesis committee. A student's research supervisor need not be a member of the CSUSM Biological Sciences faculty, but must be a member of the thesis committee. The Graduate Studies Committee must approve the composition of the student's committee. The thesis committee chair will assist the student in establishing a program of study and in developing a thesis research proposal. A formal written thesis proposal will be orally presented to the thesis committee no later than the beginning of the second year of full-time study, or after twelve (12) units of graduate coursework have been completed. The student will be advanced to candidacy after the official program of study has been approved by the thesis committee, the written thesis proposal has been presented, and the thesis committee has approved the proposal.

Continuation

Graduate students must maintain an overall GPA of 3.0 and earn at least a C (2.0) in each course, except those graded credit/no credit (see Academic Regulations/Definition of Terms). Students who are conditionally classified because of GPA deficiencies may not earn less than a B (3.0) in the courses on their approved list. Any student whose overall GPA falls below 3.0 for two semesters, or who receives more than three grades of C (2.0) or lower, will be dropped from the program. A full-time graduate student should be enrolled in at least nine (9) units per semester. Full-time students serving as teaching assistants or graduate assistants should be enrolled in at least six (6) units during the semester of service. Each student must present a formal thesis proposal no later than the beginning of the second full year of study, or after twelve (12) units of graduate coursework. In addition, except in unusual circumstances, a completed thesis must be submitted and defended not later than eight semesters following advancement to candidacy, and normally not later than five years after entry into the program. The student must be registered in BIOL 698 or 699 when the completed thesis is granted final approval.

Financial Aid

Several sources of financial aid are available to graduate students. Students are responsible for identifying other sources of aid, and may wish to consult with the Office of Financial Aid and Scholarship.

CHEMISTRY

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4103

Chemistry and Biochemistry Department Chair:
Steven C. Welch, Ph.D.

Faculty:

Paul G. Jasien, Ph.D.
José A. Mendoza, Ph.D.
Karno Ng-Alston, Ph.D.
Michael H. Schmidt, Ph.D.
Jacqueline A. Trischman, Ph.D.
Steven C. Welch, Ph.D.

Instructional Support Technician:
Sally-Jo Divis

Programs Offered:

- Bachelor of Science in Chemistry Options in:
  - Biochemistry
  - Chemistry
  - Science Education
- Minor in Chemistry

CSU San Marcos offers a program of courses leading to a Bachelor of Science in Chemistry with options in Biochemistry, Chemistry, and Science Education. Chemistry is the study of matter and its changes. This includes everything in the universe from a simple hydrogen atom to very large replicating molecules in life processes. Chemistry is involved with the development of medicines that control and cure diseases; food through specific and safe agricultural chemicals; consumer products such as cleaners, plastics, and clothing; new methods of energy production, transfer and storage; new materials for electronic components; and new methods for protection and cleanup of the environment. Chemistry majors are needed to help solve some of society's most difficult technological problems through research, development, and teaching.

As an integral part of this program, each student is required to do a senior research project, thesis, and thesis defense. Also, each student will have the opportunity to flavor his or her degree in chemistry by taking advanced elective courses in analytical, inorganic, organic, physical, or biochemistry. With appropriate choices of chemistry and general education electives, graduates can meet the requirements for admission to graduate, medical, dental, optometry, pharmacy, veterinary, and other professional schools.

The goal of the Chemistry and Biochemistry Department is to provide chemistry majors with the best education within the guidelines of the American Chemical Society. Each student will learn the basics of analytical, inorganic, organic, physical, and biochemistry, including the most recent technology in instrumentation. An atmosphere of small class size, close faculty/student interaction, and new facilities/equipment are some of the advantages of the Chemistry Program at CSU San Marcos.

Up to five (5) units of chemistry credit can be applied toward a B.S. degree in Chemistry (Chemistry, Biochemistry or Science Education options) at CSUSM for students who have successfully completed high school chemistry with a laboratory and who have successfully completed the Advanced Placement Test in chemistry. It is recommended that students with a score of 4-5 on the AP Test in chemistry and who have completed high school chemistry with a laboratory consider auditing CHEM 150 during the fall semester in preparation for CHEM 201/201L in the spring semester. It is recommended that students with a score of 3-5 on the AP Test in chemistry and who have completed high school chemistry without a laboratory take CHEM 150 during the fall semester in preparation for CHEM 201/201L in the Spring semester.

Preparation

All courses taken for the major must be completed with a grade of C (2.0) or better. Transfer students must complete a minimum of 24 hours counted toward the chemistry major at CSUSM.

BACHELOR OF SCIENCE IN CHEMISTRY

Chemistry Option

This option is for students wishing a broad training in the traditional areas of chemistry. This option is recommended for students wishing to enter a chemistry graduate program or seek a position in industrial chemistry.

	Units
General Education*	51
Preparation for the Major*	45-46
Option Requirements	34
General Electives	0-1
Total Required	*125*

**Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Chemistry Option

Non-Chemistry Supporting Courses (24-25 units)

	Units
CS 111* or CS 301*	3-4
MATH 160*	5
MATH 162*	4
MATH 260*	4
PHYS 201*	4
PHYS 202	4

Lower-division (21 units)

CHEM 150*	5
CHEM 201 & 202	6
CHEM 201L & 202L	4
CHEM 250	3
CHEM 275	3

**Some courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education. The courses fulfilling this double requirement are denoted by *.*

OPTION REQUIREMENTS

Upper-division Chemistry (26 units)

CHEM 300	2
CHEM 351	3
CHEM 401, 402	6
CHEM 404	3
CHEM 404L	1
CHEM 405	2
CHEM 416	5
CHEM 498 or 499	4

Science Electives (8 units)

Science major courses in the natural or mathematical sciences, chosen in consultation with the academic advisor, will be used to meet this requirement.

Biochemistry Option

This option is for students who wish to emphasize the biological aspects of chemistry. This option is recommended for students wishing to attend graduate school in biochemistry, a health related professional school, or seek a position in the biotechnology industry. CHEM 402 is highly recommended for students wishing to attend graduate school.

	Units
General Education**	51
Preparation for the Major**	49-50
Option Requirements	32-33
General Electives	0-2
Total Required	*125*

***Nine (9) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Biochemistry Option

Non-Biology/Chemistry Supporting Courses (20-21 units)

	Units
CS 111*** or CS 301***	3-4
MATH 160***	5
MATH 162***	4
PHYS 201***	4
PHYS 202	4

Lower-division Biology/Chemistry (29 units)

BIOL 210	4
BIOL 211***	4
CHEM 150***	5
CHEM 201 & 202	6
CHEM 201L & 202L	4
CHEM 250	3
CHEM 275	3

****Some courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education. The courses fulfilling this double requirement are denoted by ***.*

OPTION REQUIREMENTS

Upper-division Biology/Chemistry (30-31 units)

BIOL 351 or 355	5-4
CHEM 300	2
CHEM 351	3
CHEM 351L	2
CHEM 352	3
CHEM 401	3
CHEM 404	3
CHEM 404L	1
CHEM 416	5
CHEM 498 or 499	4

Upper-division Science Elective Units (2 units)

Science major courses in the natural or mathematical sciences, chosen in consultation with the academic advisor, will be used to meet this requirement.

Science Education Option

This option is for students who wish to seek training in Chemistry as well as pursue a career as a high school science instructor. (Evaluation of this option for a Single Subject Credential Waiver is currently under consideration.)

	Units
General Education*	51
Preparation for the Major*	55-56
Option Requirements	27-28
General Electives	4-5
Total Required	*125*

***Nine (9) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Science Education Option

Non-Chemistry Supporting Courses (34-35 units)

	Units
BIOL 210	4
BIOL 211**	4
CS 111** or CS 301**	3-4
ES 101	3
ES 102	3
MATH 160**	5
MATH 162**	4
PHYS 201**	4
PHYS 202	4

Lower-division (21 units)

CHEM 150**	5
CHEM 201 and 202	6
CHEM 201L and 202L	4
CHEM 250	3
CHEM 275	3

***Some courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education. The courses fulfilling this double requirement are denoted by a **.*

Proficiency in Spanish is strongly encouraged for the Science Education option and can be included as part of the Humanities Requirement of the General Education Requirement.

OPTION REQUIREMENTS

Upper-division Chemistry (22-23 units)

CHEM 300	2
CHEM 351	3
CHEM 351L	2
CHEM 352	3
CHEM 398^	2
CHEM 401	3
CHEM 404 and 404L or CHEM 404 and 405 or CHEM 416	5-6
CHEM 499	2

^When topics relate and address scientific ethics.

Science Electives (5 units)

Science major courses in the natural or mathematical sciences, chosen in consultation with the academic advisor, will be used to meet this requirement.

MINOR IN CHEMISTRY

Requirements (21 units)

	Units
CHEM 150	5
CHEM 201 & 202	6
CHEM 201L & 202L	4
CHEM 250	3
CHEM 275	3

Choice of 7 additional units from the following:

	Units
CHEM 351	3
CHEM 351L	2
CHEM 352	3
CHEM 398	1-2
CHEM 399	1-2
CHEM 401	3
CHEM 402	3
CHEM 404	3
CHEM 404L	1
CHEM 405	2
CHEM 416	5
CHEM 490	3
CHEM 491	3
CHEM 492	3
CHEM 493	3
CHEM 494	3
Total Units	*28*

COMMUNICATION

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Department Chair:
G.H. (Bud) Morris, Ph.D.

Faculty:

Dreama Moon, Ph.D.
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G.H. (Bud) Morris, Ph.D.
Barry Saferstein, Ph.D.

Program Offered:

- Bachelor of Arts in Communication
- Minor in Communication

The undergraduate degree in communication is designed to provide students with a comprehensive knowledge of the nature of communication, its varied forms and uses, and its multiple effects within and across societies and cultures. This involves introducing students to the significance of communication within their own lives, and showing its relevance to the complex relationships they enter into as interpersonal and organizational actors, as representatives of one or more cultures, as consumers of mass-mediated information, and as interested citizens who may desire to influence the changing course of human affairs.

The undergraduate degree in communication has two emphases. First, students are expected to acquire some sophistication in being able to identify and utilize a range of communication theories and methods with the aim of sharpening and clarifying our ways of thinking about communication issues and problems. Second, and closely related, students are encouraged to develop critical descriptive and analytical skills and, where appropriate, to prescribe means of improving communication practices within interpersonal, institutional, and larger societal settings. To this end, theory and method are valued as essential tools of thought to assist in (1) judging whether contemporary communication processes are meeting adequately the needs of institutions and the people involved within them, (2) locating and identifying problems that may be bound up in communicative relations and processes, and (3) devising solutions or stratagems as means of effectively addressing those problems.

Career Opportunities

Communication is increasingly recognized as an extremely significant, multifaceted phenomenon that deserves our focused attention. There are at least three reasons for this need. First, the rapid development of complex technologies has increased the need for intense interactions among people from diverse cultures. This brings with it new challenges, as well as previously unimagined potentials with respect to what is to be gained from communicating across cultural boundaries, and as how we are best to go about doing it.

Second, as the world becomes more complex, the forms of communication needed to interact on numerous levels also become more complex. This is especially evident within contemporary institutions where gender, race, and social class differences must be negotiated on an ongoing basis through communication.

Third, with the emergence of the mass media and its increased presence and influence in our lives, it becomes essential that we learn how to analyze this complex institution in terms of its channels and messages. It is important to know the extent to which it offers reasonable access to diverse populations, its multiple effects upon cultures and the values that sustain them, and its potential as an instrument for effecting genuine societal change.

A communication degree increasingly offers interesting career possibilities in the areas of conflict mediation, community relations, advertising and market research, government, public affairs, business management, international trade, foreign service, teaching, and law. In addition, the fast-growing communication industry is very receptive to communication majors, as are private and public organizations and agencies which often hire communication majors as consultants and problem solvers.

Preparation

High school students should take four years of English, including composition. Social science and civics courses, including history and economics, are encouraged. A familiarity with computers is also desirable.

Transfer Students

Community college transfer students may transfer a maximum of six (6) lower-division units in Communication. Students must have earned a grade of C (2.0) or higher in the coursework to be counted for credit toward the major.

Requirements for the Major

To be counted toward the major, a communication course must be completed with a grade of C (2.0) or higher. A minimum of eighteen (18) units of upper-division credits must be earned at CSUSM.

No more than six (6) hours of independent study may be applied toward the major. Independent study may be applied to field distribution requirements at the discretion of the instructor under whose supervision the student is doing the study. Communication majors must complete nine (9) upper-division units selected from at least two of the social sciences.

BACHELOR OF ARTS IN COMMUNICATION

Graduation Requirements

	Units
General Education	51
Preparation for the Major	9
Major Requirements	39
General Electives	25
Total Required	*124*

Preparation for the Major

Lower-division (9 units)

	Units
COMM 100	3
COMM 200	3
PSYC 220 or SOC 201	3

(Other introductory statistics courses may be accepted upon approval of the communication advisor.)

Major Requirements

Upper-division (39 units)

	Units
COMM 300	3
COMM 330	3
COMM 360	3
COMM 390	3

Eighteen (18) additional upper-division units in at least two of the three areas of communication (Communication Theory and Methods; Communication, Culture and Social Context; Mass Communication) 18

Approved Electives (9 units)

Nine (9) units of upper-division courses selected from at least two of the social sciences 9

MINOR IN COMMUNICATION

Lower-division (3 units)

	Units
COMM 100	3

Upper-division (15 units)
Nine units selected from:

COMM 300	3
COMM 330	3
COMM 360	3
COMM 390	3

Six (6) units of communication electives. 6

Total Units *18*

Upper-division Communication courses are grouped into three categories. These categories are: Communication Theory and Methods (CTM), Communication, Culture and Social Context (CCSC), and Mass Communication (MC). Specific courses under these designations are given below and described within the Communication course listings.

Communication Theory and Methods (CTM)

COMM 300	Communication Theory
COMM 340	Interviewing Principles and Practices
COMM 390	Communication Research Designs, Methods, and Approaches
COMM 400	Discourse Analysis
COMM 420	Topics in Communication Theory

Communication, Culture and Social Context (CCSC)

COMM 310	Group Interaction and Problem Solving Method
COMM 330	Intercultural Communication
COMM 333	Language and Social Interaction
COMM 320	Conflict and Communication
COMM 425	Communication and Mediation
COMM 430	Power, Discourse and Social Identity
COMM 435	Communication and Gender
COMM 437	Interpersonal Communication
COMM 440	Organizational Communication
COMM 450	Topics in Intercultural Communication

Mass Communication (MC)

COMM 316	Student Newspaper
COMM 360	Mass Media and Society
COMM 370	World Wide Web as Mass Medium
COMM 465	Communication and Popular Culture
COMM 470	Political Communication
COMM 480	Topics in Mass Media
COMM 499	Independent Study

COMPUTER SCIENCE

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Youwen Ouyang, Ph.D.
Stanley Wang, Ph.D.
Shaun-inn Wu, Ph.D.
Rika Yoshii, Ph.D.

Programs Offered:

- Bachelor of Science in Computer Science
- Minor in Computer Science
- Master of Science in Computer Science

Computer Science is basically the study of problem solving on computers. We utilize the power of computers in the problem solving process while dealing with the constraints of computers. We offer to the undergraduate and graduate student a rich mix of modern computer science courses. Common to these offerings are the power, beauty, and utility of computational thought.

Applications of Computer Science knowledge include almost every field from business to education, from humanities to social sciences, or from natural sciences to engineering. Therefore, the study of Computer Science contains many fields such as computer architecture, programming languages, computer networking, database systems, information management, artificial intelligence and numerical analysis.

Hundreds of job advertisements looking for Computer Science professionals appear in newspapers, professional magazines and newsletters. Due to the enormous demand, degree holders in Computer Science have multiple paths to reach their career goals. They can easily find jobs with excellent pay in many business and industries and their job titles include positions such as: programmers, system analyst/ engineer/managers, software analyst/engineer/managers, database managers, network/telecommunications administrators, customer service representative/managers, computer instructors, technical trainers, technical support, management information system managers, and sales representatives.

The CSUSM undergraduate study in Computer Science emphasizes both theoretical foundations and practical applications. Students will learn algorithms, data structures, software design, the concepts of programming languages, computer organization, and computer architecture. The program stresses analysis and design experiences with substantial laboratory work, including software development. The Computer Science major prepares students for careers in applications programming, systems analysis, and software engineering, as well as for entrance into graduate and professional schools.

Preparation

High school students are encouraged to take four (4) years of English, four years of mathematics including trigonometry, one year of biological science, and one year of physical science. Courses in calculus, physics, and computer programming are recommended. Experience in clear, concise, and careful writing is valuable for success in all courses.

Transfer Credits

A maximum of thirty-two (32) lower-division units including courses in Computer Science, mathematics, and physics may be applied toward the preparation for the major requirements. Of the thirty-two (32) units, twelve (12) units must appropriately match the description for CS 111, 211, and 231 (depending on the articulation agreement between CSUSM and other institutions; transfer students are also advised to consult with their articulation officer to determine if they need to take CS 112, 212, and 232); twelve (12) units must appropriately match the description for MATH 160*, 162, and 264; and eight (8) units must appropriately match the description for PHYS 201* and 202.

**Six (6) units of the above-transferred courses, MATH 160 and PHYS 201, will count toward the lower-division General Education requirements in Area B. Students are encouraged to consult their faculty advisor to learn about courses that fulfill the General Education requirements.*

Special Requirements for the Bachelor of Science

Each course submitted toward the Computer Science major must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either CS 498 or CS 499 may be applied to the major. A minimum of fifteen (15) upper-division units counted toward the major must be completed at CSU San Marcos.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

	Units
General Education*	51
Preparation for the Major*	42
Major Requirements	30
General Electives	12
Total Required	*129*

Preparation for the Major

Lower-division (12 units)

CS 111	4
CS 211	4
CS 231	4

Non-Computer Science Supporting Courses (30 units)

	Units
MATH 160	5
MATH 162	4
MATH 370	3
PHYS 201	4
PHYS 202	4
PHYS 301	4

Choose one of the following courses: 3
MATH 242 MATH 440

Choose one of the following courses: 3
MATH 264 MATH 374

Major Requirements

Upper-division (30 units)

	Units
CS 311	3
CS 331	3
CS 351	3
CS 421	3
CS 433	3
CS 441	3

Computer Science electives 12
Chosen from CS courses numbered 400 or higher, MATH 464 and MATH 480.

**Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

MINOR IN COMPUTER SCIENCE

The minor in Computer Science consists of at least twenty-three (23) units of study in Computer Science. Each course submitted toward the Computer Science minor must be completed with a grade of C (2.0) or better.

Required courses (11 units)

	Units
CS 111	4
CS 211	4
CS 311	3

At least twelve (12) units from any CS courses numbered 200 or higher; at least nine (9) units must be numbered 300 or higher. MATH 464 and MATH 480 may be applied toward this requirement 12

Total Units *23*

MASTER OF SCIENCE IN COMPUTER SCIENCE

The mission of the graduate program in Computer Science at CSUSM is to provide graduate education of the highest caliber to qualified students from the local community and beyond, leading to the Master of Science degree. Its objective is to prepare students for a variety of positions in business, industry, and the public sector; for continued study at the doctoral level; or for academic careers at the two-year college level. We believe that excellent graduate education is best accomplished in an atmosphere in which graduate students are closely mentored by the faculty. The faculty in Computer Science is committed to the study of Computer Science as a scientific enterprise, and the Master of Science in Computer Science will encourage the development of critical thinking and quantitative reasoning skills. In keeping with the mission of the University, we offer a curriculum that includes opportunities for applied experiences to enhance the professional development of our students and to contribute to the community around us. In addition, our program seeks to recognize the global awareness of the computing world and to build links with higher education institutions in the world.

The Master of Science Program in Computer Science provides breadth in several areas and depth in a specialized area in the rapidly advancing theoretical and practical aspects of Computer Science. Common to these offerings are the intelligent challenges and analytical skills of computational problem-solving methodologies.

Preparation and Training Offered by the Program

The Master of Science degree is traditionally seen either as a preparatory or terminal degree. Our program is designed to accommodate students with different goals. The active research programs of our faculty, and our recognition of Computer Science as a scientific enterprise, shall provide graduate students with the intensive research training and course work in primary content areas that are central to preparation for more advanced graduate or professional work. Students who have in mind careers in business, industry, community college teaching and computing services, will benefit from our program's emphasis on critical thinking, research methods, and advanced course work. Individual career goals will be served by allowing choices in the content of the research work of thesis or project and by providing a curriculum that provides flexibility in content areas. Students with interests in many areas in Computer Science will find opportunities to pursue course work and thesis topics at CSUSM that are related to their interests.

The Master of Science degree in Computer Science emphasizes both theoretical foundations and practical applications. Many students undertake graduate work in Computer Science in order to pursue careers in computer networking and information communications, algorithms, parallel processing, artificial intelligence, neural networks, programming languages concepts, and multimedia applications. Graduates of the program will be prepared for a wide range of career opportunities, since the skills and attitudes fostered in the program are in demand in business, industry, government and academia. In particular, graduates will be well prepared for careers in applications programming, systems analysis, and software engineering.

The program also prepares students to compete for admission to doctoral programs in Computer Science. There are several universities near CSUSM, including UCSD, UC Riverside, and UC Irvine, which offer such Ph.D. programs.

Admission

In general, students should have equivalent of the basic core knowledge in Computer Science. Experience in clear, concise, careful writing is valuable for success in all courses.

People with undergraduate degrees in non-computing fields may want to enroll in this program for career advancement. Those with undergraduate degrees in Computer Science can take more advanced courses to specialize in a particular area.

Admission to the program requires an undergraduate degree including the courses as required for the Bachelor's Degree in Computer Science at CSU San Marcos, or their equivalents. Admission also requires a 3.0 grade point average in the upper-division Computer Science courses and at least a 2.5 GPA in the last 60 semester units (or last 90 quarter units) attempted. Students who have some deficiencies in the above admission requirements may be admitted with conditional graduate status. They may remove these academic deficiencies by either taking specific undergraduate courses for no credit toward the Master's degree, or passing appropriate proficiency examinations.

The general test of the Graduate Record Examination (GRE) is required of all applicants and the advanced test in Computer Science is encouraged.

All applicants who do not possess a bachelor's or graduate degree from a post-secondary institution in a country where English is a principal language must take the Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550.

Complete applications, including test scores and recommendation letters, should be received in the program office by April 30th for Fall applicants and November 30th for Spring applicants. However, applications will be accepted as long as space allows. An application consists of the following:

- a completed application for university admission,
- a completed application for the Master's program in Computer Science,
- two sets of official transcripts from all colleges and universities attended and official indication of graduation (if not in English, certified English translations must be included),
- official transcripts of GRE, and TOEFL if applicable, and
- three letters of recommendation.

Graduation Requirements

The Master of Science degree in Computer Science requires a minimum of 30 units of graduate courses with at least an overall 3.0 grade point average. Students must do exactly one of the following: pass a comprehensive written exam, complete a Master's thesis, or complete a research project. At least fifteen (15) units must be numbered 600 or above. Only courses numbered 500 or higher can be counted towards the Master's degree requirement with the exceptions of CS 421, CS 433, and CS 441 which must be taken if these courses were not taken prior to admission to the program. No course or equivalent which was taken as a requirement for the completion of a Bachelor of Science in Computer Science or related fields can be used to satisfy these requirements. Not more than nine (9) units in approved extension and transfer courses may be used to satisfy the minimum units required for the degree; any such units must be approved by the Computer Science Department Chair or faculty advisor. Given the nature of rapid development in Computer Science, all requirements should be satisfied within five years of initial acceptance into the program or course work must be repeated.

Students are required to take at least one course from each of the following areas:

Algorithms and Parallel Processing:
CS 513 CS 514
CS 614

Theory and Programming Languages:
CS 551 CS 553
CS 613

Operating Systems and Computer Architecture:
CS 531 CS 537
CS 633

Applications:
CS 535 CS 573
CS 543 CS 643
CS 571 CS 671

If CS 421, CS 433, and CS 441 have not been taken prior to the admission, students are required to include them in their study plan.

Continuation

A student must earn a 3.0 overall average in graduate coursework in order to graduate. No course in which a final grade below C (2.0) was earned can satisfy the degree requirement. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program.

Financial Aid

Several sources of financial aid are available to graduate students. Applicants who choose to apply for Graduate Assistantships offered by the University should so indicate on the appropriate space in the Master's Program in Computer Science application form. Students are responsible for identifying other sources of aid, and may wish to consult with the University's Office of Financial Aid and Scholarship.

Advancement to Candidacy

Upon the completion of at least nine (9) units toward the degree, but prior to the completion of 18 units toward the degree, the student should obtain the permission of a tenured or tenure-track Computer Science faculty member to act as the student's advisor and as chair of the student's academic committee. The student and the advisor should recommend to the Computer Science Department Chair the names of two other tenured or tenure-track Computer Science faculty to fill the advisory committee.

The plan of study should include courses remaining to be taken and the names of the three faculty composing the committee. A copy of the study plan shall be submitted to the Computer Science Department Chair. The student is advanced to candidacy for the Master of Science degree upon submission of the study plan and completion of 18 units toward the degree with at least a 3.0 grade point average. Changes in the study plan must be approved by the student's advisor and the Computer Science Department Chair.

No student may enroll for CS 698, CS 699, or take a comprehensive examination before being advanced to candidacy.

Thesis, Project, or Comprehensive Written Exam

Each student will be assigned an advisor at the time of acceptance to the program. It is expected that the student and her/his advisor will work together closely to identify elective courses and either choose possible research topics for the thesis or research project, or prepare for the comprehensive written examination.

A thesis is the written result of a systematic study of a significant Computer Science problem. It defines, develops, and executes an investigation into a chosen problem area. The motivation, approach, and results of the investigation are communicated in a clear and logical fashion; it is grammatically correct, logically organized and technically sound. The finished product should evidence originality, and critical and independent thinking through documentation. The thesis must be planned, organized, executed, and completed while the student is enrolled in the Master's program. Guidelines on the preparation and official submission of the thesis can be obtained from the Department Chair's office. The final copies of the thesis are to be delivered to the committee members at least two (2) weeks prior to the oral defense of the thesis which must be held at least two weeks prior to the end of a regular semester.

A project is the written result of a comprehensive implementation or analysis of a particular computer system or problem encountered in the literature. The composite elements of the project are the same as for a thesis, but the scope is more narrow. The project must be completed while the student is enrolled in the Master's program. Project submission forms can be obtained from the Department Chair's office. The final copies of the project are to be delivered to the committee members at least two (2) weeks before an oral presentation, which must be held at least two weeks prior to the end of a regular semester.

A comprehensive written examination is administered during the student's final semester. It is intended as a culminating experience for the Master's degree, and it is used to assess the student's ability to integrate his/her knowledge of Computer Science, to think critically and independently, and to demonstrate mastery of their coursework. The problems will reflect the coursework of the student, and the student's responses will be evaluated both on the basis of logical correctness and on that of written presentation. The examination will be offered, as needed, at most once each regular semester, at least two (2) weeks prior to the end of the semester. Students intending to take the exam during a given semester must notify the Department Chair before the end of the fourth week of that semester.

Graduation

A student planning to graduate at the end of a given regular semester must meet with the academic advisor by the end of the student's previous regular semester in order to evaluate those plans. All pertinent requirements described above concerning courses and the thesis, the project, or the comprehensive exam must be evaluated during this meeting.

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MINOR IN CRIMINOLOGY AND CRIMINAL JUSTICE

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Sociology Department Chair:
Richard T. Serpe, Ph.D.

Faculty:

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Valerie J. Callahan, Ph.D.
Sharon Elise, Ph.D.
Darlene Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Garry Rolison, Ph.D.
Richard T. Serpe, Ph.D.
Linda Shaw, Ph.D.
Sheldon X. Zhang, Ph.D.

Program Offered:

- Minor in Criminology and Criminal Justice

The Criminology and Criminal Justice Minor is offered through the Sociology Department. All courses for this minor can be viewed within the Sociology course listings. Advising for this minor is handled by the Sociology Department. Each course counted towards the minor must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units in sociology must be completed at CSUSM.

The major purpose of the Criminology Minor is to provide an expanded and more focused concentration on the study of criminology and the criminal justice system regarding 1) the study of deviance and the incidence and explanations for delinquency and crime; 2) methods of prevention and control of delinquency and crime; 3) characteristics and practices of the criminal justice system. Moreover, students will select a set of courses that add on to parts of this core, such as the study of women and crime, and the comparative study of crime in different societies. Students will broadly analyze the origins, causes, and consequences of crime and the structure of the criminal justice system in order to gain greater mastery of this socially important and very timely topic.

Students wishing to combine the minor in Criminology and Criminal Justice with a bachelor's degree in Sociology should consult their advisor.

Required Courses

Upper-division (12 units)

	Units
SOC 321	3
SOC 323	3
SOC 325	3
SOC 442	3

Upper-division Electives
(9 units) selected from:

SOC 306	SOC 396
SOC 322	SOC 443
SOC 324	SOC 444
SOC 327	SOC 445
SOC 328	SOC 449
SOC 329	

Total Units *21*

ECONOMICS

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Faculty:

Roger A. Arnold, Ph.D.
Robert Brown, Ph.D.
Ranjeeta Ghiara, Ph.D.
Robert Rider, Ph.D.

Programs Offered:

- Bachelor of Arts in Economics
- Minor in Economics

The student majoring in economics will acquire a set of analytical tools and a way of thinking that will help him or her to better understand and predict the behavior of individuals, groups, and societies. Learning economics does for the undergraduate student what corrective lenses do for the person with impaired eyesight: it brings the world into focus. Things that were invisible become visible, the complex and hard-to-understand become simple and easily understood.

Economics is the study of human behavior as it relates to the condition of scarcity: that is, the condition where resources are limited in relation to human wants. An important part of economics is the study of how individuals, groups, and societies deal with scarcity through markets or exchange-like institutions. Economic theory is sufficiently powerful to explain many varieties of exchange relationships. This is evident in the number of fields in which economic analysis is currently utilized, such as business, history, law, psychology, political science, and sociology.

Economics has always been a highly respected field of study, but in the past three decades its reputation has soared. There are perhaps three major reasons for this change. First, many people have come to realize that economics plays an important role in their everyday lives. Recession, inflation, the exchange value of the dollar, the savings rate, interest rates, taxes, mergers, government expenditures, and economic growth all matter. These economic factors touch lives; they affect dreams. Second, economists have developed better tools and more refined methods of analysis: they have successfully extended their analytical apparatus and the economic way of thinking beyond the traditional confines of the science. Third, the one language that is becoming increasingly more universal is the language of economics. The American business person may not speak Japanese, and the Japanese business person may not speak English, but both of them know the language of supply and demand, profits, production, costs, international trade, and competition. Both of them know the language of economics.

Recommended Course of Study

For those students who are required to take ECON 201 and 202, it is recommended that ECON 201 be taken first. Students are also advised to complete their mathematics requirement (MATH 132) and their statistics requirement (BUS 304) early in their course of study. Students who expect to apply to do graduate work in economics are advised to speak to the program director in economics at their earliest convenience for a suggested course of study.

Educational and Career Opportunities

The economics major provides the undergraduate student with a solid academic background for graduate study in a wide variety of areas. The most relevant areas include economics, business, and law. Career opportunities include positions in business, banking, journalism, government, law, and teaching. Economists are well-represented in occupations in both the private and public sectors. Students interested in knowing more about educational and career opportunities in economics are invited to speak with economics faculty members.

Preparation

High school students are encouraged to take four years of English, three to four years of mathematics, and an economics course (if available).

Transfer Students

Students may transfer a maximum of six (6) lower-division semester units in economics and a maximum of (6) upper-division semester units in economics, which may be applied toward the economics major or minor. Three (3) of the six (6) lower-division semester units must be in a course that clearly fits the course description in this catalog for ECON 201; three (3) must be in a course that clearly fits the course description for ECON 202. Upper-division semester units must be in courses that clearly fit the course description in this catalog for any upper-division level course and satisfy any conditions or prerequisites. However, at least three of the four required upper-division theory courses (ECON 301, 302, 303, and 441) must be completed at CSUSM. All transfer courses must at least be equal in scope, content, and level to the equivalent CSUSM course.

Special Requirements for the Bachelor of Arts and the Minor in Economics

Each course counted towards the major or the minor must be completed with a grade of C (2.0) or higher. No more than three (3) units of ECON 497 may be counted toward the major. Only one of the courses listed, ECON 305 and 306, may be counted toward the major or minor. Students who have already received credit for ECON 250, may then consult with the Economics Department Chair to gain permission to count ECON 250 as replacing either ECON 201 or ECON 202 (but not both courses) for purposes of satisfying the Preparation for the Major requirements, lower-division Minor requirements, and certain upper-division economics course prerequisites.

BACHELOR OF ARTS IN ECONOMICS

	Units
General Education*	51
Preparation for the Major*	13
Major Requirements	30
General Electives	33
Total Required	*124*

Preparation for the Major

Non-Economics Supporting Courses (7 units)

	Units
BUS 304	4
MATH 132	3

Lower-division (6 units)

ECON 201	3
ECON 202	3

Major Requirements

Upper-division (30 units)

	Units
ECON 301	3
ECON 302	3
ECON 303	3
ECON 441	3
Upper-division electives in economics to be selected by students in consultation with their academic advisor	18

MINOR IN ECONOMICS

Lower-division (6 units)

	Units
ECON 201	3
ECON 202	3

Upper-division (15 units)

ECON 301	3
ECON 302	3
ECON 303	3
ECON 441	3
Upper-division electives in economics to be selected by students in consultation with their academic advisor	3
Total Units	*21*

MINOR IN ETHNIC STUDIES

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- Liliana Castañeda Rossmann, Ph.D.
- Barry Saferstein, Ph.D.

World Languages and Hispanic Literatures:
- Carlos von Son, Ph.D.

History:
- Jeffrey Charles, Ph.D.
- Reuben MeKenye, Ph.D.
- Carmen Nava, Ph.D.
- Earl A. Schwartz, Ph.D.
- Jill Watts, Ph.D.

Liberal Studies:
- Bonnie Bade, Ph.D.
- Vivienne Bennett, Ph.D.
- Kimberley Knowles-Yanez, Ph.D.
- Marcia Sawyer, Ph.D.
- Bob Yamashita, Ph.D.
- Anibal Yánez-Chávez, Ph.D.

Literature and Writing Studies:
- Susie Lan Cassel, Ph.D.
- Yuan Yuan, Ph.D.

Political Science:
- Edward Thompson, III, Ph.D.

Psychology:
- Gerárdo M. González, Ph.D.

Sociology:
- Sharon Elise, Ph.D.
- Garry Rolison, Ph.D.
- Sheldon Zhang, Ph.D.

Visual and Performing Arts:
- David Avalos, M.F.A.
- Bill Bradbury, D.M.A.
- Loni Berry, M.F.A.
- Marcos Martínez, M.A.

Program Offered:

- Minor in Ethnic Studies

The Ethnic Studies Minor at CSUSM offers students majoring in another discipline the opportunity to study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. It analyzes how these groups have been integrated or not into societ(ies) and how race/ethnicity has shaped identity. Offering global and U.S. perspectives, the minor supports the founding Mission Statement of the University by helping to prepare students "to live cooperatively and competitively in a world of cultural and ethnic diversity." Since the minor helps students better understand the multi-ethnic cultures of which many modern nations are comprised, it enhances courses of study leading to career fields in both public and private sectors, such as business, education, law, medicine, public health, corrections, social work, journalism, public relations, politics, psychology, international relations, and creative writing. It also helps to prepare students for graduate study in related fields.

Course Requirements

Completion of twenty-one (21) units of credit, eighteen (18) of which must be at the upper-division level. Students must take three (3) units in each of five areas.

Special Requirements

Each course counted towards the minor must be completed with a grade of C (2.0) or higher. At least nine (9) units of study must be unique to the minor (i.e. may not be counted towards other major, minor, or general education requirements). Recommended Course of Study: In the minor, coursework is arranged in five (5) areas: Introduction to Comparative Ethnic Studies, Historical Approaches, Identity and Culture, Power and Social Justice, and Voices. The first two areas represent foundations, and these courses should be taken first. The next three areas are explorations, and these courses may be taken in any order.

Advising

Information and advising will be provided by the Coordinator for the Ethnic Studies Minor. Interested students should meet with the Coordinator as soon as possible to declare the minor and to develop an appropriate, personalized theme of study that complements a student's interests and career goals (e.g. African-American, Borderlands, Comparative Multicultural Studies). Petitions for lower-division course credit, and petitions to apply to the minor courses not listed on next page, must be submitted to the Coordinator.

a. Introduction to Comparative Ethnic Studies is an introduction to the struggles of racial and ethnic groups, their relationships to each other, and to the organization of society. This course includes issues such as immigration, slavery, confinement, institutional inequality, and resistance. Interdisciplinary approaches and examination of critical race/ethnic theory provide a foundation for the minor.

Select one course		3
ID 340	ID 371	
SOC 313		

b. Historical Approaches is an intensive study of the history of groups and issues over time. It provides students with in-depth understanding of the dynamics of racial/ethnic struggles.

Select one course		3
HIST 334	HIST 335	
HIST 337	HIST 338	
HIST 343	HIST 345	
HIST 346	HIST 347	
HIST 350	HIST 374	
HIST 375		

c. Identity and Culture is a comparative examination of the process of formation of racial/ethnic groups and their practices. Analysis is approached through various mediums of culture, such as human geography, language and communication patterns, gender and belief systems.

Select one course		3
ANTH 301	ID 304	
ID 305	LING 371	
LING 451	COMM 330	
COMM 455	COMM 450	
PSYC 341		

d. Power and Social Justice emphasizes conflicts involving race and ethnicity in the contemporary time period, such as inequality, social movements, voting rights, and gender roles.

Select one course		3
COM 430	SOC 311	
SOC 323	SOC 347	
SOC 419	PSCI 305	
TA 323		

e. Voices examines texts produced by and about people from various racial/ethnic groups. It fosters analysis of the cultural and aesthetic values represented in these works.

Select one course		3
LTWR 410	LTWR 420	
LTWR 450	SPAN 350A	
SPAN 350B	MUSC 421	
MUSIC 422	MUSC 423	
MUSC 424	MUSC 425	
MUSC 426	MUSC 427	
TA 326	TA 325	
TA 420	TA 327	
VPA 320	TA 421	
VSAR 325	VSAR 323	

Two (2) elective courses 6
selected from any of the five categories. A course may also be petitioned through the Coordinator for acceptance, providing at least half the course is devoted to studies of race/ethnicity.

Total Units *21*

MINOR IN FILM STUDIES

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-8036

Program Coordinator:
Duff Brenna, M.A.

Faculty:

Terry Allison, Ph.D.
Barry Saferstein, Ph.D.
Jill Watts, Ph.D.
Zhiwei Xiao, Ph.D.

Program Offered:

- Minor in Film Studies

The primary purpose of the Minor in Film Studies is to enhance student learning regarding 1) the production of film, 2) the global history of film, 3) the interpretation of film, 4) the uses of film, and 5) the art of filmmaking. The unique aspect of the minor is its combination production and interpretation format. Students who minor in Film Studies at CSUSM will better understand the art of filmmaking. They will do so not only by analyzing films with the help of theories, but also by having the collaborative experience of making at least one short film.

The secondary purposes of the minor in Film Studies are numerous. They loosely fit under three categories: educating an existing public, supporting the University Mission Statement, building long-term community linkages.

Requirements for a Minor in Film Studies

Completion of eighteen (18) units of credit, twelve (12) units of which must be at the upper-division level.

	Units
Required core course FMST 100 or FMST 300	3

Three (3) units in each of the following areas. It is strongly recommended that students vary the disciplines from which they take the courses.

a. Film and Theory

Select one course		3
COMM 360	COMM 400	
LTWR 334	SOC 310	
VSAR 422		

b. Film and Production

Select one course		3
VSAR 303	VSAR 304	
VSAR 403		

c. Film, Society, and Culture

Select one course		3
COMM 480	LTWR 335	
SOC 312	TA 323	
WMST 450		

d. Film and History

Select one course		3
HIST 348	HIST 364	

One (1) elective course approved for Film Studies credit The selection may include Independent Research or Internships. Work done under other disciplines, and not listed above, will require prior approval by the Film Studies Advisor.	3
Total Units	*18*

MINOR IN FRENCH

Office:
University Hall, Second Floor

Telephone:
(760) 750-4208

Faculty:
Veronica Anover, Ph.D.

Foreign Language Proficiency Assessor:
Kevin Igasaki, M.A.

Program Offered:

- French Minor

The French Minor provides a more intense development of skills and knowledge of the French language, and of French and Francophone cultures and literatures, giving the students an opportunity to follow a course of study that will be supplementary or complementary to their majors. The program seeks to contribute support to and articulate with other areas of study at the University. It aims to serve the needs of globalization while providing students with insights and understanding of the French and Francophone world at large.

The program is designed to develop advanced-high communicative proficiency in all four language skills: listening, reading, speaking, and writing. Advanced grammar and composition courses will provide the level of proficiency mentioned above. The Business French course provides students with high language competency to negotiate meaning in a French business setting. At the same time, it offers students a better appreciation of the French business life and procedures.

Students choosing to pursue a French Minor will be introduced to the French and Francophone world and its cultural, economical, political and social issues of today through readings from the press, French TV news, movies and documentaries. The French Minor gives students a comprehensive understanding of the French and francophone culture, literature, and language developing at the same time a sense of awareness, understanding and analysis.

French Minor Requirements

To fulfill the French Minor, students must complete the following curriculum, at minimum (15) units. Students may apply up to six (6) units of transfer credit toward the minor. Students must earn a grade of a C or higher in each course for the minor.

	Units
I. Lower-division (6-12)	
Proficiency through FREN 102	0-6
FREN 201 or equivalent	3
FREN 202 or equivalent	3
To determine equivalent, consult with French Program advisor. Students must successfully pass the French Challenge Exam to be granted equivalency on the desired courses. Upper-division courses cannot be challenged.	
II. Upper-division (6)	
FREN 311	3
FREN 312	3
III. French Electives (3 units of one of the following upper-division French courses and/or 3 units of one upper-division Literature and Writing course):	3
FREN 314 FREN 315	
FREN 350 FREN 380	
FREN 395 LTWR 410	
Total Units	*15-21*

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HISTORY

Office:
Craven Hall, First Floor

Telephone:
(760) 750-4152

Department Chair:
Patricia S. Seleski, Ph.D.

Faculty:

Peter J. Arnade, Ph.D.
Jeffrey Charles, Ph.D.
Anthony Evans, Ph.D.
Anne Lombard, Ph.D.
Reuben Mekenye, Ph.D.
Carmen Nava, Ph.D.
Earl A. Schwartz, Ph.D.
Alyssa G. Sepinwall, Ph.D.
Patricia S. Seleski, Ph.D.
Jill Watts, Ph.D.
Zhiwei Xiao, Ph.D.

Programs Offered:

- Bachelor of Arts in History
- Single Subject Preparation in Social Science, History Major Option
- Minor in History

History interprets the past for the present by exploring the institutions, ideas, cultures, and creations of men and women in the context of time and place. It is focused on change over time; both change of the subjects of study and of historians' attempts to make sense of those subjects. History ranges over all of recorded human experience, naturally interfacing with the arts, sciences, social sciences, and other humanities.

The student of history will learn to evaluate evidence critically, to sift and organize evidence fairly and persuasively, to analyze the evidence for its patterns and meanings, and to integrate this into a broad context of human experience. Historical study provides perspective, helping individuals to place their own lives, values, and world events in context, and to recognize the processes of change that have brought them to the present.

History majors find careers in a great variety of fields. History is a traditional preparation for law, foreign service, teaching, public affairs, journalism, and work in museums or historical societies. History majors hold such diverse positions as presidents of banks, personnel officers, senators, network news anchors, purchasing agents, city managers, judges, small business owners, and public safety officers. In addition, there is a growing arena of careers directly related to history — museum directors, curators, historical consultants, archivists, historical site administrators, and historic preservation officers. Both government agencies and private corporations hire historians to research, analyze, and organize their records. Many of these latter careers require some graduate work in history.

Preparation for the Major

Completion of twelve (12) units of lower-division history study, which must include exposure to two world areas in sequence is required. Completion of a writing composition course is required. Completion of nine (9) units of work in related fields comprised of six (6) units of coursework in one of the following: literature, religion, political science, economics, sociology, fine arts or in a single interdisciplinary field is required. One course (3 units) in a second and distinct subject from those listed above. Competency in a foreign language, equivalent to three semesters (an intermediate level) of study at the university or college level, is also required.

Major Requirements

In addition to the lower-division courses completed as preparation, the major requires thirty-three (33) upper-division units including nine (9) units in a primary thematic field, six (6) units in a secondary thematic field, successful completion of HIST 301 and a 400-level history seminar course, and twelve units of electives in history. One upper-division course must have the majority of its content before 1800. Courses in the major must be taken from at least three different world areas that include: Africa, Asia, Europe, Latin America, Middle East, United States and Comparative/Transnational History. One course must have considerable content on Women's History/Gender. All majors must complete and submit a portfolio of their coursework including a written narrative for evaluation by the department during their final semester before graduation. Students must complete all courses for the major with a grade of C (2.0) or better, and may include no more than three (3) units of internship toward the major.

BACHELOR OF ARTS IN HISTORY

	Units
General Education **	51
Preparation for the Major*	24
Major Requirements	33
General Electives	19
Total Required	*124*

**Refer to explanation of units in the section that follows. These may simultaneously fulfill major preparation and General Education requirements.*

*** Three (3) lower-division General Education units in Area A (Basic Skills) are automatically satisfied by GEW 101.*

Preparation for the Major

	Units
Lower-division (24)	
Lower-division History courses including:	
Two sequences in two different world areas	12
Related breadth courses including:	
Two courses in Literature, Religion, Political Science, Economics, Philosophy, Sociology, Anthropology, the Arts or a single interdisciplinary field	6
One course in a second and distinct subject from those listed above	3
GEW 101 or equivalent*	3

**Strongly recommended to be taken at the beginning of the junior year. Prerequisite for 400-level seminar.*

Total Units	*24*
Major Requirements	**33**
Upper-division (33 units)	
HIST 301***	3
Upper-division History courses drawn from the five thematic areas which include: Politics and Institutions, Race and/or Ethnicity, Culture and Ideas, Gender, and Economics and Class (Students may create their own theme by petition and with the approval of the History program.)	
Upper-division History courses are to be distributed as follows:	
Primary theme to include:	
300 level History courses	9
400 level History seminar course	3
Secondary theme distinct from the primary theme (courses may not be the same courses as used for the primary theme)	6
Upper-division History Electives	12
Total Units	*33*

Of the 33 units:

a. One course must have the majority of its content before 1800.

b. Courses must be taken from at least three areas that include: Africa, Asia, Europe, Latin America, Middle East, United States and Comparative/ Transnational History.

c. Note: One course must have considerable content on Women's History/Gender.

Note: requirements a,b,c may be fulfilled simultaneously with other upper-division History requirements.

Supplemental requirement:

Students must complete and submit a portfolio of their coursework including a written narrative.

SINGLE-SUBJECT PREPARATION IN SOCIAL SCIENCE, HISTORY MAJOR OPTION

Students interested in majoring in History and teaching at the secondary level may elect the Single-Subject option in Social Science. For certification of this option, students must maintain a 2.7 GPA both in overall work and in all courses used to complete the major and option.

Summary of Requirements

Lower-division Preparation (27)	
Lower-division History Courses including:	
United States History Survey HIST 130 and 131 or equivalent	6
World History or Western Civilization Survey HIST 201 and 202 or equivalent	6
Related breadth courses including:	
United States Government PSCI 100 PSCI 300 PSCI 415 or equivalent	3
Political Science Electives (may be taken at the lower- or upper-division level)	3
Economics including Macro/ Micro economics ECON 201 ECON 202 or ECON 250 ECON 301 ECON 302 ECON 303 or equivalent	6
GEW 101 or equivalent**	3
Total Units	*27*
Supporting requirements: Lower- or upper-division electives in Psychology and/or Sociology	6

***Strongly recommend before taking History courses numbered higher than 299.*

		THEME				
		Politics and Institutions	**Race and/or Ethnicity**	**Culture and ideas**	**Gender**	**Economics and Class**
AREA	**Africa**	HIST 370 HIST 371 HIST 375	HIST 371 HIST 374	HIST 370 HIST 374		
	Asia	HIST 363 HIST 364 HIST 365	HIST 362	HIST 362 HIST 363 HIST 364 HIST 365		
	Europe	HIST 305 HIST 307 HIST 308 HIST 313 HIST 318 HIST 323 HIST 324 HIST 325 HIST 326	HIST 307 HIST 320 HIST 321	HIST 308 HIST 313 HIST 316 HIST 317 HIST 318 HIST 322 HIST 323 HIST 324 HIST 327	HIST 316 HIST 327	HIST 305 HIST 317 HIST 325 HIST 326
	Latin America	HIST 352 HIST 359	HIST 350 HIST 355 HIST 356	HIST 352 HIST 356	HIST 355	HIST 350 HIST 359
	Middle East	HIST 384 HIST 385			HIST 384	
	United States	HIST 330 HIST 335 HIST 336A HIST 336B HIST 336C HIST 336D HIST 336E HIST 336F HIST 337 HIST 338 HIST 347 HIST 349	HIST 332 HIST 334 HIST 335 HIST 336C HIST 336A HIST 337 HIST 338 HIST 339 HIST 343 HIST 344 HIST 345 HIST 346 HIST 347	HIST 330 HIST 334 HIST 336D HIST 336F HIST 341 HIST 343 HIST 344 HIST 348	HIST 332 HIST 336B HIST 341 HIST 348	HIST 336E HIST 339 HIST 345 HIST 346 HIST 349
	Comparative/ Transnational History	HIST 388 HIST 389		HIST 388 HIST 390		HIST 389 HIST 390

Major Requirements

	Units
HIST 301***	3
GEOG 301	3

Upper-division History courses (30)
Drawn from the five thematic areas which include: Politics and Institutions, Race and/or Ethnicity, Culture and Ideas, Gender, and Economics and Class (Students may create their own theme by petition and with the approval of the History program.)

****Strongly recommended to be taken at the beginning of the junior year. Prerequisite for 400-level seminar.*

Primary Theme distributed as follows:

300 level History courses	9
400 level History seminar course#	3
Secondary Theme distributed as follows (courses may not be the same courses as used for the primary theme):	6
California History HIST 347	3
Upper-division History Electives	9

#Excluding HIST 494, 495, 499

Note: Of the thirty units above:

a. One course must have the majority of its content before 1800

b. Courses must be taken form at least three world areas that include: Africa, Asia, Europe, Latin America, Middle East, United States and Comparative/Transnational History

c. Note: One course must have considerable content on Women's History/Gender (this requirement may be fulfilled simultaneously with other History requirements).

Supplemental requirement:

Students must complete and submit a portfolio of their coursework including a written narrative.

Total Units *30*

MINOR IN HISTORY

A Minor in History shall consist of twenty-one (21) units of study in History. Twelve (12) units must be in upper-division courses. Students must include in their program courses in at least two world areas, and one six-unit sequence of course work, either at lower or upper-division. A six-unit (6-unit) sequence may consist of either two courses at the same level in which the content of the second continues chronologically the content of the first or a 300-level course and a 400-level seminar which builds on a theme covered in the 300-level course. Students must complete all courses for the minor with a grade of C (2.0) or better, and may include no more than three (3) units of internship toward the minor.

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HUMAN DEVELOPMENT

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4117

Interim Program Director:
Fernando I. Soriano, Ph.D.

Faculty:

Bonnie Bade, Ph.D.
Larry W. Cohen, Ph.D.
Brian J. Norris, Ph.D.
Cherie G. O'Boyle, Ph.D.
Darlene L. Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Fernando Soriano, Ph.D.
Patricia E. Worden, Ph.D.

Programs Offered:

- Bachelor of Arts in Human Development Areas of emphasis:
  - Adult and Gerontology Services
  - Children's Services
  - Counseling Services
  - Health Services
- Multiple Subject Credential Waiver Option (under Children's Services Emphasis only)

The human development major is an interdisciplinary program that focuses on human growth and development throughout the lifespan, and on the familial, social, cultural, and political networks in which individuals develop. Course offerings are drawn primarily from psychology, sociology, and biology, with electives available from other programs offered by the college. The human development major is designed to prepare undergraduates to succeed in an increasingly diverse cultural, ethnic, economic, and political environment. Respect for those differences in the context of social services settings is an integral part of our program.

Admission and Degree Requirements

Each course counted toward the major must be completed with a grade of C (2.0) or higher. A minimum of eighteen (18) units counted toward the human development major must have been completed at CSU San Marcos.

Advising

Students may consult advisors to work on selecting an appropriate choice of elective courses to complement their area of emphasis and career goals. Examples from which students might choose are listed below under upper-division free electives.

Career Opportunities

Students with a bachelor's degree in human development are qualified to work in a variety of settings related to providing services for others. These might include health care; child and adult daycare centers; community projects providing outreach to youth and adults; sales; service-related government agencies such as housing, law enforcement, and criminal justice; and assisting with community development, both in the United States and around the world. A bachelor's degree in human development may also prepare students for graduate studies in marriage, family, and child counseling; social work; teaching; public administration; business; or the law. Students interested in these career opportunities should consult with advisors in appropriate areas before planning their programs. Finally, the human development major will prepare students for master's and doctoral level training in fields such as sociology, anthropology, ethnic studies, clinical psychology, women's studies, and human development.

BACHELOR OF ARTS IN HUMAN DEVELOPMENT

	Units
General Education	51
Preparation for the Major	12
Major Requirements	18
Emphasis Requirement	18
General Electives	21
Total Required	*120*

Preparation for the Major

Lower-division (12 units)

	Units
ANTH 200	3
PSYC 100	3
PSYC 220	3
PSYC 230	3

Major Requirements

Upper-division (36 units)

Three (3) units of Theory HD 301	3
Three (3) units of Management and Administration HD 300	3
Six (6) units of Field Studies: HD 495 HD 497	6
Three (3) units of Multicultural Perspectives selected from: ANTH 301 PSYC 341 ID 340 SOC 313	3
Three (3) units of Capstone HD 490	3
Eighteen (18) units in the Area of Emphasis (upper-division):	18

Adult and Gerontology Services Emphasis Requirements

This emphasis centers on development from age 18 to the last part of the human lifespan, and the related concerns of this period, and includes the study of death and dying.

Eighteen (18) units of upper-division requirements

		Units
Six (6) units of Biology		
BIOL 321		3
Choose one of the following courses:		3
BIOL 316	BIOL 325	
BIOL 323	BIOL 327	
Six (6) units of Psychology		
PSYC 356		3
Choose one of the following courses:		3
PSYC 330	PSYC 350	
PSYC 336	PSYC 334	
PSYC 332	PSYC 360	
Six (6) units of Sociology or Three (3) units of Human Development and three (3) units of Sociology		
SOC 427		3
Choose one of the following courses:		3
HD 361	SOC 331	
SOC 303	SOC 429	
SOC 309	SOC 487	
SOC 314		
Total Units		*18*

Children's Services Emphasis Requirements

This emphasis focuses on developmental issues during the first 18 years of the human lifespan, and on the problems and issues relevant to this age.

Eighteen (18) units of upper-division requirements

Six (6) units of Biology

		Units
BIOL 327		3
Choose one of the following courses:		3
BIOL 321	BIOL 325	
BIOL 323		
Six (6) units of Psychology		
PSYC 330		3
Choose one of the following courses:		3
PSYC 332	PSYC 350	
PSYC 334	PSYC 352	
PSYC 336	PSYC 354	
Six (6) units of Sociology or Three (3) units of Human Development and three (3) units of Sociology		
SOC 317		3
Three (3) units chosen from		3
HD 361	SOC 321	
SOC 303	SOC 323	
SOC 315	SOC 413	
SOC 319	SOC 486	
Total Units		*18*

Counseling Services Emphasis Requirements

This emphasis focuses on psychological well-being and distress throughout the human lifespan.

Eighteen (18) units of upper-division requirements

Three (3) units of Biology

		Units
Chosen from:		3
BIOL 316	BIOL 325	
BIOL 321	BIOL 327	
BIOL 323	BIOL 328	
Three (3) units of Human Development		
HD 361		3
Six (6) units of Psychology or Three (3) units of Human Development and three (3) units of Sociology		
PSYC 334 or PSYC 336		3
Choose one of the following courses:		3
PSYC 330	PSYC 350	
PSYC 332	PSYC 352	
PSYC 334*	PSYC 356	
PSYC 336*	PSYC 428	
PSYC 340	PSYC 461	

**Students are strongly recommended to take either PSYC 334 or PSYC 336 as their elective choice in this category, but it cannot be double-counted.*

Six (6) units of Sociology		
SOC 417		3
Choose one of the following courses:		3
SOC 303	SOC 331	
SOC 307	SOC 415	
SOC 316	SOC 423	
SOC 321	SOC 429	
SOC 325	SOC 486	
SOC 327	SOC 488	
Total Units		*18*

Health Services Emphasis Requirements

This emphasis focuses on physiological well-being and illness throughout the human lifespan.

Eighteen (18) units of upper-division requirements		18
Six (6) units of Biology chosen from:		6
BIOL 316	BIOL 325	
BIOL 321	BIOL 327	
BIOL 323	BIOL 328	
Six (6) units of Psychology chosen from:		6
PSYC 334	PSYC 356	
PSYC 336	PSYC 360	
PSYC 340	PSYC 432	
PSYC 350	PSYC 461	
Six (6) units of Sociology or Three (3) units of Human Development and three (3) units of Sociology		
SOC 314		3
Choose one of the following courses:		3
HD 361	SOC 331	
SOC 309	SOC 419	
SOC 316	SOC 427	
SOC 321	SOC 429	
SOC 324	SOC 488	
Total Units		*18*

Multiple-Subject Waiver Option (Under the Children's Services Emphasis only)

Students taking the Children's Services Emphasis may qualify for a subject area competency clearance in lieu of the national teacher's examination (Multiple-Subject Waiver) by taking an additional 22 units. Nine units of this work may also be used to fulfill upper-division General Education. The additional coursework will depend upon the specific pattern of lower-division General Education which has been completed. In general, the additional coursework will include the following:

	Units
Mathematics	3
Earth or Physical Science	3
EDUC 400	3
LING 300*	3
Arts and/or Humanities**	3
GEOG 301	3
PE 201	4

Students wishing more information about the Multiple Subject Waiver should see the Liberal Studies Advisor in the College of Arts and Sciences.

**An additional three (3) units in language development are also strongly recommended.*

***An additional three (3) units in the Arts and/or Humanities are strongly recommended.*

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LIBERAL STUDIES

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4104

Interim Department Chair:
Kimberley Knowles-Yánez, Ph.D.

Faculty:

African-American History:
Marcia Sawyer, Ph.D.

Anthropology:
Bonnie Bade, Ph.D.

Geography:
Aníbal Yáñez-Chávez, Ph.D.

Science and Society:
Robert C. Yamashita, Ph.D.

Latin American Studies:
Vivienne Bennett, Ph.D.

Urban and Regional Planning:
Kimberley Knowles-Yánez, Ph.D.

Programs Offered:

- Bachelor of Arts in Liberal Studies

The reality of global interactions between people and the environment today increasingly challenges the borders that divide knowledge and academic disciplines, that divide scientist from social scientist, artist from scientist, and social scientist from artist. With the accelerated speed of new technologies, the borders of cultures and communities are simultaneously blurred and highlighted - but cannot be ignored. Preparing to meet the demands of massive amounts of information and rapidly changing social, political, cultural and scientific environments with awareness, flexibility, and innovation can be daunting. Discovering and providing the tools to meet this challenge is the particular mission of the Liberal Studies Program at CSU San Marcos.

The Liberal Studies major (all options) is a state-approved Multiple Subject Subject-Matter Preparation Program. Completion of a Multiple Subject Program (such as the Liberal Studies options 1 and 2), or a passing score on the MSAT, and completion of EDUC 350 and EDUC 364 are required for entrance into CSUSM's Multiple Subject Credential Program. For more information about credential programs, please contact the College of Education. In Option 3 students take their Liberal Studies Subject Matter Preparation courses with their credential courses.

The Liberal Studies Program offers three options: Option 1, Interdisciplinary Studies (ISO); Option 2, Liberal Studies (LSO); and Option 3, the College of Arts and Sciences/College of Education Integrated Bachelor of Arts and Multiple/CLAD Subject Credential Curriculum.

BACHELOR OF ARTS IN LIBERAL STUDIES

	Units
Lower-Division	58-62
Upper-Division	33-39
Electives	23-33
Total Units Required	*124*

Students must complete a minimum of 30 units in residence at CSU San Marcos. A minimum of 40 major or elective upper-division units are required for graduation. The Liberal Studies major fulfills CSU San Marcos General Education requirements for a baccalaureate degree.

All lower- and upper-division courses counted toward the major (Option 1,2, and 3) must be completed with a grade of C (2.0) or higher. In addition, students in ISO (Option 1) must obtain a grade of B (3.0) or higher in each of the ten Area of Concentration courses. ISO (Option 1) students who receive less than a B (3.0) in an Area of Concentration course must repeat the course until receiving at least a B (3.0), or may substitute another course from the same Area of Concentration and obtain a B (3.0) or higher in that course.

Completion of a final portfolio with a passing grade is a graduation requirement of the Liberal Studies major, and is also required for the MSAT waiver. Students must meet with their special field advisor (Options 2 and 3), or their Liberal Studies advisor (Option 1), after filing for graduation to arrange their portfolio assessment process. Students are expected to be familiar with all requirements at the time they sign up for the major.

Lower-Division Requirements
(58-62 Units)

All three options have the same lower-division requirements, which are divided into five areas and include General Education courses. Transfer students may fulfill some lower-division requirements with upper-division courses. All students must consult the approved course list or the Liberal Studies advisor.

Course Requirements

Area A. Basic Skills (9 units)

	Units
Oral Communication	3
Written Communication	3
Critical Thinking	3

Area B. Math and Science (15-16 units)

	Units
Biology	3
Earth Science	3
Physical Sciences	3
Science lab	0-1
Mathematics	6

Area C. Humanities (18-21 units)

	Units
Introduction to Literature	3
World Civilization	6
Critical Art	3
Studio Art	3
Advanced Composition	0-3
Intermediate Foreign Language	3

Area D. Social Science (12 units)

	Units
Introduction to Social Sciences	6
American Institutions	6

Area E. Health, Physical Education (4 units)

4

Option 1: Interdisciplinary Studies (ISO)

A liberal arts major with interdisciplinary areas of concentration (Culture, Community, or Science and Society). This option builds upon different approaches and dynamic connections across the sciences, the social sciences, and the arts and humanities, and provides specific possibilities for interdisciplinary thematic integration. Examples of thematic integration might include the study of gender, race, or power; African American, Chicano, or Latin American Studies; Border Studies; and Science and Society.

The ISO also lays the basis for obtaining a teaching credential in California. Students take at least six courses from faculty in the Liberal Studies Program, plus courses throughout the College of Arts and Sciences.

The ISO has three areas of concentration: Culture, Community, and Science and Society.

Areas of Concentration

Culture. Focus is on how social reality and scientific inquiry shape culture, and vice versa. What is culture? What makes up culture? How is culture generated? Who produces culture? Culture is more than the arts; it is also the daily lived experience of ordinary people, including their customs, beliefs, morals, traditions and behaviors. Many of the courses in this area have to do with stimulating students to reflect upon aspects of North American culture that are taken as a given, providing analytical and critical tools to understand gender or race, for example. A number of courses provide a cultural context in the broadest sense, whether it is our understanding of biological evolution, how culture shapes politics, how economics creates a material basis for culture, or the role of mass communications in culture. There are also courses on the specific cultures of nations, world regions, or ethnic groups. The list of approved courses is updated annually. The list below is a sample of courses that may fit in this category. See the Liberal Studies advisors for the current pre-approved list:

ANTH 301, 325, 330
COMM 330, 435
FMST 300
HIST 308, 323, 327, 332, 334, 337, 341, 343, 345, 348, 350, 355, 356, 364, 384
ID 304
LING 371, 451
LTWR 310, 320, 450
MUSC 323, 324, 421, 422, 423, 424, 425, 426, 427
PHIL 320, 350
PSCI 472
SOC 305, 315
TA 320, 323, 326, 327, 410
VPA 320
VSAR 322, 325, 326
WMST 450

Community. Focus is on how communities, groups and places are defined or constructed throughout the world, with special attention to the multicultural and multiethnic reality of the Americas. How do we define community? What are the dynamics of various communities? Who is "us," who is "them," who is "the other"? How does the environment shape our communities, and what forces shape the environment? What is the role of science and the arts in defining or constructing communities? How do social movements grow within communities and transform social reality? Why do nations or social classes enter into conflict, wars and revolutions? How do the various scales of social reality - local, regional, national, or global communities - intersect with each other? The list of approved courses is updated annually. The list below is a sample of courses that may fit in this category. See the Liberal Studies advisors for the current pre-approved list:

ANTH 310, 315, 370
COMM 320, 360
ECON 445
GEOG 340, 450, 450S
HIST 325, 326, 331, 335, 336F, 338, 339, 347, 352,363, 365, 371, 374, 375
ID 301, 305, 340, 371, 410
PSCI 305, 321, 391, 445
SOC 310, 311, 313, 345, 347, 353
TA 325
VSAR 320, 323
WMST 301, 445

Science and Society. Focus is on the complex, worldwide interactions between science, technology, culture and society. How can we understand science and technology as tools to liberate human labor, and as instruments of destruction or domination? What skills or knowledge are necessary for society to produce or to control science and technology? How is the dynamic, technological environment transforming science, society, and the arts? What does the technological development of rich countries have to do with the situation in poor countries? How have technology and science transformed money and power?

The list of approved courses is updated annually. The list below is a sample of courses that may fit in this category. See the Liberal Studies advisors for the current pre-approved list:

BIOL 305, 311, 336, 338, 339
CHEM 311, 312 , 313
CS 301
HIST 390
ID 350A
LBST 361, 362
MATH 303, 304, 330
PHIL 340
PSCI 393
SOC 314, 316, 324, 419, 420, 424
VSAR 302, 404, 405, 422, 423
WMST 424

Note: The courses in the three areas of concentration are not solely or exclusively about Culture, Community, or Science and Society, or narrowly about the issues and questions outlined above; but they are connected to them, and will lead students to think critically about Culture, Community, or Science and Society within a larger conceptual framework. All Area of Concentration courses employ interdisciplinary approaches and methodologies. See the Liberal Studies advisors for the current Area of Concentration course lists

Guidelines for Course Distribution Among Areas of Concentration

1. Students in the Interdisciplinary Studies Option (ISO) choose five courses (15 units) in their focus Area of Concentration, three courses (9 units) in a first supporting area, and two courses (6 units) in a second supporting area. (Note that courses may have prerequisites.) Area of Concentration course lists will be updated annually before the start of the fall semester. See the Liberal Studies advisors for the current list of courses for each Area of Concentration.
2. Three of the ten Area of Concentration courses must be taught by Liberal Studies faculty.
3. In fulfilling the above requirements, students must include at least one BB, one CC, and one DD course from the Area of Concentration lists in order to satisfy upper-division General Education requirements for a baccalaureate degree.
4. Students in the Interdisciplinary Studies Option must fulfill two additional general Liberal Studies requirements:
   a. 3 units of upper-division Multicultural/Ethnic Studies. See advisors for pre-approved list of courses that satisfy this requirement. May be double counted as an Area of Concentration course.
   b. 3 units of lower- or upper-division Global Awareness: one course that focuses on the study of Africa, Latin America, Asia or the Middle East. If the student has fulfilled this requirement with a lower-division course, that is sufficient. If not, this requirement may be fulfilled by taking an appropriate Area of Concentration course.

The Area of Concentration courses include several classes taught in Spanish. Students wishing a bilingual emphasis should consult the Liberal Studies Department Chair.

Bilingual Track. Plans are under way to offer a bilingual track, which will include LING 451, and one content course in Spanish in each of the three areas of concentration.

Upper-Division Requirements
Interdisciplinary Studies Option 1
(39 Units)

	Units
LBST 301 Required Interdisciplinary Studies Option gateway course	3
LING 371	3
GEOG 301	3
Area of Concentration (30 units) Focus Area: Culture, Community, or Science and Society	15
First Supporting Area	9
Second Supporting Area	6

- Consult faculty advisor of your focus area regarding course selection.
- When selecting Area of Concentration courses, students are encouraged to include at least one BB, one CC, and one DD course in order to satisfy upper-division General Education requirements for a baccalaureate degree.
- Students must also include one course from the pre-approved list for American Ethnic and Multicultural Studies.
- Students are responsible for any prerequisites for courses in the areas of concentration. Plan ahead and check the catalog for details.

Option 2: Liberal Studies (LSO)

A liberal arts major with a disciplinary or interdisciplinary Special Field. This option builds on the General Education program and its global perspective to provide a flexible route to an undergraduate degree. It also lays the basis for obtaining a teaching credential in California. Students take at least two courses in the Liberal Studies Program, plus courses throughout the College of Arts and Sciences.

Upper-Division Requirements Liberal Studies Option
(33-39 Units)

	Units
Multicultural Education One upper-division ethnic/ multicultural studies course	3
International Education One lower- or upper-division Global Awareness course (study of Africa, Asia, Latin America or the Middle East) in addition to GEOG 301. May simultaneously fulfill other requirements.	0-3
LING 300 or LING 371	3
GEOG 301	3
Science General Education Upper-division General Education course in the sciences	3
Mathematics/Computer Science General Education Upper-division General Education course in mathematics or computer science	3
Humanities General Education Upper-division General Education course in the humanities; may simultaneously fulfill other requirements.	0-3
Social Science General Education Upper-division General Education course in the social sciences	3
Social Science Any upper-division course in the social sciences or LBST 301	3
Special Field Consult faculty advisor of your special field before selecting special field courses.	12

A special field is a collection of courses (at least 12 units) that fulfills the State of California requirement for depth of study within a multiple subject preparation program. Special Field coursework may be double counted toward a minor; an official declaration of a minor must be submitted to Registration and Records. In conjunction with the Special Field Coursework, graduating seniors prepare a final portfolio--see the Special Field Advisor (advisors are designated for each Special Field) for detailed portfolio guidelines. Portfolios are assessed on a Pass/No Pass basis. Completion of the portfolio with a Pass is a graduation requirement for the Liberal Studies Option of the Liberal Studies major, and is also required for the MSAT waiver.

The Liberal Studies Option Offers Special Fields in:

American Sign Language
Anthropology
Arts and Education
Arts and Technology
Child Development
Communication
Computer Science
Ethnic and Multicultural Studies
Geography
History
Human Development
Latin American Studies
Life Science
Literature and Writing Studies
Mathematics
Physical Science
Political Science
Psychology
Sociology
Visual and Performing Arts

American Sign Language

Interim Advisor:
Vivienne Bennett, Ph.D.
Craven Hall 6121

Prerequisites: Completion of American Sign Language (ASL) levels I, II, and III (these courses are not offered at CSUSM; they must be transferred from an accredited institution of higher education). The CSUSM graduation requirement for Foreign Language is satisfied with ASL levels I, II, and III, and a Deaf culture course from an accredited institution of higher education in addition to taking LING 304 at CSUSM.

	Units
The following courses are required for the ASL Special Field:	
ASL IV Second course of intermediate ASL. This course is not offered at CSUSM, and must be transferred from an accredited institution of higher education.*	3
Any other 200-level ASL course Not offered at CSUSM; must be transferred from an accredited institution of higher education.*	3

**A minimum of 40 upper-division units (courses numbered 300 and above) are required for the bachelor's degree. If a lower-division course is taken as part of the Special Field, additional upper-division electives may be required for graduation.*

LING 371 (the Cultural Project of the course must be completed on the Deaf culture.)	3
LING 304 (Prerequisite ASL levels I, II and III; recommended prerequisite LING 371). This course may not be used to "double count" for the foreign language requirement. Students who use ASL to fulfill the foreign language requirement must also transfer a Deaf culture course from an accredited institution of higher education.	3
Total Units	*12*

Because Special Field courses may not be used to fulfill any other degree requirements, and LING 371 is required in the ASL Special Field, students choosing this Special Field must satisfy the Liberal Studies general linguistics requirement with LING 300 or LING 400.

Anthropology

Advisor:
Bonnie Bade, Ph.D.
Craven Hall 6125

Anthropology employs a comparative and holistic approach in the examination and analysis of human phenomena. Using the anthropological perspective, ideas and behavior are examined in relation to their ecological, economic, social, political, cultural, and ideological contexts. Cross-cultural comparison, the cornerstone of anthropology, provides insight to the diverse ways that people interact with their environments and each other. The anthropological perspective seeks to understand connections and interrelations between human ideas and behavior. Key to the anthropological approach is understanding how different aspects of culture, such as religion, medicine, kinship, economy, and governance, integrate to support social structure and functioning. Informed self-reflection and critical analysis of one's own world view assumptions and cultural belief system are fundamental objectives of the anthropological method.

Package I
Anthropology

Lower-division (3 units)

	Units
ANTH 200	3

Upper-division (12 units)

	Units
Choose three from the following courses	9
ANTH 301 ANTH 330 ANTH 310 ANTH 370 ANTH 315 ANTH 498 ANTH 325	
Choose one from the following courses	3
SOC 314 ID 371 SOC 316 GEOG 450 SOC 320 HIST 337 SOC 333 LTWR 510 SOC 341 PSYC 341 SOC 305 SOC 345 SOC 309 SOC 347 SOC 311 SOC 429	
Total Units	*12*

Package II
Medical Anthropology

Upper-division (12 units)

	Units
Choose two from the following courses: ANTH 301 ANTH 302 ANTH 499	6
Choose two from the following courses: BIOL 347 SOC 316 PSYC 432 SOC 324 PSYC 352 SOC 419 PSYC 356 SOC 420 SOC 309 SOC 424 SOC 314 SOC 429	6
Total Units	*12*

Arts and Education

Advisor:
Merryl Goldberg, Ed.D.
Craven Hall 6126

The Arts and Education special field is designed for students who wish to pursue a career in education. The primary emphasis of this special field is on developing a more thorough understanding of the arts of the world (music, theater, visual arts) and integrating the arts into the K-12 classroom. This special field is especially desirable for students planning to enter the credential program in the College of Education. Special field coursework may be double counted towards a minor in Visual and Performing Arts; an official declaration of minor must be submitted to Admissions and Records.

Upper-division (12 units)

	Units
VPA 311	3
One of the following VSAR 302 MUSC 302	3
Two of the following MUSC 480 TA 480 VSAR 480	6
Total Units	*12*

Arts and Technology

Advisor:
Bill Bradbury, D.M.A.
Craven Hall 6118

The Special Field in Arts and Technology will provide the student with valuable experience in computer-based music, video and visual arts. This special field is of practical value in many areas; successful students will have skills in computer graphics, multimedia, video production, digital audio recording, MIDI technology and/or web design. Special field coursework may be double counted towards a minor in Visual and Performing Arts; an official declaration of minor must be submitted to Admissions and Records.

Upper-division (12 units)

		Units
Choose four from the following courses:		12
MUSC 302	MUSC 402	
VSAR 302	VSAR 303	
VSAR 304	VSAR 403	
VSAR 404	VSAR 405	
VSAR 422	VSAR 440	
Total Units		*12*

Child Development

Advisor:
Fernando I. Soriano, Ph.D.
Craven Hall 6101

Child development is the interdisciplinary study of growth and development during childhood and adolescence. This field uses perspectives from biology, psychology, and sociology to examine the complex interplay of body, mind, and environment in shaping developmental processes and outcomes for children and youth. The purpose of this approach is to promote a holistic understanding of child development by surveying the subject matter from several complementary and interdependent perspectives.

Upper-division (12 units)

		Units
PSYC 330		3
Choose one from the following courses		3
BIOL 321	BIOL 327	
Choose one from the following courses		3
PSYC 332	PSYC 334	
PSYC 360	PSYC 432	
Choose one from the following courses		3
SOC 303	SOC 315	
SOC 317	SOC 319	
SOC 413		
Total Units		*12*

Communication

Advisor:
Bud Morris, Ph.D.
Craven Hall 6208

Communication is the study of how messages are produced and received across a wide range of contexts. This involves thinking about the nature of communication, its varied forms and uses, and its multiple effects within and across societies and cultures. In studying communication, students learn how significantly communication influences their personal and professional lives in each of several roles, including those of organizational actor, consumer, cultural representative, and citizen.

Upper-division (12 units)

		Units
Choose three from the following courses		9
COMM 330	COMM 437	
COMM 360	COMM 440	
COMM 435	COMM 450A	
Choose one from the following courses		3
LING 371	COMM 333	
Total Units		*12*

Computer Science

Advisor:
Rochelle L. Boehning, Ph.D.
University Hall 212

Computer Science is basically the study of problem solving on computers. We utilize the power of computers in the problem solving process while dealing with the constraints of computers. The program stresses analysis and design experiences with substantial laboratory work.

Lower-division (8 units)

	Units
CS 111	4
Choose one from the following courses	4
CS 211 CS 231	

Upper-division (6 units)

	Units
Choose two from the following courses:	6
CS 301* CS 311	
CS 331 CS 351	
CS 441 CS 464	
CS 543 CS 571	
Total Units	*14*

**CS 301: Computer Mastery is not applicable to the special field if it is taken to fulfill the CSUSM Upper-Division Math/Science General Education (BB) requirement.*

Note: Any one interested in this special field should at least pass CS 111 in his or her junior year.

Ethnic and Multicultural Studies

Advisor:
Marcia Sawyer, Ph.D.
Craven Hall 6136

The Ethnic and Multicultural Studies Special Field is broadly defined to allow students to address the variety of ways in which ethnicity and multiculturalism affect our lives. A special field in Ethnic and Multicultural Studies is of practical value to all students because it enables them to understand a world where people have a variety of social and cultural differences. This understanding will enable them to negotiate these differences and enhance their careers as future teachers or corporate managers.

The four upper-division courses required for this special field will be determined on a student-by-student basis in one-on-one meetings with the designated faculty advisor. Course selection is intended to match the student's needs. For example, the coursework might focus on African-American issues, Mexican-American issues, Native-American issues, or other subfields such as ethnic literature and music, politics and ethnicity, or ethnic group interaction and relations.

Geography

Advisor:
Aníbal Yáñez-Chávez, Ph.D.
Craven Hall 6129

The Geography Special Field focuses on the study of dynamic relationships between people and the natural or built environments that support them. It includes spatial analysis and explanation of distinctive patterns, processes, and landscapes. It may also offer students the opportunity to use Geographic Information Systems.

Choose one of the following packages:

Package I
Urban and Regional Geography

Upper-division (12 units)

	Units
GEOG 320	
GEOG 325	
GEOG 340	
GEOG 450 or 450S	
Total Units	*12*

Package II
Geography and the Environment

	Units
GEOG 320	
GEOG 450 or 450S	
ANTH 370	
BIOL 336, 338 or 339	
Total Units	*12*

Note: Alternative courses for either package may be approved by the Geography Special Field advisor.

History

Advisor(s):
History Department
Craven Hall, First Floor

History is the study and interpretation of the past, but historians are vitally concerned with the present and the future. The study of history links students across time to human experience throughout the entire world so that they can better understand both the world and their role in it at the present moment. The study of history teaches students to weigh evidence, to think critically and strategically, and to read empathetically and creatively. Because history is discipline links the humanities with the social sciences, history offers students a broad analytic framework through which to understand the world.

Upper-division (12 units)

	Units
Four upper-division courses	12

Human Development

Advisor:
Fernando I. Soriano, Ph.D.
Craven Hall 6108

Human development is the interdisciplinary study of human growth and development throughout the lifespan. This field uses perspectives from biology, psychology, and sociology to explore the complex interplay of body, mind, and environment in shaping developmental processes and outcomes. The purpose of this approach is to promote a holistic understanding of human development by surveying the subject matter from several complementary and interdependent perspectives.

Upper-division (12 units)

		Units
Choose one from the following courses:		3
BIOL 321	BIOL 323	
BIOL 325	BIOL 327	
Choose one from the following courses:		3
PSYC 330	PSYC 356	
PSYC 332	PSYC 360	
PSYC 334	PSYC 432	
Choose one from the following courses:		3
SOC 303	SOC 307	
SOC 309	SOC 315	
SOC 413		
Choose one course from any of the disciplines above		3
Total Units		*12*

Latin American Studies

Advisor:
Vivienne Bennett, Ph.D.
Craven Hall 6121

Latin American Studies is the interdisciplinary study of the Latin American region, including its culture, history, economic, and political development. The Latin American Studies Special Field at CSUSM also includes the study of Latin America's impact on the United States through migration, culture, and economic integration. Latin American Studies is a useful special field for students who may teach or work in bilingual and/or bicultural programs.

Upper-division (12 units)

		Units
Choose two from the following courses:		6
ANTH 325	ID 350*	
GEOG 340C	ID 360*	
GEOG 450	ID 370 *	
GEOG 450S	ID 450	
HIST 350	ID 450S	
HIST 351	PSCI 338	
HIST 352	PSCI 341	
HIST 355	PSCI 348**	
HIST 356	PSCI 357	
HIST 359	PSCI 361	
ID 301	PSCI 362***	
ID 306	SOC 345	

**Only counts when entire course content focuses on Latin America or on Latino issues in the United States.*

***Only counts when entire course content focuses on a Latin American or Caribbean nation.*

****Only counts when entire course content focuses on Latin America.*

Choose two from the following courses:		6
LTWR 400^		
LTWR 410 ^^	SPAN 521	
LTWR 420#	SPAN 522	
LTWR 430	SPAN 523	
MUSC 390	SPAN 524	
MUSC 422	SPAN 525	
MUSC 425	SPAN 526	
SPAN 315	SPAN 540	
SPAN 350B	SPAN 542	
SPAN 370	SPAN 543	
SPAN 400A	SPAN 544	
SPAN 400B	SPAN 545	
SPAN 400C	SPAN 546	
SPAN 400D	SPAN 552	
SPAN 410 ##	TA 320	
SPAN 415	TA 325	
SPAN 422S	TA 327	
SPAN 450A	TA 420	
SPAN 450B###	VSAR 323	
SPAN 450C###	VSAR 325	
Total Units		*12*

^Only counts when entire course content focuses on Latin American or Latino author.

^^Only counts when entire course content focuses on Latin American/Latino literature.

#Only counts when entire course content focuses on comparative Latin America.

##Only sections 410A, B, D, F, G, H, I, J, L, N, O, P, T, U, and X.

###Only counts when entire course content Only counts when entire course has Latin American/Latino focus.

Life Science

Advisor:
Thomas Wahlund, Ph.D.
Science Hall 313A

Life science includes studies of macromolecules, cells, organisms, genetics, evolution, and ecosystems. Chemistry serves as the foundation for understanding the composition of living things and the processes that make life possible. Using our own species as an example, this special field provides a broad understanding of living systems, their components, needs, and histories. Because science inquires into the workings of the natural world, students should take advantage of opportunities to explore this world in the laboratory and field. The lower-division core in Liberal Studies requires three science courses with at least one lab experience. The Life Science Special Field requires at least four additional courses (12 or more units) beyond the lower-division core, at least 6 units of which must be taken at the upper-division level.

Course Requirements of the Life Science Special Field

The following courses are required in addition to the LDGE (Life science, physical science, and earth science) and UDGE BB requirements. Although either GES 102 or BIOL 211 may be taken to fulfill the LDGE life science requirement, BIOL 211 is recommended for students in the Life Science Special Field. The required chemistry course should be taken before BIOL 211.

Lower-division (5 units)

	Units
CHEM 150	5

Upper-division (9 units)

		Units
Choose three from the following courses:		9
BIOL 321	BIOL 338	
BIOL 327	BIOL 339	
BIOL 328		

Literature and Writing Studies

The Special Field may not overlap with other requirements in your major. Special Field course work may be double counted towards a minor.

Upper-division (12 units)

		Units
LTWR 465		3
(LTWR 305 shall be substituted if LTWR 465 already taken for a separate requirement)		
Choose one of the following 2-course sequences:		6
LTWR 308A and 308B		
LTWR 309A and 309B		
Choose one of the following courses:		3
LTWR 402	LTWR 450	
EDUC 400		
Total Units		*12*

Mathematics

Advisor:
Tejinder Neelon, Ph.D.
Craven Hall 6306

The Mathematics Special Field builds on the mathematics required for the Liberal Studies lower-division core to provide depth in exposure to the power, beauty, and utility of mathematical thought. In studying mathematics, students develop the ability to explore, to conjecture, and to reason logically, as well as the ability to use effectively a variety of mathematical methods to solve problems. As a result, students are better prepared to teach according to the new standards called for at the elementary and middle school level, or to enter careers in government or private industry.

Twelve (12) units of Mathematics are required for the special field. These 12 units are in addition to the 6 units of Mathematics required for the Liberal Studies Lower Division Core. (For the lower-division 6 units of Mathematics, MATH 210 and 212 are recommended for future teachers.)

PACKAGE A

Lower-division (6 units)

	Units
MATH 160	5
MATH 162	4
(MATH 260 may be substituted for MATH 160 or 162)	

Upper-division (6 units)

		Units
Choose two from the following courses:		6
MATH 330	MATH 410	
MATH 350	MATH 440	
MATH 360	MATH 464	
MATH 362	MATH 470	
MATH 370	MATH 472	
MATH 372	MATH 474	
MATH 374	MATH 480	

PACKAGE B

Lower-division (3 units)

	Units
MATH 160	5
(MATH 260 may be substituted for MATH 160)	

Upper-division (9 units)

		Units
Chose three from the following courses:		9
MATH 330	MATH 410	
MATH 350	MATH 440	
MATH 360	MATH 464	
MATH 362	MATH 470	
MATH 370	MATH 472	
MATH 372	MATH 474	
MATH 374	MATH 480	

PHYSICAL SCIENCE

Advisor:
Paul Jasien, Ph.D.
Craven 6236

Physical Science is the study of matter and energy at both the molecular and macroscopic levels. It encompasses the disciplines of Chemistry, Physics, and some aspects of the Geosciences. In studying Physical Science students will learn and apply various models to explain how the natural world works. Since science is a hands-on endeavor, students in this area are encouraged to gain laboratory experience.

This field is a good starting point for students seeking a supplementary authorization to teach middle school science in the State of California. The State requirements can be met while obtaining the Liberal Studies degree, by judiciously choosing lower- and upper-division electives to accompany their Special Field courses.

Lower-division (8-9 units)

	Units
CHEM 150	5
PHYS 101 201, or 205	4
PHYS 102* or 202,* or 205	4

Upper-division (6 units)

		Units
Choose two from the following courses:		6
ASTR 342	CHEM 314	
CHEM 311	CHEM 400	
CHEM 312	PHYS 408	
CHEM 313		
Total Units		*14-15*

The above courses are in addition to the Lower-division General Education (life science, physical science, earth sciences) and Upper-division General Education BB requirements.

**Course has prerequisites*

POLITICAL SCIENCE

Advisor:
M. Kent Bolton, Ph.D.
Craven Hall 6110

Political science is the study of government, individual, and institutional behavior in the public sector; relations among nation-states and non-state actors; and theories of politics and decision making. The program emphasizes empirical versus normative political science, written and oral communication, computer literacy, qualitative and quantitative research methods, as well as critical analysis of complex political relations in both domestic and global contexts. Political science addresses the fundamental issues confronting modern society-war, inequality, poverty and development, the environment-and seeks to evaluate the processes, policies, relationships, and theories that have been devised to deal with them.

Upper-division (12 units)

		Units
Choose two from the following courses:		6
PSCI 301	PSCI 401	
PSCI 305	PSCI 413	
Choose two from the following courses:		6
PSCI 331	PSCI 370	
PSCI 350	PSCI 445	
Total Units		*12*

PSYCHOLOGY

Advisor:
Sharon Hamill, Ph.D.
University Hall 304

Psychology is the scientific study of behavior in both humans and animals. The program emphasizes psychology as an empirical science with skills and competencies that include writing, research, critical analysis of complex problems, knowledge of human behavior and characteristics, increased self-understanding and insight into the behavior of others. Psychology covers a wide range of topics in behavior; from the inner workings of the brain and body to the ways social environments exert their influences. In an emerging global community, multicultural perspectives are seen as integral elements.

The special field in Psychology prepares students for careers in a variety of psychology-related settings including mental health agencies, hospitals, teaching institutions, business, industry, and public organizations.

Breadth Option:
Prerequisite: PSYC 100

Upper-division (12 units)

		Units
Choose one course from each of the 4 major areas:		12
Biological	PSYC 360	
Cognitive	PSYC 362	
Social	PSYC 332	
Developmental	PSYC 330 or PSYC 356	
Total Units		*12*

Depth Option:
Prerequisites: PSYC 100, 220 and 230

Upper-division (12 units)

		Units
Choose any three lecture courses AND choose one lab course (must complete the corresponding pre-requisite course from above list prior to enrolling in the lab course):		
Lecture courses (9 units):		
Biological	PSYC 360	
Cognitive	PSYC 362	
Social	PSYC 332	
Developmental	PSYC 330 or PSYC 356	
Lab courses (3 units):		
Biological	PSYC 390	
	PSYC 391	
	PSYC 392	
	PSYC 394	
Cognitive	PSYC 393	
Social	PSYC 396	
Developmental	PSYC 395	
Total Units		*12*

Transfer students with upper-division Psychology courses from other institutions may petition to include up to two (6 units) upper- division Psychology transfer courses for the Psychology Special Field. Students should initiate the petition process as early as possible in order to properly plan for course work and portfolio projects.

SOCIOLOGY

Advisor:
Linda Shaw, Ph.D.
Craven Hall 6113

Sociology is the study of human societies, the institutions, organizations, and groups that compose them, and of the way individuals and groups in society relate to one another. A sociological perspective is vital to an understanding of contemporary social issues such as inequality based in race, class, and gender as well as the areas of youth and aging, families, crime and juvenile delinquency, and health and mental health. A special field in sociology is highly relevant to careers in education, human services, social work, criminal justice, and health related professions.

Upper-division (12 units)

		Units
Choose one course from the following courses:		3
SOC 205*#	SOC 311	
SOC 300	SOC 320	
Choose three from a cross the following two special topic areas:		9
Children, Youth, and Families		
SOC 203*#	SOC 301	
SOC 322	SOC 303	
SOC 323	SOC 315	
SOC 417	SOC 317	
SOC 486	SOC 319	
Communities and Institutions in Contemporary Society		
SOC 305	SOC 341	
SOC 307	SOC 345	
SOC 313	SOC 347	
SOC 316	SOC 351	
SOC 321	SOC 413	
SOC 324	SOC 443	
SOC 328	SOC 337	
Total Units		*12*

Notes:

SOC 485D or 495 may be substituted for any one course from the special topic areas.

A maximum of one transfer course in Sociology, subject to advisor approval, may be applied to the Sociology Special Field.

**A minimum of 40 upper-division units (courses numbered 300 and above) are required for the bachelor's degree. If a lower-division course is taken as part of the Special Field, additional upper-division electives may be required for graduation.*

#Only one 200-level course may be applied to the Sociology Special Field.

VISUAL AND PERFORMING ARTS

Advisor:
Bill Bradbury, D.M.A.
Craven Hall 6118

The Visual and Performing Arts Special Field affords students the opportunity to pursue an interest in the arts (music, theater, video, visual arts) as part of a broader general education in Liberal Studies.

Courses may be selected from a single discipline (e.g., an emphasis in music) or a combination of disciplines (e.g., music/theater or computer art/video). Special field coursework may be double counted towards a minor in Visual and Performing Arts; an official declaration of minor must be submitted to Admissions and Records.

Upper-division (12 units)

Choose four courses in MUSC, TA, VSAR, and/or VPA (with approval of VPA Special Field Advisor)	12

Option 3: Integrated Credential Program Option (ICPO) – Bachelor of Arts in Liberal Studies and Multiple Subject Credential/CLAD (91units)

The Integrated Credential Program Option provides students with a Bachelor of Arts Degree with a major in Liberal Studies from the College of Arts and Sciences and a Multiple Subject Credential/CLAD from the College of Education. The Integrated Credential Program Option consists of six themed semesters of upper-division and post-baccalaureate courses which are taken in both colleges.

Important Notes:

1. As part of the ICPO course work, students select a four-course Special Field as in the Liberal Studies Option of the Liberal Studies major.
2. In order to receive the Bachelor of Arts degree and the Multiple Subject Credential within three years of attaining upper-division status, students must complete all courses each semester as described in the curriculum below.
3. Students will be expected to take the 9-13 units of required core courses each semester as a cohort. The core courses are offered in blocks each semester, and students must take all courses in the block.
4. It is anticipated that in semesters 1-5, students will take one or more of the required non-core courses in addition to the required core courses. While the required non-core courses may be taken out of sequence (i.e. during additional semesters or during winter and summer terms), it is urged that whenever possible they be taken in the semester indicated.
5. Students who drop out of the Integrated Bachelor of Arts and Multiple Subject Credential Program may count up to 13 units of COE courses from this Program as electives towards their B.A./B.S.
6. All Liberal Studies majors must be sure to satisfy Upper-division General Education requirements in their selection of courses (one BB, one CC, and one DD course). Special Field courses may not be used to satisfy this requirement.
7. Students seeking a BCLAD (bilingual credential) will be required to register for EDML 553 and 554 at times to be determined in consultation with COE faculty advisors in bilingual education.

COURSE SEQUENCE

Semester 1:
School and a Multicultural Society

CORE REQUIREMENTS

EDUC 350B*	3
EDUC 364B*	3
American Ethnic and Multicultural Studies Course (one of the following will be designated)	3
ID 340 SOC 311	
ID 371 SOC 313	
WMST 301	

NON-CORE REQUIREMENTS

Computer Competency Requirement, or if not needed, another unmet requirement, or an elective	3
Any UDGE Area CC Course	3
Total units in Semester 1	*15*

Semester 2:
Language, Culture and Learning

CORE REQUIREMENTS

EDMS 526B	3
EDMS 540B	4
Linguistics Course (one of the following will be designated)	3
LING 371 LING 400	
LING 450	

NON-CORE REQUIREMENTS

Art course VPA 380D	3
Global Awareness course or if not needed, an elective	3
Total units in Semester 2	*15*

**Count as electives for the B.A. in Liberal Studies.*

Semester 3:
Mathematics

CORE REQUIREMENTS

EDMS 527B	2
EDMS 543B	3
Designated* Math course	3
EDMS 560B	3

NON-CORE REQUIREMENTS

Special Field Course #1	3
Total units in Semester 3	*14*

Semester 4:
Science

CORE REQUIREMENTS

	Units
EDMS 545	3
Designated* Science course	3
Science and Society Course (one of the following will be designated)	3
LBST 361 LBST 362	

NON-CORE REQUIREMENTS

Special Field Course #2	3
Special Field Course #3	3
Total units in Semester 4	*15*

Semester 5:
Community

CORE REQUIREMENTS

	Units
EDMS 544B	3
One Community Course - A designated* Interdisciplinary Social Science course.	3

**See advisors for the list of designated courses*

EDMS 561B	3

NON-CORE REQUIREMENTS

Special Field Course #4	3
GEOG 301	3
Total units in Semester 5	*15*

Semester 6:
Professional Practice

CORE REQUIREMENTS

	Units
EDML 552B	3
EDMS 562B	9
LBST 575 or EDMS 575B	1

NON-CORE REQUIREMENTS

There are no required non-core courses for Semester 6

Total units in Semester 6 *13*

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LITERATURE AND WRITING STUDIES

Office:
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Telephone:
(760) 750-4147

Department Chair:
Yuan Yuan, Ph.D.

Faculty:

Oliver Berghof, Ph.D.
Duff Brenna, M.A.
Susie Lan Cassel, Ph.D.
Dawn M. Formo, Ph.D.
Heather Hayton, Ph.D.
Martha Holmes, Ph.D.
Kenneth P. Mendoza, Ph.D.
Yuan Yuan, Ph.D.

Programs Offered:

- Bachelor of Arts in Literature and Writing Studies
- Single Subject Preparation Program in English (Waiver)
- Minor in Literature and Writing Studies
- Master of Arts in Literature and Writing Studies

The Literature and Writing Studies Program replaces the former English major and provides three emphases: literature, writing, and a "waiver" option for students who wish to apply for a secondary teaching credential or who prefer a major that more equally balances literature and writing than the first two options. Students continuing in prior catalogs may pick up a list of old and new course equivalencies at the Department Chair's office or in the Department's Administrative Coordinator's office. In all major options, the LTWR 300A and 300B sequence is required and students are urged to enroll in LTWR 300A the semester they begin work on their major. Three- and four-hundred level courses may be taken with junior standing (or with consent of the instructor) and in any order, although higher-numbered courses may presume more background than those with lower numbers. Five-hundred level courses are graduate level that may also be taken by advanced undergraduates.

Literature Emphasis

In keeping with the multicultural and interdisciplinary philosophy of CSU San Marcos' Mission Statement, the literature major provides students with a global literary experience, which may be best described under the general rubric of "cultural studies." In its broadest sense, this term implies that literature and other cultural artifacts are studied as reflections and expressions of the cultures that value them. Studied in this context, literature is viewed not only in terms of its form and style, its relation to previous traditions and genres, its rhetoric and language, but in terms of its use in constructing social and cultural identities. Cultural studies may involve comparative approaches between "high" and "low" forms of expression; it may concern itself with new kinds of media (film, video, computers); it usually involves issues of social status, gender, ethnicity, and national demographics; it often examines relationships between various kinds of cultural documents (historical records, archives, newspapers, novels).

From a pedagogical point of view, cultural studies stresses cross-cultural contexts of a given literature, exploring not only the dominant literary tradition of a culture, but also the indigenous, marginalized or unrecognized literatures within that tradition. These "literatures" take multiple forms: oral tale, comic book, folk narrative, national epic, or avant garde poem.

The design of the literature emphasis reflects many recent movements in literary criticism and research. Our approach is not a method of teaching or scholarship so much as an attitude towards literariness such that writer, text, and audience are linked in a dynamic, on-going dialogue. Studying literature within cultural studies means going outside of the traditional canon, drawing upon research in related fields of history, sociology, visual arts, ethnomusicology, media theory and political science. At the same time, the major encourages greater concern for the material and formal nature of artifacts that, until recently, were thought to be transparent vehicles for self-evident ideas. To study a literary text implies that we address the "cultural text" as well.

Writing Emphasis

The writing emphasis provides directed experience in writing expository prose, fiction, poetry for various media or professional audiences, as well as intensive work in practical criticism. An integral feature of the program places emphasis on student interaction through peer-groups. Students who are developing themselves as writers will find courses regularly offered in various genres to develop their own style and breadth of experience in composing and criticism. Those interested in the teaching of writing will find the major a context both for writing extensively and for dealing critically with the act of written composition.

Special Conditions for the Bachelor of Arts in Literature and Writing Studies

1. Courses taken to satisfy General Education requirements may not be used to satisfy the requirements in the major.
2. Credit/No Credit grading may be counted toward the major only for LTWR 495 and 499.
3. Elective units in literature and writing studies may be used toward a minor in another discipline. Consult the appropriate program coordinator or faculty advisor for further information.
4. Course substitutions must be approved by petition to the Literature and Writing Studies Curriculum Committee.

BACHELOR OF ARTS IN LITERATURE AND WRITING STUDIES

	Units
General Education	51
Core Requirements	15
Emphasis Requirements	18
General Electives	40
Total Required	*124*

Core Requirements for the Degree Core (15 units)

	Units
LTWR 300A	3
LTWR 300B	3
LTWR 460	3
Select a sequence of the following:	
LTWR 308A	3
LTWR 308B	3
or	
LTWR 309A	3
LTWR 309B	3
Total Units	*15*

Literature Studies Emphasis Requirements

(18 Units)

	Units
"Religious and Spiritual Foundations"	
Select one of the following courses:	3
LTWR 310 LTWR 320	
"Forms, Genres, and Authors"	
Select one of the following courses:	3
LTWR 330 LTWR 334	
LTWR 331 LTWR 336	
LTWR 332 LTWR 400	
LTWR 333 LTWR 402	
"Global Literatures"	
Select one of the following courses:	3
LTWR 410 LTWR 420	
"Periods, Movements, and Interdisciplinary Studies"	
Select one of the following courses:	3
LTWR 430 LTWR 441	
LTWR 450	
Six (6) units of approved upper-division electives in Literature and Writing Studies	6
Total Units	*18*

Writing Studies Emphasis Requirements

(18 Units)

	Units
"Writing Workshops"	
Select one of the following courses:	3
LTWR 315 LTWR 318	
LTWR 316 LTWR 325	
LTWR 317 LTWR 545	
"Forms, Genres, and Authors"	
Select one of the following courses:	3
LTWR 305 LTWR 334	
LTWR 330 LTWR 336	
LTWR 331 LTWR 400	
LTWR 332 LTWR 402	
LTWR 333 LTWR 405	
"Writing Theory and Pedagogy"	
Select two of the following courses	6
LTWR 465 LTWR 525	
LTWR 475 LTWR 485	
Six (6) units of approved upper-division electives in Literature and Writing Studies	6
Total Units	*18*

SINGLE-SUBJECT PREPARATION OPTION

The Single-Subject Preparation Option is designed for students who want to teach English in secondary schools in California. Students following this option obtain a Bachelor of Arts in Literature and Writing Studies and also complete a Single-Subject Preparation Program in English (formerly called a "waiver" program). Upon completion of the option, students may apply to a Single-Subject Credential Program (through a College of Education) where they complete a fifth year of professional training to be certified as a high school or junior high school teacher in English in California.

Students in this option must maintain a 2.7 GPA, and a portfolio of work is required.

The Single-Subject Preparation Program in English is also available to students who have already graduated from CSUSM or elsewhere. In such a case, a student should make an appointment with the advisor for a transcript evaluation.

	Units
General Education*	51
Preparation for the Major*	3
Core Requirements	39
Track Requirements	15
General Electives	19
Total Required	*124*

** Three (3) units in lower-division General Education Area A1 (Oral Communication) are automatically satisfied in Preparation for the Major.*

Core requirements for the Single

Subject Preparation Option (39 units)

	Units
LTWR 300A	3
LTWR 300B	3
LTWR 308A	3
LTWR 308B	3
LTWR 309A	3
LTWR 309B	3
LTWR 402	3
LTWR 450	3
LTWR 465	3
LING 300	3
EDUC 350	3
Select one of the following courses: LTWR 325 LTWR 475	3
Select one of the following courses: LING 371 LING 450	3
Total Units	*39*

LITERATURE TRACK REQUIREMENTS IN THE SINGLE SUBJECT PREPARATION OPTION

"Religious and Spiritual Foundations" Select one of the following courses: LTWR 310 LTWR 320	3
"Forms, Genres and Authors" Select one of the following courses: LTWR 330 LTWR 336 LTWR 331 LTWR 400 LTWR 333	3
"Global Literatures" Select one of the following courses: LTWR 410 LTWR 420	3
"Periods, Movements and Interdisciplinary Studies" Select one of the following courses: LTWR 430 LTWR 441	3
LTWR 460	3
Total Units	*15*

WRITING TRACK REQUIREMENTS IN THE SINGLE SUBJECT PREPARATION OPTION

"Writing Workshops" Select one of the following courses: LTWR 315 LTWR 325 LTWR 316 LTWR 545 LTWR 317	3
"Forms, Genres and Authors" Select one of the following courses: LTWR 305 LTWR 405 LTWR 332	3
"Writing Theory and Pedagogy" Select one of the following courses: LTWR 475 LTWR 525 LTWR 485	3
LTWR 460	3
"Writing Elective" Select any course listed above or LTWR 301	3
Total Units	*15*

MINOR IN LITERATURE AND WRITING STUDIES

Students in many vocational fields often find that special skills in reading or analysis as well as writing are useful in their future work. The minor is intended to develop those skills. The minor consists of fifteen (15) units of upper-division course work and three (3) units of lower, preparatory course work. Courses taken for Credit/No Credit grading may not apply to the minor.

Lower-division (3 Units)

	Units
LTWR 100	3
Upper-division (15 units)	
LTWR 300A	3
LTWR 300B	3
Nine (9) units of approved electives in Literature and Writing Studies	9
Total Units	*18*

MASTER OF ARTS IN LITERATURE AND WRITING STUDIES

The CSUSM Literature and Writing Studies Department offers graduate study leading to the Master of Arts degree. Our mission is to prepare students for study at the doctoral level, teaching at the elementary and community college level, and occupations in the private and the public sectors that require a high degree of literacy. Rather than offering an emphasis in literature or writing studies at the master's level, our program aims to balance and integrate these activities. Since we read writing and write reading, we see no purpose in studying one without the other. To do so would deny the integrity of our discipline.

In the same spirit, we wish to merge the roles of teacher and student. Because most of our students are, or eventually will be, teachers, our intention is to provide a graduate teaching apprenticeship within the program that begins with classes, seminars, and close faculty mentoring, leading to internships, tutoring, and teaching assistantships. Qualified students may tutor students with writing problems or teach general education writing courses. Internships may also be arranged at community colleges or the California Center for the Arts. We view students in this program as our colleagues in the educational enterprise.

Admission Requirements and Application

Admission to the program requires a bachelor's degree, preferably in English, literature and writing studies, comparative literature, rhetoric, linguistics, or a comparable program.

Applicants with these and any other bachelor's degree must have taken at least five upper-division courses of 3-4 units each in literature or writing from an accredited university. Admission decisions will be influenced by the breadth, appropriateness and grades of undergraduate course work. Applicants must have maintained a grade-point average of not less than 3.0 in the last 60 units of undergraduate study, and a 3.3 average in upper-division literature and writing courses.

All applicants must take the Graduate Record Examination (GRE). It is unlikely that students will be admitted with combined verbal and analytical scores of less than 1000, or a verbal score of less than 500.

All applicants, regardless of citizenship, who do not possess a bachelor's degree from a post-secondary institution where English is the principal language must take the combined Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) examination. A minimum score of 550 on the TOEFL and a minimum of 4.5 on the TWE are required.

A complete application consists of:

Application Materials sent directly to the Admission Office of CSUSM

- A completed application form for admission to CSUSM
- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Application Materials sent directly to the Literature and Writing Studies Department (see address below)

- A completed application form for admission to the Master's Program in Literature and Writing Studies sent to the department.
- One set of official transcripts from all colleges and universities attended, with indication of graduation.
- A 750-1000 word "statement of purpose." This statement should address educational and career goals, relevant educational background and research experience.
- A writing sample. This should be an analytical essay of no less than five pages on a literary topic. The essay should not be written for the purpose of admission, but instead provide a sample of the applicant's best undergraduate work.
- GRE (and TOEFL/TWE, if appropriate) score reports.
- Three letters of recommendation (except undergraduate Literature and Writing Studies majors at CSUSM, who should indicate on the application form with whom they have taken courses as undergraduates).

Application Materials (consisting of a Departmental Application Form, a California State University Admissions booklet and a leaflet describing the program) are available upon request from the Literature and Writing Studies Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001

Application Deadlines are as follows:

- November 1st for admission in Spring Semester.
- April 1st for admission in Fall Semester.
- The application fee must be submitted to the Admissions Office by these deadlines.
- Applicants will be notified of their status of application by January 1 for Spring admission and by June 1 for Fall admission.

Application may be made for Fall or Spring admission, but class and seminar scheduling (as well as available spaces) favor Fall applicants.

Degree Requirements

The program requires 30 semester hours (10 courses, one of which is thesis work) of study, at least 24 of which are from the graduate level (500 and 600 series). Required courses are LTWR 525, 600, and 601, which should be taken as early as possible. Please note that LTWR 525 requires the instructor's consent. LTWR 602 is required of graduate students who teach in the GEW program. Enrollment in LTWR 602 requires the instructor's consent and a passing score in all three sections of the "GEW Teaching" exam. A substantial thesis, approved and directed by the student's thesis committee, is also required of all students. The grade-point average must be at least 3.0 to graduate.

The typical full-time student will complete the program in four semesters. Units earned not in residence at CSUSM are limited to 6, and must be approved by the Graduate Studies Advisor(s). A maximum of 9 units of courses graded credit/no credit (usually internships, independent study, and thesis work will be accepted in the program).

Finally, students must satisfy a foreign language requirement. Each candidate, with the approval of the graduate advisor, may fulfill the foreign language requirement in one of several ways: (1) by passing the Modern Language Association Reading Examination, (2) by passing a local examination administered by the university's foreign language assessment process, (3) by completing one three-unit upper-division foreign language literature course with readings in the original language with a grade of C (2.0) or better, (4) by passing an examination to be determined by the Literature and Writing graduate advisor if the chosen language is not one taught in a program at CSUSM, (5) by successfully completing LTWR 611.

Academic Continuation

To continue in the graduate program, students must maintain a minimum cumulative grade point average (GPA) of 3.0 (A=4). A student whose cumulative graduate GPA falls below 3.0 at any time is placed on academic probation. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Each student must present a formal thesis proposal to the thesis committee no later than the beginning of the third semester of study for full time students, or after eighteen units have completed for part-time students. In addition, each student has to defend the completed thesis in front of his/her committee no later than four semesters following the approval of the thesis proposal. The overall time limit for the degree is three years for full-time students and six years for part-time students.

Student Portfolio

Each student has to assemble a portfolio of work completed while he or she is enrolled in the program. The portfolio consists of copies of all papers in their final form, which ought to be submitted to the Department's Administrative Coordinator as soon as they are submitted to the instructor for a grade. The Department's Administrative Coordinator will then file them in the student's file. The student portfolio will be used for advising purposes and in evaluating the student's thesis proposal.

Thesis Proposal

The thesis proposal consists of three parts: (1) the Literature and Writing Studies Program Thesis Committee Membership Form, (2) a thesis proposal (300-500 words), which includes proposed areas of research or topics of research, a bibliography, an outline of each chapter, a working plan of completion, and (3) the student portfolio. The thesis proposal has to make a case for the validity of the project. By the second week of either fall or spring semester, the student has to have filled out a Thesis Membership Form and filed it, accompanied by a thesis proposal, with the Department's Graduate Studies Advisor, the members of the thesis committee, and the Department's Administrative Coordinator. It is not necessary to circulate copies of the student portfolio, which will remain on file with the Administrative Coordinator.

Advancement to Candidacy

After completing fifteen units of study in the graduate program, the student may apply for advancement to candidacy. Students will be advanced to candidacy upon approval of their thesis proposal by the thesis committee. In some cases the student may be asked to discuss the proposal in the presence of all committee members.

Thesis Requirements

Research leading to the thesis will be the culminating experience for each student enrolled in the Master's program. The thesis will be a substantial product of research carried out under the close supervision of a faculty advisor and two additional thesis committee members. The student must submit the final thesis to the thesis committee at least two weeks prior to the oral defense and orally defend the final thesis at least two weeks prior to the end of a regular semester. Thesis work has to be submitted to the Department's Graduate Studies Advisor by May 1st for graduation in Spring Semester, or by December 1st for graduation in Fall Semester. In exceptional cases, thesis work can be completed in a 700-level thesis extension course.

M.A. Thesis Options

Students have three options:

- a thesis of 50-80 pages that represents a carefully developed argument
- in exceptional cases: three 30-page publishable papers
- a "creative writing thesis," consisting of a 2-5 page abstract and either a complete manuscript of fiction (minimum 150 pages), a play or screenplay (90-120 pages), or a collection of poems (minimum 60 pages).

The third option is open to students based on completed coursework in consultation with the creative writing faculty and the Department's Graduate Studies Advisor. It involves at least six units of creative writing coursework at the 500-level and assembling a portfolio.

To get credit for work on their theses, students have to sign up for LTWR 690 (Graduate Research) while conducting research and writing drafts on their theses, and for LTWR 699 (Graduate Thesis) in the semester, at the end of which they expect to turn in the revised and completed theses. LTWR 699 can be repeated only once. The prerequisite for enrolling in LTWR 699 is the completion of 24 units in the graduate program, or the consent of the chair of the thesis committee.

Graduate Teaching Assistantships

Graduate Assistantships in the University Writing Center may be available to qualified students. Apply for internships and paid positions with the Writing Center Director. Teaching Assistantships will be determined on the basis GEW Teaching Exam, which is administered in April and November. Qualified students are those who have completed a successful internship in the Writing Center, who exhibit exemplary work in LTWR 525 and who successfully complete the GEW Teaching Exam. Students may also wish to consult the University's Office of Financial Aid for alternative means of financial support.

Non-paid graduate teaching internships at Palomar College and MiraCosta College are also available through the Literature and Writing Department.

Appeals

A graduate student who is aggrieved about a course grade, candidacy decision, or degree requirement should first discuss the matter with the relevant faculty member or the Department Graduate Studies Advisor. If the matter cannot be resolved informally, then the student may file a formal grievance in accordance with CSUSM policy, first with the Department Graduate Studies Committee, then, if not resolved at this level, with the Chair of the Literature and Writing Studies Department, then with the Dean of Arts and Sciences.

Failed Thesis Proposal

The student will be put on probation if the student fails to come up with the thesis proposal by the fifth week of the semester prior to the expected semester of graduation, or if the student fails to get approval of his/her thesis proposal from his/her committee. Upon petition to the Department's Graduate Studies Committee, the student may be given one more chance to develop an acceptable proposal three weeks prior to the end of the semester. The student will be dropped from the program if the student fails to get his/her thesis proposal approved by his/her committee the second time.

Failure to Complete the Thesis

The student will be dropped from the program if the student fails to complete his/her thesis four semesters after the approval of his/her thesis proposal. The student may petition the Department's Graduate Studies Committee for special consideration to extend the limit at one-year intervals. The petition must state the reason for the extension and a specific plan to complete all the requirements. The Department's Graduate Studies Committee will act on the petition in writing.

Failed Thesis Defense

The student will be put on probation if the student fails the oral defense of the thesis prior to the time limit for the degree. The student will be dropped from the program if the student fails the oral defense of the thesis after having reached the time for the degree. The student may petition the Department's Graduate Studies Committee for specific consideration to repeat the oral defense. The petition must give reasons why the defense ought to be repeated and a specific time line to prepare for an oral defense in the following semester. The Department's Graduate Studies Committee will act on the petition in writing.

MATHEMATICS

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Telephone:
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Faculty:

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David Chien, Ph.D.
Ricardo D. Fierro, Ph.D.
Farshid Hajir, Ph.D.
Linda Holt, Ph.D.
Andre Kundgen, Ph.D.
Tejinder Neelon, Ph.D.
Amber Puha, Ph.D.
K. Brooks Reid, Ph.D.

Programs Offered:

- Bachelor of Science in Mathematics
- Single Subject Preparation Program in Mathematics
- Minor in Mathematics
- Master of Science in Mathematics

Mathematics offers to the undergraduate and graduate students a rich mix of pure and modern applied courses. Common to these offerings are the power, beauty, and utility of mathematical thought. Mathematics is a living, vital subject with a long, distinguished tradition. A student who selects the mathematics major will develop the ability to explore, to conjecture, and to reason logically, as well as the ability to use effectively a variety of mathematical methods to solve problems.

Opportunities for graduates in mathematics are as diverse as they are plentiful. Mathematicians are sought by universities, governmental agencies, and private industry and they contribute in direct and fundamental ways to human activity. Mathematics majors can pursue a career in the teaching of mathematics at the college, high school, or middle school levels. Medical schools, law schools, graduate schools, and employers in fields such as economics, accounting, management sciences, mathematics, natural sciences, social sciences, computer science, statistics, and communication seek graduates in mathematics. The degree program at CSU San Marcos prepares its mathematics majors to meet any of these challenges.

Preparation

High school students are encouraged to take four years of English, four years of mathematics including trigonometry, one year of biological science, and one year of physical science. Courses in calculus, physics, and computer programming are recommended. Experience in clear, concise, careful writing is valuable for success in all courses.

Transfer Credits

A maximum of thirteen (13) lower-division units in mathematics may be applied toward the lower-division calculus requirement for the mathematics major. These units must be for courses which appropriately match the description of this catalog for MATH 160, 162, and 260.

A maximum of seventeen (17) lower-division units may be transferred towards the non-mathematics supporting courses for the major in mathematics. Up to eight (8) of these units may be for courses which appropriately match the description of this catalog for CS 111 and PHYS 201.

Up to nine (9) units may be for courses which appropriately match the description of this catalog for other courses listed in the non-mathematics supporting course requirement. The Office of Admissions should be consulted to ascertain the campus' articulation agreements with the local community colleges.

Special Requirements for the Bachelor of Science and Minor in Mathematics

Students may not use a mathematics course for the required three (3) units of upper-division General Education, area B (Mathematical or Natural Sciences).

Each course submitted toward either the mathematics major or minor must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either MATH 498 or MATH 499 may be applied. No more than three (3) units of MATH 495 may be applied. For the major, a minimum of fifteen (15) upper-division units in mathematics must have been completed at CSU San Marcos. For the minor, a minimum of six (6) upper-division units in mathematics must have been completed at CSU San Marcos.

BACHELOR OF SCIENCE IN MATHEMATICS

	Units
General Education*	51
Preparation for the Major*	27-30
Major Requirements	34
General Electives	15-18
Total Required	*124*

**Six (6) units of lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

Lower-Division Calculus Requirement (13 units)

	Units
MATH 160	5
MATH 162	4
MATH 260	4

Non-Mathematics Supporting Course Requirements (14-17 units)

CS 111 or equivalent	3-4
PHYS 201	4
and	
Choose two of the following courses:	
BIOL 210 or 211	4
CHEM 150	5
PHYS 202	4
CS 211 or equivalent	3-4

Major Requirements

Upper-division (34 units)

	Units
MATH 350	3
MATH 360	3
MATH 372** or 472 or 474	3
MATH 374	3
MATH 440	4
MATH 470	3
MATH 490, or 491 or approved 500 level course	3

***MATH 522, 523, and 540 can also be used to satisfy this requirement.*

Twelve (12) elective units chosen from the following courses: 12
MATH 330 MATH 362
MATH 372***
Any mathematics course numbered 410 through 599.

****If not used to satisfy a requirement above.*

SINGLE-SUBJECT PREPARATION PROGRAM IN MATHEMATICS

Students interested in teaching mathematics at the secondary level may wish to complete the Single-Subject Preparation Program (SSPP) in Mathematics. A prospective teacher qualifies for the Single Subject Teaching Credential in Mathematics by completing the SSPP and earning a Bachelor's degree. Students interested in the SSPP should consult either their mathematics advisor or the mathematics SSPP Coordinator as soon as possible to obtain detailed information on GPA requirements and the portfolio of work which must be compiled, as well as advice on how to best coordinate completion of the SSPP and the Bachelor of Science in Mathematics.

Coursework Requirements:

MATH 160	5
MATH 162	4
MATH 260	4
MATH 330	3
MATH 350	3
MATH 360	3
MATH 374	3
MATH 410	3
MATH 440	4
MATH 470	3
Choose one of the following courses:	3
MATH 262 MATH 362	
Choose one of the following courses:	3
MATH 372 MATH 522	
Choose one of the following courses:	3
MATH 464/CS 464	
MATH 480	
Choose one of the following courses:	3
MATH 472 MATH 474	
Any mathematics course numbered 410 through 599 approved for the mathematical science majors, and not already used to satisfy a requirement above	3
EDUC 350	3
Total Units	*53*

MINOR IN MATHEMATICS

Lower-division (9 units)

	Units
MATH 160	5
MATH 162	4

Upper-division (15 units)

	Units
MATH 350 or 370	3
MATH 374^	3

^MATH 260 (4 units) may be substituted for MATH 374 if MATH 260 is not used as an upper-division elective.

Nine (9) elective units chosen from the following courses+: 9
MATH 330 MATH 372
MATH 360 MATH 362
Any mathematics course numbered 410 through 599.

Total Units *24-25*

MASTER OF SCIENCE IN MATHEMATICS

The Master of Science Program in mathematics at CSUSM is designed to provide breadth of exposure in the mathematics and to enhance the intellectual attitudes and the analytic skills needed for comprehension, appreciation, creation, and application of mathematics. There is a deliberate, applicable emphasis in the courses in the program, and many courses are delivered in a computerized environment. The program will provide students opportunity for computer enhancement of many mathematical concepts, for learning connections between various areas of mathematics, for developing good mathematical communication skills, for developing independent learning skills, and for cooperative group problem solving.

Graduates will be prepared for a wide range of career opportunities, as the skills and attitudes fostered in the program are in demand in academé, business, government, and industry. In particular, graduates will be well-prepared to teach in secondary schools, community colleges, and some four-year colleges. They will be prepared to enter a doctoral program in mathematics or mathematics education. The computational and applicable orientation of the program will offer graduates significant training for careers as mathematical scientists in business, government, and industry. There will be opportunity, on a limited scale, for students to serve as student assistants for the undergraduate mathematics program or to assist faculty in their scholarly activity.

Admission

Admission to the program requires an undergraduate major in mathematics or related field (such as computer science), which includes the equivalent of MATH 360 and MATH 470. Admission also requires a 2.5 grade point average in the last sixty (60) units attempted at the undergraduate level, and a 3.0 grade point average in the last thirty (30) units of the undergraduate major. Students who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status, but the units earned to remove these deficiencies may not be used towards the CSUSM Master of Science.

All applicants, regardless of citizenship, who do not possess a Bachelor's Degree from a post-secondary institution or a country where English is the principal language, must take the combined Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) examination. A minimum score of 550 on the TOEFL and a minimum 4.5 on the TWE is required. Applications, including verification of English proficiency, should be received in the department by April 15. However, applications will be accepted as long as space allows. An application consists of:

- A completed application for University admission;
- A request for entry to the M.S. program via letter, which also includes an expository description of the student's educational preparation and career aspirations;
- Two sets of official transcripts from all colleges and universities attended and official indication of graduation (if not in English, certified English translations must be included); and
- At least two letters of recommendation from individuals who can comment on the mathematical capabilities of the applicant.

Degree Requirements

The Master of Science in Mathematics requires thirty-six (36) units of coursework with an overall of at least 3.0 grade point average. At least twenty-seven (27) of these units must be at the 500-level or above, and any 400-level courses must be approved by the department. No course, or equivalent, which is required for a Bachelor of Science in Mathematics at CSUSM can be used to satisfy these requirements. At least thirty (30) units towards the degree must be earned at CSUSM; any units not earned in residence at CSUSM must be approved by the department. All requirements should be satisfied within five years of initial acceptance into the program.

Two options are available:

- Thirty (30) units of non-thesis coursework, six (6) units of MATH 699, and a Masters Thesis, or
- Thirty-six (36) units of non-thesis coursework [at least fifteen (15) units of which comprise a concentration in some specialty within mathematics], a masters project, and a comprehensive examination.

Continuation

Students must earn a 3.0 overall average in graduate coursework in order to graduate. Student are limited to a total of three (3) C's in their graduate coursework. Any student earning four (4) or more C's will be dropped from the program.

Advancement to Candidacy

Upon the completion of at least nine (9) units towards the degree, but prior to the completion of eighteen (18) units towards the degree, the student should meet with the program advisor in order to develop a formal program of study for the degree. This formal program is an agreement between the student and the University on the specific plan to be followed in order to fulfill the requirements for the degree. If the student opts for the thesis, then it is the responsibility of the student to obtain the permission of a tenured or tenure-track mathematics faculty member to act as the student's thesis advisor and chair of the student's thesis committee. The student and thesis advisor should recommend to the program advisor the names of two other tenured or tenure-track mathematics faculty to fill out the thesis committee. The plan of study should include courses remaining to be taken, the names of three faculty composing the thesis committee (if opting for the thesis), and the general subject of the thesis or project.

The student is advanced to candidacy for the Master of Science degree upon completion of this plan and completion of eighteen (18) units towards the degree with at least a 3.0 grade point average. Changes in the study plan must be approved by the program advisor and the student's thesis advisor. No student may enroll for MATH 699, initiate a project, or sit for a comprehensive exam before being advanced to candidacy.

Thesis or Project Requirements

A thesis is the written result of a systematic study of a significant mathematical problem. It defines, develops, and executes an investigation into a chosen problem area. The motivation, approach, and results of the investigation are communicated in a clear and logical fashion; it is grammatically correct, logically organized, and mathematically sound. The finished product evidences originality, critical and independent thinking, and thorough documentation. The thesis must be planned, organized, executed, and completed while enrolled in the masters program. It must be a coherent, substantial document, appropriate for six (6) units of graduate coursework. Midway during the thesis work, the student shall make an oral presentation to his or her thesis committee on progress to date.

Guidelines for preparing and officially submitting the thesis can be obtained from the Department Chair's Office. The final copies of the thesis are to be in the hands of the members of the thesis committee at least two weeks prior to a required oral, public defense of the thesis which must be held at least one week prior to the end of a regular semester.

A project is the written result of a comprehensive analysis of a particular mathematical problem encountered during the coursework of the student. The composite elements are as for a thesis, but the scope is more narrow; much like a term paper. The faculty member in the course in which the problem arose will act as the project advisor, and the project must be approved by the program advisor. Examples of projects are expository reports on one or more existing papers in the literature on some topic, the design and implementation of a solution algorithm for a specific problem, or modest research efforts on a suitable topic. A project must be completed at least four weeks prior to the end of a regular semester. An oral presentation of the project to the faculty of the department is required. The presentation should summarize the analysis in a clear and concise manner.

Both the thesis and the project must demonstrate mathematical skills and general scholarship at a level expected of a professional mathematician. Mathematical skills can be demonstrated by the development of new mathematics, critical evaluation of existing mathematics, application of existing mathematics to non-mathematical contexts, or development of mathematical models. General scholarship refers to understanding, organizing, and communicating knowledge relevant to the undertaking in a conventionally acceptable format.

Comprehensive Exam

A comprehensive examination is a written examination administered during the final semester of the student. It is intended as a culminating experience for the masters degree, and it is used to assess the student's ability to integrate his or her knowledge of mathematics, to think critically and independently, and to demonstrate mastery of the coursework. The problems will reflect the coursework of the student, and the student's responses will be evaluated both on the basis of logical correctness as well as on written presentation. The examination will be offered as needed at most once each regular semester, at least four weeks prior to the end of the semester. Students intending to write the exam during a given semester must notify the program advisor before the end of the fourth week of that semester.

Graduation

A student planning to graduate at the end of a given regular semester must meet with the program advisor by the end of the student's previous regular semester in order to evaluate those plans. All pertinent requirements described above concerning courses, the thesis, the project, and the comprehensive exam must be evaluated during this meeting. Candidates for the degree who attain a grade point average (calculated on work at CSUSM only) of 3.75 or greater may, upon recommendation of the mathematics faculty, graduate with distinction.

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MINOR IN PHILOSOPHY

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4137

Faculty:
Michael McDuffie, Ph.D.

Program Offered:

- Philosophy Minor

The Philosophy Minor provides a brief but comprehensive introduction to the study of philosophy. A sequence of courses in the history of philosophy serves as the core of the program. Students trace the emergence of Western philosophy from its origins in ancient Greece, examine the role of philosophy in shaping the modern world view, and study traditional Western and non-Western approaches to ethics. The aim of these courses is to offer an integrative approach to the study of philosophy. The basic areas of philosophy, such as ethics, metaphysics, and theory of knowledge, are presented as interconnected fields of inquiry, related to wider cultural and historical contexts. Elective courses may be chosen to extend and complete this survey of the history of philosophy, or to offer a more focused and specialized study of some area of philosophy. The minor begins with a course in logic or critical thinking, and also requires a course in theory applied to a discipline outside of philosophy, in order to demonstrate the force of philosophical thought in other academic fields.

As a complement to the student's major field of study, the Philosophy Minor serves the following objectives:

- to introduce the student to the basic thematic areas of philosophic study (logic, metaphysics, epistemology, ethics, etc.);
- to introduce the student to a variety of philosophical traditions, Western and non-Western;
- to foster the student's understanding of philosophical issues related specifically to the academic disciplines, including the student's major field of study;
- to help the student achieve greater understanding of the relations between academic fields and the importance of interdisciplinary inquiry;
- to help the student appreciate the practical applications of philosophical investigation in matters of social and personal concern;
- and overall, to enrich and broaden the student's intellectual life.

As core values, the Philosophy Minor emphasizes the importance of critical and creative thinking, clear and coherent use of language, openness to plural approaches to problems, and the importance of multiple cultural traditions within the field of philosophy.

Philosophy Minor Requirements

Note: Courses used to satisfy requirements of the minor may also be used to fulfill GE requirements. Students may apply up to nine units of transfer credit toward the minor. Students must earn a grade of C or better in each course for the minor.

	Units
I. Critical Thinking and Logic One of the following PHIL 110 PHIL 210 (Or any course fulfilling the General Education Critical Thinking requirement [Area A3].)	3
II. History of Philosophy PHIL 310 PHIL 312 PHIL 318	9
III. Philosophy Elective One of the following PHIL 311 PHIL 314 PHIL 315 PHIL 318 PHIL 330 PHIL 340 PHIL 350 PHIL 390 PHIL 499	3
IV. Extra-Disciplinary Elective Taken in a field outside of philosophy; a course in intellectual history or in theory applied to a specific academic field. (Chosen in consultation with Philosophy Department advisor). (May also be used to fulfill requirements of the student's major.)	3
V. Exit Seminar PHIL 490	1
Total Units	*19*

MINOR IN PHYSICS

Office:
University Hall, Room 222

Telephone:
(760) 750-4118

Program Coordinator:
Graham Oberem, Ph.D.

Faculty:

Richard H. Karas, Ph.D.
Graham Oberem, Ph.D.

Program Offered:

- Minor in Applied Physics

The Minor in Applied Physics offers students majoring in another discipline the opportunity to gain a deeper understanding of digital electronic circuits, particularly as applied to the design and construction of computer hardware. In the high technology industry, it is important to understand the function of electronic sensors, and controllers, and how such devices are used in data capture, transmission and storage. At the lower-division, the Minor in Applied Physics builds a broad foundation of physical concepts that are needed to understand the operation of electronic circuits, semiconductor devices, and data transmission networks. At the upper-division, the program emphasizes digital electronic hardware design, with significant hands-on experience in building and testing computer-related circuits, while at the same time providing opportunity for specialization and deeper understanding of some aspects of physics. Students must earn a grade of C (2.0) or better in each class in the minor.

Course Requirements

Completion of twenty-three (23) units, eleven (11) of which must be at the upper-division.

Recommended Course of Study:

	Units
a. Required lower-division (12)	
PHYS 201	4
PHYS 202	4
PHYS 203	4
b. Required upper-division (8)	
PHYS 301	4
PHYS 302	4
c. One of the following (3)	
CS 433 CS 436	
PHYS 321 PHYS 322	
PHYS 323	
Total Units	*23*

POLITICAL SCIENCE

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4147

Department Chair:
M. Kent Bolton, Ph.D.

Faculty:

Staci Beavers, Ph.D.
M. Kent Bolton, Ph.D.
Vicki L. Golich, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Stephen Nichols, Ph.D.
Edward Thompson, III, Ph.D.
Peter R. Zwick, Ph.D.
Programs Offered:

- Bachelor of Arts in Political Science
  - General Concentration
  - Global Concentration
- Minor in Political Science

Political science is the study of government, individual, and institutional behavior in the public sector; relations among nation-states; and theories of politics. Political science addresses the fundamental issues confronting modern society — war, inequality, poverty, the environment — and seeks to evaluate the processes, policies, and theories that have been devised to deal with them.

Typically, the discipline of political science is subdivided into topical fields: U.S. government and politics, including the subfields of public law, public administration, and public policy; comparative politics, which deals with government and politics within nations other than the United States; international relations, which is the analysis of politics among nations, including foreign policy, war and peace, and political economy; and political theory, which encompasses political thought throughout the ages as well as contemporary approaches.

The Political Science Program at CSU San Marcos offers courses in each of these areas and invites students to explore a broad spectrum of topics. Political science majors may choose between a general concentration, which provides wide exposure to the fields of political science, and a global concentration, which offers majors an opportunity to focus on foreign political systems and international relations. Majors and non-majors alike are encouraged to think critically, independently, and objectively about government and politics. The goal of the program is to produce informed, empowered citizens who will contribute to their national and global communities.

Career Opportunities

A political science major opens the door to a broad spectrum of career opportunities. Many political science majors eventually pursue careers in law, and a number of political science courses focus on legal issues and processes. A political science major is also excellent preparation for those contemplating careers in government service and public administration, either at the federal or state levels. Possibilities include working on the staff of an elected official or legislative body, working for a government agency, or serving as an elected public official. Political science is an excellent major for those planning careers in the foreign service agencies of the U.S. government, international political organizations, and international corporations. Teaching in the public schools, or at the college and university level after doing graduate work, is another popular career option for political science majors. Finally, many political science majors choose to pursue careers in business and industry.

Preparation

High school students should take four years of English, including composition, and social science and civics courses, including history and economics. A familiarity with computers is also desirable. Community college transfer students should take a basic course in U.S. political institutions, which will fulfill the state code requirements for U.S. History, Constitution and American Ideals. An introductory statistics or elementary political analysis course are also helpful. Other lower-division political science and social science courses are highly recommended.

A maximum of three (3) lower-division units in political science may be transferred for credit toward the major.

Advising

All students are assigned to, or may select, a discipline advisor when they declare a major in political science. This faculty advisor should be consulted for any determinations of transfer course equivalents, approved electives, and other requirements.

Requirements for the Major and Minor in Political Science

Each course counted toward a major or minor in political science must be completed with a grade of C (2.0) or higher. A minimum of eighteen (18) units counted toward the major and nine (9) units counted toward the minor must be earned in residence at CSU San Marcos.

No more than six (6) units of independent study (PSCI 498) and/or internship (PSCI 495) may be applied toward the major. Independent study and internship may be applied to field distribution depending on content of the course of study. No more than three (3) units of PSCI 498 or PSCI 495 may be counted toward the minor.

Majors in the Global Concentration must complete three (3) upper- division units outside political science in courses that deal with global issues. This course must be approved by an advisor. Political science majors are strongly encouraged to take PSCI 100 and 301 prior to taking upper-division political science courses, and are required to take PSCI 494 as three (3) of their final nine (9) units of political science.

Upper-division political science courses are grouped into four fields: U.S. Government and Politics, Comparative Politics, International Politics, and Political Theory. Courses designated as "General" Political Science courses can be utilized to fulfill field requirements, but students must consult with their advisors to determine how these courses can be used. In addition, LTWR 337 may be used as an elective for three (3) units of upper-division credit within the U.S. Government and Politics field.

BACHELOR OF ARTS IN POLITICAL SCIENCE

	Units
General Education*	51
Preparation for the Major*	3
Concentration Requirements	36
General Electives	37
Total Required	*124*

Preparation for the Major

Lower-division (3 units)

	Units
PSCI 100 or its equivalent	3

General Concentration Requirements

Upper-division (36 units)

	Units
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 494	3
Any upper-division course in U.S. Government and Politics Field	3
Additional upper-division units in three (3) of four (4) fields of political science (U.S. Government and Politics, Comparative Politics, International Politics, Political Theory)	18

**Three (3) lower-division General Education units in Area D (Social Sciences) are automatically satisfied by PSCI 100 which is required as Preparation for the Major.*

Global Concentration Requirements

Upper-division (36 units)

	Units
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 494	3
Any upper-division units in Comparative Politics and International Politics fields of political science	18
Upper-division, non-political science course dealing with global issues (to be approved by advisor)	3

MINOR IN POLITICAL SCIENCE

Lower-division (3 units)

	Units
PSCI 100 or its equivalent	3

Upper-division (15 units)

	Units
Six (6) units selected from the following: PSCI 331 PSCI 350 PSCI 370	6
Nine (9) units of political science electives	9
Total Units	*18*

PSYCHOLOGY

Office:
University Hall, Third Floor

Telephone:
(760) 750-4102

Program Director:
Marie D. Thomas, Ph.D.

Faculty:

Nancy G. Caine, Ph.D.
Alexander Gonzalez, Ph.D.
Gerárdo M. González, Ph.D.
Elisa Grant-Vallone, Ph.D.
Gina M. Grimshaw, Ph.D.
Sharon B. Hamill, Ph.D.
Heike I. M. Mahler, Ph.D.
Cherie G. O'Boyle, Ph.D.
Sonia Y. Ruiz, Ph.D.
P. Wesley Schultz, Ph.D.
Miriam W. Schustack, Ph.D.
Marie D. Thomas, Ph.D.
Keith A. Trujillo, Ph.D.
Patricia E. Worden, Ph.D.

Programs Offered:

- Bachelor of Arts in Psychology
- Minor in Psychology
- Master of Arts in Psychology

Psychology is the scientific study of behavior. In order to discover more about behavior, psychologists study both humans and animals. Psychology covers a wide range of topics, from the inner workings of our brains and bodies to the ways our social environment and culture influence us. This breadth is reflected in the psychology curriculum. Given that psychology is an empirical science, our program gives considerable emphasis to research design, data analysis, and interpretation.

The psychology undergraduate major is designed to provide each student with a comprehensive overview of the major fields of psychology and methods used in psychological research. The major also provides elective courses that allow the student to focus upon an area of special interest. These specialty areas might include social, developmental, cognitive, clinical, or biological psychology.

Students majoring in other disciplines such as the computer, health or clinical sciences, communication, business administration, or education will find that a minor or electives in psychology will provide them with knowledge of direct relevance to their chosen professions. Additionally, psychology has rich ties with other fields such as philosophy, history, literature, the arts, sociology, anthropology, linguistics, communication, and biology.

Career Opportunities

The psychology undergraduate major provides an excellent preparation for careers in a variety of psychology-related business and public organizations, social service agencies, and teaching institutions. Our undergraduate program provides the appropriate background for graduate training in experimental or clinical psychology. Coursework in psychology is also relevant to graduate training in counseling, teaching, medicine, law, business and management, and public administration.

The Master of Arts program prepares students for careers in research, teaching in community colleges, and for further graduate study at the doctoral level. Training specifically geared for those seeking licensure in marriage, family, and child counseling is not currently available within the Master of Arts program.

Preparation

High school students are encouraged to take four years of English and three years of mathematics (including algebra). Courses in biology and psychology and the other social and behavioral sciences are recommended. Knowledge of computers is helpful for many courses.

Community College Transfer Students

A maximum of nine (9) lower-division semester (13.5 quarter) units of psychology courses may be applied toward the thirty-nine (39) semester units required for the psychology major. The nine (9) lower-division units must fit the course description requirements listed in this catalog for PSYC 100, 220, and 230, or their equivalent, as approved by the student's advisor.

Special Requirements for the Bachelor of Arts in Psychology and the Minor in Psychology

Each course counted toward the major or the minor must be completed with a grade of C (2.0) or higher. No more than a total of three (3) units of either PSYC 498 or PSYC 499 may be applied toward the major. No more than three (3) units of PSYC 495 may be applied toward the major. A minimum of eighteen (18) units counted toward the psychology major must have been completed at CSU San Marcos. For the minor, nine (9) units must have been completed at CSUSM. Courses taken at other universities for which we do not have articulation agreements will not be counted toward the major at CSUSM without the written permission of the Psychology Program Director.

BACHELOR OF ARTS IN PSYCHOLOGY

	Units
General Education	51
Preparation for the Major	9
Major Requirements	30
General Electives	34
Total Required	*124*

Preparation for the Major

Lower-division (9 units)

	Units
PSYC 100	3
PSYC 220	3
PSYC 230	3

Major Requirements

Upper-division (30 units)

	Units
PSYC 300	3
Choose one of the following courses:	3
PSYC 330 PSYC 332	
PSYC 360 PSYC 362	
Choose two of the following courses:	6
PSYC 390 PSYC 394	
PSYC 391 PSYC 395	
PSYC 392 PSYC 396	
PSYC 393	
PSYC 402	3
PSYC 490	3
Twelve (12) units of 300/400/500 level psychology electives	12

Breadth Requirements

It is important that psychology majors have exposure to a range of courses that reflect the diversity of the field. To help assure sufficient breadth, psychology majors must take at least one course from each of the three clusters in the process of fulfilling the psychology requirement or choosing psychology electives:

Brain and Behavior

PSYC 360	PSYC 362
PSYC 461	PSYC 465

Applied/Mental Health

PSYC 334	PSYC 336
PSYC 340	PSYC 341
PSYC 346	PSYC 354
PSYC 418	PSYC 428
PSYC 432	PSYC 495

Social/Developmental Processes

PSYC 330	PSYC 332
PSYC 350	PSYC 352
PSYC 422	

MINOR IN PSYCHOLOGY

Lower-division (9 units)

	Units
PSYC 100	3
PSYC 220	3
PSYC 230	3

Upper-division (12 units)

	Units
Choose one of the following courses:	3
PSYC 330 PSYC 360	
PSYC 332 PSYC 362	
Choose one of the following courses:	3
PSYC 390 PSYC 394	
PSYC 391 PSYC 395	
PSYC 392 PSYC 396	
PSYC 393	
Six (6) units of 300/400/ 500 level psychology electives	6
Total Units	*21*

MASTER OF ARTS IN PSYCHOLOGY

The mission of the graduate program in psychology at CSUSM is to provide graduate education of the highest caliber to qualified students, leading to the Master of Arts degree. Our objective is to prepare students for continued study at the doctoral level, for a variety of positions in business, industry, and the public sector, or for academic careers at the two-year college level. It is our belief that excellent graduate education is best accomplished in an atmosphere in which graduate students are treated collegially, and are closely mentored by the faculty. We are committed to the study of psychology as a scientific enterprise, and our program encourages the development of skills that are consonant with the scientific spirit of inquiry in particular, and graduate-level study in general: critical thinking, articulate verbal expression, quantitative reasoning, and healthy skepticism.

In keeping with the mission of the University, we offer a curriculum that includes opportunities to enhance professional development of our students and to contribute to the community around us. In addition, our program seeks to recognize the value of multicultural perspectives and to be sensitive to diversity concerns.

Preparation and Training Offered by the Program

The Master of Arts degree is traditionally seen either as a preparatory or terminal degree. Our program is designed to accommodate students with different goals. The active research programs of our faculty, and our recognition of psychology as a scientific enterprise, will provide graduate students with the intensive research training and coursework in primary content areas that are central to preparation for more advanced graduate work. Likewise, students who have in mind careers in community college teaching, community service, or business and industry, will benefit from our program's emphasis on critical thinking, research methods, and advanced coursework. Individual career goals will be served by allowing choice in the content of the thesis research and by providing a curriculum that provides options in content areas.

Many students undertake graduate work in psychology in order to pursue careers in clinical psychology or psychological counseling. Training specifically geared to those seeking licensure in marriage, family, and child counseling is not currently available within the program. However, the program will prepare students to better compete for admission to doctoral programs in clinical or counseling psychology. Students with interests in clinical or counseling psychology will find opportunities to pursue coursework and thesis topics at CSUSM that are related to their interests.

Admission

Admission to the program requires a bachelor's degree in psychology, or a bachelor's degree plus at least one course in statistics and at least four upper-division courses of three to four (3-4) units each in psychology from an accredited university. Among the upper-division courses there must be one or more laboratory courses in psychology.

Applicants should have computing skills relevant to graduate coursework in psychology, including word processing and statistics software experience. Admission to the program will be influenced by the breadth and appropriateness of undergraduate coursework and research experience in psychology. In addition, applicants must have a grade point average of not less than 3.0 in the last sixty (60) units of undergraduate study, plus a 3.0 average in upper-division psychology courses.

The Graduate Record Examination (GRE) is required of all applicants. Both the general test and the advanced test in psychology are required. Although the minimum cut-off scores may vary from year to year, it is unlikely that students will be admitted with combined verbal and quantitative scores less than 1000. The advanced test score should be above the 50th percentile.

All applicants, regardless of citizenship, who do not possess a bachelor's degree from a post-secondary institution where English is the principal language must take the combined Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) examination and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the TWE.

Applications must be received by February 15 for priority admission in the Fall semester. However, applications will be accepted for review as long as space is available in the program. There are no Spring admissions. A complete application includes:

- A completed application form for admission to the University;
- A completed application form for admission to the Master's Program in Psychology;
- Two sets of official transcripts from all colleges and universities attended, with indication of graduation;
- GRE (and TOEFL/TWE, if applicable) score reports; and
- Three letters of recommendation.

Degree Requirements

The program requires thirty-three (33) semester units (11 courses) of study, at least 27 of which are from the graduate level (500 or 600 series). Courses below the 400-level or those which bear General Education credit may not be counted toward the program. All students will do a substantial piece of empirical research leading to a thesis. The thesis will be planned and executed while the student is enrolled in the Master's program, and must be approved by the student's thesis committee. The grade point average must be at least 3.0 to graduate. The typical full-time student will complete the coursework in four semesters. Units earned not in residence at CSUSM may not exceed six, and must be approved by the advisor. Graduate students may not elect credit/no credit for any course counted toward the degree that is also offered on a regular graded basis (PSYC 680 and 699 are graded only credit/no credit). Students must be continuously enrolled unless they apply for a leave of absence.

Course of Study

Students will proceed with the graduate coursework in the following sequence:

First Year, First Semester
- PSYC 600
- One Proseminar
- PSYC 520 or PSYC 424

First Year, Second Semester
- PSYC 530
- One Proseminar
- PSYC 690 or an elective

Second Year, First Semester
- PSYC 680
- PSYC 520 (If PSYC 520 was previously completed, PSYC 690 or an elective may be substituted.)
- One Proseminar

Second Year, Second Semester
- One Proseminar
- PSYC 699

Continuation

Students must maintain a GPA of 3.0. A grade of C or better must be earned in all classes. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Each student must present a formal thesis proposal to the entire Psychology faculty, usually in the third semester of study. In addition, each student will orally defend the completed thesis to her/his committee no later than six (6) semesters following the thesis proposal presentation.

Financial Aid

Several sources of financial aid are available to graduate students. Applicants who choose to apply for graduate assistantships offered by the University should so indicate on the appropriate space in the Master's Program in Psychology application form. Students are responsible for identifying other sources of financial aid, and may wish to consult with the Office of Financial Aid and Scholarship.

Advancement to Candidacy

Students will be assigned an advisor at the time of acceptance to the program. It is expected that the student and her/his advisor will work together closely to identify elective courses and possible research topics for the thesis. Together the advisor and student will select and ask two additional members of the faculty to serve on the thesis committee. The thesis committee will assist the student in the development of a thesis proposal. The formal, written thesis proposal will be orally presented to the faculty. The student will be advanced to candidacy after the thesis proposal has been presented to the faculty and approved by the thesis committee. Students may not enroll in PSYC 699 until the proposal is approved.

SOCIAL SCIENCES

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4117

Social Sciences Coordinator:
Donald C. Barrett, Ph.D.

Social Sciences Committee Disciplinary Co-coordinators:

Economics
Ranjeeta Ghiara, Ph.D.

History
Alyssa Sepinwall, Ph.D.

Political Science
M. Kent Bolton, Ph.D.

Psychology
Sharon Hamill, Ph.D.

Sociology
Donald C. Barrett, Ph.D.

Programs Offered:

- Bachelor of Arts in Social Sciences
- Single-Subject Preparation Program in the Social Sciences
- Minor in Social Sciences

The Social Sciences Major is a multi-disciplinary program which aims to provide students with a broad understanding and appreciation of the social sciences. By following a major in which a number of social sciences disciplines are studied, students will appreciate the varied approaches and methodologies of these fields, as well as the interrelatedness of the social sciences disciplines.

The Social Sciences Major is appropriate for students with career interests in human services and social work, counseling, business, and government. Students interested in teaching in secondary schools in California may follow the requirements for the social sciences major in its basic form, or follow the Social Science Single-Subject Preparation Program which replaced the former Waiver Program.

At CSU San Marcos, the Social Sciences Program is administered by the Social Sciences Committee, made up of faculty from economics, history, political science, psychology, and sociology, and is headed by a faculty coordinator. For advising, students will be assigned to a specific disciplinary co-coordinator.

BACHELOR OF ARTS IN SOCIAL SCIENCES

	Units
General Education	51
Preparation for the Major	3
Primary Field Requirements	21
Secondary Field Requirements	24
General Electives	25
Total Required	*124*

Requirements for the Major

The Social Sciences Major requires forty-eight (48) units completed as follows:

• Twenty-one (21) units in one primary field	21
• Twelve (12) units in each of two secondary fields (different from the primary field)	24
• Three (3) units of elementary statistics	3
Total Units	*48*

Currently, there are five options for primary fields: economics, history, political science, psychology, or sociology. There are five options for secondary fields: economics, history, political science, psychology, or sociology.

Specific course descriptions can be found within the course section of this catalog.

Preparation for the Major

Introductory Statistics (3 units)
Choose from:
PSYC 220 (must be taken if primary field is psychology)
or
SOC 201
(Other introductory statistics courses may be accepted upon approval of the Social Sciences Coordinator.)

Primary Field Requirements

Students must complete all the requirements for ONE Primary Field.

Economics

A primary field in economics shall be distributed as follows:

Lower-division (6 units)

	Units
ECON 201	3
ECON 202	3

Upper-division (15 units)

One of the following courses		3
ECON 301	ECON 331	
ECON 302	ECON 431	
ECON 303	ECON 441	
Twelve (12) units of upper-division economics electives		12
Total Units		*21*

History

A primary field in history shall be distributed as follows and must include work in two world areas, and must include three (3) units of study in history of women, gender, or U.S. ethnic (minority) studies.

Lower-division (6 units)

	Units
A sequential two-semester survey course in history	6
Upper-division (15 units)	
HIST 301	3
Two 300-level courses in history	6
One 400-level course in history	3
Three (3) units of upper-division history electives	3
Total Units	*21*

Political Science

A primary field in Political Science shall be distributed as follows:

Lower-division (3 units)

	Units
PSCI 100 or equivalent (Students who enrolled at CSU San Marcos prior to 1995 may take PSCI 300.)	3

Upper-division (18 units)

Six (6) units chosen from: PSCI 331 PSCI 350 PSCI 370	6
Twelve (12) units of upper-division political science courses	12
Total Units	*21*

Psychology

A primary field in psychology shall be distributed as follows:

Lower-division (6 units)

	Units
PSYC 100	3
PSYC 230	3

NOTE: The elementary statistics requirement for all social sciences majors must be fulfilled by PSYC 220 if the primary field is psychology.

Upper-division (15 units)	
One of the following PSYC 390 PSYC 394 PSYC 391 PSYC 395 PSYC 392 PSYC 396 PSYC 393	3
One of the following PSYC 330 PSYC 360 PSYC 332 PSYC 362	3
Nine (9) units of upper-division Psychology electives	9
Total Units	*21*

Sociology

A primary field in sociology shall be distributed as follows:

Lower-division (3 units)

	Units
SOC 101	3

Upper-division (18-19 units)	
One of the following SOC 320 SOC 360	3-4
One of the following SOC 311 SOC 411	3
Twelve (12) units of upper-division sociology electives	12
Total Units	*21-22*

Secondary Field Requirements

Students must complete the requirements for TWO Secondary Fields.

Economics

A secondary field in economics shall be distributed as follows:

Lower-division (6 units)

	Units
ECON 201	3
ECON 202	3

Upper-division (6 units) Economics courses	6
Total Units	*12*

History

A secondary field in history shall be distributed as follows and must include three (3) units of study in history on women, gender, or U.S. ethnic (minority) studies within the twelve (12) units in this secondary field.

Lower-division (3 units)

	Units
One lower-division course	3

Upper-division (9 units) History courses from two world areas	9
Total Units	*12*

Political Science

A secondary field in political science shall be distributed as follows:

Lower-division (3 units)

	Units
One lower-division political science course:	3

Upper-division (9 units) Three (3) political science courses in at least two fields	9
Total Units	*12*

Psychology

A secondary field in psychology shall be distributed as follows:

Lower-division (3 units)

	Units
PSYC 100	3

Upper-division (9 units) Three (3) units chosen from: PSYC 330 PSYC 360 PSYC 332 PSYC 362	3
Six (6) units of upper-division psychology courses	6
Total Units	*12*

Sociology

A secondary field in sociology shall be distributed as follows:

Lower-division (3 units)

	Units
SOC 101	3

Upper-division (9 units) Three (3) units chosen from: SOC 311 SOC 411	3
Six (6) units of upper-division sociology courses	6
Total Units	*12*

SINGLE-SUBJECT PREPARATION PROGRAM IN THE SOCIAL SCIENCES

Students interested in teaching at the high school level in the Social Sciences may follow this program as preparation for entry to a Single-Subjects Credential Program in the Social Sciences. Completion of the preparation program option will lead to a Bachelor of Arts in Social Sciences with a Single-Subject Preparation in the Social Sciences.

Because of the breadth requirement and extensive lower-division unit requirements, three (3) units of this major taken with an upper-division General Education designator (DD) may be used to fulfill the upper-division General Education requirement in Social Science.

Requirements

	Units
General Education	51
Social Science Preparation	60
Electives	13
Total Required	*124*

Requirements for the Single-Subject Preparation Program

The Social Sciences major with Preparation Program requires sixty (60) units completed as follows:

Forty-five (45) units in the Core Program	45
Twenty-seven (27) lower- or upper-division units Eighteen (18) upper-division units	
Fifteen (15) upper-division units in the Breadth Program	15
Total Units	*60*

Courses are drawn from history, political science, economics, psychology, sociology, geography and women's studies.

All courses counted towards the Social Sciences Preparation must be completed with a grade of C (2.0) or higher. Completion of a final portfolio with a passing grade is also a graduation requirement of the Single Subject Preparation Program.

Lower- or Upper-division CORE Requirements (27 Units)

REQUIRED CORE COURSES

United States History (6 units)

HIST 130	3
HIST 131	3

World History (6 units)

HIST 201	3
HIST 202	3

Psychology (3 units)

PSYC 100	3

Economics (6 units)

Option A:	
ECON 201	3
ECON 202	3
or	
Option B:	
ECON 250	3
and one of the following:	
ECON 311	3
ECON 411	3

American Government and Politics (3 units)

Option A:	
PSCI 100	3
or	
Option B:	
PSCI 300	3

Sociology (3 units)

Select one course		3
SOC 101	SOC 321	
SOC 300	SOC 323	
SOC 311	SOC 413	
SOC 317		

Upper-division CORE Requirements (18 Units)

American History (3 units)

		Units
Select one course		3
HIST 330	HIST 345	
HIST 339	HIST 346	
HIST 341	HIST 432	
HIST 344	HIST 435	

European History (3 units)

		Units
Select one course		3
HIST 305	HIST 317	
HIST 307	HIST 318	
HIST 310	HIST 323	
HIST 311	HIST 324	
HIST 313	HIST 325	
HIST 314	HIST 326	
HIST 315		

Non-Western History (3 units)

		Units
Select one course		3
HIST 352	HIST 362	
HIST 363	HIST 365	
HIST 375		

Geography (3 units)

	Units
GEOG 301	3

California History (3 units)

	Units
HIST 347	3

U.S. Government (3 units)

Select one course		3
PSCI 321	PSCI 417	
PSCI 355	PSCI 412	
PSCI 401	PSCI 413	
PSCI 405	PSCI 414	
PSCI 406	PSCI 415	
PSCI 410	PSCI 416	

Upper-division Breadth Requirements (15 Units)

World Government (3 units)

		Units
Select one course		3
PSCI 331	PSCI 361	
PSCI 335	PSCI 431	
PSCI 337	PSCI 460	
PSCI 338	PSCI 461	
PSCI 350		

Race or Ethnicity in the U.S. (3 units)

		Units
Select one course		3
HIST 334	SOC 311	
HIST 335	SOC 313	
HIST 337	SOC 343	
HIST 338	SOC 345	
PSCI 305	SOC 347	
PSYC 341		

Gender (3 units)

		Units
Select one course		3
ECON 341	PSCI 472	
HIST 316	PSYC 350	
HIST 327	SOC 305	
HIST 332	SOC 315	
HIST 384	SOC 337	
PSCI 391	WMST 301	

Topics and Theories that Integrate the Social Sciences (3 units)

		Units
Select one course		3
ECON 305	PSCI 393	
HIST 389	PSCI 470	
or PSCI 363	PSYC 354	
HIST 301	SOC 311	
PSCI 370	SOC 401	
PSCI 372	SOC 441	
PSCI 373		

Ethics or Religion (3 units)

		Units
Select one course		3
ECON 306	PSCI 394	
HIST 301	PSCI 471	
HIST 343	SOC 351	
PSCI 392	SOC 360	

MINOR IN SOCIAL SCIENCES

The minor in social sciences can be completed by fulfilling the requirements for two secondary fields as defined in the basic major. Students should select these two fields from among economics, history, political science, psychology, or sociology, and follow the distributional requirements as described. Students intending to minor in social sciences should consult with the Social Sciences Coordinator.

Requirements

	Units
First Secondary Field	12
Second Secondary Field	12
Total Units	*24*

SOCIOLOGY

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Faculty:

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Sharon Elise, Ph.D.
Alicia M. Gonzales, Ph.D.
Darlene Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Garry Rolison, Ph.D.
Richard T. Serpe, Ph.D.
Linda Shaw, Ph.D.
Sheldon X. Zhang, Ph.D.

Programs Offered:

- Bachelor of Arts in Sociology
- Minor in Sociology
- Master of Arts in Sociological Practice

Sociology is the study of human societies; of the institutions, organizations, and groups that compose them; and of the way individuals and groups relate to one another. One of the discipline's special emphases will be to offer comparative, cross-national, and cross-cultural perspectives throughout the curriculum. Sociological knowledge is vital to the understanding of contemporary problems such as crime, poverty, overpopulation, mental illness, and aging. Studying this field is highly relevant to careers in human services, research, and government which try to address these problems.

To study the broad subject of sociology, a student needs to acquire information (what we know), methodology (how we know), and theory (how we explain). A major in sociology will require students to develop background and strength in each of these domains. Students may choose to concentrate more fully in a particular content area of sociology, such as health, welfare and education; crime and deviance; socialization, aging, and the life course; social structure, mobility, inequality; or gender and ethnicity by selecting a set of courses which focus in related fields.

An undergraduate degree in sociology may lead to careers in advertising and market research, public-opinion polling, law enforcement and criminal justice, city planning, real estate, social work, community relations, and a variety of other occupations in the public and private sectors. In order to facilitate the understanding of how sociology can be applied in real social organizations, students are required to take an internship in an organization or agency serving the community or in a social-research setting. Students may want to continue the study of sociology at the graduate level for careers in human service, research, or teaching.

Students who wish to learn more about the Sociology Department are invited to speak with the sociology faculty.

Preparation

A maximum of nine (9) lower-division semester units of sociology courses may be applied to the sociology major. Six (6) of these nine (9) units must include one course in introductory sociology and a second in elementary statistics. Statistics courses offered by departments other than sociology will generally be accepted. Three (3) additional lower-division units taken in sociology and approved by the University may be used as an elective for the major.

Requirements for Courses Leading to a Major in Sociology, Minor in Sociology

Each course counted towards the major or of the minor must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units in sociology must be completed at CSUSM.

The Sociology Department also offers a minor in Criminology and Criminal Justice. Please see the separate catalog entry for this minor.

BACHELOR OF ARTS IN SOCIOLOGY

	Units
General Education	51
Preparation for the Major	6
Major Requirements	22
Concentration Requirements	12
General Electives	33
Total Required	*124*

Preparation for the Major

Lower-division (6 units)

	Units
SOC 101	3
SOC 201	3

Major Requirements

Upper-division (22 units)

	Units
SOC 320	3
SOC 360	4
SOC 480	3
SOC 495 or 496	3-6
Upper-division electives in sociology*	6-9

**Students taking SOC 495 or 496 need 9 units of major electives. Students who take SOC 497 need 6 units of major electives.*

Concentrations

The Sociology major offers four different concentrations: (1) Aging and Life Course, (2) Children, Youth and Families, (3) Health and Mental Health, and (4) Standard. Concentrations require 12 units.

Six (6) units of 400-level courses must be taken in the concentration.

Requirements for Standard Concentration

	Units
Any four upper-division elective courses in sociology (including six units at the 400-level) to be selected by students in consultation with their academic advisor	12

Requirements for Aging and Life Course Concentration

Upper-division (3 units)

		Units
SOC 309		3
Lower- or upper-division [including six units at the 400-level] (9 units)		9
Selected from:		
SOC 204	SOC 429	
SOC 427	SOC 487	
Total Units		*12*

Requirements for Children, Youth and Families Concentration

Upper-division (3 units)

		Units
SOC 303		3
Lower- or upper-division [including six units at the 400-level] (9 units)		9
Selected from:		
SOC 203	SOC 415	
SOC 204	SOC 417	
SOC 317	SOC 486	
SOC 319		
Total Units		*12*

Requirements for Health and Mental Health Concentration

Upper-division (3 units)

		Units
SOC 314 or SOC 316		3
Upper-division [including six units at the 400-level] (9 units)		9
Selected from:		
SOC 324	SOC 424	
SOC 419	SOC 426	
SOC 420	SOC 488	
SOC 423		
Total Units		*12*

MINOR IN SOCIOLOGY

Lower-division (3 units)

	Units
SOC 101	3

Upper-division (18-19 units)

One of the following		3-4
SOC 320	SOC 360*	
One of the following		3
SOC 311	SOC 411	
Twelve (12) units of upper-division sociology electives [or nine (9) units if the prerequisite statistics course has been taken]		12
Total Units		*21-22*

**If SOC 360 is selected, an elementary statistics course is a prerequisite and it will count as a course in the minor.*

MASTER OF ARTS IN SOCIOLOGICAL PRACTICE

The mission of the Master of Arts in Sociological Practice at CSUSM is to provide a superior academic and professionally useful master's degree education to students with interests in working in the human services and criminal justice agencies in their communities, or to students who plan for teaching careers at the community college level, or to continue their study for a Ph.D. degree.

The MA in Sociological Practice includes theory and methods, field experience in human service, criminal justice environments, and applied research. The program prepares students for a range of careers in which professionals are required to provide needed services to clients, and to administer and evaluate programs in human services and criminal justice agencies.

In the 1990s, the most valuable master's level program in sociology that could be offered by an institution is one with an applied focus. In addition, a solid program in theory, research, and the study of various sectors of the society to which human services and criminal justice agencies serve needs, will offer students an intellectually rigorous and professionally valuable experience.

Applied work is sufficiently central to the discipline of sociology that we would also be able to accept a small number of students with intentions to continue on to a Ph.D. program in sociology who would be required to fulfill more extensive research and writing requirements by completing a master's thesis. The faculty have been selected to represent the major areas of the human services and criminal justice sectors — aging and gerontology, the sociology of health and mental health, criminology and juvenile delinquency, and family and community studies. They are engaged in and committed to teaching and research in these fields and to having students gain field experience in these areas. In addition, the program is uniquely prepared to offer courses in the study of differences in ethnicity, race, gender, and age and how these qualities may affect values and practices in the human services and criminal justice sectors. The focus of this program on sociological practice — applying sociologically informed policies to current social problems confronting the community with developing sensitivity to multicultural, gender, and age differences — places this program at the heart of the founding Mission Statement of CSUSM which states: "The goal is to enable students to realize their potentialities as enlightened individuals and productive members of society in a world of change."

Preparation and Training Offered by the Department

The Master of Arts degree in Sociological Practice has been designed primarily as a terminal degree for students seeking careers in the human services or criminal justice sectors. The emphases in the program are:

1. developing critical reasoning in the area of delivering human and criminal justice services;
2. practically applying social theory to the development and appraisal of social policies;
3. learning effective communication skills to become strong advocates for sociologically informed decision-making;
4. acquiring advanced research skills in applied and evaluation research, using both quantitative and qualitative methods; and
5. appreciating the varying perspectives and value differences of those from different gender, race, ethnic, class, and age groups.

These educational emphases will provide students with a very strong background, thus enabling them to contribute to community-based organizations and agencies in the human services and criminal justice sectors. In addition, a small number of students with strong academic records and ambitions to complete the Ph.D. degree will be admitted to the program. These students completing this program as preparation for entry to a Ph.D. program will complete a master's thesis.

Admission

Successful applicants to this program will have an undergraduate major in sociology, or at least four upper-division courses of 3-4 units in sociology, including courses in both sociological theory and research methods and at least one undergraduate course in statistics. Applicants should have sufficient computing skills relevant to completing graduate work in sociology. Admission decisions will be affected by the appropriateness of the undergraduate training to the dimensions of this program as well as by the educational and career intentions of the applicants. Applicants must have an undergraduate academic record with a grade point average of at least 3.0 in the last 60 units of undergraduate study. In addition, an average of 3.0 is expected in upper-division sociology courses.

The Graduate Record Examination (GRE) is required of all applicants. Although there may be variation in the minimal cut-off from year to year, it is expected that successful applicants would need a combined verbal and quantitative score of 1000 on the general test.

Applications must be received by March 1 for admission in the fall semester. However, applications will be accepted for review as long as space is available in the program. A completed application would include:

- a completed application form;
- two sets of official transcripts of the undergraduate record from all institutions to which the candidate attended, with indication of an undergraduate degree;
- a statement describing the applicant's (1) educational, research, and work experiences relevant to this program, and (2) educational and career aspirations and goals;
- one formal writing sample that met an academic requirement;
- official evidence of GRE test scores; and
- three letters of recommendation.

Degree Requirements

The program is based on 36 semester units (12 courses) of study, of which at least 33 are at the graduate level (500-600). Most students will complete a six-unit (2-course) field placement sequence with a research project. Students seeking continuing study at a Ph.D.-granting program will complete a master's thesis and will replace the six-unit field placement with a six-unit thesis research sequence. The thesis will be supervised by a committee and defended at a final oral examination. A full-time student taking three courses in each semester would be able to complete the degree in two years. The GPA in the graduate program must be at least 3.0 to graduate. Units earned not in residence at CSUSM may not exceed six, and must be approved by the student's advisor and the graduate program coordinator.

Students may take one 400-level course that is approved by the graduate program committee. Students may also take one 600-level independent study course that is approved by the graduate program committee.

Course of Study

Students in full-time attendance will proceed with the graduate coursework in the following manner:

First Year, First Semester
- SOC 501
- SOC 515
- SOC 610

First Sear, Second Semester
- SOC 620
- SOC 630
- Seminar

Second Year, First Semester
- SOC 575
- SOC 670 or
- SOC 690
- Seminar

Second Year, Second Semester
- SOC 640
- SOC 675 or
- SOC 695
- Seminar

Seminar courses include graduate Sociology courses described as seminars. Three units at the 400-level may be substituted for a seminar, with approval by the graduate program committee. An independent study (600-level) course may also substitute for seminar(s), with approval by the graduate program committee.

Part-time students can select two courses per semester to complete the program in three years.

Continuation

Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the GPA falls below 3.0 for two semesters, the student will be dropped from the program. Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a leave of absence of longer than two semesters, must petition the program for continuation. All requirements for the degree are to be finished within five years after the beginning of any coursework in the graduate program. Continuation after five years may be granted by the graduate program committee upon petitioning by the students.

A project proposal is required to complete SOC 670 and the final project paper is required to complete SOC 675; the proposal and final paper must be approved by three sociology faculty members. SOC 675 is typically completed at the end of the second year for full-time students and must be completed by the end of the fifth year; students who have completed all coursework except SOC 675 will enroll in SOC 700 to maintain continuous enrollment. Students electing to do a thesis meet these requirements through a parallel sequence of SOC 690, SOC 695, and SOC 700.

Advancement to Candidacy

Students will have a graduate program advisor from among the faculty selected on the basis of their likely area of interest and concentration. Students will work closely with their advisors in the selection of courses and research topics. Students in the standard program will have as their research supervisors their graduate program advisor and the faculty member offering SOC 670. They will have been advanced to candidacy once they have developed a research plan in SOC 670. Students following the thesis option will have a three-member faculty committee which will include their graduate program advisor. This thesis committee will assist the student in the development of the thesis proposal and will serve as the committee for the oral examination once the thesis is completed. Students who will complete a thesis will have been advanced to candidacy once their thesis research proposal has been accepted by their faculty thesis committee, normally at the conclusion of SOC 690.

SPANISH

Office:
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World Languages and Hispanic Literatures Department Chair:
Silvia Rolle, Ph.D.

Faculty:

Veronica Anover, Ph.D.
Stella T. Clark, Ph.D.
Francisco Martín, Ph.D.
Jill L. Pellettieri, Ph.D.
Silvia Rolle, Ph.D.
Darci L. Strother, Ph.D.
Carlos von Son, Ph.D.

Foreign Language Proficiency Assessor:
Kevin Igasaki, M.A.

Programs Offered:

- Bachelor of Arts in Spanish
- Minor in Spanish
- Master of Arts in Spanish

As its primary objective, the Spanish Major promotes the study of the language and culture of Spanish-speaking people. It is designed to provide the background and appreciation of Hispanic literatures and cultures, and linguistic and analytic skills, so students can pursue careers in a variety of fields. The program seeks to contribute support to and articulate with other areas of study at the University. It aims to serve the immediate region and its needs, while providing students with insight and understanding of the Hispanic world at large.

The Spanish Major addresses cultural and linguistic connections between the United States and its Spanish-speaking neighbors. It promotes the concept that Spanish is not a foreign language, but rather one to be cultivated and appreciated alongside English in Southern California.

The multi-track characteristic of the CSUSM Spanish Major gives students flexibility and diversity while providing a strong core in all basic linguistic, analytic, and cultural skills. The program takes into account the unique nature of the CSUSM student body and the University's Mission Statement.

The program addresses the need for trained language specialists in a variety of fields. At the same time, it considers the location of CSUSM, in North San Diego County, an area characterized by a strong Spanish-speaking population. The bi-national interaction that stems from our proximity to the Mexican border establishes the need for a multidimensional major which incorporates practical and academic components. The University's commitment to interdisciplinary and multicultural issues guides the cultural and literary elements of the major. All of these principles are prevalent in the curriculum and the faculty, both of which are complemented by those of other programs.

Requirements for the Spanish Major

1. The major consists of 48 semester units, with 36 units of upper-division coursework.
2. The 12 units of lower-division, or any portion thereof, may be met by demonstrating equivalent proficiency. In such a case, the units in lower-division would be reduced proportionately.
3. Upper-division requirements are divided between a core and a track. The core requires 21 units and each of the four tracks is 15 units, for a total of 36 units.

Special Conditions for the Spanish Major

1. Appropriate courses taken for lower-division General Education credit may be counted toward the preparation of the major.
2. Credit/No Credit grading is not allowed in the upper-division courses required for the major, except in the case of students who pass course-specific challenge exams administered by the Program.
3. A grade of C- or better must be earned in all upper-division courses applied to the major.
4. In no case may more than two courses conducted in English be applied to the Spanish major.

BACHELOR OF ARTS IN SPANISH

	Units
General Education	51
Preparation for the Major	0-12
Core Requirements	21
Track Requirements	15
General Electives	25-37
Total Required	*124*

The following four tracks respond to our area's demands for different types of opportunities:

Track One: General Major in Spanish

This represents a comprehensive language, literature, and culture track to provide the background for entrance into graduate programs in Spanish and for a single-subject teaching credential.*

**Students planning to pursue a single-subject teaching credential in Spanish should contact the Spanish advisor for Single Subject Program for information on additional courses or assessments which may be required for admission to the credential program. See more information on the internet at http://coyote.csusm.edu/A_S/Foreign_Lang/waiverInfo/waiver.html*

Preparation for the Major
Lower-division (12 units)

	Units
Students must take twelve (12) units of lower-division Spanish courses. A portion or all of these units may be met by demonstrating language proficiency; in such a case, the units required in lower-division would be proportionately reduced.	0-12

Core Requirements
CORE (21 units)

	Units
SPAN 311A or 311B	3
SPAN 312	3
SPAN 315	3
Three (3) units selected from the following courses SPAN 350A SPAN 350B	3
Six (6) units selected from the following courses SPAN 314 (A-F) or 316* SPAN 317 SPAN 330 SPAN 331	6
SPAN 399	3

Track Requirements

TRACK (15 units)

	Units
SPAN 350 [Three (3) units in the topic not taken for the core]	3
Nine (9) units from the following courses SPAN 380 SPAN 410 SPAN 400A SPAN 415 SPAN 400B SPAN 421 SPAN 400C SPAN 422S SPAN 400D	9
Three (3) units from the following courses SPAN 450A SPAN 450B SPAN 450C	3

Track Two: Literature

This track places a strong emphasis on the history and analysis of the literatures of Spain, Latin America, and the Spanish-speaking United States, as well as on literary genre and theory. Designed for further study of literature in Spanish at the graduate level, or of literary theory or comparative literature.

Preparation for the Major
Lower-division (12 units)

	Units
Students must take twelve (12) units of lower-division Spanish courses. A portion or all of these units may be met by demonstrating language proficiency; in such case, the units required in lower-division would be proportionately reduced.	0-12

Core Requirements
CORE (21 units)

	Units
SPAN 311A or 311B	3
SPAN 312	3
SPAN 315	3
Three (3) units chosen from the following courses SPAN 350A SPAN 350B	3
Six (6) units chosen from the following courses SPAN 314 (A-F) or 316* SPAN 317 SPAN 330 SPAN 331	6

* *No more than one of these courses (SPAN 316 or 314 A-F) may be counted for this category of the Core Requirements.*

SPAN 399 *3*

Track Requirements
TRACK (15 units)

	Units
Nine (9) units chosen from the following courses SPAN 370 SPAN 410 SPAN 380 SPAN 415 SPAN 400A SPAN 421 SPAN 400B SPAN 422S SPAN 400C SPAN 400D	9
Three (3) units chosen from the following courses SPAN 450A SPAN 450B SPAN 450C	3
LTWR 300A	3

Track Three: Language and Culture

This track's interdisciplinary emphasis is on cultural, political, and social elements of Spanish and Spanish-American, and U.S. Latino life.

Preparation for the Major
Lower-division (12 units)

	Units
Students must take twelve (12) units of lower-division Spanish courses. A portion or all of these units may be met by demonstrating language proficiency; in such case, the units required in lower-division would be proportionately reduced.	0-12

Core Requirements
CORE (21 units)

	Units
SPAN 311A or 311B	3
SPAN 312	3
SPAN 315	3
Three (3) units chosen from the following courses SPAN 350A SPAN 350B	3
Six (6) units chosen from the following courses SPAN 314 (A-F) or 316* SPAN 330 SPAN 317 SPAN 331	6
SPAN 399	3

Track Requirements
TRACK (15 units)

	Units
Six (6) units chosen from the following courses SPAN 370 SPAN 400D SPAN 380 SPAN 410 SPAN 400A SPAN 415 SPAN 400B SPAN 421 SPAN 400C SPAN 422S	6
Three (3) units chosen from the following courses: SPAN 450A SPAN 450B SPAN 450C	3
Three (3) units chosen from any upper-division course that deals significantly with Spain, Latin America or Latinos in the United States	3
SPAN 399 [three (3) units in addition to units attained in the core]	3

Track Four: Spanish for the Professions

This track stresses practical applications of the language based on fieldwork experience and apprenticeship. It is designed to integrate with professional majors.

Preparation for the Major
Lower-division (12 units)

	Units
Students must take twelve (12) units of lower-division Spanish courses. A portion or all of these units may be met by demonstrating language proficiency; in such case, the units required in lower-division would be proportionately reduced.	0-12

Core Requirements
CORE (21 units)

	Units
SPAN 311A or 311B	3
SPAN 312	3
SPAN 315	3
Three (3) units chosen from the following courses: SPAN 350A SPAN 350B	3
Six (6) units chosen from the following courses: SPAN 314 (A-F) or 316* SPAN 317 SPAN 330 SPAN 331	6
SPAN 399	3

** No more than one of these courses (SPAN 316 or 314 A-F) may be counted for this category of the Core Requirements.*

Track Requirements
TRACK (15 units)

	Units
SPAN 316*	3
SPAN 330**	3

** No more than one of these courses (SPAN 316 or 314 A-F) may be counted for this category of the Core Requirements.*

***Cannot be taken as a Core requirement.*

SPAN 399 [six (6) units in addition to those attained in the core]	6
Three (3) units chosen from the following courses SPAN 370 SPAN 410 SPAN 380 SPAN 421 SPAN 400A SPAN 422S SPAN 400B SPAN 450A SPAN 400C SPAN 450B SPAN 400D SPAN 450C	3

MINOR IN SPANISH

Lower-division (6-12 units)

	Units
Proficiency through SPAN 102***	0-8
SPAN 201***	3
SPAN 202***	3

Upper-division (12 units)

	Units
SPAN 311A or 311B	3
SPAN 312	3
Three (3) units chosen from the following two courses: SPAN 350A SPAN 350B	3
Three (3) units of upper-division Spanish	3
Total	*18-24*

****To determine equivalent, please consult with Foreign Language Proficiency Assessor.*

MASTER OF ARTS IN SPANISH

The mission of the Master of Arts in Spanish is to provide qualified students with a structured yet flexible program of study in the literature, linguistics, culture, and civilization of the Spanish-speaking world, and in the art of foreign language teaching. This program is designed to prepare students for further study at the doctoral level; for careers in teaching at the elementary, secondary, or community college level; or for positions in business, social services, international relations, government agencies, and other organizations in need of trained language specialists. The Master of Arts in Spanish degree program allows students the choice of three areas of emphasis: Option A – Hispanic Literature and Linguistics, Option B – Hispanic Civilization and Language, and Option C – Foreign Language Teaching. Regardless of the option selected, the student's academic experience will be characterized by classes of the highest quality, which encourage the development of critical thinking, an appreciation of multicultural perspectives, and articulate use of the Spanish language. All students will receive ongoing faculty mentoring. Opportunities for guided and independent research, community involvement, and study abroad in a Spanish-speaking country are central to the graduate student experience in this program.

Our campus' close proximity to the Mexican border, together with the large Spanish-speaking population in North San Diego County, makes our area a "living language laboratory" in which students can engage in first-hand study of the many linguistic and cultural aspects of native Spanish speakers. Students who wish to pursue teaching careers will benefit from the Barahona Center for the Study of Books in Spanish for Children and Adolescents, a special collection in the CSUSM library which houses over 40,000 books, periodicals, and other materials pertinent to teaching Spanish and Hispanic culture to young people. The University's commitment to multicultural and global awareness, together with the presence of an international group of faculty in the Foreign Languages Program, will contribute to the student's process of learning, in this unique academic setting.

Admission

Admission to the program requires a Bachelor's degree from an accredited university. It is expected that students will have received a major in Spanish, or a degree in a closely-related field plus at least four (4) upper-division courses in Spanish.

A grade-point average of not less than 2.5, plus an average of not less than 3.0 in upper-division Spanish courses, is required for admission.

All applicants must take the Graduate Record Examination (the general test only). While the test scores will be viewed in combination with other factors pertinent to the applicant's ability to succeed in a graduate program, it is unlikely that students will be admitted with combined verbal and quantitative scores of less than 1000. However, no specific cutoff will be used.

Graduates of universities where English is not the principal language must take the combined Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) examination, and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the TWE.

Application may be made for Fall or Spring admission, but only Fall applicants are considered for Teaching Assistantships. A complete application includes:

- A completed application form for graduate admission to the University
- Two sets of official transcripts from all colleges and universities attended, with indication of graduation
- Two letters of recommendation
- A one to two (1-2) page statement of purpose, describing educational experience and career goals
- A writing sample of at least seven (7) pages. The writing must be in Spanish, and should deal with some aspect of Hispanic literature, culture, or linguistics.
- A video- or audio-taped speech sample, in which the applicant speaks in Spanish for at least five (5) minutes, on the topic of his/her choice; and
- GRE (and TOEFL/TWE, if applicable) score reports

Degree Requirements

The program requires thirty (30) semester units of study, at least twenty-four (24) of which must be at the graduate level (500 and 600 series). None of the thirty (30) units of coursework applied to the Master of Art's degree in Spanish may have been applied toward a previous academic degree. A grade-point average of not less than 3.0 must be maintained in all classes taken. Students must demonstrate intermediate-level knowledge of a language other than Spanish and English (by completing a 202-level language course with a final grade of C or better at CSUSM or an equivalent institution, or by passing a Proficiency Examination given by the CSUSM Foreign Languages Program), prior to graduation. Students must successfully pass the Comprehensive Master's Examinations in Spanish in order to graduate.

Students enrolled full-time will typically complete the program in four semesters and must take the Comprehensive Master's Examinations no later than the sixth semester following enrollment. Students enrolled on a part-time basis must take the Comprehensive Master's Examinations no later than the tenth semester following enrollment. Students who do not pass the Comprehensive Master's Examinations the first time may retake them a maximum of two additional times, no later than two years after the first attempt.

Students must complete the required 30 semester units in accordance with the specific requirements for the chosen Option.

Option A: Hispanic Literature and Linguistics

(30 Units)

This option is designed for students who wish to pursue in-depth study of Spanish, Latin American, and U.S. Latino literatures and Spanish linguistics, and will prepare students for further study at the Ph.D. level.

Requirements

	Units
SPAN 510	3
SPAN 520	3
Elective graduate-level courses in literature (SPAN 521-536, 603, 604, 606)	12
Elective graduate-level courses in linguistics (SPAN 511-515, 602, 610)	3
Elective graduate-level courses (SPAN) in literature culture/civilization, and/or linguistics	9

Option B: Hispanic Civilization and Language

This option is designed for students wishing to pursue careers in business, social services, international relations, etc. This option exposes students to the most salient factors of the language and cultures of the people who make up the Spanish-speaking world.

Requirements for Option B

SPAN 510	3
SPAN 601	3
Elective graduate-level courses in linguistics (SPAN 511-515, 602, 610)	6
Elective graduate-level courses in culture/civilization (SPAN 540-552, 605)	6
Additional graduate course-work, to be selected based on student's specific areas of interest and academic plan, in consultation with faculty advisor. Courses may come from graduate offerings in Spanish, or from other disciplines	12

Option C: Foreign Language Teaching

This option is designed for students who plan to teach Spanish at the elementary, secondary, or community college level. It provides students with a strong background in applied linguistics and pedagogical theory, as well as advanced-level exposure to the literatures, cultures, and language of the Spanish-speaking world.

Requirements

	Units
SPAN 510	3
SPAN 602	3
SPAN 610	3
Elective courses taken in Education at the 500 or 600 level (to be selected in consultation with student's faculty advisor)	9
Elective graduate-level courses (SPAN) in literature, culture/civilization, and/or linguistics*	12

**In order to become well-prepared teachers, students are strongly advised to select courses representing all areas of the Spanish-speaking world (including the Spanish-speaking U.S., Latin America, and Spain).*

Students will be expected to choose the Option which most clearly meets their career goals, and will receive faculty mentoring prior to their first semester of enrollment, to assist them in choosing the appropriate Option and in designing their individual course of study.

Study Abroad

In order to fully understand and appreciate the nuances of the Spanish language and Hispanic culture, all students are strongly encouraged to spend at least one summer or semester abroad, in a Spanish-speaking country. Students will be permitted to transfer up to nine (9) units of credit toward the Master of Arts in Spanish from approved study-abroad courses. Spanish faculty will work closely with each student to assist him/her in identifying an appropriate study-abroad program, and in structuring his/her course of study to accommodate this important experience.

Financial Aid

Teaching Assistantships may be available to qualified students who wish to teach introductory- and intermediate-level Spanish language courses at CSUSM. Other forms of financial support may also be available, and interested students should contact the University's Office of Financial Aid and Scholarship for further information.

Comprehensive Master's Exams

One semester before students propose to take their Comprehensive Master's Examinations, they must present to the graduate committee (made up of three faculty members) a reading list that must adequately represent both their readings for individual courses and readings undertaken independently to complement coursework. The reading list must be approved by the graduate committee, which has the right to prescribe authors and works not included in the list. The approved list then becomes the basis for the Master's Examinations, which consists of two three-hour examinations, and a follow-up oral defense. These examinations will be evaluated by a committee of three faculty members, and will be graded on a pass/no pass basis.

SPECIAL MAJOR

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4105

Programs Offered:

- Bachelor of Arts in Special Major

The Special Major allows highly motivated students the opportunity to develop an individualized program of study that cannot be realized within a single academic discipline or available major. The special major consists of a closely monitored program of study in two or more disciplines. The program is developed in consultation with a Faculty Guidance Committee specifically formed of members of respective academic areas in the student's program and is supervised by a faculty advisor, who serves as chair of the committee. The program must be approved by the Dean of a College in coordination with the student's Faculty Guidance Committee.

Requirements for the Major

1. The student must have completed the equivalent of one full-time semester of academic work at CSUSM and have a grade point average of 2.5 or higher in all work completed at this University.
2. At least thirty (30) semester units must remain to be completed to meet the minimum degree requirements for a Bachelor's Degree.
3. The Special Major Program consists of forty (40) semester units. A minimum of twenty-four (24) units must be completed at the upper-division level [with nine to twelve (9-12) upper-division units in each area of study selected].
4. Courses taken for lower-division or upper-division General Education credit may not be counted toward the special major.
5. Up to six (6) units may be satisfied in field-based coursework such as independent study, internships, community work, and supervised work experience.
6. Each student must complete a capstone project.
7. The Faculty Guidance Committee and the Dean will review all proposals.

Restrictions in the Major

1. The Special Major cannot duplicate any existing majors offered at CSUSM.
2. The Special Major is not designed for students who have been unsuccessful in other programs, and it may not be used as a second major (double major) or a second bachelor's degree.
3. The Special Major Program must be a coherent sequence of courses developed in consultation with the student's Faculty Guidance Committee.

Application to the Major

Students interested in the Special Major must contact a faculty advisor in any of the University's academic major areas or the Advising Coordinator in the College of Arts and Sciences. With the aid of the faculty advisor, students must select a Faculty Guidance Committee formed of two or more faculty members. The student's individualized program plan is then developed in consultation with the Faculty Guidance Committee and is submitted to the appropriate college dean for approval. The Dean, in consultation with the student's Faculty Guidance Committee, reviews and decides on the student's program plan.

BACHELOR OF ARTS IN SPECIAL MAJOR

Graduation Requirements

	Units
General Education	51
Major Requirements	40
General Electives	33
Total Required	*124*

VISUAL AND PERFORMING ARTS

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4137

Department Chair:
William Bradbury, D.M.A.

Faculty:

David Avalos, M.F.A.
Loni Berry, M.F.A.
William Bradbury, D.M.A.
Kristine Diekman, M.F.A.
Merryl R. Goldberg, Ed.D.
Andrea Liss, Ph.D.
Marcos Martínez, M.A.
Deborah Small, M.F.A.

Programs Offered:

- Bachelor of Arts in Visual and Performing Arts — Global Arts
- Multiple-Subject Preparation Program
- Minor in Visual and Performing Arts

In an era dominated by the instantaneous exchange of information, the effects of expansive electronic technologies continue to erode the geographical and cultural barriers that have historically separated various peoples and nations throughout the world. Exploring and interpreting the shifting realities of our shrinking planet in the face of this phenomenon lies at the core of the philosophy which drives the Global Arts Program at CSUSM.

In California, students of European, Asian, African, and Latin American descent share a common environment that has given our state a unique and inherent aspect of cultural cross-pollination, a world fusion that makes Southern California, in particular, one of the most culturally vibrant places on earth.

The Global Arts Program embraces this cultural richness, providing a sequence of courses that illuminate and emphasize the benefits of our cross-cultural heritage, presented in the framework of a dynamic technological environment. Students learn to use traditional and contemporary media as a platform for cultural explorations, critical questioning and creative action. By linking current, evolving theories and practices in the arts with traditions drawn from throughout the world, students follow tracks in the visual arts, music, theater, or electronic media. They create collaborative interdisciplinary artworks which challenge them to identify their own place, and to discover and realize their own potentials in the diverse worlds that shape today's society.

Students in the Global Arts Program will develop the analytical and perceptual skills to "read," create and perform works in the fields of music, visual arts, and theatre. The repertory will be drawn from the Euro-American repertory, other classical traditions, traditional or folk art forms representing many different cultural groups and the avant garde. The works explored will be viewed both as aesthetic objects and as reflections of ideas within a cultural context.

The goal of the Global Arts Program is to offer a fully integrated, multi-disciplinary core of courses in music, the visual arts and theatre.

In summary, the following objectives are listed for the Global Arts Program:

- to assist the students to develop a multidisciplinary and global perspective in the arts;
- to provide a curriculum that teaches the skills of critical analyses using works of art from a broad range of cultures and styles with special emphasis in the Americas;
- to provide the tools for students to create their own art as composers, visual artists or performers of more than one style or genre;
- to help the students discover more about their own cultural history and ethnic identity;
- to assist the students in becoming computer and technologically competent through work in the arts;
- to guide the students to the understanding that art is not an isolated phenomenon but that it is but a single, albeit powerful, representation of culture, history and belief systems;
- to attract re-entry students, folk artists and other nontraditional students who are not interested in traditional arts programs; and
- to provide a coherent sequence of courses that will prepare the future elementary school teacher the skills and knowledge to integrate the arts into the general classroom.

Special Conditions for the Global Arts Program

1. Credit/No Credit grading is not permitted in courses required for the major.
2. Lower-division courses that satisfy the lower-division humanities requirement will not normally be used to satisfy the major requirement.
3. Global Arts Program students must maintain a B (3.0) average in the major for continuation in the program.
4. At present, two lower-division courses are offered, but the full lower-division curriculum to support the major is not offered at CSUSM.
5. All students enrolled in private or group music lessons are required to be concurrently enrolled in one of CSUSM's music ensembles.
6. All Theatre Track students must enroll in a production course every semester of their residency. The credit for two semesters of participation may be applied toward the major requirements. Other credits may be applied as free electives.
7. All VPA students must complete a capstone project in the final semester of residency. Consult the Department Chair or your advisor for guidelines and instructions concerning the capstone project.

BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS — GLOBAL ARTS

	Units
General Education	51
Preparation for the Major (by track)	21
Upper-Division Track Requirements*	41-45
General Electives	7-11
Total Required	*124*

**The Multiple-Subject Waiver also requires 124 units, but it is structured differently. Please refer to it for a detailed description of unit distribution.*

Preparation for the Major

Junior-level students seeking admission to this program normally must have completed twenty-one (21) units of lower-division work in the arts (except for the Multiple-Subject Waiver Track where twelve [(12)] units are required). Courses in the arts that satisfy General Education distribution requirements may not apply to major requirements. Students entering with fewer than twenty-one (21) units must complete the deficiencies within the first year of instruction at CSUSM.

Arts and Technology Track

21 units of lower-division arts distributed as follows:

- 12 units of critical/theoretical/ cultural courses including:
  - —One pre-20th Century art history course
  - —One contemporary or global art history course
  - —Two survey courses
- 9 units of studio courses

Courses in the arts that satisfy General Education distribution requirements may not apply to major requirements.

Students entering with fewer than 21 units must complete the deficiencies within the first year of instruction at CSUSM.

Upper-Division Arts and Technology Track Requirements

(42 units)

Visual and Performing Arts Core (12 units)

	Units
VPA 302	3
VPA 303	3
VPA 402	3
VPA 403	3

Studio Work (3 units)

Any upper-division course in Studio Work in Theatre	3

Specialty Track (24 units)

		Units
MUSC 302		3
VSAR 303		3
VSAR 302		3
Critical/Theoretical/ Cultural (select 2)		6
MUSC 320	VSAR 422	
TA 323	VSAR 423	
VSAR 405		
Work in Art and Technology (select 3)		9
MUSC 402	VSAR 404	
VSAR 304	VSAR 440	
VSAR 403		
Three (3) units within the track discipline or outside of the arts selected with advisement		3
Total Units		*42*

Music Track

21 units of lower-division music distributed as follows:

- 12 units of critical/theoretical/ cultural courses including:
  - —One year of music theory (above fundamentals) that includes popular, jazz and non-Western musical vocabularies and aural skills (6 units)
  - —One course that focuses on the technologies of music (3 units)
- 9 units of studio courses including:
  - —Private instruction (2 semester minimum)
  - —Ensembles (2 semester minimum)
  - —One ethnic music performance class
  - —Other studio experience (group or individual)

Upper-Division Music Track Requirements

(43-45 units)

	Units
Visual and Performing Arts Core (12 units)	
VPA 302	3
VPA 303	3
VPA 402	3
VPA 403	3
Studio Work (6 units)	
Any upper-division course in studio work in the visual arts	3
Any upper-division course in studio work in theatre arts	3

Specialty Track

(22-24 units)

MUSC 302		3
Critical/Theoretical/ Cultural (select 2)		6
MUSC 320	MUSC 426	
MUSC 323	MUSC 427	
MUSC 324	VPA 320	
MUSC 421	VPA 380	
MUSC 422		
MUSC 423		
MUSC 424		
MUSC 425		
Music Ensemble courses		6
MUSC 390	MUSC 394	
MUSC 391	MUSC 395	
Studio Work in Music courses		4-6
MUSC 302	MUSC 480	
MUSC 393	VPA 381	
MUSC 402		
Three (3) units outside of the arts selected with advisement		3
Total Units		*43-45*

Multiple Subject Waiver Track

Students taking the Multiple-Subject Waiver Track will qualify for a subject area competency clearance in lieu of the National Teacher's Examination (Multiple-Subject Waiver).

	Units
Basic Skills (lower-division)	9
Mathematics and Sciences	19
Humanities (excluding courses in arts)	15-21
Social Sciences	18
Multicultural component [additional three (3) units in the arts]	3
Physical Education	4
Global Arts Program	35-36
Total Required	*124*

Global Arts program (35-36 units)
Lower-division sequence in the arts (12 units)

	Units
Critical/theoretical area in one art form	6
Studio work ensemble or private instruction	6
Upper-division courses in the arts (23-24 units)	
VPA 302	3
VPA 303	3
Select one course	3
MUSC 302 VSAR 302	
Select two courses:	6
MUSC 480 TA 480 VSAR 480	
One upper division critical/ theoretical course in the arts fulfilling the Global Awareness requirement	3
Studio Work in the arts (must include two units of performance classes)	5-6
General electives	14-21
Total Units	*124*

Theatre Arts Track

21 units of lower-division theatre distributed as follows:

- 9 units of critical/ theoretical/cultural courses
  - —Dramatic literature
  - —Theatre history (contemporary or global preferred)
  - —Playwriting
- 12 units of studio courses from the following or equivalent areas:
  - —Acting
  - —Movement or dance
  - —Voice and diction
  - —Performance activities
  - —Technical theatre activities
  - —Design

Upper-Division Theatre Arts Track Requirements

(42-43 units)

		Units
Visual and Performing Arts Core (12 units)		
VPA 302		3
VPA 303		3
VPA 402		3
VPA 403		3
Studio Work (6 units)		
Any upper-division course in studio work in music		3
Any upper-division course in studio work in visual arts		3
Specialty Track (24-25 units)		
MUSC 302		3
VSAR 302		3
		3
Critical/Theoretical/Cultural (select 2)		6
TA 320	TA 421	
TA 323	VPA 320	
TA 326	VPA 380	
TA 327		
TA 410		
Studio work in theatre arts		9-10
TA 300	TA 480	
TA 301	VPA 381	
TA 401		
Total Units		*42-43*

Visual Arts Track

21 units of lower-division art distributed as follows:

- 12 units of critical/ theoretical/cultural courses including:
  - —One pre-20th Century art history course
  - —One contemporary or global art history course
  - —Two survey courses
  - —9 units of studio courses

A more specific breakdown of transfer courses can be obtained through the program office.

Upper-Division Visual Arts Track Requirements

(41-42 units)

		Units
Visual and Performing Arts Core (12 units)		
VPA 302		3
VPA 303		3
VPA 402		3
VPA 403		3
Studio Work (6 units)		
Any upper-division course in studio work in music		3
Any upper-division course in studio work in theatre arts		3
Specialty Track (20-21 units)		
VSAR 302		3
VSAR 301		3
Critical/Theoretical/Cultural (select 2)		6
VPA 320	VSAR 325/ANTH 325	
VPA 380	VSAR 326	
VSAR 320	VSAR 405	
VSAR 322	VSAR 422	
VSAR 323	VSAR 423	
Studio work in visual arts courses		8-9
VPA 381	VSAR 393	
VSAR 302	VSAR 403	
VSAR 303	VSAR 440	
VSAR 304	VSAR 480	
Three (3) units outside of the arts selected with advisement		3
Total Units		*41-42*

MINOR IN VISUAL AND PERFORMING ARTS

The Visual and Performing Arts Minor offers the student the opportunity to pursue studies in music, theater, visual arts, or any combination of the three. An emphasis is computer technology and the arts is also possible. With the help of an advisor, students create a discipline-specific or multidisciplinary minor by choosing courses from two areas: Critical/Theoretical courses and Studio Courses. All courses submitted for the minor must be completed with a grade of C or better. independent studies, research, or internships cannot be counted toward the minor.

	Units
Introductory Critical/Theoretical VPA 311	3
Required Studio Course (select one; others may be used for Studio Work requirement) One of the following	3

MUSC 302	TA 489
VSAR 302	VSAR 303

Critical/Theoretical	6
Two of the following:	

DNCE 321	TA 327
MUSC 320	TA 326
MUSC 323	TA 421
MUSC 324	VPA 320
MUSC 421	VSAR 320
MUSC 422	VSAR 322
MUSC 423	VSAR 323
MUSC 424	VSAR 325
MUSC 425	VSAR 326
MUSC 426	VSAR 422
MUSC 427	VSAR 423
TA 320	
TA 323	
TA 325	

Studio Work	6*
Two of the following:	

DNCE 320	TA 301
DNCE 392	TA 401
MUSC 302	TA 410
MUSC 321	VSAR 301
MUSC 390	VSAR 302
MUSC 391	VSAR 303
MUSC 392	VSAR 304
MUSC 394	VSAR 403
MUSC 395	VSAR 404
MUSC 402	VSAR 405
TA 300	

Total Units	*18*

**The same studio course may not be repeated for credit toward the minor. Any course taken as the required studio course may not be counted toward the six (6) units of studio work requirement.*

WOMEN'S STUDIES

Office:
Craven Hall, Sixth Floor

Program Director:
Sharon Elise, Ph.D.

Telephone:
(760) 750-4137

Faculty:

Anthropology:
Bonnie Bade, Ph.D.

Biology:
Brian J. Norris, Ph.D.

Chemistry:
Karno Ng-Alston, Ph.D.

Communication:
Dreama Moon, Ph.D.

Economics:
Ranjeeta Ghiara, Ph.D.

Foreign Language:
Stella T. Clark, Ph.D.
Silvia Rolle, Ph.D.

History:
Carmen Nava, Ph.D.
Jill Watts, Ph.D.

Library:
Terry Allison, Ph.D.

Literature and Writing Studies:
Susie L. Cassel, Ph.D.
Dawn Formo, Ph.D.
Yuan Yuan, Ph.D.

Political Science:
Cynthia Chavez Metoyer, Ph.D

Psychology:
Cherie G. O'Boyle, Ph.D.
Marie Thomas, Ph.D.
Patricia Worden, Ph.D.

Sociology
Therese L. Baker, Ph.D.
Kristin Bates, Ph.D.
Sharon Elise, Ph.D.
Darlene Piña, Ph.D.
Linda Shaw, Ph.D.

Visual and Performing Arts:
Andrea Liss, Ph.D.
Deborah Small, M.F.A.

Programs Offered:

- Bachelor of Arts in Women's Studies
- Minor in Women's Studies

Women's Studies uses an interdisciplinary approach to explore the question, "What does it mean to be a woman?" This exploration can include the legal status of women, the particular forms of artistic expression chosen by women, the experiences of women in the past, theories about women, and the roles of women in family and economics. It challenges students to explore their own values and those of others, to analyze the assumptions of culture, and to learn more about issues facing women in contemporary society.

Women's Studies has been a nationally recognized interdisciplinary area of study for more than 20 years. More than 400 colleges and universities offer degree-granting programs in Women's Studies; over twice that many offer programs.

Students with a Women's Studies background work in a great variety of fields including journalism, the arts, social services, counseling, education, public administration, and business.

Students interested in graduate study in Women's Studies have an array of programs available around the country, including master's and Ph.D. programs, and certificates in Women's Studies earned in connection with another discipline.

BACHELOR OF ARTS IN WOMEN'S STUDIES

	Units
General Education	51
Major Requirements	39
General Electives	34
Total Required	*124*

Major Requirements

Core (12 units)

	Units
WMST 101	3
WMST 301	3
WMST 490	3
WMST 401 or WMST 499	3

Disciplinary Perspectives (15 units)
Choose one course from each area.
Three (3) units may be completed at the lower-division level.

a. Women and Tradition 3

Select one course

HIST 316	HIST 384
HIST 327	MATH 304

b. Women and the Arts 3

Select one course

LTWR 330*	VSAR 322
LTWR 334*	VSAR 326
LTWR 400*	WMST 450
LTWR 430*	

c. Women and Contemporary Issues 3

Select one course

ECON 341	SOC 305
PSCI 391	SOC 306
PSCI 472	SOC 315
PSYC 350	SOC 337
PSYC 356	WMST 407
SOC 303	

**The course must focus on women.*

d. Women and the Body 3

Select one course

BIOL 327	SOC 307
PSYC 350	WMST 424
PSYC 352	

e. Women and International Perspectives 3

Select one course

SOC 315	HIST 384
WMST 445	

Electives (12 units)

Three (3) units may be completed at the lower division level. Choose from approved disciplinary perspective courses listed above in areas "a" through "e." or

WMST 398	3
WMST 401	3
WMST 495	3
WMST 499	3
Total Units	*39*

MINOR IN WOMEN'S STUDIES

Course Requirements

Completion of eighteen (18) units of credit, twelve (12) units of which must be at the upper-division level.

Core (3 units)

	Units
WMST 101*	3

**Transfer students may substitute WMST 301 for this requirement.*

Breadth requirements (15 units)

Three (3) units in each of the following three areas:

a. Women and Tradition 3

Select one course

HIST 316	HIST 384
HIST 327	HIST 434
HIST 332	

b. Women and the Arts 3

Select one course

LTWR 330**	VSAR 322
LTWR 334**	VSAR 326
LTWR 400**	WMST 450
LTWR 430**	

***The course must focus on women.*

c. Women and Contemporary Issues 3

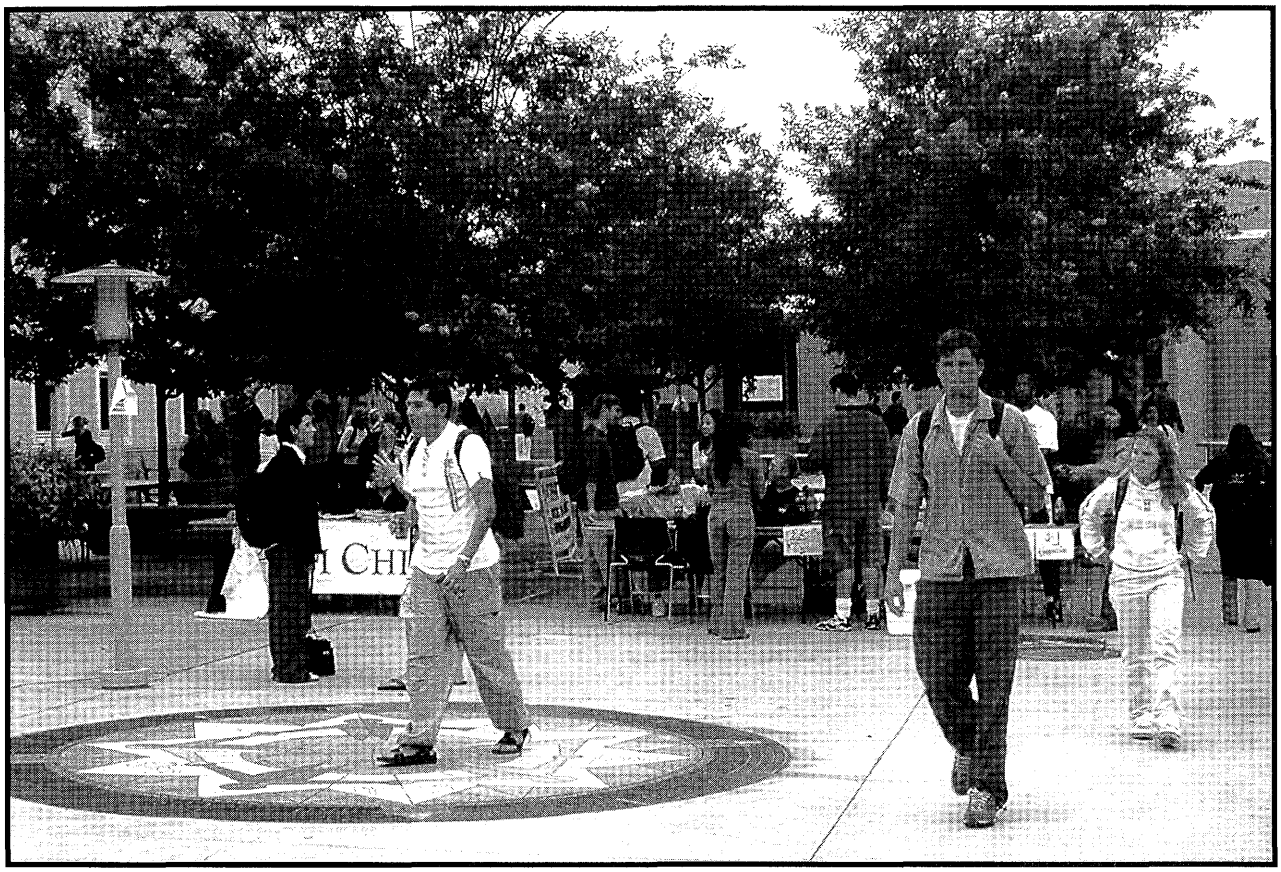
Select one course

ECON 341	SOC 303
PSCI 391	SOC 305
PSCI 472	SOC 315
PSYC 350	SOC 337
PSYC 356	WMST 445

Two (2) elective courses approved for Women's Studies credit including one course at the 400-level 6

The selection may include independent research or internships. Work done under other disciplines and not listed above will require prior approval by the Women's Studies Co-chair(s).

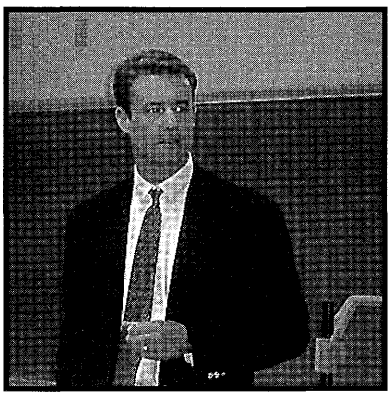
Total Units *18*





College of Business Administration





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VISION

California State University San Marcos' College of Business Administration utilizes its excellent teaching faculty, innovative pedagogy, and business community partnerships to develop future business and community leaders.

MISSION

The College of Business Administration at CSU San Marcos uses interdisciplinary programs to provide a quality business education that addresses issues of concern to current and future managers. Consistent with the needs of a rapidly growing and increasingly diverse regional population, the College's primary focus is undergraduate education. The College of Business Administration also offers an MBA program designed for working professionals. An important component of the curriculum, at both the undergraduate and graduate level, is outreach to the regional business community through projects that provide an experiential laboratory for student learning.

The primary mission of the College is teaching with equal secondary emphases on scholarship and service. The portfolio of faculty research activities reflects the College's main emphasis on applied research that contributes to the understanding of modern business theory and practice. Basic research and research activities that enhance student instruction are equally weighted but emphasized less than applied research. In addition to teaching and research activities, service on university committees as well as professional and academic organizations, is necessary to support the continued academic development of this rapidly growing university.

PROGRAMS OFFERED

- Bachelor of Science in Business Administration
  - Accountancy/Finance
  - Global Business Management
  - High Technology Management
  - Service Sector Management
- Minor in Business Administration
- Master of Business Administration
  - Business Management

ORGANIZATION OF THE COLLEGE

The College of Business Administration (CoBA), rather than forming separate departments, is organized into three interdisciplinary centers: The Center for Accountancy and Finance, The Center for High Technology Management, and the Center for Service Sector Management.

The Center for Accountancy and Finance

Robert L. Black, Ph.D., CPA
Tax Accounting

Eun C. Kang, Ph.D.
Financial Accounting

Dale R. Geiger, D.B.A., CMA, CGA
Managerial Accounting

F. Larry Detzel, Ph.D., CPA, CFP
Tax Accounting

Nen-Chen Hwang, Ph.D., CPA, CMA
Financial Accounting
Managerial Accounting

Mary T. Keim, Ph.D., CPA
Financial Accounting

Trini U. Melcher, Ph.D., CPA
Center Director
Financial Accounting
International Accounting

Alan Styles, Ph.D.
Financial Accounting
Managerial Accounting
International Accounting

Wenyuh Tsay, Ph.D.
Finance

Stephen P. Zera, Ph.D.
Finance

The Center for High Technology Management

George Diehr, Ph.D.
Management Science

Soheila Jorjani, Ph.D.
Production and Operations Management

Jack Y. Leu, Ph.D.
Operations and Information Technology

Sheldon X. C. Lou, Ph.D.
Center Director
Production and Operations Management

The Center for Service Sector Management

Beverlee B. Anderson, Ph.D.
Business and Marketing

W. Thomas Anderson, Ph.D.
Marketing

Glen H. Brodowsky, Ph.D.
Marketing

Bennett W. Cherry, Ph.D.
Management

John R. Montanari, D.B.A.
Management

Ofer Meilich, Ph.D.
Strategy

Troy Nielson, Ph.D.
Management

Michael Pass, Ph.D. (Candidate)
Marketing

Rajnandini Pillai, Ph.D.
Center Director
Management

J. Justin Tan, Ph.D.
Strategy

Kathleen Watson, Ph.D.
Management

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Program of Study

The Bachelor of Science in Business Administration Degree has four options — Accountancy/Finance, Global Business Management, High Technology Management, and Service Sector Management. After completion of the Lower-Division Pre-Business Core courses, students select one of the options and take the associated set of Foundations of Business and Core courses. Each option has numerous elective courses from which a student can tailor a program to satisfy individual career goals.

Students in the College of Business Administration (CoBA) will find that their program of study is both rigorous and relevant to real world business problems. The curriculum is designed to help students develop a wide range of skills and abilities applicable to both for-profit and non-profit sectors of the economy. The program's focus on problem identification and problem-solving allows students to develop analytical and critical thinking skills that gives CSUSM business graduates a distinctive advantage in today's job market.

Senior Experience is a two-semester, 8-unit course sequence. During the first semester 3-unit course, students form three-to-four member teams to prepare and formally present a project proposal. Students also examine topics such as problem identification, problem solving, critical thinking, consultation, project management and strategies for team effectiveness.

In the second semester 5-unit course, each team functions together as consultants to analyze the problem, develop recommendations, and then implement the best solution in the sponsoring organization. Senior experience is offered in a fall-spring sequence for students graduating in spring or summer and a summer-fall sequence for students graduating in fall.

For information regarding Senior Experience, please contact Alan Omens, Ph.D., Director, Senior Experience, (760) 750-4268.
E-mail: aomens@csusm.edu

Throughout the curriculum the program emphasizes intellectual, ethical, and social issues likely to affect business in the 21st century. Global issues and the realities of demographic diversity in the workplace are an integral part of the coursework. In summary, the goal of the program is to help students apply their critical thinking skills to solve problems encountered in the business world in innovative ways using team-based approaches.

Program Requirements

The undergraduate program in Business Administration leads to a Bachelor of Science in Business Administration. Careful planning is the key to efficiently meeting program requirements. There are requirements for General Education, a number of University-wide graduation requirements, lower-division pre-business core, and upper-division requirements for the Business Administration major options.

Lower-division courses clearly equivalent in scope, content, and level will be accepted for transfer credit (if taken from a regionally accredited U.S. institution or from a foreign institution recognized by CSU San Marcos and the CoBA). Transfer credit will be granted for upper-division courses only in those cases where the course content and level are equivalent to CSU San Marcos courses and where the courses were taken in a program accredited by the AACSB – The International Association for Management Education. Exceptions will be made on an individual basis only where a review of the proposed transfer credit course indicates a content and depth at least equal to the equivalent CSUSM course. A student requesting such a review will be required to provide supporting documentation, such as course syllabi and required texts.

All students applying for admission to the CoBA are initially classified as Pre-Business status. Upon successful completion of the Pre-Business Core and the ELM and EPT requirements, a student may be admitted to the CoBA as a major (business status). A student will confirm his/her business status by submitting a business status application to an advisor in the CoBA. Completion of the Pre-Business Core (business status) is a prerequisite for all upper-division business courses. In addition to the Pre-Business Core, students should, to the extent possible, complete the lower-division General Education requirements (with the University required minimum GPA of 2.0) before enrolling in upper-division Business courses. A minimum grade of C (2.0) is required for each upper-division course in the CoBA, including transfer credits.

A student majoring in Business Administration will need to be proficient in word processing, spreadsheet, and database applications. At CSUSM, the courses that meet the University's computer competency requirement with the necessary CoBA applications are CS 101 and CS 301.

Students outside the CoBA may petition for permission to take Business courses. Permission forms require faculty signature and are available at the CoBA Advising offices in Craven Hall.

The CoBA requires that at least 50% of the upper-division major coursework required for each of its options be earned at CSUSM. Completion of the Senior Experience at CSUSM is required of all students.

Undergraduate Advising Offices

Joyce Jasinski, Advisor
Craven Hall 2202
(760) 750-4246
jasinski@csusm.edu

Heather Manley, Advisor
Craven Hall 2204
(760) 750-4247
hmanley@csusm.edu

CoBA Advising Website

www.csusm.edu/CBA

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

In order to receive a Bachelor of Science in Business Administration, a student must earn a minimum of 124 units.

Required Courses in the Undergraduate Curriculum

Lower-Division Pre-Business Core

Common to all options (13 units minimum)	
ACCT 203*	4
ECON 250**	3
MATH 132	3
One of the following:	3-6
PSYC 100 or SOC 101	
or	
GESS 101 and GESS 102***	

- The Pre-Business Core and completion of the CSUSM ELM and EPT requirements are prerequisites for upper-division CoBA courses.
- The minimum grade in every pre-business and business course is a C (2.0), with a minimum GPA of 2.5 in the Pre-Business Core. Courses may not be taken for Credit/No Credit.

Note: BUS 202, Introduction to Business Law, is strongly recommended for students choosing the Accountancy track under the Accountancy/Finance Option.

** At most community colleges you will need a two-course sequence of financial and managerial accounting to fulfill this requirement.*

*** At most community colleges you will need a two-course sequence of micro and macro economics to fulfill this requirement.*

**** This two-course sequence is required of incoming freshmen.*

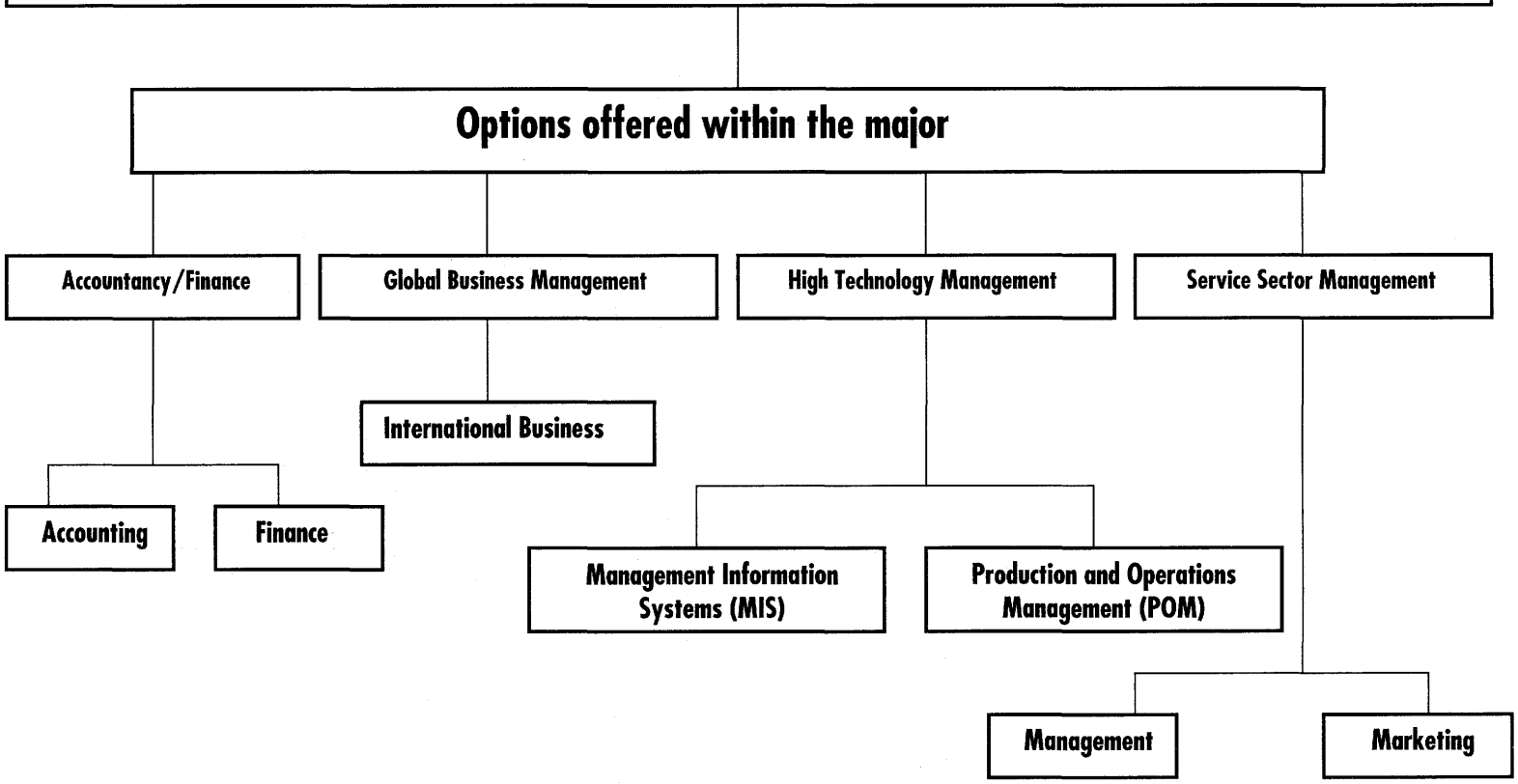
See page **190** for the Accountancy/Finance Option requirements.

See page **191** for the Global Business Management Option requirements.

See page **192** for the High Technology Management Option requirements.

See page **193** for the Service Sector Management Option requirements.

California State University San Marcos
Bachelor of Science in Business Administration



*** Visit our website at www.csusm.edu/CBA ***

ACCOUNTANCY/ FINANCE OPTION

Accountancy Track (50 Units)

Accountancy/Finance Option Director
Trini Melcher, Ph.D.
Professor of Accounting
Craven Hall, Room 2251
(760) 750-4213
tmelcher@csusm.edu

Accounting has often been called "the language of business." Through its accounting system, an organization records its transactions and communicates its performance. The accountancy curriculum at CSUSM is designed, in part, to prepare students for careers in public accounting, including qualification to sit for the CPA examination. It also has the flexibility and provides sufficient electives to prepare students for careers in managerial accounting or governmental accounting, not-for-profit accounting, and other business-related areas.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
MGMT 302	2
MKTG 302	2
POM 302	2

Core Accountancy/Finance Courses (12 units)

ACCT 305	4
ACCT 308	4
FIN 304	4

Specialized Core Courses (8 units)

ACCT 306	4
ACCT 307	4

Accountancy Electives (6 units)

All 6 units must be selected from Accountancy; i.e., FIN, GBM, HTM, and SSM electives cannot not be substituted.

		Units
ACCT 405	(F, I, N, T)*	2
ACCT 406	(M, N)*	2
ACCT 407	(F, M, N, T)*	2
ACCT 416	(F, I, T)*	4
ACCT 420	(N)*	2
ACCT 421	(N)*	2
ACCT 422	(F,M)*	2
ACCT 423	(F,M)*	2
ACCT 481-485		1-4
ACCT 498		1-4

**Recommended for:*
F = Financial/CPA
I = Certified Internal Auditor
M = Managerial CMA
N = Non-Profit/Government
T = Tax

Capstone

BUS 444	4

Senior Experience

BUS 492	3
BUS 493	5

Finance Track (50 Units)

Finance is the study of the interaction of firms and financial markets. Financial managers attempt to identify and undertake projects that increase firm value and determine the best means by which to finance the projects they undertake. Investors, the source of financing for these projects, are free to choose from many types of securities issued by many different types of firms. The risk-return profiles of these individual securities, and the impact of portfolio design on the attainment of an optimal risk-return profile, are major topic areas of finance. CSUSM students who choose the finance track are able to specialize in the study of corporate finance, investment analysis, and international finance. Students are provided an education that permits them to enjoy careers as stockbrokers, financial analysts, investment advisers, and the like.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
MGMT 302	2
MKTG 302	2
POM 302	2

Core Accountancy/Finance Courses (12 units)

ACCT 305	4
ACCT 308 or HTM 304	4
FIN 304	4

Specialized Core Courses (8 units)

FIN 321	4
FIN 341	4

Finance Electives (6 units)

A minimum of 2 units must be selected from Finance. The remaining 4 units can be taken from ACCT, FIN, GBM, HTM, or SSM.

FIN 331	4
FIN 404	2
FIN 405	2
FIN 422	2
FIN 441	2
FIN 481-5	1-4
FIN 498	1-4

Capstone

BUS 444	4

Senior Experience

BUS 492	3
BUS 493	5

GLOBAL BUSINESS MANAGEMENT OPTION

(47-49 Units)

Global Business Management
Option Director
Glen Brodowsky, Ph.D.
Assistant Professor of Marketing
Craven Hall, Room 2228
(760) 750-4261
glenbrod@csusm.edu

The option in Global Business Management is intended to provide students with a strong foundation in global business studies. Consistent with the mission and direction of this campus, this curriculum meets a growing need for individuals who understand and are skilled in the complex and readily changing global environment of business organizations. The curriculum is designed to provide students with important knowledge about global business practice and provide an understanding and appreciation of culture, language, economics, politics, and history of countries other than the United States. A curriculum composed of College of Business Administration courses and College of Arts and Sciences courses make up this option.

Foundations of Business Courses (16 units)

BUS 302	2
BUS 304	4
FIN 302*	2
MGMT 302*	2
MKTG 302*	2
MIS 302*	2
POM 302*	2

**Equivalent 4-unit courses can be substituted for these 2-unit courses. However, the excess units cannot count towards GBM electives.*

Core Arts and Sciences Courses (9 units)

COMM 330	3
ECON 441	3
PSCI 460**	3

***PSCI 350 or consent of instructor required.*

FOREIGN LANGUAGE

Students will be required to demonstrate proficiency at the advanced level in at least one foreign language. All students must pass a language exam. Proficiency may be obtained in a variety of ways. For example, students may be culturally bilingual or take sufficient language training courses to achieve advanced proficiency.

Global Business Management Option Electives (12 units)

A minimum of 9 units must be taken from the following CoBA courses in residence:

ACCT 423	2
FIN 341	4
FIN 441	2
GBM 481-485	1-4
GBM 498	1-4
HTM 404	4
HTM 423	2
HTM 440	2
SSM 342	4
SSM 448	4
SSM 461	4

Students may count up to three (3) units of elective credits from the following Arts and Sciences courses:

HIST 319	3
HIST 326	3
HIST 362	3
HIST 365	3
HIST 385	3

Students participating in CSU-approved study abroad courses through Council on International Education Exchange (CIEE) may substitute electives taken overseas for those listed above. However, they must get approval from the GBM option director for any business electives taken overseas.

Capstone

GBM 444	4

Senior Experience

GBM 492	3
GBM 493	5

or
Global Management Experience (6 units)

GBM 497^	6

^Global Management experience projects must be approved by the Option Director. Students must submit project proposals and name of sponsoring international organization for approval.

CoBA recommends that students in the Global Option choose their upper-division Social Science General Education course (DD) from the list below. These courses may be used to satisfy GE requirements, but may not also be applied to fulfilling the Global Business Management Option.

GEOG 301	3
GEOG 450	3
ID 306	3
PSYC 341	3

HIGH TECHNOLOGY MANAGEMENT OPTION

(48 Units)

HTM Option Director
Soheila Jorjani, Ph.D.
Associate Professor of Production and Operations Management
Craven Hall, Room 2209
(760) 750-4272
sjorjani@csusm.edu

- Management Information Systems (MIS)
- Production and Operations Management (POM)

Success in business is associated with firms that strategically use and develop sophisticated operations and information technologies. The Center for High Technology Management (HTM) is dedicated to the advancement of organizations through the use of state-of-the-art technologies, strategies, systems, tools, and techniques. Students graduating with an Option in HTM are expected to have strong skills in some subset of information systems, operations management, and management science. Typical abilities of an HTM graduate should include: proficiency area such as systems analysis and design, database management, multi-media, information systems, e-commerce, telecommunications management, management science modeling, quality management, supply-chain management, and inventory management and control. The Center's teaching, research, and other services have application in industries such as biotechnology, computer hardware, software and peripherals, telecommunications, manufacturing, defense and aerospace. However, nearly every organization, no matter how traditional or simple the product or service, can benefit form strategic, prudent use of technology.

The Center's teaching, research and other services have applications in industries such as biotechnology, computer hardware, software and peripherals, telecommunications, manufacturing, defense, and aerospace. However, nearly every organization, no matter how traditional or simple the product or service, can benefit from strategic, prudent use of technology.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
FIN 302*	2
MGMT 302*	2
MKTG 302*	2

**Equivalent 4-unit courses can be substituted for these 2-unit courses, with 2 units applied toward HTM electives. However, only 4 excess units can be counted as HTM elective credit.*

Core HTM Courses (8 units)

HTM 304	4
HTM 305	4

HTM Electives (16 units)

A minimum of 12 units must be selected from HTM electives (units outside of HTM may be substituted with approval from the Option Director. The remaining units can be taken from electives in ACCT, FIN, GBM, HTM, or SSM. No more than 4 units from the ACCT, FIN, or SSM core can be counted as elective credit. Students in this option cannot take ACCT 308 for credit.

HTM 390	4
HTM 404	4
HTM 405	4
HTM 406	4
HTM 411	4
HTM 413	2
HTM 420	4
HTM 422	4
HTM 423	2
HTM 425	4
HTM 426	4
HTM 427	4
HTM 440	2
HTM 481-485	1-4
HTM 498	1-4

Capstone

BUS 444	4

Senior Experience

BUS 492	3
BUS 493	5

SERVICE SECTOR MANAGEMENT OPTION

(48 Units)

SSM Option Director
Rajnandini Pillai, Ph.D.
Assistant Professor of Management
Craven Hall, Room 2243
(760) 750-4234
rpillai@csusm.edu

- Management
- Marketing

Service Sector Management prepares students for careers in management, consulting, sales, and sales management. Its emphasis on the core disciplines of marketing and management provides an extensive insight into what students, as managers, require for developing and cultivating relationships with employees and customers. Elective courses provide specialized information in areas including human resources, leadership, entrepreneurship, and marketing communication.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
FIN 302*	2
MIS 302*	2
POM 302*	2

**Equivalent 4-unit courses can be substituted for these 2-unit courses, with 2 units applied toward SSM electives. However, only 4 excess units can be counted as SSM elective credit.*

Core SSM Courses (8 units)

SSM 304	4
SSM 305	4

SSM Electives (16 units)

A minimum of 4 units must be selected from SSM electives. The remaining 12 units can be taken from electives in ACCT, FIN, GBM, HTM, or SSM. No more than 4 units from the ACCT, FIN, or HTM core can be counted as elective credit. Students in this option cannot take ACCT 308 for credit. A maximum of 4 units may be taken outside the CoBA with prior approval of the SSM Option Director.

SSM 322	2
SSM 333	4
SSM 342	4
SSM 353	4
SSM 415	4
SSM 420	4
SSM 441	4
SSM 442	4
SSM 445	2
SSM 448	4
SSM 452	4
SSM 461	4
SSM 481-485	1-4
SSM 498	1-4

Capstone

BUS 444	4

Senior Experience

BUS 492	3
BUS 493	5

MINOR IN BUSINESS ADMINISTRATION

The minor is designed to be supportive of a variety of arts, humanities, and science majors. All students interested in the minor should meet with an advisor in the College of Business Administration. To graduate with a minor in Business Administration, students will be required to complete the requirements in effect at the time of declaration. The minimum grade in every pre-business and business course is a C, with a minimum overall GPA of 2.5 in the Pre-Business Core. The Pre-Business Core and completion of the ELM and EPT requirements are prerequisites for upper-division CoBA courses. Pre-business and business courses may not be taken Credit/No Credit. Pre-business students must apply to the CoBA to be eligible for upper-division business status. The CoBA requires that at least 50% of the upper-division minor coursework be earned at CSUSM. The requirements are as follows:

Lower-Division Pre-Business Core (13 units minimum)	
ACCT 203*	4
ECON 250*	3
MATH 132	3
PSYC 100 or SOC 101	3
or	
GESS 101 and GESS 102	6

Four 2-Unit Foundation of Business Courses (8 units) selected from:	
BUS 302	2
FIN 302	2
MGMT 302*	2
MIS 302	2
MKTG 302*	2
POM 302^	2

**Courses in the minor provide a base for satisfying the Core requirement for the CSUSM MBA program. To meet the requirements of the MBA Core, all courses marked with * should be taken. The minimum grade in each of these courses is a C with an overall GPA of 3.0 or better.*

^BUS 304, Business Statistics,is a prerequisite for POM 302.

An approved 4-unit upper-division Business Course (4 units)

Students must meet all prerequisites for the selected 4-unit course.

Minimum Total Units	25

Upper-Division Suggested Course Sequence
Effective Fall 2000

ACCOUNTANCY/FINANCE Accountancy Track	ACCOUNTANCY/FINANCE Finance Track	GLOBAL BUSINESS MANAGEMENT	HIGH TECHNOLOGY MANAGEMENT	SERVICE SECTOR MANAGEMENT
Junior Year — Fall Semester				
ACCT 305 (4) - Financial Accounting BUS 302 (2) — Foun of Bus Environments BUS 304 (4) - Business Statistics MGMT 302 (2) - Foun of Management^ GE course (3)	ACCT 305 (4) - Financial Accounting BUS 302 (2) - Foun of Bus Environments BUS 304 (4) - Business Statistics MGMT 302 (2) - Foun of Management^ FIN 304 (4) — Intro to Corp Finance	BUS 302 (2) - Foun of Bus Environments BUS 304 (4) - Business Statistics MGMT 302 (2) - Foun of Management^ MIS 302 (2) - Foun of Mgmt Info Syst^ MKTG 302 (2) - Foun of Marketing^ [Foreign Language]	BUS 302 (2) - Foun of Bus Environments BUS 304 (4) - Business Statistics HTM 304 (4) - Mgmt Info Systems MGMT 302 (2) - Foun of Management^ GE Course (3)	BUS 302 (2) - Foun of Bus Environments BUS 304 (4) - Business Statistics MIS 302 (2) - Foun of Mgmt Info Syst^ SSM 304 (4) - Services Management GE Course (3)
Junior Year — Spring Semester				
ACCT 306 (4) - Cost Accounting ACCT 308 (4) - Acct Info & Systems FIN 304 (4) - Intro to Corp Finance MKTG 302 (2) - Foun of Marketing^ POM 302 (2) - Foun of POM^	ACCT 308 (4) — Acct Info & Systems FIN 321 (4) — Investment Analysis MKTG 302 (2) - Foun of Marketing^ POM 302 (2) - Foun of POM^ GE Course (3)	COMM 330 (3) - Intercultural Comm. ECON 441 (3) - International Economics FIN 302 (2) - Foun of Finance^ POM 302 (2) - Foun of POM^ PSCI 460 (3) - Global Money & Power [Foreign Language]	FIN 302 (2) - Foun of Finance^ HTM 305 (4) — Prod & Operations Mgmt HTM Elective(s)* MKTG 302 (2) — Foun of Marketing^ GE Course (3)	FIN 302 (2) - Foun of Finance^ POM 302 (2) - Foun of POM^ SSM 305 (4) - Services Marketing SSM Elective(s)* GE Course (3)
Senior Year — Fall Semester				
ACCT 307 (4) - Tax Accounting ACCT Elective(s)* BUS 444 (4) - Strategic Management BUS 492 (3) - Problem Assessment	BUS 444 (4) - Strategic Management BUS 492 (3) - Problem Assessment FIN 341 (4) — Multinational Fin Mgmt FIN Elective(s)*	GBM 444 (4) - Strategic Management GBM 492 (3) - Problem Assessment GBM Elective(s)* GE Course (3)	BUS 444 (4) - Strategic Management BUS 492 (3) - Problem Assessment HTM Elective(s)*	BUS 444 (4) - Strategic Management BUS 492 (3) - Problem Assessment SSM Elective(s)*
Senior Year — Spring Semester				
ACCT Elective(s)* BUS 493 (5) - Problem Analysis GE Course (3) GE Course (3)	BUS 493 (5) - Problem Analysis FIN Elective(s)* GE Course (3) GE Course (3)	GBM 493 (5) - Problem Analysis GBM Elective(s)* GE Course (3) GE Course (3)	BUS 493 (5) - Problem Analysis HTM Elective(s)* GE Course (3)	BUS 493 (5) - Problem Analysis SSM Elective(s)* GE Course (3)
*2 or 4 units ^Equivalent 4-units courses can be substituted for these 2-unit courses. However, the excess from the units cannot count towards ACCT electives.	*2 or 4 units ^Equivalent 4-units courses can be substituted for these 2-unit courses. However, the excess from the units cannot count towards FIN electives. Students choosing the Finance Track can substitute HTM 304.	*2, 3, or 4 units ^Equivalent 4-units courses can be substituted for these 2-unit courses. However, the excess from the units cannot count towards GBM electives. [Students will be required to demonstrate proficiency at the advanced level in at least one foreign language.]	*2 or 4 units ^Equivalent 4-unit courses can be substituted for these 2-unit courses, with 2 units applied toward HTM electives. However, only 4 excess units can be counted as HTM elective credit.	*2 or 4 units ^Equivalent 4-unit courses can be substituted for these 2-unit courses, with 2 units applied toward SSM electives. However, only 4 excess units can be counted as SSM elective credit.

MASTER OF BUSINESS ADMINISTRATION

For information and/or an admissions package, please contact:

Jack Leu, Ph.D.
MBA Program Director
College of Business Administration
CSU San Marcos
San Marcos, CA 92096-0001
(760) 750-4267
FAX (760) 750-4263
mba@csusm.edu

Philosophy

The fundamental mission of the College of Business Administration is to educate the leaders of tomorrow's business and non-profit organizations by concentrating on the management skills needed in the complex, multicultural and technological environments of the future. The design philosophy for the graduate program is to integrate rigor with relevance and theory with practice.

The program has been influenced by the writings of premier educators, commissions, and managers, as well as by the talents of our faculty and by the needs of our constituencies. It is modern in structure and pedagogy as well as content. It recognizes the sea-changes such as diversity, a global economy, technology, the cooperative nature of decision making, and accelerating rates of change that are occurring in business, government and society, and in higher education.

The program emphasizes a commitment to values: ethics, respect for the individual and the environment, intellectual curiosity, commitment to lifelong learning, and self-direction. It makes use of information technologies in the delivery of the program and requires that students develop a significant level of proficiency in the application of technology. The curriculum stresses the importance of good communication skills for successful management; thus, written and oral presentations are a part of every course.

Description of the Program

The Master of Business Administration is designed for the employed student who has several years of work experience as a professional and is either preparing to enter management or has moderate management experience.

The program require 39 units of coursework beyond a 12-unit pre-program "foundation." There are three types of courses: Foundation, Program, and Master's Project.

1. Foundation Courses [12 units] provide the background knowledge and skills essential to virtually all management activity. The foundation is organized as two courses. Typically, students who have completed an undergraduate program in business within the last seven years will be able to waive the foundation courses. Also see the requirements for the Minor in Business Administration.
2. Program Courses [33 units] contain more advanced material. Courses in the program are all variable (2-4) unit courses.
3. The Master's Project [6 units] involves the investigation of a government or business entity's operations to achieve a significant cost reduction, service enhancement, etc. Each project is proposed, researched and reported, and culminates in a written report that includes problem identification, evaluation of potential solutions, discussion of the selected implementation, and evaluation of the results.

Program Schedule

The program is designed for working professionals. Cohorts of 25-40 students take courses in a predetermined sequence. The full program, including the foundation and Master's Project, can be completed in 21 months. Students attend regular semesters (fall, spring, and summer). Three schedules are offered:

1) Tuesday p.m. and alternate Saturdays, or

2) Wednesday p.m. and alternate Saturdays, or

3) Tuesday/Thursday p.m.

Admission Requirements

The admissions policy assesses the applicant's competencies in five primary areas essential to success in the Master's program and to success as a manager:

- Problem recognition and analysis.
- Basic skills in computer applications and quantitative methods.
- Effective communication, both written and oral.
- Intellectual curiosity, managerial point of view, respect for the individual and for the value of diversity, self- awareness and self-direction, and concern for the consequences of one's actions.
- General academic proficiency in areas relevant to management.

In addition, we also evaluate the candidate's "commitment" to the program — the probability that the candidate has the time and resources essential to the successful completion of the degree.

The primary data for assessment includes the following required items:

- Transcripts of university-level coursework. GPA will be computed from the most recent 60 semester units of academic coursework taken at the graduate or upper-division level.
- The Graduate Management Aptitude Test (GMAT), taken within the last 5 years, or, under certain conditions, the Graduate Record Exam (GRE). Test scores may be waived for applicants who have successfully completed a minimum of 24 semester (36 quarter) units of graduate management coursework. Similarly, applicants who have completed a master's degree or other graduate degree (e.g., M.D., J.D., Ph.D.) from a U.S. university may also waive these tests. Nevertheless, applicants who have taken the GMAT or GRE should submit their score, and applicants eligible to waive these tests should still consider taking the GMAT to supplement the application. If the applicant has not taken one of these tests within the last five years, the GMAT must be taken.
- Two essays covering career achievements plus expected challenges and rewards from the MBA Program.
- Three completed Recommendation for MBA Applicant forms.
- An in-person interview or, in special cases, a telephone interview.
- A math assessment test.
- Computing Requirement. A notebook computer may be required to attend some MBA classes.

The admissions committee will also evaluate the applicant's skills in quantitative methods, communication, and computer applications. Where deficiencies are identified, the applicant may be required to complete additional courses or attend workshops. In addition, the assessment will also determine whether the 12-unit Foundation may be waived.

Graduation Requirements

Completion of the MBA degree requires: (1) an overall GPA of at least 3.0 (B average) in all coursework within the program, and (2) a grade of C or better in each course.

Foundation Courses (12 units)

There are two 6-unit foundation courses. Typically, students who have completed an undergraduate program in business within the past seven years will be able to waive the foundation.

BGA 501
BGA 502

BUSINESS MANAGEMENT OPTION

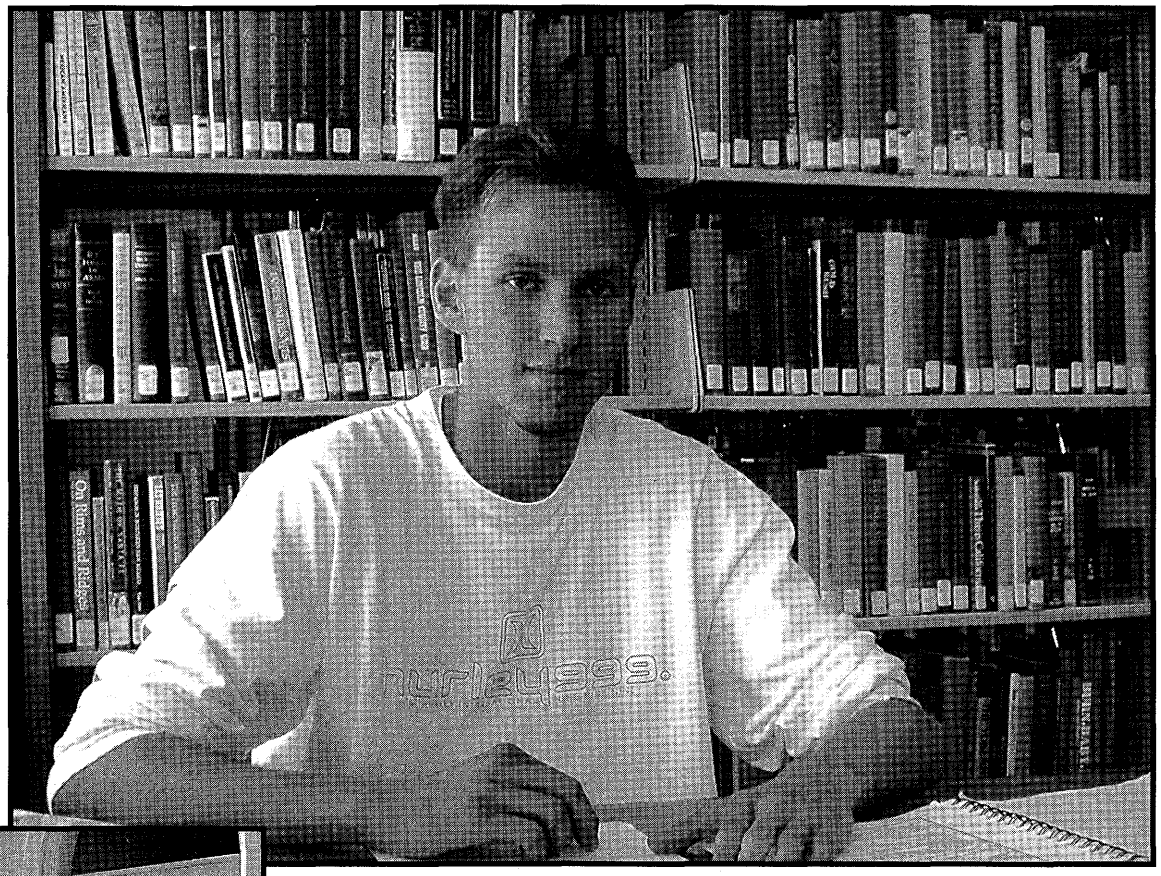
(33 Units)

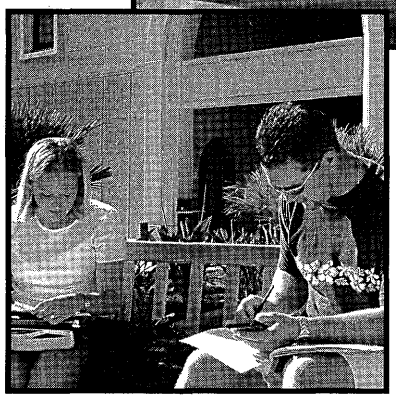
All program courses are variable, 2- to 4-unit courses.

BA 620
BA 621
BA 622
BA 624
BA 630
BA 640
BA 643
BA 644
BA 662
BA 670
BA 690
BA 698
ECON 610

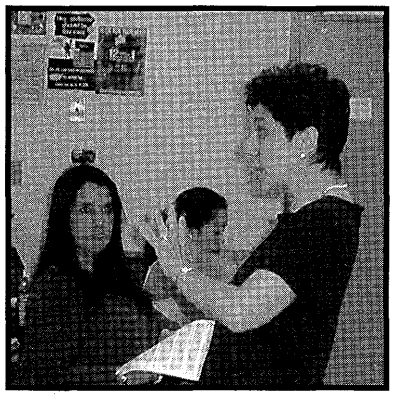
Master's Project (6 units)

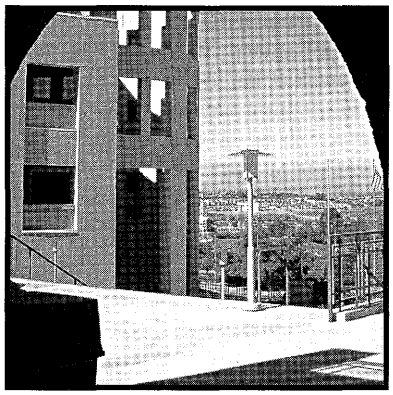
BA 680





College of Education





MISSION AND CORE VALUES

The mission of the College of Education is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

The College of Education's core values include the beliefs that professionalism is a unifying principle of our organization, that students are the focus of our work, that shared governance provides a foundation for the work of the college and is dependent upon the active involvement of each member, and that the success of the college depends on creating and sustaining an inclusive environment that reflects and affirms diversity.

The College of Education is dedicated to offering instructional programs for professional preparation of educators – programs which require participants to think and to engage themselves as a part of a powerful learning community. Course formats and teaching methods in the college reinforce collaboration and problem-solving, and faculty model a wide variety of effective teaching strategies. All class participants are expected to be both learners and teachers, and assessment techniques are designed to measure reasoning and cognitive performance, not mere recall and regurgitation of discrete bits of knowledge. Field experiences are carefully planned to ensure that classroom learning is guided by the realities and challenges of current reform efforts in education.

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). All credential programs are accredited by the State of California Commission on Teacher Credentialing.

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Eileen Oliver, Ph.D.
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Alice Quiocho, Ed.D.
Isabel Schon, Founding Faculty, Ph.D.
Dean Schultz, M.A.
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Laurie P. Stowell, Ph.D.
Jacqueline S. Thousand, Ph.D.
Rene Townsend, Ed.D.
Sharon H. Ulanoff, Ph.D.
Harry Weinberg, Ed.D.
Laura Wendling, Ph.D.
David Whitehorse, Ed.D.

PROGRAMS OFFERED

The College of Education offers the following credential programs, which are approved by the California Commission on Teacher Credentialing (except where noted).

- Multiple Subject/CLAD Emphasis (Cross-Cultural Language and Academic Development)
- Part-time Multiple Subject/CLAD Emphasis
- Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis*
- Multiple Subject Internship/CLAD Emphasis **
- Multiple Subject/Middle Level/ CLAD Emphasis
- Concurrent Preliminary Level I Mild/Moderate and Moderate/ Severe Disabilities Education Specialist with Multiple Subject/CLAD Emphasis**
- Single Subject Credential Program/ CLAD Emphasis (Secondary)
- Multiple Subject/BCLAD (Bilingual/Cross-Cultural Language and Academic Development): Spanish Emphasis
- Part-time Multiple Subject/BCLAD: Spanish Emphasis
- Integrated Bachelor of Arts and Multiple Subject/BCLAD Emphasis*
- Multiple Subject Internship/BCLAD: Spanish Emphasis
- Multiple Subject/Middle Level/ BCLAD: Spanish Emphasis
- Concurrent Preliminary Level I Mild/Moderate and Moderate/ Severe Disabilities Education Specialist with Multiple Subject/BCLAD: Spanish Emphasis**
- Single Subject/BCLAD: Spanish Emphasis
- Preliminary Administrative Services Credential
- Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist
- Professional Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist
- Professional Administrative Services Credential***
- Reading/Language Arts Specialist Credential*
- CLAD Certificate
- Reading Certificate
- (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Specialist Credential*
- Master of Arts in Education, Options:
  - Biliteracy, Language and Culture
  - Education Administration
  - Learning and Instruction
  - Literacy Education
  - Science, Mathematics and Educational Technology for Diverse Populations
  - Special Education

The College of Education also offers:

- Courses required for the Professional Clear Teaching Credential
- Prerequisite courses required for entry into credential programs
- Elective courses of interest to both area educators and undergraduate students who intend to enter the teaching profession

** Approval is pending from the Commission on Teacher Credentialing.*

*** Internships offered with San Diego and Riverside County School Districts.*

**** Approval pending from the Commission on Teacher Credentialing; Professional Level II is projected to begin in Fall 2001.*

GRADE REQUIREMENTS AND ACADEMIC PROBATION

For all students in the Multiple Subject/CLAD Emphasis, Integrated Bachelor of Arts and Multiple Subject CLAD Emphasis, Internship, Concurrent, BCLAD, Middle Level, and Single Subject programs, the following grade requirements must be met:

- *Grading.* Credit/No Credit (CR/NC) is given for student teaching/intern teaching. The minimum acceptable final grade for the courses in the professional education sequence is C+ (2.3), but a B (3.0) average must be maintained.

For all College of Education programs (teaching credential, specialist credential, and master's program) the following academic probation policy is in effect:

- *Academic Probation, Disqualification and Disenrollment.* A credential candidate will be placed on academic probation if, during any academic term:

1. The cumulative GPA in all coursework in the professional education sequence (prerequisites, credential program, or clear credential courses) falls below 3.0; or
2. The student has been assigned grades of No Credit, Incomplete, or a letter grade below C+ in any two or more professional courses;
3. Further, a student will not be allowed to enter the advanced student teaching experience while on academic probation or while that student has a grade of "Incomplete" for beginning student teaching.

Disqualification

A student in a credential program may be disqualified if, during the probation period, the student fails to achieve a 3.0 GPA and a minimum letter grade of C+ in all professional coursework.

- *Other Considerations.* Postbaccalaureate students may repeat a course in which a grade of lower than C+ was received; however, the original grade will be reflected in the calculation of the GPA. Courses may be repeated only once.

Policy on Length of Time to Complete Teacher Credential Program

Due to the dynamic nature of changes in all academic disciplines, the College of Education requires students in full-time teacher credential programs to complete their coursework and student teaching within a three-year time limit, commencing from the beginning of coursework in that program. There is a four-year time limit for students in part-time teacher credential programs, commencing at the beginning of coursework in that program. At that point, students will be terminated from the program and will have to reapply to the program to be reinstated. Students can appeal to the Student Appeals Committee.

Disenrollment

A student may be disenrolled from a credential program if it is determined that the student will not likely achieve minimum academic requirements for the credential.

Admission Requirements for the Multiple Subject Teaching Credential Programs

(For admission requirements to the Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis Credential Program, see College of Education and College of Arts and Sciences advising staff.)

The following are admission requirements to the Multiple Subject Teaching Credential Programs.

1. *Application.* Application to both the University and College of Education.
2. *CBEST Examination.* Students must take the California Basic Educational Skills Test (CBEST) prior to admission to a Teaching Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before certification or intern teaching.
3. *Subject Matter Preparation.* The Liberal Studies major may be selected in preparation for the Multiple Subject Teaching Credential Program at CSU San Marcos. Please refer to the Liberal Studies section. Students may also complete a state-approved subject matter program from other colleges or universities. Students who have not completed a state-approved subject matter program must take the Multiple Subjects Assessment for Teachers (MSAT) prior to admission to the Multiple Subject Credential Program. The examination includes Content Knowledge and Content Area Exercises. MSAT must be passed prior to student teaching or intern teaching. The MSAT examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

4. *Prerequisite Courses in Education.* If taken at CSUSM, the course must be completed within seven (7) years prior to beginning the program. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

   - EDUC 350 — This required course serves as an orientation to careers in elementary/ middle/high school education. During this course, students participate in forty-five (45) hours of supervised fieldwork assignments in classroom settings. Applicants must submit a field experience form with classroom teacher recommendation verifying the classroom field experience.

   - EDUC 364 — This course is required for all students as part of the CLAD Emphasis, and must be taken prior to enrollment in the credential program.

5. *U.S. Constitution.* Knowledge of the U.S. Constitution demonstrated by completion of a two-semester unit college-level course or college-level examination.

6. *CLAD Second Language Experience.* All candidates recommended for the CLAD emphasis must have six semester units of college second/foreign language instruction with a grade of C or better. Two years of high school second/foreign language may satisfy one college level course if the candidate received a grade of "B" average or better. One course must be at the college level. An equivalent experience could be one that sensitizes the candidate to the challenges of second language learning acquisition such as Peace Corps training and service, or residence in a non-English speaking country. Candidates who are admitted without this requirement will receive their credential at the time of program completion and may complete the second language requirement up to one year after completion of the program. A second application and fee is necessary. The requirements must be satisfied in one language, not a combination of languages.

7. *Grade-Point Average.* A student must have a cumulative grade point average (GPA) of 2.75 to be accepted into any credential program offered at CSUSM. If you do not have the required GPA, conditional admission is available on a limited basis.

8. *Health Clearance.* Tuberculin clearance is required. The tuberculin clearance is valid for four (4) years and must be valid through student teaching. The tuberculin clearance may be completed at a private physician's office, the County Health Department, or the CSUSM Student Health Center.

9. *Certificate of Clearance.* Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency credential satisfies the clearance requirement.

10. *Two Sets of Official Transcripts.* One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU San Marcos Office of Admissions, and one official set of transcripts must be submitted to the College of Education Student Services Center with the program application.

11. *Two Letters of Recommendation.* Two letters of recommendation from faculty and/or others who are knowledgeable about the student's personal qualities and potential must be submitted with the program application. This is in addition to the field experience form from the classroom teacher.

12. *Interview.* An interview conducted by a College of Education Admissions Committee.

13. *Bachelor's Degree.* A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. Students may enter the credential program as an undergraduate and use the units in the credential program as electives to obtain a bachelor's degree. A bachelor's degree is a requirement for teacher certification. A student may petition for 12 units concurrent postbaccalaureate credit the first week of instruction during the last semester before graduation ONLY. Petitions are available in Registration and Records.

14. *Writing Samples.* Writing samples are required and are program-specific.

Please Note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject or Special Education Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. **The Assessment cannot be taken until completion of the Language Literacy course in the credential program.**

The California Commission on Teacher Credentialing adopted a new technology standard requiring credential candidates to demonstrate their effective use of technology at a basic level prior to issuance of a preliminary credential. The new technology standard will apply to all students credentialed after July 1, 2002. At a minimum, it is advisable to complete EDUC 500 if you plan to complete the CSU San Marcos credential program after July 1, 2002.

CREDENTIALS WITH CLAD EMPHASIS

Multiple Subject Credential Program/CLAD Emphasis (Elementary)

The Multiple Subject Credential Program/CLAD is designed to prepare teachers to work with students in grades K-12 with responsibility for all subject areas in a self-contained classroom. Teachers holding a Multiple Subject Credential are most often assigned to preschool and elementary school classrooms.

This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The California CLAD emphasis requirements are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework. Students successfully completing this program and the second language requirement receive the Multiple Subject Credential with the CLAD emphasis.

Full-Time CLAD Emphasis

A two-semester program, the Multiple Subject/CLAD Program provides coursework in learning and instruction, content area methodology correlated with field experiences and student teaching in conjunction with the CLAD content. The College of Education is specifically committed to providing students with opportunities to learn innovative teaching practices and put those methods to work with children.

Course Sequence

First Semester	**Units**
EDMS 526	4
EDMS 540	4
EDMS 543	3
EDMS 561	5
Total	*16*

Second Semester	**Units**
EDMS 544	3
EDMS 545	3
EDML 552	3
EDMS 562	8
Total	*17*

Program Total	**33**

Part-time CLAD Emphasis

The Part-time Multiple Subject Credential Program/CLAD is intended for those students who are unable to pursue a full-time program and/or are unable to attend courses during the day. The part-time program can be completed in two years. The curriculum is the same as the full-time program, except two courses are offered per semester and are taught in the evening. Fourth-semester students must be available during the day to complete full-time student teaching.

Course Sequence

First Semester	**Units**
EDMS 526	4
EDMS 540	4
Total	*8**

**Full-time fees are required two semesters.*

Second Semester	**Units**
EDMS 543	3
EDMS 545	3
Total	*6*

Third Semester	**Units**
EDMS 544	3
EDML 552	3
Total	*6*

Fourth Semester	**Units**
EDMS 561	5
EDMS 562	8
Total	*13**

**Full-time fees are required two semesters.*

Program Total	**33**

Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis Credential Program*

This program provides students with a Bachelor of Arts Degree with a major in Liberal Studies from the College of Arts and Sciences and a Multiple Subject Credential/CLAD from the College of Education. The Integrated Curriculum Option consists of six themed semesters of courses which are taken in both colleges.

The Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis Credential Program appears as Option 3 in the Liberal Studies major under the College of Arts and Sciences, see page **138**.) See the College of Education and College of Arts and Sciences advising staff for further information including admissions criteria and procedures, and semester by semester curriculum.

**Note: California Commission on Teacher Credentialing program approval is pending.*

Multiple Subject Internship/CLAD Emphasis Credential Program

The Multiple Subject Internship Credential Program is a field-based, collaborative program with various San Diego and Riverside County school districts. It is designed to provide opportunity for teacher diversity to reflect the student population of San Diego and Riverside counties, and for those who hold a bachelor's degree, to make a career change to teaching. Its goal is to prepare effective, professional classroom teachers. The program requires completion of thirty-three (33) units. Candidates will be able to continue their current, full-time employment during the first portion of the Internship Program. Upon successful completion of required coursework, candidates will become full-time paid intern teachers with full responsibility for a classroom in a San Diego or Riverside County school district. Candidates will continue to take coursework during intern teaching.

Admission Requirements

All admission requirements are the same as for the Multiple Subject Teaching Credential with the following exceptions:

1. *CBEST.* CBEST examination must be passed before intern teaching.
2. *Subject Matter Preparation Assessment for Teachers (MSAT).* Intern candidates must pass the MSAT before beginning intern teaching or have completed a minimum of 4/5 of a state-approved subject matter preparation program (such as Liberal Studies at CSUSM).
3. *U.S. Constitution.* Knowledge of the U.S. Constitution demonstrated by completion of a two-semester unit college-level course or college-level examination. The constitution requirement must be completed before intern teaching.
4. *Personal Interview.* Intern candidates complete personal interviews conducted by a team with representatives from the college faculty, school district personnel from participating districts, the County Office of Education, and community representatives.
5. *Bachelor's Degree.* Bachelor's degree required before intern teaching.
6. Eighty (80) hour "shadowing" experience at school site.

Please Note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. **The Assessment cannot be taken until completion of the Language Literacy course in the credential program.**

Course Sequence

The courses may differ slightly in sequence depending on school district.

Prerequisites: Applicants are encouraged to take the following courses in the Winter Session immediately preceding matriculation, and upon being notified of acceptance:

	Units
EDUC 350	3
EDUC 364	3

First Semester	**Units**
EDMS 526	4
EDMS 540	4
Total	*8*

Second Semester or Summer*	**Units**
EDML 543	3
EDMS 545	3
Total	*6*

**Summer Session fees charged.*

Third Semester	**Units**
EDMS 552	3
EDMS 561I	6
Total	*9*

Fourth Semester	**Units**
EDMS 544	3
EDMS 562I	7
Total	*10*

Program Total	**33**

Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Program

The Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Program incorporates the disciplines of multiple subjects, special education, and multilingual education into an integrated curriculum designed to prepare teachers to work with the heterogeneous group of students in today's schools. The program enables candidates to earn three credentials: 1) the Multiple Subject Credential with CLAD Emphasis; 2) the Preliminary Level I Mild/Moderate Disabilities Education Specialist Credential, which authorizes service to students eligible in the disability categories of Specific Learning Disabilities, Mental Retardation, Serious Emotional Disturbance, and Other Health Impaired (i.e., Attention Deficit Disorder), and; 3) the Preliminary Level I Moderate/Severe Disabilities Education Specialist Credential, which authorizes service to students eligible in the categories of Multiple Disabilities, Autism, and Deaf-Blindness. Teachers holding a Multiple Subject Credential are most often assigned to preschool and elementary school classrooms.

This is a full-time, 14-month program in which candidates enroll in day and evening courses and student teach in a variety of general and special education settings. Special Education competencies are enfolded in the Multiple Subject curriculum, with emphasis on preparing educators for the diversity of students' special learning and language needs encountered in California schools. The California CLAD

Emphasis requirements are met through the infusion of content and experiences within the program.

Admission Requirements

All admission requirements are the same as for the Multiple Subject Credential Program, with the following exceptions:

Prerequisites:

	Units
EDUC 350	3
EDUC 364	3
EDUC 500	3
EDUC 501	3

Please note the following:

1. The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject or Special Education Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. The assessment cannot be taken until completion of the Language Literacy course in the credential program.

   The California Commission on Teacher Credentialing adopted a new technology standard requiring credential candidates to demonstrate their effective use of technology at a basic level prior to issuance of a preliminary credential. The new technology standard will apply to all students credentialed after July 1, 2002. At a minimum, it is advisable to complete EDUC 500 if you plan to complete the CSU San Marcos credential program after July 1, 2002.

2. All students accepted in either the stand alone Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program Option or the Concurrent Preliminary Level I Mild/ Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Program Option can enroll in 600-level EDMX courses.

3. Only candidates in the Concurrent Education Specialist with Multiple Subject Program Option can enroll in 500-level EDMX courses.

Course Sequence

First Summer Session*	**Units**
EDMX 526	4
EDMX 540	3
EDMX 631	3
Total	*9*

First Semester	**Units**
EDMX 543	3
EDML 552	3
EDMX 562	7
EDMX 627	3
EDMX 641	3
Total	*19*

Second Semester	**Units**
EDMX 547	5
EDMX 632	3
EDMX 633	3
EDMX 664	7
Total	*18*

Second Summer Session*	**Units**
EDMX 634	4

Program Total	**50**

Internship Credential Specialist Program in Special Education: Mild/Moderate and Moderate/Severe Disabilities and Multiple Subject Credential CSUSM/San Diego City Schools Partnership

The Preliminary Mild/Moderate Disabilities Education Specialist and Preliminary Moderate/Severe Disabilities Education Specialist credentials together encompass competencies to address the full range of student differences. The course offerings and sequence described in this program will enable credential candidates to receive two special education credentials and a multiple subject credential following two different tracks. Credentialed teachers take the track that leads to the Mild/Moderate and Moderate/Severe credentials. Those without certification take the track that leads first to the Mild/Moderate and Moderate/Severe credentials and in addition take courses to complete the Multiple Subject credential. All candidates complete the program having met all of the Cross-Cultural Language and Academic Development (CLAD) or Bilingual Cross-Cultural Language and Academic Development (BCLAD) competencies.

Course Sequence

OPTION ONE

Designed for teachers who have completed a basic credential program and have satisfied California subject matter competency.

First Summer Session*	**Units**
EDMX 631	3
Required if equivalency has not been determined:	
EDUC 501	3
Total	*3-6*

Fall I Semester	**Units**
EDMX 627	3
EDMX 641	3
Total	*6*

Winter Intersession*	
EDUC 364	3
(For CLAD certification)	
Total	*0-3*

Spring I Semester	**Units**
EDMX 633	3
EDMX 664	7
EDEX 660	2
Total	*12*

Second Summer Session*	**Units**
Required if equivalency has not been determined.	
EDUC 500	3
Required for Moderate/Severe Certification	
EDMX 634	4
Total	*0-7*

Fall II Semester	**Units**
EDEX 661	2
EDMX 632	3
EDMX 664I	7
EDML 550	3
(For CLAD Certification)	
Total	*12-15*

**Summer Session fees charged.*

Spring II Semester	Units
EDML 552	3
(For CLAD Certification)	
EDML 563	3
(For CLAD Certification)	
Total	*0-6*

Program Total	**33-55**

OPTION TWO

Designed for those individuals without certification.

Prerequisites:

	Units
EDUC 350	3
EDUC 364	3
EDUC 500	3
EDUC 501	3

Summer I*	Units
EDMX 526	4
(May be taken in subsequent semester)	
EDMX 540	3
(May be taken in subsequent semester)	
EDMX 631	3
Total	*10*

Fall I	Units
EDMX 627	3
EDMX 641	3
Total	*6*

Spring I	Units
EDMX 633	3
EDMX 664	7
EDEX 660	2
Total	*12*

Summer II*	Units
EDMX 543	3
EDML 552	3
(For CLAD Certification)	
Required for Moderate/Severe Certification	
EDMX 634	4
Total	*6-10*

Fall II	Units
EDMX 632	3
EDEX 661	2
EDMX 664I	7
Total	*12*

Spring II or Summer III*	
Option for Multiple Subject Credential with CLAD emphasis	
EDMS 545	3
EDMS 544	3
EDMX 562	7
OR	
For CLAD certificate:	
EDML 550	3
EDML 563	3
Total	*6-13*

Program Total	**52-63**

Internship Credential Specialist Program in Special Education: Mild Moderate/Moderate Severe Disabilities or/with the Multiple Subject Credential CSUSM/I-15 Consortium Partnership

The Preliminary Mild/Moderate Disabilities Education Specialist and Preliminary Moderate/Severe Disabilities Education Specialist credentials together encompass competencies to address the full range of student differences. The course offerings and sequence described in this program will enable credential candidates to receive two special education credentials and a multiple subject credential following two different tracks. Credentialed teachers take the track that leads to the Mild/Moderate and Moderate/Severe credentials. Those without certification take the track that leads first to the Mild/Moderate and Moderate/Severe credentials and in addition take courses to complete the Multiple Subject credential. All candidates complete the program having met all of the Cross-Cultural Language and Academic Development (CLAD) or Bilingual Cross-Cultural language and Academic Development (BCLAD) competencies.

OPTION ONE

Designed for teachers who have completed a basic credential program and have satisfied California subject matter competency.

Summer I*	Units
EDMX 631	3
Required if equivalency has not been determined	
EDUC 501	3
Total	*3-6*

Fall I	Units
EDMX 627	3
EDMX 641	3
EDML 550	3
(For CLAD Certification)	
Total	*6-9*

Winter*	Units
EDUC 364	3
(For CLAD Certification)	

Spring I	Units
EDMX 633	3
EDML 552	3
(For CLAD Certification)	
Total	*3-6*

Summer II*	Units
Required if equivalency has not been determined:	
EDUC 500	3
Required for Moderate/Severe Certification	
EDMX 634	4
Total	*0-7*

Fall II	Units
EDMX 632	3
EDEX 660	2
EDMX 664I	7
Total	*12*

Spring II	Units
EDEX 661	2
EDML 563	3
(For CLAD Certification)	
Total	*2-5*

Program Total	**26-48**

OPTION TWO

Designed for those individuals without certification.

Prerequisites:

	Units
EDUC 350	3
EDUC 364	3
EDUC 500	3
EDUC 501	3

**Extension fees on a per unit basis may be required for Summer and Winter session enrollment.*

Summer I*	**Units**
EDMX 526	4
(May be taken in subsequent semester)	
EDMX 540	3
(May be taken in subsequent semester)	
EDMX 631	3
Total	*10*

Fall I	**Units**
EDMX 627	3
EDMX 641	3
Total	*6*

Spring I	**Units**
EDMX 633	3
EDMX 543	3
Total	*6*

Summer II*	**Units**
EDML 552	3
(For CLAD Certification) Required for Moderate/Severe Certification	
EDMX 634	4
Total	*0-7*

Fall II	**Units**
EDMX 632	3
EDEX 660	2
EDMX 664I	7
Total	*12*

Spring II or Summer III*	**Units**
EDEX 661	2

Option: Multiple Subject Credential with CLAD emphasis	**Units**
EDMS 545	3
EDMS 544	3
EDMX 562	7

OR

For CLAD Certificate:	**Units**
EDML 550	3
EDML 563	3
Total	*6-13*

Program Total	**44-56**

** Extension fees on a per unit basis may be required for Summer and Winter session enrollment.*

Level II Preparation is required for all initial Level I credential holders. Please refer to page **223**.

Multiple Subject Credential Program/CLAD Emphasis (Middle Level)

Middle level teacher education students enroll in a program designed to prepare them to teach students in grades five through nine. Upon completion of the program, second language requirement, and two subject matter competencies, students receive a Multiple Subject Credential, a Middle Level Emphasis and a CLAD Emphasis. In the two-semester curriculum, students take courses on teaching and learning in middle schools, content area methods, and multilingual/multicultural education. Coursework is taught by a team of instructors, with class sessions and assignments geared to the particular needs of middle school teachers and learners. The teaching team is assisted by educators from North County middle schools who share their expertise and experiences at the middle level.

North County middle schools serve as sites for field experiences. When possible, students work with teams of master teachers. Supervision of the students is a shared responsibility of a University faculty advisor (a teaching team member assigned to one school) and an on-site supervisor at the middle school (a full-time teacher at each school). The on-site supervisor meets regularly with the students and observes and evaluates the students when they teach. Periodically, the University faculty advisors meet with the supervisors and master teachers in order to coordinate activities in the University and the field.

Admission Requirements

All admission requirements are the same as for the Multiple Subject Credential Program, with the following exceptions:

Subject Matter Competency in Two Areas. Students must demonstrate subject matter competency in at least two different content areas; for example, science and mathematics (not biology and chemistry). Students may demonstrate subject matter competency by:

1. passing the appropriate Praxis and SSAT subject area assessments**
2. or completing an approved subject matter program in a specific single subject field, or
3. fulfilling the requirement for supplementary authorization by completion of a total of twenty (20) units or ten (10) upper-division units, or
4. possessing equivalent to supplementary authorization in experience.

***See chart in the College of Education's Student Services Center.*

Please note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. The assessment cannot be taken until completion of the Language Literacy course in the credential program.

The California Commission on Teacher Credentialing adopted a new technology standard requiring credential candidates to demonstrate their effective use of technology at a basic level prior to issuance of a preliminary credential. The new technology standard will apply to all students credentialed after July 1, 2002. At a minimum, it is advisable to complete EDUC 500 if you plan to complete the CSU San Marcos credential program after July 1, 2002.

Course Sequence

First Semester	Units
EDMI 526	4
EDMI 540	5
EDMI 541	2
EDMI 561	4
Total	*15*

Second Semester	Units
EDMI 527	1
EDMI 543	3
EDMI 545	3
EDMI 562	8
EDML 552	3
Total	*18*

Program Total	33

Single Subject Credential Program/CLAD Emphasis (Secondary)

Single subject (high school) teacher education candidates enroll in a program designed to prepare them to teach students in grades nine through twelve. Upon completion of the program, candidates receive a Single Subject Credential with a CLAD Emphasis. In the two-semester curriculum, candidates take courses in teaching and learning in high schools, discipline and interdiscipline specific methods, and multilingual/multicultural education. Coursework is taught by a team of instructors, with class sessions and assignments geared to the particular needs of high school teachers and learners. The teaching team consists of faculty from both the Colleges of Education and Arts and Sciences assisted by educators from North County high schools who share expertise and experiences and model exemplary practices for high schools.

North County high schools serve as sites for field experiences. Supervision of the student teachers is a shared responsibility of a University faculty advisor and an on-site supervisor (a full-time teacher at the high school level). Two different opportunities constitute the field experience — one at the ninth/tenth grade level, and one at the eleventh/twelve-grade level. Within these experiences, there will be opportunities to practice-teach a variety of subjects to diverse student populations with varying ability levels. In addition, student teachers will be encouraged to participate in school faculty activities outside of the classroom in order to gain both experience and expertise in the organization and decision making characteristic of the high school culture.

In order to better serve the needs of students from diverse language and cultural backgrounds often encountered in classrooms, the California CLAD requirements are met through the infusion of content and experience – not only through the specific courses, but also during the student teaching experience.

Admission Requirements

All admission requirements are the same as for the Multiple Subject Credential Program with the following exception of requirement #3:

Subject Matter Preparation

Students may satisfy Subject Matter Preparation in two ways:

1. Complete a state-approved subject matter preparation program, or
2. Pass state examinations.**

Please contact the College of Arts and Sciences Advising Coordinator for information regarding approved CSU San Marcos subject matter preparation programs.

CSU San Marcos will also accept students who have completed a state-approved subject matter preparation program from other colleges or universities. Students who have not completed a state-approved subject matter preparation program must pass the appropriate Praxis II Specialty Area/Subject Assessment Constructed Response Examination and SSAT Multiple Choice

Examination* prior to admission to the Single Subject Credential Program.

It is strongly recommended that prospective students have a second area of strength in an additional subject area such as a supplementary authorization (teaching minor). Please contact the College of Education's Student Services Center for a list of subjects and an evaluation.

Students in the Single Subject Credential Program are exempt from taking the Reading Instruction Competence Assessment (RICA).

Course Sequence

First Semester	Units
EDSS 520	5
EDSS 530	3
EDSS 550	4
EDSS 560	5
Total	*17*

Second Semester	Units
EDSS 531	1
EDSS 541	5
EDSS 555	3
EDSS 561	7
Total	*16*

Program Total	33

**See chart in the College of Education's Student Services Center.*

***Students are encouraged to contact the College of Education, Student Services Center at 750-4277 to ensure they are taking the appropriate examinations.*

Single Subject Credential Program/CLAD Emphasis

Part-time - Begins Summer Only

The Cross-cultural Language and Academic Development (CLAD) requirements are met through the infusion of content and experience in both coursework and field experiences in an effort to better serve the needs of students from linguistically and culturally diverse backgrounds.

CLAD Emphasis Program

Admission Requirements:

All the admission requirements are the same as for admission to the Full-time Single Subject Credential with CLAD Emphasis with the following addition:

Six semester units of college second language (same language) instruction with a grade of C or better OR one college level course (transferable to CSU, with a grade of "C" or better) and 2 years of high school second language (same language, with a "B" average, verified by submission of official high school transcript).

First Summer Session*	
EDSS 530	3
EDUC 596/EDSS 521	3
Total	*6*
Fall Semester^	
EDSS 550	4
EDUC 595	2
Total	*6*
Spring Semester^	
EDSS 541	5
EDSS 555	3
EDSS 531	1
EDSS 561	7
Total	*16*
Second Summer Session*	
EDSS 560	5
Total	*5*
Program Total	**33**

**Extension fees on a per-unit basis are required for Summer Session enrollment.*

^Additional seminars which will take place at various times during the semester.

CREDENTIALS WITH BCLAD: SPANISH EMPHASIS

An emphasis in BCLAD: Spanish is offered as an option in all CSUSM teacher education programs. The BCLAD Emphasis is a program offered in conjunction with the Multiple Subject, Middle Level, Intern, Concurrent, Single Subject Credential, and Integrated Curriculum Program Option (ICPO) - Bachelor of Arts in Liberal Studies and Multiple Subject Credential/CLAD designed to address the curricular and instructional needs of individuals wishing to provide primary language instruction to second language learners. This program is designed to provide credential candidates with primary and second language theory, curricula, instructional strategies and methodology, and is specially designed to instruct students in both their native language and in English language development across the content core curricula. The College of Education provides coursework and field experiences which qualify selected graduates for the BCLAD: Spanish Emphasis Credential in accordance with the competencies outlined by the Commission on Teacher Credentialing.

Admission Requirements

All admission requirements are the same as for the Multiple Subject, Integrated Bachelor of Arts and Multiple Subject Credential Program, Multiple Subject Internship, Single Subject, Middle Level, or Concurrent Credential Programs, with the following addition:

Second Language Assessment

BCLAD candidates must demonstrate the equivalent to a Foreign Service Institute level of at least three (3) in the language and culture of emphasis no more than three years prior to entering the credential program. The Assessment will be scheduled after application to program.

Multiple Subject Credential Program/BCLAD: Spanish Emphasis (Elementary)

Course Sequence

First Semester	**Units**
EDML 553	2
EDMS 526	4
EDMS 540	4
EDMS 543	3
EDMS 561	5
Total	*18*

Second Semester	**Units**
EDML 552	3
EDML 554	1
EDMS 544	3
EDMS 545	3
EDMS 562	8
Total	*18*

Program Total	**36**

Multiple Subject Internship BCLAD: Spanish Emphasis

Course Sequence

The courses may differ slightly in sequence depending on district needs.

First Semester	**Units**
EDMS 526	4
EDMS 540	4
Total	*8*

Second Semester or Summer*	**Units**
EDMS 543	3
EDMS 545	3
Total	*6*

Third Semester	**Units**
EDML 553	2
EDMS 552	3
EDMS 561I	6
Total	*11*

Spring Semester	**Units**
EDML 554	1
EDMS 544	3
EDMS 562I	7
Total	*11*

Program Total	**36**

Concurrent Multiple Subject/ BCLAD: Spanish Emphasis with Preliminary Level I Mild/ Moderate and Moderate/ Severe Disabilities Education Specialist Credential Program

All students accepted in either the stand alone Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program Option or the Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/ BCLAD Program Option can enroll in 600-level EDMX courses.

Only candidates in the Concurrent Education Specialist with Multiple Subject Program Option can enroll in 500-level EDMX courses.

Course Sequence

First Summer Session*	**Units**
EDMX 526	4
EDMX 540	3
EDMX 631	3
Total	*10*

First Semester	**Units**
EDML 553	2
EDMX 543	3
EDMX 552	3
EDMX 562	7
EDMX 627	3
EDMX 641	3
Total	*21*

Second Semester	**Units**
EDML 554	1
EDMX 547	5
EDMX 632	3
EDMX 633	3
EDMX 664	7
Total	*19*

Second Summer Session*	**Units**
EDMX 634	3
Total	*3*

Program Total	**52**

**Summer Session fees charged.*

Multiple Subject Credential Program/BCLAD: Spanish Emphasis (Middle Level)

Course Sequence

First Semester	Units
EDMI 526	4
EDMI 540	5
EDMI 541	2
EDMI 561	4
EDML 553	2
Total	*17*

Second Semester	Units
EDMI 527	1
EDMI 543	3
EDMI 545	3
EDMI 562	8
EDML 552	3
EDML 554	1
Total	*19*

Program Total	36

Single Subject Credential Program/BCLAD: Spanish Emphasis (Secondary)

Course Sequence

First Semester	Units
EDML 553	2
EDSS 520	5
EDSS 530	3
EDSS 550	4
EDSS 560	5
Total	*19*

Second Semester	Units
EDML 554	1
EDSS 531	1
EDSS 541	5
EDSS 555	3
EDSS 561	7
Total	*17*

Program Total	36

Single Subject Credential Program/BCLAD Emphasis Part-time - Begins Summer Only

The Bilingual Cross-cultural Language and Academic Development (BCLAD): Spanish Emphasis is an optional program offered in conjunction with the single subject credential, designed to address the curricular and instructional needs of individuals wishing to provide primary language instruction to second language learners. This program is designed to provide credential candidates with primary and second language theory, curricula, instructional strategies and methodology, specially designed to instruct students in both their native language as well as in English language development across the content core curricula. The College of Education provides coursework and field experiences for the BCLAD: Spanish emphasis credential in accordance with the competencies outlined by the Commission on Teacher Credentialing.

BCLAD Emphasis Program

Admission Requirements

The same as for admission to the Single Subject Credential Program with the following addition:

Second Language Assessment - BCLAD candidates must pass the oral and written Spanish language proficiency assessment with scores of "Superior." Candidates are notified by mail after the application deadline to make arrangements for the language assessment. Candidates may take all 4 portions of Test 6 of the CLAD/BCLAD exam as an alternative.

First Summer Session*	
EDSS 530	3
EDUC 596/EDSS 521	3

Fall Semester^	
EDSS 550	4
EDUC 595	2

Spring Semester^	
EDSS 541	5
EDSS 555	3
EDSS 531	1
EDSS 561	7

Second Summer Session*	
EDSS 560	5

Fall Semester	
EDML 553	2

Spring Semester	
EDML 554	1

Program Total	36

PROFESSIONAL CLEAR CREDENTIAL

Course Requirements

Applicants may be granted a five year Professional Clear Multiple or Single Subject Credential if, in addition to completing program requirements for the Preliminary Credential, the applicant also satisfies:

Fifth Year of Study

Completion of a fifth year of study [thirty (30) units of upper-division or graduate work]. Applicants entering a professional teacher preparation program with a bachelor's degree may use the preparation program as appropriate for the fifth year.

Health Education

Completion of a course in Health Education including information on alcohol, narcotics, drugs, tobacco, and nutrition (EDUC 571 or PE 201). The requirement includes training in infant, child, and adult cardiopulmonary resuscitation.

Computer Education

Completion of a Computer Education course which includes general and specialized skills in the use of computers in the support of teaching and learning, integrated into the curriculum (EDUC 500).

Special Education

Completion of a requirement in the needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming) (EDUC 501).

CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) CERTIFICATE

1. You must hold an appropriate prerequisite credential or permit. Examples include, but are not limited to:

2. You must complete the Second-Language Requirement* with one of the following options:

> **Any option must be satisfied with respect to a single language rather than a combination of languages. There are changes in Title V Regulations anticipated for the Second Language Requirement.*

A. Completion of six (6) semester units [or nine (9) quarter units] in coursework that emphasizes the learning of a language other than English with a grade of "C" or better in each course. This requirement must be satisfied with respect to a single language rather than a combination of languages.

B. Completion of three years of high school coursework in a language other than English. The coursework must be taken in grades 9 through 12 with at least a B average.

C. Completion of ninety (90) hours of language training with a grade of "C" or better in a language other than English offered under the auspices of the California Department of Education's Bilingual Teacher Training Program (BTTP). This training must be verified by a letter signed by an authorized representative of the BTTP program.

D. Successful completion of the training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English-speaking country, verified by official Peace Corps documentation.

E. Residence in a non-English speaking country or countries for twelve (12) consecutive months at age 18 or older, verified by passports, work visas, letters from employers, etc.

F. Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, etc.

Course Sequence

The following coursework in this sequence is required to obtain the CLAD Certificate if you currently do not hold a credential or certificate to give instructional services to limited-English proficient students*:

> **Courses must be taken in this exact order. You must earn a grade of "C" or higher in each course listed above to qualify for the CLAD Certificate.*

	Units
EDUC 364	3
EDML 550	3
EDML 552	3
EDML 563	3

CONVERTING TO CLAD WITH ESL SUPPLEMENTARY AUTHORIZATION

If you currently hold a Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL and you would like to obtain a CLAD Certificate, you need the following:

1. You must hold an appropriate prerequisite credential or permit, as listed under CLAD Certificate Requirements.

2. You must complete the second language requirement as listed under CLAD Second Language Requirements.

3. You must complete EDML 563.

READING CERTIFICATE

The College of Education offers a Reading Certificate Program. Refer to page **219**.

ADVANCED CREDENTIALS

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential Program is designed to prepare new administrators for service to and within professional learning communities, and for the 21st Century. The primary focus of the program is the preparation of persons holding teaching and support service credentials for leadership roles as principals in multicultural K-12 schools. While the focus is on the principalship, persons holding this credential may also work in personnel, curriculum development, finance, and other administrative positions within school district offices.

This program has been specifically designed to prepare administrators for leadership roles which are responsive to the changing demographics and sociocultural dynamics of California's schools. The program is intended to prepare entry-level administrators for the transition to the Professional Administrative Credential as articulated by the Commission on Teacher Credentialing (CTC). The credential course sequence may also be applied toward the completion of the specialization in Education Administration for the Master's Degree in Education.

The credential program is designed as a half-time program, with evening courses, which responds to the needs of working professionals. Candidates have professional field experience and practica throughout the course of study which allows integration of teaching and administrative practice with academic preparation. The twenty-four (24) unit program allows completion of credential requirements in two academic years.

*** The proposed Level II Program is expected to be approved by CTC.*

Admission and Pre-Professional Qualifications

The following are requirements for admission to the Preliminary Administrative Services Credential:

1. *Baccalaureate Degree.* Candidate must have a baccalaureate degree from an accredited post-secondary institution.
2. *Valid Teaching or Services Credential.* Candidate possesses a valid teaching or services credential as defined by California Commission on Teaching Credentialing.
3. *Experience.* Candidate must verify a minimum of three years of successful full-time classroom teaching or service in public or private school before being recommended for the Preliminary Administrative Services Credential.
4. *CBEST.* Candidate must have successfully passed the California Basic Educational Skills Test (CBEST).
5. *Prerequisite/Corequisite Coursework.* Candidate must successfully complete the following courses or approved equivalent:

   EDUC 364
   EDUC 500
   EDUC 501

   Student must earn a grade of B- or better in each class.
6. *Admission to the University.* Candidates must satisfy all University admission requirements appropriate to the educational objective.
7. *Letters of Recommendation.* Candidates must have at least two letters of recommendation from educational, community, or business professionals (including at least one from a school administrator, preferably the most current employer) which indicate the candidate's qualifications, evidence of collaborative or cooperative abilities, capacity for problem-solving, oral and written communication skills and potential to succeed in a graduate educational administration credential program.
8. *Admission Interview.* Candidates will be individually interviewed by a College of Education admissions committee.
9. *Statement of Purpose.* Statement of Purpose to be submitted with application.

Course Requirements

	Units
EDAD 602 or EDUC 602	3
EDAD 630	2
EDAD 632	3
EDAD 634A	2
EDAD 634B	1
EDAD 636	3
EDAD 638	4
EDAD 640A	1
EDAD 640B	1
EDAD 642A	2
EDAD 642B	2
Program Total	**24**

Please note: Candidates for the Preliminary Administrative Services Credential must maintain a grade point average of 3.0 and not receive a grade of less than B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential.

Information for Administrative Services Credential Holders

The candidate will receive a Preliminary Administrative Services Certificate of Eligibility upon completion of the academic program and an institutional recommendation. This certificate will authorize the recipient to seek initial employment as an administrator. When an administrative position is obtained, an application will be filed and the Preliminary Administrative Services Credential will be issued and will remain valid for five years. The candidate will be required to complete the program for the Professional Administrative Services Credential (under Course Requirements for MA Option in Education Administration) and fulfill two years of administrative experience within that five-year period.

Bilingual Cross-cultural Language and Academic Development BCLAD Specialist Credential*

**The proposed BCLAD Specialist Credential Program is expected to be approved by the California Commission on Teacher Credentialing.*

Students preparing to become bilingual teachers or those who desire to teach in bilingual, cross-cultural language and academic development programs should be aware that Proposition 227 requires that after a maximum of one year of primary language instruction, most California students will be taught in English. Exceptions will be made when schools and/or parents are granted waivers through established processes. The CSU prepares teachers for positions in California as well as other states. It is in credential candidates' best interest to be knowledgeable about credential requirements of states in which they intend to teach; such information can be obtained through the Student Services Office in the CSUSM College of Education.

The purpose of the CLAD/BCLAD Specialist Credential program is to prepare CLAD/BCLAD teachers with an advanced credential that provides specialist services needed by the school community. It is intended for teachers with CLAD or BCLAD (or equivalent) teaching credentials in order to take leadership roles in K-12 classrooms. These roles include positions as staff teachers, students, parents, districts, counselors and community. As such, the program has as its focus the educational issues of resource and materials, staff development training, comprehensive development and design of appropriate instructional programs and assessment systems for English learners, in addition to an emphasis on the theoretical framework inherent in the change. The program further examines linkages between school and community within local cultural and linguistic contexts.

Candidates in this program are asked to translate this acquired knowledge base into practice at the local site and school district through professional development. Upon successful completion of the program, the candidate is awarded the CLAD/ BCLAD Specialist Credential. This course sequence may be applied to the Master of Arts in Education with an Option in Biliteracy, Language and Culture.

Admission and Pre-Professional Qualifications

Same as for the Preliminary Administrative Services with the following exceptions.

1. *BCLAD.* A BCLAD Emphasis or the equivalent (e.g., LDS, BCC).
2. *Culture and Language.* Candidates will have completed the culture and language requirements through completion of the BCLAD Emphasis or the equivalent.
3. *Letters of Recommendation.* Candidates must have at least two letters of recommendation from educational or community professional which indicate the candidate's qualifications, evidence of collaborative or cooperative abilities, problem-solving skills, oral and written communication skills, and potential to succeed in a graduate/specialist credential program.
4. Previous teaching experience of one year or currently teaching.

Course Requirements

	Units
EDUC 616 or 617 or 517	3
EDUC 622	3
EDUC 641	3
EDUC 643	3
EDUC 647	3
EDUC 649	3
EDCS 601	3
EDCS 602	3
EDCS 603	3
Program Total	**27**

Please note: Candidates for the BCLAD Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the California Commission on Teacher Credentialing for the (B)CLAD Specialist Credential.

Preliminary Level I Mild/ Moderate and Moderate/Severe Disabilities Education Specialist Credential Program

Refer to page **205**.

Reading/Language Arts Specialist Credential+

+The proposed Reading/Language Arts Specialist Credential is expected to be approved by the Commission on Teaching Credentialing.

The purpose of the Reading/ Language Arts Specialist Credential is to prepare teachers to assume leadership positions in the areas of language arts — reading, writing, listening, speaking — and understand how they fit within the curriculum. Students will become knowledgeable of current reading and writing theory, research and pedagogy, literacy learning, children and adolescent literature, assessment, and curriculum development. All courses contain information regarding the issues of special populations, multilingual/ multicultural, and biliteracy strands, as well as projects that connect academic work to school contexts and address K–12 literacy issues.

In addition, research methodology and the utilization of technology as it relates to literacy instruction are infused throughout the courses. Applicants must hold a CTC-approved valid basic teaching credential (or equivalent); currently be teaching or have at least one year teaching experience (or equivalent); have a GPA of 3.2 in the last sixty (60) units of an undergraduate degree; submit two letters of recommendation from individuals familiar with the applicant's work in the field of education; and be interviewed by the literacy faculty.

Admission and Pre-Professional Qualifications

All the admission requirements are the same as the Preliminary Administrative Services Credential, with the following exceptions:

1. *Teaching Experience.* Candidates must have one year of teaching experience (or the equivalent).
2. *Letters of Recommendation.* Candidates must have at least two letters of recommendation from educational or community professionals which indicate the candidate's qualifications, evidence of collaborative or cooperative abilities, problem-solving skills, oral and written communication skills and potential to succeed in a graduate/specialist credential program.

	Units
EDUC 602 or EDAD 602	3
EDUC 610	3
EDUC 612	3
EDUC 613	3
EDUC 614	3
EDUC 616	3
or	
EDUC 617 of 517	3
EDUC 618	3
EDUC 619	3
EDUC 621	3
EDUC 622	3
EDUC 700	3
Program Total	**33**

Please note: Candidates for the Reading/Language Arts Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than C+ in any program course. Students completing the course sequence and meeting these criteria will be recommended to the Commission on Teacher Credentialing for the Reading/

MASTER OF ARTS IN EDUCATION

Philosophy

The Master's Program at CSUSM is characterized by its emphasis on critical pedagogy and reflective practice. Its view of the classroom teacher and administrator as an instructional, ethical, and curricular leader places high value on individual empowerment, on multiple ways of knowing, on the construction of meaning and the production (vs. reproduction) of knowledge.

Objective

The Master of Arts in Education is designed for classroom teachers, administrators, and other educators who wish to extend or refine their knowledge and skills beyond the level attained in their previous studies. For some, master's level study is a way to improve their performance in the classroom; others seek preparation for leadership roles at the school or district level; still others may wish to use master's studies as the basis for graduate work at the doctoral level.

Program Overview

The Master of Arts in Education consists of three components: the Core, the Option, and the Project/ Thesis.

The Core

There are four parts to the core: CLAD competency, technology, schooling in a multicultural society, and research methods.

CLAD Competency

All options of the Master of Arts in Education require students to achieve competence in Crosscultural, Language, and Academic Development (CLAD) as part of the Core. Students who do not currently possess the CLAD certificate*, or have not completed a CLAD emphasis program, must take the following sequence of courses to receive such CLAD certification.

The CLAD Certificate

EDUC 364	3
EDML 563	3
EDUC 602	3
EDUC 612	3

In addition, students must fulfill the second language requirement with one of the options listed on page **213** of this catalog.

Technology

Master's candidates must demonstrate effective use of technology at an advanced level (Level II) as indicated by the California Commission on Teacher Credentialing. Standard 20.5. Students may take a course or obtain an approved waiver.

Schooling in a Multicultural Society

In a course on Schooling in a Multicultural Society, all master's candidates are imbued with the principles and philosophy of teaching in a pluralistic society, the cornerstone of the College of Education. Depending on the option, the required course may have a general education focus (EDUC 602), an administrative focus (EDAD 602), or a literacy focus (EDUC 627).

Research Methods

In Research Methods in Education (EDUC 622), students are presented with research methods and preparation for their own investigative studies. This course is designed to make master's-level students both consumers of research as well as teacher/administrator researchers.

** CLAD certification issued under SB1969 or AB395 is not sufficient. Students must pursue a full CLAD certificate from the California Commission on Teacher Credentialing.*

The Options

The options allow students to pursue their particular areas of interest according to their individual needs and goals. Students may choose from the following options:

- Biliteracy, Language and Culture
- Educational Administration
- Learning and Instruction
- Literacy Education
- Science, Mathematics and Educational Technology for Diverse Populations
- Special Education

In addition to the content specific to its particular area, each option:

1. contains a component tailored to that specialty area covering topics of research design and methodology, measurement, assessment, and program evaluation, as these topics pertain to that option;
2. addresses aspects of multiculturalism/bilingualism; and
3. uses technology relevant to that option.

The Thesis/Project

All students are required to complete their programs with a culminating experience in their respective fields. This expectation allows master's candidates to conduct their own research study and/or engage in a collaborative effort to enhance curricular and programmatic needs in relevant school settings. Students engage in the planning, preparation, and completion of the thesis or project under the direction of a faculty committee made up of the chair and at least one other faculty member. The program emphasizes collaborative master's projects. Students will be encouraged to work in small groups or pairs on master's projects which are applied in nature and, when possible, are field-based and may include experiences working with a particular population of learners. Collaboration among master's students and school districts is encouraged. Students begin the formal preparation of this culminating project

following successful completion of an option and advancement to candidacy. Note: students must continually enroll in EDUC 700 until successful completion of thesis or project.

Admission Requirements

General requirements are listed below. Different or additional requirements for specific options are found in the description for that option.

Required:

1. Basic credential.
2. At least one (1) year full-time teaching experience or currently teaching for all options with the exception of the Education Administration which requires at least three (3) years full-time teaching experience.
3. Application for the Master of Arts in Education in the College of Education.
4. Interview with appropriate College of Education Admissions Committee or successful completion of one course with a recommendation from that course instructor.
5. GPA according to the University admission policy.
6. Two (2) letters of recommendation from individuals familiar with the candidate's work in the field of education.
7. Statement of Purpose describing the candidate's interest in pursuing the degree.
8. Completion of the Graduate/ Postbaccalaureate Application to the University.

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Other Master of Arts in Education Requirements

The following information applies to all master's students in the College of Education.

Required of all master's students: planning, preparation, and completion of a thesis or project under the direction of a faculty committee. Collaboration among master's students and school districts is encouraged. Prerequisite: Successful completion of an option and advancement to candidacy.

Note: students must continually enroll in EDUC 700 until successful completion of thesis project.

Up to nine (9) units of graduate-level course work in education or a related field may be transferred into the program.

Grading

All coursework will earn a letter grade. A grade-point average of 3.0 must be maintained and any grade of less than B- will be subject to review.

Option in Biliteracy, Language and Culture (30 units)

The Option in Biliteracy, Language and Culture within the Master of Arts in Education prepares teachers who already possess the CLAD/BCLAD certification (or the equivalent; e.g., ESL, ELD, primary language proficiency in another language, BCC, LDS) to take roles in leadership capacities in K-12 schools including the classroom, professional development, mentoring, administration, curriculum, and evaluation in terms of educating students in multilingual/multicultural contexts. The option emphasizes the development of multilingual/ multicultural expertise through examination of the theoretical foundations of such education as a means of impacting the design and implementation of curriculum, instruction and programs that effectively meet the needs of students in such contexts. It stresses the notion of the reflective practitioner working in a collaborative environment to facilitate successful education for all students.

The option further emphasizes an integration of theory and practice, incorporating the notion of a student-centered curriculum for students in such diverse contexts.

Candidates may also qualify for the BCLAD Specialist Credential. For further information on this credential program, please see page **212**.

Course Requirements

EDUC 602	3
EDUC 604	3
EDUC 616 or 617 or 517	3
EDUC 622	3
EDUC 641	3
EDUC 643	3
EDUC 647	3
EDUC 649	3
EDUC 696	3
EDUC 700 (Thesis/Project)	3
Program Total	**30**

Option in Education Administration (30 units)

Candidates must have three or more years of professional experience. They must also complete the prerequisite/co-requisite courses mentioned below.

The Option in Education Administration within the Master of Arts in Education prepares site and district administrators for positions of leadership in the elementary and secondary schools of the 21st Century. The option emphasizes the development of administrative expertise through a sound knowledge base, a student-centered pedagogy, the appropriate integration of theory and practice, capacity for research and critical analysis, collaborative practice, evaluation in school administration and management, and the development of professional and ethical models of leadership.

Candidates also qualify for the Preliminary Administrative Services Credential. For specific information on the Administrative Services Credential, please refer to page **214**.

Prerequisite Courses

EDUC 364	3
EDUC 500	3
EDUC 501	3

Course Requirements

EDAD 602	3
EDAD 630	2
EDAD 632	3
EDAD 634A	2
EDAD 634B	1
EDAD 636	3
EDAD 638	4
EDAD 640A	1
EDAD 640B	1
EDAD 642A	2
EDAD 642B	2
Total	*24*

Additional Courses required for the Master's

Credential Courses 24 (see above)	
EDUC 622	3
EDUC 700 (Thesis Project)	3

Program Total **30**

Option in Learning and Instruction (30 units)

The Option in Learning and Instruction in the Master of Arts in Education prepares teachers to become leaders at the school or district level in the areas of learning, teaching, curriculum development, and assessment. This option is designed for elementary, middle school, and high school teachers in any subject area who wish to improve their performance in the classroom or move upward in their career to assume leadership roles such as curriculum specialists, demonstration teachers, staff development specialists, teachers on special assignment, and the like. Coursework is focused on fostering systematic reflection on teaching practice, membership in the larger learning community, commitment to learning for all students, broadening knowledge of how to teach, and skillful monitoring and assessment of student learning. Critical reflection on the professionalization of teachers and teaching, including examination of the National Board for Professional Teaching Standards and the certification process is embedded in this option. All courses in the option have a practical as well as a theoretical emphasis.

Course Requirements

EDUC 602	3
EDUC 604	3
EDUC 612	3
EDUC 620	3
EDUC 622	3
EDUC 624	3
EDUC 626	3
EDUC 628	3
EDUC 593 or 696	3
Total	*18*
EDUC 700 (Thesis/Project)	3

Program Total **30**

Option in Literacy Education (41 units - 33 units without Certificate or Credential)

The Option in Literacy Education in the Master of Arts in Education is intended for individuals interested in classroom, school, and district leadership positions in the areas of reading, writing, and curriculum. It prepares teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Graduates of this program will be knowledgeable about current reading and writing theory, literacy research and pedagogy, literacy development and learning, children's and adolescent literature (taught in Spanish as well as English), and curriculum development. A graduate of this area will also have the ability to assist in the development of assessment instruments and procedures at the school district level. The Literacy Program offers a Reading Certificate, a Reading/Language Arts Specialist Credential, and a Master's degree.

Course Requirements

Courses required for Reading Certificate* only

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B (supervised field experience)	3
EDUC 616	3
Total	*18*

Additional Courses required for Reading Specialist Credential**

Certificate Courses 18 (see above)	
EDUC 618	3
EDUC 625	3
EDUC 621	3
EDUC 623 (supervised field experience)	5
Total	*32*

Additional Courses required for the Master's

Certificate Courses 18 (see above)	
Reading Specialist Credential Courses 14 (see above)	
EDUC 619	3
EDUC 622	3
EDUC 700 (thesis/project)	3

Program Total **41**

Additional Requirement

Students must pass the RICA test before certification.

**Students not wishing to earn the Reading Certificate do not take EDUC 614B.*

***Students not wishing to earn the Reading Specialist Credential do not take EDUC 623.*

Option in Science, Mathematics and Educational Technology for Diverse Populations (33 units)

The Option in Science, Mathematics and Educational Technology for Diverse Populations within the Master of Arts in Education prepares teachers for positions of leadership at the school or district level in the areas of science, mathematics and educational technology. This option is designed for teachers who wish to strengthen their knowledge and performance in K-8 classrooms or to become educational leaders in science, mathematics and/or educational technology. The program models effective strategies for engaging diverse populations in these fields and for increasing their opportunities for success.

Course Requirements

EDUC 602	3
EDUC 622	3
EDST 610	3
EDST 620	3
EDST 630	3

Students will choose one of the following Specialty Areas and complete 9 units.

Or they will take one course in each area for an emphasis in Science, Mathematics and Educational Technology.

SCIENCE EDUCATION

EDST 611	3
EDST 612	3
EDST 613	3

MATHEMATICS EDUCATION

EDST 621	3
EDST 622	3
EDST 623	3

EDUCATIONAL TECHNOLOGY

EDST 631	3
EDST 632	3
EDST 633	3
Electives 400 level or graduate courses in the College of Education or College of Arts and Sciences in the areas of science, mathematics and educational technology, as approved by College of Education program adviser.	6
EDUC 700 (Thesis)	3

Option in Special Education

The Option in Special Education in the Master of Arts in Education prepares teachers in advanced leadership skills for the delivery of special education services. Candidates may earn Level I and/or Level II Education Specialist credentials in the areas of Mild/Moderate Disability and/or Moderate/Severe Disability. The Special Education Option is designed to provide an advanced career path in special education to two different categories of teachers. One Master's path is for teachers who already hold the Level I Mild/Moderate and/or Moderate/Severe Disability Education Specialist Credential(s) and who need to complete the Professional Level II coursework in order to retain their Education Specialist credential. This path also is appropriate for special educators who hold a Learning Handicapped or equivalent credential and who wish to obtain a Master's in Special Education. The second Master's path is for teachers who hold a CTC-approved valid basic teaching credential (or equivalent) and who are seeking both a Master's and the Level I Mild/Moderate and/or Moderate/Severe Disability Education Specialist Credential(s).

For this Master's degree option, evidence of CLAD certification or emphasis is required before an Education Specialist credential or Master's degree is awarded. Applicants who are CLAD certified must submit a copy of the CLAD certification with their college application. Applicants who do not possess CLAD certification prior to acceptance into the Master's program will be expected to earn it prior to program completion. In certain cases, some CLAD courses may be used as electives within the program of study.

Professional Level II Mild/ Moderate and Moderate/ Severe Disabilities Education Specialist

Educators who have earned a Preliminary Level I Education Specialist Credential must enroll in a Professional Level II Program within 120 days following employment as a special educator. The purpose of the CSUSM Professional Level II Mild/ Moderate and Moderate/Severe Disabilities Education Specialist Credential Program is to move newly credentialed Preliminary Level I special educators beyond the functional aspects of teaching through more advanced coursework and reflective thinking about their roles in providing effective instruction and consultation. To enroll in the program, a candidate must be employed as a special educator and hold an appropriate Preliminary Level I Mild/Moderate and/or Moderate/Severe Education Specialist Credential.

Special Education Advanced Credential and Master's Options

Designed for teachers who have completed a basic credential program and have satisfied California subject matter competency (An emergency or substitute permit is not a basic credential.)

OPTION #1 - Preliminary Level I Mild/Moderate and/or Moderate/Severe and/or Master of Arts

Prerequisite courses to be completed prior to program (not part of the sequence):

EDUC 500	3
EDUC 501	3

CLAD Competency: All students entering the Master of Arts in Education without CLAD certification are required to complete coursework listed below for the CLAD Certificate:

EDML 563	3
EDUC 364	3
EDUC 602	3
EDUC 612	3

Second Language Requirement

Required Courses for Level I:

EDMX 627	3
EDMX 631	3
EDMX 641	3
EDMX 664	7
EDMX 632	3
EDMX 633	3

Option for Moderate/Severe Certification

EDMX 634	4
(after completion of Level I coursework)	
EDUC 622	3
EDUC 700	3

Master's Thesis/Project

Level II preparation is required of all initial (Level I) credential holders. This Professional Level II preparation is intended to be a support mechanism for the successful induction of newly credentialed special educators into the professional level. All candidates completing Preliminary Level I preparation must begin a Level II program within 120 calendar days after employment as a specialist and complete a Professional Clear Level II Education Specialist credential program within 5 years of the date of issuance of the Preliminary Level I Credential.

OPTION #2 - Level II only or Level II and Master of Arts

Required Courses for Level II:

EDEX 638	3
EDEX 639	3
EDEX 651	2
EDEX 652	2
EDEX 660	2
EDEX 661	2
Portfolio Review & Site Visitation	
Total	*14*

Masters Courses (after completion of Level II Coursework)

EDUC 602	3
EDUC 622	3
EDUC 700	3
Total	*23*

Units of Electives (To total a minimum of 30 units)

EDEX 636	1 - 2
(may be repeated up to 8 units)	

Option for Moderate/Severe Certification:

EDMX 634	4

CLAD competency coursework if not holding a CLAD Certificate

COURSE DESCRIPTIONS

Below is a list of all course subject abbreviations. Course descriptions begin on page **224**.

Note that while the course subject abbreviations are arranged on this page by college, the course descriptions are alphabetically listed by the course subject abbreviation regardless of the college in which they are offered. For instance, the order of course subjects abbreviations beginning with the letter H is HD (Human Development, HIST (History), HNRS (Honors), HTM (High Technology Management), and HUM (Humanities).

Numeric Values
001 to 099 are non-baccalaureate developmental courses
100 to 299 are lower-division courses
300 to 499 are upper-division courses
500 to 699 are graduate level courses

See page 73 for further information.

ACCT	Accounting	College of Business Administration (Undergraduate)
ANTH	Anthropology	College of Arts and Sciences
ASTR	Astronomy	College of Arts and Sciences
BA	Business Administration	College of Business Administration (Graduate)
BGA	Business and Government Administration	College of Business Administration (Graduate)
BIOL	Biological Sciences	College of Arts and Sciences
BUS	Business	College of Business Administration (Undergraduate)
CHEM	Chemistry	College of Arts and Sciences
COMM	Communication	College of Arts and Sciences
CS	Computer Science	College of Arts and Sciences
DNCE	Dance	College of Arts and Sciences
ECON	Economics	College of Arts and Sciences
EDAD	Education: Administrative Services Credential	College of Education
EDCS	Education: Bilingual Crosscultural Languages and Academic Development Specialist Credential	College of Education
EDEX	Education: Exceptional Learners	College of Education
EDMI	Education: Middle Level	College of Education
EDML	Education: Multilingual/Multicultural	College of Education
EDMS	Education: Multiple Subject	College of Education
EDMX	Education: Multiple Subject/Exceptional Learners	College of Education
EDSS	Education: Single Subject	College of Education
EDST	Education: Mathematics/Science/Technology	College of Education
EDUC	Education	College of Education
ES	Earth Science	College of Arts and Sciences
FIN	Finance	College of Business Administration (Undergraduate)
FLAN	Foreign Language	College of Arts and Sciences
FMST	Film Studies	College of Arts and Sciences
FREN	French	College of Arts and Sciences
GBM	Global Business Management	College of Business Administration (Undergraduate)
GEH	General Education - Humanities	College of Arts and Sciences
GEL	General Education - Life Long Learning and Information Literacy	College of Arts and Sciences
GEM	General Education - Mathematics	College of Arts and Sciences
GEO	General Education - Oral Communication	College of Arts and Sciences
GEOG	Geography	College of Arts and Sciences
GES	General Education - Science	College of Arts and Sciences
GESS	General Education - Social Science	College of Arts and Sciences
GEW	General Education - Writing	College of Arts and Sciences
GRMN	German	College of Arts and Sciences
HD	Human Development	College of Arts and Sciences
HIST	History	College of Arts and Sciences
HTM	High Technology Management	College of Business Administration (Undergraduate)
HUM	Humanities	College of Arts and Sciences
ID	Interdisciplinary Studies	College of Arts and Sciences
IP	International Programs	University-wide
JAPN	Japanese	College of Arts and Sciences
LBST	Liberal Studies	College of Arts and Sciences
LING	Linguistics	College of Arts and Sciences
LTWR	Literature and Writing Studies	College of Arts and Sciences
MATH	Mathematics	College of Arts and Sciences
MGMT	Management	College of Business Administration (Undergraduate)
MIS	Management Information Systems	College of Business Administration (Undergraduate)
MKTG	Marketing	College of Business Administration (Undergraduate)
MUSC	Music	College of Arts and Sciences
PE	Physical Education	College of Arts and Sciences
PHIL	Philosophy	College of Arts and Sciences
PHYS	Physics	College of Arts and Sciences
POM	Production Operations Management	College of Business Administration (Undergraduate)
PSCI	Political Science	College of Arts and Sciences
PSYC	Psychology	College of Arts and Sciences
SOC	Sociology	College of Arts and Sciences
SPAN	Spanish	College of Arts and Sciences
SSM	Service Sector Management	College of Business Administration (Undergraduate)
TA	Theatre Arts	College of Arts and Sciences
VPA	Visual and Performing Arts	College of Arts and Sciences
VSAR	Visual Arts	College of Arts and Sciences
WMST	Women's Studies	College of Arts and Sciences

ACCOUNTING (ACCT)

College of Business Administration

ACCT 203

Survey of Accounting Information (4)

Introduction to the five primary accounting areas: financial, managerial, taxation, auditing, and accounting information systems. Each area is introduced in terms of its background, conceptual basis, and application in the business environment.

ACCT 305

Financial Accounting (4)

In-depth discussions of accounting theory and practice. Examination of issues related to asset valuation and income determination based on generally accepted accounting principles. *Prerequisite: All lower-division pre-business core.*

ACCT 306

Cost Accounting (4)

Review of the cost measurement process and its role in management and control. Includes cost-volume-profit relationships, budgeting, variance analysis, and cost systems for product, process, job and responsibility costing. *Prerequisite: All lower-division pre-business core.*

ACCT 307

Tax Accounting (4)

Introduction to federal tax concepts with emphasis on individual taxpayers; includes an overview of the statutory construction and methods for accessing tax information. *Prerequisite: All lower-division pre-business core.*

ACCT 308

Accounting Information and Systems (4)

Basic principles underlying the accounting process and concepts necessary for the preparation of financial statements, both manually and electronically. Includes the design, integrity, and effectiveness of accounting information systems emphasizing the integration of financial information, internal control, and computer technology in decision making and operational support. Students will be exposed to a variety of accounting software applications. *Three hours of lecture and two hours of laboratory. May not be taken for credit by students who have received credit for ACCT 303, 315, 415 or 491A. Prerequisites: All lower-division pre-business core, and ACCT 305, and University computer competency requirement.*

ACCT 405

Current Issues in Financial Accounting (2)

Examination of new developments and proposed changes in financial accounting. The emerging issues in financial accounting under consideration by the Financial Accounting Standard Board are emphasized. *Prerequisites: All lower-division pre-business core and ACCT 305.*

ACCT 406

Cost Management, Measurement, and Control (2)

In-depth study of the application of activity based cost accounting to the problems of management control in manufacturing, service, and government organizations. *Prerequisites: All lower-division pre-business core, ACCT 306, or HTM 304 and HTM 305, or SSM 304 and SSM 305.*

ACCT 407

Advanced Tax Accounting (2)

Federal tax concepts as they apply to corporations, partnerships and fiduciaries; includes federal estate and gift taxation. *Prerequisites: All lower-division pre-business core and ACCT 307.*

ACCT 416

Auditing (4)

A comprehensive examination of auditing theory, standards and procedures used by CPAs, with integration of Generally Accepted Auditing Standards. The ethical and legal environments of the independent auditor are also discussed. Should be taken last year of enrollment, preferably last semester. *Prerequisites: All lower-division pre-business core and ACCT 305.*

ACCT 420

Managerial Accounting in Government and Non-Profit Organizations (2)

Managerial accounting in Government and non-profit organizations will be the focus of this course. Topics such as reinventing government, the national performance review, changes in government management accounting, and auditing's role in government management will be explored. *May not be taken by students who have received credit for ACCT 417. Prerequisites: All lower-division pre-business core and ACCT 306.*

ACCT 421

Financial Accounting in Government and Non-Profit Organizations (2)

Focuses on financial accounting in government and non-profit organizations. Includes an introduction to cash-based accounting as well as principles of fund accounting, budgeting, accounting and analysis of financial statements. The general fund and special funds will be covered. *May not be taken for credit by students who have received credit for ACCT 417. Prerequisites: All lower-division pre-business core and ACCT 305.*

ACCT 422

Advanced Accounting (2)

Covers business combinations, including consolidated financial statements, including wholly owned and partially owned subsidiaries. Covers the cost method as well as the equity method of accounting for investments in common stocks. Also included is the purchase and pooling methods of accounting. In addition, inter-company transfers are presented. *Prerequisites: All lower-division pre-business core, ACCT 305 and ACCT 405 or consent of instructor. May not be taken for credit by students who have received credit for ACCT 418 or ACCT 490C.*

ACCT 423

International Accounting (2)

Examines and discusses, in-depth, the issues in international accounting that affect today's global business world. Subject matter includes accounting for changing prices, foreign currency translation and transactions, and specific reporting issues, (e.g., intangible assets, research and development, leases, pensions, post-retirement benefits). Managerial accounting issues covered are: strategic planning and control, budgeting product costing and foreign costing, foreign exchange risk management, transfer pricing, international taxation, international financial statement analysis, and auditing issues for global operations. The challenges and opportunities in developing countries (as well as eastern European countries), along with financial statement practices and trends also will be included. *Prerequisites: All lower-division pre-business core. May not be taken for credit by students who have received credit for ACCT 418 or ACCT 490D.*

ACCT 481

Selected Topics in Accountancy (1) A survey course of selected topics in accounting (in order to supplement available offerings). Students should check the Class Schedule for listing of actual topics. *May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

ACCT 482

Selected Topics in Accountancy (2)

A survey course of selected topics in accounting (in order to supplement available offerings). Students should check the Class Schedule for listing of actual topics. *May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

ACCT 483

Selected Topics in Accountancy (3)

A survey course of selected topics in accounting in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

ACCT 484

Selected Topics in Accountancy (4)

A survey course of selected topics in accounting (in order to supplement available offerings). *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

ACCT 485

Selected Topics in Accountancy with Lab (4)

A survey course of selected topics in accounting (in order to supplement available offerings). *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Three hours of lecture and two hours of laboratory. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

ACCT 498

Independent Study in Accountancy (1-4)

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Prerequisite: Consent of instructor.*

ANTHROPOLOGY (ANTH)

College of Arts and Sciences

ANTH 200

Cultural Anthropology (3)

A general survey of cultural anthropology, which is one of the main branches of general Anthropology. Employs a global and holistic perspective to examine the economic, social, political, cultural, and ideological integration of society. The comparative, cross-cultural method distinctive to anthropology is used to explore the diverse ideas and behavior that characterize humanity and the human condition. Presents the fundamental questions that cultural anthropologists ask, the methods they use to answer these questions, and some of the uses of anthropological knowledge. Self-reflection and critical analysis of one's own world view assumptions and cultural belief system are fundamental objectives of the course.

ANTH 301

Culture and Medicine — Healers and Healing Practices (3)

Every culture and society has had to deal with illness and thus has well-developed concepts about the healing process, healers, medical knowledge and healing practices. Offers a cross-cultural exploration of healers and healing approaches. Examines differences and similarities in the ways that people approach illness and healing by relying heavily on an abundance of examples from various cultures, including that of the United States. Examines illness causation and classification theories, diagnostic practices, therapeutic procedures, preventive care, the assumptions that underlie these concepts and practices, and their relationship to the social, cultural, and technological environments in which they are constructed. Focuses on the role of the healer in the context of culture and examines physicians, shamans, witch doctors, curandero/as, midwives, wise men and women and other healers. Explores the use of music, botanicals, healing aids, and pharmaceuticals in the healing process. Informed self-reflection and critical analysis of one's own world view assumptions and medical belief system are fundamental objectives of the course.

ANTH 310

World Prehistory (3)

Provides an interdisciplinary overview of the major developments in the early human past. Drawing upon archaeological, biological, linguistic, and anthropological sources, this global coverage of human prehistory examines ancient cultures and societies of Africa, Europe, the Americas, Asia, and the Pacific. Explores human evolution, adaptive behavior, the hunter and gatherer Diaspora, plant and animal domestication, trade, the development of agriculture and the origins of states. Through cross-cultural comparisons and anthropological theory, explores such subject matter as the origins of gender differences in the division of labor, the role of ideology in cultural adaptation, differential access to technologies, economic production, artistic expression, and mechanisms of cultural change.

ANTH 315

Human Origins (3)

Offers an introduction to human origins from the perspective of biological anthropology. A premise of the course is that human form and human behavior have evolved together and neither can be fully understood or appreciated without a full understanding of the other. Subject matter to be covered includes the geological time frame, evolutionary theory, and the evolution of primates, hominids, and modern humans as evidenced by fossil remains, specific sites, genetic research, and artifacts.

ANTH 325

Pre-Columbian Mesoamerican Art and Society (3)

Examines Pre-Columbian Mesoamerican art, cosmology, architecture, mythology, and literature as they reflect social structure, religion, social roles, ideology, economic and political organization, world view, and the family. Covers the preclassic, classic, and postclassic periods, focusing on several cultural areas including: the Olmec, Teotihuacan, Monte Alban and the Zapotec and Mixtec of Oaxaca, the Toltecs, the Maya, and the Aztec, or Mexica. Examines the calendar, writing, concepts of space and time, the ballgame, tribute, human sacrifice and bloodletting, sacred plants, and specific Mesoamerican deities. *Also offered as VSAR 325. Students may not receive credit for both.*

ANTH 330

Ritual and Religion (3)

Ritual and religion have historically been powerful shapers of society. Every society that has existed has asked universal questions like the following: Where do we come from? Why are we here? What are we supposed to do? How are we supposed to act? What happens to us when we die? Provides a cross-cultural and comparative examination of the social, political, economic, cultural, and ideological constructs that people have generated in seeking to answer to these questions. Examines the role of religion as an integral component of world view and social institutions, anthropological theories and findings about comparative religion, and emphasizes the explanatory concepts of religion in its social, environmental, and economic contexts rather than focusing on the specific attributes of differing religions.

ANTH 370

Environment, Population, and Culture (3)

Focuses on contemporary world problems from interdisciplinary and anthropological perspectives. Employing the cross-cultural, evolutionary, and multidisciplinary methods of anthropology and cultural ecology, examines the environmental crisis, rain forest destruction, resource management, consumption culture, world hunger, food systems, population pressure, poverty, energy distribution, the future of the global free market, and the role of ideology in environmental adaptation with the objective to foster crisis awareness and informed response. *May not be taken for credit by students who have received credit for ID 370C.*

ANTH 498

Directed Research in Anthropology (1-3)

Involves original anthropological research to be directed by instructor. Advanced students in anthropology propose an ethnographic and anthropological research project, or collaborate with original research project to gain experience in field research, data analysis, and write up.

ANTH 499

Directed Research in Medical Anthropology (1-3)

Involves original anthropological research in medicine or health care to be directed by instructor. Advanced students propose an ethnographic and anthropological research project, or collaborate with original research project to gain experience in field research, data analysis, and write up.

ASTRONOMY (ASTR)

College of Arts and Sciences

ASTR 101

Introduction to Astronomy (3)

Provides an introduction to solar system and stellar astronomy. The historical development of astronomy is presented as well as modern theories, observations, and ideas concerning the nature and evolution of planets, stars, and galaxies. *May not be taken for credit by students who have received credit for ASTR 342 or PHYS 342 . Satisfies the Liberal Studies requirement for Earth Science.*

ASTR 342

Elements of Astronomy (3)

Provides a practical and historical introduction to astronomy. Includes an overview of solar system astronomy, stellar astronomy, galaxies, and cosmology. Historical and cultural aspects of the development of astronomy are emphasized. Laboratory work includes inquiry-oriented observations, modeling, and the use of computer simulations. *Satisfies the Liberal Studies requirement for Earth Science. Two hours lecture, and one two-hour activity. May not be taken for credit by students who have received credit for PHYS 342.*

BUSINESS ADMINISTRATION (BA)

College of Business Administration

BA courses open to MBA students only.

BA 620

Information Systems (1-4)

Analyzes information systems and their role in organizations. Focuses on the management of information resources and surveys the various types of business information systems, including transaction processing systems, management information systems (MIS), decision support systems (DSS), executive support systems (ESS), and expert systems. Hardware, software, data storage, and telecommunication technologies are reviewed. Considers the issues of emerging technologies, social and ethical concerns, and security and control. *Prerequisites: BGA 501 and 502 or equivalent.*

BA 621

Issues in Information Systems (1-4)

Continuation of BA 620. Further exploration of the strategic use of information systems and their relationship to corporate success. *May not be taken for credit by students who have received credit for BA 690D.*

BA 622

Effective Leadership (2-4)

Focuses on aspects of leader-follower interaction including effective use of power, politics, and influence; understanding what motivates followers both individually and in teams; and managing diversity. *Prerequisites: BGA 501 and BGA 502 or equivalent.*

BA 623

Seminar in Human Resource Issues (1-4)

Explores human resource topics such as performance appraisals, recruitment, selection, training, and EEO compliance. *May not be taken for credit by students who have received credit for BA 690C.*

BA 624

Managerial Accounting and Productivity Measurement (2-4)

Emphasizes the use of accounting information to measure productivity. Presents and applies concepts and techniques of managerial accounting. Examines accounting measurement techniques used to provide relevant information for management decision making and operational control. *Prerequisites: BGA 501 and 502 or equivalent.*

BA 630

Project Management and Proposal Development (2-4)

Emphasizes project management techniques for enhancing the successful execution of business plans. Encourages use of critical thinking and explores creative methods to solve management problems. Includes development of the Masters Project proposal. *Prerequisites: BGA 501 and 502 or equivalent.*

BA 640

Market Analysis for New Opportunities (2-4)

All organizations must take their marching orders from the marketplace. This single, simple idea is so central to the self-concept of marketing that it is called "the marketing concept." Nowhere is the marketing concept more important than in pioneering new market opportunities. Course explores the marketing process, from marketing analysis, to market segmentation, to identifying market targets, to formulating and controlling marketing strategies. *Prerequisites: BGA 501 and 502 or equivalent.*

BA 643

Corporate Finance (1-4)

Provides a grounding in the theory of corporate finance, with application to financial decisions. Includes topics such as time value of money, capital budgeting, the cost of capital, and leverage. *May not be taken for credit by students who have received credit for BA 690B.*

BA 644

Financial Decision Making and Financial Markets (2-4)

Describes the theory and practice of corporate finance. Presents concepts and information on which sound financial decisions are based. Also examines the various financial markets and the investment vehicles traded in those markets. *Prerequisites: BGA 501 and 502 or equivalent.*

BA 662

Operations Management (2-4)

Examines opportunities and obstacles of a global competitive environment. Focuses on the efficient and effective deployment of capital, material, information, technology, and human resources. Examines the relationship of operations to functional areas and topics such as capacity and inventory planning, technology, managing change, and quality management. *Prerequisites: BGA 501 and 502 or equivalent.*

BA 664

Quality Management and Process Innovation (2-4)

Provides insight into the philosophies, theories, and tools for management of quality and change. Focuses on leading technologies for process improvement in manufacturing, service, and operations to continuously enhance an organization's competitiveness. *May not be taken for credit by students who have received credit for BA 642. Prerequisites: BGA 501 and BGA 502 or equivalent.*

BA 670

Strategic Planning and Management (2-4)

Capstone course taught from a global strategic manager's perspective. Focuses on the diagnosis of problems and the implementation of solutions. *Prerequisites: Course must be taken in last session of courses and prior to Masters Project.*

BA 680

Master's Project (6)

Practical application of advanced management theories and methods to investigate a wide range of organizational issues. Subject matter may include development of a new venture or product or process, or improvement of an existing organization's operations with the intent of achieving a significant cost reduction, service enhancement, etc. Each project is proposed, researched and reported, culminating in a written report that includes problem identification, evaluation of potential solution, discussion of the selected implementation, and evaluation of the results. *Graded Credit/No Credit. Prerequisites: Course must be taken following completion of all coursework.*

BA 690

Selected Topics in Business Management (1-4)

A course of selected topics in business management. *May be repeated for credit as topics change for a total of six (6) units. Prerequisites: BGA 501 and 502 or equivalent.*

BA 698

Independent Study (1-4)

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Prerequisite: Consent of instructor.*

BUSINESS AND GOVERNMENT ADMINISTRATION (BGA)

College of Business Administration

BGA 501

Management Decision Making and Analysis (4-8)

An interdisciplinary course emphasizing analytical approaches for problem formulation, solution, and implementation. Concepts, tools, and techniques of financial analysis, management accounting, statistics, production, operations, and selected computer applications are studied and applied in realistic organizational settings. *BGA courses are open only to pre-MBA students who hold a baccalaureate degree in a field other than Business Administration.*

BGA 502

Management of Complex Organizations (4-8)

Presents in an interdisciplinary format the principles of organizational behavior, theory and development, leadership, ethics, environmental analysis, marketing, and economics, applied to complex organizations operating in the global marketplace. Focuses on integrating theory and practice for developing problem-solving competencies. BGA courses are open only to pre-MBA students who hold a baccalaureate degree in a field other than Business Administration.

BIOLOGICAL SCIENCES (BIOL)

College of Arts and Sciences

BIOL 110

Critical Thinking in Biology (3)

Explores logic and its relationship to language, the importance of assumptions in reasoning and argument, cultural or social variation in assumptions, the process of argumentation, and the role of hypothesis and deduction in modern scientific thinking. Through discussion and case studies, students will learn to effectively argue a point of view, judge the reliability and credibility of sources, recognize and avoid common logical or theoretical fallacies in arguments, and use hypothesis and deduction to solve biological puzzles.

BIOL 210

Introduction to Cellular and Molecular Biology (4)

The first of a two-semester core sequence that provides the student with basic knowledge in biology, including specific experimental techniques and familiarity with the scientific method. Emphasizes cellular structure and physiology, molecular evolution, classical and molecular genetics, and biochemistry. *May not be taken for credit by students who have received credit for BIOL 202. Three hours lecture and three hours laboratory. Corequisite or Prerequisite: CHEM 150.*

BIOL 211

Introduction to Organismal and Population Biology (4)

The second of a two-semester core sequence that provides the student with basic knowledge in biology, including specific experimental techniques and familiarity with the scientific method. Emphasizes physiology, development, diversity of life, evolution, and ecology. *May not be taken for credit by students who have received credit for BIOL 201. Counts toward the fulfillment of the Lower-division General Education Requirement in Physical Universe and Its Life Forms. Three hours lecture and three hours laboratory. Prerequisite: BIOL 210.*

BIOL 305

Biological Engineering and Society (3)

Explores anticipated technological advances and products in pharmaceuticals, medicine and agribusiness; laboratory procedures including bio-safety restrictions to protect researchers and the environment; and the costs, benefits, and ethical implications for society of these rapidly changing new technologies. *May not be taken for credit by students who have received credit for BIOL 393.*

BIOL 311

The Biology of a Nuclear Age (3)

Description of the physical nature of nuclear radiation and the cellular damage produced by radiation, followed by a survey of the damage caused by the two nuclear bomb experiences. Considers the current world dependence on nuclear energy, sources of environmental and industrial exposure, and the condition of equipment and safeguards. *May not be taken for credit by students who have received credit for BIOL 391.*

BIOL 316

The Biology of Cancer (3)

Considers the chemistry, cell biology, and etiology of human cancer. Includes characteristics of tumor cells, malignant transformation of cells, tumor viruses, chemical and environmental carcinogens, effects of radiation, oncogenes, and the genetics of cancer. *May not be taken for credit by students who have received credit for BIOL 420. Prerequisite: A college-level course in biology, or consent of instructor.*

BIOL 321

Human Physiology (3)

A survey of body systems, how they function, and how they can malfunction leading to disease. Includes respiration, nutrition, waste removal, reproduction (including birth), embryonic development, muscular movement, and exercise. *May not be taken for credit by students who have received credit for BIOL 491.*

BIOL 323

The Physiology of Nutrition and Disease (3)

Study of the anatomy and physiology of human nutrition and functional relationships to disease. Includes metabolism, cellular metabolism, digestive physiology, nutrients, enzymes, vitamins, weight management, stress, diet, the role of exercise in nutrition, and the role of nutrition in development. Also covered will be symptoms and effects of disease associated with inadequate nutrition, nutritional contributions to diseases not associated with inadequate diet, and contributions of nutrition to health. Special attention will be given to health concerns of women and the differences in nutritional needs between genders. *May not be taken for credit by students who have received credit for BIOL 493.*

BIOL 325

The Physiology of Exercise and Health (3)

Concepts in functional anatomy and physiology will be integrated with current concepts in health and medicine. Includes anatomy of musculature associated with physical exertion; physiology of muscle systems, cardiovascular system, and nervous system pertaining to the physical movement of exercise. Emphasis on preventative health care, exercise and health of women, and gender differences in physiology and health. *May not be taken for credit by students who have received credit for BIOL 494.*

BIOL 327

Biology of Human Reproduction (3)

Physiology and anatomy of human reproduction. Covers the form, function, and mechanism and sex development, puberty, sexual abnormalities, venereal diseases, menstrual cycle, sexual behavior and contraception, pregnancy, embryonic development, birth, lactation, and the sexuality of aging (including menopause). *May not be taken for credit by students who have received credit for BIOL 347.*

BIOL 328

Human Heredity (3)

Review of genetics from a human perspective. Includes DNA structure and replication, chromosomes and cytogenetics; Mendelian inheritance; dominant and recessive alleles, the genetics of sex, mutations and mutagenesis; inherited traits; pedigrees, genetic diseases including inborn errors of metabolism; and genetic therapy. *May not be taken for credit by students who have received credit for BIOL 410.*

BIOL 336

Coastal Environments (3)

Considers the biological and physical processes that structure coastal environments and examines the application of marine science to the management of coastal resources. Investigates the impacts of the often conflicting uses of the coastal zone including fisheries, oil production and transportation, ocean dumping and coastal development. Coastal zone management tools and applications at local, state, federal, and international levels are discussed.

BIOL 338

Human Impact on the Environment (3)

Considers the major areas where human use of resources and consequent waste production (chemical, industrial, and biological) have had a negative impact on specific environments and on the species that inhabit them. An attempt will be made to identify areas of future adverse human impact and to evolve remedial solutions. *May not be taken for credit by students who have received credit for BIOL 392.*

BIOL 339

Conservation Biology (3)

Study of the principles of ecology applied to plant and animal populations considered endangered, threatened, or at risk. Investigates the complex factors contributing to the dynamics, decline, extinction, and perhaps recovery of species. Develops a stewardship perspective rooted in biological principles and considers the associated cultural, historical, economic, and political issues. Local, regional, and global conservation strategies are discussed.

BIOL 351

Molecular Cell Biology (5)

An integrated view of contemporary molecular biology, biochemistry, and cell biology. The fundamental principles of molecular biology including DNA replication, mechanisms and regulation of transcription and translation, and nucleic acid and protein structure and function will be presented and interwoven with some of the more traditional topics in cell biology and biochemistry. Examines the molecular basis of membrane structure and transport, cytoplasmic structure, and energy metabolism, organelle structure and function, cell motility, and cell-cell interaction and signal transduction. *Three hours of lecture, one hour seminar, three hours laboratory. May not be taken for credit by students who have received credit for BIOL 307. Prerequisite: BIOL 210 and 211.*

BIOL 352

Genetics (4)

Detailed study of classical transmission, molecular quantitative and population genetics. Included will be current observations and concepts of the nature, organization, function and regulation of the expression of genetic material. Subject matter covered includes mechanisms of genetic conveyance, recombination, mapping, mutation and repair, RNA and DNA viruses, karyotyping, human genetics, and genetics of organelles. *Three hours lecture and three hours laboratory. May not be taken for credit by students who have received credit for BIOL 309. Prerequisites: BIOL 210 and 211.*

BIOL 353

Comparative Animal Physiology (4)

A comparative survey of physiological adaptations including gas transport, metabolism, temperature and dehydration tolerance, and locomotion. *Three hours of lecture and three hours of laboratory. May not be taken for credit by students who have received credit for BIOL 345. Prerequisites: BIOL 210 and 211.*

BIOL 354

Principles of Ecology (4)

Discussion of major concepts in population, community, and evolutionary ecology including population growth and regulation, competition, predation, energetics, adaptations, and diversity. Weekend field trips may be required. *Three hours of lecture and three hours of laboratory. May not be taken for credit by students who have received credit for BIOL 300. Prerequisites: BIOL 210 and 211.*

BIOL 355

Molecular Biotechnology (4)

In-depth treatment of the fundamental molecular techniques in use in the field of biotechnology. Designed to give hands-on experience as well as conceptual background in biotechnological methods. Subjects covered will include: nucleic acid isolations, vectors, cloning, library screening, hybridizations, PCR, sequencing, sequence analysis and bioinformatics, and transgenic organisms. Other subjects will vary to reflect current practice and developments in biotechnology. *Three hours lecture and three hours laboratory. Prerequisites: BIOL 210 and CHEM 250, and consent of instructor.*

BIOL 356

Cellular Biotechnology (4)

The second of a two-semester sequence on the principles and applications of biotechnology. An overview of the drug discovery process is presented together with theoretical and practical aspects of specific technologies. Included in lecture and laboratory instruction are the physiology of prokaryotic and eukaryotic cells, culture of bacterial, plant, insect and mammalian cells, genetic engineering and expression systems, hybridomas, fermentation and scale-up technology, separation technology, protein purification, and immunochemistry. *Three hours lecture and three hours laboratory. Prerequisite: BIOL 210.*

BIOL 360

Experimental Design and Statistical Analysis (4)

The design and analysis of biological surveys and experiments. Includes hypothesis formation, experimental design, statistical analysis, and presentation of results. *Three hours of lecture and three hours of laboratory. May not be taken for credit by students who have received credit for BIOL 315.*

BIOL 362

Evolution (3)

A consideration of evolution as the unifying concept in biology. Diversity and adaptation of form, function, and behavior of living organisms. Biological, geological, anthropological, and chemical evidence for and mechanisms of evolutionary change, including global pattern of distribution and specialization, mass extinctions, the evolution of race and sex, and the origin of species. *May not be taken for credit by students who have received credit for BIOL 312. Prerequisites: BIOL 210 and 211.*

BIOL 367

Biology of Microorganisms (4)

Presents a comprehensive selection of subjects from the field of microbiology. Students will study prokaryotic structure and function; growth and control of microorganisms; ecology, physiology, and diversity of bacteria; basic microbial and viral genetics, microorganisms of medical and economic significance; and biotechnology and its human applications and societal implications. The laboratory component will employ research-oriented group activities, in addition to individual projects and assignments, and will engage students in the latest techniques utilized in the field of microbiology. *Three hours of lecture and three hours of laboratory. Prerequisites: BIOL 210 and 211.*

BIOL 368

Developmental Biology (3)

An in-depth consideration of the processes involved in the development of multicellular organisms. Subjects covered include gametogenesis, fertilization, embryogenesis, cell-cell interactions, morphogenesis, differentiation, and developmental genetics. *May not be taken for credit by students who have received credit for BIOL 324. Recommended: BIOL 351 and 352. Corequisite: BIOL 368L. Prerequisites: BIOL 210 and 211, and consent of instructor.*

BIOL 368L

Developmental Biology Laboratory (1)

Provides hands-on experience in techniques currently in use in developmental biology research. Techniques included may very from year to year as changes in the field warrant. Model organisms are used such as sponges, slime mold, sea urchin, C. Elegans, chicks, zebrafish, arabadopsis, and the fruit fly. Some techniques currently covered include cell-cell adhesion, in vitro fertilization, northern blotting, western blotting, and antibody based histochemical staining. *May not be taken for credit by students who have received credit for BIOL 324. Three hours laboratory. Recommended: BIOL 351 and 352. Corequisite: BIOL 368. Prerequisites: BIOL 210 and 211.*

BIOL 370

Plant Physiology and Biochemistry (4)

An examination of the physiological processes that contribute to plant growth, including consideration of the underlying biochemical and biophysical principles. Areas covered also include cell growth and differentiation and photo and hormonal control. *May not be taken for credit by students who have received credit for BIOL 342. Three hours of lecture and three hours of laboratory. Recommended: BIOL 351. Prerequisites: BIOL 210 and 211.*

BIOL 374

Exercise Physiology and Bioenergetics (3)

Examines the functional responses and adaptations that accompany acute and chronic exercise, particularly involving cardiovascular, metabolic, respiratory, endocrine, and muscular systems. Subject matter will include energy for physical activity, systems for energy delivery and utilization; training and enhancement of energy capacities; skeletal muscle energy balance, and health related aspects of exercise. Discussion of the instrumentation and techniques fundamental to exercise physiology and biochemistry will also be covered. *May not be taken for credit by students who have received credit for BIOL 396A and BIOL 397A. Prerequisite: BIOL 210 and 211.*

BIOL 375

Endocrinology (3)

A survey of hormone types with emphasis on vertebrate examples, their biochemical composition, and physiological interrelationships. A considerable part of the course will consider the molecular mechanisms of action. *May not be taken for credit by students who have received credit for BIOL 440. Normally offered Spring semester of odd numbered years. Prerequisites: BIOL 210, 211 and CHEM 201.*

BIOL 376

Neurobiology (3)

Introduction to invertebrate and vertebrate nervous systems, including anatomical organization. Focus on cellular/biochemical approaches to understanding neuronal development and functioning, synaptic transmission, the specificity of neuronal action and the complexity of nerve system functioning. *May not be taken for credit by students who have received credit for BIOL 450. Normally offered Spring semester of odd numbered years. Prerequisites: BIOL 210, 211 and CHEM 201.*

BIOL 377

Immunology (3)

Study of the mammalian immune system at the molecular and cellular level. Mechanisms of immunology, such as generation of unique receptor specificities, transduction of signals through T and B cell receptors, programmed cell death and lymphocyte selection, regulation of responses by growth factors and cytokines, and cell-cell interactions, are explored. The course perspectives includes historical and technological aspects of modern immunobiology. *May not be taken for credit by students who have received credit for BIOL 460. Prerequisites: BIOL 210.*

BIOL 379

Invertebrate Biology (4)

Introduction to the invertebrate phyla, with emphasis on structure, function, adaptations, life histories, evolution and the interdependence of form, physiology, and ecology. Laboratory study will emphasize marine invertebrates of the San Diego area; one Saturday field trip may be required. *May not be taken for credit by students who have received credit for BIOL 340. Three hours of lecture and three hours of laboratory. Prerequisites: BIOL 210 and 211.*

BIOL 380

Comparative Animal Behavior (3)

Experimental and theoretical investigations in animal behavior, including humans. Interspecies comparisons of sensory, motor, neural, and endocrine structures and functioning. Influence of genetic, biochemical/hormonal, and neurological factors on animal behavior. *May not be taken for credit by students who have received credit for BIOL 314. One or more field trips may be required. Corequisite: CHEM 201. Prerequisites: BIOL 210 and 211.*

BIOL 380L

Comparative Animal Behavior Laboratory (1)

An advanced laboratory experience in collecting and analyzing behavioral data. Students will design and perform experiments that illustrate central topics of behavior. Subjects will change as the field develops, but may include reflexes, instinct vs. learning, and the genetic basis of learning. *Three hours laboratory. One or more field trips required. Corequisite: BIOL 380. Prerequisites: BIOL 210 and 211.*

BIOL 386

Terrestrial Ecology (3)

A survey of terrestrial ecosystems and the biotic (living) and abiotic (non-living) factors that affect ecosystem structure and function. Emphasis will be on the important mass (C, H2O nutrient) and energy (production and consumption) fluxes that flow into, out of, and through terrestrial ecosystems, and the plant-animal interactions that regulate the rates and magnitudes of these mass and energy flows. Weekend field trips may be required. *May not be taken for credit by students who have received credit for BIOL 301. Prerequisites: BIOL 210 and 211.*

BIOL 387

Ecological Processes in Aquatic Systems (4)

Discusses the biological, physical, and chemical processes affecting marine and freshwater environments, and the interactions between these processes. Emphasis on productivity, nutrient dynamics, food webs, biogeochemical cycles and biogeography of pelagic systems. One Saturday field trip may be required. *May not be taken for credit by students who have received credit for BIOL 302. Three hours of lecture and three hours of laboratory. Prerequisites: BIOL 210 and 211.*

BIOL 388

Marine Communities (3)

Examines the environmental characteristics, patterns of species distribution and abundance, and adaptations of organisms in marine benthic communities. Community structure and biological interactions including predation, competition, and symbiosis will be investigated in specific communities such as the rocky intertidal zone, lagoons, coral reefs, hydrothermal vents, and shallow polar seas. Human impacts on specific marine communities will be explored. Field trip(s) outside of class hours may be required. *Prerequisites: BIOL 210 and 211.*

BIOL 390

Terrestrial Plant Ecology (3)

Survey of the factors that influence the distribution and abundance of land (terrestrial) plants. Focuses on plant population dynamics (e.g., dispersal, germination, and recruitment), plant-plant and plant-animal interactions, and the effect of abiotic factors (e.g., climate, water, and nutrients) on the structure and function of terrestrial plant communities. Weekend field trips may be required. *Prerequisites: BIOL 210 and 211.*

BIOL 396

Topics in Biology (1-3)

Seminar reviewing current literature in a subject area of importance in biology. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. May not be taken for credit by students who have received credit for BIOL 490. Prerequisites: BIOL 210 and 211.*

BIOL 397

Topics in Biology Lab (1)

Laboratory experience that explores phenomena and techniques in the biological sciences. *May be repeated for credit as topics change for a total of three (3) units. Students should check the Class Schedule for listing of actual topics. Prerequisites: BIOL 210 and 211.*

BIOL 489

Introduction to Laboratory/ Field Research (2)

A research project in the laboratory or field, generated in collaboration with a faculty member. *May be repeated once for credit, or the project may be continued for an additional semester as part of BIOL 499. Prerequisite: Consent of instructor.*

BIOL 495

Internship in Biology (3)

Career-related laboratory and/or field experience in private industry and public agencies. All participants utilize learning agreements. A final written report is required. Students will be supervised both on site and by the course instructor. Includes participation in a one hour seminar each week. The learning agreement form must be completed and signed prior to enrollment. *May be repeated for a maximum of six (6) units, but only three (3) units can be applied toward the major. Prerequisites: Consent of instructor prior to registration.*

BIOL 496
Supervised Laboratory Instruction (1-2)

Experience for senior biology majors in the organization of and techniques for teaching a laboratory in biology. Includes individual supervision of directed teaching. A written report is required. *May be repeated for a maximum of two(2) units (one hour conference and three hours lab per unit). Prerequisites: BIOL 210 and 211 and consent of instructor.*

BIOL 498
Senior Library Thesis (2)

In-depth reading and researching of the literature on current issues in biology. The student must consult with a biology faculty member to decide on the topic and then produce a (approximately) 30-page paper with supporting citations that summarizes the current state of knowledge on the topic. *Prerequisite: Consent of instructor.*

BIOL 499
Senior Laboratory Thesis (2)

Research project in the laboratory or field, generated in collaboration with a biology faculty member. *Prerequisites: At least one course related to the subject area completed with a B or better, BIOL 489 or equivalent experience, and consent of instructor.*

BIOL 502
Population Genetics (3)

Patterns of the distribution of genes in populations with emphasis on quantitative genetics, gene frequency, selection of the effects of mutation on populations. Genetic mechanisms in evolution are considered. *May not be taken for credit by students who have received credit for BIOL 310. Prerequisite: BIOL 352.*

BIOL 504
Virology (3)

A comparative survey of bacterial, animal and plant virus variations, including retroviruses and prions. Emphasis is placed upon the variations in structure, nucleic acid composition, and replication patterns. The relationship of viruses to disease is given serious consideration. *May not be taken for credit by students who have taken BIOL 308. Prerequisite or Corequisite: BIOL 352. Prerequisite: BIOL 309.*

BIOL 520
Advanced Molecular Cell Biology (3)

Treatment of contemporary areas of interest in cell biology, molecular genetics, and development. Subjects covered may include, but are not limited to, the cell cycle, signal transduction and cell-cell communication, the regulation of gene expression, determination and differentiation, and oncogenes. *May not be taken for credit by students who have received credit for BIOL 428. Recommended: BIOL 368 and CHEM 304. Prerequisites: BIOL 351 and 352.*

BIOL 530
Microbial Ecology (4)

Advanced treatment of the interactions of microbial communities with their biotic and abiotic environments. The physiology and ecology of various groups of bacteria will be investigated in the laboratory utilizing enrichment culture techniques from environmental samples. Emphasis will be placed on experimental approaches and on the quantitative concepts presently employed in the field of microbial ecology. *May not be taken for credit by students who have received credit for BIOL 485. Three hours of lecture and three hours of laboratory. Prerequisite: BIOL 351 or 367.*

BIOL 535
Ecological Modeling (3)

An introduction to the use and development of mathematical models for simulating dynamics of ecological systems. Modeling theory and techniques will be demonstrated to provide a background on how models are developed and used in ecology. Models developed for simulating the effects of abiotic and biotic controls on ecological processes include continuous-and-discrete-time population models, "gap" models, cellular automata, fisheries, and biogeochemical and biogeographical models. *Prerequisites: BIOL 210, 211, and 354.*

BIOL 536
Biogeochemical Cycles and Global Change (3)

Biological, chemical, and physical processes controlling the transport and transformation of carbon, nitrogen, phosphorus, sulfur, and trace metals in natural ecosystems and at the global level. Global models of the major elemental and hydrologic cycles are discussed, with emphasis on the linkages between cycles and the effects of human perturbations. *Prerequisite: BIOL 210, 211, and 354.*

BIOL 540
Molecular Methods in Ecology and Evolution (3)

Theory and practical application of modern molecular tools to identify and study ecological and evolutionary relationships. *Two hours lecture and three hours laboratory. Prerequisites: BIOL 351, 354, and 362.*

BIOL 560
Seminar in Molecular Cell Biology (2)

Readings from the original literature, discussions, and writing on selected current subjects in cell and molecular biology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree.*

BIOL 561
Seminar in Genetics (2)

Readings from the original literature, discussions, and writing on selected current subjects in genetics. *May be repeated with new content for a maximum of four (4) units toward the Master's degree.*

BIOL 562
Seminar in Development (2)

Readings from the original literature, discussions, and writing on selected current subjects in developmental biology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree.*

BIOL 563
Seminar in Physiology (2)

Readings from the original literature, discussions, and writing on selected current subjects in physiology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree.*

BIOL 564
Seminar in Evolution (2)

Readings from the original literature, discussions, and writing on selected current subjects in evolution. *May be repeated with new content for a maximum of four (4) units toward the Master's degree.*

BIOL 565
Seminar in Ecology (2)

Readings from the original literature, discussions, and writing on selected current subjects in ecology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree.*

BIOL 566
Seminar in Aquatic Biology (2)

Readings from the original literature, discussions, and writing on selected current subjects in aquatic biology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree.*

BIOL 596
Advanced Topics in Biology (1-3)

Advanced study of selected biological topics based on current problems or advances, and as demand warrants. *Students should check the Class Schedule for listing of actual topics.*

BIOL 597
Advanced Topics in Biology Lab (1)

Laboratory in selected advanced topics in biology. Topics based on current problems or advances, and as demand warrants. *Students should check the Class Schedule for listing of actual topics. Three hours laboratory.*

BIOL 610
Research Methods I (2)

An introduction to major research designs and the scientific literature in the biological sciences. Emphasis on scientific writing. Final product will be a thesis proposal. *Prerequisites: Graduate classification or consent of instructor.*

BIOL 611
Research Methods II (2)

Practical experience in the skills necessary for the publication and presentation of biological research, including writing, speaking and preparing figures and photographs. Final product will be a formal oral presentation and a scientific poster. *One hour lecture and three hours laboratory. Prerequisites: Graduate classification or consent of instructor.*

BIOL 685
Internship in Biology Instruction (2)

Supervised instruction in a laboratory course in the biological sciences. *May be repeated, but no more than two (2) units may be applied toward the 30 units in the Master's degree.*

BIOL 686
Graduate Topics in Biology (1-3)

Lecture and discussion of selected topics with emphasis on current problems and advances in subdisciplines of biological science. *Students should check the Class Schedule for listing of actual topics. Prerequisites: Graduate classification or consent of instructor.*

BIOL 687
Advanced Methods in Biology (1-2)

Graduate-level field or laboratory techniques in a specialized area of contemporary biology. *Students should check the Class Schedule for listing of actual topics. Prerequisites: Graduate classification or consent of instructor.*

BIOL 697
Directed Studies (2-6)

Laboratory or field research directed or sponsored by Biological Sciences faculty. *May be repeated for a maximum of six (6) units toward the Master's degree. Prerequisites: Graduate classification and consent of instructor.*

BIOL 698
Thesis (2-6)

Design, implementation, and analysis of a formal research project in the biological sciences. *May be repeated for a maximum of six (6) units toward the Master's degree. Graded Credit/No Credit. Prerequisite: Advancement to candidacy and consent of instructor.*

BIOL 699
Thesis Extension (2-6)

Registration is limited to students who have received a grade of Satisfactory Progress (SP) in BIOL 698 and who expect to use the facilities and resources of the University to work on or complete the thesis. *May be repeated. Graded Credit/ No Credit. Prerequisite: Consent of instructor, and prior registration in BIOL 698 with an assigned grade of Satisfactory Progress (SP). Units may not be applied to the required units for the Master's degree.*

BUSINESS (BUS)

College of Business Administration

BUS 202
Introduction to Business Law (3)

Legal principles of basic business transactions. Coverage includes contracts, agency, partnerships, corporations, property, government agencies and regulations, and Uniform Commercial Code.

BUS 290
Selected Topics in Business (2)

A survey course in a selected topic that supplements available business administration offerings. *Student should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisite: Vary depending on topic.*

BUS 291
Selected Topics in Business Administration (4)

A survey course in a selected topic that supplements available business administration offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: Vary depending on topic.*

BUS 295
Selected Topics in Business Administration with Lab (4)

A survey course with lab in a selected topic that supplements available business administration offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisite: Vary depending on topic.*

BUS 302
Foundations of Business Environments (2)

Examines the complex environment in which business decisions are made. Uncontrollable factors affecting an organization's performance include the political, social, legal and regulatory, environmental, and technological issues. The competitive market structure and the impact of demographic diversity on organizations are an important part of an environmental analysis. *Prerequisite: All lower-division pre-business core.*

BUS 304
Business Statistics (4)

Introduction to statistical concepts and methods relevant to business problems. Model building and analysis; case studies and intensive use of statistical software. *Should be taken first semester of junior year. Prerequisites: All lower-division pre-business core and successful completion of University computer competency requirement.*

BUS 444
Strategic Management in Global Environments (4)

Applies functional area knowledge to strategic decision situations in global, political, social, legal, regulatory, and competitive environments. *Open only to CoBA students with senior status. Must be taken in the last year of enrollment. Prerequisites: All lower-division pre-business core, all Foundations of Business courses, Option Core, and consent of instructor.*

BUS 492
Problem Assessment and Critical Thinking (3)

Review of problem identification, problem solving, critical thinking, consultation, project management, and strategies for team effectiveness. Students work in teams with local organizations on actual business problems/projects. Following formation of teams, members prepare and formally present their senior experience proposal. *Open only to CoBA students with senior status. Prerequisites: All lower-division pre-business core, all Foundations of Business courses, and consent of instructor.*

BUS 493
Problem Analysis and Implementation (5)

Implementation of the project portion of the senior experience. Team members complete their project, and submit a final project report and present their results. *Open only to CoBA students with senior status. Prerequisites: BUS 492 and consent of instructor.*

CHEMISTRY (CHEM)

College of Arts and Sciences

CHEM 150
General Chemistry (5)

Introduction to many of the basic qualitative models and principles in chemistry. The areas covered include: basic nuclear and atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy changes, chemical equilibria, acid-base chemistry, stoichiometry, properties of gases, and chemical properties of the common elements. The laboratory experiments and projects are designed to complement lecture material and provide real-life applications of chemistry in society. *Counts toward the fulfillment of the Lower-division General Education Requirement in Physical Sciences and Its Life Forms. Three hours of lecture, one hour of discussion, and three hours of laboratory per week. Recommended: High School Chemistry. Prerequisite: Completion of the Entry Level Mathematics (ELM) requirement.*

CHEM 201
Organic Chemistry (3)

CHEM 202
Organic Chemistry (3)

A two-semester sequence designed to introduce the student majoring in science to the properties of organic compounds. The areas covered are: bonding, structure, stereochemistry, nomenclature, chemical and physical properties of each functional group, acid/base phenomena, reaction mechanisms and kinetics, organic synthesis, and an introduction to spectroscopic structure determination. *Prerequisites: CHEM 150 for CHEM 201, CHEM 201 and 201L for CHEM 202 with minimum grades of C (2.0) in each.*

CHEM 201L
Organic Chemistry Laboratory (2)

The laboratory experiments are designed to illustrate the basic techniques of organic chemistry and to complement the lecture material covered in CHEM 201. *Six hours of laboratory. Corequisite: CHEM 201. Prerequisite: CHEM 150 with a minimum grade of C (2.0).*

CHEM 202L
Organic Chemistry Laboratory (2)

The laboratory experiments are designed to illustrate the basic techniques of organic chemistry and to complement the lecture material covered in CHEM 202. *Six hours of laboratory. Corequisite: CHEM 202. Prerequisite: CHEM 201/201L with a minimum grade of C (2.0).*

CHEM 250
Quantitative Chemistry (3)

Introduces quantitative approaches to chemical equilibria and kinetics. Fundamental principles of thermodynamics introduced in CHEM 150 are explored in greater depth. Topics include solubility, acids and bases, oxidation and reduction, and nuclear chemistry. Applications of these topics to practical chemical analysis are discussed. *Corequisite for chemistry majors only: CHEM 275. Prerequisite: MATH 160, CHEM 202, or consent of instructor.*

CHEM 251
Quantitative Chemical Equilibrium (1)

Emphasizes the quantitative aspects of chemical equilibria. In addition to the general aspects of chemical equilibria problem solving, emphasis will be on the application of quantitative principles to acid-base chemistry, solubility, and buffer systems. *This course meets three (3) hours per week for the first five weeks of the semester only. May not be taken for credit by students who received credit for CHEM 250. Prerequisites: MATH 160 and CHEM 202 or consent of instructor.*

CHEM 275
Quantitative Investigations in Chemistry (3)

A laboratory designed to give chemistry majors practical experience in standard methods of separation and quantitative analysis. These are applied to investigations of the fundamental topics presented in CHEM 250, and to analyses with industrial, environmental, or medical relevance. Volumetric, gravimetric, spectrophotometric, chromatographic, and electrochemical methods of analysis may be included. *One hour of lecture and six hours of laboratory. Corequisite: CHEM 250 or consent of instructor. Prerequisite: MATH 160.*

CHEM 300
Literature of Chemistry (2)

The first objective is to teach students both computerized and hard copy methods of chemical information retrieval. The particular sources will be Chemical Abstracts, Science Citation Index, Current Contents, patent literature, standard reference works, journals, and review literature. The second objective is to learn to organize and present chemical information in written documents. *Prerequisite: CHEM 201.*

CHEM 311
Chemicals and the Environment (3)

A survey on chemicals of natural and industrial origin found in the environment, with emphasis on the chemical reactions of these substances and the effect on the quality of life on planet Earth.The areas covered are: chemical structures, inorganic and organic chemicals of natural and synthetic origins and the reactions of these chemicals, the effects of these chemicals on the environment (the atmosphere, soil, water ways, plants, and animals, especially human nutrition and health.) *Satisfies the Liberal Studies requirement for Earth Science. Intended for the non-chemistry major.*

CHEM 312
Chemistry of Life (3)

Structure, function, and properties of bioorganic/biochemical molecules important to life, health and nutrition. The areas covered are: atomic and molecular structure, chemical and physical properties of bio-organic functional groups, carbohydrates, fats, amino acids, proteins, enzymes, hormones, nucleic acids, digestion, nutrition. Also discusses the aesthetic, humanistic and practical aspects of science, where applicable, related to economic, health, historical (including contributions made by women and minorities), and/or political issues influenced by chemistry. *Intended for the non-chemistry major.*

CHEM 313
Energy and Society (3)

Survey of the physical, chemical, and engineering principles involved in the production of energy from current and potential sources, with emphasis on the processes that influence worldwide energy policy. The areas covered may include: the chemistry of fossil fuel energy production, novel alternative energy sources (e.g., solar, biomass, and hydrogen), fuel cells, energy production in living organisms, and the use of nuclear processes (fission and fusion). Also discussed are the economic, environmental, political, and social issues surrounding energy production. *Intended for the non-chemistry major.*

CHEM 314
Chemistry of Earth (3)

Survey of the history of the universe and Earth from a chemical perspective. Basic physical and chemical principles are used to explain the existence and structure of the Earth and the distribution of elements in and around the planet. Includes nucleosynthesis, the structure of matter, formation of the solar system, the structure of the Earth, minerals and their properties, the rock cycle, plate tectonics and how it affects the distribution of minerals and elements. *Satisfies the Liberal Studies requirement for Earth Science.*

CHEM 351
Biochemistry (3)

A one-semester introduction to Biochemistry designed for students majoring in science. The areas covered are: the structure and biosynthesis of carbohydrates, lipids, peptides, and nucleotides as well as biomolecular conformation and dynamics. *May not be taken for credit by students who have received credit for CHEM 303. Prerequisites: CHEM 202 and CHEM 250 with a minimum grade of C (2.0).*

CHEM 351L
Biochemistry Laboratory (2)

Designed to complement the lecture material and illustrate the basic techniques of biochemistry. *Six hours of laboratory. Corequisite: CHEM 351.*

CHEM 352
Biochemistry (3)

Designed to introduce the student majoring in science to principle areas in biochemistry. Areas which may be covered but are not limited to include: enzyme kinetics and regulation; generation and storage of metabolic energy; basic crystallography and structure of proteins, molecular modeling, membrane structure and pharmaceutical biochemistry. *May not be taken for credit by students who have received credit for CHEM 304. Prerequisites: CHEM 351 with a minimum grade of C (2.0) or consent of instructor.*

CHEM 398

Special Problems in Chemistry — Library (1-2)

Individual investigation that involves reading and researching the literature on an issue/topic in chemistry. The project must be performed in consultation with a faculty member in a related sub-discipline and a contract stating the proposed goals will be signed by both the student and the instructor. A written report or exam demonstrating an in-depth understanding of the issue/topic will be completed at the end of each semester of work. *May be repeated for a total of four (4) units but may not be substituted for CHEM 498. Prerequisite: Consent of instructor.*

CHEM 399

Special Problems in Chemistry — Laboratory (1-2)

Individual investigation that involves a research project in the laboratory in collaboration with a faculty member in a related sub-discipline. A contract stating the proposed goals of the project will be signed by both the student and the instructor. A written report summarizing the research findings must be submitted to the instructor at the end of each semester of work. *May be repeated for a total of four (4) units of credit, but may not be substituted for CHEM 499. Prerequisite: Consent of instructor.*

CHEM 400

Physical Sciences for Elementary School Teachers (3)

Designed to educate K-6 elementary school teachers in the basic principles of physical sciences. The areas covered are: the nature of matter, reactions and interactions of molecules, force and motion of particles, sources and transformations of energy, heat, electricity, magnetism, light, and sound. An elective course recommended for those students declaring a special field in science or any liberal studies majors intending to enroll in credential programs upon graduation; however, it does not fulfill the Physical Sciences requirement of the liberal studies major. *Two hours of lecture and two hours of activities in a discovery/thematic approach to learning the basic principles of chemistry and physics.*

CHEM 401

Physical Chemistry – Classical (3)

Designed to introduce the student majoring in science to the basic principles of Chemical Thermodynamics and Kinetics. The areas covered include: Basic laws of thermodynamics, chemical and physical equilibria, electrochemistry, transport processes, and theories and experimental determination of chemical reaction rates. *Prerequisites: CHEM 250, MATH 162, and PHYS 202.*

CHEM 402

Physical Chemistry – Quantum (3)

Designed to introduce the student majoring in science to the basic principles of Quantum Mechanics and Spectroscopy as applied to chemical problems. The areas covered include: quantum mechanics of model systems, electronic structure of atoms and molecules, and atomic and molecular spectroscopic principles. *Prerequisites: CHEM 250, MATH 162 and PHYS 202.*

CHEM 404

Inorganic Chemistry (3)

Designed to introduce the student majoring in science to inorganic chemistry. The areas covered are: atomic structure, the periodic table theories of chemical bonding, structure, acid/base chemistry and non-aqueous solvents, coordination chemistry of the transition metals, spectroscopy of transition metal complexes, oxidation/reduction chemistry, mechanisms of inorganic reactions, and brief introductions to applications of inorganic chemistry such as biorganic chemistry or organometallic chemistry. *Corequisite: CHEM 404L Prerequisite: CHEM 250, 275, or consent of instructor.*

CHEM 404L

Inorganic Chemistry Laboratory (1)

Designed to introduce the students majoring in science to laboratory techniques for the manipulation, synthesis, and characterization of inorganic compounds. Principles of structure and bonding, spectroscopy, magnetic characterization, thermodynamics and kinetics of inorganic compounds introduced in CHEM 404 are demonstrated in laboratory experiments. *Three hours of laboratory per week. Corequisite: CHEM 404.*

CHEM 405

Advanced Laboratory (2)

Designed to introduce the student to advanced techniques in measurement and synthesis. The laboratory experiments are designed to cover topics in the areas of chemical thermodynamics, molecular spectroscopy, chemical kinetics, electrochemistry, solid state chemistry, and coordination chemistry. Emphasizes the application of theoretical principles in the interpretation of the experimental results. *Six hours of laboratory per week. May be repeated with consent of instructor. Recommended: CHEM 404. Prerequisites: CHEM 401.*

CHEM 416

Instrumental Methods of Analysis — Separations and Structure (5)

Designed to introduce the student majoring in science to basic theory and practical application of instrumental methods of chemical separation and structure determination. The areas covered are: chromatography (GC/HPLC), spectrometry (atomic absorption, mass, infrared, ultraviolet, and proton and carbon-13 nuclear magnetic resonance). The laboratory experiments are designed to complement the lecture material and illustrate the basic techniques of chemical separation and structure determination. *Three hours of lecture and six hours of laboratory. Prerequisites: CHEM 202, 250, 275, and MATH 160 with a minimum grade of C (2.0).*

CHEM 490

Selected Topics in Analytical Chemistry (3)

A survey course of selected topics from the current chemical literature in analytical chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: CHEM 416 with a minimum grade of C (2.0).*

CHEM 491

Selected Topics in Biochemistry (3)

A survey of selected topics from the current chemical literature in biochemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisites: CHEM 303 and 304 with a minimum grade of C (2.0).*

CHEM 492

Selected Topics in Inorganic Chemistry (3)

A survey of selected topics from the current chemical literature in inorganic chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: CHEM 404 with a minimum grade of C (2.0).*

CHEM 493

Selected Topics in Organic Chemistry (3)

A survey of selected topics from the current chemical literature in organic chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisites: CHEM 202, and MATH 160 with a minimum grade of C (2.0).*

CHEM 494

Selected Topics in Physical Chemistry (3)

A survey of selected topics from the current chemical literature in physical chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisites: CHEM 401 and 402 with a minimum grade of C (2.0).*

CHEM 497
Chemistry in the Community (1)

Designed to introduce the student majoring in science to learning through service. Students will participate in safe and exciting chemical demonstrations, K-12 tutoring in chemistry, and community events involving chemistry. *Two hours of discussion, tutoring, or laboratory work per week. Prerequisite: Completion of three (3) units of upper-division chemistry courses, and consent of instructor prior to registration.*

CHEM 498
Senior Library Thesis and Seminar (2)

An in-depth reading and researching of the literature on current issues in chemistry. The student must consult with a faculty member in the discipline to decide on the subject and then produce a research paper (approximately 10-20 pages) with a list of literature citations in American Chemical Society style. The research paper (thesis) must summarize the current state of knowledge on the subject. The project will involve an average of two hours of consultation with the faculty supervisor and four (4) hours of library work each week. The student will defend the thesis in a seminar to the faculty and students of the Department of Chemistry. *May be repeated for a total of four (4) units of credit. Prerequisite: Consent of instructor.*

CHEM 499
Senior Laboratory Thesis and Seminar (2)

An original research project in the laboratory or in collaboration with a faculty member in the discipline. The student must consult with a faculty member in the discipline to decide on the research problem and then produce a research paper (approximately 10-20 pages) with a list of literature citations in American Chemical Society style. The research paper (thesis) must summarize the current state of knowledge on the research problem as well as the progress in the laboratory experiments aimed at the completion of the research project. The student will defend the thesis in a seminar to the faculty and students of the Department of Chemistry. The project will involve an average of six hours of supervised laboratory work each week. *May be repeated for a total of four (4) units of credit. Prerequisites: One course in the subject area with a grade of B or better and consent of instructor.*

COMMUNICATION (COMM)

College of Arts and Sciences

(CTM) =	Communication Theory and Methods
(CCSC) =	Communication, Culture and Social Context
(MC) =	Mass Communication

COMM 100
Introduction to Communication (3)

Introduction to fundamental concepts of communication with emphasis on the centrality of communication across a wide variety of contexts and its relevance in society. Focuses on the structures and processes of communication, including how messages are produced and received in interpersonal and intercultural relations, institutional life, and the world of mediated culture and politics.

COMM 200
Principles of Argument and Persuasion (3)

Study of and practice in the methods of critical thinking and argumentation. Involves using inductive and deductive reasoning to advance persuasive theses; recognizing and avoiding fallacies in reasoning; learning to advance propositions of value and of policy; understanding how various audiences respond to persuasive appeals.

COMM 300
Communication Theory (3)

Introduces students to some of the major philosophies of language and discourse which were developed in the 20th Century and their respective influences in the areas of social and political practice as well as cultural understanding. Among some of the schools of thought that may be covered in the course are ordinary language philosophy, speech act theory, phenomenology, pragmatism, philosophical hermeneutics, poststructuralism, and Frankfurt School critical theory. *(CTM)*

COMM 310
Group Interaction and Problem Solving Methods (3)

Examines how groups work as they conduct inquiry, solve problems, and make decisions; procedures for organizing group interaction, processes of symbolic convergence, and influences over group success. Special emphasis is placed on reflective thinking, teamwork/ collaboration, leadership, creativity, and intergroup conflict. Methods for facilitating small group discussion; use of group methods in instruction, and use of new media to augment group discussion practices are also addressed. *(CCSC)*

COMM 316
Student Newspaper (3)

A workshop for students interested in practicing writing and reportage. Students will meet for one (1) hour of classroom lecture and participate in four (4) hours of journalism activities, including but not limited to, the school newspaper. *May be repeated for a total of nine (9) units of credit. Also offered as LTWR 316. Students may not receive credit for both. Prerequisite: GEW 101. (MC)*

COMM 320
Conflict and Communication (3)

Conflicts are situations in which individuals and groups with differing assumptions about reality (both facts and values), clash with one another about right and wrong. Discusses the nature of communication in such situations, the strengths and weaknesses of the various types of discourse employed in dealing with them, and visions for transcending conflicts. Three general types of responses to conflict will be explored: rhetorical attempts to persuade (rhetorical eloquence), hostile resistance (lost eloquence), and transcendence (transcendent eloquence). *Prerequisites: Junior or Senior status or consent of instructor. (CCSC)*

COMM 330
Intercultural Communication (3)

Introduces students to a number of conceptual and theoretical problematics that arise in the study of cultural and intercultural issues. Culture is treated as a meaning-based phenomenon which is both constraining and enabling. Special emphasis is placed on how the limits of one's own culture may be expanded and how the constraints of one's own culture may be transformed into potentially new enablements as a consequence of engaging in meaningful communicative interaction with others.
(CCSC)

COMM 333
Language and Social Interaction (3)

Addresses how language is used within social and institutional interaction, especially conversations and interviews. Special emphasis will be given to problematic situations and their resolution. Situations that are especially serious and challenging for their participants, such as giving explanations for inappropriate conduct, answering adversarial questions in interviews, maintaining neutrality in mediation sessions, and delivering bad news in health encounters, will be examined using recordings and transcripts. Approaches from communication, sociology, anthropology and linguistics are utilized. Fosters cultural awareness through a concentration on the interactions in which culture is constructed and the cultural institutions by which interaction is governed.
(CCSC)

COMM 340
Interviewing Principles and Practices (3)

Examines interviewing as a method for eliciting information, resolving problems, and building personal communities. Principles for effective interviewing in a variety of contexts are examined. Students learn about interviewing practices that will be useful in their everyday lives. Requires conduct of several interviews and self-appraisals of interview performance. Includes, but does not focus exclusively upon, job interviews.
(CTM)

COMM 350
Topics in Communication (3)

Explores topics in Communication. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units.*

COMM 360
Mass Media and Society (3)

Theories, research methods, and empirical research findings related to the production and effects of mass communication on individuals and society. Involves a survey of electronic and print media; an overview of the historical formation of various media channels; analyses of the impact of mass communication upon popular culture.
(MC)

COMM 370
World Wide Web as Mass Medium (3)

Examines the development of the World Wide Web and multimedia computing, as textual, graphic, video, and audio mass media. Students examine the personal, commercial, educational, and entertainment uses of the World Wide Web. They also examine the social and cultural contexts of the World Wide Web — particularly how the information it distributes reflects social, economic, and political power related to gender, race, social class, ethnicity, education, and other social groupings. Students will have the opportunity to develop their own web pages and to create audio and video segments for those pages. *May not be taken for credit by students who have received credit for COMM 480C. (MC)*

COMM 390
Communication Research Designs, Methods, and Approaches (3)

Encourages students to utilize theory and method in treating a communication issue or problem in an applied setting. Emphasis is on implementation of a communication research project which encourages students to consider the appropriate uses of various methods — how some are more useful/fitting to some issues or problems than are others — and then to apply their selected method in a systematic way. Consideration is given to the respective merits of qualitative and quantitative research. *Prerequisite: COMM 200 (CTM)*

COMM 400
Discourse Analysis (3)

The study of monological or interactive oral texts in light of various approaches to the study of discourse; speech act theory; conversation analysis; ethnography of communication; ethnomethodology; culturally focused and communicative strategy approaches. Students are expected to acquire competency in analyzing texts within various social settings (e.g., courtroom; labor negotiation session; conflict mediation) and in developing effective interventionist stratagems.
(CTM)

COMM 420
Topics in Communication Theory (3)

Topic varies according to instructor. Possible topics: hermeneutic principles of speaking and listening; the role of ethics in rhetorical practice; and discourse-based analysis of complex institutions such as hospitals, schools, prisons. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. (CTM)*

COMM 425
Communication and Mediation (3)

A look at the conceptualization of conflict and of mediation as an area of teaching, training and research in communication. Designed to guide students through a specific academic view of conflict and its relationship to communication as a point of departure. We will continue by studying dispute mediation as one way to approach conflict. Case studies as well as dispute mediation simulations will help in understanding the powers and limitations of the process. Demystifies conflict and dispute mediation and shows how to use "the tools" of dispute mediation ethically.
Prerequisite: COMM 320, Junior or Senior status, or consent of instructor. (CCSC)

COMM 430
Power, Discourse and Social Identity (3)

Examines the intersections among power, discourse, and identity. Students will be exposed to theories of power, discourse, and identity, and have the opportunity to identify the workings of these concepts in current U.S. discourses about social class, race, gender, and sexuality. Focuses on the politics of identity, the ways in which identity politics play out in public debate, and in the formation of current economic, political, and social realities. How we think about identity, what we think about identity, and what we think identity means will have serious implications for local and global policies and ways of life in the new millennium. *Prerequisite: COMM 330 or consent of instructor. (CCSC)*

COMM 435
Communication and Gender (3)

Introduces students to a number of conceptual and theoretical problematics that have a bearing on the study of communication and its relevance to questions of gender. Explores differences between males and females with respect to communication styles, the cultural motivations for these differences, how they are reproduced in ongoing socialization experiences, their social and political implications, and the stratagems speakers deploy in the course of exploiting, bridging, negotiating, or overcoming such differences.
(CCSC)

COMM 437
Interpersonal Communication (3)

Introduction to the theory and research focused on interpersonal communication. Emphasis is on experientially acquired insights into the initiation and maintenance of interpersonal relationships across a wide range of socialization institutions (e.g., family, peer group, and workplace).
(CCSC)

COMM 440
Organizational Communication (3)

Examination of theoretical and research literature on the interaction within organizations and its bearing on individuals and groups in society at large. Some of the themes stressed are: the function of organizations within complex technological, market and sociopolitical environments; the communicative challenges of organizing; social responsibility and responsiveness; conflict mediation between organizational groups and actors; corporate wrongdoing; issues management; corporate political activity; institutional ethics; and whistle blowing.
(CCSC)

COMM 450
Topics in Intercultural Communication (3)

Topics may vary according to instructor. Possible topics include fieldwork in intercultural communication; research on alternative cultures and the semiotic means by which they constitute and reconstitute themselves; and the study of ethnic variation within complex institutions and the challenges such variation poses for institutional communication. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. (CCSC)*

COMM 465
Communication and Popular Culture (3)

Popular culture is so much a part of our daily lives that it is all but invisible. To a great extent, popular culture defines the texture of our lives. Popular images not only mediate and define reality, but they also implicitly assert a set of values. Introduces students to a number of concepts and challenges that arise in the study of U.S. popular culture. Drawing on a variety of theories and perspectives, students will critically examine the role of popular culture within the context of current social, political, and economic realities in the United States. *Students will become more critical readers of images and messages designed for public consumption. (MC)*

COMM 470
Political Communication (3)

A survey of theories and research in the area of political communication which covers such issues and themes as political image, symbolic constructions of political reality, agenda setting, political and campaign rhetoric. Special emphasis is placed upon how such issues and themes are related to the modern mass media. *(MC)*

COMM 480
Topics in Mass Media (3)

Topics may vary according to instructor. Possible topics: the history of mass media in the United States; ethical issues in the area of mass media; the treatment of gender, race and ethnicity in the modern mass media; popular culture. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. (MC)*

COMM 499
Independent Study (1-3)

May be used by students who desire to do special individualized projects with an instructor. Number of units to be decided between the student and the instructor. *May be repeated for a total of six (6) units. Prerequisite: Consent of Instructor. (MC)*

COMPUTER SCIENCE (CS)

College of Arts and Sciences

CS 101
Critical Thinking with Computers (3)

An introduction to the potential of microcomputers, societal, and historical perspectives; word processing, spreadsheets, database management systems, communications, operating systems, editors; mainframes, workstations, networking, inductive and deductive reasoning, logical inference, formal and informal fallacies, critical thinking and programming applicable to issues in every day life. *Two hours of lecture and three hours of laboratory. Credit may not be counted towards the Computer Science major.*

CS 111
Computer Science I (4)

Emphasizes programming methodology and problem-solving. A block-structured, high-level language such as C will be used for the specification and implementation of algorithms. Includes principles and applications of software engineering, numerical computing, artificial intelligence, database and user interface. *Three hours lecture and three hours laboratory. Counts toward the fulfillment of the Lower-division General Education Requirements in Mathematics/Quantitative Reasoning. Prerequisites: MATH 115, 132 or equivalent.*

CS 112
Introduction to Computing I (1)

Includes principles and applications of software engineering, numerical computing, artificial intelligence, database, and user interface. *Credit may not be counted in conjunction with CS 111. Prerequisite: Completion of an entry-level programming course.*

CS 200
Selected Topics in Computing (1-3)

Selected topics in computing and information technology. *May be repeated for a total of twelve (12) units as topics change. Credit may not be counted toward the Computer Science major. Students should check the Class Schedule for listing of actual topics. Prerequisite: Consent of instructor.*

CS 211
Computer Science II (4)

A continuation of program design and development. Introduction to data structures: stacks, queues, linear lists, trees, and sets. Includes pointers recursion, and implementation and analysis of sorting and searching algorithms. Extensive programming is required. Includes introduction to parallel models and algorithms, problem state space, relational database, and numerical approximation methods. *Three hours of lecture and three hours of laboratory. Prerequisite: CS 111 or equivalent.*

CS 212
Introduction to Computing II (1)

Includes introduction to parallel models and algorithms, problem state space, relational database and numerical approximation methods. *Credit may not be counted in conjunction with CS 211. Prerequisite: Completion of an intermediate-level programming course.*

CS 231
Assembly Language and Digital Circuits (4)

The structure of computers, number and character representation, word and instruction formats, and flowcharting. Machine and assembly language programming, address modification, indexing, indirect addressing, subroutines, and mnemonic interpreting systems. Includes digital logic, analysis and synthesis of circuits, and circuits of commonly used computer components. *Three hours lecture and three hours laboratory. Prerequisite: CS 111 or equivalent.*

CS 232
Introduction to Digital Circuits (1)

Includes digital logic, analysis and synthesis of circuits, and circuits of commonly used computer components. *Credit may not be counted in conjunction with CS 231. Prerequisite: Completion of an assembly programming course.*

CS 280
Workshop on Computing System Environment (2)

Introduction to selective computing system environment (e.g., UNIX, Internetting, X Windows, MS Windows) through the use of materials and work on several assignments. *Students should check the Class Schedule for listing of actual topics. May be repeated for six (6) units as system environments change. Prerequisite: Consent of instructor.*

CS 281
Workshop on Programming (2)

Introduction to selective programming languages (e.g., C, C++, Ada, Smalltalk, LISP, Prolog, Pascal) through the use of materials and work on several programming assignments. *Students should check the Class Schedule for listing of actual topics. May be repeated for six (6) units as languages change. Prerequisite: Consent of instructor.*

CS 301
Computer Mastery (3)

An introduction to the applications of computers such as word processing, spreadsheets, database management, networking communications, operating systems, editors; societal issues and historical perspectives of computer usage; algorithmic and critical thinking and computer programming. *May not be taken by students who received credit for CS 304. Credit may not be counted toward the Computer Science major. Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement.*

CS 303
Social and Organizational Impacts of Computing (3)

Analyzes the social opportunities and problems raised by new information technologies. Effects on quality of life, education, employment, personal privacy, organizational productivity, organizational structure, ethical values and regulations will be discussed. Students will gather and analyze data in some of the above areas to write papers which explore the concepts learned. *Prerequisite: CS 101, 111, or 301 or equivalent.*

CS 311
Data Structures (3)

A thorough understanding of several advanced methods for implementing the abstract data types and the time used by each method. Includes abstract data types such as dictionary, priority queues, matrices, and relations, foundation of recursive algorithms, complexity analysis, complexity classes, sorting and searching, computability and undecidability, problem-solving strategies, heuristic search, modeling and components of database systems, and graphics software systems. *Corequisite or Prerequisite: MATH 370 or equivalent. Prerequisite: CS 211 or equivalent.*

CS 331
Computer Architecture (3)

A study of the functional organization and sequential operation of digital computers. The major components of a computer will be discussed. Introduction to machine instruction architecture and design. The study of the internal operations during program execution. Several computer architectures will be studied. *Corequisite or Prerequisite: MATH 370. Prerequisite: PHYS 301 or equivalent.*

CS 351
Programming Languages (3)

Important features and concerns of implementation design on programming languages in common use today will be studied and analyzed. Includes data and control structures, run-time storage management, context-free grammars, language translation systems, programming paradigms, distributed and parallel programming constructs. *Corequisite or Prerequisite: CS 311 or equivalent.*

CS 380
Tutorial Methods on Computing (1)

Designed to develop the skill to present clear and correct computational arguments and programs when teaching or tutoring. *Corequisite: Concurrent enrollment in an upper-division Computer Science major course or consent of discipline advisor. Prerequisite: Consent of instructor.*

CS 421
Theory of Computing (3)

Regular and context-free languages, and other formal languages, push down and finite-state automata, and other finite machines. Turning machine computability, halting problems. *May not be taken for credit by students who have received credit for CS 521. Prerequisites: CS 311 or equivalent and MATH 370.*

CS 433
Operating Systems (3)

Operating system design and implementation, process coordination and scheduling, deadlocks, interface devices, memory and device management, networks and security, distributed and real-time systems. *May not be taken for credit by students who have received credit for CS 533. Prerequisites: CS 231 or equivalent and CS 311.*

CS 436
Networking Essentials (3)

Fundamentals of computer networks, building of computer networks, hands-on experience on network administration and network management, implementation of various network servers. *May not be taken for credit by students who have received credit for CS 497D. Prerequisite: CS 331.*

CS 441
Software Engineering (3)

Principles, techniques, and tools used to effect the orderly production of medium- and large-scale computer software will be studied. Includes review of problem-solving concepts, software development process, software requirements and specifications, verification, and validation. These techniques will be applied to programming projects with students working in teams and managing all phases of a programming project. Social, professional, and ethical issues will be discussed. *May not be taken for credit by students who have received credit for CS 541. Prerequisites: CS 311 and MATH 370.*

CS 464
Numerical Analysis and Computing (3)

Computer arithmetic, solution of a single algebraic equation, solution of systems of equations interpolating polynomials, numerical integration, numerical solution of ordinary differential equations; error analysis and computational effort of numerical algorithms. Combines theoretical ideas with hands-on laboratory experience. *Also offered as MATH 464. Students may not receive credit for both. Prerequisites: CS 111 or equivalent and MATH 162.*

CS 490
Senior Seminar (3)

Presentation and discussion of selected topics in Computer Science in order to supplement available offerings. *Prerequisites: Senior standing in Computer Science and consent of discipline advisor.*

CS 495
Internship in Computer Science (3)

Faculty-sponsored academic internship in business, industrial, government, or research firm. *Prerequisite: Consent of the faculty sponsor.*

CS 497
Topics in Computer Science (3)

Introductory or advanced topics in Computer Science for undergraduate students. *May be repeated as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: Consent of instructor.*

CS 498
Individual Study in Computer Science (1-3)

Individually directed reading and study in Computer Science literature. *May be repeated for a maximum of three (3) units. Prerequisites: Senior standing in Computer Science and consent of supervising instructor.*

CS 499
Independent Research in Computer Science (1-3)

Designed for students capable of independent and original research. *May be repeated for a maximum of three (3) units. Prerequisites: Senior standing in Computer Science and consent of research supervising instructor.*

CS 513
Analysis of Algorithms (3)

Study of algorithms; efficient, optimal algorithms and analysis for best, worst, and average performance; computational complexity theory; algorithmic time and space bounds; levels of intractability; applications. *May not be taken for credit by students who have received credit for CS 413. Prerequisites: CS 311 and MATH 370.*

CS 514
Algorithms for Parallel Processing (3)

Techniques for writing programs for multiprocessors. Includes data partitioning and functional partitioning for algorithms to be used on Single Instruction-Multiple Data Computers and on Multiple Instruction-Multiple Data Computers. *May not be taken for credit by students who have received credit for CS 414. Prerequisite: CS 311.*

CS 531
Advanced Computer Architectures (3)

Comparative studies of computer system components: CPU, memory, and I/O devices; analytical modeling techniques to allow comparative evaluation of different computer architectures; multiprocessors, and array processors, vector processes multiprocessors, pipeline and super-pipeline processors, supercomputers, dataflow machines; parallelism, scalability, and programmability. *Prerequisite: CS 331.*

CS 535
Introduction to Computer Graphics (3)

Display memory, geometric transformations, theory of domain transformations, windowing and clipping, mathematics of three-dimensional graphics involving rotation, scaling, transformation and perspective of 3-D images, hidden line algorithms, pattern recognition, and digital storage. *May not be taken for credit by students who have received credit for CS 435. Prerequisites: CS 231 or equivalent, CS 311 and MATH 264 or 374.*

CS 537
Computer Networks (3)

Introduction to telecommunications including basic terms, concepts, topologies, equipment, standards, protocols, errors, and error control. Network control analysis. Security and privacy will also be covered. *May not be taken for credit by students who have received credit for CS 437. Prerequisites: CS 311 and 433 and MATH 242 or 440.*

CS 538
Cryptography and Network Security (3)

Basic number theory, computational complexity, and network architecture, in-depth discussion on cryptography and its network applications; security threats, requirements, protocols, applications for secure networks, and legal and ethical issues. *Prerequisite: CS 433.*

CS 539
Client/Server Computing (3)

State-of-the-practice on client/server computing, the key enabling technologies and their inter-relationships, development and implementation of client/server/applications, emerging technologies that may affect the future practice within the client/server environment. *May not be taken for credit by students who have received credit for CS 497B and 497C. Prerequisite or corequisite: CS 441.*

CS 542
Design Patterns (3)

Introduction to object-oriented design patterns including basic terms, concepts and their roles in software reuse. Students will become familiar with the use of many documented patterns, recognize patterns in program designs, and make use of patterns in new designs. *Prerequisite: CS 441.*

CS 543
Database Management Systems (3)

Study of the concepts and structures necessary to design and implement database management systems. File organization, index organization, security, data integrity and reliability, data description and query languages will be studied within hierarchical, network, and relational models. A commercially available relational database management system will be used. *May not be taken for credit by students who have received credit for CS 443. Prerequisite: CS 311.*

CS 545
Digital Simulation (3)

Study of simulation languages and simulation techniques for solving many types of research problems from management, engineering and science. Simulation methodologies will be used for simulation of large system design of simulation experiments for optimizations, and applications. *Prerequisites: CS 311 and MATH 440.*

CS 551
Advanced Programming Languages (3)

Formal syntax of programming languages such as Backus-Naur form and its variations, attribute grammars, two-level grammars, formal semantics of programming languages including operational semantics, denotational semantics, and axiomatic semantics. *Prerequisite: CS 351.*

CS 553
Compilers (3)

Study of lexical scanning, parsing methods, intermediate code generation, error detection, and recovery. Included will be the design and implementation of a simple compiler or components of an actual compiler. *May not be taken for credit by students who have received credit for CS 453. Prerequisites: CS 351 and 521.*

CS 555
Logic Programming (3)

Declarative programming techniques: formal specification of the problem itself rather than of a solution algorithm. Survey of logic programming languages such as Prolog, applications, theoretical foundations propositional logic, predicate calculus, resolution, theorem proving, non-determinism, meta-programming. *Prerequisites: CS 351 and MATH 370.*

CS 571
Artificial Intelligence (3)

Principles and techniques of artificial intelligence systems, including subsymbolic artificial intelligence, search strategies and heuristic problem-solving techniques, knowledge representation formalism, automatic logical deduction, expert systems, and artificial intelligence applications. *Prerequisite: CS 351.*

CS 573
Artificial Neural Networks (3)

Theory, algorithms and applications of artificial neural networks, their applications including pattern and speech recognition, system identification, signal processing, time series prediction, financial analysis and trading. *Prerequisite: CS 311.*

CS 574
Natural Language Processing (3)

Introduces principles of human language processing, approaches and techniques for computer-based natural language processing, and a range of applications of those approaches and techniques. Subjects to be studied are the following: Fundamentals of human language processing. Spoken language processing: speech recognition and speech synthesis. Written language processing: understanding and generation; stages of processing (syntactic analysis, semantics, pragmatics); statistical vs. symbolic techniques. Practical applications: information retrieval and extraction, natural language interfaces with databases; translation; text categorization; language and communication in multimedia. *Prerequisites: CS 351 and MATH 370.*

CS 575
Machine Learning (3)

Machine learning algorithms and theory, decision-tree learning, neural networks, Bayesian approaches, genetic algorithms, reinforcement learning, computational learning theory. *Prerequisite: CS 311.*

CS 597
Advanced Topics in Computer Science (3)

Advanced topics in computer science for graduate students or advanced undergraduate students. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: Consent of instructor.*

CS 613
Advanced Computational Complexity (3)

In-depth discussion of computational complexity theory including models of computation, polynomially bounded, NP-completeness, reducibility, and beyond NP-completeness, and intractable problems. NP-complete problems in various areas will be discussed. *Prerequisites: CS 513 and 521.*

CS 614
Advanced Parallel Processing (3)

Advanced techniques for writing programs for multiprocessors, including writing programs using both the shared memory and message passing paradigms on a Multiple Instruction-Multiple-Data computer. *Prerequisite: CS 514.*

CS 633
Advanced Operating Systems (3)

Current research and methodology in operating systems for operating system designers. Advance study includes topics of synchronization, deadlock, virtual memory, security, distributed systems and control, and modeling and analysis. *Prerequisite: CS 533.*

CS 637
Advanced Computer Networks (3)

Broadband integrated services digital networks, high-speed networks, radio and satellite networks, lightwave networks; multimedia communications, wireless communications, high-speed communications; network design, network architectures, traffic and admission control, routing and flow control, performance issues, traffic characteristics. *Prerequisite: CS 533 and 537.*

CS 643
Advanced Database Management Systems (3)

Advanced data models such as object-oriented databases, distributed databases, deductive databases, and multimedia databases, abstractions, dependencies, normalizations, query optimizations, implementations, languages, database machines, and other advanced topics. *Prerequisite: CS 543.*

CS 671
Advanced Artificial Intelligence (3)

In-depth discussion on selected subdisciplines of Artificial Intelligence. Use of formal techniques and well-known systems for these subdisciplines. Discussion of current research and programming in Lisp, Prolog or an expert system shell to develop or modify certain systems in these areas. *Prerequisite: CS 571.*

CS 690
Graduate Seminar (1)

Presentation and discussion of advanced research topics and results in computer science. *Prerequisites: Graduate standing in Computer Science and consent of Department Chair.*

CS 697
Graduate Topics in Computer Science (3)

Advanced topics of current interest in computer science for graduate students. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. Prerequisite: Consent of instructor.*

CS 698
Master's Research Project (3)

Faculty-supervised investigation, to culminate in a written report for the master's degree. *Prerequisite: An officially appointed advisory committee with a project advisor and advancement to candidacy.*

CS 699
Master's Thesis (1-3)

Preparation of a thesis for the master's degree. *May be repeated for a total of six (6) units of credit. Graded Credit/No Credit. Prerequisites: An officially appointed thesis committee with a thesis advisor as the chair of the committee and advancement to candidacy.*

CS 700
Thesis Extension (1-3)

Registration is limited to students who have received a grade of Satisfactory Progress (SP) in CS 699 and who expect to use the facilities and resources of the University to work on or complete the thesis. Also, students must be registered in CS 700 when the completed thesis is granted final approval. *Graded Credit/No Credit. May be repeated for a total of three (3) units, but credit will not be counted toward the Master of Science in Computer Science.*

DANCE (DNCE)

College of Arts and Sciences

DNCE 320
Global Modern Dance (3)

Lecture, modern dance techniques improvisation and choreography in the area of global modern dance. Emphasis will be placed on the aesthetics of performance. Comparisons and contrasts will be made with modern dance in other countries and/or cultures. *No background in dance is required. Students will spend four hours per week in modern dance techniques. May not be taken for credit by students who have received credit for DNCE 392B.*

DNCE 321
Cultures in Motion (3)

A variety of world dance forms will be examined in terms of their power to heal, celebrate, tell stories and resolve conflict through one-upmanship dance competitions. Students will explore ways in which dance is an expression of a culture's way of life, historical roots, religious beliefs, sex roles, politics, and values. The multicultural influences found in fusion dances will be traced. Students will gain an insight into individual cultural identity by examining the elements that shape the dance of that culture. *No background in dance is required.*

DNCE 392
World Dance Topics (3)

Studio dance course that explores the techniques and repertory of a specific dance tradition. The topic and style is variable. *Students will spend two hours in lecture and two hours per week in dance activities. May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

ECONOMICS (ECON)

College of Arts and Sciences

ECON 201
Principles of Microeconomics (3)

Introduction to the tools economists use to analyze a wide variety of issues and to gain an understanding of the economic way of thinking. Includes supply and demand, market exchanges, opportunity cost, production possibilities frontier, marginal analysis, consumer choice, firms and markets, externalities, public goods, and cost and production theory. Subject matter also may include issues commonly believed to be outside the economic domain. Illustrates the wide and diverse applicability of economic analysis.

ECON 202
Principles of Macroeconomics (3)

The economy is the subject of study in this course. Includes gross domestic product, inflation, unemployment, interest rates, monetary policy, fiscal policy, budget deficits, trade deficits, international trade, exchange rates, business cycles, expectations, and a comparison of different macroeconomic schools of thought.

ECON 250
Introduction to Economics (3)

Introduction to economic thinking. Subjects are chosen from ECON 201 and ECON 202. *Not open to students who have obtained credit for, or are required to take, either ECON 201 or 202.*

ECON 301
Consumers and Exchange (3)

Intermediate Microeconomic Theory. Examines the economic decisions made by individuals as consumers. Subject matter includes consumer behavior, demand theory, choice under uncertainty, game theory, welfare economics, general equilibrium analysis, public goods, and externalities. *Prerequisites: ECON 201 and 202.*

ECON 302
Employment, Income, and Prices (3)

Intermediate Macroeconomic Theory. Examines the overall performance of an economy. Includes inflation, unemployment, interest rates, government taxes and expenditures, money and financial institutions, budget and trade deficits, business cycles, and more. Special attention is paid to contending macroeconomic views (e.g., Keynesian, New Keynesian, New Classical, and Monetarist). *Prerequisites: ECON 201 and 202.*

ECON 303
Production and Exchange (3)

Intermediate Microeconomic Theory. Examines the economic decisions made by business firms. Subject matter includes production and cost theory, theory of the firm, production market structure and factor market analysis. *Prerequisites: ECON 201 and 202.*

ECON 305
Economic Approach to Politics and Sociology (3)

An economic approach to issues that usually are discussed in political science and sociology. The beginning of the course lays out a few basic economic concepts for the student, such as supply and demand, opportunity cost, market exchange, and costs and benefits. These concepts are then applied in individual, family, social, and political settings. Examination of the economics of the family, economics of voting, economics of bureaucracy, economics of learning, economics of dating, economics of crime, special-interest politics, and more.

ECON 306
Economics, Philosophy, and Politics (3)

Basic economic concepts for the student such as supply and demand, opportunity cost, market exchange, and costs and benefits. Unusual and current applications of these basic concepts are explored. Examines the philosophical basis for a just society and how social rules evolve. The works of a number of political philosophers are examined. Discusses issues that fall within the intersection of economics and politics. Includes political behavior, special-interest politics, and the effects of both on the competitive nature of the economy.

ECON 311
Comparative Economic Systems: Historical, Theoretical, and Evolutionary Aspects (3)

Presents two major and opposing views for making economic decisions, one emphasizing voluntary exchange, markets, and spontaneous orders; the other emphasizing government plans, legislated and designed outcomes. An examination of a few real-world economies are made (U.S., Japan, Russia, and others) and the particular economic issues of importance to each are discussed. Throughout the discussion, the mix of market and planning forces existing in each of the economies is analyzed. *Prerequisites: ECON 201 and 202, or 250.*

ECON 323
Health Economics (3)

Applies economic methods to study the health-related choices of individuals as well as the functioning of health care markets. The general objectives are to understand the U.S. health care system within economic, cultural, and political contexts. Focuses on the changing nature of health, health-care systems, and implications for public policy in health-care systems, and implications for public policy in health and medical care.*May not be taken for credit by students who have received credit for ECON 481E. Prerequisite: ECON 201 or 250.*

ECON 325

Economics of the Environment and Natural Resources (3)

Applies economic policy analysis to environmental and natural resource issues. Develops an understanding of the requirements of efficient markets, and the conditions under which market fail. Subjects include the economics of externalities, optimal management of renewable and non-renewable natural resources, property rights, techniques for measuring the value of non-market environmental amenities, benefit/cost analysis, and the politics of environmental regulation and natural resources management. *May not be taken for credit by students who have received credit for ECON 481H. Prerequisites: ECON 201 or ECON 250.*

ECON 327

Economics, the Arts, and Entertainment Industries (3)

Examines how art and entertainment mediums serve as a narrative to convey economic content. Focuses on the exchange between the rhetorical power of economics and the narrative power of the arts, such as film, songwriting, and musical genres. Considers how economic forces in these industries shape entertainment or art products. *May not be taken for credit by students who have received credit for ECON 481G. Prerequisites: ECON 201 and 202, or ECON 250.*

ECON 331

Money, Banking, and the Economy (3)

Discussion of the Federal Reserve System, money supply, and money demand. Analysis of money's effects on the price level, interest rates, employment, output, and exchange rates is analyzed. Examines how money evolved out of a barter economy. Banking and financial institutions are examined, with emphasis on innovations in financial markets. *Prerequisites: ECON 201 and 202.*

ECON 341

The Economics of Women and Men (3)

Examines the economic role of women and men in two main areas — the workplace and the family. Includes the family as an economic unit, family formation and dissolution, allocation of time between family and work; and workplace issues including earnings and occupational differentials, discrimination, and changing roles in a changing economy. *Prerequisites: ECON 201, 250, 305, 306, or 308.*

ECON 405

Great Economic Thinkers (3)

What are the major ideas and classic works in economics? Who are the economists who have had the greatest impact on shaping modern economics? What are the ideas that have revolutionized economics? Focuses on the detailed answers to these three questions. There is no textbook for this course. Instead, students will read the original writings of economists.*May not be taken for credit by students who have received credit for ECON 321. Prerequisites: ECON 201 and 202.*

ECON 411

Public Choice (3)

Public Choice is the economic approach to political decision-making. The behavior of voters, politicians, bureaucrats, judges, and members of special interest groups are examined. Includes voting paradoxes, political competition, analysis of public goods, economic theory of constitutions, using government for private purposes, the theory of the state, and an economic theory of the courts. *Prerequisite: ECON 201, or 250, or 305, or 306.*

ECON 416

Law and Economics (3)

Presents the insights that economists have brought to the study of the law since 1960, particularly as they relate to the property rights-Coasian approach to the law. This approach is then consistently applied to legal issues found in the areas of contract law, torts law, family law, criminal law, and more. *May not be taken for credit by students who have received credit for ECON 415. Prerequisite: ECON 201 and 202.*

ECON 417

Property, Transactions Costs and Information (3)

Property rights, rights of individuals over resources, have significant implications for the power relationships, the socio-economic roles that individuals assume, the opportunities, responsibilities and privileges individuals possess, and the production and distribution of wealth and income in all societies. A theoretical exploration of the concept of property rights broadly defined to include rules, formal and informal, which govern economic and social exchanges. Examines related topics in information economics, transactions costs and current policy issues, such as intellectual property and environmental policy. *Prerequisites: ECON 201 and 202.*

ECON 421

The Public Economy (3)

The economic justification for government is usually based on the inability of markets to achieve certain economic and social objectives. This is often referred to as market failure. Issues connected with market failure include public goods provision, externalities, the income distribution, and more. Examines the ways in which government deals with market failure. Discusses government taxation, transfer payments, and expenditure policies and the effects of these policies on incentives and behavior. *Prerequisites: ECON 201 and 202.*

ECON 422

Economics of Taxation (3)

Develops an economic framework to evaluate the effects of taxation on individual behavior and the distribution of income. Addresses subjects such as efficient and equitable taxation, distribution of tax burdens, personal income taxation, the corporate income tax, consumption taxes, the politics of taxation, and state lotteries. Provides students with the necessary skills to objectively evaluate tax policies.*May not be taken for credit by students who received credit for ECON 481F. Prerequisites: ECON 201 and 202.*

ECON 431

Labor Economics (3)

Study of the labor market. Includes an analysis of labor demand, supply, and wage rates; the measurement, type, and causes of unemployment; the effect of labor unions on wage rates and resource allocation. *Prerequisites: ECON 201 and 202.*

ECON 441

International Economics (3)

International trade, finance, and policy. Includes exchange rate regimes, balance of payments, tariffs and quotas, national income determination in an open economy, and emerging international economic arrangements. *Prerequisites: ECON 201 and 202; ECON 250 may be substituted for students in the Global Business Management Option.*

ECON 442

Economics of Development (3)

Examines the processes of economic, social, and institutional change in the developing world. Presents alternative definitions, theories, and strategies of development. The strengths and weaknesses of different approaches to economic development are identified and compared in the context of case studies (e.g., China, Brazil, Chile, North Korea, South Korea, and West Africa). *Prerequisites: ECON 201 and 202.*

ECON 445

Gender and Development (3)

Gender analysis remains in the peripheries of development theory and practice despite evidence which suggests that "modernization" results in disparate outcomes for similarly situated women and men. To bridge this analytical gap in development studies, the course explores the gender dimensions of the dramatic structural changes taking place in the world economy. *Also offered as PSCI 445 and WMST 445. Students may only receive credit for one of the courses. May not be taken for credit by students who received credit for ECON 481B.*

ECON 455

Public Policy Issues (3)

When markets fail to be competitive, or the market outcome is viewed as "inequitable," public policies are often justified to "improve" upon the market outcome. Applies economic methods to evaluate the justification for policy intervention and the policy-induced effects on economic behavior and distribution of welfare among individuals. Subject matter includes current policy issues such as poverty and income inequality, income redistribution programs, discrimination, immigration, crime and drug abuse, and health care. *May not be taken for credit by students who have received credit for ECON 481D. Prerequisites: ECON 201 and 202.*

ECON 471

Econometrics (3)

Application of statistical methods used in economics. Includes linear regression analysis, multicollinearity, autocorrelation, heteroscedasticity, simultaneous equation estimation, hypothesis testing, and time series analysis. *Prerequisites: ECON 201, 202, and BUS 304.*

ECON 481
Topics in Economics (3)

Emphasizes new areas and new theoretical developments in economics and current high-interest topics in any of the subdisciplines of economics. *Students can apply up to six (6) units of different topics courses toward the major. Recommended: ECON 301, 302 and 303. Prerequisites: ECON 201 and 202.*

ECON 497
Independent Study (3)

Individual research and study under the direction of a faculty member in economics. The student must prepare and present a detailed study plan and justification statement to the faculty member by the first week of classes. Study plan must be approved by the second week of classes. *May be repeated, but no more than three (3) credit units may be counted toward the major. Prerequisites: Economics major, senior standing, and consent of instructor.*

ECON 610
Global Managerial Economics (2-4)

Provides the theory and tools that are necessary for managers to analyze and solve the problems they face in their enterprises in the most efficient manner. Particular emphasis placed on applications of economic theory and policy within a global context. *Prerequisites: BGA 501 and BGA 502.*

EDUCATION: ADMINISTRATION/ADMINISTRATIVE SERVICES (EDAD)

College of Education

EDAD 602
School Communities in a Pluralistic Society (3)

Focuses on the pluralistic nature of society reflected in the contemporary school. Students will study, ethnic, class, racial, linguistic and other cultural variation as a means of developing administrative and leadership practice responsive to and supportive of all students who represent national, state and regional diversity. Various formal and informal approaches to school-community relations will be studied, as will shared decision-making bodies and the role of business and industry advisory groups. *Prerequisite: Consent of Program Coordinator.*

EDAD 630
Elementary and Secondary School Organization and Management (2)

The role of the site administrator in the administration and management of elementary, middle school/junior high, and high schools is studied, along with the organizational structure and function of the school itself. Students will investigate, analyze and evaluate the roles of state and federal governments in the context of the school and district governance process. Implications for leadership in the development and operation of comprehensive educational programs at the school site will be studied. *Prerequisite: Consent of Program Coordinator.*

EDAD 632
Innovation, Diversity and Evaluation in Curriculum Development (3)

Students focus on the leadership role of site and district administrators in the development of curricular programs responsive to the diverse populations of the contemporary school. Through the examination, analysis and evaluation of existing curricular models, policies and procedures, students will learn how to develop transformative curricula. They will examine the role of evaluative measures as integral to curricular development, explore innovation and change in teaching and learning, and investigate appropriate methods for stimulating change in public education. *Prerequisite: Consent of Program Coordinator.*

EDAD 634A
Educational Law (2)

The first of a two-course sequence (with EDAD 634B) which provides students with an overview of the legal aspects of entry-level school administration and leadership. Students investigate historical legal frameworks, legal interpretations of key court decisions affecting education, the U.S. and California Constitutions, the California Education Code, and legal issues and problems faced by school administrators. *Prerequisite: Consent of Program Coordinator.*

EDAD 634B
Educational Finance (1)

The second of a two-course sequence articulating the financial and legal aspects of entry-level school administration and leadership. Students concentrate on basic principles and practice of school finance including budget generation and implementation at site and district levels. Critical financial issues are addressed as is the financial decision-making process. The relationship between law and finance will be discussed as major responsibilities of school administrators and educational leaders. *Prerequisite: EDAD 634A and consent of Program Coordinator.*

EDAD 636
Instructional Supervision and Personnel Administration (3)

The role of the site administrator as an educational and instructional leader, supervisor, and personnel manager is the basis for this course. Students investigate and analyze the impact of instructional leadership on classroom teaching and learning, the structure and function of schools, and the transformation of curricular programs toward those responsive to and inclusive of issues of diversity. Personnel recruitment, selection, placement, motivation, productivity, professional development, evaluation and dismissal are studied as elements of personnel management. Emphasis is placed on the personnel management process as a way of achieving excellence through diversity. *Prerequisite: Consent of Program Coordinator.*

EDAD 638
Leadership Applied to Educational Issues (4)

A capstone course focusing on contemporary issues in public education, and their implications for educational leaders. The application of theories of leadership to the dynamics of change characterizing contemporary education are studied, analyzed and evaluated. Students will synthesize previous courses and apply their learning to complex scenarios of, and current critical problems in, educational leadership. Students will develop, present and support a personal, productive leadership model as the basis for problem solving around critical issues. *Prerequisite: Consent of Program Coordinator.*

EDAD 640A
Professional Field Studies and Practicum (1)

Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the field work and which will be used by the cooperating site. *Course may be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. Prerequisite: Consent of Program Coordinator.*

EDAD 640B
Professional Field Studies and Practicum (1)

Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. Prerequisite: Consent of Program Coordinator.*

EDAD 642A

Professional Field Studies and Practicum — Advanced (2)

Provides the student with in-depth, on-site experiences appropriate to an entry-level administrator. Students will develop and implement an advanced plan for field experiences which includes application of comprehensive administrative services functions. Students will develop a paper, project or other capstone product, collaboratively agreed upon with the supervisory team, which integrates learning from the field work and which will be used by the cooperating site. Students will engage in actual performance of nearly all the major duties and responsibilities authorized by the credential, while under the supervision of a credentialed administrator and a University instructional faculty member. *Graded Credit/No Credit. Prerequisite: Consent of Program Coordinator.*

EDAD 642B

Professional Field Studies and Practicum — Advanced (2)

Provides the student with in-depth, on-site experiences appropriate to an entry-level administrator. Students will develop and implement an advanced plan for field experiences which includes application of comprehensive administrative services functions. Students will develop a paper, project or other capstone product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. Students will engage in actual performance of nearly all the major duties and responsibilities authorized by the credential, while under the supervision of a credentialed administrator and a University instructional faculty member. *Graded Credit/No Credit. Prerequisite: Consent of Program Coordinator.*

EDUCATION: BILINGUAL/CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (EDCS)

College of Education

EDCS 601

Developing Communities of Practice (3)

Examines the nature of contemporary life outside the school setting in order to explore the relationships between students, parents, teachers, administrators and communities. Focuses on the notion of developing collaborative social climates within the framework of the school setting in order to examine the linkages between local communities and the schools. It further addresses the unique needs of linguistically diverse students and their parents as members of the learning and "real life" communities as a means of engaging community members in the culture of schooling. Students will study these home-school liaisons within the context of educational theory in order to develop successful, inclusive practice. *Prerequisite: Consent of Program Coordinator.*

EDCS 602

Practicum in Designing and Implementing Programs for Students in Multilingual/Multicultural Contexts (3)

Examines current models of effective/exemplary curriculum design, development, implementation, and evaluation in order to modify and apply those models to multilingual/multicultural settings. Focuses on evaluation, including the selection and development of assessment instruments and procedures, interpretation of evaluation data, and overall attention to reliability and validity of outcomes. Other areas of study include instructional delivery in terms of implementation with a focus on the theoretical foundations of instruction in multiple language/ multicultural settings, including an examination of cultural bias in materials and practice as well as materials appropriate for working with students from culturally and linguistically diverse backgrounds. Stresses the relationship between program design, evaluation and student placement within such programs. *Prerequisite: Consent of Program Coordinator.*

EDCS 603

Assessment and Evaluation of Students in Multilingual/Multicultural Contexts (3)

Investigates a variety of theories and approaches (formal, informal, individual/group, holistic and analytical) for identifying student learning needs, assessing the development of primary and second languages, and assessing achievement in content areas in the primary and second language. The following principles are the focus of this course: (1) the nature and purpose of primary- and second-language assessment measures; (2) the nature and purpose of assessment measures in content areas; (3) limitations of test instruments and procedures (e.g., issues and problems of test equivalence, cultural, and linguistic bias); and (4) various approaches to assessment (e.g., performance-based assessment traditional measures, such as norm-referenced and standardized tests, authentic assessment and portfolio assessment). *Prerequisite: Consent of Program Coordinator.*

EDUCATION: EXCEPTIONAL LEARNERS (EDEX)

College of Education

EDEX 636

Contemporary Professional Issues: Research and Best Practice Seminar (1-2)

Examines current issues, concepts, and emerging best practices and research finding related to the education of learners with mild, moderate, and severe disabilities and other dimensions of language and learning difference. Enables Professional Level II Education Specialist candidates to develop a specific area of emphasis. *May be repeated for credit as topics change for a total of eight (8) units.*

EDEX 638

Shared Leadership in Educational Excellence for All (3)

Participants develop and demonstrate an understanding of organizational systems and systems change agency through an examination of current theory, research, and practice in general and special education school reform. They explore models of and develop skills in leadership and management; advanced interpersonal communication; collaborative teaming and consultation; creative problem-solving and conflict resolution; supervision, coaching, and training of others; resource procurement and provision; interagency coordination, and change agency. Participants apply skills to address curricular, instructional, assessment, and systems change challenges in school and community settings. *Prerequisite: Consent of instructor.*

EDEX 639

Using Data-Based Instruction to Improve the Learning Outcomes of Students Who are Difficult to Teach (3)

Taught on the World Wide Web. Enables practicing general and special educators at all levels (preschool - grade 12) to apply principles of data-based decision-making to implement "best practices" to improve the performance of students with learning disabilities; cognitive, emotional, and behavioral challenges; gifts and talents; multiple disabilities; and language differences. Fulfills the Data-Based Decision Making and Current and Emerging Research and Practice standards for the Professional Level II Education Specialist Credential. *May not be taken for credit by students who have received credit for EDUC 596K. Prerequisite: Consent of instructor.*

EDEX 651

Advanced Technology, Transition, and Inclusive Education (2)

Focuses upon acquisition of skills for advanced application of augmentative communication, technologies supporting inclusion, practical applications in the classroom, development and implementation of technology laboratories and programs, grant writing, and professional presentations. Meets Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis in inclusive education, technology and augmentative communication, and reflective practice. *Prerequisites: EDUC 500 or equivalent and consent of instructor.*

EDEX 652
Crisis Prevention and Management (2)

Practice in critical crisis management skills and pro-active, positive behavioral support intervention strategies for preventing, de-escalating, and appropriately responding to problematic and dangerous student behaviors. Examines the relationship of state and federal law, student characteristics, emotional states and medical conditions, family needs, transition planning, and various student support and behavior management strategies to positive behavioral change and maintenance. Meets Professional Level II Education Specialist credential standards for advanced behavioral, emotional, and environmental supports and developing a specific area of emphasis in serious emotional disturbance, and behavioral intervention. *Prerequisite: Consent of instructor.*

EDEX 660
Induction Plan Development (2)

In this course, Professional Level II Mild/ Moderate and Moderate Specialist/ Severe Education Specialist candidates, in consultation with a local school district support provider and a University advisor, develop a Professional Credential Induction Plan. The plan is a written individualized program of coursework and professional development to be completed over no less than one year while employed full-time as a special educator or the equivalent. *Graded Credit/No Credit. Prerequisite: Acceptance into the Professional Level II Education Specialist Program and consent of instructor.*

EDEX 661
Portfolio Review and Site Visitation (2)

Structures the assessment of Professional Level II Education Specialist candidates' completion of the professional credential Induction Plan. Through a portfolio review process and site visitation, candidates demonstrate performance of Level II Mild/Moderate and/or Moderate/Severe Education Specialist standards. *Graded Credit/No Credit. Prerequisites: Successful completion of EDEX 660, and more than one year of full-time experience as a special educator, or the equivalent.*

EDUCATION: MIDDLE LEVEL (EDMI)

College of Education

Prerequisite for all EDMI courses is admission to Middle Level/CLAD Teacher Credential Program.

EDMI 526
Teaching and Learning at the Middle Level I (4)

Introduction to middle schooling, including the rationale for and history of middle schools, the particular needs of early adolescents, the needs of exceptional students, appropriate teaching strategies for diverse populations, and the foundation of learning theories in the middle grades. Includes supervised observation in multicultural, multilingual classrooms.

EDMI 527
Teaching and Learning at the Middle Level II (1)

Further study of middle school curriculum and instruction, with emphasis on exploratory subjects, the teacher as advisor, and working with community agencies and parents, especially those from diverse class, cultural and ethnolinguistic backgrounds.

EDMI 540
Language and Literacy Education, Middle Level Emphasis (5)

The scope and sequence of language arts in the K-12 curriculum. Focuses on the place of reading, writing and literature in the middle level curriculum; methods and materials in teaching language and literacy to students from diverse class, cultural and/or ethnolinguistic backgrounds; strategies in using reading and writing in the content areas; language acquisition theories; the structure of English; second language methods. Includes supervised observation in multicultural, multilingual classrooms.

EDMI 541
Content Area Methods I (2)

The scope and sequence of social studies in the K-12 curriculum. Focuses on curriculum development, methods, materials, and assessment in middle level social studies; teaching social studies to students with exceptional needs as well as to those from diverse class, cultural and/or ethnolinguistic backgrounds; and integration of language arts and social studies in block and/or interdisciplinary team settings. Methods of cross-cultural language and academic development will be integrated.

EDMI 543
Mathematics Education at the Middle Level (3)

The scope and sequence of mathematics in the K-12 curriculum. Focuses on curriculum development, methods, materials and assessment in middle level mathematics; teaching mathematics to students with exceptional needs as well as those from diverse class, cultural and/or ethnolinguistic backgrounds; and integration of mathematics with other academic subjects in block and/or interdisciplinary team settings. Methods of cross-cultural language and academic development will be integrated.

EDMI 545
Science Education in the Middle Level (3)

The scope and sequence of Science in the K-12 curriculum. Focuses on curriculum development, methods, materials and assessment in middle level science; teaching science to students with exceptional needs as well as to those from diverse class, cultural and/or ethnolinguistic backgrounds; and integration of science with other academic subjects in block and/or interdisciplinary team settings. Methods of cross-cultural language and academic development will be integrated.

EDMI 561
Beginning Student Teaching at the Middle Level (4)

Observation and teaching in selected middle schools in grades 6-8 under the supervision of classroom teacher(s), on-site supervisor, and faculty advisor, with weekly reflective teaching seminar. *Graded Credit/No Credit.*

EDMI 562
Advanced Student Teaching at the Middle Level (8)

Observation in selected schools at elementary and high school levels. Teaching in a middle level school (grades 6-8) under the supervision of classroom teacher(s), on-site supervisor, and faculty advisor, with weekly reflective teaching seminar. Includes taking the role of teacher advisor. *Graded Credit/No Credit. Prerequisite: EDMI 561.*

EDUCATION: MULTILINGUAL/MULTICULTURAL (EDML)

College of Education

EDML 550
First and Second Language Acquisition Theory and Methods (3)

Language structure and use, language acquisition theories, the structure of English, the role of primary language literacy in second language acquisition, second language instruction in bilingual and multilingual settings and methods for teaching English as a Second Language (ESL) and content area instruction through English language development (ELD) techniques.

EDML 552
Theories and Methods of Bilingual/Multicultural Education (3)

Sociolinguistics, sociocultural context, models of bilingual education, multilingual instructional techniques, and multicultural education, with consideration of the needs of exceptional learners.

EDML 552B
Theories and Methods of Bilingual/Multicultural Education (3)

Focuses on bilingual and multicultural education to include: sociolinguistics, sociocultural context, models of bilingual education, and multilingual instructional techniques, with consideration of the needs of exceptional learners. *Prerequisites: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDML 553

Pedagogy in the Primary Language (2)

Bilingual Education in the United States, program entrance and exit criteria, primary language materials, assessment, and teaching reading and writing and the content areas in the primary language. This course will be taught in the language of emphasis. Includes foundations in the culture of emphasis (e.g., origins and characteristics, demographics, contributions, relationship to the dominant culture and other Spanish-speaking groups in the United States and California). Requires participation/ observation in the public schools.

EDML 554

Pedagogy in the Primary Language — Part II (1)

Continuation of topics covered in EDML 553 with a grade of C+ or better. *Prerequisite: Pass EDML 553 with a grade of C+ or better.*

EDML 563

Application of Mainstream and English Language Development (ELD) Curriculum Practicum in Second Language and Content Area Instruction (3)

Various curricular and instructional programs designed for LM/LEP students (e.g., placement of LEP students in mainstream classes, heterogeneous language groups in single classroom settings) methods of language and content assessment, role and utilization of primary language in ELD content instruction, grouping configurations and application to the classroom. All aspects of second language program development will be covered, including needs analysis, curriculum planning and development. Examination and application of theoretical and methodological issues in designing programs for LM/LEP students in classroom settings through reflective, critical analyses of practice.

EDUCATION: MULTIPLE SUBJECT (EDMS)

College of Education

Prerequisite for all EDMS courses is admission to the Multiple Subject/CLAD Teacher Credential Program.

EDMS 526

Learning and Instruction (4)

Introduction to psychology of learning and instruction. Includes learning theories and their application to educational practice. Requires participation/observation in the public schools.

EDMS 526B

Learning and Instruction (3)

Focus includes an introduction to psychology of learning and instruction, as well as learning theories and their application to educational practice. *Prerequisites: Semester 1 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 527B

Curriculum Design (2)

Focuses on curriculum design in the content areas to include: lesson planning models and strategies; integrated, interdisciplinary, and thematic unit planning; issues related to current curriculum reform; and the creation of curriculum that promotes social justice and equity in diverse settings. *Prerequisites: Semesters 1-2 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 540

Language and Literacy Education (4)

The scope and sequence of language arts in the K-8 curriculum. Focuses on the place of literacy in the elementary school curriculum; methods and materials in teaching language and literacy to students from diverse class, cultural, and ethnolinguistic backgrounds; strategies in using literacy across the curriculum; first and second language acquisition theories; English as a second language methods. Requires participation/observation in the public schools.

EDMS 540B

Language and Literacy Education (4)

Focuses on the scope and sequence of language arts in the K-8 curriculum to include: the place of literacy in the elementary school curriculum; methods and materials in teaching language and literacy to students from diverse class, cultural, and ethnolinguistic backgrounds; strategies in using literacy across the curriculum; first and second language acquisition theories; and English as a second language methods. *Prerequisites: Semesters 1 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 543

Mathematics Education in Elementary Schools (3)

Focuses on curriculum development, methods, techniques, materials, planning, organization and assessment in various elementary school curricula, and curriculum integration. Methods of cross-cultural language and academic development will be integrated into the course. Requires participation/observation in the public schools.

EDMS 543B

Mathematics Education in Elementary Schools (3)

Focuses on how children develop mathematical understanding; children's mathematical thinking; curriculum development; methods, materials, planning, organization and assessment in various elementary school curricula; and curriculum integration. Methods of cross-cultural language and academic development are integrated into the course. *Prerequisites: Semesters 1-2 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 544

Social Studies Education in Elementary Schools (3)

Focuses on curriculum development, methods, techniques, materials, planning, organization and assessment in social studies. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated into the course. Requires participation/observation in the public schools.

EDMS 544B

Social Studies Education in Elementary Schools (3)

Focuses on curriculum development, methods, techniques, materials, planning, organization and assessment in social studies. Emphasis is placed on using community-based resources and on the integration of curricular areas. Methods of cross-cultural language and academic development are integrated into the course. *Prerequisites: Semesters 1-4 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 545

Science Education in Elementary Schools (3)

Focuses on curriculum development, methods, techniques, materials, planning, organization and assessment in science. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated into the course. Requires participation/observation in the public schools.

EDMS 545B

Science Education in Elementary Schools (3)

Focuses on inquiry teaching to include: the Learning Cycle model, science process skills, science themes, scientific attitudes and habits of mind, and methods to involve all children in hands-on lessons. Emphasis is placed on instructional strategies, authentic assessments, exemplary science kits and curricula, as well as the use of technology in science teaching. Methods of cross-cultural language and academic development are integrated into the course. *Prerequisites: Semesters 1-3 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 560B

Field Experience I: Beginning Student Teaching in the Elementary School (3)

Consists of observation and teaching in schools under the supervision of a classroom teacher and a student teacher supervisor. *Graded Credit/No Credit. Prerequisites: Semesters 1-2 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 561

Field Experience I: Beginning Student Teaching in the Elementary School (5)

Observation and teaching in selected schools under the supervision of classroom teacher and University supervisor, with a student teaching seminar. *Graded Credit/No Credit.*

EDMS 561B

Field Experience II: Intermediate Student Teaching in the Elementary School (3)

Consists of observation and teaching in schools under the supervision of a classroom teacher and a student teacher supervisor. *Graded Credit/No Credit. Prerequisites: Semesters 1-4 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 561 (I)

Field Experience I: Beginning Student Teaching in the Elementary School (6)

Observation and teaching in selected schools under the supervision of classroom teacher and University supervisor, with a student teaching seminar. *Graded Credit/No Credit. Prerequisite: Admission to the Multiple Subject Internship Credential Program.*

EDMS 562

Field Experience II: Advanced Student Teaching in the Elementary School (8)

Teaching in an elementary classroom under direct supervision of a classroom teacher and University supervisor, with a concurrent student teaching seminar. *Graded Credit/No Credit.*

EDMS 562B

Field Experience III: Advanced Student Teaching in the Elementary School (9)

Consists of observation and teaching in schools under the supervision of a classroom teacher and a student teacher supervisor. *Graded Credit/No Credit. Prerequisites: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDMS 562(I)

Field Experience II: Advanced Student Teaching in the Elementary School (7)

Teaching in an elementary classroom under direct supervision of a classroom teacher and University supervisor, with a concurrent student teaching seminar. *Graded Credit/No Credit. Prerequisite: Admission to the Multiple Subject Internship Credential Program.*

EDMS 575B

Integrated Program Capstone Seminar (1)

Students demonstrate mastery of the integration of content and pedagogy. Accompanies the required nine (9) units of student teaching during the final semester of the Integrated Bachelor of Arts and Multiple Subject Credential Program. Provides an academic framework for guiding the integration of content and pedagogy that students will be implementing in their classrooms as student teachers. *Also offered as LBST 575. Students may not receive credit for both. Graded Credit/No Credit. Prerequisites: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDUCATION: MULTIPLE SUBJECT/EXCEPTIONAL LEARNERS (EDMX)

College of Education

Prerequisite for all EDMX courses is Admission to the Multiple Subject/BCLAD with Special Education Specialist Credential: Learning Handicapped Teacher Credential Program.

EDMX 526

Learning and Instruction in Inclusive Classrooms (4)

Introduction to psychology of learning and instruction; typical and atypical patterns of development; application of learning theories to educational practice; and the planning and delivery of meaningful lessons utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. Includes supervised observation in multicultural, multilingual classrooms and community settings.

EDMX 527

Creating Adaptive and Responsive Environments: Curriculum, Instruction, and Assessment (3)

Focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences may access the core curriculum in inclusive educational environment through the application of best practices. Students administer and interpret formal and informal assessments; and engage in the individual Education program planning, implementation, and evaluation process. Requires participation/observation in the public schools.

EDMX 540

Language and Literacy Education in Inclusive Programs (3)

Focuses on the scope and sequence of language arts in K-8 curriculum; the place of literacy in the school curriculum; methods and materials in teaching language and literacy to learners from diverse class, cultural, and ethno-linguistic backgrounds; strategies in using literacy across the curriculum; English as a Second Language methods, first and second language acquisition theories; and typical patterns of language development.

EDMX 543

Mathematics Education in Inclusive Classrooms (3)

Focuses on the scope and sequence of mathematics in the K-12 curriculum, mathematics instructional methods, materials, and assessment. Additional emphasis is provided on assessing student mathematical thinking and developmentally appropriate instructional practices. Methods of cross-cultural language and academic development and strategies for accommodating learners with special educational needs in assessment and instruction are integrated into the course. Requires participation and observation in public school programs.

EDMX 547

Social Studies/Science Education in Integrated Programs (5)

Focuses on curriculum development, methods, techniques, materials, planning, organization and assessment in social studies and science. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development are integrated into the course. Adaptations in approaches to instruction and assessment for exceptional learners are enfolded into the course. Requires participation and observation in regular and special education settings.

EDMX 562

Multiple Subject Field Experience: Student Teaching in Inclusive Elementary Schools (7)

Observation and teaching in supervised field experiences with different aged learners in elementary general education classrooms under the direct supervision of a classroom teacher and University supervisor, with a concurrent reflective teaching seminar. Provides supported instruction to ensure the successful participation of learners with special learning characteristics in general education curriculum and instruction. *Graded Credit/No Credit.*

EDMX 627

Creating Adaptive and Responsive Environments: Curriculum, Instruction, and Assessment (3)

Focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences may access the core curriculum in inclusive educational environments through the application of best practices. Students administer and interpret formal and informal assessments, and engage in the Individual Education Program planning, implementation, and evaluation process. *Requires participation/observation in the public schools.*

EDMX 631

Foundations in Law, Ethics, and Procedures of Special Education (3)

Introduction to state and federal special laws regarding special education; ethical issues in special education; concepts of assessment of learners and learning environments; nonbiased, nondiscriminatory approaches to assessment; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming.

EDMX 632

Technology and Communication for Special Populations (3)

Terms, trends, history, and current information bases on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work. *Prerequisite: EDUC 500 or equivalent.*

EDMX 633

Community Access through Supported Environments (3)

Focuses on methods and strategies for facilitating learner access and growth in academic, social relationship, communication, vocational, personal, recreational, community, and functional life skill domains. Emphasizes the development and implementation of positive behavioral support plans and interventions that address students' behavioral, social, and motivational needs as well as transition planning, family-centered assessment, student empowerment, conflict resolution, and friendship development.

EDMX 634

Working with Students with Severe Disabilities: Meeting Educational, Communication, Mobility, Sensory and Specialized Health Care Needs (4)

Focuses on developing skills in working effectively for and with children with moderate and severe cognitive, communication, social/emotional, and physical/health challenges through practical, hands-on experiences. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral, and communication needs to participate in school and community experiences. Field experience requires instruction of students with moderate and severe disabilities.

EDMX 641

Language and Literacy Education in Adaptive and Responsive Environments (3)

Focuses on a) methods, materials, and adaptations in approaches to language and literacy instruction with learners who have various special learning characteristics as well as learners from diverse class, cultural, and ethno-linguistic backgrounds; b) strategies for using literacy across the curriculum; and, c) typical and atypical patterns of language development.

EDMX 664

Advanced Integrated Special/General Education Student Teaching (7)

Observation and teaching in supervised field experiences with learners in K-12 special education and mainstreamed general education environments under the direct supervision of a mentor teacher and University supervisor, with a concurrent reflective teaching seminar. Responsibility for interdisciplinary assessment and teaming, IEP development and implementation, family supports and communication, and providing supported instruction to ensure the successful participation of learners with special learning characteristics in the core general education curriculum. *May not be taken for credit by students who have received credit for EDMX 663B. Graded Credit/No Credit.*

EDMX 664I

Intern Integrated Special/General Education Student Teaching (7)

Observation and teaching in supervised field experiences with learners in K-12 special education and mainstreamed general education environments under the direct supervision of a mentor teacher and University supervisor, with a concurrent reflective teaching seminar. Responsibility for instructional organization and management, support service coordination, interdisciplinary assessment and teaming, and providing supported instruction to ensure successful participation of learners with special learning characteristics in the core general education curriculum. *May not be taken for credit by students who have received credit for EDMX 663A. Graded Credit/No Credit.*

EDUCATION: SINGLE SUBJECT (EDSS)

College of Education

Prerequisite for all EDSS courses is admission to the Single Subject/CLAD Teacher Credential Program.

EDSS 520

Teaching and Learning in Secondary Schooling (5)

Through a series of observations, readings, discussions, and modeling by the instructor, students will come to a better understanding of the principles of learning for adolescents from diverse cultural and linguistic backgrounds and the resultant implications for the teaching of those adolescents. Includes developmental stages of cognitive/affective/moral development with special emphasis on adolescents, the critical elements of planning for instruction, various models of teaching and their uses, multiple approaches to classroom management and discipline, multiple approaches to assessment (formal and informal), the essential elements of teaching for students emerging in their English proficiency, student motivation, inclusive instruction for students with special needs, and the multiple ways in which technology can be used in the classroom.

EDSS 521A

Teaching and Learning in Secondary Schools, Part I (3)

The first of a two-course sequence to introduce the concepts and skills necessary in preparation for a Single Subject Credential. Through a series of observations, reading, discussions, and modeling by the instructors, students will come to a better understanding of the principles of learning for adolescents from diverse cultural and linguistic backgrounds and the resultant implications for the teaching of those adolescents. Includes developmental stages of cognitive/affective/moral development with a special emphasis on adolescents, the critical elements of planning for instruction, various models of teaching and their uses, multiple approaches to classroom management and discipline, multiple approaches to assessment (formal and informal), the essential elements of teaching for students emerging in their English proficiency, student motivation, inclusive instruction for students with special needs, and multiple ways in which technology can be used in the classroom. *Prerequisite: Enrollment in the Single Subject Program and consent of Program Coordinator.*

EDSS 521B

Teaching and Learning in Secondary Schools, Part II (2)

The second of a two-course sequence which builds on the concepts and skills introduced in EDSS 520A. Through a series of observations, readings, discussions, and modeling by the instructors, students will come to a better understanding of the principles of learning for adolescents from diverse cultural and linguistic backgrounds and the resultant implications for the teaching of those adolescents. Includes the developmental stages of cognitive/affective/moral development with a special emphasis on adolescents, the critical elements of planning for instruction, various models of teaching and their uses, multiple approaches to classroom management and discipline, multiple approaches to assessment (formal and informal), the essential elements of teaching for students emerging in their English proficiency, student motivation, inclusive instruction for students with special needs, and multiple ways in which technology can be used in the classroom. *Prerequisite: Enrollment in the Single Subject Program and consent of Program Coordinator.*

EDSS 530

Secondary Schooling in the 21st Century (3)

Through a series of observations, readings, discussions, and modeling by the instructor, students will come to a better understanding of the concept of the newly evolving model of the secondary school in the 21st Century will be addressed. Specifics will include how each of the following concepts applies to that model: professional perspectives, conduct and obligations; the nature of the school climate; and special needs and equity issues of students. An introduction to interdisciplinary teaming in this structure and the interpersonal communication skills essential to it will be modeled and practiced.

EDSS 531

The Reflective Professional (1)

Uses a seminar approach to train teachers in the art of reflective professionalism. Readings, discussion and attendance at teacher site based curriculum meetings will also add to the blend necessary to produce those skills of communication needed for productive educational change in multicultural settings.

EDSS 541

Disciplinary and Interdisciplinary Methods (5)

Methodology course which combines training in both subject specific methods and interdisciplinary teaming methods. Utilizes both pedagogical and practical experiences from multiple instructors selected from the colleges of Education, Arts and Sciences, and secondary schools to train students in a variety of appropriate strategies to utilize with secondary students.

EDSS 550

Language and Literacy in Multilingual Contexts (4)

Literacy plays a critical role in a student's overall academic success at any level. In secondary schools, a steadily increasing amount of information is transmitted through the medium of written texts. Consequently, refined reading and writing skills are necessary in nearly all academic areas. For non or new English speaking students attempting to grapple with complex subject matter, the need for a teacher with an understanding of literacy issues and processes becomes even more crucial. Designed to prepare secondary teachers to learn about language and to use language to learn subject matter. Includes language structure, first and second language development, content area reading and writing strategies/processes (including strategies/ processes for first and second language learners), using language arts across the curriculum, using language arts to learn content area subject matter, assessment of reading/writing strategies, empowering candidates via language learning strategies, developing lifelong readers and writers, and evaluating instructional materials (including software).

EDSS 555

Theories and Methods of Bilingual and Multicultural Education (3)

Through a series of observations, readings, discussions, and modeling by the instructor, students will come to a better understanding of the theories and methods of teaching students for whom English is not a second language and for students who are emerging in their English language proficiency as well as the theories and methods of culturally responsive teaching (i.e., multicultural education). Includes theories and factors of first and second language development (including program models, sociolinguistics, English Language Development, and Specially Designed Academic Instruction in English), theories and methods of bilingual education (foundations and models), methods and strategies of instruction in the primary language, approaches to assessment of both content and language for English language learners, the manifestations of culture, and the characteristics of culturally/linguistically responsive pedagogy.

EDSS 560

Field Experiences in Secondary Schools — Beginning (5)

Through a series of observations/structured participation, and by experiencing the complexities of teaching via teaching for a specific period, students will demonstrate emerging understanding and ability to plan and implement effective teaching strategies, especially focused on the 9th/10th-grade core. *Graded Credit/No Credit.*

EDSS 561

Field Experiences in Secondary Schools — Advanced (7)

Through a series of observations/structured participation, and by experiencing the complexities of teaching via teaching all of a mentor teacher's classes for at least a four week period, students will demonstrate advanced understanding and ability to plan and implement effective teaching strategies, especially focused on the 11th/12th-grade discipline specific courses. *Graded Credit/No Credit. Prerequisite: Consent of instructor.*

EDUCATION: MATHEMATICS/SCIENCE/TECHNOLOGY (EDST)

College of Education

EDST 610

Current Issues and Research in Science Education (3)

Selected studies of current issues and problems related to science instruction and curriculum development. Subjects include multicultural science education, science for students with disabilities, gender and ethnicity issues regarding science, the analysis of learning in the science classroom, technology to teach science, and a review of recent research in science education and science education reform efforts. *Prerequisite: Enrollment in the Education Master's Program and/or hold credential.*

EDST 611

Advanced Methods in Science Teaching I: Life Science Emphasis (3)

Has a multidimensional purpose: it includes an overview of the major subjects in the Life Sciences, as well as the examination and practice of a variety of instructional models which enhance learning of science concepts and processes. Rationales for the use of each model will be included. Emphases will be placed on both science content and inquiry instruction. The practice and use of authentic assessments for effective science teaching will also be examined. *Prerequisite: Enrollment in the Education Master's Program and/or hold credential.*

EDST 612

Advanced Methods in Science Teaching II: Physical Science Emphasis (3)

Has a multidimensional purpose: it includes an overview of the major topics related to the Physical Sciences by integrating the disciplines of Physics, Chemistry and Earth Science. Also includes the examination and practice of a variety of instructional models that enhance learning of science concepts and processes. Rationales for the use of each model will be included. Emphases will be placed on both science content and inquiry instruction. *Prerequisites: Enrollment in the Education Master's Program and/or hold credential.*

EDST 613

Topics in Science Education (3)

Includes field studies and/or laboratory investigations designed to increase teachers' knowledge of various topics within the life, physical and earth sciences. Includes strategies for developing and implementing interdisciplinary lessons, programs and action projects in the school and community. Methods for teaching K-8 students about the natural world using effective educational methodology are emphasized. *May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education. Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 620

Current Issues and Research in Mathematics Education (3)

Provides a general overview of mathematics education which will include discussions of the current trends both nationally as well as internationally, teaching for understanding, curricular issues, and developing instructional strategies for the success of all students. The information to be covered will be driven by current research in the field. *Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 621

Students' Thinking in Mathematics Education (3)

Explores the implications of understanding K-8 students' mathematical thinking for instruction. The development of students' mathematical thinking in major content areas will be examined across grade levels. The information to be covered will be driven by current research in the field and students' own investigations. *Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 622

Instructional Practices in Mathematics Education (3)

Helps students reflect on their own knowledge and beliefs about mathematics instruction while investigating current research on mathematics instruction, assessment, and curricular issues. Students will explore how to make use of this research to inform and improve mathematics instruction. *Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 623
Topics in Mathematics Education (3)

Critically examines one or more selected investigations in mathematics education related to such topics as international studies, ethnomathematics, professional development, and/or other current topics. The latest research issues in mathematics education will be highlighted. *May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education. Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 630
Teacher Leadership: Current Issues and Research in Educational Technology (3)

Assists educators in the application of technology related skills and knowledge to staff development at their schools. Students are encouraged to take this course with one or more partners and conduct all the activities in partnerships. *Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 631
Impact of Technology on Teaching and Learning (3)

A critical analysis of how technology contributes to learning, teaching and educational reform. Includes topics such as the pedagogy of distance and distributed learning, portfolio assessment, community-based and project-based learning. Special emphasis is placed on how technology influences various communities of learners. *Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 632
Using Emerging Technologies to Customize Learning (3)

Helps educators develop skills to use emerging technologies and multi-media applications to customize learning and instruction. It includes the study of visual principles, pedagogical concepts, and instructional strategies as they pertain to the development of instructional delivery systems. Students work in teams to develop instructional projects for classroom implementation. *Prerequisites: Enrollment in the Education Master's Program and/or hold credential.*

EDST 633
Topics in Educational Technology (3)

Critically examines one or more selected issues in educational technology. Current topics such as distance and distributed learning, video conferencing, and technology initiatives will be highlighted. *May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education. Prerequisites: Enrollment in the Master's in Education Program and/or hold credential.*

EDUCATION (EDUC)

College of Education

EDUC 199
Independent Study (1-3)

Individual library study or research under the direction of a faculty member. Study plan must be approved by the fourth week of classes. *Prerequisite: Consent of instructor.*

EDUC 350
Foundations of Teaching as a Profession (3)

Required for all credential candidates. An orientation to careers in K-12 education. Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.

EDUC 350B
Foundations of Teaching as a Profession (3)

Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers, to understand the nature of formal education in the United States, and to assess teaching as a career. *Prerequisites: Admission to the Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDUC 364
The Role of Cultural Diversity in Schooling (3)

Required of all credential candidates. Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of, cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context.

EDUC 364B
The Role of Cultural Diversity in Schooling (3)

Focuses on principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of, cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context. *Prerequisite: Admission to the Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

EDUC 390
Social and Educational Aspects of Multicultural Students and Families (3)

Designed to provide students with an early cultural immersion experience and to help participants gain a better understanding of culturally diverse students and families (e.g., poor Anglo, Latino, Native American, African-American, Asian). Focuses on issues which help students better understand the social and educational aspects of culturally different groups. Requires forty-five (45) hours of participation in a multicultural agency (e.g., social agency or schools) reflecting the diversity of our service region.

EDUC 391
Strategies for Empowering Multicultural Future Teachers (1-3)

Development of individual skills needed to qualify for Teacher Education Program. Focuses on strengthening skills needed to fully qualify for the Teacher Education Program and will be individualized for each student based on their unique needs (e.g., skill development for the CBEST or PRAXIS; community building; networking; student retention or academic skill development.) Participants in seminar will assist others in gaining necessary skills while also receiving the assistance they need. *May not be taken by students who have received credit for EDUC 494A, 495A, 496A.*

EDUC 400
Children's Literature (3)

Selecting, analyzing, and using modern and classic literature with young readers. Requires forty-five (45) hours of participation in a public school or related setting.

EDUC 406A
Effective Tutoring for K-6 Classrooms (3)

Designed to assist America Reads/Tutoring students as they develop as effective tutors. Discussions and readings provide an awareness of how students learn and what instructional practices foster understanding. Students become familiar with current approaches to the teaching of reading and writing, especially in culturally and linguistically-diverse classrooms. Discussion and practice of sound principles, ethics and responsibilities inherent in working with students in a public school setting. Issues involving curriculum, confidentiality, and conflict resolution are considered. Tutors assess, work collaboratively in groups, share problem-solving strategies, and successes. Readings and discussions support and enrich tutors' primary experiences in the classroom setting. It is expected that students will apply their learning directly while working at their sites.

EDUC 406B

Effective Tutoring for K-6 Classrooms (1)

Designed to assist America Reads/Tutoring students as they develop as effective tutors. Discussions and readings provide an awareness of how students learn and what instructional practices foster understanding. Students become familiar with current approaches to the teaching of reading and writing, especially in culturally and linguistically-diverse classrooms. Discussion and practice of sound principles, ethics and responsibilities inherent in working with students in a public school setting. Issues involving curriculum, confidentiality, and conflict resolution are considered. Tutors assess, work collaboratively in groups, share problem-solving strategies, and successes. Readings and discussions support and enrich tutors' primary experiences in the classroom setting. It is expected that students will apply their learning directly while working at their sites. This follow up course is designed to support experienced tutors as they continue to work with students in grades K-6 in local public schools. *May be repeated for a total of six (6) units. Prerequisite: EDUC 406A.*

EDUC 407A

Effective Tutoring for 6-12 Classrooms (3)

Provides instruction on professional strategies for students who are concurrently working as tutors in local middle and high school students (grades 6-12) one-on-one and small groups. Examines the role of tutors in supporting student learning and defines what it means to learn and teach. Explores strategies for facilitating student learning across subject areas with a particular focus on reading, writing, and mathematics. Special attention is paid to the connection between coursework and application in the tutoring setting. It is expected that students will apply their learning directly while working as tutors at their sites.

EDUC 407B

Effective Tutoring for 6-12 Classrooms (1)

Provides instruction on professional strategies for CSUSM students who are concurrently working as tutors in local middle and high schools with students (grades 6-12) one-on-one and in small groups. Examines the role of tutors in supporting student learning and defines what it means to learn and teach. Explores strategies for facilitating student learning across subject areas with a particular focus on reading, writing, and mathematics. Special attention is paid to the connection between coursework and application in the tutoring setting. It is expected that students will apply their learning directly while working as tutors at their sites. This follow up course is designed to support experienced tutors as they continue to work with students in grades 6-12 in local public schools. *May be repeated for a total of six (6) units. May not be taken for credit by students who have received credit for EDUC 496K. Prerequisite: EDUC 407A.*

EDUC 494

Topics in Education (1)

Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 494, 495, and 496. Students should check the Class Schedule for listing of actual topics.*

EDUC 495

Topics in Education (2)

Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 494, 495, and 496. Students should check the Class Schedule for listing of actual topics.*

EDUC 496

Topics in Education (3)

Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 494, 495, and 496. Students should check the Class Schedule for listing of actual topics.*

EDUC 500

Computer-Based Technologies in Education (3)

Examines the use of a variety of computer-based technologies as a tool in developing problem-solving and critical thinking skills in the teaching/learning process. *Prerequisite: Successful completion of the University computer competency requirement.*

EDUC 501

Mainstream Instruction For Students With Special Learning Needs (3)

Rationale, techniques, strategies for successfully teaching students with special learning characteristics needs in the general education classroom. Issues in learning diversity and mainstreaming as they relate to the classroom teacher's role in teaching all students.

EDUC 508

Bilingual Books and Books in English about Latinos (1-3)

An introduction to bilingual books, a genre of literature where two languages (specifically English and Spanish are used in the same work), as well as to the principal works and figures of the literature in English about Latino children and adolescents in the United States and abroad. *May be repeated for a total of six (6) units.*

EDUC 509

Books and Reading Strategies for English Language Learners (1-3)

Focuses on reading, selecting and using appropriate literature to teach reading strategies for English language learners in grades K-8. Activities in the course will include: selecting appropriate literature for language proficiency, cultural learning style and reading ability, using literature to teach reading strategies such as reciprocal teaching, SQ3R and the directed reading thinking activity, and designing other activities for the English language learner using quality literature. *May be repeated for a total of six (6) units.*

EDUC 517

Current Issues: Books in Spanish for Young Readers (1-6)

Introduction to and analysis of current practices and problems in selecting and using books in Spanish for children and adolescents. *May be repeated. May not be taken for credit by students who have taken EDUC 496B.*

EDUC 523

Literature for Spanish-Speaking Students (3)

In addition to material from EDUC 521 and EDUC 522, subject matter includes analysis of illustrated books, traditional literature, fantasy, poetry, realism, historical fiction, bilingual books and non-fiction.

EDUC 525

Innovative Physical Education for K-6 Education (2)

Physical education course widely used throughout California and the United States. A set of teachers guides for K-2 and 3-6 are used as part of the course that connect it to the California Frameworks in Physical Education and include topics such as: basic body management, skill progressions, games, and dance activities for children. Other national programs in physical and health will dovetail with concepts in the course with the primary goals program development, program implementation and program evaluation. *May not be taken for credit by students who have received credit for EDUC 594N and 594P. Prerequisite: Students must have received a Bachelor's Degree.*

EDUC 571

Health Education for Teachers (2)

Designed to raise teacher awareness and examine the current health issues confronting today's educators. Introduces educators to resource links within the community as well as within the public school system. Participants will reflect on how this information connects to their own practice within their own classrooms and schools. Subjects include chemical dependency, nutrition, fitness, HIV/AIDS, conflict resolution/mental health and maintaining a healthy school environment. Cardiopulmonary resuscitation (CPR) training for certification needed for the clear credential will also be provided. *May not be taken for credit by students who have received credit for EDUC 595E.*

EDUC 591

Topics in Education (1)

Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination from EDUC 591, 592, and 593. Students should check the Class Schedule for listing of actual topics.*

EDUC 592

Topics in Education (2)

Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination from EDUC 591, 592, and 593. Students should check the Class Schedule for listing of actual topics.*

EDUC 593

Topics in Education (3)

Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination from EDUC 591, 592, and 593. Students should check the Class Schedule for listing of actual topics.*

EDUC 599

Independent Study (1-3)

Individual library study or research under direction of a faculty member. Study plan must be approved by the fourth week of classes. *May be repeated, but no more than three (3) units of credit may be counted toward the major. Prerequisites: Completion of at least three (3) upper-division courses in Education and consent of instructor.*

EDUC 602

Schooling in a Multicultural Society (3)

An introduction to issues of schooling in a multicultural society. Includes an overview of multicultural education and address areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

EDUC 604

Cognitive Perspectives Applied to Education (3)

Theory and application of cognitive aspects of learning and instruction. Areas of study include information processing, knowledge representation, scripts and schema theory, critical thinking and problem solving, expert novice differences, socio-cognitive learning, learning strategies, transfer, cognitive apprenticeship, anchored instruction and situated cognition, relationship of human learning to artificial intelligence.

EDUC 606

Foundations of Reading and Writing Instruction (3)

An overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and LEP student.

EDUC 610

Reading and Writing Theory and Research (3)

Examination of the reading and writing processes and their interrelationships; linguistic, cognitive, sociocultural, and developmental aspects of literacy; examination of current reading and writing research.

EDUC 612

Literacy Development of Speakers of English as a Second Language (3)

Theoretical, empirical, pedagogical and sociocultural issues of initial literacy learning; parallels between oral and written language development; effects of culture and home environment; developmental patterns and strategies; issues of bilingualism.

EDUC 613

Reading and Writing Strategies for Monolingual and Bilingual Learners (3)

Examination of the theory, research and practice that affect reading and writing for monolingual and bilingual students. *May not be taken for credit by students who have received credit for EDUC 619A. Prerequisites: EDUC 602, 610, and 612.*

EDUC 614A

Reading and Writing Assessment (3)

Explores current strategies and techniques for evaluating reading and writing development in classroom settings; theoretical conceptual frameworks for evaluation; process and product procedures for evaluation; formal and informal assessment techniques. *Prerequisites: EDUC 610 and 613.*

EDUC 614B

Reading Certificate Field Experience (3)

It explores multiple assessments in a balanced comprehensive literacy program and the research basis for the provisions of effective assessment of literacy teaching and learning relevant to students from varied cultural and linguistic background. Students will be required to administer a battery of appropriate assessments, make recommendations, and communicate that information through professional reports. *Prerequisite EDUC 610 and 613.*

EDUC 616

Advanced Literature for Young Readers (3)

An in-depth and extensive survey of children's and adolescent literature, K-12. Examination of current issues, theory and research on literature and its use in the classroom as well as reader-response theory and research will be included.

EDUC 617

Literatura Infantil y Juvenil en Español (Literature in Spanish for Young Readers) (3)

A survey course dealing with the utilization of literacy materials both contemporary and classic, in Spanish, for young readers from pre-school through high school (3-18 years of age). It is expected that students read literary selections in Spanish for young readers in this age range, although a certain extent of specialization within an age range is permitted. All lectures, exams as well as reading and writing assignments will be in Spanish. *Prerequisite: SPAN 311, or equivalent, or consent of instructor.*

EDUC 618

Literacy Curricula for Diverse Students (3)

Examination of current theory and research on curricular and instructional strategies for promoting literacy development. *Prerequisites: EDUC 602, 610, and 612.*

EDUC 619

Developments and Issues in Literacy (3)

An exploration of developing issues in the field of literacy and its instruction. Prepares students for the master thesis/project.

EDUC 620

Curriculum Development and Implementation (3)

Current models of curriculum design and implementation will be examined and applied to development of curriculum. Other areas of study will include: the role of leadership in curriculum development, issues and problems of curriculum change; peer-coaching strategies, multicultural/bilingual and special population influences; curriculum evaluation strategies, and the planning and delivery of workshops and training sessions. *Prerequisite: Successful completion of all four core courses and advancement to specialization in Learning and Instruction or consent of instructor.*

EDUC 621

Literacy Program Leadership (3)

Examination and practical experience of the role and responsibility of the literacy specialist in the public schools and the community.

EDUC 622

Research Methods in Education (3)

A core course designed to introduce educational practitioners to the fields of educational research and evaluation. Explores quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. Further examines measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

EDUC 623

Advanced Clinical Experience (3)

Designed to provide candidates with advanced clinical experience in the area of severe reading difficulties. Focuses on the integration of program theory and content with a supportive environment that includes self-assessment, supervision from a university advisor and a field supervisor. Promotes reflection and decision-making that is aligned with being specialists in the area of literacy and language arts. *Prerequisite: Admission in the Reading Specialist Credential Program.*

EDUC 624

Cognitive Strategy Instruction and Strategic Learning (3)

The instruction and application of cognitive strategies in classroom contexts. Areas of study include: strategies for learning, thinking, and problem-solving; metacognition and strategy monitoring; self-regulated learning; models of successful strategy instruction; multicultural/ bilingual and special population aspects of strategy use; the role of attitudes, beliefs, and feelings. Current research, techniques, issues, and perspectives in strategy instruction are explored. *Prerequisites: Successful completion of all four core courses and advancement to specialization in Learning and Instruction or consent of instructor.*

EDUC 625

Learning in the Wilderness (3)

Allows teachers or teacher candidates to explore methods to use the outdoors as an interdisciplinary teaching strategy. Students will have opportunities to visit regional wilderness sites and use this setting to study the history, anthropology, literature, natural history and other disciplines that can be associated with the region. Using this modeling technique, students will develop their own curricula that integrates natural settings and incorporates interdisciplinary learning. *May not be taken by students who have received credit for EDUC 496E or EDUC 496H.*

EDUC 626

Social-Cognitive Learning (3)

Theories and applications of learning in social contexts. Current research, issues, and perspectives, in social-cognitive learning are explored in relation to such areas of study as: cognitive development, cooperative learning, situated cognition, collaborative learning, the role of peer interaction in learning, cognitive modeling, influences of peer diversity, scaffolded instruction, cognitive apprenticeship. *Prerequisites: Successful completion of all four core courses and advancement to specialization in Learning and Instruction or consent of instructor.*

EDUC 627

Literacy in a Multicultural Society (3)

Addresses the literacy instructional needs of California's diverse student population to include students receiving special education, as well as students with handicapping conditions in light of multicultural classrooms. The implementation of multicultural education will explore the establishment of a democratic classroom along with the value of student work as expressed through their own voices in unique cultural contexts. The influence of culture and language will also be explored as critical factors that affect the literacy achievement of each student. *Prerequisite: Admission in the Reading Specialist Credential Program.*

EDUC 628

Developments in Learning and Instruction (3)

An intensive study of a selected area of learning and instruction. Current research, applications, issues, and perspectives in the specific topic are explored. Students will plan a research study or a curricular project in the course topic. Special topics may include: affective education, motivation, creativity, cultural diversity. *Prerequisites: Successful completion of all four core courses and advancement to specialization in Learning and Instruction or consent of instructor.*

EDUC 641

Multiple Languages, Literacy and Learning (3)

Explores the theoretical, empirical, pedagogical and sociocultural issues inherent in classes where multiple languages and cultures exist. Examines the sociocultural context of such classrooms including the effects of culture and home background, community culture, school culture, as well as issues of bilingualism and multiple language instructional contexts, specifically as these contexts relate to literacy and learning. Explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for those students, both first and second language learners, and the implications of such instruction. *Prerequisite: Consent of Program Coordinator.*

EDUC 643

Ethnography of Education (3)

Examines the nature of ethnography as a standard tool of inquiry in describing, understanding, explaining the behavior of individuals from different societies and settings, and of people from the same society in different social contexts. Focuses on the social description of a particular group's culture. A focus on cultural anthropology and educational ethnography serve as a foundation for this course, in that the complexity of human behavior as well as its diversity can best be comprehended by exposure to other people's ways of knowing, doing, and behaving. An undergirding emphasis is to prepare the student to further understand the complexity of human practices by making familiar the activities of people from other societies or other groups, and thus, make "strange" (objective or unbiased) our own familiar practices when placed against the "eyes" of other people. Focuses on theoretical underpinnings, foundations, and the conduct of educational ethnography. *Prerequisite: Consent of Program Coordinator.*

EDUC 647

Critical Perspectives on the Design and Implementation of Curriculum in Multilingual/Multicultural Settings (3)

Examines issues relevant to the design and implementation of curriculum and instruction for students in multilingual/multicultural settings. Examines current theory as it relates to the design, implementation, and evaluation of curriculum, given the specific linguistic and sociocultural contexts which exist in classrooms, schools, and communities. Explores the implementation of that curriculum as dynamic and in need of ongoing, critical evaluation and refinement, with a specific focus on principles of curriculum development in the context of effective instruction and the alignment of student needs, curricula, and instruction in diverse contexts. *Prerequisite: Consent of Program Coordinator.*

EDUC 649

Practicum/Topics and Issues in Professional Development in Multilingual/Multicultural Contexts (3)

Intensive study of current research, theory, applications, issues and perspectives in the field of Multilingual/Multicultural education as it applies to current practice in the field. Focuses on preparing both the Masters with an option in Multilingual/Multicultural Education and the (B)CLAD Specialist Credential candidate to develop, plan and implement professional development competencies in linguistically and culturally diverse settings through: (1) development of leadership competencies in designing appropriate staff development programs for teachers of linguistically and culturally diverse students; (2) development of approaches to collaborative professional development (e.g., community members, parents, teachers, administrators); (3) dissemination of appropriate resources; (4) preparation for initiation of change processes in the teaching and learning environment. These competencies will be demonstrated both through in-class seminar discussions and preparation of a research/curriculum project along with a (5) field component — consisting of placement in a variety of settings including, but not limited to, school sites, district offices, county offices of education, and community agencies. This focus on the research/curriculum project further serves to prepare the Masters students for the thesis/project. *Prerequisite: Consent of Program Coordinator.*

EDUC 694

Topics in Education (1)

Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

EDUC 695

Topics in Education (2)

Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

EDUC 696

Topics in Education (3)

Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

EDUC 700
Master's Thesis/Project Seminar (1-3)

Planning preparation, and completion of a research or curricular project within a schooling context under the guidance of a faculty committee. Collaboration among master students and school districts is encouraged. *Note: Students must continually enroll in this course until successful completion of the thesis project. Prerequisites: Successful completion of the master's option coursework and advancement to candidacy. Graded Credit/No Credit.*

EARTH SCIENCE (ES)

College of Arts and Sciences

ES 101
Introduction to Earth Science I (3)

Introductory course which presents the basic theories of the formation and composition of the earth from a geologic perspective. Discusses the theory of the origin of the earth and the solar system, the role of plate tectonics in the formation of the current global landscape, and the distribution of rocks and minerals on our planet. *Prerequisite: Completion of Entry-level Mathematics (ELM) requirement. This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

ES 102
Introduction to Earth Science II (3)

Introductory course which presents a number of the current ideas related to the functioning of the earth's global ecosystem and its place in the universe. Subject matter includes the development of weather systems and climatic cycles, the structure and function of the oceans and their interaction with other earth systems, or the evolution and structure of the universe. *Prerequisite: Completion of Entry-level Mathematics (ELM) requirement. This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

FINANCE (FIN)

College of Business Administration

FIN 300
Personal Financial Management (3)

Deals with financial management for individuals. Includes home ownership and financing, tax planning, investment goals and strategies, personal budgeting, credit usage, retirement planning, and risk management through insurance. Effective use of software packages for analysis and decision making. *Fulfills Upper-division General Education, Area DD.*

FIN 302
Foundations of Finance (2)

Examines basic aspects of the financing and investment decisions made by financial managers. Subjects include financial mathematics, net present value, capital budgeting, valuation of financial securities, risk and return, cost of capital, capital structure, and dividend policy. *Prerequisite: All lower-division pre-business core.*

FIN 304
Introduction to Corporate Finance (4)

Required first course for students selecting the finance track as their area of study. Examines the financing and investment decisions made by firms' financial managers. Subjects include financial mathematics, capital budgeting, valuation of financial securities, risk and return, cost of capital, capital structure, dividend policy, and financial analysis and planning. *Prerequisite: All lower-division pre-business core.*

FIN 321
Investment Analysis (4)

Examines the investment characteristics of the many types of securities traded in today's financial markets. In-depth coverage of the micro-structure of equity markets is also provided. Specific subjects to be discussed include: yield-curve analysis, trading rules, government bond pricing, corporate bond pricing, stock valuation models, market-microstructure, CAPM, APT, mutual fund investing, and an introduction to derivative products. *May not be taken for credit by students who have received credit for FIN 431 and SSM 431. Prerequisite: FIN 304.*

FIN 331
Financial Markets and Institutions (4)

Examines the markets in which prices of financial assets are determined as well as the participants in these markets. Introduces students to the various types of financial assets that are traded in financial markets by market participants. Specific subjects to be discussed include depository institutions, government debt markets, corporate debt markets, equity markets, mutual funds, investment baking firms, mortgage markets, swaps and derivative markets. *May not be taken for credit by students who have received credit for SSM 491P and FIN 430. Prerequisites: FIN 304.*

FIN 341
Multinational Financial Management (4)

Examines various aspects of financial planning and management for enterprises with overseas operations. Major subjects include evaluation of direct foreign investment projects, financial structure and global cost capital, foreign currency exposure management, management of political risk, working capital management, export-import financing, and multinational tax planning. *May not be taken for credit by students who have received credit for HTM 421 and FIN 421. Prerequisite: FIN 304.*

FIN 404
Advanced Corporate Finance (2)

Concentrates on advanced subjects in corporate finance. Provides a rigorous examination of capital budgeting, capital structure, and dividend policy. Other subjects discussed include mergers and acquisitions, leasing, working capital management, long-term financing, and financial distress. Case studies may be included. *Prerequisite: FIN 304.*

FIN 422
Advanced Investment Analysis (2)

Deepens the student's understanding of investment analysis by providing a detailed examination of many of the issues introduced in FIN 321. Emphasis is placed on the characteristics, pricing and uses of options and future contracts. Specific subjects to be discussed include the statistical underpinnings of modern portfolio theory, risk aversion, bond portfolio management, arbitrage, the Black-Scholes option pricing model, market-making in stock options, and mortgage derivative products. *Prerequisite: FIN 321.*

FIN 481
Selected Topics in Finance (1)

A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

FIN 482
Selected Topics in Finance (2)

A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

FIN 483
Selected Topics in Finance (3)

A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

FIN 484
Selected Topics in Finance (4)

A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

FIN 485
Selected Topics in Finance with Lab (4)

A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. Three hours of lecture and two hours laboratory. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core. Additional prerequisites may vary depending on topic.*

FIN 498
Independent Study in Finance (1-4)

The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Prerequisite: Consent of instructor.*

FOREIGN LANGUAGE (FLAN)

College of Arts and Sciences

Note: The World Languages and Hispanic Literatures Department currently offers lower-division courses in Foreign Language on a regular basis, and will offer upper-division courses on a modified basis. Students are urged to consult the Class Schedule for offerings.

FLAN 101
Beginning Study of a Foreign Language I (4)

Basic concepts of a language other than English not commonly taught at CSUSM. Designed to develop basic ability in pronunciation, reading, conversation, and grammatical structures. *May be repeated for credit as language changes.*

FLAN 102
Beginning Study of a Foreign Language II (4)

Continuation of FLAN 101. Further study of basic concepts of a language other than English not commonly taught at CSUSM. Designed to develop basic ability in pronunciation, reading, conversation, and grammatical structure. *May be repeated for credit as language changes. Prerequisite: FLAN 101 (in the same language) or equivalent.*

FLAN 216
Intermediate Foreign Language for Special Purposes (1-6)

Intermediate level study of a foreign language, with special emphasis on vocabulary, conversational practice, and cultural background necessary for successful communication within a specialized context.
Note: This course does not fulfill the graduation requirement for a Language Other Than English. Course may be repeated for credit as language and/or subject matter changes. Prerequisite: FLAN 102 or equivalent, in same language.

FLAN 316
Advanced Foreign Language for Special Purposes (1-6)

Advanced-level study of a foreign language, with special emphasis on vocabulary, conversational practice, and cultural background necessary for successful communication within a specialized context. *Course may be repeated for credit as language and/or subject matter changes. Prerequisite: FLAN 202 or equivalent, in same language. Course conducted in the specified foreign language.*

FILM STUDIES (FMST)

College of Arts and Sciences

FMST 100
Introduction to Cinema (3)

An introduction to four elements of cinema: 1) defining by categories such as "genre," "foreign," "silent," "mainstream," and "abstract;" 2) organizing structures of film such as narration, composition, sound, editing, dramatization; 3) theories used to "read" films such as psychoanalysis, semiotics, and cultural studies; 4) production issues such as storyboarding, shooting, lighting, editing, and sound mixing. Production of a short video required.

FMST 300
Elements of Cinema (3)

This survey analyzes the elements of cinema including photography, mise-en-scène, editing, sound, acting and ideology. Because film is a collaborative endeavor, students will participate in collaborative learning projects in this class: some production, but mostly analytical projects. Students will examine the ways that cinema must synthesize all of its elements to function as a singular work of art. As well, students will analyze cultural implications inherent in the production of film, in the marketing of films, and in the "reading" of cinema as text.

FMST 398
Independent Study (3)

Directed readings of films and of film scholarship under the guidance of an instructor. *Graded Credit/No Credit.*

FMST 495
Internship in Film Studies (3)

Combines readings with work experience in an appropriate film studies organization. *Graded Credit/No Credit.*

FMST 499
Independent Research in Film Studies (3)

Students develop an extended research project (either film or paper) using sources in consultation with a faculty advisor. *Graded Credit/No Credit. Prerequisites: Consent of supervising faculty member and Film Studies Advisor.*

FRENCH (FREN)

College of Arts and Sciences

FREN 101
Beginning French I (4)

Fundamentals of French language and culture, designed to develop basic ability in pronunciation, reading, conversation, and grammatical structures.

FREN 102
Beginning French II (4)

Continuation of FREN 101. Further development of basic ability in pronunciation, reading, conversation, and grammatical structures. *Prerequisite: FREN 101 or equivalent.*

FREN 201
Intermediate French I (3)

Continuation of French language fundamentals. Emphasis on the development of the skills of reading, comprehension, speaking, and writing, and study of French culture. *Conducted in French. Prerequisite: FREN 102 or equivalent.*

FREN 202
Intermediate French II (3)

Continuation of FREN 201. Further development of the four skills, with an emphasis on reading, composition, communication, culture, and review of grammatical structures. *Conducted in French. Prerequisite: FREN 201 or equivalent.*

FREN 311
Advanced French (3)

Focuses on further development and refinement of the four primary skills in French (speaking, writing, reading, and listening comprehension), in addition to a study of cultural factors which affect communication. *Conducted in French. Prerequisite: FREN 202 or equivalent.*

FREN 312
French Composition and Advanced Oral Practice (3)

Advanced-level practice of French through oral and written exercises. *Conducted in French. Prerequisite: FREN 202 or equivalent.*

FREN 314
Advanced French for Business (3)

Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and discourse strategies specific to the needs of the business professional. *Conducted in French. Recommended FREN 311. Prerequisite: FREN 202 or equivalent.*

FREN 315
Reading and Analysis of French and Francophone Literary Texts (3)

Introduction to the principles of literary analysis, based on readings and discussion of French literature. Literary genres include fiction, theatre, essay, and poetry from France and the Francophone world. *Conducted in French. Prerequisite: FREN 311.*

FREN 350
Civilization and Culture of France and Francophone World (3)

Study of the culture and civilization of the French-speaking world. Analysis of literature, art, history, geography, and contemporary social structures. *Conducted in French. Prerequisite: FREN 202 or equivalent.*

FREN 380
Narrative to Film (3)

Designed to explore similarities and differences between the narrative mode and film. Analyzes a series of novels that have been made into films. Includes theoretical aspects of writing and film. *Conducted in French. Recommended FREN 311. Prerequisite: FREN 202 or equivalent.*

FREN 395
Independent Study (1-3)

Students may enroll in this course with the consent of the instructor only. The purpose of this course is to allow students to study their own field of interest within French and Francophone literature and culture. Readings, written papers and oral discussions will be guided by the instructor. A minimum of three analytical papers will be required. Students must meet with the instructor weekly.

GLOBAL BUSINESS MANAGEMENT (GBM)

College of Business Administration

GBM 351
Ethics of Management in Global Environments (1)

What is "right" and "proper" and "just" are going to become more important in the future than in the past, particularly as business becomes more global. This course goes far beyond the simple questions of bribery, theft and collusion and focuses on relationships with various stakeholders. The most critical issue in business ethics is the continual conflict between the economic performance of the firm and its social performance. Utilizing cases and videos, the course will examine several situations/dilemmas which firms face in the global environment. *Prerequisites: All lower-division pre-business core, and BUS 302.*

GBM 444
Strategic Management in Global Environments (4)

Explores basic strategy concepts as they relate to international strategy. Issues of international, corporate and business level strategic management are emphasized, and strategies of international business organizations analyzed. *Open only to College of Business Administration students with senior status. Must be taken in last year of enrollment. Prerequisites: All lower-division pre-business core, all Foundations of Business courses, core Arts and Sciences courses, and consent of instructor.*

GBM 481
Selected Topics in Global Business Management (1)

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

GBM 482
Selected Topics in Global Business Management (2)

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

GBM 483
Selected Topics in Global Business Management (3)

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

GBM 484
Selected Topics in Global Business Management (4)

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

GBM 485
Selected Topics in Global Business Management with Lab (4)

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. Three hours of lecture and two hours of laboratory. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

GBM 492
Problem Assessment and Critical Thinking (3)

Review of problem identification, problem solving, critical thinking, consultation, project management, cross-cultural issues, and strategies for team effectiveness. Students work in teams with organizations operating in a global environment. The actual business problems/projects will have an international focus. Following formation of teams, members prepare and formally present their Senior Experience proposal. *Open only to College of Business Administration students in the Global Business Management Option with senior status. Prerequisites: All lower-division pre-business core, all Foundations of Business courses, core Arts and Sciences courses, and consent of instructor.*

GBM 493
Problem Analysis and Implementation (5)

Implementation of the project portion of the Global Senior Experience begun in GBM 492. Team members complete their project, and submit a final project report and present their results. *Open only to College of Business Administration students in the Global Business Management Option with senior status. Prerequisites: GBM 492 and consent of instructor.*

GBM 497
Global Management Experience (6)

Activities related to concurrent on-the-job experience with cooperating international businesses or not-for-profit organizations. The experience may be with an organization in a foreign location, with a maquiladora organization, or with the international/global division, department or operations of a domestically based organization. *Prerequisites: All lower-division pre-business core, all Foundations of Business courses, core Arts and Sciences courses, and consent of instructor.*

GBM 498
Independent Study in Global Business Management (1 - 4)

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Prerequisite: Consent of instructor.*

GENERAL EDUCATION – HUMANITIES (GEH)

College of Arts and Sciences

GEH 101
The Search for Self-Definition I (3)

The first of a two-semester sequence consisting of an intellectual and experimental study of the process of the search for meaning, knowledge, and self-definition. Students will participate in and learn about searches for origins, spirituality, artistic expression, communication, national identity, ethnic roots, gender identity and new worlds. Incorporates activities and materials such as texts, films, music, lectures, multimedia presentations and applications, field trips, and guest speakers. Stresses critical thinking as well as cooperative and interactive learning by means of group activity and classroom technology. *Fulfills three units of the lower-division general education requirement in the arts and humanities.*

GEH 102
The Search for Self-Definition II (3)

The second of a two-semester sequence. Provides opportunities for students to examine and to experience the manner in which individuals and societies search for meaning, knowledge, and self-definition from the perspectives of history, literature, philosophy and the visual and performing arts. Incorporates activities and materials such as texts, films, music, lectures, multimedia presentations and applications, field trips, and guest speakers. Stresses critical thinking as well as cooperative and interactive learning by means of group activity and classroom technology. *Fulfills three units of the lower-division general education requirement in the arts and humanities. Prerequisites: GEH 101.*

GENERAL EDUCATION – LIFE LONG LEARNING AND INFORMATION LITERACY (GEL)

College of Arts and Sciences

GEL 101
The Student, The University, The Community (3)

Designed to equip students with the basic skills, concepts, and knowledge necessary to become a lifelong learner. Examination of current theory and research regarding the information age, health and wellness, career development, and psychological assessment. Practical application of the theory and research. Includes information literacy and technology skills, group and teamwork, and learning styles. *Fulfills the lower-division general education requirement in lifelong understanding and information literacy.*

GEL 200
The Student in an Information Society (3)

Teaches the student how to become information-literate by exploring individual well-being in this information age. Using the library as a learning laboratory, the student will explore the various aspects of the Information Age as it is changing American and global societies. Familiarizes students with the technologies and systems that are shaping this age. By researching selected topics dealing with social, psychological and physiological well-being, students will come to understand how information is generated, acquired, preserved and transmitted; learning how to write a successful research paper while developing the skills required of lifelong learners. *Fulfills the lower-division general education requirement in lifelong understanding and information literacy.*

GENERAL EDUCATION – MATHEMATICS (GEM)

College of Arts and Sciences

GEM 100
Mathematical Ideas (3)

Basic mathematical concepts such as logic, number theory, number systems, algebra, geometry, functions, graphs, counting methods, probability, and statistics together with related cultural and historical perspectives. *Counts towards the fulfillment of the lower-division general education requirement in mathematics/quantitative reasoning. Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement.*

GENERAL EDUCATION – ORAL COMMUNICATION (GEO)

College of Arts and Sciences

GEO 102
Oral Communication (3)

Introduction to the form and content of communication. Includes: the linguistic, psychological, and cultural bases of communication; various types of communication ranging from basic speech acts to forms of persuasion and conflict resolution; the social and political significance of communication; how communication operates within and across a wide range of social contexts. Students become actively acquainted with some of the potential proficiencies that may be brought into various social contexts. Requires active participation in classroom exercises, collaborating on a group research project which is presented orally to the class, and practicing public speaking. *Fulfills the lower-division general education requirement in oral communication.*

GEOGRAPHY (GEOG)

College of Arts and Sciences

GEOG 301
World Regional Geography (3)

Survey of major world regions and their major countries. Study of specific geographical circumstances and geographical concepts. Focuses on processes and issues such as development and under-development; population and migration; race, class, and gender; technology and economic growth; natural resources and the environment, and conflict and cooperation within a world regional framework.

GEOG 320
Patterns of San Diego County (3)

Conducts an interdisciplinary exploration of the geographic, historic, political, and socio-economic factors that make up San Diego County. Geographic Information Systems (GIS) software and Internet resources will be used to amplify this exploration. Students will gain an in-depth understanding of how San Diego County has been shaped and continues to function, as well as knowledge of how to use technological tools for a deeper understanding of the world around them. *May not be taken for credit by students who have received credit for ID 370F.*

GEOG 325

America's Urban Areas: A Multidisciplinary Exploration (3)

An interdisciplinary examination of cities in the Americas. Political, sociological, economic, historic, and geographic factors of urban areas will be explored. An emphasis will be placed on the use of geographic information systems (GIS) software and Internet resources in understanding the urban context. The objective is to provide students with a set of tools which will allow them to pursue a greater understanding of how urban areas are shaped and function.

GEOG 340

Regional Geography (3)

Offers students the opportunity to examine population and migration factors, spatial configurations, alternative theories, and special issues regarding regional development. The specific region or subregion discussed is reflected in its subtitle. Each area will be analyzed in-depth allowing a deeper understanding and discussion than is possible in a broader survey course.

A. Africa
B. Asia
C. Latin America
D. Europe
E. North America
F. China
G. United States

GEOG 450

The U.S.-Mexico Border (3)

Focuses on the economic, social, and cultural geography of integration between the United States and Mexico in the border region. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues.*Also offered as ID 450. Students may not receive credit for both. May not be taken for credit by students who have received credit for GEOG 450S.*

GEOG 450S

La Frontera Mexico- Estados Unidos (3)

Focuses on the economic, social, and cultural geography of integration between the United States and Mexico in the border region. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues. *Offered in Spanish. May be taken for credit in the Spanish major Language and Culture Track. Also offered as ID 450S. Students may not receive credit for both. May not be taken for credit by students who received credit for GEOG 450.*

GENERAL EDUCATION – SCIENCE (GES)

College of Arts and Sciences

GES 101

Matter, Molecules, Life, and the Environment I [Physical Science] (3)

The first semester of a two-semester course consisting of integrated modules covering the areas of matter/energy, molecules, living systems, and environment. These modules will cover major concepts in the physical and biological sciences, emphasizing their application to real-world problems. Concepts covered will include the interactions of matter and energy, laws of motion, atomic structure of matter, structure and properties of molecules, principles of genetics, structure and function of living organisms, evolution, and interactions of organisms with each other and their environment. Includes practical experience in the application of the scientific method through laboratory activities. *Four hours per week of lecture/discussion/laboratory. A field trip outside of regular course hours may be required. This course fulfills the lower-division requirement for physical science. Prerequisite: Entry-level Mathematics (ELM) certification.*

GES 102

Matter, Molecules, Life, and the Environment II [Life Science] (3)

The second of a two-semester course consisting of integrated modules covering the areas of matter/energy, molecules, living systems, and environment. These modules will cover major concepts in the physical and biological sciences, emphasizing their application to real-world problems. Concepts covered will include the interactions of matter and energy, laws of motion, atomic structure of matter, structure and properties of molecules, principles of genetics, structure and function of living organisms, evolution, and interactions of organisms with each other and their environment. Includes practical experience in the application of the scientific method through laboratory activities. *Four hours per week of lecture/discussion/laboratory. A field trip outside of regular course hours may be required. Fulfills the lower-division requirement in biology. Prerequisites: GES 101 or CHEM 150.*

GENERAL EDUCATION – SOCIAL SCIENCE (GESS)

College of Arts and Sciences

GESS 101

Order and Change: Multiple Perspectives I (3)

The first of a two-semester sequence in which students explore the diverse ways of knowing that are subsumed under the broad classification of "social science." Content reflects diverse experiences and viewpoints, including social class, culture, race and ethnicity, gender, age, region, nationality, and historical period. Students will develop analytical skills that promote a lifelong sensitivity to established and emergent interconnections between self, community, and society. Skills include use of multiple perspectives and approaches for investigating social issues; information technology, and critical thinking. *May include field experience. Fulfills three units of the lower-division general education requirement in social, political, and economic institutions and behavior.*

GESS 102

Order and Change: Multiple Perspectives II (3)

The second of a two-semester sequence continues student's exploration of social issues which have captured the imagination of social scientists and others involved in social inquiry. Subject matter includes topics such as social justice, human rights, inequality, oppression, conflict and cooperation, diasporas, and development. Students will apply and further develop the analytical skills introduced in the first semester by investigating their own social world. *May include field experience. Fulfills three units of the lower-division general education requirement in social, political, and economic institutions and behavior. Prerequisite: GESS 101 or consent of instructor.*

GENERAL EDUCATION – WRITING (GEW)

College of Arts and Sciences

GEW 101

Principles of Written Communication (3)

An introduction to college-level writing focusing on clear and effective written communication. Writing assignments include those designed to give students practice and frequent evaluation in all essential components of the research and writing process including pre-writing, organizing, composing, revising, and editing. Students learn to explain, analyze, develop, and criticize ideas effectively. *Fulfills the lower-division general education requirement in written communication.*

GERMAN (GRMN)

College of Arts and Sciences

Note: The World Languages and Hispanic Literatures Department currently offers lower-division courses in German on a regular basis, and will offer upper-division courses on a modified basis. Students are urged to consult the Class Schedule for offerings.

GRMN 101
Beginning German I (4)

Designed to develop basic ability in pronunciation, reading, writing, and listening comprehension in German. *Assumes no prior knowledge of German.*

GRMN 102
Beginning German II (4)

Further study of the basic concepts of German. Designed to develop basic ability in pronunciation, reading, writing, and listening comprehension in German. *Prerequisite: GRMN 101 or equivalent.*

GRMN 201
Intermediate German I (3)

Continuation of the development of communicative competence in German at the intermediate level. Includes structured practice of writing, speaking, reading, and listening comprehension in German. *Conducted in German. Prerequisites: GRMN 101 and 102 or equivalent.*

GRMN 202
Intermediate German II (3)

Continuation of the development of communicative competence in German at the intermediate level. Emphasis on oral production, composition, reading and listening comprehension. Includes an introduction to German culture. *Conducted in German. Prerequisites: GRMN 101, 102, and 201 or equivalent.*

GRMN 311
Advanced German (3)

Focuses on further development and refinement of the four primary skills in German (speaking, writing, reading, and listening comprehension), in addition to a study of cultural factors which affect communication. *Conducted in German. Prerequisite: GRMN 202 or equivalent.*

GRMN 312
German Composition and Advanced Oral Practice (3)

Advanced-level practice of German through oral and written exercises. *Conducted in German. Prerequisite: GRMN 202 or equivalent.*

GRMN 318
Business German (3)

German language and culture within the context of German business and economics. Extensive reading, listening comprehension, and speaking exercise about up-to-date issues related to business and political matters. *Course conducted in German. Prerequisite: GRMN 202 or equivalent.*

GRMN 350
Civilization and Culture of German Speaking Countries (3)

Study of the culture and civilization of the German people and the Germanic world. Analysis of literature, art, history, geography, and contemporary social structures. *Conducted in German. Prerequisite: GRMN 202 or equivalent.*

HUMAN DEVELOPMENT (HD)

College of Arts and Sciences

HD 300
Administration in Social Service Settings (3)

Theory and research in the effective management and administration of social services. Subject matter includes funding and grant-writing, licensure, decision making and leadership, personnel management, public relations, and program evaluation. *May not be taken for credit by students who have received credit for MGMT 302 and HD 302.*

HD 301
Theories of Human Development (3)

A survey of theories and research strategies in human development. Through drawing on foundational work in the fields of biology, psychology, and sociology, the course will focus on developing interdisciplinary frameworks for understanding human development from birth to death.

HD 361
Introduction to Interpersonal, Interviewing, and Interaction Skills (3)

Provides basic training in the interpersonal skills integral to counseling-related careers.

HD 490
Human Development in Perspective (3)

A socially relevant "real world" problem or situation in human development will be considered from the perspective of several disciplines. Capstone course designed to be taken during the final year of undergraduate study. *Prerequisites: All lower-division requirements and nine (9) units of upper-division courses applied toward the major.*

HD 495
Field Experience in Human Development (3)

Supervised experience providing service in a developmental setting. Students will spend approximately six (6) hours a week in a child and/or adult day or residential care placement in observation, participation, and service, attend weekly class meetings, read related material and prepare written reports. *May be repeated for a total of six (6) units, but no more than three (3) units of credit may be applied towards the major. Prerequisites: All lower-division requirements.*

HD 497
Applied Research in Human Development (3)

Reviews the importance of theory, research objectives and various quantitative and qualitative methods. Students will be expected to participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study. Through the class students will be exposed to data collection, data coding, data analysis and manuscript preparation.

HD 499
Supervised Independent Study (1-3)

Independent study deals with a special interest not covered in a regular course or with exploration in greater depth of a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units of credit. Prerequisite: Consent of instructor.*

HISTORY (HIST)

College of Arts and Sciences

HIST 101
Critical Thinking in History (3)

An introduction to critical analysis, structure of argument, analysis of evidence, and logic using historical sources.

HIST 130
U.S. History 1500-1865 (3)

A survey of the development and changing historical interpretation of the American institutions and society from the colonial period to the end of the Civil War. Special attention to the interplay of European, American Indian, and African cultures in this development. Themes include immigration, colonial formation, Indian-white contact, constitutional development, economics, religion, slavery, status of women, westward expansion, reform, and political parties. *May not be taken for credit by students who have received credit for HIST 230.*

HIST 131
U.S. History 1865-Present (3)

A survey of the development and the changing historical interpretation of institutions and society in the United States from Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development, politics, economics, religion, reform, the growth of the United States as a world power, status of women, westward expansion, and urbanization. *May not be taken for credit by students who have received credit for HIST 231.*

HIST 201
World Civilizations to 1500 (3)

Surveys the history of the world from the early river-valley civilizations to the year 1500. Emphasis upon Afro-Eurasia and the Americas. Subject matter includes politics, society, religion, and global interactions.

HIST 202
World Civilizations from 1500 to the Present (3)

Surveys the history of the world from the commercial empires of the 16th Century to the present. Examines global convergences, colonialism, imperialism, and the modern world system.

HIST 210
Western Civilization to 1500 (3)

A survey of the development of western society from the ancient middle east to 1500. Includes an overview of political, social, cultural, scientific, and economic changes.

HIST 211
Western Civilization 1500 to the Present (3)

A survey of the development of western society and culture beginning with the era of European expansion and reformation to the present. Includes an overview of political, social, cultural, scientific, and economic changes.

HIST 260
Asian Civilization to 1600 (3)

A survey of East Asian History and culture to 1600.

HIST 261
Asian Civilization since 1600 (3)

A survey of East Asian History and culture since 1600.

HIST 300
Thematic Topics in History (3)

Thematic topics in History. Topics may come from any world area or be comparative. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

HIST 301
Historical Methods and Writing (3)

Explores the various approaches historians take to their study and a variety of styles of historical writing including analytical reviews, abstracts, and the research paper. *May not be taken for credit by students who have received credit for HIST 395.*

HIST 305
Early Industrial Britain, 1688-1850 (3)

Charts the early economic transformation of Britain and its role in shaping issues of politics and constitutional forms; surrounding the developing of class, gender, and social relationships; framing questions of empire and imperial policy; and cultural and intellectual expression. Uses Britain's industrialization as a case study to isolate structural components of that process within the particular situation found in Britain from 1688-1850.

HIST 307
The Politics of Irish Nationalism (3)

Presents Irish History both as case study in European nationalist movements and as model for British colonial/ imperial relations. Examines impact of nationalism and colonialism on state-building, economic development and cultural/ intellectual life. Particular emphasis on relationship between nationalist movements, colonial policy, and political violence. *May not be taken for credit by students who have received credit for HIST 300B.*

HIST 308
National Cinema and National History in 20th Century Europe (3)

Explores the history of how European national identities were created, defined and sustained in the 20th Century through the new medium of motion pictures. Examines the creation of national cinemas in several countries including Germany, France and the Soviet Union. Considers films and filmmakers as manufacturers of national identities and myths both in support of and in opposition to European states in the 20th Century as a way of understanding a nation's history.

HIST 310
Ancient Middle East and Greece (3)

An overview of the ancient societies of the Middle East, Egypt, and Greece.

HIST 311
The Mediterranean in the Age of Rome (3)

The political, social, and economic development of the Roman empire from the founding of Rome to the end of the Western Empire.

HIST 313
Church and Society in Medieval Europe (3)

Explores the relationship of religion to other aspects of medieval society. Includes exploration of religious orders, class, the arts, witchcraft, church-state relations, and feudal structures.

HIST 316
Gender and Authority in Medieval and Early Modern Europe (3)

An exploration of gender ideologies and practices in traditional European society. Evaluates the social meanings of sexuality and the ways they shifted over time. This survey begins with a political and social consideration of gender in the Greco-Roman world. It then studies images and roles for men and women in medieval and early modern Europe. Subjects considered include: sexual ideologies, labor and domestic roles, the regulation of sexual practices by church and state, and the use of gendered imagery in the construction of political authority. *Meets major requirements in women's history.*

HIST 317
Renaissance and Reformation of Europe (3)

Europe in the era of the Renaissance and Reformation. Explores the rise of nation states in an era of profound religious change. Examines demographic and economic transformation as well as the beginnings of European expansion.

HIST 318
Society and Culture in Early Modern Europe (3)

Changes in European thought, art, and society from the Renaissance to the Enlightenment. Treats the development of two European cultures — elite and popular — in response to religious change. Examines literacy and printing, scientific thinking, and developments in political theory.

HIST 323
Society and Culture in Modern Europe (3)

Changes in European thought, art, and society from the rise of romanticism to post-modernism.

HIST 324
The Enlightenment and European Society (3)

Examines the tumultuous and world-changing ideas of the Enlightenment of 18th Century Europe. Looks at challenges to traditional views of religion, knowledge, politics, gender and peoples on other continents.

HIST 325
Revolutionary Europe (3)

Political, social, and cultural responses to revolutionary movements in Europe from 1789 to the present. Explores the role of class, gender, ideology, as well as political and economic structures in both "successful" and "failed" revolutions from the French Revolution through recent struggles in eastern Europe.

HIST 326
Towards a European Community (3)

Political, economic, and social developments in contemporary western Europe since the end of World War II. Themes include European relations with the United States and issues of "americanization"; political and economic integration and rivalry; terrorist, radical and youth movements since the 1960s; demographic trends and issues of immigration/ multiculturalism.

HIST 327
Women in Modern Europe (3)

The experience of women in Europe from the 17th Century to the present. Themes include changes in the definition of women's roles, legal and political status, education, with attention to the impact of industrialization, the cult of womanhood, war, state family and welfare policies on women's lives. *Meets major requirements in women's history.*

HIST 330
The Constitution and American Society (3)

Origins and writing of the U.S. Constitution and the political and social issues that have arisen as the Supreme Court and others have interpreted, amended, and implemented the basic law of the United States.

HIST 331

Law, Women, Family, and American History (3)

Explores the ways law has shaped women's lives and the family from the colonial period to the present in the United States. Includes questions of inheritance, regulation of marriage and custody, regulation of sexuality, legal definitions and control of abuse, employment legislation, legal and civil rights. Special attention paid to the differential impacts of race and class. *Meets major requirements in women's history.*

HIST 332

Women in the United States (3)

The changing roles and status of women from the colonial period to the present. Explores the way women and society have continuously redefined work, family, law, education, and political activity. *Meets major requirements in women's history.*

HIST 334

Foundations of the African-American Experience (3)

The experience of African-Americans in American society from the colonial period to 1865. Includes an investigation into African heritage, the middle passage, antebellum African-American culture, enslavement, the struggle against slavery, the position of free blacks, and emancipation.

HIST 335

The African American Struggle for Equality (3)

A survey of the development of traditional and legal segregation, the challenge provided by civil rights movements and related themes such as black separatism and nationalism.

HIST 336A

The U.S. Historical Experience: United States Colonial Experience (3)

The development of cultural and political institutions of work, family, and society in the British colonies, including interactions between American Indians, Europeans, and Africans. *May not be taken for credit by students who have received credit for HIST 333.*

HIST 336B

The U.S. Historical Experience: United States Early Republic (3)

An intensive consideration of the crucial first 50 years of the United States, with particular attention to the development of key political institutions and the dramatic expansion of the national economy. Subjects include the consolidation of the two party system, the growth and limits of the federal government, developing sectionalism, early industrialization, the elaboration of the Southern slave system, and the rise of gender-based, religiously inspired reform movements.

HIST 336C

The U.S. Historical Experience: U.S. Civil War Era, 1845-1877 (3)

Focuses on the process of division, war, and reunion from 1845 to 1877. Examines the social and economic structures of the United States in the antebellum period and the evolution of the political crisis that led to the South's secession and to civil war. Treats the Union and Confederate home fronts during the war and analyzes major military strategies and battles. Devotes a high priority to the experience of African-Americans throughout this period. Finally, it looks at the successes and failures of the efforts to reunify and reconstruct the nation in the post-Civil War years. *May not be taken for credit by students who have received credit for HIST 300A.*

HIST 336D

The U.S. Historical Experience: U.S. Progressive Era, 1884 -1920 (3)

Focuses on the "Progressive Era" in American life. A time of enormous change and development and a period that saw numerous reforms at the local, state, and national levels. Examines the major forces changing American life, such as industrialization, finance capitalism, urban growth, burgeoning immigration, trade unionism, the urban poor, and the plight of laborers, women, and minorities. Looks at the perceived loss of traditional values and the sharp conflicts between urban and rural areas. Finally, analyzes the nation's rise to become an international, military, economic, and financial power. *May not be taken for credit by students who have received credit for HIST 300B.*

HIST 336E

The U.S. Historical Experience: Prosperity, Depression, and War: The United States from 1920-1945 (3)

An exploration of society in the United States from 1920 to 1945. Between these years the United States moved from seemingly widespread prosperity through the Great Depression and into WWII. All of these phases induced profound changes in American society which will be monitored by examining how Americans from diverse backgrounds responded to the challenges of these eras. Covers such issues as the intolerance of the 1920s which included the "Red Scare" and a renewal of racism; the class divisions of the 1920s which became so apparent during the depression, and the impact that WWII not only had on American society as a whole, but specifically on women and minorities. *May not be taken for credit by students who have received credit for HIST 342.*

HIST 336F

The U.S. Historical Experience: The United States in the Cold War Era (3)

A history of society and culture in the United States since World War II, with particular attention to the social movements of the period, as well as the impact of the Cold War. Focuses on the struggle of Americans from diverse backgrounds for inclusion and equality, with special attention to the links between the Civil Rights Movement, feminism, the Student Movement, the Antiwar Movement, and the Chicano Movement. Examines the backlash to multicultural inclusion in the 1980s. *May not be taken for credit by students who have received credit for HIST 340.*

HIST 337

American Indian Response to White Expansion (3)

The historical experience of American Indians from the arrival of Europeans to the end of the 19th Century.

HIST 338

Modern U.S. Indian Policy (3)

Development of U.S. Indian policy and responses of Indian people since the imposition of the western reservation system in the nineteenth century. Considers allotment, reduction of the Indian land base, the Indian New Deal, termination, and demands for self-determination and sovereignty.

HIST 339

The American City (3)

The development of urban areas in the United States and their influence on American thought, life, and economic development from the colonial period to the present.

HIST 341

Ideas in America (3)

The development and change of social, political, religious, and economic ideas in American History from the colonial period to the present.

HIST 343

Religion in the United States (3)

Religious traditions studied in the context of changes social, cultural, and political traditions of the United States from 1600 to the present.

HIST 344

The American Frontier as Symbol and Myth (3)

The frontier as a metaphor for the hopes and fears of Europeans and Euroamericans from 1492 to the present, as seen in the works of writers, philosophers, political theorists, movie makers, historians, and others. *May not be taken for credit by students who have received credit for HIST 300A.*

HIST 345
The Immigrant Experience (3)

Patterns of migration to and the experience of immigrants in areas now part of the United States. Themes include the role of the family, neighborhood, church, and work; patterns of assimilation and acculturation; formation of political and social institutions; and the impact of immigration on the country.

HIST 346
Development of the American Frontier (3)

The development of population, social institutions, resources, transportation, and markets along the moving line dividing indigenous and non-Indian societies from the beginnings of European colonization in the present-day United States to the early 20th Century.

HIST 347
California History (3)

Beginning with the diverse native cultures of the region, the course explores the impact of Spanish, Mexican, and U.S. control. Traces the origins of contemporary issues through the area's economic development, multi-ethnic immigration, and evolving political institutions, and provides a survey of the human response to a place called "California."

HIST 348
United States Film History (3)

Introduction to the history of film in the United States from its inception at the turn of the 20th Century to the present. Explores the many facets of U.S. film and looks at the manner in which the film industry developed during the course of the 20th Century. Looks at the evolution of film making and the manner in which film not only shaped but also reflected the historical moments in which it was born, with careful attention to the manner in which film reflects American society's tensions over race, class, and gender. *May not be taken for credit by students who have received credit for HIST 300W.*

HIST 349
Foreign Policy of the United States (3)

Foreign policy of the United States from the American revolution to the present.

HIST 350
Introduction to Chicana/o History (3)

Traces the history of the Chicano or Mexican-American people in the United States from 1848 to the present. Patterns of labor and migration in the Borderlands will be linked with the evolution of Chicano culture identity and politics. Students will work in primary sources and oral histories as well as recent research in the field. *May not be taken for credit by students who have received credit for HIST 300X.*

HIST 352
Mexico, Past and Present (3)

Starting with the indigenous civilizations in the 16th Century, through the period of Spain's imperial rule, the 19th Century wars of independence, the Revolution of 1910, and up to the present day, students are introduced to one of the most important and fascinating nations in the region. The evolution of economic, political, and social systems are traced with an emphasis on themes of ideology, identity, and resistance. Students practice basic historical methods in the required assignments.

HIST 355
Women in Latin America (3)

Focuses on women and gender in 19th- and 20th-Century Latin America. Students will explore the evolution of the historiography, recent research and first-hand testimonial sources. Connections between gender, race, and class will guide the discussion. *May not be taken for credit by students who have received credit for HIST 300T.*

HIST 356
Culture and Identity in Latin America (3)

Exploring indigenous, European, and African elements, this course encompasses Latin American nations which trace their origins to the Spanish and Portuguese empires. The theme of identity guides the discussion of cultural expressions in the aural, literary, plastic, and visual genres. The goal of national cultural unity contrasts with alternative notions of diversity, and the nation-state is the terrain where this cultural debate takes place. The time-period will be limited to the 19th and 20th centuries, allowing students to study contemporary cultural expressions as well as current historical analysis.

HIST 359
A History of Brazil (3)

Starting with the arrival of the Portuguese in the early 16th Century through the long colonial period, independence, the Brazilian Empire, and, in the 20th Century, periods of alternating republican and military rule, this course introduces students to the fascinating experience of the other Latin America. Themes of race and economic modernization suffuse the political and cultural evolution of this nation. Syncretism in Brazilian culture and society emerges as a central theme.

HIST 360
Classical Asia (3)

Introduces students to a selected body of classical texts from Asia, which include philosophical treatises, religious tracts and literary masterpieces that have become the intellectual foundation of Asian civilization. Focuses on culture and ideas, and helps students understand the historical and intellectual roots of contemporary Asia.

HIST 362
China and the West (3)

An exploration of the relations between China and Europe since the 16th Century. Special attention to internal change, religion, and economics as well as diplomacy and politics.

HIST 363
China in Revolution (3)

China since the revolution of 1911. Themes include the rise of Chinese nationalism, civil war, the Japanese invasion, rise of communism, and the cultural revolution.

HIST 364
Image and Reality — Film and Modern Chinese History (3)

Examines modern Chinese history by looking at a group of selected popular films produced in that country during the last 70 years. By analyzing the images and motifs of these selected films, students will discuss the recurring themes and concerns as expressed by the Chinese filmmakers and seek connection between these visual manifestations and the nation's modern history.

HIST 365
Tradition and Change in Japan (3)

Japanese History from the mid 19th Century to the present with special attention to the interplay between traditional institutions and modernization, and on the expansion of Japan.

HIST 370
Early African History (3)

Part I survey of African history discusses the culture expressed through the lives of the elite and the ordinary people, art and literature, and the ritual and belief systems of the African civilizations from the earliest times to 1800. Specific issues include the invention of agricultures, art and oral literature as historical records, centralization of state and urbanization and commerce, observance of religious and ritual ceremonies, and the impact of all these developments. *May not be taken for credit by students who have received credit for HIST 270 and HIST 300Y.*

HIST 371
Modern African History (3)

Part II survey of African history examines the political, socio-economic, and cultural issues in Africa (particularly in Sub-Saharan Africa), from 1800 to the present. Issues considered include Africa's increasing economic and political transformation before European intrusion, colonial occupation and African resistance, African response to colonial overrule, and the coming of independence and Africa's challenges in world affairs. *May not be taken for credit by students who have received credit for HIST 271 and 300V.*

HIST 374
Africa Under European Imperialism 1880-1975 (3)

Studies European imperialism in Africa and its political economic, and socio-cultural impact. Emphasizes the various theories about imperialism, including Marxist, dependency and modernist theories, especially pertaining to the motives, policies, and legacies of the colonial imperialist activities.

HIST 375

African Nationalism and Independence (3)

Explores the rise of African nationalism since the 1940s, and the course of Africa's regaining of independence. Pays specific attention to the leading personalities in the struggle for independence and their nationalist philosophies. The political, economic and cultural challenges of African nationalism today such as disunity and conflicts, and the poor state of the economy and education, will also be examined.

HIST 381

Comparative French Colonialism: From the Caribbean to Indochina (3)

Compares French colonialism in a variety of contexts, such as Haiti, Algeria and Vietnam. Examines the perspective of the colonizers and the colonized, and will bring together works of colonial theory, history, literature, and film. Explores the economic, cultural, political, and social aspects of colonialism French-style, from the eighteenth century to the present.

HIST 382

Crosscultural Encounters: Travel and Contact in the Early Modern World (3)

Examines encounters between people from different cultures in the early modern period (Approximately 1500-1800). Students will read travel and captivity narratives, along with scholarly analyses of travel and of intercultural contact. Focuses on how cultural differences were regarded and managed by different peoples and different states.

HIST 384

Women in the Middle East — Historical Perspectives (3)

Explores the history of 19th and 20th Century women in the Middle East, their accomplishments and the barriers to their social, economic, and legal development as an influential force in the middle eastern society. Focuses on the foundation of existing problems, such as social oppression, the debate between Islamists and Secularists regarding the women's role in society, their roles in the modern workforce and traditional Islamic views regarding "family law." *May not be taken for credit by students who have received credit for HIST 300F. Meets major requirements in women's history.*

HIST 388

History of War in Modern Society (3)

War has been one of the greatest agents of change in world history, and it has shaped irrevocably the world in which we live. This course explores modern war and the idea of war since the late 18th Century and focuses on the transition in the 20th Century to the realities of both "total" wars and "world" wars; considers the role of war in modern state-building, in social movements and institutions, and in intellectual and artistic expression. An important aspect involves a consideration of the intellectual, philosophical and cultural history of war, including the development of the ethics of war in an international context. This is not a course in military history.

HIST 389

Historical Transformation of Money and Power (3)

Reviews the development of the global political economy (GPE) beginning in the 6th Century B.C. with a particular focus on the history of Western forms of industrialization and economic activity over the past two centuries. Explores how political, historical, economic, technological and cultural factors shaped the evolution of the GPE and how to use them to analyze the transformation of the ideas about and operation of the world political economy. Analysis will be at a system, rather than a state, level and will examine how the convergence of various factors have created an interdependent global political economy. Lectures, case studies, group activities and discussion formats will all be used throughout the course. *Also offered as PSCI 363. Students may not receive credit for both. May not be taken for credit by students who have received credit for HIST 300N.*

HIST 390

Science and Society (3)

The History of science and its relationship to the society in which scientific theories and technology developed. Attention to the impact of science on society.

HIST 391

Foreign Language Practicum in History (1)

Requires a student to do historical readings and research in a foreign language on a regular basis. Students must be concurrently enrolled in a three (3) unit History course where such foreign language study is appropriate. Readings may either be substitutions or additions to the standard reading list for that class, but shall constitute at least twenty percent (20%) of the total. *May be repeated for a maximum of three (3) units. Credit may not be counted toward the thirty (30) unit upper-division major requirements. Prerequisite: Consent of instructor and completion of the CSUSM History major's language requirement.*

HIST 392

Experiential Learning in History (1)

Opportunity to provide needed community services through experiential learning. Requires a minimum of 35 hours on-site and a journal reflecting on activities. *May not be counted toward the History major. Prerequisite: Consent of instructor.*

HIST 398

Independent Study (3)

Directed readings under the guidance of an instructor. Several short analytical papers required. *Prerequisites: Consent of instructor and discipline advisor.*

HIST 400

Seminar in European History (3)

An intensive look at selected areas of European History. A capstone course for history majors in which they draw from their previous work and write a paper focusing on their primary theme. *Prerequisites: HIST 301 or consent of instructor.*

HIST 430

Seminar in United States History (3)

An intensive look at selected areas of United States History. A capstone course for history majors in which they draw from their previous work and write a paper focusing on their primary theme. *Prerequisites: HIST 301 or consent of instructor.*

HIST 440

Seminar in Latin American History (3)

An intensive look at selected areas of Latin American History. A capstone course for history majors in which they draw from their previous work and write a paper focusing on their primary theme. *Prerequisites: HIST 301 or consent of instructor.*

HIST 450

Seminar in African History (3)

An intensive look at selected areas of African History. A capstone course for history majors in which they draw from their previous work and write a paper focusing on their primary theme. *Prerequisites: HIST 301 or consent of instructor.*

HIST 460

Seminar in World History (3)

An intensive look at selected areas of World History. A capstone course for history majors in which they draw from their previous work and write a paper focusing on their primary theme. *Prerequisites: HIST 301 or consent of instructor.*

HIST 470

Seminar in Asian History (3)

An intensive look at selected areas of Asian History. A capstone course for history majors in which they draw from their previous work and write a paper focusing on their primary theme. *Prerequisites: HIST 301 or consent of instructor.*

HIST 494

Museum Colloquium (1)

Readings and discussions on museum theory, history, and practice. *Corequisite: Can only be taken with HIST 495. Prerequisite: Consent of instructor.*

HIST 495

Internship (1-3)

On-site work for a historical agency such as an archive or museum, or providing historical research for a business or public agency. Requires assigned readings in theory and historical background, and a sustained project. *May be repeated for a total of three (3) units. Arranged upon request through the History discipline. Prerequisites: Fifteen (15) units of upper-division History work, and consent of supervising faculty and discipline advisor.*

HIST 499
Independent Research (3)

Development of an extended research paper using primary and secondary sources in consultation with a faculty advisor. *Prerequisites: Fifteen (15) units of upper-division History work including HIST 301 and consent of instructor and discipline advisor.*

HIST 595
The Philosophy and Practice of History (3)

Readings in the nature of historical inquiry and methodological issues. *Prerequisite: Consent of instructor.*

HIST 598
Research Seminar in American History (3)

Exploration of primary sources and extended research on a topic. *May be repeated for up to nine (9) units. Prerequisite: Post-baccalaureate standing or consent of instructor.*

HIST 599
Directed Readings in American History (3)

Individual or small group exploration of the historical literature of a particular field through reading, discussion, and writing. *May be repeated for up to nine (9) units. Prerequisite: Consent of instructor.*

HIGH TECHNOLOGY MANAGEMENT (HTM)

College of Business Administration

HTM 304
Management Information Systems (4)

Introduction to subjects in management information systems. Includes computer hardware and software, databases, information systems development, and the role of information systems in the organization. *Three hours of lecture and two hours of laboratory. First day attendance is required or student may be dropped from the course at the instructor's discretion. May not be taken for credit by students who have received credit for MIS 302. Prerequisites: All lower-division pre-business core and successful completion of University computer competency requirement.*

HTM 305
Production and Operations Management (4)

Intensive study of the elements associated with the design and operation of companies in manufacturing and service industries and the integration of these elements within the entire corporate strategy. Includes operations in global markets, designing and controlling the transformation process, and planning for operations. Focuses on the quantitative model building approach to problem-solving with extensive use of computer software. *May not be taken for credit by students who have received credit for POM 302. Prerequisites: All lower-division pre-business core and BUS 304. [BUS 304 may be taken concurrently.]*

HTM 390
Current Issues in Management (4)

Explores the current theoretical and applied research in the field of high technology management. Emphasis on computer-based applications. *Prerequisites: All lower-division pre-business core and either HTM 305 or POM 302.*

HTM 404
Total Quality Management (4)

Introduces the philosophy of Total Quality Management (TQM). Includes review of the classic literature of quality, principles of quality control, continuous improvement, world class manufacturing, design of experiments, and Taguchi methods. Designed to provide a working knowledge of the TQM philosophy. Emphasis on applications of TQM in high-tech industries. *Three hours of lecture and two hours of laboratory. Prerequisites: All lower-division pre-business core and either HTM 305 or POM 302.*

HTM 406
Decision Models: A Computer Integrated Approach (4)

Covers scientific approaches to decision making. The subject matter will include structuring real life situations into mathematical models and discussing solution methods to solve such problems. Post-optimality analysis and comparison of different alternatives will also be included. The main emphasis will be on business applications although applications in government, natural and social sciences, and economics will also be discussed. Software packages will be used extensively. *May not be taken for credit by students who have received credit for BUS 333 or HTM 495, as this is an expansion of those courses with an added lab component to enhance the usage of software packages. Three hours of lecture and two hours of lab. Prerequisites: All lower-division pre-business core and University Computer Competency Requirement.*

HTM 411
Database Management Systems (4)

Introduction to data modeling, database design, and database administration. Coverage of the relational database model and construction of a database application using a relational database management system. *Three hours of lecture and two hours of laboratory. Prerequisites: All lower-division pre-business core and either HTM 304 or MIS 302 with consent of the instructor.*

HTM 413
Management of High Tech Startups (2)

Concepts and activities associated with the management of new ventures in high tech industries including cash management, employee recruiting and evaluation, market analysis and second generation strategies. *Prerequisites: All lower-division pre-business core, all Foundations of Business courses and Option Core.*

HTM 420
Service Operations (4)

Focuses on applying concepts of operations management in the service sector. The objectives are to: (a) develop an understanding of the key differences between the service and manufacturing sector; (b) acquire the conceptual and empirical tools for improving performance in the service sector; and (c) foster a constructively critical posture as consumers of services.*May not be taken for credit by students who have received credit for SSM 491S. Also offered as SSM 420. Students may not receive credit for both. Prerequisites: Either POM 302 or HTM 305.*

HTM 423
Riding the Information Superhighway (2)

Study of the Information Superhighway with an emphasis on hands-on usage of the Internet, and the personal, business, technical, and social implications of the superhighway. *May not be taken for credit by students who have received credit for HTM 223 or HTM 490A. Prerequisites: All lower-division pre-business core and completion of University computer competency requirement.*

HTM 425
Systems Analysis and Design (4)

Analysis, design, and implementation of computer-based information systems. Life cycle and prototyping paradigms will be examined as well as classical structured methodologies and object-oriented methods. Emphasis will be placed on automated tools for system development. *Three hours of lecture and two hours of laboratory. Prerequisites: All lower-division pre-business core and either HTM 304 or MIS 302 with consent of instructor.*

HTM 426
Telecommunications for Management (4)

Managers in today's business climate are frequently responsible for their group's telecommunications technology. Introduces students to the telecommunications issues they are likely to encounter as managers. Emphasis will be placed on emerging technologies critical to the development of the information superhighway, including media alternatives, networking, and personal/commercial applications.*May not be taken for credit by students who have received credit for HTM 491B. Prerequisites: All lower-division pre-business core and either HTM 304 or MIS 302.*

HTM 427
Multimedia in Business (4)

Modeling and developing business processes using multimedia technologies. Includes introduction of principles and techniques of multimedia technologies, concepts of re-engineering, and design of virtual business. Uses multimedia authoring tools, audio, video, and computer technologies. Students are required to develop a multimedia product. *May not be taken for credit by students who have received credit for HTM 491D. Three hours of lecture and two hours of laboratory. Prerequisite: Either MIS 302 or HTM 304.*

HTM 440
Global Operations Management (2)

Survey of global operations management practices and the study of critical issues impacting the subject. Subject matter includes comparison and variations of operations practices, global logistics, global technology transfer, risk management and interface with other functions of the organization. *May not be taken for credit by students who have received credit for HTM 490B. Prerequisites: All lower-division pre-business core and completion of the University computer competency requirement, either POM 302 or HTM 305 or consent of instructor.*

HTM 481
Selected Topics in High Technology Management (1)

A survey course of selected topics in high technology management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

HTM 482
Selected Topics in High Technology Management (2)

A survey course of selected topics in high technology management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

HTM 483
Selected Topics in High Technology Management (3)

A survey course of selected topics in high technology management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

HTM 484
Selected Topics in High Technology Management (4)

A survey course of selected topics in high technology management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

HTM 485
Selected Topics in High Technology Management with Lab (4)

A survey course of selected topics in high technology management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Three hours of lecture and two hours of laboratory. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

HTM 498
Independent Study in High Technology Management (1-4)

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Prerequisite: Consent of instructor.*

HUMANITIES (HUM)

College of Arts and Sciences

HUM 300
The Individual and Community (3)

An exploration through the lens of the humanities of the relationship in European culture between the individual and the various communities — social, political, religious, and cultural — of which the individual was a part. Class materials for analysis will integrate examples from literature, religion, philosophy, history, and the arts.

HUM 301
The Individual and the State (3)

An exploration through the lens of the humanities of the relationship in European culture between the individual and the state from the Enlightenment to the present. Themes may include patronage of the arts, the relationship of romanticism to nationalism, theories of dissent and individualism, and fascism. Materials for analysis will integrate examples from literature, religion, philosophy, history, and the arts.

INTERDISCIPLINARY STUDIES (ID)

College of Arts and Sciences

ID 202
Pre-Health Service Learning (1)

Designed for the lower-division student planning a career in one of the health professions (e.g. medicine, dentistry, chiropractic, optometry, pharmacy, veterinary medicine). Students will attend regular classroom meetings (one hour per week) and spend a minimum of two hours per week at a Service-Learning placement. Students will carefully choose a Service-Learning placement that matches their career interests and will enhance the process of developing a career path. Reading, classroom discussion/ activities, and written assignments will explore a variety of topics including 1) developing an academic plan, 2) developing alternative career paths and a life-long commitment to serving others, 3) the ethics and politics of health care, 4) an introduction to the professional school application process, and 5) developing writing and interviewing skills necessary for the application process.

ID 301
Latin America at the Millennium (3)

Interdisciplinary overview of salient issues facing Latin America as we approach the end of the 20th Century. Issues are illustrated with case material from different countries. Draws from social science perspectives, as well as history and Latin American literature. *May not be taken for credit by students who have received credit for ID 370D.*

ID 304
African-American Experience I — Myths and Realities (3)

The first in a two-semester sequence of an introduction of the interdisciplinary field of African American Studies. Using materials and films from the field of archaeology, history, economics, anthropology, gender studies, and literature, students will examine the African-American experience in the Americas. Lectures, readings, films, and discussions will focus on African origins, the disrespect of African history, pre-Columbian contacts between African sailors and the people of the Western Hemisphere, and the Atlantic slave trade and systems of slavery in North America, selected Caribbean Islands, and Brazil.

ID 305
African American Experience II — Continuity and Change (3)

The second in a two-semester sequence of an introduction to the interdisciplinary field of African-American Studies. Material for lectures, readings, and films will be drawn from the field of political science, history, anthropology, economics, gender studies, sociology, and literature. Focuses on the freedom struggles that began with the Haitian Revolution in the late 18th Century and the subsequent struggles for the end of slavery in Brazil, Jamaica, Cuba, and the Southern United States Examination of societies after slavery with the help of theories of development, underdevelopment, and internal colonialism.

ID 306
Dilemmas of Modern Mexico (3)

Explores Mexico's economic and political development during the 20th Century. In-depth analysis of the economic and political crisis of the 1980s and responses to the crisis in the 1990s.

ID 340
Introduction to American Ethnic and Multicultural Studies (3)

An introduction to the cultural and historical background of four groups in America: African Americans, Native Americans, Hispanics, and Asians. Emphasis is on race/ethnic relations and the distinguishing characteristics of these cultures as reflected in the academic disciplines of the creative and performing arts, the humanities, the social and behavioral sciences, and the general area of popular culture. Contributions to "cultural pluralism" are accentuated as well as the special issues of "identity" faced by these Americans.

ID 350

Topics in Interdisciplinary Perspectives in the Humanities, Social Sciences and/or Sciences (3)

Explores an interdisciplinary topic from the perspective of at least two disciplines across the boundaries of sciences, social sciences, and humanities. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Individual topics will determine which areas of upper-division General Education will be fulfilled.*

ID 360

Topics in Interdisciplinary Perspectives in the Humanities (3)

Explores an interdisciplinary topic in the humanities. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Fulfills three (3) units of upper-division General Education in the Humanities.*

ID 370

Topics in Interdisciplinary Perspectives in the Social Sciences (3)

Explores an interdisciplinary topic in the social sciences. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Fulfills three (3) units of upper-division General Education in the Social Sciences.*

ID 371

Ethnic Identity in America (3)

Explores ethnicity and ethnic identity in American society, focusing on the social factors that help explain its persistence in the face of social science predictions that ethnic distinctions, identity, and distinctiveness would disappear with an increasing urbanization and post-industrial economic order. Four major groups are explored: American Indians, Latinos, Blacks, and Asians (specific groups will be selected).

ID 380

Topics in Interdisciplinary Perspectives in the Sciences (3)

Explores an interdisciplinary topic in the sciences. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Fulfills three units (3) units of upper-division General Education in the Sciences.*

ID 381

Natural Science for Teachers (3)

Provides the prospective K-6 teacher with some background in the nature of scientific inquiry, data interpretation, and fundamental concepts in both physical and life sciences. Based on an inquiry-oriented approach to learning. The content will be equally divided between life and physical science. *This course meets four (4) hours per week. Two hours of lecture and two hours of activity. Prerequisites: The Entry-Level Mathematics requirement, Lower-division General Education, and participation in science semester of the Integrated Credential Program.*

ID 400

Interdisciplinary Perspectives in Literacy (3)

Focuses on the multi-dimensional nature of literacy: linguistic (systems of language and their interaction in written discourse); cognitive (psychological strategies and processes used to make meaning through written discourse); sociocultural (ways individuals use literacy to mediate their interactions with their society, culture, and discipline); developmental (the manner in which the linguistic, cognitive, and sociocultural aspects of literacy are learned); and educational (issues related to the teaching of literacy in school settings). *Also offered as LING 400. Students may not receive credit for both.*

ID 410

Militants and Activists: Movements for Social Change (3)

Interdisciplinary exploration of how ordinary citizens create social change by organizing and participating in collective action. When, why, and how do ordinary citizens become activists and militants? Why and how do social movements succeed or fail? Presents theories of collective action and social change, and explores case studies of social movements and other social protests through the lenses of multiple disciplines. Case studies may be drawn from any region in the world.

ID 450

The U.S.-Mexico Border (3)

Focus on the economic, social, and cultural geography of integration between the United States and Mexico in the border region. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues. *Also offered as GEOG 450. Students may not receive credit for both. May not be taken for credit by students who have received credit for ID 450S.*

ID 450S

La Frontera Mexico-Estados Unidos (3)

Focus on the economic, social, and cultural geography of integration between the United States and Mexico in the border region. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues. *Also offered as GEOG 450S. Students may not receive credit for both. Offered in Spanish. May be taken for credit in the Spanish major Language and Culture Track. May not be taken for credit for students who have received credit for ID 450.*

ID 498

Interdisciplinary Library Research in the Natural Sciences (1-3)

In-depth reading and researching of the literature on current interdisciplinary issues in the sciences. The student must develop an independent study project in consultation with a primary research advisor from biology, chemistry, physics, or psychology and a secondary research advisor from a second discipline. The student must write a research paper (approximately 10-20 pages) summarizing the current knowledge of the subject. The paper should include a list of literature citations in the accepted format for the primary field. An independent study contract must be completed and signed by both primary and secondary research advisors by the end of the second week of classes. *Prerequisite: At least one course in the primary subject area with a grade of B or better and consent of both instructors.*

ID 499

Interdisciplinary Laboratory Research In the Natural Sciences (1-3)

An original research project involving interdisciplinary research in the sciences. The student must develop an independent research project in consultation with a primary research advisor from biology, chemistry, physics, or psychology and a secondary research advisor from a second discipline. The student must write research paper (approximately 10-12 pages) summarizing the current knowledge of the research problem, the goal of the research project, the experimental methods used, the results, and how the results forward the current state of knowledge in the field. The paper should include a list of literature citations in the accepted format for the primary field. An independent study contract must be completed and signed by both primary and secondary research advisors by the end of the second week of classes. *Prerequisite: At least one laboratory course in the primary subject area with a B or better and consent of both instructors.*

INTERNATIONAL PROGRAM (IP)

University-wide

IP 250

Projects in Study Abroad (1-12)

Open to students enrolled in California State University International Programs and CSUSM Exchange Programs. Study undertaken in a university abroad under the auspices of The California State University. *Prerequisite: Consent of Program Director.*

IP 450

Projects in Study Abroad (1-12)

Open to students enrolled in California State University International Programs and CSUSM Exchange Programs. Study undertaken in a university abroad under the auspices of The California State University. *Prerequisite: Consent of Program Director.*

IP 500
Projects in Study Abroad (1-12)

Open to students enrolled in California State University International Programs and CSUSM Exchange Programs. Study undertaken in a university abroad under the auspices of The California State University. *Prerequisite: Consent of Program Director.*

JAPANESE (JAPN)

College of Arts and Sciences

Note: The World Languages and Hispanic Literatures Department currently offers lower-division courses in Japanese on a regular basis, and will offer upper-division courses on a modified basis. Students are urged to consult the Class Schedule for offerings.

JAPN 101B
Beginning Japanese I (Multimedia) (4)

Focuses on the fundamentals of Japanese. Designed to develop basic ability in pronunciation, reading, conversation, and grammatical structures. Students will receive instruction both through lectures and through self-paced language laboratory activities utilizing multimedia. Assumes no prior knowledge of Japanese. *May not be taken for credit by students who have received credit for JAPN 101A.*

JAPN 102B
Beginning Japanese II (Multimedia) (4)

Continuation of JAPN 101A or 101B). Further development of basic ability in pronunciation, reading, conversation, and grammatical structures. Students will receive instruction both through lectures and through self-paced language laboratory activities using multimedia. *May not be taken for credit by students who have received credit for JAPN 102A. Prerequisite: JAPN 101A or 101B, or equivalent.*

JAPN 201
Intermediate Japanese I (4)

Continuation of Japanese language fundamentals. Emphasis on the development of the skills of reading, comprehension, speaking, and writing and study of Japanese culture. *Conducted in Japanese. Prerequisite: JAPN 102A or 102B or equivalent.*

JAPN 301
Advanced Japanese I (3)

Development of increased mastery of modern spoken and written Japanese. Emphasis on vocabulary building, comprehension, grammatical patterns, and idiomatic usage. *Conducted in Japanese. Prerequisite: JAPN 202 or equivalent.*

JAPN 302
Advanced Japanese II (3)

Further development of increased mastery of modern spoken and written Japanese. Emphasis on vocabulary building, comprehension, grammatical patterns, and idiomatic usage. *Conducted in Japanese. Prerequisite: JAPN 301 or equivalent.*

JAPN 400
The Structure of Japanese (3)

Study of grammatical, phonetic and linguistic patterns and structures in modern Japanese, based on advanced proficiency. *Conducted in Japanese. Prerequisite: JAPN 302 or equivalent.*

JAPN 499
Selected Topics in Japanese (1-3)

Selected topics related to advanced study of Japanese language, literature or culture. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisites: Consent of instructor and advanced proficiency equal to that attained in JAPN 400.*

LIBERAL STUDIES (LBST)

College of Arts and Sciences

LBST 300
Perspectives in Liberal Studies (3)

Exploration of specific topics in Liberal Studies from diverse interdisciplinary perspectives. Analysis of topics/issues is described in specific course titles. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

LBST 301
Connecting Disciplines and Crossing Borders (3)

Examines the relation between and among branches of knowledge in the social sciences, humanities, and sciences. Students will understand how disciplines overlap at their margins. Designed to help students increase their awareness of contemporary issues and scientific discoveries, while increasing their ability to communicate clearly and think critically. Provides a rationale for an interdisciplinary understanding of knowledge and its practical applications across disciplines. Scholarly and everyday concepts will be understood as they are derived from social process. The process of development and emergence of new scientific paradigms will be examined. *May not be taken for credit by students who have received credit for LBST 300F.*

LBST 361
The Social Construction of Science (3)

Explores the field of social construction of science, a true interdisciplinary area of investigation, historically built from existing perspectives in the social sciences (predominantly sociology but also anthropology, social-linguistics, history, and philosophy). Introduces students to the basic theoretical concepts required for the analysis of science as a social phenomenon, its internal and external constructions, and its practice. The application of the basic tools and key concepts in the course will be accomplished through a focused exercise that explores one specific area of science such as the human genome project or distributed information systems. *May not be taken for credit by students who have received credit for ID 370A.*

LBST 362
Technology and Social Change (3)

Explores the impact technology has on our everyday life. The goal is to understand the complex, hidden relationships between science, technology, and culture. Examines how perceived problems in the world are viewed by particular disciplines. Each perspective provides a particular characterization of the problem, which (a) shapes the kinds of solutions, and (b) directs the kinds of technology that can be used to solve the problem. The application of technology then alters how the problem is viewed and re-interpreted. *May not be taken for credit by students who have received credit for ID 370B.*

LBST 375
Urban Change and Ethnicity (3)

Focuses on key immigrant-receiving metropolitan areas in the U.S. Discusses relationship between the restructuring of those urban economies and employment/ settlement patterns of immigrants. Focuses on urbanization during two waves of immigration to America since the 1880s: 1) first wave dominated by Europeans from southern, eastern, and central Europe who arrived between 1880 and 1920, and 2) second wave dating from 1965, comprised largely of immigrants from the Western Hemisphere and Asia. A further concern is comparative urban studies: 1) how urban development was differentially shaped over time by the two waves of immigration, and 2) how the urban economies themselves shaped immigrant adaptation.

LBST 395
Internship for Liberal Studies (1-3)

Faculty-sponsored academic internship in community service or education. *Prerequisite: Consent of instructor. May be repeated for a maximum of nine (9) units.*

LBST 498
Independent Study (1-3)

Intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved and supervised by a faculty member in the Liberal Studies program. *May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.*

LBST 499
Independent Research (1-3)

Designed for students with demonstrated capacity for independent research in collaboration with a faculty member in the Liberal Studies program. *May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.*

LBST 575B
Integrated Program Capstone Seminar (1)

Students demonstrate mastery of the integration of content and pedagogy. Accompanies the required nine (9) units of student teaching during the final semester of the Integrated Bachelor of Arts and Multiple Subject Credential Program. Provides an academic framework for guiding the integration of content and pedagogy that students will be implementing in their classrooms as student teachers. *Also offered as EDMS 575. Students may not receive credit for both. Graded Credit/No Credit. Prerequisites: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Department Chair.*

LINGUISTICS (LING)

College of Arts and Sciences

LING 300
English Linguistics (3)

An examination of the sound and grammar of English, its organization, and use; the production of English sounds and their systematic organization; word and sentence structure; the study of meaning in relation to context and social use; language acquisition; and the variation of English according to culture, region, social group, gender, and age.

LING 304
Linguistic Analysis of American Sign Language (3)

The linguistic study of American Sign Language in comparison to other manual languages. Subject matter includes the phonology, syntax, and morphology of ASL. The relationship between the social structure and the culture of the deaf community and the use of ASL will be examined. *May not be taken for credit by students who have received credit for LING 350B. Recommended: LING 371. Prerequisite: LING 300 or three semesters of ASL. Prerequisite strictly enforced.*

LING 340
Interdisciplinary Topics in Linguistics (3)

Explores a topic from the point of view of linguistics and at least one other discipline. *Students should check the Class Schedule for listing of actual topics. Recommended: LING 300. May be repeated for credit as topics change for a total of six (6) units.*

LING 350
Language Structures (3)

The study of the sound, meaning, and syntax of a selected language other than English. The relationship between the social structure and culture of the speech community and the use of the language. *May be repeated for credit as language changes. Prerequisite: LING 300.*

LING 371
Language and Culture (3)

An exploration of the way language shapes and is shaped by culture. Investigates different aspects of language structure which exhibit cultural variation; patterns of cognition and language acquisition; and the socio-linguistic and psycho-linguistic dimensions of cultural variation. It highlights data from English, Spanish, and immigrant and indigenous languages of California. Course may include community field work. *May not be taken for credit by students who have received credit for LING 301.*

LING 400
Interdisciplinary Perspectives on Literacy (3)

Focuses on the multi-dimensional nature of literacy: linguistic (systems of language and their interaction in written discourse); cognitive (psychological strategies and processes used to make meaning through written discourse); sociocultural (ways individuals use literacy to mediate their interactions with their society, culture, and discipline); developmental (the manner in which the linguistic, cognitive, and sociocultural aspects of literacy are learned); and educational (issues related to the teaching of literacy in school settings). *Also offered as ID 400. Students may not receive credit for both.*

LING 450
Language Acquisition (3)

Examination of the linguistic theories of language acquisition including the study of child language development as related to cognitive and cultural development; and the study of second-language acquisition in children, adolescents, and adults. *Prerequisite: LING 300.*

LING 451
Bilingualism (3)

Multi-dimensional study of bilingualism including: bilingual language and cognitive development, transgenerational patterns, effects of cultural patterns, and political policies toward bilingualism. *Prerequisite: LING 300 or 371.*

LITERATURE AND WRITING STUDIES (LTWR)

College of Arts and Sciences

LTWR 050
Basic Writing Skills (3)

Instruction and supervised practice in fundamental problems of writing. Intended primarily for students who receive an SP in GEW 101 and who need more elementary composition work. *Note: LTWR 050 does not count toward any graduation requirement to be completed at CSUSM. It is counted in determining financial aid and VA benefits. This course is not applicable to the requirements of a baccalaureate degree. Concurrent enrollment in LTWR 051 may be required. All students enrolling in LTWR 050 must have taken the CSU English Placement Test.*

LTWR 100
Introduction to Literature (3)

An inquiry into the basic nature of literature. Questions raised in this course may include: What prompts the creation of imaginative literature? What purpose does literature serve in the cultural life of a community? What are its social philosophical, spiritual, and aesthetic values? Some consideration may be given to techniques and major critical theories, but the focus will be on critical reading for the non-specialist. Specific works studied will be representative of several genres, cultures, and periods of literature.

LTWR 115
Critical Reading and Writing (3)

Critical thinking through reading and written analysis of various genres of writing. Special attention to the use of metaphoric language, the function and meaning of symbols, the structure of arguments, the use of logic, and value of imaginative writing particularly in relationship to ethical and moral questions. Development of skills in research methods, documentation, biographical research, questions of authorship, problems of establishing accurate texts, bibliography, editing of texts, and the general profession of literary studies. Long and short research assignments, reports, written examinations will require analysis rooted in questions of race, class, and gender. *Prerequisite: GEW 101 or equivalent.*

LTWR 208A
Introduction to World Literature I (3)

An introduction to world literatures from North America, Africa, the Middle East, Asia, and Australia. Critical analyses of literary works from each of these areas of the globe. Studies of selected texts to include novels, poetry, or plays. Survey of the literature to examine various writers and their influence on the cultural/intellectual life of a particular country, together with their contributions to the advancement of literature and/or important literary movements such as realism, romanticism, modernism, post-modernism, neo-naturalism, or any contemporary trends. *Students should take LTWR 208B following LTWR 208A.*

LTWR 208B
Introduction to World Literature II (3)

An introduction to world literatures from New Zealand, New Guinea, Samoa, Europe, Latin America and the Caribbean. Critical analyses of literary works from each of these areas of the globe. Studies of selected texts to include novels, poetry, or plays. Survey of the literature to examine various writers and their influence on the cultural/intellectual life of a particular country, together with their contributions to the advancement of literature and/or important literary movements such as realism, romanticism, modernism, post-modernism, neo-naturalism, or any contemporary trends. *Students should take LTWR 208B following LTWR 208A.*

LTWR 210
Introduction to Global Literature (3)

Survey examining literatures from various parts and cultures of the globe, such as Europe, Asia, North and South America, Africa, and the like. Introduction to literary analysis of global texts.

LTWR 225
Introduction to Creative Writing (3)

Beginner's workshop for students interested in writing fiction, poetry, and drama.

LTWR 300A
History and Practice of Literary Commentary I (3)

Survey of literary criticism from the Classical Period to New Criticism. Student writing will be based on critical practices; methods of reading; modes of interdisciplinary analysis and argumentation; debates on questions of theory, history, and textual scholarship. *May not be taken for credit by students who received credit for LTWR 300. Students should take 300B following 300A.*

LTWR 300B
History and Practice of Literary Commentary II (3)

Survey of current trends in critical theory: Feminism, Marxism, Poststructuralism, Psychoanalysis, and Cultural Studies. Student writing will be based on critical practices; methods of reading, modes of interdisciplinary analysis and argumentation; recent debates on questions of theory, history, and textual scholarship. *May not be taken for credit by students who received credit for LTWR 300. It is recommended that students complete LTWR 300A before enrolling in LTWR 300B.*

LTWR 301
Topics in Writing (3)

Selected topics in the writing field. *May be repeated for credit as topics change for a total of six (6) units.*

LTWR 302
Topics in Literature (3)

Selected topics in literature. *May be repeated for credit as topics change for a total of six (6) units.*

LTWR 305
Forms of Written Discourse (3)

A review of current rhetorical and discourse theories. The course will also examine recent developments in text linguistics. Students will write several discourse types and explore differences among the types, with special attention to differences for the writing process and for the structure of the written discourse itself.

LTWR 308A
English Literature I (3)

Survey of literature and culture of England from the Fall of Rome to 1660. *May not be taken by students who have received credit for LTWR 410C.*

LTWR 308B
English Literature II (3)

Survey of literature and culture of England from the Restoration to the present. *May not be taken for credit by students who have received credit for LTWR 410D. It is recommended that students complete LTWR 308A before enrolling in LTWR 308B.*

LTWR 309A
United States Literature I (3)

Survey of literature and culture of the United States from the Colonial Period to American Romanticism. *May not be taken for credit by students who have received credit for LTWR 410A.*

LTWR 309B
United States Literature II (3)

Survey of literature and culture of the United States from Realism to the present. *May not be taken for credit by students who have received credit for LTWR 410B. It is recommended that students complete LTWR 309A before enrolling in LTWR 309B.*

LTWR 310
Folklore and Mythology (3)

Study of folk traditions and mythology as reflections and expressions of distinctive cultures as well as the general human condition. Subject matter may deal with issues such as mythic theory, the uses of myth in various literary genres, or the themes and forms of orally transmitted literature. *Only six (6) units of credit may be applied toward the major.*

LTWR 315
Nonfiction Prose Workshops (3)

A workshop for students interested in practicing writing in the professions, reportage, critical or general nonfiction prose. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 316
Student Newspaper (3)

A workshop for students interested in practicing writing and reportage. Students will meet for one (1) hour of classroom lecture and participate in four (4) hours of journalism activities, including but not limited to, the school newspaper. *May be repeated for a total of nine (9) units of credit. Also offered as COMM 316. Students may not receive credit for both. Prerequisite: GEW 101.*

LTWR 317
Technical Writing (3)

A workshop for students interested in practicing writing in the professions.

LTWR 318
Small Press Publishing (3)

Practical training in manuscript soliciting, editing, publishing, and distributing. Critical examination of various small presses. *May not be taken for credit by students who received credit for LTWR 301A.*

LTWR 320
Sacred Texts (3)

Study of selected texts drawn from the world's religious traditions — Christian, Jewish, Buddhist, Hindu, Taoist, and Confucian. Emphasis will be on the intrinsic literary interest of these texts as well as their thematic impact on other genres. *Only six (6) units of credit may be applied toward the major.*

LTWR 325
Creative Writing Workshop (3)

A workshop for students interested in writing fiction, poetry, drama, and the like. *Only six (6) units of credit may be applied toward the major.*

LTWR 330
Poetry (3)

Studies various genres and/or forms of poetry such as modern American women's poetry, lyric poetry, epic poetry and more. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 331
Fiction (3)

Studies various genres and/or forms of fiction such as short stories, novels, detective fiction and more. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 332
Non-Fiction (3)

Studies various genres and/or forms of nonfiction such as biography, autobiography, essays, travel writing, and more. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 333
Drama (3)

Studies various genres and/or forms of drama such as tragedy, comedy, theater of the absurd, and more. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 334
Film (3)

Studies various genres, forms, and/or directors of film such as Westerns, women in film, Asian film, and the films of Woody Allen. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 336
Film and Other Genres (3)

Studies various genres and/or forms of film in relationship to other arts or texts such as Japanese literature and film, E.M. Forster into film, Shakespeare into film, postmodern film and fiction, health issues in film and more. *Only six (6) units of credit may be applied toward the major. May not be taken for credit by students who have received credit for LTWR 335.*

LTWR 337
American Film and Politics (3)

A cross-disciplinary examination of the integral role of politics in both the making and messages of American film. Explores the impact of politics on American filmmaking through such issues as censorship, the Hollywood "blacklist," and the significance of independent filmmaking. Also studies the use of film to convey political messages and influence public opinion such matters as patriotism, pacifism, and racial/ethnic relations. Both mainstream and independent films will be addressed, and literature from the humanities and the social sciences will be incorporated. *May not be taken for credit by students who have received credit for LTWR 336 and PSCI 419B. May be taken for credit as an elective course for the PSCI major (within the U.S. Government and Politics field) and the PSCI Minor.*

LTWR 400
Author Studies (3)

Critical analysis of the major works of one or two authors in any historical period or geographical location, with attention to biography, culture, and literary background. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 402
Studies in Shakespeare (3)

Study of the writings of Shakespeare. Critical analysis of Shakespeare's major plays, which might include emphasis on Shakespeare and the Human Condition; Shakespeare's Comic Vision; the Tragic Vision of Shakespeare; the Historical Plays — or a combination of plays, poems and variant themes. *Students should refer to the Class Schedule for specific course content.*

LTWR 405
History of Writing and Literacy (3)

A review of the history of the development of alphabets and writing systems. Survey of the rise of literacy since the fifteenth century and analysis of the continuing literacy problem in developed and developing countries.

LTWR 410
Global Literature I (3)

Survey to examine the literature(s) from a particular culture or area of the globe. Analysis of ways in which literature reflects and expresses culture. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 420
Global Literature II (3)

Survey to compare literatures from various parts of the globe. Analysis of ways in which literatures reflect and express similarities and differences among cultures. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied toward the major.*

LTWR 430
Major Periods and Movements (3)

Approaches to literature or literary ideas by locating them within a specific historical context or a literary background. *Students should refer to the Class Schedule for specific course content. Only six (6) units of credit may be applied towards the major.*

LTWR 441
Literature and Other Arts and Disciplines (3)

Comparative study of literature and other arts or other academic disciplines such as anthropology, science, philosophy, or psychology. *Only six (6) units of credit may be applied toward the major. May not be taken for credit by students who have received credit for LTWR 440.*

LTWR 450
Multiethnic American Literature (3)

Comparison of various ethnic American discourses such as African American, Chinese American, Jewish American, Latino/a American, Japanese American, Native American, Italian American, and Vietnamese American. Includes analysis of a variety of different genres ranging from autobiography to novel to poetry, and examines texts through thematic and/or historical frameworks in order to view them as products of varying cultural and historical circumstances. Questions notions of "American identity" and the "American canon."

LTWR 460
Theories, Methods, and Themes in Cultural Studies (3)

Readings in some of the major conceptual texts that have framed work in cultural studies, with particular emphasis on those drawn from critical theory, studies in colonialism, cultural anthropology, feminism, semiotics, gay/lesbian studies, and historicism. Examination of literature among other cultural artifacts in a variety of social contexts and from a number of theoretical and historical perspectives. *May not be taken for credit by students who have received credit for LTWR 510. Prerequisite: LTWR 300A or 300B.*

LTWR 465
Theory and Practice of K-12 Writing Instruction (3)

Introduction to current theory and practice of teaching writing in K-12. Special attention to advanced critical reading and writing skills. *May not be taken for credit by students who have received credit for LTWR 505.*

LTWR 475
The Writing Process (3)

A workshop in advanced expository writing as a creative process. Current research on creativity and the writing process will also be discussed. *May not be taken for credit by students who have received credit for LTWR 515.*

LTWR 485
Collaborative Writing and Theory (3)

Critical examination of the theory and practice of writing texts with other people. May include special training in feminist collaborative theory, collaborative software, business applications, and the like. *May not be taken for credit by students who have received credit for LTWR 535.*

LTWR 490
Senior Seminar (3)

Research and writing for a variety of special topics, including the works of single authors, genre studies, problems of literary history, relations between literature and the history of ideas, literary criticism, literature and society, and the like. Intended for students wishing to pursue graduate study. *May not be taken for credit by students who have received credit for LTWR 500. Prerequisite: Consent of instructor.*

LTWR 495
Internship (1-6)

Supervised experience teaching writing at the K-12 or college level or work experience in public agencies and private industries that provide opportunities to develop professional writing skills. Students working in CSUSM's Writing Center should enroll for credit. *No more than three (3) units may be applied toward the major. May be repeated for a total of six (6) units of credit. All internships are graded Credit/No Credit except CSUSM's Writing Center. Prerequisite: Consent of instructor.*

LTWR 499
Supervised Independent Study (1-6)

Independent study deals with a special interest not covered in a regular course or with exploration in greater depth of a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units of credit. Graded Credit/No Credit. Prerequisite: Consent of instructor. Note: This course cannot be substituted for other courses in the major without petition approval by the Literature and Writing Studies Curriculum Committee.*

LTWR 525
Theory and Practice of College Writing Instruction (3)

Wide reading in current theory and practice of teaching writing at the university level. Exploration of the implications for writing instruction of current discourse theory and linguistics (sentence-level and text-level). Review research on writing and instruction and examination of models of classroom and individual conferencing. Students will also tutor in the University Writing Center. *Prerequisite: Consent of instructor.*

LTWR 545
Advanced Creative Writing (3)

For students who wish to increase their skills in the writing of fiction and poetry. The content of each semester will be determined by the instructor and may include short stories, poetry, novel, play or screenwriting. *May be repeated for a total of six (6) units of credit with new course content. Prerequisite: LTWR 325 or equivalent experience in creative writing.*

LTWR 600
Research and Critical Methodology (3)

Introduction to research methods and the critical and theoretical approaches common to the graduate study of literature and expository writing, with attention to basic reference works, bibliographical techniques, analytical strategies, scholarly frames of reference, and pedagogy. *Recommended for the first semester of graduate study.*

LTWR 601
Literary Study in a Multicultural World (3)

Relationship of literature to gender, race, class, and nationality. Changing conceptions of literary canons. Exploration, through literary texts, of values in literature and the constituents of literary value.

LTWR 602
Rhetorical Theory and Practice (3)

Exploration of the chronological and disciplinary scope of rhetorical study, from classical times to the present. Includes works of relevance not only to composition studies, but also to literature, speech communication, philosophy, and the theoretical branches of other humanistic disciplines that have become increasingly interested in rhetorical processes. Focuses on the pedagogy of composition. *May be repeated for a total of twelve (12) units of credit. Only six (6) units may be counted toward the master's degree. Students who teach in GEW 101 or LTWR 050 must register for LTWR 602 every time they teach. Prerequisites: Students must be accepted into the LTWR Master's program, have completed the "GEW Teaching Exam," and obtained consent of instructor.*

LTWR 603
Literary Period or Movement (3)

Advanced, historically oriented study of a literary period such as the Renaissance, or a movement such as Post Modernism. *Students must refer to the Class Schedule for specific course content. May be repeated for a total of six (6) units with new course content.*

LTWR 604
Seminar in Author Studies (3)

Critical study of a major author or authors such as Shakespeare, Dickinson, Proust, Morrison, Gordimer, Murasaki, and others. Special attention to biography, culture, and literary background. *Students should refer to the Class Schedule for specific course content. May be repeated for a total of six (6) units with new course content.*

LTWR 605
Seminar in Thematic Studies (3)

Study of a thematic motif over time or across cultures, for example alienation and exile, cultural taboo, colonial discourse, or the representation of criminality. May also address studies such as the nature of the hero and aspects of love or death. *Students must refer to the Class Schedule for specific course content. May be repeated for a total of six (6) units with new course content.*

LTWR 606
Seminar in Genre Studies (3)

An examination of one or more genres, for example satire, utopian fiction, autobiography, travel narrative, landscape poetry, the essay, film. *Students must refer to the Class Schedule for specific course content. May be repeated for a total of six (6) units of credit with new course content.*

LTWR 607
Seminar in Comparative Studies (3)

Comparison of theoretical and literary representations across cultures (e.g., East/West studies), across modes of discourse (e.g., oral/written), or across media (e.g., literature/art or literature/music). *Students must refer to the Class Schedule for specific course content. May be repeated for a total of six (6) units with new course content.*

LTWR 608
Seminar in Critical and Theoretical Studies (3)

Close study of one or several bodies of critical theory currently applied to literary studies: psychoanalytic, feminist, Marxist, new-historical, post-structuralist. Emphasis will be on terminology; methods of reading; modes of interdisciplinary analysis and interpretation; and recent debates on questions of theory, history, and culture. *Students should refer to the Class Schedule for specific course content.*

LTWR 609
Classical Rhetoric (3)

A close study of Classical Rhetoric. Examines the relationships between discourse and knowledge, communication and its effects, language and experience. Explores the possibilities for understanding the nature of persuasive discourse: purpose, audience, composition, argumentation, organization, and style. Selected major works on rhetoric, from antiquity to the 19th Century. Relationship between the rhetorical tradition and modern approaches to the teaching of writing and literature.

LTWR 610
Modern Rhetoric (3)

A close study of 20th Century rhetoric: composition, theory, reading theory, psycholinguistics, sociolinguistics, language philosophy, and literary theory. Relationship between rhetorical theory and modern approaches to the study and pedagogy of writing and literature.

LTWR 611
Literature in Translation (3)

Study of select literary texts and literary criticism written in languages other than English. Students will study texts in the original language and compare them to their English translation(s) with a focus on idiom, style, grammar and argumentative detail. Includes a survey of translation theory. Requires good (i.e., equivalent of third-year instruction) reading knowledge of a foreign language. *Completion with a grade of B or better satisfies the Foreign Language Requirement for graduate students in Literature and Writing Studies. May be repeated for a maximum of six (6) units.*

LTWR 612
Seminar in Rhetorical Theories and Cultures (3)

Close study of one or several bodies of rhetorical theory in relation to cultures, for example gender and rhetoric, adolescence and rhetoric, black English and rhetoric, and popular culture and rhetoric. *Students should refer to the Class Schedule for specific course content. May be repeated for credit as topics change for a total of six (6) units.*

LTWR 615
Scholarly Publishing in Literature and Writing (3)

Faculty-supervised training in literary and composition publishing. Critical examination of academic journals with goal of submitting work to journals. Possible work on academic journal. *Prerequisite: LTWR 525, one 600-level course, and consent of instructor.*

LTWR 690
Graduate Research (1-6)

Faculty-supervised research. *May be repeated, but no more than six (6) units of credit may be applied toward the Master's degree. Graded Credit/No Credit. Prerequisite: Consent of instructor.*

LTWR 695
Internship (1-6)

Supervised experience either teaching writing at the college level or working in public agencies and private industries that provide opportunities to develop professional writing skills. Students who want credit for working in CSUSM's Writing Center should enroll. *Only three (3) units may be applied toward the Master's degree. Prerequisite: Consent of instructor.*

LTWR 699
Graduate Thesis (3)

Prerequisite: Completion of twenty-four (24) units in the graduate program prior to enrollment, or consent of thesis advisor. Graded Credit/No Credit. Prerequisite: Consent of instructor.

LTWR 700
Thesis Extension (1-3)

Registration in this course is limited to students who have received a satisfactory grade in LTWR 699 and who expect to use the facilities and resources of the University to work on or complete the thesis. Students who have not completed their thesis in LTWR 699 must register in LTWR 700 until the thesis is accepted. *Graded Credit/No Credit. May be repeated, but credit will not be applied toward the Master of Arts in Literature and Writing Studies degree. Prerequisite: Prior registration in LTWR 699 with a satisfactory grade.*

MATHEMATICS (MATH)

College of Arts and Sciences

MATH 051
Entry Level Mathematics (4)

Algebra: Operations with numbers, polynomials, rational expressions, powers and roots; solutions of equations and inequalities; graphs and functions. Geometry: perimeter and area; circles; volume; angles in the plane; special triangles; congruence and similarity; coordinate geometry; midpoint and distance formulas. Finite mathematics: data interpretation; counting principles; probability; statistics. *Note: MATH 051 does not count toward any graduation requirement to be completed at CSUSM. It is counted in determining financial aid and VA benefits, also counts toward fulfillment of the Entry-Level Mathematics (ELM) requirement when passed with a grade of C or better. Prerequisites: Highest ELM score between 480 and 540 inclusive, or a highest ELM score below 480 and completion of a college beginning algebra class with a minimum grade of C.*

MATH 110
Critical Thinking (3)

Critical thinking in decision-making. Formal and informal fallacies of language and thought; the often unreliable guide of common-sense reasoning; analysis and criticism of ideas; distinction between fact and judgment, belief and knowledge; inductive and deductive arguments, effective techniques of decision-making. Students will learn critical thinking skills to apply to common issues of everyday life. *This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

MATH 115
College Algebra (3)

Equations and inequalities, functions, graphs, polynomials, exponential and logarithmic functions, conics, sequences and series, counting principles, binomial theorem, and systems of linear equations. *Counts towards the fulfillment of the lower-division General Education requirement in Mathematics/ Quantitative Reasoning. Students preparing to take MATH 160 should take MATH 125 instead of this course. May not be taken for credit by students who have received credit for MATH 120. Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement.*

MATH 125
Pre-Calculus (4)

Designed for students preparing to take MATH 160. Equations and inequalities, functions, graphs, polynomial and rational functions, trigonometric functions, exponential and logarithmic functions, systems of linear equations, conics, sequences and series, and the binomial theorem. *Counts towards the fulfillment of the lower-division General Education requirement in Mathematics/Quantitative Reasoning. May not be taken for credit by students who have received credit for MATH 115. Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement.*

MATH 130
Finite Mathematics for Business (3)

Sets, permutations, combinations, probability, linear equations and inequalities, matrices, linear geometry, linear programming. *Credit may not be counted toward the mathematics major. Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement. This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

MATH 131
Modeling with Algebra (2)

A bridge course from Entry Level Mathematics to Survey of Calculus (MATH 132). Polynomial, exponential and logarithmic functions, and their use in modeling; general modeling considerations; linear models; applications to business and economics. Includes use of graphing calculators. *Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement.*

MATH 132
Survey of Calculus (3)

Basic calculus concepts with applications to business, economics and the social sciences. Differential calculus for algebraic, exponential and logarithmic functions; optimization, linearization, and other applications of derivatives; introduction to integral calculus. Includes use of graphing calculators. *Counts towards the fulfillment of the lower-division General Education requirement in Mathematics/Quantitative Reasoning. Prerequisite: MATH 115 or 131.*

MATH 160
Calculus with Applications, I (5)

Differential and integral calculus of functions of one variable: analytic geometry, limits, continuity, derivatives, analysis of curves, integrals, applications; algebraic, trigonometric, logarithmic, and exponential functions, historical perspectives. Includes a laboratory experience using either computers or graphics calculators. *Counts towards the fulfillment of the lower-division General Education requirement in Mathematics/ Quantitative Reasoning. Prerequisite: A strong background in high school mathematics (Algebra I and II, Geometry, and Trigonometry) or MATH 125 with a minimum grade of C.*

MATH 162
Calculus with Applications, II (4)

A continuation of differential and integral calculus: inverse trigonometric and hyperbolic functions, integration methods, indeterminate forms, coordinate systems, planes and lines in space, sequences and series, applications, historical perspectives. Includes a laboratory experience using either computers or graphics calculators. *Counts towards the fulfillment of the lower-division General Education requirements in Mathematics/Quantitative Reasoning. Prerequisite: MATH 160 (or equivalent) with a grade of C or better.*

MATH 210
Mathematics for Elementary Teaching, I (3)

Designed to reinforce mathematical concepts for those teaching in the elementary grades. Emphasis on numeric concepts: sets, logic, counting numbers, integers, rational numbers, real numbers, some number theory, measurement and estimation, appropriate use of technology; historical/cultural perspectives. *Credit may not be counted toward the mathematics major. Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement.*

MATH 212
Mathematics for Elementary Teaching, II (3)

Designed to reinforce mathematical concepts for those teaching in the elementary grades. Emphasis on geometric concepts in two- and three-dimensional space: points, lines, planes, curves, triangles, convex figures, parallelism, congruence, similarity, symmetry, perimeter, area, volume; networks and graphs; some elementary probability and statistics; problem-solving strategies; appropriate use of technology; historical/cultural perspectives. *Credit may not be counted toward the mathematics major. Counts toward the fulfillment of the lower-division General Education Mathematics/Quantitative Reasoning requirement. Prerequisite: MATH 210 with a grade of C or better, or consent of instructor.*

MATH 240

Introduction to Biostatistics (3)

Introduction to statistics in the biological sciences. Descriptive statistics, probability, random variables, discrete and continuous distributions, confidence intervals, tests of hypothesis, description of biological data, genetics, population growth curve fitting. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *This course meets four hours per week. May not be taken by students who have received credit for BIOL 360. Prerequisite: MATH 115 or equivalent. This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

MATH 242

Probability Modeling and Statistical Inference (3)

Random experiments, sample spaces, probability axioms, uniform models, counting arguments, random variables, expectation, variance, conditional probability, independence, standard random variables, expectation, use of limit theorems. Treatment of both discrete and continuous probability with the emphasis placed on discrete models. Simple linear regression. Applications to include topics such as random walks and random sample. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *This course meets for four hours per week. Credit may not be counted toward the mathematics major. Prerequisite: MATH 160.*

MATH 260

Calculus with Applications, III (4)

Differential and integral calculus of functions of several variables: three dimensional analytic geometry, vector calculus, partial derivatives, multiple integrals, line integrals, applications, historical perspectives. Includes a computer laboratory experience. *Counts toward the fulfillment of the lower-division General Education Mathematics/Quantitative Reasoning requirements. Prerequisite: MATH 162 (or equivalent) with a grade of C or better.*

MATH 262

Introduction to Differential Equations (3)

Models involving first-order equations, higher-order linear equations, systems of equations, numerical methods and applications. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *Prerequisite: MATH 162 with a grade of C or better. This course is not currently offered at CSU San Marcos. It is listed only for transfer credit and course equivalency purposes.*

MATH 264

Introduction to Linear Algebra (3)

Matrix algebra, systems of linear equations, vector spaces, independence, linear transformations, eigenvalues and eigenvectors, applications. *Prerequisite: MATH 115. This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

MATH 303

Themes for Society (3)

Descriptive overviews of selected areas of mathematics which play a visible role in the modern world. Topics include management science and operations research, political science, statistics, computer science, biology, and some late 20th Century advancements in pure mathematics. *Credit may not be counted toward the mathematics major. Prerequisite: Completion of the lower-division General Education requirement in Mathematics/ Quantitative Reasoning.*

MATH 304

Women and Mathematics (3)

Examination of the social phenomena that have led to the small number of women in the mathematical profession. Exploration of the controversy concerning research on the comparative mathematical ability of boys and girls. Study of the lives, times, and works of women mathematicians. *Prerequisite: Completion of the lower-division General Education requirement in Mathematics/ Quantitative Reasoning.*

MATH 306

Statistical Vignettes (3)

Basic statistics and practical applications from the perspective of users in real situations. Includes language and terminology, distributions, sampling, tests of significance, computerization of standard techniques, issues on uses and abuses of statistics, statistics in the social sciences, statistics in the business world. *May be repeated for credit as topics change for a total of six (6) units. Credit may not be counted toward the mathematical sciences major. Prerequisite: MATH 115.*

MATH 308

Non-Statistical Mathematics in the Social Sciences (3)

Themes involving applications of mathematics in the social sciences such as: proportional representation, voting rules and aggregation of individual preferences, spatial models of election competition, power in weighted voting systems, power indices in politics, balance theory and social inequalities, measurement theory, game theory, static models of animal dominance, rumor and information networks. *May not be taken for credit by students who have received credit for MATH 404. Prerequisite: MATH 115 or 131.*

MATH 311

Mathematics for K-8 Teaching (3)

Builds on MATH 210 and refines both procedural and conceptual understanding of mathematical subjects emphasized in elementary teaching, such as mathematical reasoning, number sense, statistics, data analysis, probability, measurement, geometry, algebra, functions, and applications in accordance with content-based standards for grades K-8. Requires occasional use of interactive mathematical software to reinforce concepts. *Credit may not be counted toward the mathematical sciences major. Prerequisites: MATH 210 or equivalent, and one of the following: MATH 115, 125, 212, or GEM 100. Admission to a Semester 3 cohort enrollment of the Integrated Credential Option of the Liberal Studies major.*

MATH 330

Introduction to the History of Mathematics (3)

Major currents in the evolution of mathematical thought from early civilization to modern times. *Prerequisite: MATH 160.*

MATH 350

Foundations for Theoretical Mathematics (3)

A bridge course between computation-driven mathematics and theoretical mathematics. Designed to familiarize the students with the language and process of rigorous mathematical thought, speech, and writing through the introduction of typical and important examples from algebra, analysis, and combinatorics as well as a careful development of the natural, rational, real and complex numbers. In the process, this course will cover: elementary logic, methods of proof, mathematical induction, sets, relations, functions, binary operations, equivalence classes, modular arithmetic, groups, matrices, and limits. *Prerequisite: MATH 160 with a minimum grade of C.*

MATH 360

Foundations of Analysis (3)

A classical treatment of the basic concepts of calculus of one variable: the real number system, limits, continuity, differentiability, the Riemann integral, sequences and series of numbers and functions. *Prerequisite: MATH 350.*

MATH 362

Differential Equations (3)

Analysis and application of ordinary differential equations: linear and nonlinear equations, existence and uniqueness theorems, analytic methods, qualitative analysis of solutions, numerical methods. Combines theoretical ideas along with hands-on experience using appropriate computer software. *This course meets for four hours per week. Prerequisite: A grade of C or better in MATH 162.*

MATH 370

Discrete Mathematics (3)

The terminology, concepts, and techniques of some areas of discrete mathematics applicable in computer science. Logic, proof techniques, recursion, set theory and counting, relations and functions, groups and codes, graphs. *Prerequisite: MATH 160.*

MATH 372

Introduction to Number Theory (3)

Divisibility, Euclidean algorithm, unique factorization, congruences, and quadratic reciprocity. May also cover some of the following: included primitive roots and indices, continued fractions, sum of squares, introduction to Diophantine equations, prime numbers, pseudo-primes, the prime number theorem, and factorization and primality-testing algorithms. *Prerequisite: MATH 350 or 370 or consent of instructor.*

MATH 374

Linear Algebra (3)

Systems of linear equations, vector spaces, independence, bases, dimension, orthogonality, least squares, determinants, eigenvalues and eigenvectors, positive definiteness, computation, linear programming. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *This course meets for four hours per week. Prerequisite: MATH 160.*

MATH 380

Theory of Interest (3)

The mathematics of the measurement of interest, present value, accumulated value, annuities, amortization, sinking funds, bonds and securities. *Credit may not be counted towards the mathematical sciences major. Prerequisite: MATH 160 (or equivalent) with a grade of C or better.*

MATH 401

Number Concepts for Teachers (3)

Designed to reinforce mathematical concepts for those teaching in middle school. Properties, relations, and extensions of the natural numbers, integers, rational, irrational, real, and complex numbers. Subjects include number sequences, patterns, functional relationships, some number theory, meaning of infinity, applications, historical/ cultural perspectives. Will use appropriate technology and physical materials. *Credit may not be counted toward the mathematics sciences major. Prerequisite: MATH 210 and 212 with a grade of C or better or consent of instructor.*

MATH 403

Geometry for Teachers (3)

Designed to reinforce mathematical concepts for those teaching in middle school. Geometry and measurement. Properties and relationships of shape, size, and symmetry in two- and three-dimensional space: points, lines, planes, curves, triangles, convex figures, parallelism, congruence, similarity, symmetry, rotations, reflections, translations, perimeter, area, volume. Historical development of Euclidean and non-Euclidean geometries. Will use the appropriate technology and physical materials. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *Credit may not be counted toward the mathematical sciences major. May not be taken for credit by students who have received credit for EDUC E596S. Prerequisite: MATH 210 and 212 with a grade of C or better of consent of instructor.*

MATH 405

Statistics and Probability for Teachers (3)

Designed to reinforce mathematical concepts for those teaching in middle school. Data collection, random experiments, data organization and interpretation, formulation of convincing arguments; inferences and informed decisions based on statistical methods; experimental probabilities; counting techniques; analysis of correct and incorrect uses of statistics. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *Credit may not be counted toward the mathematical sciences major. Prerequisite: MATH 210 and 212 with a grade of C or better or consent of instructor.*

MATH 407

Problem Solving for Teachers (3)

Designed to reinforce mathematical concepts for those teaching in middle school. Problem strategies and approaches, in the context of problems from various fields in mathematics. Four step method; noticing patterns; reformulating the problem; decomposing and recombining; examine related problems; logic, valid arguments, and proof techniques; induction. Historical/cultural perspectives. *Credit may not be counted toward the mathematical sciences major. Prerequisite: MATH 210 and 212 with a grade of C or better or consent of instructor.*

MATH 409

Topics in Mathematics for Teachers (1-3)

Designed to reinforce mathematical concepts for those teaching in elementary, middle, or high school. *May be repeated for credit as topics change for a total of six (6) units. Credit may not be counted toward the mathematical sciences major. Prerequisite: MATH 210 and 212 with a grade of C or better and consent of instructor.*

MATH 410

Modern Geometry (3)

Critical review of the foundations and basic structure of plane and solid Euclidean geometry, non-Euclidean geometries, incidence and affine geometries; convexity and applications. *Prerequisite: MATH 350 or consent of instructor.*

MATH 440

Introduction to Mathematical Probability and Statistics (4)

Basic concepts of probability: axiomatic formulation, combinatorics, conditional probability, independence, standard discrete and continuous random variables, expectation, variance, joint distributions, limit theorems. Statistical inference: tests of significance, point estimation methods, confidence intervals, simple linear regression. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *This course meets for five hours per week. Prerequisite: MATH 260, or 162 and 242.*

MATH 464

Numerical Analysis and Computing (3)

Computer arithmetic, solution of a single algebraic equation, solution of systems of equations interpolating polynomials, numerical integration, numerical solution of ordinary differential equations; error analysis and computational effort of numerical algorithms. Combines theoretical ideas with hands-on laboratory experience. *This course meets for four hours per week. Also offered as CS 464. Students may not receive credit for both. Prerequisites: CS 111 or equivalent and MATH 162.*

MATH 470

Introduction to Abstract Algebra (3)

An introduction to the theory of groups, rings, and fields, with abstract ideas reinforced by concrete and important examples, such as permutation groups, polynomial rings, and finite fields. The power of the axiomatic systems introduced will be illustrated via several applications to concrete and classical problems. *Prerequisite: MATH 350 or 370 or consent of instructor.*

MATH 472

Introduction to Graph Theory (3)

Fundamental concepts of undirected and directed graphs, trees, connectivity and traversability, planarity, colorability, networks, matchings; emphasis on modern applications. *Prerequisite: MATH 350 or 370 or consent of instructor.*

MATH 474

Introduction to Combinatorics (3)

Introduction of the basic tools of combinatorics and their applications. Permutations, combinations, occupancy problems, generating functions, recurrences, inclusion/exclusion, graph theory, pigeonhole principle, experimental design, coding theory. *Prerequisite: MATH 350 or 370 or consent of instructor.*

MATH 480

Introduction to Optimization (3)

Modern study of linear programming with an emphasis on model formulation, solution, and interpretation of software output. Applications in work-scheduling, diet, capital budgeting, blending, production process, transportation, assignment, transshipment, and flow problems. Programming methods include the simplex method and its specialized variations, Big M Method, goal programming, and integer programming. Theoretical aspects include optimality conditions, sensitivity analysis, and duality. Requires using industry-standard software to strengthen the ideas and concepts. *This course meets for four hours per week. Prerequisite: MATH 374 or consent of instructor.*

MATH 490
Senior Seminar (3)

Presentation and discussion of selected areas of mathematics in order to supplement available offerings. Sample areas include differential forms, complex variables, partial differential equations, a second course in analysis, abstract algebra, or discrete math. *May be repeated twice as course content changes, with consent of the program, for a maximum of nine (9) units of credit from MATH 490 and 491. Prerequisites: Twelve (12) units of upper-division mathematics. Other prerequisites to be determined by instructor.*

MATH 491
Senior Seminar with Lab (3)

Presentation and discussion of selected areas of mathematics in order to supplement available offerings. Sample areas include mathematical modeling and a second course in numerical analysis, optimization or statistics. *This course meets for four hours per week. May be repeated for a maximum of nine (9) units of credit for MATH 490 and 491. Prerequisites: Twelve (12) units of upper-division mathematics. Other prerequisites to be determined by instructor.*

MATH 495
Internship in Mathematics (1-3)

Faculty-sponsored academic internship in business, industrial, government, research firm, or university labs and centers. *Prerequisite: Consent of instructor.*

MATH 498
Individual Study in Mathematics (1-3)

Individually directed reading and study in mathematical sciences literature. *May be repeated for a maximum of three (3) units. Prerequisites: Twelve (12) units of upper-division in Mathematics and consent of instructor.*

MATH 499
Independent Research in Mathematics (1-3)

Designed for students capable of independent and original research. *May be repeated for a maximum of three (3) units. Prerequisites: Twelve (12) units of upper-division mathematics and consent of instructor.*

MATH 505
Readings from Original Sources (3)

Mathematics studied through the reading, analysis and discussion of original papers. *May be repeated once for credit with consent of instructor. Prerequisite: To be determined by instructor.*

MATH 510
Mathematical Communication (3)

Selected topics in advanced mathematics chosen to demonstrate appropriate use of technology and effective organization and presentation of mathematics in oral and written form. Includes three aspects of mathematical writing: writing expository mathematics, writing formal mathematics, and writing as a tool to learn; preparation of mathematical lectures; development software modules/notebooks. *This course meets for four hours per week. Prerequisite: MATH 350 and at least nine (9) other units of upper-division mathematics, or consent of instructor.*

MATH 520
Algebra (3)

Review and continuation of the study of algebra begun in MATH 470. Covers some of the following: the theory of finite group theory including the Sylow Theorems, polynomial ring, unique factorization, number fields, and finite fields. The latter half of the course will cover field extensions and Galois Theory, including the classic theorems on the unsolvability of the general quintic and the impossibility of certain ruler and compass constructions, such as trisecting an angle. *This course meets for four hours per week. Prerequisite: MATH 470 or consent of instructor.*

MATH 521
Computational and Applied Algebra (3)

Modern advances in computing and the theory of Gröbner bases and resultants have created a new branch of computational algebra with many applications. Additionally, other algebraic topics such as semigroups and finite fields play an important role in discrete math and applications to cryptography and coding theory. Covers some of the following: Gröbner bases, resultants, and applications to such fields as algebraic geometry, robotics, computer vision, and integer programming; semi-groups, finite fields, partially ordered sets, Boolean algebras, applications to finite-state machines, cryptography and coding theory. *This course meets for four hours per week. Prerequisite: MATH 470 or consent of instructor.*

MATH 522
Number Theory (3)

Introduction to number theory from the algebraic and/or analytic point of view. Includes some of the following: congruences, finite fields and rings, and quadratic reciprocity; quadratic forms and Diophantine equations; elliptic curves; the Gaussian integers, the Eisenstein integers, and unique factorization in these rings; other quadratic and cyclotomic fields and ideal factorization; introduction to analytic number theory, primes in arithmetic progressions, and the prime number theorem. *This course meets for four hours per week. Prerequisite: MATH 470 or consent of instructor.*

MATH 523
Cryptography and Computational Number Theory (3)

Algorithms for factorization and primality testing: pseudo-primes, quadratic sieve, Lucas Test, continued fractions, factorization using elliptic curves, public key cryptosystems such as RSA, which is widely used for secure transfer of data on the internet. Additional background material (such as the rudiments of elliptic curves) will be introduced as needed. Combines theoretical ideas with computer lab experimentation and implementation. Some familiarity with a computer language is useful but not required. *This course meets for four hours per week. Prerequisite: MATH 350 or 370 or consent of instructor.*

MATH 528
Advanced Linear Algebra (3)

Vector spaces; dual spaces; linear transformations, bilinear forms and their matrix representations; Jordan and other canonical forms; finite-dimensional spectral theory; connections to other branches of mathematics. *This course meets for four hours per week. Prerequisite: MATH 374 or consent of instructor.*

MATH 530
Measure Theory (3)

Lebesque measure, measurable functions, the Lebesque integral, Fubini's Theorem, Lp-spaces, and differentiation. *Prerequisite: MATH 360 or consent of instructor.*

MATH 532
Ordinary Differential Equations (3)

Theory and applications of ordinary differential equations. Existence and uniqueness of solutions, methods for solving equations, linear differential equations, singularities, qualitative analysis of solutions, systems of equations. *This course meets for four hours per week. Prerequisites: MATH 360 and 374, or consent of instructor.*

MATH 534
Partial Differential Equations (3)

Theory and applications of partial differential equations. Cauchy problems, boundary problems, the Cauchy-Kovalevsky Theorem, Fourier Series, harmonic functions, elliptic equations, hyperbolic equations. *Prerequisites: MATH 260, 360 and 374, or consent of instructor.*

MATH 535
Multivariable Advanced Calculus (3)

Analysis in several variables including multivariable derivatives and integrals, inverse function theorem, implicit function theorem, generalizations of the fundamental theorem of calculus (e.g., Stokes' Theorem). Some of these topics may be presented from the point of view of differential forms. *Prerequisites: MATH 260, 360 and 374, or consent of instructor.*

MATH 536
Complex Analysis (3)

Study of functions of a complex variable, including analytic functions, contour integrals, Cauchy's Theorem, poles and residues, Liouville's Theorem, Laurent Series, the Residue Theorem, analytic continuation, conformal mappings. *Prerequisite: MATH 360 or consent of instructor.*

MATH 538
Applicable Analysis (3)

Foundations of functional analysis; linear and metric spaces; different modes of convergence; Hilbert Space; applications. May include topics such as calculus of variations, fixed point theorems, and operator theory. *This course meets for four hours per week. Prerequisites: MATH 360 and 374, or consent of instructor.*

MATH 540
Concrete Mathematics (3)

Blend of continuous and discrete topics including sums, recurrences, elementary number theory, binomial coefficients, generating functions, discrete probability, and asymtotic methods. *Prerequisites: MATH 350 or 370 or 470 or 472 or 474 or consent of instructor.*

MATH 542
Algorithmic Graph Theory (3)

Introduction to graphs; algorithmic complexity; depth-first and breadth-first search; trees; paths and distance; network flows; matchings and factorizations; Eulerian and Hamiltonian Graphs; traveling salesman problem; planarity; vertex and edge colorings. *Prerequisites: MATH 350 or 370 or 470 or 472 or 474 or consent of instructor.*

MATH 544
Applied Combinatorics (3)

Counting; Ramsey Theory; experimental designs; finite projective planes; combinatorial optimization; combinatorial set systems; matroids; axiomatic social choice; scheduling theory; location of facilities on networks. *Prerequisites: MATH 350 or 370 or 470 or 472 or 474 or consent of instructor.*

MATH 550
Geometry (3)

Geometric ideas selected from the following fields: euclidean geometry, hyperbolic geometry, projective geometry, introductory algebraic geometry, and computational geometry. Combines theoretical ideas with hands-on laboratory experience. *This course meets for four hours per week. Prerequisites: MATH 374 and 470, or consent of instructor.*

MATH 552
Introduction to Differential Topology and Geometry (3)

Introduction to curves, surfaces, and possibly higher dimensional manifolds from the point of view of differential topology and/or differential geometry. Includes some of the following: Curves (e.g., Frenet-Serret Theorem and its consequences, isoparametric inequality, four-vertex theorem, line integrals, Fenchel's Theorem), the topological classification of surfaces, vector fields, curvature on surfaces (leading up to some of the following: geodesics, minimal surfaces, Gauss's Theorema Egregium, and the Gauss-Bonnet Theorem), introduction to higher dimensional manifolds, differential forms and integration (possibly including Stokes' Theorem and global invariants such as the Euler Characteristic and De Rham Cohomology). *Prerequisites: MATH 260, 360, and 374, or consent of instructor.*

MATH 555
General Topology (3)

Topological spaces, open and closed sets, metric spaces, continuity, compactness, connectedness. Other subjects may include separation axioms, fundamental groups, classification of surfaces, completion of metric spaces. *This course meets for four hours per week. Prerequisites: MATH 360 or consent of instructor.*

MATH 561
Computational Linear Algebra (3)

Provides a thorough background in the formulation and analysis of algorithms for numerical linear algebra. Includes fundamentals of scientific computation, subspaces, rank-revealing matrix factorizations, numerical solutions of linear systems, linear least squares, regularization, perturbation theory, and iterative methods. Combines theoretical ideas with laboratory experience. Knowledge of computer language is required. *This course meets for four hours per week. May not be taken for credit by students who have received credit for MATH. 626.Prerequisites: MATH 374 or consent of instructor.*

MATH 571
Probability and Random Processes (3)

Framework for probability theory: probability spaces as measure spaces, random variables, expectation and conditional probability. Major results such as limit theorems for sums of random variables, zero-one laws, and ergodic theorems. Applications may include branching processes, Markov Chains, Markov Random Fields, martingales, percolation, Poisson Processes, queuing theory, random walks, and renewal processes. Combines theoretical ideas with hands-on laboratory experience using appropriate computer software packages. *This course meets for four hours per week. Prerequisite: MATH 360 or 440 or consent of instructor.*

MATH 620
Seminar in Advanced Mathematics (3)

Advanced mathematics chosen from areas represented in the program faculty and intended to build on 500-level material. Covers the following: algebra and number theory, analysis, combinatorics and graph theory, computational mathematics, geometry, and probability. *May be repeated for a maximum of twelve (12) units of credit for MATH 620 and 621. Prerequisite: Consent of instructor.*

MATH 621
Seminar in Advanced Mathematics with Lab (3)

Advanced mathematics chosen from areas represented in the program faculty and intended to build on 500-level material. Covers the following: algebra and number theory, analysis, combinatorics and graph theory, computational mathematics, geometry, and probability. *May be repeated for a maximum of twelve (12) units of credit for MATH 620 and 621. This course meets for four hours per week. Prerequisite: Consent of instructor.*

MATH 697
Workshop in the Teaching of Mathematics (1)

Discussion of syllabus construction, lecture preparation, assignment and grading of homework, construction and grading of exams, and resolution of classroom problems. *May be repeated, but credit will not be counted toward the Master of Science degree. Graded Credit/No Credit. Prerequisite: Graduate standing in mathematics.*

MATH 699
Thesis (3)

Preparation of a thesis for the master's degree. *Graded Credit/No Credit. Students may enroll in one one section per semester. Prerequisites: An officially appointed thesis committee and advancement to candidacy.*

MANAGEMENT (MGMT)

College of Business Administration

MGMT 302
Foundations of Management (2)

Important concepts and applications in management including motivation, leadership, group dynamics, organization design, decision-making, communication, and organization change. *May not be taken for credit by students who have received credit for SSM 304. Prerequisite: All lower-division pre-business core.*

MANAGEMENT INFORMATION SYSTEMS (MIS)

College of Business Administration

MIS 302

Foundations of Management Information Systems (2)

Survey of management information systems topics with an emphasis on service applications. Includes computer hardware and software, databases, information systems development, and the role of information systems in the organization. *May not be taken for credit by students who have received credit for HTM 304. Prerequisites: All lower-division pre-business core, and completion of the University computer competency requirement.*

MARKETING (MKTG)

College of Business Administration

MKTG 302

Foundations of Marketing (2)

Marketing is the process of identifying and satisfying customers' needs for products, services and ideas, and simultaneously creating and delivering a standard of living to society. Examines the components of the marketing process, sources and uses of marketing intelligence, consumer behavior and international marketing. *May not be taken for credit by students who have received credit for SSM 305. Prerequisite: All lower-division pre-business core.*

MUSIC (MUSC)

College of Arts and Sciences

There is a Music Track in the Visual and Performing Arts major.

MUSC 293

Vocal and Instrumental Instruction (1)

Private or small group music lessons. *Prerequisites: Normally open only to Visual and Performing Arts Music Track students with less than one year of lower-division studio music study or who are placed at this level through audition. Students approved for MUSC 293 must be enrolled in appropriate ensembles at CSUSM and be enrolled in appropriate lower-division music courses. May be repeated for a maximum of eight (8) units. Prerequisite: Consent of instructor.*

MUSC 302

Computers and Music (3)

Introduction to computers and their use in a musical context. Includes an historical overview of the field and in-depth investigation of the use of computers and synthesizers in creating musical compositions (both printed and recorded). Students will learn the basics of synthesis, MIDI (Musical Instrument Digital Interface, the language by which computers and synthesizers can "talk" to each other), sequencing, computer music notation, and random computer-generated compositional processes. Computer ethics and word processing will also be covered. Projects will be completed in Microsoft Word (word processing), Vision (sequencing), Finale (notation), and M (random compositional processes.) *Two hours of lecture and two hours of laboratory.*

MUSC 320

Critical Listening (3)

Helps the student develop highly honed listening skills. Music from many cultures including Euro-American concert music, music from India, Japan, Africa, South America, Eastern Europe, and the United States form the core of the examples studied. No single historical period or national style dominates. The emphasis is placed on perception of musical elements that are common to all music of the world, the acoustical foundations of music, and aesthetics. Music is viewed within a social and cultural context. Attendance of concerts is a required part of the course.

MUSC 321

Survey of World Folk Songs (3)

Study of selected folk songs from the Americas, Europe, Africa and Asia. Explores issues associated with the context of the songs, their social function, gender, status, and age differences of the performer/ composer. Requires students to learn to sing songs in their original language, complete group research projects that focus on a single cultural group, learn the techniques of song analysis, and complete an ethnographic case study with a local folk musician.

MUSC 323

Music in Ritual and Religion (3)

Cross-cultural studies of the music identified with worship. Examples drawn from Africa, Europe, United States, the Caribbean, South America, Islam, East Asia, and India.

MUSC 324

Survey of World Popular Music (3)

An introduction both to the great diversity of the world's popular musics, and to some of the issues involved in the production of popular music worldwide. Musics addressed will cover a broad geographic area, including parts of Africa, the Americas, Europe, the Middle-East, and South, East, and Southeast Asia. Issues of religion, gender, politics, ethnic or regional identity, cultural property, appropriation, and mass-media will be examined as influential factors informing popular music practices across geographic and cultural boundaries.

MUSC 390

Andean Ensemble (2)

A performance ensemble specializing in the music of Bolivia, Peru, Ecuador, and Chile. Students learn to play bamboo flutes, pre-Columbian instruments, and panpipes. Guitarists and vocalists are welcome. Music is sung in Spanish, Quechua, and Aymara. *May be repeated for a total of six (6) units.*

MUSC 391

African Ensemble (2)

Exploration of performance practice in traditional African music through organized performances of selected musical types and forms. Students will be introduced to various techniques as a basis for the integration of music, dance, and drama in traditional African societies. *May be repeated for a total of six (6) units.*

MUSC 393

Advanced Vocal and Instrumental Instruction (2)

Private or small group music lessons. *Prerequisites: Normally open only to Visual and Performing Arts music track students with at least one year of lower-division studio music study. Students approved for MUSC 393 must be enrolled in appropriate ensembles at CSUSM and be enrolled in the core Visual and Performing Arts program. May be repeated for a maximum of eight (8) units. Prerequisite: Consent of instructor.*

MUSC 394

Vocal Ensemble (2)

A vocal ensemble specializing in many different musical styles. Performances will include works from jazz, traditional, popular, and classical repertories. Emphasis will be placed on correct vocal and performance techniques and improvement of musical skills. *May be repeated for a total of eight (8) units.*

MUSC 395

Javanese Gamelan Ensemble (2)

Exploration of performance practice in traditional Javanese Gamelan music through organized performances of selected musical types and forms. Students will be introduced to various techniques as a basis for the integration of music, dance, and drama in traditional Indonesian societies.

MUSC 402

Advanced Composition With Computers (3)

A study of the advanced techniques of digital music technology. Includes digital audio recording and editing, signal processing, alternative MIDI controllers, live performance with electronics, advanced synthesis, sampling, and sequencing techniques. Students will compose works in several styles with a final project to be presented in concert. *Two hours of lecture and two hours of composition activity are required. May be repeated for a total of six (6) units. Prerequisite: MUSC 302 or consent of instructor.*

MUSC 421
Survey of World Music I (3)

Explores the music of Native Americans, Black music in America, West African music, European folk music, and the music of India. Students will be required to complete an anthropological/ethnomusicological field work study in one of the indigenous music styles in Southern California. The project will include interviews with native informants, field recordings, and other appropriate research.

MUSC 422
Andean Music and Culture (3)

An introduction to Andean culture through music performance, listening, and research. Students will learn to play authentic Andean instruments from Peru, Chile, Ecuador, and Bolivia. Extensive reading and analytical listening are a part of this course. *Offered in English or Spanish. When offered in Spanish it will appear as "Música Andina y Cultura" in the Class Schedule and may be taken for credit in the Spanish major, only in the Language and Culture Track. May not be taken for credit by students who have received credit for MUSC 422S.*

MUSC 423
African Music in Dispersion (3)

Students will explore and trace the influences of African culture in the new world. Exploration of the dispersion of music, religion, social structure, and culture.

MUSC 424
African Music and Culture (3)

A survey of traditional and modern cultures on the African continent. Special attention is given to the development of an understanding of African religious systems, social structures, and the arts as a manifestation of the African world view.

MUSC 425
Latin American Music and Society (3)

An in-depth survey of the music and culture of Latin America as seen through the lens of history. The materials will be organized in the following historical periods: the Pre-Columbian Era, the Colonial Era, the Republican Era, and modern trends in Latin American music. Folkloric, concert, and popular music will be examined in relation to class strata in Latin America. Special emphasis will be placed on the music of Mexico, Brazil, the Andean region, and Cuba.
May not be taken for credit by students who have received credit for MUSC 425S.

MUSC 426
Japanese Music and Culture (3)

An introduction to Japan through the senses, with an emphasis on musical and visual arts. The fine arts are studied through historical and cultural perspective. Students will view films, videos, and photos of famous places in Japan, as well as important works of art. Numerous recordings of Japanese music, together with live music, will be provided for study in the class. Class sessions will be devoted to geography, history, language, literature, society, and religion, in themselves and in relation to music and the visual arts. The aim is to promote a deeper understanding among Americans for the distinctive values of Japanese culture.

MUSC 427
Music and Culture in the United States (3)

A survey of the music and culture of the United States through study of the various social strata and ethnic groups which make up the fabric of American life. Music will be studied in the historical, social, and cultural context of the time in which it was created with special attention paid to historical periods such as the Civil War, the turn of the century, the Great Depression through World War II, the 1960s, and the present. Additional emphasis will be placed on the role of women in American musical culture and issues of class and race as they influence (and are influenced by) the development of musical styles.

MUSC 480
Music Activities for Children and Adults (3)

Explores various modes of musical expression within a multicultural context. No background in music is required. An emphasis will be placed on performance, composition, and listening activities that can be applied to the K-12 classroom. *Two hours of lecture and two hours of laboratory. This course satisfies the Liberal Studies requirement for work in the Fine Arts, and Humanities (Studio Arts).*

MUSC 495
Internship (1-3)

Intended to provide students with the opportunity to work directly with selected and approved individual artist or group of artists as field, creative, or studio experience.
May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.

MUSC 498
Independent Study (1-3)

This course is intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved by the Visual and Performing Arts Independent Study Committee and supervised by a faculty member or academic advisor. *May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.*

MUSC 499
Independent Research (1-3)

Designed for students with demonstrated capacity for independent research, field, creative and studio work, and analyses of data. *May be repeated for a total of six (6) units. Prerequisites: upper-division courses in African, Latin American, Japanese, and Andean music and cultures or courses appropriate to area of proposed study and approved by the Visual and Performing Arts Independent Study Committee, and consent of instructor.*

PHYSICAL EDUCATION (PE)

College of Arts and Sciences

PE 182
Topics in Physical Education (3)

Introduction to studio experiences in Physical Education. Exploration of fundamental concepts and theories through basic studio processes and movement. *Two hours of lecture and two hours of activities. May be repeated for credit as topics change for a total of six (6) units.*

PE 201
Human Development and Physical Activity (4)

A study of Human Development including: physical education, nutrition, substance abuse, sexuality, death and dying, and cultural identity issues with an emphasis on the physical, intellectual, social, psychological, cultural, and gender identification factors which contribute to the process of development in the life span. Lab includes selected movement activities that support this process for self and others.

PE 210
Tae Kwon Do: Ji Do Kwon (3)

Introduction to and exploration of the fundamental concepts, culture, discipline, and basic movements of Tae Kwon Do: Ji Do Kwon, a Korean Martial Art. Studio experiences and self defense tactics appropriate for men and women of all ages will be emphasized.
May not be taken for credit by students who have received credit for PE 182A. May be repeated for a total of nine (9) units.

PE 211
Practice of Yoga (2)

Emphasizes the practice of hatha yoga (physical yoga postures). Also covers the history, philosophy, and modern practice of yoga. Physical activities will include stretching and breathing exercises that are appropriate for persons of any age or level of physical fitness. These exercises may be adjusted to suit persons with physical injuries or limitations.
This class meets the physical education requirement for Liberal Studies majors.

PHILOSOPHY (PHIL)

College of Arts and Sciences

PHIL 110
Critical Thinking (3)

A survey of concepts and methods geared to the advancement of skills in critical thinking. Subject matter includes the nature of critical thinking; the relations between logic and language; the relations between rhetorical persuasion and rational argumentation; the nature of word definition; the practical functions of language; the structure of arguments, deductive and inductive; the difference between valid and invalid, or strong and weak reasoning; methods for analyzing and evaluating arguments; common argumentative fallacies; basic symbolic logic.

PHIL 210
Symbolic Logic (3)

Use of symbolic notation to understand the structure of logical arguments. Translation of sentences from ordinary language into logical notation, construction of truth tables, and the use of formal deduction rules to prove the validity of arguments. *Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement or completion of the Critical Thinking General Education requirement.*

PHIL 310
Western Philosophy: Ancient Greece and Rome (3)

Surveys the development of Western philosophy in ancient Greece and Rome, from 700 BCE to 300 CE. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, sciences, and technology, and the context of political, social, and economic life. *May not be taken for credit by students who have received credit for PHIL 320.*

PHIL 311
Western Philosophy: The Middle Ages and the Renaissance (3)

Surveys the development of Western philosophy in the Middle Ages and Renaissance. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, religion, and sciences, and the context of political, social, and economic life.

PHIL 312
Western Philosophy: The Early Modern Period (3)

Surveys the development of Western philosophy in the early modern age, 1600-1800. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, sciences, and technology, and the context of political, social, and economic life.

PHIL 314
Western Philosophy: Late Modern and Post-Modern (3)

Surveys the development of Western philosophy in the late modern age, 1800-2000. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, sciences, and technology, and the context of political, social, and economic life.

PHIL 315
Ethics: Theory and Application (3)

An introduction to ethical theory and applied ethics. Surveys the major ethical theories developed in Western philosophy, and examines the ways in which theoretical approaches are applied to contemporary personal and social issues. Study of philosophy is complemented by discussion of intellectual history and exploration of a range of related disciplines such as bioethics, environmental ethics, business ethics, and public policy.

PHIL 318
Non-Western Philosophy: Theories of Value and Action (3)

A survey of ethical traditions from non-Western cultures. Emphasis is on the religious and philosophical traditions of Asia, but African and Native American traditions are also discussed. Subjects include Hinduism and the Vedic traditions, Buddhism, Taoism, Confucianism, and others.

PHIL 320
Philosophy and Culture of Ancient Greece (3)

Offers a survey of ancient Greek philosophy, anchored in a study of the ancient Greek cultural world. Readings of the Pre-Socratic philosophers, of Plato, and Aristotle are related to an examination of Greek civilization in its broadest dimensions. Begins with a study of the historical, political and economic conditions of Greek life. Students read philosophic works, examine the epic poetry of Hesiod and Homer, the dramatic arts of tragedy and comedy, the ancient traditions of Greek mythology, and the values expressed through the visual arts of the Greeks. Emphasizes ethics, tracing linkages and similarities of sensibility between philosophical and non-philosophical expressions of the Greek view of human life. Serves well as a first course in philosophy, and as a more general survey of ancient Greek culture.

PHIL 330
Philosophy in Literature (3)

Selected readings of literary and philosophical texts, attuned to the problem of human identity. Literary texts present concrete examples of individuals facing the task of forging an understanding of themselves; philosophical texts offer a variety of conceptual and terminological resources for the study of the processes of self-identification. Themes include: society, culture, and history; action and social interaction; public and private life; time and mortality; sexuality and gender; race and ethnicity; and modes of self-knowledge.

PHIL 340
Ethics and the Environment (3)

A study of recent developments in the field of environmental ethics: Examines the moral and ethical status of the natural world. Environmental ethics is the attempt to think through issues such as: the proper place of human beings in nature, the extent of our moral and ethical obligations to the natural world, the ethical foundations of public environmental policy, the principles that govern environmental use and protection, and the legitimacy of various approaches to environmental advocacy. A survey of classical ethical theories will provide context for discussion of environmental ethics, and examination of current environmental issues (i.e., the Endangered Species Act, the debate over use of public lands) will serve as a "testing ground" for the practical application of environmental ethical theories.

PHIL 350
The Aesthetics of Modernism (3)

An introduction to aesthetic theory and the philosophy of art, organized around a study of the Modernist movement in 20th-Century culture. Modernist works of visual art, architecture, literature, music, theatre and dance will provide basic subject matter for discussion of classical issues in aesthetic philosophy. Subject matter includes: the rise of the Modernist sensibility as an overall approach to the arts, creative life, and the importance of artistic traditions; what is new and what is old in the Modernist approach to culture; the current significance of the Modernist movement, and the question of the distinction between 'Modern' and 'Post-Modern' styles. A survey of classical aesthetic theories will set the stage for extended examination of Modernist works and ideas.

PHIL 390
Topics in Philosophy (3)

Selected topics of study drawn from the subdisciplines of philosophy. Topics will vary according to the instructor and semester offered. *Students should check the Class Schedule for listing of actual topics. May be repeated for a total of six (6) units of credit as topics change.*

PHIL 490
Exit Seminar for the Minor (1)

The Exit Seminar allows students and faculty to reflect on the learning experience of the Philosophy Minor. Students construct a brief portfolio of essays written for coursework in the Minor, and complete a reflective essay discussing their overall experience of the Minor. *Students are interviewed by faculty regarding their progress through the Minor, and share their experiences with one another in guided discussions of the Minor curriculum. To be taken in the final semester of coursework for the Minor. Graded Credit/No Credit.*

PHIL 499
Supervised Independent Study (3)

Addresses a special interest not covered in a regular course or provides an opportunity to explore in greater depth a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units of credit. Prerequisite: Consent of instructor.*

PHYSICS (PHYS)

College of Arts and Sciences

PHYS 101
Introduction to Physics I (4)

An overview of the principles of mechanics, thermodynamics and waves. The areas covered include: observation and measurement, kinematics, dynamics, work and energy, impulse, and momentum, fluids, heat and temperature, oscillations, and waves in mechanical media. *Three hours of lecture and three hours of laboratory. Prerequisites: Two years of high school algebra or equivalent, trigonometry, and completion of the Entry-Level Mathematics (ELM) requirement.*

PHYS 102
Introduction to Physics II (4)

An overview of the principles of electricity and magnetism, light and optics, and modern physics. The areas covered include: electric charge, electric fields, electric potential, DC circuits, magnetism, magnetic fields, geometrical and physical optics, and atomic and nuclear physics. *Three hours of lecture and three hours of laboratory. Prerequisite: PHYS 101.*

PHYS 201
Physics of Mechanics and Sound (4)

A broad coverage of the principles of mechanics and wave motion. The areas covered include: observation and measurement, kinematics, dynamics, work and energy, impulse and momentum, equilibrium of rigid bodies, rotational motion, oscillations, and waves in mechanical media. Required for students whose field of study is physics, chemistry or computer science. *Counts toward the fulfillment of the lower-division General Education requirement in Physical Universe and Its Life Forms. Three hours of lecture and three hours of laboratory. Recommended: High school physics. Prerequisite: Completion of MATH 160 with a minimum grade of C.*

PHYS 202
Physics of Electromagnetism and Optics (4)

A broad coverage of classical electromagnetism and optics. The areas covered include: electric charge, electric fields, electric potential, capacitors and dielectrics, DC circuits, magnetic fields, magnetic properties of matter, AC circuits, Maxwell's equations, electromagnetic waves, the nature and propagation of light, geometrical optics, and wave optics. *Three hours of lecture and three hours of laboratory. Prerequisites: PHYS 201 and MATH 162 with a minimum grade of C in each.*

PHYS 203
Modern Physics (4)

Intended for students whose major field of study is physics and an elective course for students whose major field of study is chemistry or computer science. *Three hours of lecture and three hours of laboratory. Prerequisites: PHYS 202 and MATH 260 with a minimum grade of C.*

PHYS 205
Physics for the Biological Sciences I (4)

A broad coverage of the principles of mechanics, properties of matter and wave motion. The subjects covered include: Observation and measurement, kinematics, dynamics, energy, momentum, equilibrium, fluids and solids, thermodynamics, oscillations, and waves. *Required for students whose field of study is biology. Three hours of lecture and three hours of laboratory. Recommended: High school physics or an introductory college level physics course. Prerequisites: Completion of MATH 160 with a minimum grade of C (2.0).*

PHYS 206
Physics for the Biological Sciences II (4)

A broad coverage of electromagnetism, optics, and nuclear physics. The areas covered include: Electrostatics, electric fields, magnetism, magnetic fields, electric circuits, geometrical optics, optical instruments, nuclear physics, radiation, and spectroscopy. *Required for students whose field of study is biology. Three hours of lecture and three hours of laboratory. Prerequisites: Completion of PHYS 201 or PHYS 205 with a minimum grade of C (2.0).*

PHYS 301
Digital Electronics (4)

Introduction to digital computer hardware design including: gates, flip-flops, registers, and memory to perform logical and arithmetic operations on numeric and other data represented in binary form. The laboratory uses digital logic integrated circuitry for experiments with combinational and sequential networks, and simple digital systems. *Prerequisite: PHYS 202 and CS 231 or equivalent, or consent of instructor.*

PHYS 302
Computer Interfacing and Control (4)

Introduction to the design and use of digital computer interfaces, including serial, parallel, USB, and synchronous and asynchronous interfaces. The laboratory provides hands-on experience in computer interfacing through integrated circuits, sensors, and microcontrollers. *Three hours of lecture and three hours of laboratory. Prerequisites: Completion of PHYS 301 and CS 331 with a minimum grade of C (2.0).*

PHYS 321
Electromagnetism (3)

Introduction to the applications of Maxwell's Equations and the propagation of EM waves in relation to matter. Subjects to be covered include: dielectrics, conductors, plasmas, and waveguides, and selected topics in EM wave radiation, propagation, absorption, transmission, and diffraction. *Prerequisites: PHYS 202, 203, and MATH 162 and 260.*

PHYS 322
Solid State Physics (3)

Provides an introduction to solid state physics. Subjects to be covered include: crystal structure, thermal, electrical, and magnetic properties of solids, elementary band theory, semiconductors, and solid state devices. *Prerequisites: PHYS 202, 203, and MATH 162 and 260.*

PHYS 323
Quantum Mechanics (3)

Provides an introduction to the concepts and theories of nonrelatiavistic quantum mechanics. Subjects to be covered include early quantum theories, the Schroedinger Equation, operators, angular momentum, and applications to simple quantum mechanical systems. *Recommended: MATH 262 or 362. Prerequisites: PHYS 202, 203, and MATH 162 and 260.*

PHYS 407
Investigations in Physical Science for Teachers (2)

Designed to teach some of the basic principles in Physical Science. Content will vary but will include one or more of the following: properties of matter, heat and temperature, chemical energy, light and optics, electricity and magnetism, electric circuits, kinematics, dynamics, introductory astronomy, chemical bonding, or chemical reactions. Taught in a guided inquiry/discovery format and has a significant hands-on experimental component. *May be repeated for credit for a total of six (6) units of credit with consent of instructor. One hour of lecture and two hours of activities. Also offered as CHEM 407. Students may not receive credit for both. Prerequisites: MATH 115 and completion of a lower-division physical science course.*

PHYS 408
Investigations in Physical Science for Teachers (3)

Designed to teach some of the basic principles in Physical Science. Content will vary but will include one or more of the following: properties of matter, heat and temperature, chemical energy, light and optics, electricity and magnetism, electric circuits, kinematics, dynamics, introductory astronomy, chemical bonding, or chemical reactions. Taught in a guided inquiry/ discovery format and has a significant hands-on experimental component. *May be repeated for credit for a total of nine (9) units of credit with consent of instructor. Two hours of lecture and two hours of activities. Also offered as CHEM 408. Students may not receive credit for both. Prerequisite: MATH 115 and completion of a lower-division physical science course.*

PHYS 490
Topics Seminar (3)

Selected advanced topics in physics. Focuses on one or more current issues in the physics literature. A course description will be available before registration in the semester offered. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. Prerequisite: At least nine (9) units of upper-division Physics.*

PHYS 498
Senior Library Thesis (1-3)

Library or theoretical physics research project. The student must consult with a physics faculty member to decide on the topic and then produce a 10-20 page paper. The paper must summarize the current state of knowledge on the subject and include an appropriate bibliography. *Prerequisite: Consent of instructor.*

PHYS 499
Senior Laboratory Thesis (1-3)

Experimental or laboratory physics research project. The student must consult with a physics faculty member to decide on the research problem and then work collaboratively under the guidance of the faculty member in the laboratory. The student will produce a 10-20 page paper summarizing the research and the results obtained. An appropriate bibliography must be included. *Prerequisite: Consent of instructor.*

PRODUCTION OPERATIONS MANAGEMENT (POM)

College of Business Administration

POM 302
Foundations of Production and Operations Management (2)

Introduces the elements associated with the design and operation of a service organization and the integration of these elements within the overall corporate strategy. Contemporary issues covered include operations in global markets, designing and controlling the service process and planning for operations. *May not be taken for credit by students who have received credit for HTM 305. Prerequisites: All lower-division pre-business core and BUS 304. [BUS 304 may be taken concurrently.]*

POLITICAL SCIENCE (PSCI)

College of Arts and Sciences

CP =	Comparative Politics
GP =	General Political Science
INP =	International Politics
PT =	Political Theory
USGP =	U.S. Government and Politics

PSCI 100
U.S. Government and Politics (3)

The principles of the U.S. Constitution, and a survey of political institutions and process that developed under it, including the legislature, the executive, the courts, state and local government, federalism, and civil liberties.

PSCI 300
U.S. Political Institutions (3)

The principles of the Constitution of the United States and the political institutions and policies of the U.S. government. *May not be taken for credit by students who have received credit for PSCI 100. (USGP)*

PSCI 301
The Practice of Political Research (3)

Introduction to methods of inquiry and analysis in political research. A variety of qualitative and quantitative approaches will be explored, including case studies, field researches, archival studies, elite interviewing, surveys, and experimentation.

PSCI 305
Race, Power, and Politics in the U.S. (3)

Processes and policies that have and have not incorporated racial and ethnic groups into the U.S. political system. Focuses on African-Americans, Latinos, and Asians. *(USGP)*

PSCI 320
Politics and Administration (3)

Organization and administrative processes of public bureaucracies, the political role of agencies that make and implement public policies, theories and characteristics of bureaucracy. *(USGP)*

PSCI 321
Making Public Policy (3)

Analysis of the process of policy making in the United States from problem identification through policy formulation, adoption, implementation, and evaluation of impact. Analysis applied to such areas as welfare, environment, crime, taxation, and government spending. *(USGP)*

PSCI 331
World Political Systems (3)

Comparative analysis of political behavior and institutions in political systems of different types. *May not be taken for credit by students who have received credit for PSCI 330. (CP)*

PSCI 335
European Politics (3)

Study of the political systems of selected European nations that represent the various forms of government in the region. *(CP)*

PSCI 337
African Politics (3)

Focus on the political systems of sub-Saharan Africa. Problems of political development in the region; relations among African states, and relations with non-African systems. *(CP)*

PSCI 338
Topics in Latin American Politics: (3)

Analysis of alternative theoretical approaches to the processes of political and economic development in Latin America, selected contemporary issues, and the similar and different experiences of various Latin American states. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. (CP)*

PSCI 341
Latin American Politics Through Film (3)

Through a series of films, documentaries, readings, and group discussion, the course is designed to bring to life a startling diverse region that encompasses great wealth and desperate poverty, countries as tiny as Cuba and as enormous as Brazil, with democratic and authoritarian governments and a complex, multicultural heritage. Moreover, the course intends to provoke a re-examination of U.S. relations with its hemispheric neighbors by highlighting key issues and events of the 19th and 20th centuries, providing a new perspective that extends far beyond the limited images and crisis-driven headlines of the nightly news. *May not be taken for credit by students who have received credit for PSCI 449C. May be repeated for a total of six (6) units with consent of instructor.*

PSCI 348
Government and Politics of a Selected Nation-State (3)

Detailed analysis of a particular political system. *May be repeated for credit as topics change for a total of six (6) units. (CP)*

PSCI 350
Global Governance (3)

Basic international political principles and practices, including characteristics of the international system, foreign policy making, security and defense, alliances, law and organization, and international conflict. *(INP)*

PSCI 355
U.S. Foreign Policy (3)

Formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of the President and Congress, and the influence of public opinion. *(INP)*

PSCI 357
Foreign Policy of a Selected Nation-State (3)

Detailed analysis of the foreign policy of a selected nation-state. *May be repeated for credit as topics change for a total of six (6) units. (INP)*

PSCI 358
America in Vietnam – The Vietnam War (3)

Examines the literature on the Vietnam War: what were its causes; how did America get involved; what were the U.S. decision-making processes involved. It does this in two fundamental ways. First, examines the history of Vietnam, its origins, its relations with its neighbors, etc. Second, examines literature concerning the causes of U.S. involvement; presumed "lessons" therefrom; and the actual decision-making processes. *Prerequisite: PSCI 350. May not be taken for credit by students who received credit for PSCI 469A. (INP)*

PSCI 361
U.S.-Latin American Relations (3)

Relations among Latin American states, U.S.-Canadian-Latin American relations, and Latin American role in global affairs.
(INP)

PSCI 362
International Relations in a Selected Region (3)

Detailed analysis of international interactions within a selected global region. *May be repeated for credit as topics change for a total of six (6) units. (INP)*

PSCI 363
Historical Transformation of Money and Power (3)

Students will review the development of the Global Political Economy (GPE) beginning in the 6th Century B.C. with a particular focus on the history of Western forms of industrialization and economic activity over the past two centuries. They will explore how political, historical, economic, technological, and cultural factors shaped the evolution of the GPE and how to use them to analyze the transformation of the ideas about and operation of the world political economy. Analysis will be at a system, rather than a state level, and will examine how the convergence of various factors have created an interdependent global political economy. Lectures, case studies, group activities, and discussion formats will all be used throughout the course.
Also offered as HIST 389. Students may not receive credit for both. May not be taken for credit by students who received credit for PSCI 390C. (INP)

PSCI 365
International Organization and Law (3)

Historical development and contemporary structure of international organizations, such as the United Nations, NATO, and regional economic associations. Development of international law and settlement of international disputes.
(INP)

PSCI 370
Foundations of Political Thought (3)

Analysis of basic concepts and principal political theorists from the Greeks to the present, including Plato, Aristotle, Machiavelli, Locke, and Marx.
(PT)

PSCI 371
Ancient and Medieval Political Theory (3)

Detailed analysis of political thought from Plato to Aquinas. Major themes include citizenship, justice, equality, and democracy.
(PT)

PSCI 372
Democracy and the Modern States (3)

Detailed analysis of political thought from Machiavelli to Burke. Major themes include popular government, the role of the state, civil-religious relations, and popular sovereignty.
(PT)

PSCI 373
Contemporary Political Ideologies (3)

Detailed analysis of 19th and 20th Century political thought, including Marx, Freud, Weber, and Existentialists. Major themes include individual freedom, class conflict, elitism, and totalitarianism.
(PT)

PSCI 390
Topics in Political Science (3)

Selected topics in the field of Political Science. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics. (GP)*

PSCI 391
Sexual Politics (3)

Analysis of gender as a political category; gender differences as they affect political participation and behavior; gender issues in contemporary politics. Analysis is cross-national, but focus is on the United States.
(GP)

PSCI 393
Environmental Policy (3)

Analysis of the politics of environmental policy on a global scale. Comparisons of environmental policy and global environmental issues such as global warming, destruction of habitat, ocean and air pollution; national and international mechanisms for managing environmental problems.
(GP)

PSCI 394
Political Corruption and Ethics (3)

Ethical problems of those in politics and public service. Focuses on decision-making and public policy, including health care, education, energy, and national defense. Analysis of forms of political corruption and means for controlling corrupt behavior.
(GP)

PSCI 399
Quantitative Political Research and Analysis (3)

Students will study and conduct quantitative political research, with primary emphasis on survey and experimental methodologies. All stages of the research process — study design and implementation, data collection and analysis, and presentation of findings — will be studied and practiced. *Prerequisite: PSCI 301. (GP)*

PSCI 401
Campaigns and Elections (3)

Analysis of factors influencing voting choices; campaign strategies and techniques; changes and trends in U.S. elections, and methods of predicting and interpreting election results. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 402
Public Opinion and U.S. Politics (3)

Analysis of the major concepts, theories, methodological approaches, and substantive findings in the field of U.S. political opinion. Includes the formation of political attitudes and beliefs; political tolerance and racial attitudes; attitudes toward the political system and its leaders; foreign and domestic policy attitudes; the media and political opinion; and the effects of public opinion on policy. *Prerequisite: PSCI 100. (USGP)*

PSCI 405
Clash of Interests: Groups in U.S. Politics (3)

Interest group organization, methods, funding, and influence in U.S. politics. Considers effect of interest groups, especially PACs, on democratic government. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 406
Party Politics in the U.S. (3)

Role, organization, and behavior of political parties in the United States. Analysis of the functions of political parties in government, their relationship to interest groups, and their electoral role. Emphasis on the importance of the two-party system. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 410
Congress and the Legislative Process (3)

The legislative process in U.S. Congress and state legislatures. Analysis of law making, representation, behavior of individual legislators. Considers relationships between legislatures and other branches of government.
Prerequisite: PSCI 100 or equivalent. (USGP)

PSCI 412
Constitutional Law: Powers of Government (3)

Examination of the development of the constitutional system and the Supreme Court in the United States. Emphasis on the power of judicial review and interpretation of separation of powers, federalism, the police power, and the commerce clause through an analysis of leading Supreme Court decisions. *Prerequisite: PSCI 100 or HIST 330, or equivalent. (USGP)*

PSCI 413
Constitutional Law: Individual Rights (3)

Study of fundamental rights protected by the U.S. Constitution. The role of the courts in interpreting freedoms under the Bill of Rights, due process, and equal protection of the laws. *Prerequisite: PSCI 100 or HIST 330, or equivalent. (USGP)*

PSCI 414
Law and Politics in the U.S. (3)

Political role of the U.S., state and federal courts, judicial policy making, judicial decision-making processes, and political behavior of judges. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 415
State Politics (3)

Politics and policy making at the state level, relations between federal and state governments. Emphasis on California government and politics. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 416
Urban Politics (3)

The political process and policy making in urban areas of the United States. Evaluation of the policy choices facing urban governments including housing, environment, growth, and crime. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 417
Power, Politics and the Presidency (3)

Analysis of the role and powers of the President and the institutions and functions of the federal executive branch. Focuses on issues such as leadership, staffing, executive-legislative relations, policy formation, and presidential popularity. *Prerequisite: PSCI 100 or equivalent. May not be taken for credit by students who have received credit for PSCI 411. (USGP)*

PSCI 419
Topics in U.S. Politics (3)

Selected topics in U.S. politics. *May be repeated for credit as topics change for a total of six (6) units. Prerequisite: One upper-division U.S. government course or consent of instructor. Students should check the Class Schedule of listing of actual topics. (USGP)*

PSCI 431
Global Development (3)

Analysis of the process and problems of political development in the Third World. Influence of economic problems, international relations, and cultural factors. *Prerequisite: PSCI 330 or equivalent. (CP)*

PSCI 432
Comparative Political Institutions (3)

Cross-national analysis of specific political institutions, such as executive or legislative bodies. Examples drawn from all types of political systems. *Prerequisite: PSCI 330 or equivalent. (CP)*

PSCI 434
Comparative Public Policy (3)

Cross-national analysis of public policies, such as welfare, housing, and health care in different types of political systems. *Prerequisite: PSCI 330 or equivalent. (CP)*

PSCI 445
Gender and Development (3)

Gender analysis remains in the peripheries of development theory and practice despite evidence which suggests that "modernization" results in disparate outcomes for similarly situated women and men. To bridge this analytical gap in development studies, the course explores the gender dimensions of the dramatic structural changes taking place in the world economy. *Also offered as ECON 445 and WMST 445. Students may only receive credit for one of the courses. May not be taken for credit by students who received credit for ECON 481B or PSCI 449B. (CP)*

PSCI 449
Topics in Comparative Politics (3)

Selected topics in comparative politics. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics. Prerequisite: One upper-division comparative politics course or consent of instructor. (CP)*

PSCI 450
Theories of International Relations (3)

Classical and modern version of the "balance of power," bipolarity, multipolarity, international systems theory, deterrence and game theory, decision-making theory, and conflict resolution theory. *Prerequisite: PSCI 350 or equivalent. (INP)*

PSCI 455
National Security Institutions and Policy (3)

Analysis of the national security institutions and the objectives of national security policy. Focuses on military structure and power, strategic doctrine, alliance management, and nonmilitary components of security. *Prerequisite: PSCI 350 or equivalent. (INP)*

PSCI 460
Global Money and Power (3)

Theories of dependence and integration, politics of international finance; protectionism in trade; role of multinational corporations and cartels in the world economy; North-South relations. *Prerequisite: PSCI 350 or equivalent. (INP)*

PSCI 461
International Conflict, War, and Peace (3)

Sources of international conflict and war. Analysis of different types and levels of conflict, such as guerrilla warfare, low-intensity conflict, and regional war. Means of conflict resolution and maintenance of peace. *Prerequisite: PSCI 350 or equivalent. (INP)*

PSCI 469
Topics in International Relations (3)

Selected topics in international relations. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics. Prerequisite: One (1) upper-division international relations course or consent of instructor. (INP)*

PSCI 470
American Political Thought (3)

Analysis of the political ideas that have emerged in the United States, including the colonial period. Major themes include constitutionalism, republican government, civil liberties, and social justice in industrial society. *(PT)*

PSCI 472
Feminist Political Thought (3)

Political theories and ideas concerning the role of women in political society. Different treatment of men and women in traditional political theories. Contemporary issues of feminism, power, and the role of women in politics. *(PT)*

PSCI 479
Topics in Political Theory (3)

Selected topics in political theory. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics. Prerequisite: One (1) upper-division political theory course or consent of instructor. (PT)*

PSCI 494
Seminar in Political Science (3)

Required for all Political Science majors and must be taken as three (3) of the last nine units in the major. This is the "capstone" course for political science in which majors integrate previous work in political science and write a paper. *Open only to political science majors. Prerequisites: Senior status and consent of instructor. (GP)*

PSCI 495
Internship (1-6)

Program of study, research, and work in connection with a government agency or private group concerned with public policy. *May be repeated with consent of instructor only. (GP)*

PSCI 498
Independent Study (1-3)

Individual study or special project under the direction of a faculty member in political science. *May be repeated for up to three (3) credit units. Prerequisite: Consent of instructor. (GP)*

PSCI 499
Independent Research (1-3)

Individual research under the direction of a faculty member in political science. *May be repeated for up to three (3) credit units. Prerequisites: Political science major, senior status, and consent of instructor. (GP)*

PSYCHOLOGY (PSYC)

College of Arts and Sciences

PSYC 100
Introduction to Psychology (3)

Introduction to basic concepts, problems, and research methods in the science of psychology. Includes perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. The requirements will include participation in low-risk psychological experiments or completion of additional short papers.

PSYC 110
Critical Thinking in Psychology (3)

An introduction to critical thinking skills as they are applied in the science of psychology. Basic critical thinking skills covered include logical inferences and fallacies, distinguishing fact from opinion, scientific reasoning and interpreting research findings. Emphasis will be on using critical thinking skills to examine a number of contemporary issues involving human behavior, such as hypnosis, ESP, subliminal perception, persuasion and propaganda, drug legalization, AIDS prevention, and the effects of television. The requirements will include participation in low-risk psychological experiments or completion of additional short papers.

PSYC 220
Introductory Statistics in Psychology (3)

Basic statistical methods for analysis of data in psychology; descriptive and inferential statistics; hypothesis testing; parametric tests of significance. Introduction to linear regression and correlation; analysis of variance; nonparametric techniques. The requirements will include participation in low-risk psychological experiments or completion of additional short papers.

PSYC 230
Research Methods in Psychology (3)

The fundamentals of research methods in psychology. Focus will be on issues of reliability, validity, and ethical considerations in conducting research with humans and animals. Participation in designing and conducting experiments, data analysis and interpretation, and preparation of research reports. The requirements will include participation in low-risk psychological experiments or completion of additional short papers. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100 and 220.*

PSYC 300
Computer Applications in Psychology (3)

Introduction to computer systems, data input, use of software packages, computer ethics, and the role of computers in the study of human behavior. Introduction to various software applications including operating systems, word processing, statistical packages, and spreadsheets. Also covered are aspects of technical report writing in psychology and other common uses of computers in psychology. *Two hours of lecture and two hours of activities. Prerequisite: PSYC 220.*

PSYC 330
Developmental Psychology (3)

Theories, methods and research on the development of perception, emotion, language, cognition, intelligence, personality and social behavior. Study of psychological and physical development. *Prerequisite: PSYC 100.*

PSYC 332
Social Psychology (3)

Study of individuals and groups as they are affected by social interactions. Subjects include social influence (conformity, obedience), attitudes and attitude change, attraction, altruism, aggression, social perception and cognition, interpersonal influence, and group processes. *Prerequisite: PSYC 100.*

PSYC 334
Psychology of Personality (3)

Theory and assessment techniques in personality research. Subject matter includes study of personality structure, development, personality dynamics, and determinants of personality. *Prerequisite: PSYC 100.*

PSYC 336
Abnormal Psychology (3)

Causes, symptoms, prevention, and treatment of mental and emotional disorders; personality disorders, psychophysiological disorders, anxiety disorders, psychoses, organic disorders, substance abuse disorders, and sexual disorders. Regular visits to local psychiatric facilities may be required. *Prerequisite: PSYC 100.*

PSYC 340
Survey of Clinical Psychology (3)

Introduction to the field of clinical psychology with an emphasis on the application and evaluation of techniques of individual and group counseling and therapy. Includes methods, diagnosis, research, therapeutic techniques, educational and professional requirements, ethics. *Prerequisites: PSYC 100 and 336.*

PSYC 341
Multicultural Perspectives in Psychology (3)

Theory and research in the study of psychosocial issues of racial, ethnic, and cultural groups, both in the U.S. and elsewhere. Subject matter includes examining the relationship of race, culture, and social class in psychological development and discussing the research implications for the multicultural study of psychology. *Prerequisite: PSYC 100.*

PSYC 346
Principles of Behavior Change (3)

An examination of theories and methods of behavioral change. Focuses on behavioral and cognitive-behavioral approaches to making positive changes in human behavior. Includes social learning theory and the application of learning principles to psychological and behavioral problems. *Prerequisites: PSYC 100 and 336, or consent of instructor.*

PSYC 350
Psychology of Women (3)

Theories and research in the study of the psychological characteristics of women in the social contexts of culture, class, and race, including sex and gender similarities and differences, the construction of gender roles, stereotypes, intimacy, work and achievement, motherhood, violence against women, mental and emotional adjustment, and aging. This is not an introductory course and is appropriate only for students who are familiar with basic women's studies issues. *Prerequisite: PSYC 100.*

PSYC 352
Human Sexuality (3)

Examines physical, intrapsychic, and interpersonal aspects of sexuality; also anatomical, physiological, and emotional aspects, love and attraction, sexual dysfunction treatment, sexually transmitted diseases, sex and aging, legal aspects of sexual behavior, sexual exploitation, and eroticism in American culture. Presentations will be frank and explicit. *Prerequisite: PSYC 100.*

PSYC 354
Educational Psychology: Psychological Perspectives (3)

An introduction to psychological research and theory on how instruction affects student learning. Learning, motivation, development, individual differences, psychological aspects of the classroom, and evaluation as related to the educative process. *Credit may not be counted toward programs in the College of Education. Prerequisite: PSYC 100.*

PSYC 356
Psychology of Aging (3)

Theories and research in adult development and aging. Includes cognitive, social, psychological, and physical development; vocational and family changes, retirement, successful and unsuccessful adjustment patterns. Issues of gender, social class, and racial/ethnic factors, and their impact on aging will be covered extensively. *Prerequisite: PSYC 100.*

PSYC 360
Biopsychology (3)

Introduction to the biological bases of behavior, including material central to physiological psychology, comparative psychology, and sensory psychology. Issues to be addressed include but are not limited to neuroethology, behavioral endocrinology, evolutionary theory, sociobiology, and sensory systems. *Prerequisite: PSYC 100 or BIOL 211.*

PSYC 362
Cognitive Processes (3)

Theoretical and research approaches to the study of thinking, problem-solving, language, concept learning, decision making and judgment, cognitive development, and cognitive structure. *Prerequisites: PSYC 100, 220, and 230.*

PSYC 390
Laboratory in Animal Learning (3)

Advanced research methods in animal learning and memory. Application of methodological principles to research in such areas as memory and motivation. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 360.*

PSYC 391
Laboratory in Physiological Psychology (3)

Advanced research methods in physiological processes underlying brain function and behavior. Application of methodological principles to research in such areas as neuroanatomy and physiology. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 360.*

PSYC 392
Laboratory in Sensation and Perception (3)

Advanced research methods in sensory and perceptual processes. Application of methodological principles to research in such areas as audition and vision. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 360.*

PSYC 393
Laboratory in Cognitive Psychology (3)

Advanced research methods in human cognitive processes. Application of methodological principles to research in such areas as memory and problem-solving. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 362.*

PSYC 394
Laboratory in Comparative Animal Behavior (3)

Advanced research methods in animal behavior, including human behavior. Application of methodological principles to research in such areas as predator/prey interactions and mating behavior. *Two hours lecture and three hours laboratory; one or more field trips required. Prerequisites: PSYC 100, 220, 230, and 360.*

PSYC 395
Laboratory in Developmental Psychology (3)

Advanced research methods in life-span developmental psychology. Application of methodological principles to research in such areas as cognitive and social development. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 330.*

PSYC 396
Laboratory in Social Psychology (3)

Advanced research methods in social psychology. Application of methodological principles to research in such areas as group interaction and person perception. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 332.*

PSYC 402
Psychological Testing (3)

Principles and practices of group and individual testing in aptitude, intelligence, interest, and personality. Theory, construction, evaluation, interpretation, uses, and limits of psychological tests. Reliability, validity, item analysis, norms, and test construction and selection. Ethical, sociocultural, and gender issues in testing. *Two hours of lecture and two hours of activities. Prerequisites: PSYC 100, 220, and 230.*

PSYC 418
Industrial/Organizational Psychology (3)

Current psychological principles and traditional theories in industry and work organizations. Selection, placement, training, and motivation of people in work situations. Environmental and human influences, system safety, and organizational development. *Prerequisites: PSYC 100, 220, and 230.*

PSYC 422
Social Cognition (3)

Critically examines the theories, research, and practical applications centered around the basic issue of how people make sense of other people, themselves, and their social environment. Subject matter covered includes attribution theory, schemas and person perception, self-perception, prejudice and stereotyping, nonverbal communication, and social inference. *Prerequisites: PSYC 100 and 332, or consent of instructor.*

PSYC 424
Advanced Psychological Statistics (3)

Advanced statistical methods for analysis of data in psychology. Sampling distributions, hyphothesis testing, analysis of variance techniques. Applications to research design and evaluation of data in psychology. *Two hours of lecture and two hours of activities. Prerequisites: PSYC 100, 220, and 300.*

PSYC 428
Community Psychology (3)

Study of theory, research, and the application of psychological principles in community settings. Examines community development issues such as mental health, service delivery, problem-solving, and program evaluation. May include a service-learning experience. *Prerequisites: PSYC 100 and three (3) units of upper-division psychology courses.*

PSYC 432
Health Psychology (3)

Examines areas of health, illness, treatment, and delivery of treatment that may be elucidated by an understanding of psychological concepts and research. Explores the psychological perspective on these areas and considers how the psychological perspective might be enlarged and extended in the health care area. *Prerequisites: PSYC 100, 220, 230, and three (3) units of upper-division psychology courses.*

PSYC 440
Topics in Psychology (3)

An intensive look at selected areas of psychology. Course description available before registration in the semester offered. *May be repeated for credit as topics change, but only three (3) units may be counted toward the major. Students should check the Class Schedule for listing of actual topics. Prerequisites: PSYC 100, 220 and 230, or consent of the instructor.*

PSYC 461
Neuropsychopharmacology (3)

An examination of the ways that drugs affect the brain and behavior. Emphasis on psychoactive drugs, including antipsychotics, antidepressants, mood stabilizers, anxiolytics and drugs of abuse. Although social, cultural and political aspects of drug use will be briefly touched upon when appropriate, the primary focus of the course will be neurobiological and behavioral effects of the drugs. *Prerequisite: PSYC 360 or consent of instructor.*

PSYC 465
Human Neuropsychology (3)

Principles and practice of human neuropsychology. Material will focus upon basic topics, theory and empirical research concerning human neuroanatomy, brain-behavior relationships, and the clinical application of this knowledge base. Major emphasis will be placed upon these disorders of the central nervous system which affect cognitive and emotional processes. *Prerequisites: PSYC 360 or 362, or consent of instructor.*

PSYC 490
History of Psychology (3)

Historical, philosophical, and scientific background of Psychology; major traditions and conceptual issues. This is the capstone course and should be taken by psychology majors in their final semester at CSUSM. *Prerequisite: Completion of nine (9) units of upper-division psychology courses, including at least one upper-division laboratory class.*

PSYC 495

Field Experience in Psychological Settings (3)

Supervised field experience in on- and off-campus settings which provide psychological services, such as medical settings, mental health clinics, schools, and industry. Students will spend approximately six hours per week in a field placement for observation and participation, attend weekly class meetings, read related material, and prepare written reports. Application forms must be completed prior to enrollment. *May be repeated, but no more than three (3) units of credit may be applied toward the major. Prerequisites: Nine (9) units of upper-division psychology courses and consent of instructor. Specific sections of this course may carry additional prerequisites.*

PSYC 498

Independent Study (1-4)

Study plan must be approved by the fourth week of classes. Individual library study (e.g., review of literature) under direction of a faculty member. *May be repeated, but no more than three (3) units of credit may be applied toward the major. Prerequisites: Completion of at least one (1) upper-division laboratory course in psychology and consent of instructor.*

PSYC 499

Independent Research (1-4)

Study plan must be approved by the fourth week of classes. Independent research investigation (e.g., empirical laboratory or field research) in collaboration with a faculty member. *May be repeated, but no more than three (3) units of credit may be applied toward the major. Prerequisites: Completion of at least one upper-division laboratory course in psychology and consent of instructor.*

PSYC 520

Graduate Statistics (3)

Introduction to theory and application of some of the more advanced parametric and nonparametric statistical techniques employed in psychological research. Topics will include but are not limited to multiple regression, analysis of covariance, factor analysis, causal modeling, and discriminant function analysis. *Two hours of lecture and two hours of activities. Prerequisites: PSYC 424 or its equivalent and consent of instructor.*

PSYC 530

Advanced Research Methods (3)

Advanced study of research design, including experimental, quasi-experimental, and non-experimental designs, assessment of reliability and validity, and ethical use of human and animal subjects in research. *Prerequisites: PSYC 424 or 520 and consent of instructor.*

PSYC 550

Proseminar in Social/ Personality Psychology (3)

An exploration of research and theory in social and personality psychology. Advanced study of theories of personality and individual differences, social perception, group processes, attitudes, and the application of personality and social psychological theories across a variety of social, institutional, and cultural settings. A substantial portion of class time is devoted to the critical examination of current research articles and theoretical models in social/ personality psychology. Students will make formal oral and written presentations of individual or group projects/assignments. *Prerequisite: Enrollment in the graduate program or consent of instructor.*

PSYC 552

Proseminar in Developmental Psychology (3)

Advanced study of current research and theory in developmental psychology. Issues such as temperament, attachment, gender-identity, cognition, and emotion will be considered from a developmental perspective, as well as the influences of family relationships, social interactions, cultural values, education, and social policy on development. Class discussions and assignments will encourage critical and analytic thinking as well as active learning approaches. Students will make formal oral and written presentations of individual and/or group projects. *Prerequisite: Enrollment in the graduate program or consent of instructor.*

PSYC 554

Proseminar in Cognitive Psychology (3)

Advanced study of human cognition. Focuses on theory and research in areas such as attention, categorization, memory, knowledge representation, learning and skill acquisition, psychology of language, thinking, reasoning, problem-solving, and judgment. Relevant issues in neuropsychology, cognitive development, and cognitive disorders will be included to complement the focus on normal adult performance. The role of culture in cognitive activity will be discussed. Discussions and assignments will center around a critical examination of current literature in these areas, including both integrative and interdisciplinary (cognitive science) perspectives. *Prerequisite: Enrollment in the graduate program or consent of instructor.*

PSYC 556

Proseminar in Comparative/ Physiological Psychology (3)

Advanced study of the biological bases of behavior. Students will explore current research and theory in neuroanatomy and physiology, endocrinology, evolutionary theory, and the adaptive significance of behavior. Where appropriate, issues of global environmental change and its effects on health and species diversity will be addressed. Discussions and assignments will center around a critical examination of current research articles and theoretical models in comparative and physiological psychology. Students will make formal oral and written presentations of individual or group projects. *Prerequisite: Enrollment in the graduate program or consent of instructor.*

PSYC 558

Proseminar in Counseling/ Clinical Psychology (3)

In-depth seminar designed to investigate and discuss current topics in counseling/clinical psychology, including assessment and intervention techniques, professional ethics, multicultural issues, and outcome research. Students will present formal written and oral presentations and lead class discussions of advanced issues relevant to counseling/clinical theory, research, or practice. *Prerequisite: Enrollment in the graduate program or consent of instructor.*

PSYC 600

Contemporary Issues in Psychology (3)

Students will receive exposure to theoretical background, current research, and contemporary issues in counseling/clinical, cognitive, comparative/ physiological, developmental, and social/ personality psychology. Presentations will be given by faculty, second year graduate students, and guest speakers in their fields of expertise. Professional issues including ethics in psychological research and practice, the dissemination of scholarly discourse, the status and coherence of the discipline, and its role in a multicultural, global society will also be explored. *Prerequisite: Admission to the graduate program.*

PSYC 680

Teaching of Psychology (3)

An introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology. Students will explore a range of options available to a college instructor in the presentation of course material, learning assessment tools, test construction, and grading. Different styles of learning, especially as they may apply to a multicultural student population, will be explored. Students will have the opportunity to write and practice giving lectures, lead mock discussion groups, and construct mock exams. Students must enroll in PSYC 680 in the first semester of their second year of study. *Graded Credit/No Credit. Prerequisites: Completion of fifteen (15) units in the graduate program and consent of instructor.*

PSYC 681

Field Placement (3)

Students will spend a minimum of ten hours per week working within a social service, mental health, educational or business/industry setting, with the goal of applying psychological knowledge to and learning about the delivery of services in that setting. Students will be supervised both on site, and by the course instructor. Students enrolled in the course will meet three hours per week as a group to discuss issues and readings relevant to their experiences. *Graded Credit/No Credit. Prerequisites: Completion of nine (9) units in the graduate program and consent of instructor.*

PSYC 690

Graduate Research (3)

Faculty-supervised research. *May be repeated, but no more than six (6) units of credit may be applied toward the Master's degree. Prerequisite: Admission to the graduate program and consent of instructor.*

PSYC 699
Graduate Thesis (3)

Preparation of the thesis. *Graded Credit/ No Credit. Prerequisite: Approved thesis proposal, completion of twenty-seven (27) units in the graduate program, and consent of thesis advisor.*

PSYC 700
Thesis Extension (1-3)

Registration in this course is limited to students who have received a grade of Satisfactory Progress (SP) in PSYC 699. Also, student must be registered in PSYC 700 when the completed thesis is granted final approval. *May be repeated. Graded Credit/No Credit. Prerequisite: Prior registration in PSYC 699 with an assigned grade of Satisfactory Progress (SP).*

SOCIOLOGY (SOC)

College of Arts and Sciences

SOC 101
Introduction to Sociology (3)

Analysis and description of the structure and dynamics of human society. The application of scientific methods to the observation and analysis of social groups and processes. Students learn the language, tools, findings, and theories of the sociologist at work.

SOC 201
Introductory Statistics for the Social Sciences (3)

Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing.

SOC 203
The Child in Society (3)

The social position of children in today's society: comparisons with the past and other cultures. Special focus on children's peer cultures, social problems confronting youth, institutions which socialize and control children.

SOC 204
Human Relationships Across the Life Course (3)

A comparative analysis of a variety of human relationships across the life course, including processes of relationship development and change within areas of kinship, friendship, sexual intimacy, employment, and social organizations.

SOC 205
Exploring Social Problems (3)

A critical examination of various social problems from global and multicultural perspectives, their causes and possible solutions (crime, unemployment, poverty, illiteracy, immigration, family disruptions, substance abuse, and environmental destruction). Discussions of race, ethnicity, class, and gender in relation to these problems in contemporary America and other countries.

SOC 300
American Society and Institutions (3)

The development, structure, and organization of social institutions in American Society. Explores a central dilemma in sociology; why society needs social institutions and how social problems develop out of those same social institutions.

SOC 301
Social Psychology: Sociological Perspective (3)

A sociological approach to the study of the influence of group life on behavior and personality. Themes may include attitude change, self-concept, identity, conformity, role theory, symbolic interaction. *Credit may not be counted toward a Psychology major.*

SOC 302
Power, Conflict and Change (3)

Explores dynamics of power, conflict, and change and their influences on relational health in the ongoing process of human development; takes seriously the process of sustaining, or dismantling and reconstructing healthy relationships; challenges assumptions of dualistic opposition between the mind and the body; and, develops analytic and interactional tools for creating healthy human relations. *May not be taken for credit by students who have received credit for SOC 395E.*

SOC 303
Families and Intimate Relationships (3)

A comparative analysis of the changing structure of families across various cultures and historical time periods. Interconnections between family life and broader economic and political forces are examined. Emphasis on mate selection, reproduction, child rearing, marital dissolution, remarriage, and the wide diversity of family forms in current U.S. society.

SOC 305
Sociology of Women (3)

Cross-cultural analysis of women's roles. How various social institutions (the media, work, the family, education, religion) treat sex-role distinctions, and how the women's movement has confronted them.

SOC 306
Women and Crime (3)

A critical analysis of women as offenders and victims of crime. How the social construction of gender impacts the processing of women in different stages of the criminal justice system.

SOC 307
Human Sexuality (3)

Sexuality viewed as a normative and institutional pattern of human behavior. Analysis of research on contemporary attitudes and practices.

SOC 309
Aging and Society (3)

Examines the social correlates of human aging, with a concentration on adulthood and old age. Presents multiple perspectives on the myriad interrelationships between aging and society, drawing on studies in biology, psychology, history, anthropology, political science, economics, and sociology. Particular attention will be given to comparisons on aging experiences across race/ethnic, sex, socioeconomic, cultural, and national lines. Students will utilize new information technologies to augment classroom activities and reading assignments. In addition, students may pursue a service-learning activity benefiting elder members of the local community.

SOC 310
Sociology of Mass Communication (3)

Multidisciplinary examination of the complex interplay between mass communication and social life. Explores the diverse ways that flows of information shape and are shaped by various levels of social organization — encompassing individuals, families, communities, corporations, nations, and world systems. Students will critically engage all forms of mass media, ranging from traditional print, radio, and television media to the new information technologies.

SOC 311
Inequality (3)

An interdisciplinary examination of inequality in opportunity, educational and occupational attainment, wealth and power, and its effects on individuals, groups, and societies. Will be analyzed by interdisciplinary readings from historical and contemporary sources and analyses of computerized data comparing social indicators by gender, race, and class. Diverse perspectives on the quest for equality of different social groups.

SOC 312
Film and Society (3)

Addresses several aspects of the relation of film to modern society. These include how the major concepts of sociology (such as alienation, individualism vs. community, social class) are represented and reflected in film; in what ways the commercial film impacts modern society (for example, the structure of the cinema industry, its role in "mythmaking" as a component in the process of socialization); and how the documentary film serves as an informational and investigative medium. *May not be taken for credit by students who have received credit for SOC 395B.*

SOC 313
Race/Ethnic Relations (3)

An examination of the origins and character of contemporary relations among ethnic and racial groups in the United States. Applications of sociological concepts and theories to contemporary issues such as affirmative action, immigration, and racial/ethnic stratification.

SOC 314
Health and Society (3)

An analysis of health and sickness in American society, with comparison to other cultures. Overview of how behavior is defined as disease, rates of disease, responsibility for health, health care training, health care systems and access. *May not be taken by students who have received credit for SOC 421.*

SOC 315
Sex Roles (3)

A consideration of the development of gender identity and gender socialization in a social context; how notions of femininity and masculinity are shaped within various social institutions — family, work, media, education — and how these social definitions change across the life course. Emphasis on how gender relations vary across communities — race and ethnicity, sexuality, age, socioeconomic class, and nationality.

SOC 316
Mental Health and Society (3)

Focuses on a sociological understanding of the definition, recognition, treatment and causes of mental illness. Particular emphasis will be placed on the social factors associated with mental health and illness, especially those related to social class, race and ethnicity, and gender. Examines the processes through which the family, community, and mental health care institutions respond to problems in living and the historical interpersonal processes that shape these responses. *May not be taken for credit by students who have received credit for SOC 422.*

SOC 317
Youth and Society (3)

The social position of youth in today's society: comparisons with the past and other cultures. Special focus on youth subcultures, social problems confronting youth, institutions which socialize and control youth.

SOC 318
Sociology of Sport (3)

Assessment of the most central and controversial topics in the institution of sport. Subject matter addresses the intersection of sport with politics, gender, ethnicity, and education, both in North America and other countries. *May not be taken by students who have received credit for SOC 395A.*

SOC 319
Socialization and Personal Change (3)

The effects of social institutions on the development of attitudes and behavior. Processes of childhood socialization, adult socialization, political socialization, and re-socialization will be examined with a consideration of how institutions (schools, jails, families) and social groups (peers) can shape roles and behavior.

SOC 320
Sociological Theory (3)

Exploration of the nature of theory in sociology, and an analysis of selected social theorists. *Prerequisite: SOC 101 or equivalent approved by the discipline.*

SOC 321
Sociology of Deviance (3)

Comparison of explanations of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

SOC 322
Youth Gangs (3)

A sociological examination of youth gangs. Factors related to formation and maintenance of youth deviant culture at different periods of time. Gang resistance to social control, variations by race, class, gender. Community and neighborhood influences.

SOC 323
Juvenile Delinquency (3)

An examination through multicultural and interdisciplinary perspectives of the nature of juvenile delinquency and its causes. Choices in treatment, prevention, and control of delinquents in different historical and cultural contexts, and variations in policies affecting juvenile justice systems across nations.

SOC 324
Drugs and Alcohol in Society (3)

Examines the role of legal and illegal drugs and alcohol in building and maintaining U.S. culture and subcultures. Investigates reasons for use, social justifications for use, criminalization and enforcement, treatment, and domestic and international implications.

SOC 325
Criminology (3)

The nature and extent of crime in American society, theories of factors and influences that are related to criminal behavior, and the impact of crime on society.

SOC 327
Law Enforcement (3)

Sociological analysis of law enforcement systems and the role of police. Problems affecting the control of crime, and the relation of police to the community.

SOC 328
Sociology of Violence (3)

An in-depth examination of the most central issues pertaining to violence in American society. Interpersonal violence and institutional violence are the major focal points, with topic areas including domestic violence, rape, child abuse, terrorism, youth violence, police brutality, workplace violence, and violence in the mass media. Attention is devoted to both "cause" and "intervention" for each module under study. *May not be taken for credit by students who received credit for SOC 395D.*

SOC 329
Victims and Criminals (3)

Sociological analysis of victim roles and relations between criminals and victims with special attention to differences in gender, race, and social class. Examinations of different perspectives on victimization and societal efforts to assist victims including crisis intervention, victim/witness services, compensation and restitution.

SOC 331
Social Welfare Policies and Services (3)

The nature and development of the social welfare system and its policies in the United States. Examination of the delivery of human services through governmental and private agencies, social work and other human service careers, the role of volunteerism, and comparisons with social welfare systems in other countries.

SOC 333
Human Service Field Work (2-3)

Course combines field work experience in community service organizations in San Marcos and other North County communities with a seminar examining social issues raised in these programs. *Course will not fulfill internship requirements for the major. Prerequisite: Consent of instructor.*

SOC 335
Sociology of Work and Occupations (3)

The impact of work on individuals; the nature of different types of work, including professions and jobs in bureaucracies; the changing composition of the labor force.

SOC 337
Women and Organizations (3)

An examination of women's changing roles in organizations including patterns of occupational mobility. Special consideration of tokenism, dual-careers, and changing organizational practices and policies related to women.

SOC 345
Hispanic and Hispanic-American Communities (3)

Comparative analysis of selected Hispanic communities, with a special emphasis on Chicano communities in California. Formation and change; new immigrants; adaptation and response.

SOC 347
African American Communities (3)

Historical, demographic, and cultural examination of the social communities of African-Americans.

SOC 351
Sociology of Religion (3)

Analysis of the interplay of society and religion; the clergy as an occupational group; the relationship of religious ideology to social change.

SOC 353
Social Change and Social Movements (3)

Forms and processes of social change (modernization, industrialization, urbanization, revolution) in the United States and other countries. The relationship of social change to collective behavior. Development of social conflict, ideologies, and mass organizations; consequences of the success and failure of social movements.

SOC 360
Research Methods (4)

The logic of procedures of social science methodology. Range of types of methods available for various types of social research. Problem formulation, design, data collection, and analysis of a research project. *Prerequisite: SOC 201 or equivalent approved by the discipline.*

SOC 395
Current Issues in Sociology (3)

In-depth examination of selected topics and timely social issues. *May be repeated for credit as topics change for a total of six (6) units.*

SOC 396
Topics in Criminology and Criminal Justice (3)

In-depth examination of selected and timely topics in the field of criminal justice and criminology. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics.*

SOC 401
History of Social Theory (3)

European and American foundations associated with the development of modern sociological theory, with emphases on theorists who have had a strong impact on modern sociology.

SOC 411
Social Stratification and Classes (3)

Nature and systems of differentiation and ranking in societies, emphasis on changes in class structure in the United States; comparative analysis of life chances and social mobility in the United States and other societies.

SOC 413
Sociology of Education (3)

The relationship of the educational system to the social structure in the United States and other societies. The school or university as a social organization. Class, ethnic, gender, and other social factors affecting educational opportunity and outcome. Roles of teachers, students, and administrators.

SOC 415
Divorce and Remarriage (3)

Examines the interpersonal and social consequences of separation and divorce among intimate partners. The prevalence and causes of divorce, as well as the consequences of separation and divorce for couples, children, and extended family members will be explored. Models and evidence of successful responses to separation and divorce will also be considered. Remarriage and blended families will be examined with respect to the types of relationship challenges and successes that occur.

SOC 417
Family Violence (3)

Examines the prevalence, causes, and consequences of the various types of violence that occur within family and intimate relationships. Historical trends and proposed solutions to ending such violence will be explored. The nature of specific forms of violence within families — children abuse, domestic violence, and elder abuse — will be considered with emphasis on both the interpersonal dynamics and broader sociopolitical forces involved.

SOC 419
Inequalities and Health (3)

A sociological understanding of social class, race, and gender differences in health and health care utilization. Historical and international comparisons of the organization and access to health care contribute to an understanding of the social and personal consequences of inequities in care delivery.

SOC 420
Public Health and Disease Prevention (3)

Examines social and individual efforts to control disease and maintain health. Investigates public health efforts historically and cross-culturally, current U.S. public health efforts, public health as social control, self-responsibility and health, health economics and prevention, community-activism and alternative-medicine approaches to health.

SOC 423
Sociology of Stress and Coping (3)

Nature of psycho-social stressors; individual and collective responses; stress and health; stress and work. Social support and other mediators of stress effects.

SOC 424
Women and Health (3)

An exploration of women and health. Analysis of women's health maintenance and disease prevention; gender bias in medical treatment; medicalization of "natural" processes; women and the health system, medical-legal system, and bio-medical research. Subject matter may include, but is not limited to: eating disorders, contraception, sexually transmitted diseases, fertility from pregnancy to birthing, stress and mental illness, menopause, breast cancer, alternative and traditional healing systems. Issues of social class, nationality, race, culture and sexual preference are emphasized throughout. *Recommended but not required: previous coursework in the area of health and illness. Also offered as WMST 424. Students may not receive credit for both.*

SOC 425
Population Studies (3)

The measurement and study of major trends and differentials in fertility, mortality, population growth, and age-sex composition in the United States and other countries. Emphasis on social and cultural determinants and consequences.

SOC 427
Social Gerontology (3)

Demographic trends, economic status, family relationships, physical and social needs of the elderly.

SOC 429
Death and Dying (3)

Comparative analysis of the social, psychological, and organizational study of dying; ethical issues, cultural practices.

SOC 431
Social Organizations (3)

Characteristics of large organizations; approaches used to study organizations; the nature of bureaucracies. Theoretical and empirical analyses of organizational processes.

SOC 433
Urban Sociology (3)

Study of urban growth and its impact. Themes explored include metropolitan, suburban, and urban regional development and change; population density; diversity and migration; urban/suburban lifestyles; urban/suburban institutions and important societal trends. Local, national, and cross-national cases are examined.

SOC 441
Political Sociology (3)

Social organization of political processes. Political socialization and political behavior; conflict and consensus; political institutions and institutionalization; power and power structures.

SOC 442
Analysis of the Justice System and Criminal Law (3)

Sociological examination of the juvenile and adult justice systems in the United States within the context of race, gender and social inequality. Overview of the processes of the justice system from the commission of crimes and offenses through sentencing and appeal procedures, with special consideration of the role and applications of criminal law.

SOC 443
Sociology of Law (3)

The origin and development of legal norms in various social settings; special attention to the difference between sociological and legal reasoning; law as an instrument of social change; law as a profession.

SOC 444
Perspectives on Corrections and Penology (3)

Critical analysis and evaluation of different institutional and community-based punishment and correction models, examined both historically and in contemporary American society.

SOC 445
White Collar Crime (3)

Critical examination of the history, causes, consequences and prevention of economic crime and the abuse of power in corporations, businesses, unions, and government. How society responds to this costly form of deviance.

SOC 449
Comparative Analysis of Criminal Justice Systems (3)

Global examination of selected criminal justice systems comparing differences in the delivery of legal, correctional and political/ cultural objectives across different nations.

SOC 480
Seminar in Comparative Sociology (3)

A capstone course for majors, drawing upon theories and research in earlier courses. The specific topic of the comparative analysis will vary: comparative family systems, comparative study of race and ethnicity, comparative political systems, comparative educational systems. *Prerequisites: SOC 201, 320, and 360.*

SOC 485
Seminar on Sociological Topics (3)

Selected topics for the basis of an in-depth consideration. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics.*

SOC 486
Topics in Children, Youth, and Families (3)

A seminar on selected topics for the basis of an in-depth concentration in children, youth, and families. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics.*

SOC 487
Topics in Aging and the Life Course (3)

A seminar on selected topics for the basis of an in-depth consideration in sociology of aging and the life course. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics.*

SOC 488
Topics in Health and Mental Health (3)

In-depth consideration of special topics in health and mental health in a seminar format. Topics will depend on student interests and contemporary health and mental health issues. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule of listing of actual topics.*

SOC 495
Internship in Community Service (3)

Selective placement of students in work-study situations in organizations which provide service to the local community. Includes participation in a coordinating seminar. *Prerequisite: Consent of instructor.*

SOC 496
Internship in Research (3)

Selective placement of students in work-study situations in social research settings. Includes participation in a coordinating seminar. *Prerequisites: SOC 201, or equivalent, SOC 360, and consent of instructor.*

SOC 498
Independent Study (1-3)

Selected studies for the basis of an in-depth consideration. *Prerequisites: Senior standing and consent of instructor.*

SOC 499
Independent Research (1-3)

Selected research for the basis of an in-depth consideration. *Prerequisites: Senior standing and consent of instructor.*

SOC 501
Pro-Seminar in Sociological Practice (3)

Introduces students to the range of approaches to the field of sociological practice that include evaluation/needs assessment research, clinical sociology, community organizing, and program development in social service agencies. Examines the contributions of classic studies in these areas as well as the theoretical, methodological, and political challenges posed to traditional approaches by feminist theory and methods, critical race theory, and participatory action research. *Prerequisites: Enrollment in the Master of Arts in Sociological Practice Program and consent of instructor.*

SOC 515
Social Research Process (3)

Focuses on applied and evaluation social research, that is research that is carried out for others. Addresses actual problems of conducting social research in diverse communities. Various factors in evaluation and applied research are examined: key concepts, uses, political dimensions, and examples of program evaluations. Special consideration is given to methods for tailoring research strategies to different environments, setting up diagnostic procedures, monitoring programs, determining accountability and designing impact assessments. Incorporates practice in the methods of applied social research: sampling, question wording, data collection techniques of interviewing, mail questionnaire design, telephone surveys, focus groups, and group interviewing. Sensitivity to the ethnic, gender, class, and age characteristics of those to be studied will be emphasized. Students will begin their own applied research project. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 517
Seminar in Sociology of the Life Course I (3)

Provides advanced training in the sociological study of childhood, adolescence, and young adulthood. Interconnections between social processes and individual development during the first three decades of life will be addressed from a number of theoretical and methodological perspectives. The importance of social contextual factors such as intergenerational relationships, gender, socioeconomic conditions, race/ethnicity, laws, and demographics for shaping one's early life course will be explored in detail. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 519
Seminar in Sociology of the Life Course II (3)

Focuses on the sociological study of adulthood and old age. Elucidates reciprocal linkages between the aging self and society over the life course. Considerable attention will be paid to exploring historical and current influences of political, legal, and economic policies on individual lives. In addition, more micro-level issues related to parenting adult children, changes in health, work and retirement, widowhood, and death/dying will be explored. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 521
Seminar in Health Institutions and Policies (3)

Examines health care institutions and policies in the United States and abroad, focusing on the cultural and socio-economic environments that shape them. Focuses on the following issues: 1) historical and contemporary developments of health care institutions and policy; 2) impact of technological innovation and governmental regulation on health care institutions and policy; 3) health care labor force; 4) comparative analysis of the place of health care institutions and policy in social and cultural systems; and 5) varying institutional and health policy needs among diverse groups based on class, race, and gender. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 523
Seminar in Community Mental Health (3)

Examines community-based mental health treatment, focusing on historical and contemporary developments shaping the community mental health movement. Addresses the following issues: 1) history of community mental health; 2) community treatment and deinstitutionalization; 3) models of community mental health; 4) the role of psychiatrists and other mental health professionals; 5) case management and the role of informal support networks; 6) crisis intervention and the role of hospital and non-hospital alternatives; 7) the role of prevention and chronic mental illness as a lifestyle; and 8) patient rights and the ethics of community mental health. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 525

Seminar in the Community and the Family (3)

Families play a central role in the development of individuals and communities, and communities can play an equivalent role in supporting families. Examines diverse communities in terms of the resources/services available in relation to the conditions and needs of families. Addresses family structure, composition, and well-being in relation to governmental policy and programs (e.g., AFDC, WIC, etc.), and the significance of differences in race, ethnicity, and class on family patterns and values. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 527

Seminar in Social Welfare and Social Policies (3)

Provides the student with an understanding of social welfare policies and processes. The underlying antecedents to the historical development of social welfare systems and policies in the United States will be examined, and comparisons will be made to welfare systems in other countries. The development of social policies applied to families, children, and the aging will be analyzed with a special focus on the impact of social welfare and policies on diverse populations. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 529

Seminar in Criminological Theories and Policies (3)

Provides a systematic examination of classical and contemporary theories of crime and delinquency. The conceptual development, historical and cultural background, critical assessment of policies, and scientific efficacy of different theories will be studied. The prominence and success of criminal justice policies developed on the basis of different theories of the etiology and prevention of crime will be examined. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 575

Qualitative Research Methods (3)

Students will learn the theory and practice of approaches to qualitative research, emphasizing field research methods and qualitative interviewing. Subjects covered will include: Observing and conducting interviews, maintaining relations in the field, pursuing members' meanings, and the impact of gender, race and class in field research. Centers on the processes entailed in writing and analyzing field notes and interview transcripts that will lead to a finished ethnography.

SOC 610

Social Theory and Public Policy (3)

Provides students with training in the practical application of social theory to understanding and acting on social problems. Coursework will emphasize methods for realizing an integration between theory and practice in the conduct of one's professional activities across a broad range of potential careers. Particular emphasis is placed on theoretically guided analyses of the creation, maintenance, and change of social policy. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 620

Quantitative Research Methods (3)

Focuses on strategies for data analysis, data preparation (coding, data entry), quantitative analysis (univariate, bivariate, multivariate), the presentation of quantitative findings (preparation of tables, graphs) and the writing of conclusions and recommendations from evaluations. Considers the social impact and ethics of evaluation research, pitfalls encountered in applying social research techniques in the real world, and ways to assess evaluation research. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 630

Critical Perspectives in Human Services Delivery (3)

Designed to assist students in understanding human service delivery from the diverse perspectives (of race, gender, class, age, sexuality, and disability) of those who receive services. Focuses on: 1) the historical development of social services in varying economic, political, social, and philosophical climates; 2) critical assessments of the theories and practices guiding social service delivery; and 3) the effectiveness of human services in meeting the needs of diverse groups. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 640

Sociological Advocacy (3)

Trains advanced students in methods for effectively communicating sociological theory and research to non-sociologists. The intent is to enable students to share their sociologically informed observations with various constituencies, including: 1) employers and coworkers, 2) local, national, and international communities, and 3) political and economic elites and their organizations. Students will be encouraged to be cognizant of the perspectives and sensitivities of those from different racial, ethnic, class, gender, age, sexual preference/orientation groups and those with different types of disabilities. Written and oral presentation strategies will be covered. Particular emphasis will be placed on promoting effective report and proposal writing as well as creating particularly useful graphics for presentations. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 650

Seminar in Current Issues in Criminal Justice and Juvenile Justice (3)

Reviews the American criminal justice system for adults and for juveniles. Trends in law enforcement, practices in the juvenile justice system, the organization of the courts and the correctional system, and the interaction of these systems with individuals varying in gender, race, ethnicity, and social class will be examined. There will be a special emphasis on the measurement of system effectiveness. Factors related to crime such as drugs and youth gangs will also be emphasized. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 652

Seminar in the Evaluation of Crime Prevention and Delinquency Programs (3)

Provides an overview of current developments in the study of crime and delinquency, with an emphasis on evidence from the most recent evaluations of innovative preventive and corrective programs implemented in the United States and in other countries. Sensitivity to issues of race, ethnicity, gender, and social class in the evaluation of criminal justice programs will be addressed. Discussions will center on program designs, evaluation methods, and current efforts to redress problems in criminal justice. *Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.*

SOC 670

Field Placement Preparation (3)

In preparation for the field placement research project, develops an in-depth understanding of the work of social service agencies. Students will meet in class sessions to discuss their experiences and plan research activities. *Prerequisites: SOC 501, 515, 610, 620, and 630.*

SOC 675

Field Placement (3)

Continuation of the efforts initiated in SOC 670 and completion of a final project. Projects may include qualitative and quantitative evaluation studies, design of educational or training materials, and grant proposal writing. *Prerequisites: SOC 501, 515, 620, 630, 670 and advancement to candidacy.*

SOC 685

Seminar in Topics (3)

Seminars on topics supportive of the concentration areas in this program will be offered on an occasional basis. *May be repeated for credit as topics change for a total of six (6) units.*

SOC 690

Thesis Research (3)

In preparation for the thesis, develops an in-depth understanding of the research project. Students will meet in class sessions to discuss their experiences and plan research activities. A proposal for a final thesis will be developed in this this course. *Corequisite: SOC 670. Prerequisites: SOC 501, 515, 610, 620, and 630.*

SOC 695
Thesis Research (3)

Continuation of the efforts initiated in SOC 690 and completion of a thesis. Research may include qualitative or quantitative analysis. *Corequisite: SOC 675. Prerequisites: SOC 501, 515, 610, 620, 630, 690 and advancement to candidacy.*

SOC 698
Independent Research (3)

Selected research experiences for the basis of in-depth consideration. Research projects supportive of student's primary concentration interests may be pursued. *Prerequisites: SOC 515, 610, 620, 630, and consent of faculty advisor.*

SOC 700
Field Placement/Thesis Extension (1-3)

Registration in this course is required of students who have received a grade of Satisfactory Progress (SP) in SOC 675 or SOC 695. *Graded Credit/No Credit. Prerequisite: Prior registration in SOC 675 or SOC 695 with an assigned grade of Satisfactory Progress (SP).*

SPANISH (SPAN)

College of Arts and Sciences

SPAN 101
Beginning Spanish I (4)

An introduction to the Spanish language and Spanish-speaking cultures, with emphasis on the development of communicative skills and basic structures. Language laboratory practice is a mandatory component of the course. *Assumes no prior knowledge of Spanish.*

SPAN 102
Beginning Spanish II (4)

Continuation of SPAN 101. Further study of the Spanish language and Spanish-speaking cultures, with emphasis on the development of communicative skills and basic structures. Language laboratory practice is a mandatory component of the course. *Prerequisite: SPAN 101 or equivalent.*

SPAN 150
Accelerated Beginning Spanish (5)

A beginning-level Spanish course taught at an accelerated pace. Emphasis on the development of communicative skills, basic structures, and cultural competence. Covers the equivalent of Spanish 101 and 102 in one semester. Attendance in a language laboratory is a mandatory component of this course. Intended for students who have had significant exposure to beginning Spanish but are not ready to begin intermediate Spanish at CSUSM. *Recommended: At least two years of high school Spanish, or equivalent. Prerequisites: Requires consent of Foreign Language Proficiency Assessor to enroll.*

SPAN 199
Intensive Spanish Practice (1)

This non-traditional course requires that students live in an off-campus group setting, typically for a weekend period (Friday through Sunday). During this time, students are permitted to speak only Spanish. Structured activities include: workshops on grammar, literature, composition, accent use, group discussions, student participation in skits and songs, and community excursions. *Note: This course does not fulfill the graduation requirement for a Language Other than English. Students are required to attend a mandatory orientation session prior to the scheduled intensive weekend, and should contact the instructor for further details. Conducted in Spanish. Prerequisite: SPAN 102 or equivalent and consent of instructor.*

SPAN 201
Intermediate Spanish I (3)

Continuation of Spanish language fundamentals. Emphasis on the development of the skills of reading, listening comprehension, speaking, writing, and on culture. Requires practice in a self-paced language laboratory. *Conducted in Spanish. Prerequisite: SPAN 102 or equivalent.*

SPAN 202
Intermediate Spanish II (3)

Continuation of SPAN 201. Further development of the four skills, with an emphasis on reading, composition, and grammar review. Requires practice in a self-paced language laboratory. *Conducted in Spanish. Prerequisite: SPAN 201 or equivalent.*

SPAN 205
Intermediate Oral Practice (3)

Designed to increase verbal communication skills in Spanish. Students will participate in group discussions, and in activities such as oral presentations, skits, and role-playing. Subject matter will include both practical, everyday situations, as well as academically related themes (to prepare students wishing to enter upper-division Spanish courses). Students will also be introduced to cultural factors affecting non-verbal communication in Spanish. Intended for non-native speakers of Spanish. *Conducted in Spanish. Prerequisite: SPAN 202 or equivalent.*

SPAN 210
Intermediate Reading and Composition (3)

Students will be guided through structured activities to increase their competence in reading and writing in Spanish. Readings will focus on topics from a variety of written sources (literature, print media, etc.). Students will be introduced to the process of writing in Spanish, and will complete compositions and written activities based on the readings studied. Intended for students who may need more work in these areas prior to attempting upper-division Spanish courses. *Conducted in Spanish. Prerequisite: SPAN 202 or equivalent.*

SPAN 250
Spanish for Spanish Speakers (3)

Designed for students who come from a Spanish-speaking background, yet who have completed little or no formal study of Spanish. Through intensive review of grammar, along with writing and speaking exercises aimed at strengthening proficiency in these areas, the course will emphasize the development and refinement of communication skills. Special attention will be focused on the problems particular to bilingual students, such as orthography, the use of "Spanglish," and the idea of "standard Spanish" vs. regional variations. *Conducted in Spanish.*

SPAN 311A
Advanced Spanish for Non-Native Spanish Speakers (3)

Designed to assist non-native Spanish speakers in their continued development of Spanish language skills. Emphasis on grammar review, and specific areas of Spanish typically problematic for non-native speakers. *Conducted in Spanish. Prerequisite: SPAN 202 or equivalent.*

SPAN 311B
Advanced Spanish for Native Spanish Speakers (3)

Designed to assist native speakers of Spanish in their refinement of Spanish language skills. Emphasis on grammar review and specific areas of formal Spanish typically problematic for native speakers. *Conducted in Spanish. Prerequisite: SPAN 202 or 250 or equivalent.*

SPAN 312
Theory and Practice of Oral and Written Composition (3)

Grammar review and advanced writing and oral practice based on readings. *Conducted in Spanish. Prerequisite: SPAN 202 or equivalent.*

SPAN 314A
Advanced Spanish for Teachers (3)

Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of professionals in the field of education. *Conducted in Spanish. May not be taken for credit by students who have received credit for SPAN 316A. Recommended: SPAN 311. Prerequisite: SPAN 202 or equivalent.*

SPAN 314B
Advanced Spanish for Business (3)

Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the business professional. *Conducted in Spanish. May not be taken for credit by students who have received credit for SPAN 316B. Recommended: SPAN 311. Prerequisite: SPAN 202 or equivalent.*

SPAN 314C
Advanced Spanish for Medical Personnel (3)

Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the medical professions. *Conducted in Spanish. Recommended: SPAN 311. Prerequisite: SPAN 202 or equivalent.*

SPAN 314D
Advanced Spanish for Social Services (3)

Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the social service professional. *Conducted in Spanish. Recommended: SPAN 311. Prerequisite: SPAN 202 or equivalent.*

SPAN 314E
Advanced Spanish for Law Enforcement (3)

Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the law enforcement professional. *Conducted in Spanish. Recommended: SPAN 311. Prerequisite: SPAN 202 or equivalent.*

SPAN 314F
Advanced Spanish for Specific Purposes (3)

Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of a particular profession or industry. (i.e., tourism, agriculture, technology) *May be repeated for a total of nine (9) units of credit. Conducted in Spanish. Recommended: SPAN 311. Prerequisite: SPAN 202 or equivalent.*

SPAN 315
Reading and Analysis of Hispanic Literary Texts (3)

Introduction to the principles of literary analysis, based on readings and discussion of Hispanic literature. Literary genres include fiction, theatre, essay, and poetry from Spain and Spanish America. *Conducted in Spanish. Prerequisite: SPAN 311A or 311B or equivalent.*

SPAN 316
Advanced Spanish for the Professional (3)

Intensive oral and written practice focused on vocabulary, simulation and communication in specialized professions such as medical, law enforcement, pedagogical, and business. *Conducted in Spanish. May be repeated for credit as topics change for a total of six (6) units. Prerequisite: SPAN 202 or equivalent.*

SPAN 317
Spanish Sociolinguistics (3)

A study of the ethnic and linguistic diversity that has shaped the Spanish language from its origins to its use today around the world. Lexical, semantic, phonological, morphological, and syntactic structures that define the different varieties of Spanish today are explored, as are issues of language use throughout the Spanish speaking world. *Conducted in Spanish. Prerequisite: SPAN 311 and 312 or equivalent.*

SPAN 330
Techniques for Professional Translation and Interpretation in Spanish (3)

Lexical, syntactical, stylistic, cultural, and practical applications in Spanish/English, English/Spanish translation. *Conducted in Spanish. Prerequisites: Proficiency through SPAN 312 or equivalent as well as completion of a college-level English composition course.*

SPAN 331
Introduction to Spanish Linguistics (3)

An introduction to the analysis of the sounds, structures, and grammatical patterns of contemporary Spanish from a modern linguistic perspective. *Conducted in Spanish. Prerequisites: SPAN 311 and 312 or equivalent.*

SPAN 350A
Spanish Civilization (3)

Analysis of the character and personality of the Spanish people as revealed through literary and artistic works. *Conducted in Spanish. Prerequisite: SPAN 311A or 311B or equivalent.*

SPAN 350B
Spanish American Civilization (3)

Analysis of the character and personality of the various regions and nations of Spanish America as revealed through literary and artistic works. *Conducted in Spanish. Prerequisite: SPAN 311A or 311B or equivalent.*

SPAN 370
Hispanic Literatures in English Translation (3)

Reading and discussion of major works of Hispanic literature read in English translation. *Conducted in English. Note: This course does not fulfill the graduation requirement for a Language Other Than English. Does not count for Liberal Studies Special Field in Spanish.*

SPAN 380
Narrative to Film (3)

Designed to explore similarities and differences between the narrative mode and film. Analyzes a series of novels that have been made into films. Includes theoretical aspects of writing and film. *Conducted in Spanish. Prerequisite: SPAN 315 or equivalent.*

SPAN 398
Community Service Project (1-2)

Supervised projects in community service that involve use of Spanish. *May be repeated for credit. May not be counted toward the major or minor. Graded Credit/No Credit. Prerequisite: SPAN 202 or equivalent.*

SPAN 399
Internship/Field Work in Community and University Service (3)

Supervised projects in academically related tasks in community agencies or University-related academic service projects using the Spanish language. Projects may include working with schools or community agencies, developing group or individual projects, translating and interpreting, tutoring on campus, etc. *May be repeated for a total of nine (9) units of credit. Conducted in Spanish. Prerequisites: SPAN 311A or 311B and 312.*

SPAN 400A
Hispanic Prose Fiction (3)

Reading, discussion, and critical analysis of works of Spanish or Spanish-American prose fiction. Will cover novel and short story by authors such as Cervantes, Galdós, Pardo Bazán, Azuela, Borges, Fuentes, and García Márquez. *Conducted in Spanish. Prerequisite: SPAN 315 or equivalent.*

SPAN 400B
Hispanic Poetry (3)

Reading, discussion, and critical analysis of works of Spanish and Spanish American poetry. Will cover poetry works such as El Cid and such authors as Sor Juana Inés de la Cruz, Quevedo, Bécquer, Darío, Paz, Neruda, Parra, Machado, Castellanos and García Lorca. *Conducted in Spanish. Prerequisite: SPAN 315 or equivalent.*

SPAN 400C
Hispanic Theatre (3)

Reading, discussion, and critical analysis of works of Spanish and Spanish American theatre. Will cover works by playwrights such as Lope de Vega, Tirso de Molina, Calderón, Zorrilla, Vilalta, and Gambaro. *Conducted in Spanish. Prerequisite: SPAN 315 or equivalent.*

SPAN 400D
Hispanic Essay (3)

Reading, discussion, and critical analysis of works of Spanish and Spanish-American essay. Will cover works by authors such as Gracián, Larra, Madariaga, Martí, Sarmiento, Rodó, Paz, and Poniatowska. *Conducted in Spanish. Prerequisite: SPAN 315 or equivalent.*

SPAN 410A-Z

Author Studies (3)

Critical analysis of the major works of an Hispanic author in any historical period or geographical location, with attention to biography, culture, and literary background. *Conducted in Spanish. The content of each course is reflected by its title. May be repeated as author changes for a total of nine (9) units. Prerequisite: SPAN 315 or equivalent.*

A. Allende, Isabel
B. Borges, Jorge Luis
C. Calderón de la Barca, Pedro
D. Castellanos, Rosario
E. Cervantes y Saavedra, Miguel de
F. Cortázar, Julio
G. Cruz, Sor Juana Inés de la
H. Darío, Rubén
I. Esquivel, Laura
J. Fuentes, Carlos
K. García Lorca, Federico
L. García Márquez, Gabriel
M. Martín Gaite, Carmen
N. Neruda, Pablo
O. Paz, Octavio
P. Puig, Manuel
Q. Quevedo, Francisco de
R. Rojas, Fernando de
S. Ruiz, Juan
T. Rulfo, Juan
U. Valdés, Luis
V. Valle Inclán, Ramón del
W. Vega, Lope de
X. Yáñez, Agustín
Y. Zayas y Sotomayor, María de
Z. Others

SPAN 415

Hispanic Women Authors (3)

Exposes students to the literary works of Hispanic women authors such as María de Zayas, Sor Juana Inés de la Cruz, Carmen Martín Gaite, Elena Poniatowska, Rosario Ferré, and others. Includes an introduction to feminist literary criticism. *Conducted in Spanish. Prerequisite: SPAN 315 or equivalent.*

SPAN 421

Viva el Teatro — Spanish Theatre in Performance (3)

Offers an active interdisciplinary approach to the study of theater. Following the presentation of a historical and theoretical background, students will approach and analyze texts both as works of literature and as theatre in performance. Issues of gender, class, community, and sexuality contained in the plays will be explored within an aesthetic context. The critical imagination of participants will analyze and appreciate different historical and cultural perspectives needed for bringing contemporary meaning to texts from other cultures and periods. This appreciation of perspectives will include consideration of social, cultural, political, religious, economic, and philosophical systems which pose the major problems that theatre art addresses and confronts individuals in any given age. *Conducted in Spanish. Recommended: TA 301. Also offered as TA 421. Two hours of lecture and two hours of theatre activities. Students may not receive credit for both. Prerequisite: SPAN 311A or 311B or higher, or instructor's consent.*

SPAN 422S

Literatura Chicano/a (3)

Designed to offer a window to the growing space produced by Chicano/a literature. Approaches texts focusing on the construction of identity and representation. Concentrates on contemporary Chicano/a literature beginning with the 1950's and extending to the present. Major contemporary works began being published during these decades. *Conducted in Spanish. May not be taken for credit by students who have received credit for SPAN 422. Prerequisite: SPAN 315.*

SPAN 450A

Seminar in Language (3)

Seminar in a specialized topic dealing with the Spanish language as it has developed, changed, and reached its present form in Spain and Latin America. Concentration on a specific element in the historical, phonetic or semantic evolution of Spanish. *Conducted in Spanish. Prerequisites: SPAN 311A or 311B, and 312, 317 or 331.*

SPAN 450B

Seminar in Literature (3)

Seminar in a specialized topic in the literature of Spain or Latin America. Focuses on a single author, period, genre, or critical approach in Hispanic literature. *Conducted in Spanish. Prerequisites: SPAN 400A, 400B, 400C, or 400D.*

SPAN 450C

Seminar in Civilization (3)

Seminar in a specialized topic in the civilization of Spain or Latin America. Focuses on an area of the culture, history, politics, and arts of the Hispanic world with a specific regional or chronological emphasis. *Conducted in Spanish. Prerequisite: SPAN 350A or SPAN 350B.*

SPAN 510

History of the Spanish Language (3)

Intensive diachronic study of the development of the Spanish language, from its origin in spoken Latin, to Old Spanish to Modern Spanish. Includes analysis of morphological changes. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 511

Spanish Dialectology (3)

Phonological, morphological, and syntactic variations in Spanish as spoken in the Hispanic world, from synchronic and diachronic points of view. Includes the study of Spanish as spoken in various regions of the United States. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 512

Spanish in the United States (3)

Sociolinguistic functions of the various social and stylistic varieties of Spanish in the US in spoken and written forms. Study of morphological, phonological, lexical, and syntactical differences and similarities with the standard Latin American and peninsular Spanish. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 513

Acquisition of Spanish as a First and Second Language (3)

Survey of theories of first- and second-language acquisition, with emphasis on the acquisition of Spanish. Includes a study of the various dimensions of bilingualism, with emphasis on Spanish-English bilingualism. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 514

The Teaching of Spanish to Child and Adolescent Learners (3)

Study of theories of child and adolescent second-language acquisition. Survey of techniques and methods of teaching Spanish to child and adolescent learners. Emphasis on practical classroom applications consistent with theoretical research in this field. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 515

The Teaching of Spanish to Adult Learners (3)

Study of the theories of adult second-language acquisition. Survey of techniques and methods of teaching Spanish to adult learners. Emphasis on practical classroom applications, consistent with theoretical research in this field. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 520

Theory and Practice of Literary Criticism in Spanish (3)

Analysis and application of methods of current literary theory and criticism in relation to principal texts in Spanish and Spanish-American literature. Techniques of literary scholarship. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 521

Pre-Columbian Spanish American Literature (3)

In-depth examination of pre-Hispanic texts such as the Popol Vuh, Nahuatl poetry and other Aztec, Mayan, Quiché, Quechuan, and Incan religious, legal, and literary texts. Exploration of theories of oral literature. Study of cultural factors affecting literary manifestations in pre-Columbian societies. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 522
Colonial Latin American Literature (3)

In-depth examination of Spanish-American texts produced during the colonial period (1520-1810) in Spanish America. Study of major genres including the chronicles of the conquistadores and major literary figures such as Sor Juana Inés de la Cruz and major movements such as the colonial Baroque. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 523
19th and 20th Century Latin American Literature (3)

In-depth examination of texts produced in Spanish America from the independence period to the present. Study of major genres, literary figures and movements, with an emphasis on the development of national consciousness and the themes of nationality vs. universality. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 524
Latin American Literature of the "Boom" (3)

In-depth examination of Spanish American authors such as Borges, Rulfo, Fuentes, Vargas Llosa, García Marquez, and Carpentier. Emphasis on the innovative structure and language brought to Hispanic literature by this movement. Study of cultural, social, political, and literary factors that contributed to the emergence of this movement. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 525
Contemporary Latin American Literature (3)

In-depth examination of post-"boom" Spanish American authors to the turn of the century. Emphasis on the contributions of women authors. Study of representative works in all genres. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 526
Chicano/Latino Literature in Spanish (3)

In-depth examination of U.S. authors who write in Spanish and/or who are of Hispanic descent. Discussions of issues such as otherness, decanonization, and ethnicity. Exploration of social, political, economic, and other factors that affect literary production and dissemination. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 531
Medieval Spanish Literature (3)

Survey of Medieval Spanish literary manifestations, including analysis of both written and oral literature. Study of masterpieces such as the Poema del Mío Cid, El Libro de Buen Amor and La Celestina, as well as non-canonical literature of the Medieval period. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 532
Golden Age Spanish Literature (3)

Study of literature in Spain during the Renaissance and Baroque (Golden Age) periods. Survey of canonical and non-canonical works of poetry, narrative, and theatre. Exploration of social and political factors affecting literary production during this time period. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 533
18th and 19th Century Spanish Literature (3)

Study of the principal literary works representing the following literary movements/periods in Spain: Enlightenment, Romanticism, Realism, and Naturalism. Includes canonical and non-canonical works in all major genres. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 534
20th Century Spanish Literature (3)

In-depth study of literary currents and representative works of poetry, narrative, theatre, and essay from the early 20th Century to modern day Spain. Emphasis on the Generations of 1898 and 1927, the effects of the Spanish Civil War on literary production, and the changes in literary production in post-Franco Spain. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 540
Contemporary Mexican Society (3)

In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in modern-day Mexico. Includes discussion of Mexican-U.S. relations. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 541
Contemporary Spanish Society (3)

Study of the social, political, economic, religious, and artistic factors that contribute to life in modern-day Spain. Includes discussion of Spanish-U.S. relations. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 542
Contemporary Central-American Society (3)

In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in modern-day Central America. Includes discussion of Central American-U.S. relations. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 543
Contemporary Caribbean Society (3)

In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day Spanish-speaking Caribbean nations. Includes discussion of Caribbean-U.S. relations. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 544
Contemporary Andean Society (3)

In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day Spanish-speaking Andean nations. Includes discussion of Andean-U.S. relations. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 545
Contemporary Southern Cone Society (3)

In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day Spanish-speaking Southern Cone (Cono Sur) nations. Includes discussion of Southern Cone-U.S. relations. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 546
Contemporary U.S. Latino Society (3)

In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day United States for Latinos. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 551
Cinema of the Spanish-Speaking World (3)

Study of Spanish, Spanish-American, or Latino cinema from historical and stylistic perspectives. Emphasis on the study of narration in film and fiction, and the formal links between the two media. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 552
The Hispanic Image in U.S. Film, Television, and Advertising (3)

Exploration of the portrayal of the Hispanic individual and Hispanic groups in print and film media in the United States, by both Hispanic and non-Hispanic film-makers, writers, and companies. Discussion of theories of popular culture, as well as psychological, sociological, political, and economic factors contributing to these images. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 599
Internship in Community Service (3)

Intensive study of a particular aspect of the local Hispanic community, through placement as an intern at a location where the needs of this community are served. Internships may include placement at sites devoted to education, health care, commerce, social services, and international relations. *May be repeated for a total of six (6) units of credit. Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 601
Seminar in Hispanic Civilization (3)

Intensive study of a particular aspect of Spanish, Spanish-American, or U.S. Latino culture and civilization. Subject matter may emphasize historical, sociological, political, or economic issues related to the Spanish-speaking world. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 602
Seminar in Applied Linguistics (3)

In-depth analysis of one or more methodologies of second language acquisition and instruction. Linguistic research and classroom applications of selected methodologies. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 603
Seminar in Author Studies (3)

Critical study of a major author or authors of the Spanish-speaking world. Special attention to biography, culture, and literary background. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 604
Seminar in Genre Studies (3)

Examination of Hispanic literature with an emphasis on a particular genre or sub-genre; for example: poetry, narrative, theatre, autobiography, and essay. Includes a discussion of literary theory pertinent to the genre studied. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 605
Seminar in Regional Studies (3)

Examination of the literature, culture, or linguistic patterns of a specific area of the Spanish-speaking world; for example: Mexico, Spain, Central America, the Caribbean, the Andean region, the Southern Cone region, and the Spanish-speaking United States. *May be repeated for a total of six (6) units of credit with new course content. Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 606
Seminar in Gender Studies (3)

Examination of "otherness" in Hispanic literature through the study of works written by individuals who explicitly or implicitly identify themselves as part of a group defined by its gender or sexuality. Works of female, gay, and lesbian authors will be studied in conjunction with pertinent theoretical frameworks. *Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.*

SPAN 610
Multimedia in Spanish Instruction (3)

Theory and applications of teaching Spanish through multimedia and interactive technologies. Research and development of interactive multimedia programs for use in the classroom and in the language laboratory. Conducted in Spanish. Prerequisite: Graduate standing in Spanish or consent of instructor.

SPAN 695
Supervised Teaching of Spanish at the University Level (3)

A practicum course devoted to the teaching of lower-division Spanish language courses at CSUSM. Requires attendance at various meetings and workshops throughout the semester. *All Teaching Assistants must enroll in this course. May be repeated. Units earned in SPAN 695 may not be counted toward the 30-unit requirement for the Master's Degree. Prerequisite: Graduate standing in Spanish and consent of instructor.*

SPAN 696
Directed Individual Study or Research (3)

Individual research or study of a particular aspect of the literature, linguistics, or civilization of the Spanish-speaking world. A written proposal for the study/research must be approved in advance by the student's faculty advisor and the Program Director. The number of units which a student can take depends on the nature of the student's academic goals and the consent of the faculty advisor and graduate committee. *Only six (6) units of credit may be applied toward the Master's Degree in Spanish. Prerequisite: Graduate standing in Spanish and consent of instructor.*

SPAN 698
Preparation for Graduate Examinations (1-12)

Independent research and preparation for taking the Spanish Master's Degree comprehensive exams. *Units earned in SPAN 698 may not be counted toward the 30-unit requirement for the Master's Degree in Spanish. Graded Credit/No Credit. Prerequisite: Graduate standing in Spanish and consent of instructor, faculty advisor, or Department Chair.*

SERVICE SECTOR MANAGEMENT (SSM)

College of Business Administration

SSM 304
Services Management (4)

Theoretical and applied behavioral aspects involved in the effective management of service sector organizations. Concepts include individual differences, motivation, communication, group dynamics, power, conflict, decision-making, and leadership. *May not be taken for credit by students who have received credit for MGMT 302. Prerequisite: All lower-division pre-business core.*

SSM 305
Services Marketing (4)

The United States is the world's first service economy, and services remain the most rapidly growing sector of the U.S. economy. Examines the marketing of services, sources and uses of marketing intelligence, and the consumption experience in both the U.S. and global marketplace. *May not be taken for credit by students who have received credit for MKTG 302. Prerequisite: All lower-division pre-business core.*

SSM 322
Organization Theory and Design in the Service Sector (2)

Analysis of the way organizations respond to conditions in their environment by changing their structural configurations and administrative processes. Focuses on how organizational effectiveness is measured in the service sector, how strategy influences structure, and how organization size and stage in the life cycle influence structural change. *Prerequisites: All lower-division pre-business core and either MGMT 302 or SSM 304.*

SSM 333
Marketing Communication (4)

Marketing communication — including advertising, personal selling and other forms of promotion — is glue that binds organizations with their customers. Course examines the determinants of communication effectiveness and efficiency; the components of marketing communication; and the process of designing, implementing, controlling, and evaluating marketing communication strategies. *Prerequisites: MKTG 302 or SSM 305.*

SSM 342
International Management in the Service Sector (4)

Analysis of international management practices, problems and issues specific to service sector industries. Management strategies for the multinational organization operating in a global environment. Impact of national and cultural characteristics on international competitive performance. *Prerequisites: All lower-division pre-business core, all Foundations of Business courses and either SSM 304 or MGMT 302.*

SSM 352
Principles of Negotiation (1)

The ability to negotiate effectively is an essential life skill. It can make the difference between success and failure in one's career as well as in one's personal life. This course will teach the fundamentals of effective negotiation. Through instruction and classroom exercises, students will learn the skills and techniques necessary to become effective negotiators. Subject matter will include: bargaining styles, goal setting, authoritative standards, use of leverage, and alternate forms of negotiating currency. *May not be taken for credit by students who have received credit for SSM 481B. Prerequisites: All lower-division pre-business core.*

SSM 353

Security Management Issues (4)

Introduction to the profession of private and public sectors security management. Concepts and activities associated with management of organizational security issues in the international arena. Issues include planning, threat assessment, risk management, and computer security. *Prerequisites: All lower-division pre-business core and BUS 302.*

SSM 415

Human Resource Management (4)

Effective management of employees in the service sector such as recruitment and interviewing, training and development, performance appraisal, compensation and benefits, employee relations, workforce demographics, and employment law. *Prerequisites: All lower-division pre-business core and either MGMT 302 or SSM 304.*

SSM 420

Service Operations (4)

Focuses on applying concepts of operations management in the service sector. The objectives are to: (a) Develop an understanding of the key differences between the service and manufacturing sector; (b) Acquire the conceptual and empirical tools for improving performance in the service sector; and (c) foster a constructively critical posture as consumers of services. *May not be taken for credit by students who have received credit for SSM 491S. Also offered as HTM 420. Students may not receive credit for both. Prerequisites: POM 302 or HTM 305.*

SSM 441

Marketing and the Entrepreneur (4)

Examines all aspects of entrepreneurship and intrapreneurship, from developing a viable concept, to advertising, promotion, and selling strategies which apply to both the individual and the given product or service. *May not be taken for credit by students who have received credit for SSM 490B or SSM 491D. Prerequisites: All lower-division pre-business core, MGMT 302 or SSM 304 and either MKTG 302 or SSM 305.*

SSM 442

Customer Analysis (4)

Examines selected aspects of environmental, social, and psychological influences on customer behavior. In-depth study of alternative methods for acquiring customer information using secondary and primary sources. Emphasizes techniques appropriate for performing customer analyses for different types of organizations. Students apply course material through a required customer analysis project. *May not be taken for credit by students who have received credit for SSM 491J. Prerequisites: All lower-division pre-business core, BUS 302, BUS 304, and either MKTG 302 or SSM 305.*

SSM 445

Career Development (2)

Provides students with opportunities to learn about and practice strategies designed to enhance individual career success in the 21st Century organizations. Subject matter includes: Changing nature of careers, finding the right career(s), interviewing and recruiting strategies, skills development, mentoring and networking, and other career development strategies. The course will involve guest speakers, in-class discussions and group activities, personal assessment and analysis, and video illustrations. *May not be taken for credit by students who have received credit for SSM 490E. Prerequisite: All lower-division pre-business core and either MGMT 302 or SSM 304.*

SSM 448

Global and Cross Cultural Marketing (4)

Successful firms realize that exchange of goods and services occurs within a global context. The global context includes the domestic market and is not limited simply to "doing business overseas." Acquaints students with the challenges, constraints, and opportunities presented by the global environment. Emphasis will be placed on the types of marketing strategies that can be used to exploit opportunities and overcome challenges in the global marketplace. Focuses not simply on how to successfully enter markets overseas, but on how strategies in the domestic market can be integrated into a firm's overall global marketing strategy. *May not be taken for credit by students who received credit for SSM 491E. Prerequisites: All lower-division pre-business core, BUS 302, and either MKTG 302 or SSM 305.*

SSM 452

Leadership in Organizations (4)

In-depth analysis of the process of leadership in organizations with a focus on the development of personal leadership skills. Emphasis on students' ability to conceptualize, integrate, and apply diverse approaches to the leadership and motivation of people in organizations. *Prerequisites: All lower-division pre-business core, and either MGMT 302 or SSM 304.*

SSM 461

Management in Different Cultures (4)

Examination of the impact of culture on managerial decisions. Key management decisions in a number of industries and countries are examined to highlight the complexities of management in a global environment. *May not be taken for credit by students who received credit for SSM 491G. Prerequisites: All lower-division pre-business core and all foundations of business courses.*

SSM 481

Selected Topics in Service Sector Management (1)

A survey course of selected topics in service sector management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

SSM 482

Selected Topics in Service Sector Management (2)

A survey course of selected topics in service sector management designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

SSM 483

Selected Topics in Service Sector Management (3)

A survey course of selected topics in service sector management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

SSM 484

Selected Topics in Service Sector Management (4)

A survey course of selected topics in service sector management designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

SSM 485

Selected Topics in Service Sector Management with Lab (4)

A survey course of selected topics in service sector management designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Three hours of lecture and two hours of laboratory. Prerequisites: All lower-division pre-business core, additional prerequisites may vary depending on topic.*

SSM 498

Independent Study in Service Sector Management (1-4)

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Prerequisite: Consent of instructor.*

THEATRE ARTS (TA)

College of Arts and Sciences

There is a Theatre Arts Track in the Visual and Performing Arts major.

TA 300

Storytelling in Society (3)

Designed to demonstrate how storytelling can be used to address social issues. The class will use real-life controversy — one relevant to this community — as a base. Students will do substantial research on a chosen topic/ issue and then use that information to write and perform a play. Students will be encouraged to be creative; to experiment with non-traditional formats of stage production. Not all students will perform in the play. However, all students will be involved in mounting the production by way of design, dramaturgy, stage management or technical design. The final goal of the course is to have the play performed for the community. A post-play discussion will follow each performance. *Two hours of lecture and two hours of laboratory.*

TA 301

Acting (3)

A studio class centered around the student's practice of basic acting techniques. Each student will be required to prepare a monologue and a scene to be performed in class. Basic approaches to theatrical movement and voice will be explored.

TA 303

Materials and Structures of Theatre (3)

Advanced work in the analysis of dramatic works and the application of current and historical theories. A study of the elements, genre and structures using examples drawn from a broad historical and cultural spectrum to be taken concurrently with VPA 302. *Prerequisites: Completion of twenty-one (21) units of lower-division theatre courses or consent of instructor.*

TA 320

Modern World Theatre in Europe and Latin America (3)

Through individual and group readings, students will study European and Latin American dramatic works. Focuses on the relationship between theatre in both form and content, and the society giving rise to a particular work. Works drawn from both the traditional and emerging canon will be examined in terms of acting style, content, imagery, and motive. Students will examine plays from other countries considering their perspectives, relevance and meaning to our own multicultural society in light of prevailing world conditions. Issues such as identity, gender, sexuality, race, class, community, and ethnicity will be analyzed through in-class discussions and library research.

TA 323

Power and Popular Culture (3)

Through critical analysis of advertising, popular film, theatre, and television, this course offers an active interdisciplinary approach for exploring the way women, gays, ethnic minorities, and individuals of different classes are portrayed, allowed access, and share power within these mediums as both cultural expressions and fields of employment. The analysis of popular culture and the meaning it reflects in light of prevailing world conditions poses an awareness of the subsequent choices confronting individuals and communities in U.S. society. Issues of identity, gender, sexuality, race, class, community, and ethnicity will be considered not only for their cultural expression but as the mechanisms of larger world systems. Through individual and group readings, in-class discussions, and film showings, this course will provide ample opportunities for the development of in-depth research projects.

TA 325

Latino/Chicano Theatre in the United States (3)

Through individual and group readings of specific works of theatre, this course will examine the role of Latino/Chicano Theatre as a part of American Theatre and a distinct voice in World Theatre. Students will examine social, political, and aesthetic elements which have given rise to the development of Latino/Chicano theatre, including the struggle for justice, cultural and community integrity, biculturalism, bilingualism, identity, race, and cultural chauvinism. The perspectives and works of other Latino populations will be included as part of an examination of comparative and competing Latino world views within the United States. The course will include a performance aspect.

TA 326

African-American Theatre (3)

Examines some of the major works by African-American playwrights. Significant attention will be given to etiology of the "Stage Negro," beginning with Uncle Tom's Cabin and blackface minstrelsy. Taught from an African-American perspective, where all aspects of the world are referenced in African-American culture.

TA 327

The Caribbean Carnival (3)

The Caribbean island of Trinidad is known world-wide for its Carnival Mas'. Brazil's Carnival and Mardi Gras in New Orleans are examples of similar festivals held at the same time of the year. Looks at the Trinidadian Carnival Mas' as a form of theatre. Students will study the history of Carnival as well as the preparation and execution of the various components of this annual event. This course should be of particular value to those interested in the link between Caribbean performance traditions and the African Diaspora. Students will have the opportunity to investigate Carnival from a wide range of academic perspectives: pan music (steel drums), costume design and construction, and various acting and dance styles.

TA 328

Stage to Film (3)

Through play readings, viewing selected films of plays, and occasional attendance at performances, students will examine distinctions between media and issues pertaining to cultural production in the United States. Students will compare and contrast aesthetic, economic, social, and political issues involved in the translation and adaptation of stage plays to film.

TA 401

Play and Screenwriting I (3)

Introduces students to techniques used in the process of writing for the stage and the screen (film and television). Readings and guest lectures will complement the writing process in which students will be engaged. Issues of responsibility of the writer to his/her community will be addressed in relationship to the play/screen scripts viewed and read for class. Methods of analysis of the text and development of critical thought on the social issues surrounding the work will be discussed. Much emphasis will be placed on the fact that writing for the stage, screen or radio has little to do with written text on a page. Students will examine scripts and follows them from page to stage by attending live performances and movies available locally. *May be repeated once for credit with a different instructor .*

TA 410

Contemporary American Theatre — Society's Taboos (3)

Through individual and group readings, this course presents theatre written and performed as a document of society's concerns. Analysis of representative dramatic pieces from different cultures and/or ethnic groups in the United States. Considers relevant historical, cultural, and philosophical perspectives and the meaning each work offers within the context of our multicultural society. Explores the relationship between art and politics through issues including identity, gender, sexuality, race, class, community, and ethnicity. This exploration will include in-class discussions, library research, and attendance at theatre events.

TA 421

Viva el Teatro — Spanish Theatre in Performance (3)

Offers an active interdisciplinary approach to the study of theatre. Following the presentation of a historical and theoretical background, students will approach and analyze texts both as works of literature and as theatre in performance. Issues of gender, class, community, and sexuality contained in the plays will be explored within an aesthetic context. The critical imagination of participants will analyze and appreciate different historical and cultural perspectives needed for bringing contemporary meaning to texts from other cultures and periods. This appreciation of perspectives will include consideration of social, cultural, political, religious, economic, and philosophical systems which pose the major problems that theatre art addresses and confront individuals in any given age. *Also offered as SPAN 421. Students may not receive credit for both. Recommended: TA 301. Two hours of lecture and two hours theatre activities. Prerequisite: SPAN 311 or higher or consent of instructor.*

TA 480

Theatre Activities for Children and Adults (3)

Explores various modes of expression in the theatre arts through active in-class learning based on independent and group work. Students will gather material through library research, then analyze and synthesize material into texts for performances in the classroom and in the community. The material used in class provides for the examination and comparison of different cultural perspectives as seen through dramatic texts and theatrical exercises. These different cultural perspectives include an awareness of the changing conditions in our world and the role of theatre/art work as a voice and tool of understanding within this context. Provides students with a platform for self-examination and challenges within an aesthetic and cultural environment geared towards the non-professional. An emphasis will be placed on theatre activities that can be applied to the K-12 classroom. *May not be taken for credit by students who have received credit for TA 480S. This course satisfies the Liberal Studies requirement for work in the Fine Arts and Humanities (Studio Arts). Two hours lecture and two hours theatre activities.*

TA 489

Theatre Production Workshop (3)

Provides students with an engaging and practical experience essential for understanding and synthesizing theoretical and textual work in theatre arts. Students will participate in various aspects of play production, analysis, and research including acting, play development, library research, technical theatre, and audience development. Stage work will include rigorous interactions between participants, the professor and the text. Technical theatre work may include lighting, sound, scenic construction, and stage management. Theatre experience is desirable. *Two hours lecture and three hours rehearsal activity.*

TA 495

Internship (1-3)

Designed to link the student directly with a selected and approved theatre or individual for the purpose of providing additional creative and/or studio skills as sell as a practical understanding of the discipline. *Graded Credit/No Credit. May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.*

TA 498

Independent Study (1-3)

This course is intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved by the Visual and Performing Arts Independent Study Committee and supervised by a faculty member or academic advisor. *May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.*

TA 499

Independent Research (1-3)

Designed for students with demonstrated capacity for independent research, field, creative and studio work. Research topic must be approved by Visual and Performing Arts Independent Study Committee and supervised by faculty advisor. *May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.*

VISUAL AND PERFORMING ARTS (VPA)

College of Arts and Sciences

VPA 180

Topics in the Arts (3)

Selected topics in the introduction to the visual and performing arts (dance, music, theatre, visual arts); for example, a basic survey of the history of music, theatre, art, and others. *May be repeated for credit as topics change for a total of six (6) units.*

VPA 181

Studio Work in the Arts (3)

Introduction to studio experience in the visual and performing arts. Exploration of fundamental concepts of dance, music, theatre, and the visual arts through basic studio processes such as acting fundamentals, music fundamentals, drawing, basic movement, and dance. *May be repeated for credit as topics change for a total of six (6) units.*

VPA 302

The Process of Art I (3)

First of a two-semester sequence exploring the elements, forms, functions, and meaning of the visual and performing arts in their sociocultural context. Examines how artistic forms interact with each other and with other cultural elements to contribute to the shaping of a society's development. Case studies will utilize classical art traditions and traditional and folk art forms representing many different cultures from throughout the world. Students will be exposed to a comparative view of the various ways that cultures around the globe (including the United States) express the meaning and value of life. *Prerequisites: Completion of twenty-one (21) lower-division units sequence in the arts and consent of instructor.*

VPA 303

The Process of Art II (3)

Second of a two-semester sequence. Focuses on various forms of artistic expression within the United States. Classic art forms as well as popular, traditional, folk, and mass-mediated forms will be studied. Issues of cultural dissemination, dispersion, diaspora, migration, exchange, appropriation, and hegemony will be discussed. Cultural diversity and the nature of multiple cultural perspectives will also be explored. Examines the fundamental forces that have led to the development of a recognition of multiculturalism in the United States today. *Prerequisites: VPA 302 and consent of instructor.*

VPA 311

Arts of World Cultures (3)

Explores contemporary world cultural practices ranging from indigenous expressions to new electronic forms in a global and multidisciplinary context. Encompasses the arts from regional cultures throughout the world, including Africa, the Americas, Asia, and Europe examined through the multiple viewpoints of gender, race, class, and sexuality. Explores diverse cultural practices shaped by memories and aspirations as well as by personal, collective, and mythic histories. These cultural practices offer transformative paradigms for social engagement and creativity. The exploration of global art theories and practices will assist students in developing their analytical, perceptual, and creative skills. This exploration, in turn, will encourage students to expand the power, clarity, and range of their own voices and visions.

VPA 320
Culture of India through Dance, Music, and Film (3)

Designed to give an insight into the understanding of the culture of India through the appreciation of dance, music, and film. The subcontinent of India is diverse with different languages, customs and traditions, dress, and values which is reflected in the different art forms present therein. The uniqueness of the various performing arts is shown in the subtle yet clear distinctiveness found in the music and dance forms of the north, south, east, and west of India. The course is divided into several sections and will be taught with the help of videos, films, audio tapes, and also guest artists, who will perform lecture-demonstrations.

VPA 380
Topics in the Arts (3)

Selected topics in the visual and performing arts (dance, music, theatre, visual arts), for example, theories of the visual arts, urban aesthetics, African-American music, images of women in the arts, and others. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

VPA 381
Studio Work in the Arts (3)

Studio experience in the visual and performing arts. Exploration of basic concepts of dance, music, theatre, or the visual arts through various studio processes such as drawing, group instrumental lessons, dance movement, or acting. *May be repeated for credit as topics change for a total of six (6) units.*

VPA 402
Multidisciplinary Collaborative Projects (3)

Students will be guided through a series of structural, problem-solving exercises designed to equip them to complete collaborative projects in the arts. The projects will be idea-or theme-centered and require a high level of cooperation from the involved students. The primary disciplines included in the project will be music, the visual arts, and theatre; may also include film, video, and movement. Special emphasis will be placed on the notion of "inclusion" and therefore materials can be drawn from traditional classical cultures, pop materials, electronic sounds and or images, text, and folk art forms. *Prerequisites: VPA 302, 303 and consent of instructor.*

VPA 403
Art in the Community (3)

Provides the student an opportunity to demonstrate his/her ability to integrate the principles, practices, and other experiences acquired in the program beyond individual coursework. Students will learn and apply field research techniques, theory, and appropriate methodologies as well as the operation of field equipment. Emphasis will be placed on the immediate communities of North County as an area of field activity. As a field research experience, the course is designed to enhance the student's understanding of the ethnography of our communities and the role of the arts in the lives of the people. It also will encourage individual and collective creativity in the synthesis of the arts. *Prerequisites: VPA 302, 303, and 402 and consent of instructor.*

VPA 495
Internship (1-3)

Special projects in the arts that focus on work experience with arts organizations, schools, and other community institutions. *May be repeated for a total of three (3) units. Prerequisite: Consent of instructor.*

VPA 498
Special Projects in the Arts (1-3)

Special independent projects in the arts. *May be in research or studio area. May be repeated for a total of six (6) units. Prerequisite: Consent of instructor.*

VISUAL ARTS (VSAR)

College of Arts and Sciences

There is a Visual Arts Track in the Visual and Performing Arts major.

VSAR 293
Studio Art Instruction (3)

Private or small group instruction in studio art. *Prerequisites: Normally open only to Visual and Performing Arts Art Track students with less than one year of lower-division studio art study or who are placed at this level through a portfolio review. Students approved for VSAR 293 must be enrolled in appropriate lower-division art courses. May be repeated for a maximum of eight (8) units.*

VSAR 301
Materials and Structure of Art (3)

Advanced work in the analysis of the visual arts and the application of current and historical theories of art. A study of the elements, genre and structures using examples drawn from a broad historical and cultural spectrum to be taken concurrently with VPA 302. *Prerequisite: Completion of twenty-one (21) units of lower-division art courses or consent of instructor.*

VSAR 302
The Computer and the Visual Arts (3)

Designed to allow the student to explore the computer as a tool for making art. Includes information about contemporary artists and their use of the computer in the creation of artists' books, wall pieces, sculptural and installation works, socially interactive networks, and other art forms. Students will create work utilizing text and image in a number of individual and collaborative projects. Includes a segment on computer ethics, and utilizes word processing and two other applications pertinent to the arts. *Two hours of lecture and two hours of laboratory.*

VSAR 303
Introduction to Video Arts (3)

Skills development in the use of video production and post-production equipment utilizing videotape and computer technologies. Includes all phases of videotape production from conception to finished product ready for broadcast. Includes the theory and practice of electronic time-based video production (concentrating on film-style single camera techniques), linear videotape editing, and non-linear computer based editing. Includes lectures, demonstrations, hands-on skills training, videotape and film screenings, discussions, research papers and field trips. *Two hours of lecture and two hours laboratory. Prerequisite: Concurrently enrolled in VSAR 302 or MUSC 302, or completion of one of these courses, or consent of instructor.*

VSAR 304
Advanced Video Production (3)

Offers students the opportunity to continue to develop and hone skills in television, film-style, and experimental videotape production and post-production. Includes lectures, screening, critiques, and work in a laboratory setting for instruction in advanced video production techniques. Production of a variety of videotapes with an emphasis on public distribution. Development of practical and critical skills through the study and analysis of current issues surrounding the production, interpretation, and dissemination of video in relation to the visual arts. *Two hours of lecture and two hours of laboratory. Prerequisite: VSAR 303 or consent of instructor.*

VSAR 320
Public Expression in the Arts (3)

Examines public art, government funding for the arts, the First Amendment, and censorship. Subject matter will be explored in both a historical and a social context through various case studies.

VSAR 322
Women Artists in the 20th Century (3)

Examines issues crucial to women as visual artists. Subject matter includes: How women use art as a means of self-expression and as a strategy for examining cultural values; the relationship between artistic production and women's traditional acts of reproduction; society's perception of women as artists; and provocative debates introduced into feminist thinking and art by reconsiderations of the charged arena of sexual difference.

VSAR 323

Chicano Art in the Border Region (3)

Survey of Chicano and Chicano-inspired art along the U.S.-Mexico border. Examines recent art forms and practices as represented in the work of individual artists, as well as, cultural groups and organizations. Looks at the influences which have inspired the invention of Chicano art within a community context.

VSAR 325

Pre-Columbian Mesoamerican Art and Society (3)

Examines Pre-Columbian Mesoamerican art as it reflects social, structure, religion, social roles, ideology, economic and political organization, world view, and the family. The course will cover the preclassic, classic, and postclassic periods, focusing on four main cultural areas: the Olmec, the Maya, the Zapotec, Teotihuacan and Classic central Mexico, and the Aztec and Mixteca-Puebla style of highland Mexico. *Also offered as ANTH 325. Students may not receive credit for both.*

VSAR 326

Feminist Art and Motherhood (3)

Critically examines what has been the taboo relationship of motherhood to feminist art and theory as they have developed during the late 20th Century. This interdisciplinary course focuses on the various ways feminist artists, writers, philosophers and other cultural theorists are addressing the dilemmas of representing feminist motherhood and how these approaches are interpreted in contemporary visual culture. Previous historical limitations and mutual exclusivities for women as mothers will be analyzed in relation to new revisionings of motherhood by women and men who have different ethnicities, classes and other varied life experiences.

VSAR 393

Advanced Studio Art Instruction (2)

Private or small group instruction in studio art. *May be repeated for maximum of eight (8) units. Prerequisites: Normally open only to Visual and Performing Arts Art Track students with at least one year of lower-division studio art study. Students approved for VSAR 393 must be enrolled in the core Visual and Performing Arts Program and have consent of instructor.*

VSAR 403

Interactive Multimedia (3)

Studio-oriented discussions offering advanced skills development in the use of interactive multimedia production tools, utilizing audio, video, and computer technologies. Covers the theory and practice of integrated audio, video and computer media production, including all phases of multimedia production from conception to finished product. Course includes: lectures, demonstrations, hands-on skills training, multimedia presentations, discussions, research papers, and field trips. *Two hours of lecture and two hours laboratory. Prerequisites: Completion of Computer Competency Requirement or enrollment in CS 301, or MUSC 302, or PSYC 300, or VSAR 302 or 303.*

VSAR 404

The Arts on the Information Superhighway (3)

Designed to allow the student to explore the Internet and to use the Internet as a resource — graphic, audio, video, and textual — for the production of art projects. Students will create on-line sites for their work which will be available to other university students, and they will be involved in curating virtual exhibitions. Explores the ethical and social implications of the information superhighway and examines the impact of the Internet on the arts. Includes lectures, demonstrations, hands-on training, discussions, and research papers. *Two hours lecture and two hours laboratory. Prerequisites: VSAR 302 or consent of instructor.*

VSAR 405

Critical Theories of the Arts in Cyberspace (3)

Explores the impact of the rapidly developing information technologies of the arts — film, video, literature, music, performance, and visual art. Examines the breakdown of disciplinary boundaries as the interactive multimedia technologies combine video, text, audio, and graphic images. Also explores the social and ethical implications of the new technologies and their relationship to the arts. Students will study artists whose work has been shaped by information technologies and who are helping to define the electronic interfaces and virtual worlds of the future. Includes lectures, demonstrations, hands-on training, discussions, and research papers.

VSAR 422

Art and Technology of the Moving Image (3)

Hands-on approach to survey the history of film making, video production, and the moving image. The parallel developments of projected imagery and animation from the 16th Century through contemporary practices utilizing computer technologies will be covered. Students will acquire practical and critical skills through studying and analyzing the development of theoretical discourses that frame past and current issues surrounding the production and interpretation of the moving image. Films and videotapes addressing diverse cultural, ethnic, and social concerns throughout the world will be screened, analyzed, compared, and contrasted. Includes lectures, screenings, and an introduction to production skills in the basic practices of film and video technologies.

VSAR 423

Critical History of Photography (3)

Designed to allow students to critically examine the early modern development of photography and the medium's contemporary usages, cultural meanings and contested histories. Focuses on the intersections between the photograph as art object, historical record, advertising image and cultural artifact through an examination of the representation of various peoples' cultural histories and identities. Also considers new artistic approaches to redefining the documentary tradition, especially in light of the relationships between photography and new media technologies. Course is based on discussions, lectures, on-site critical viewing, research papers and collaborative projects.

VSAR 440

Advanced Computer Art (3)

Presentation of projects that are characterized by the combination of traditionally discrete artistic disciplines in combination with computer-generated texts and images. Emphasis on manifestation of ideas through class discussion and critique of presented work. *Two hours of lecture and two hours of laboratory. Prerequisite: VSAR 302 or consent of instructor.*

VSAR 480

Art Activities for Children and Adults (3)

Explores various media in the visual arts. No background in the visual arts is required. Emphasis will be placed on arts activities that require few materials and that can be applied to the K-12 classroom. *Satisfies the Liberal Studies requirement for work in the Fine Arts, and Humanities (Studio Arts). Two hours of lecture and two hours of laboratory.*

VSAR 495

Internship (1-3)

Intended to enable eligible students to work directly with selected and approved individual artist or group of artists in creative and/or studio environment. *May be repeated for a total of six (6) units. Graded Credit/No Credit. Prerequisite: Consent of supervising faculty member or faculty advisor.*

VSAR 498

Independent Study (1-3)

Designed for students who have completed upper-division courses in this major area of study. Special topic(s) must be approved by the Visual and Performing Arts Independent Study Committee. *May be repeated for a total of six (6) units. Prerequisite: Consent of faculty advisor.*

VSAR 499

Independent Research (1-3)

Designed for students with demonstrated capacity for independent research, field, creative and studio work. *May be repeated for a total of six (6) units. Prerequisites: Consent of faculty committee and academic advisor.*

WOMEN'S STUDIES (WMST)

College of Arts and Sciences

WMST 101
Introduction to Women's Studies (3)

An introduction to the scholarship, both disciplinary and interdisciplinary, on women with an emphasis on critical thinking. Explores works by and about women, gender roles, and contemporary issues around the world, and analyzes arguments surrounding women's status.

WMST 300
Topics in Women Studies (3)

Special topics in Women's Studies. The course title and description will vary by offering. *May be repeated for credit as topics change for a total of six (6) units.*

WMST 301
Gender and Race in Contemporary Society (3)

Explores the intersection of gender and race in the modern world. Themes include the expression of gender and race in arts and humanities, the structures of discrimination, theories about race and gender, the lively debate across cultural and ethnic lines concerning these issues.

WMST 398
Independent Study (3)

Directed readings under the guidance of an instructor. Several short analytical papers required. *Prerequisites: Consent of instructor and Coordinator of Women's Studies.*

WMST 401
Seminar in Women's Studies (3)

Topic announced each semester prior to registration. Explores readings in feminist theory and scholarship. Includes a cross-cultural or cross-national perspective.

WMST 407
Women United, Women Divided (3)

Examines the social construction of categories of sexual orientation (like heterosexual, lesbian, or bisexual), the resulting social coercion of behavior, and the role that coercion plays in dividing and disempowering women cross-culturally. Subject matter includes the history of romantic relationships between women, contributions made to culture and social institutions, the development of sexual identity in a social context, related political movements, and the psycho-social impact of heterosexism in society.

WMST 424
Women and Health (3)

An exploration of women and health. Analysis of women's health maintenance and disease prevention; gender bias in medical treatment; medicalization of "natural" processes; women and the health system, medical-legal system, and bio-medical research. Subject matter may include, but is not limited to: eating disorders, contraception, sexually transmitted diseases, fertility from pregnancy to birthing, stress and mental illness, menopause, breast cancer, alternative and traditional healing systems. Issues of social class, nationality, race, culture and sexual preference are emphasized throughout. Recommended but not required: previous coursework in the area of health and illness. *Also offered as SOC 424. Students may not receive credit for both.*

WMST 445
Gender and Development (3)

Gender analysis remains in the peripheries of development theory and practice despite evidence which suggests that "modernization" results in disparate outcomes for similarly situated women and men. To bridge this analytical gap in development studies, the course explores the gender dimensions of the dramatic structural changes taking place in the world economy. *Also offered as ECON 445 and PSCI 445. Students may only receive credit for one of the courses. May not be taken for credit by students who received credit for ECON 481B or PSCI 449B.*

WMST 450
Cinema and Gender (3)

Investigates the power of film and the film industry in representing and shaping gendered positions in a variety of cultural settings. Explores dominant and alternative practices of gendering cinematic characters and viewers. May employ particular thematic frameworks (e.g., mothers and daughters, gender and European cinema, women in the silents, or gender and documentary film).

WMST 490
Feminist Perspectives: Theories and Research (3)

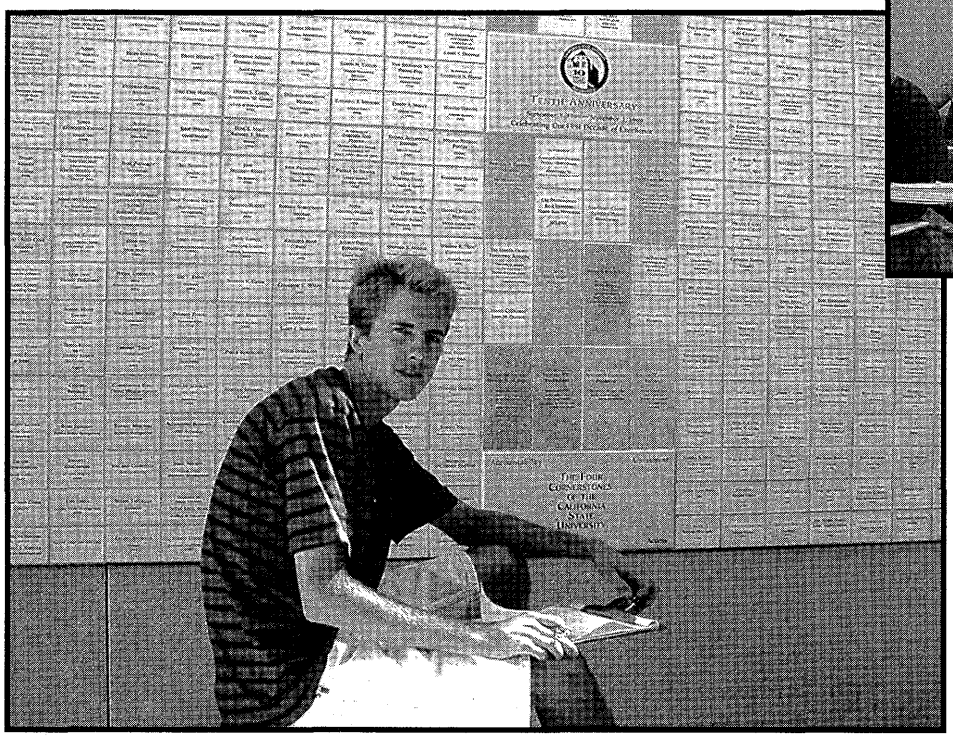
Examines the major schools of feminist theory and feminist approaches to carrying out research on women and feminism using an interdisciplinary approach. Feminist revisions for humanistic and social science theory development and research implementation are included. Students examine the application of feminist perspectives to topics in the humanities and social sciences. Students research projects may include bibliographies, archival research, ethnographic, survey, and literary analysis. *May not be taken for credit by students who have received credit for WMST 390.*

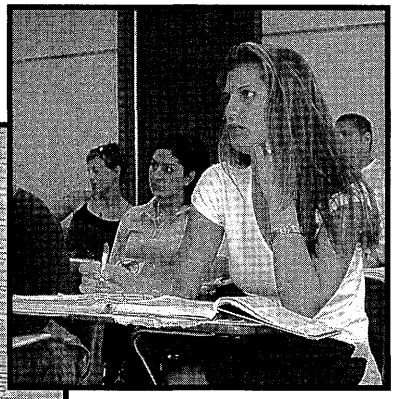
WMST 495
Internship in Women's Studies (3)

Combines readings with placement in an appropriate women's advocacy organization. *Prerequisites: Consent of instructor and Coordinator of Women's Studies.*

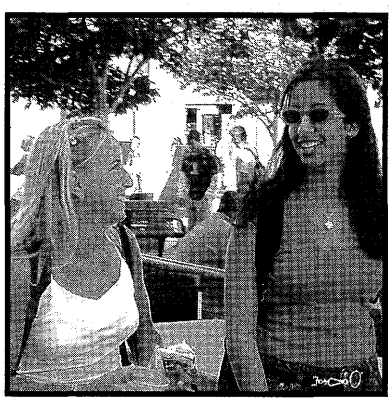
WMST 499
Independent Research in Women's Studies (3)

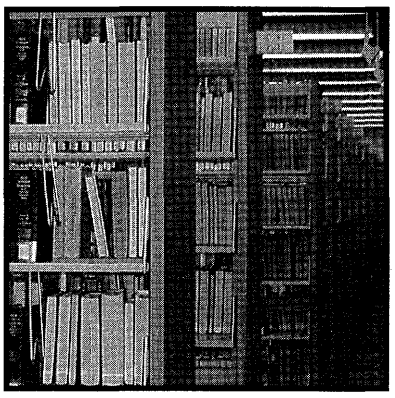
Students develop an extended research paper using primary and secondary sources in consultation with a faculty advisor. *Prerequisites: Consent of instructor and Coordinator of Women's Studies.*





Academic & Administrative Listings







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ACADEMIC AND ADMINISTRATIVE LISTING

Adams, Eddie (1999)
Assistant Director, Human Resources and Equal Opportunity
B.A., California State University, Fresno

Aitken, Wayne (1994)
Associate Professor, Mathematics
B.S., Brigham Young University
Ph.D., Harvard University

Allison, Terry L. (1991)
Assistant to the President
B.A., University of California, Berkeley
M.L.S., University of California, Berkeley
M.A., University of California, San Diego
Ph.D., University of California, San Diego

Anderson, Beverlee B. (1992)
Professor, Business and Marketing
B.S./Admin., The Ohio State University
B.S., Ed., The Ohio State University
M.B.A., The Ohio State University
Ph.D., The Ohio State University

Anderson, W. Thomas (1992)
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B.S., Oklahoma State University
M.B.S., Oklahoma State University
Ph.D., Michigan State University

Anover, Veronica (1999)
Assistant Professor, World Languages and Hispanic Literatures
B.A., Universidad Complutense de Madrid, Spain
M.A., Florida State University
Ph.D., Florida State University

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Coordinator, General Education
Associate Professor, History
B.A., New College, Sarasota
M.A., New York University
Ph.D., State University of New York at Binghamton

Arnold, Roger A. (1990)
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B.S., University of Birmingham, England
M.A., Virginia Polytechnic Institute
Ph.D., Virginia Polytechnic Institute

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B.A., University of California, San Diego
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B.A., Cornell University
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M.S., San Diego State University
Ed.D., Northern Arizona University

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B.A., University of West Florida, Pensacola
M.S., State University of New York, Binghampton
Ph.D., Indiana University, Bloomington

Barsky, David J. (1995)
Associate Vice President for Academic Affairs – Academic Programs
Associate Professor, Mathematics
B.S., University of Delaware
Ph.D., Rutgers University

Bashein, Barbara J. (1995)
Vice President, External Affairs
B.S., Carnegie-Mellon University
M.S., University of Southern California
Ph.D., The Claremont Graduate School

Bates, Kristin A. (1998)
Assistant Professor, Sociology
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M.A., University of Washington
Ph.D., University of Washington

Beavers, Staci L. (1996)
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M.A., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

Bennett, Tom R. (1995)
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M.A., United States International University, San Diego
Ph.D., University of California, Los Angeles

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B.A., University of Wisconsin
M.A., University of Texas
Ph.D., University of Texas

Berghof, Oliver (1995)
Assistant Professor, Literature and Writing Studies
B.A., Oxford University
MA., University of Konstanz
M.A., University of California, Irvine
Ph.D., University of California, Irvine

Berry, Loni (1996)
Assistant Professor, Visual and Performing Arts
B.A., Brown University
M.F.A., Yale University

Biggs, Bonnie (1990)
Associate Librarian
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Black, Robert L. (1992)
Professor, Accounting
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C.P.A., California

Blair, Tom (1993)
Director, Facility Services
B.S., Miami University
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Blasband, David (1999)
Psychologist/Director, Counseling and Psychological Services
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Boehning, Rochelle L. (1990)
Professor, Computer Science
B.S., Pittsburg State University
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M.S., University of Missouri-Rolla
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Bolton, M. Kent (1994)
Assistant Professor, Political Science
B.A., Brigham Young University
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Ph.D., The Ohio State University

Bonomo, Carol J. (1989)
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B.M., Barrington College, Rhode Island
M.A.L.A., San Diego State University

Borin, Jacqueline (1990)
Senior Assistant Librarian
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Bradbury, William (1994)
Associate Professor, Visual and Performing Arts
B.A., Hamilton College
M.A., Miami University
D.M.A., Cornell University

Bray, Richard N. (1994)
Professor, Biological Sciences
B.S., San Diego State University
M.A., University of California, Santa Barbara
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Brenna, Duff (1996)
Associate Professor, Literature and Writing Studies
B.A., San Diego State University
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Brodowsky, Glen H. (1996)
Assistant Professor, Marketing
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M.B.A., State University of New York at Buffalo
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Brown, Robert W. (1997)
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B.S., Saint Mary's College of California
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Ph.D., University of California, Santa Barbara

Caine, Nancy G. (1992)
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B.A., University of Redlands
M.A., San Diego State University
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Callahan, Valerie (2000)
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B.A., California State Polytechnic, Pomona
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Cárdenas, Carolina (1992)
Director, ACCESS
B.A., University of California, Santa Cruz

Ellen Cardoso (2000)
Assistant Director, Human Resources and Equal Opportunity
B.A., Marywood College, Scranton
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Cassel, Susie L. (1996)
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B.A., English/Psychology/Religion, University of Southern California
M.A., Harvard University
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Castaneda, Lillian Vega (1992)
Professor, Education
B.A., University of California, Irvine
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Charles, Jeffrey (1997)
Assistant Professor, History
B.A., University of California, Berkeley
M.A., Johns Hopkins University
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Cherry, Bennett W. (2000)
Assistant Professor
B.A., Point Loma Nazarene College
M.S., University of Arizona
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Chien, David (1992)
Associate Professor, Mathematics
B.S., National Chiao Tung University, Taiwan
M.S., University of Iowa
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Clark, Stella T. (1990)
Professor, World Languages and Hispanic Literatures
B.A., University of Mississippi
M.A., University of Kansas
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Cline, Zulmara (Zee) (2000)
Assistant Professor, Education
B.A., University of California, Santa Barbara
M.A., University of California, Santa Barbara
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Coad, Lora (1992)
Director, Southwest Riverside County Site
B.A., California State University San Marcos
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Cohen, Larry W. (1989)
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Cooper, Tay (1999)
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Coronado, Deborah (1990)
Associate Director
Human Resources and Equal Opportunity

Dantas, Maria Luiza (1999)
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B.A., Catholic Pontific University
M.A., Ohio State University
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Dennis, David (1999)
Assistant Director of Construction
B.S.C.E., Auburn University
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Detzel F. Larry (1999)
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B.A., University of Colorado
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Decker, Russell L. (1994)
Director, Planning, Design and Construction/Executive Dean
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Associate Professor, Education
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M.S., Barry University, Miami
Ed.D., University of San Francisco

Diehr, George (1990)
MBA Program Director
Professor, Management Science
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M.B.A., University of California, Los Angeles
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Diekman, Kristine (1997)
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Dome, Nancy (2000)
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Dovenbarger, Barbara (1992)
University Controller
B.A., Pepperdine University
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Eisenbach, Regina J. (1991)
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B.A., University of Miami
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Elise, Sharon (1994)
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Evans, Anthony (1997)
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Fabry, Victoria J. (1993)
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Fierro, Ricardo D. (1992)
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Hawkins, Linda M. (1990)
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Holt, Linda (1991)
Associate Professor, Mathematics
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Assistant Director of Administration and Customer Services
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Huber, Bettina J. (1998)
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Associate Professor, Liberal Studies (Communication)
B.A., University of Minnesota
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B.B.A., National Cheng-Kung University, Tainan, Taiwan
M.S., University of Missouri, Kansas City
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Jasien, Paul G. (1991)
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Professor, Chemistry and Biochemistry
B.S., DePaul University
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Associate Professor, Production and Operations Management
B.S., University of Texas at Dallas
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Kang, Eun C. (1991)
Associate Professor, Finance
B.L., Sungkyun Kwan University
M.B.A., University of Michigan
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Karas, Richard H. (1996)
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B.A., University of California, Berkeley
M.A., University of California, Berkeley
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Keating, Joseph F. (1993)
Associate Professor, Education
B.S., State University of New York at Albany
M.S.T., Union College
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Keating, Josephine M. (1994)
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B.S., Gonzaga University
M.S., State University of New York, Albany

Keim, Mary T. (1999)
Assistant Professor, Accounting
B.S., Hastings College
M.Phil., Carnegie-Mellon University
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B.A., San Diego State University
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Kessler, Melody D. (2000)
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King, Alison (1990)
Professor, Education
B.A., California State University, Fullerton
M.A., California State University, Long Beach
Ph.D., University of California, Riverside

Klotz, Patricia (1995)
Human Resources Manager, Foundation
B.S., Bob Jones University
B.M.U., Lebanon Valley College
M.B.A., California State University San Marcos

Knoblock, Dora (1990)
Director, Parking Services
B.A., San Diego State University

Knowles-Yánez, Kimberley (1998)
Assistant Professor, Liberal Studies
B.A., University of Washington
M.R.P., Washington State University
Ph.D., University of Illinois, Urbana

Kritser, Brenda (1994)
Director of Operations, Annual Fund, Prospect Research
B.A. Wartburg College, Iowa

Le Gras, Cheryl (1994)
Senior Director, College Success Services
B.A., California State University, Northridge
M.S., California State University, Northridge

Leiter, Linda (1990)
Director, Business Services and Risk Management
President/Director of Business Services
B.A., University of California, Santa Barbara

Leu, Jack Y. (1991)
M.B.A. Program Director
Associate Professor, Operations and Information Technology
B.A., The National Taiwan University
Ph.D., Virginia Polytechnic Institute and State University

Lilly, Steve (1990)
Dean, College of Education
Professor, Education
B.S., Bellarmine College
M.A., Peabody College
Ed.D., Peabody College

Lin, Hung-Yu (1996)
Assistant Professor, Computer Science
B.S., Tunghai University, Taiwan
M.S., University of Missouri-Kansas City
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Liss, Andrea (1996)
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Lombard, Anne S. (2000)
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B.A., Harvard University
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Lou, Sheldon X.C. (1993)
Professor, Production and Operations Management
B.S.E.E., Quig-hua University, Beijing
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Loucks, Richard (1992)
Director of Accounting Services
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Director, Academic Computing
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Professor, Psychology
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M.A., University of California, San Diego
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B. Arch., Virginia Polytechnic Institute and State University

Marcus, Carolyn (1999)
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Meilich, Ofer (2000)
B.S., Technion, Israel
M.B.A., Tel-Aviv University, Israel
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Marion, Robin (2000)
Assistant Professor, Education
B.S., University of California, Davis
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Martín, Francisco (1994)
Associate Professor, World Languages and Hispanic Literatures
B.A., Universidad de Valladolid, Spain
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B.A., University of California, San Diego
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Masur, Dennis (2000)
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McDaniel, Janet E. (1991)
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M.Ed., University of Washington
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McDuffie, Michael (1996)
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B.A., New College, Sarasota
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Mekenye, Reuben (1996)
Assistant Professor, History
B.A., National University of Lesotho
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Melcher, Trini U. (1989)
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B.S., Arizona State University
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Mendoza, José A. (1994)
Associate Professor, Chemistry and Biochemistry
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Dean, Extended Studies (Interim)
Professor, Literature and Writing Studies
B.A., University of California, San Diego
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Metoyer, Cynthia Chavez (1994)
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B.A., New Mexico State University
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Mitchell, Susan E. (1996)
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Montanari, John R. "Dick" (1991)
Professor, Management
B.S., University of Dayton
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Moore, Richard (2000)
Director of Communications
B.A., University of Missouri, Columbia
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Morris, G.H. "Bud" (1997)
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B.A., University of Texas at Austin
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Moustafa, Mohamed (2000)
Dean, College of Business
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B.S., Cairo University, Egypt
M.S., University of Illinois, Urbana
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Nava, Carmen (1996)
Assistant Professor, History
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Necochea, Juan (1997)
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Neelon, Tejinder (1994)
Associate Professor, Mathematics
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Nelson, Jamie (1991)
Director of Alumni and Parent Relations
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Ng-Alston, Karno (1998)
Assistant Professor, Chemistry and Biochemistry
B.S., Southwestern Oklahoma State University
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Nichols, Stephen M. (1995)
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Nicholson, Karen D. (1997)
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B.S., University of Missouri
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Norman, Katherine (1996)
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Norris, Brian J. (1995)
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B.S., Bemidji State University
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Parsons, A. Sandy (1992)
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Pass, Michael (2000)
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Pellettieri, Jill L. (1998)
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Dean of Students and Lifelong Learning
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M.A., Indiana University
Ph.D., Michigan State University

Schmidt, Michael (1992)
Associate Professor, Chemistry and Biochemistry
B.A., Princeton University
Ph.D., Stanford University

Schon, Isabel (1989)
Director, Center for the Study of Books in Spanish for Children and Adolescents
Professor, Education
Founding Faculty
B.S., Mankato State University
M.S., Michigan State University
Ph.D., University of Colorado

Schultheis, Thomas (1999)
Chief of Police
University Police Department

Schultz, Dean (2000)
Distinguished Teacher in Residence
B.A., San Diego State University
M.A., National University

Schultz, P. Wesley (1997)
Associate Professor, Psychology
B.A., University of California, Irvine
M.A., University of Maine, Orono
Ph.D., The Claremont Graduate School

Schustack, Miriam W. (1991)
Acting Dean, College of Arts and Sciences
Associate Professor, Psychology
B.A., Princeton University
M.S., Yale University
Ph.D., Carnegie-Mellon University

Schwartz, Earl A. (1991)
Associate Professor, History
B.A., University of the State of New York
M.A., University of Missouri, Columbia
Ph.D., University of Missouri, Columbia

Segoria, John V. (1990)
Director, Disabled Student Services
B.A., San Diego State University
M.S., San Diego State University

Seleski, Patricia S. (1990)
Professor, History
B.A., Georgetown University
B.A., Oxford University
M.A., Stanford University
Ph.D., Stanford University

Senter, Gail W. (1990)
Lecturer, Education
B.A., Colorado State University, Ft. Collins
M.A., Colorado State University, Ft. Collins
Ed.D., University of Southern California

Sepinwall, Alyssa (1998)
Assistant Professor, History
B.A., University of Pennsylvania
M.A., Stanford University
Ph.D., Stanford University

Serpe, Richard T. (1993)
Director, Social and Behavioral Research Institute
Professor, Sociology
B.A., California State University, Fullerton
M.A., California State University, Fullerton
Ph.D., Indiana University, Bloomington

Shaw, Linda (1993)
Associate Professor, Sociology
B.A., California State University, Long Beach
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Small, Deborah (1992)
Professor, Visual and Performing Arts
B.A., University of California, Irvine
B.S., University of Pennsylvania
M.F.A., University of California, San Diego

Sonntag, Gabriela (1991)
Associate Librarian
B.A., University of Arizona
M.L.S., University of Texas

Soriano, Fernando (1999)
Associate Professor, Human Development
B.A., University of California, Riverside
M.S., University of Colorado, Boulder
Ph.D., University of Colorado, Boulder

Stivers, Mary Elizabeth (1998)
Associate Vice President for Academic Affairs – Academic Resources
B.S., Morehead State University
M.S., University of Tennessee
Ph.D., University of Tennessee

Stowell, Laurie P. (1992)
Associate Professor, Education
B.A., Capital University
M.A., The Ohio State University
Ph.D., The Ohio State University

Strother, Darci L. (1993)
Associate Professor, World Languages and Hispanic Literatures
B.A., University of Pennsylvania
M.A., University of California, Irvine
Ph.D., University of California, Irvine

Styles, Alan (1998)
Assistant Professor, Financial Accounting
B.A., University of Brighton, United Kingdom
M.S., University of North Texas
Ph.D., University of North Texas

Svatora, Greg (1994)
Business Manager, Foundation
B.A., San Diego State University

Tan, J. Justin (1994)
Associate Professor, Management
B.B.A., Tianjin University, China
M.A., Kansas State University
Ph.D., Virginia Politechnic Institute and State University

Thomas, Marie (1995)
Associate Professor, Psychology
B.A., College of Mount St. Vincent
M.A., Fordham University
Ph.D., Fordham University

Thompson, Edward III (1991)
Assistant Vice President for Academic Affairs
Professor, Political Science
B.A., University of Arizona
Ph.D., Howard University

Thompson, Susan M. (1998)
Assistant Librarian
B.A., University of Denver
M.A., University of Denver
M.L.I.S., University of Denver

Thousand, Jacqueline S. (1996)
Professor, Education
B.A., University of Wisconsin
M.S., University of Vermont
Ph.D., University of Vermont

Townsend, Rene (1998)
Lecturer, Education
B.S., University of Washington
M.Ed., San Diego State University
Ed.D., Northern Arizona University

Trischman, Jacquelin A. (1995)
Assistant Professor, Chemistry and Biochemistry
B.S., Virginia Polytechnic Institute State University
Ph.D., University of California, San Diego

Trujillo, Keith A. (1994)
Associate Professor, Psychology
B.A., California State University, Chico
Ph.D., University of California, Irvine

Tsay, Wenyuh (1998)
Assistant Professor, Finance
B.B.A., National Chiao Tung University, Hsinchu, Taiwan
M.B.A., University of Oregon
Ph.D., University of Utah

Ulanoff, Sharon H. (1994)
Associate Professor, Education
B.A., State University of New York at Buffalo
M.A., California State University, Los Angeles
Ph.D., University of Southern California

Veres, Wayne (1992)
Director, System Development/Software Engineering
B.S., National University
M.S., California State University San Marcos

von Son, Carlos (1997)
Assistant Professor, World Languages and Hispanic Literatures
B.A., University of California, Irvine
M.A., University of California, Irvine
Ph.D., University of California, Irvine

Vourlitis, George Luis (1998)
Assistant Professor, Biological Sciences
B.A., University of California, Santa Barbara
M.S., San Diego State University
Ph.D., University of California, Davis

Wahlund, Thomas M. (1997)
Assistant Professor, Biological Sciences
B.S., Southern Illinois University at Carbondale
M.S., Southern Illinois University at Carbondale
Ph.D., Southern Illinois University at Carbondale

Charles Walden (1999)
Associate Director of Engineering and Operations
B.A. San Diego State University

Wang, Stanley S. (1995)
Associate Professor, Computer Science
B.E., Feng Chia University
M.S., South Dakota School of Mines and Technology
Ph.D., University of Southern California

Ward, Bill (1990)
Director, Telecommunications/Network Services
B.S., Utah State University

Watson, Kathleen (1992)
Professor, Management
B.S., University of Utah
M.B.A., University of Utah
Ph.D., University of Utah

Watts, Jill (1992)
Associate Professor, History
B.A., University of California, San Diego
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Welch, Steven C. (1990)
Professor, Chemistry and Biochemistry
B.S., University of California, Los Angeles
Ph.D., University of Southern California

Wendling, Laura M. (1995)
Associate Professor, Education
B.A., San Diego State University
M.Ed., University of Washington
Ph.D., University of Washington

Whitehorse, David (1992)
Associate Professor, Education
B.A., University of California, San Diego
M.A., University of Hawaii
Ed.S., Point Loma Nazarene College
Ed.D., Northern Arizona University

Willis, Darlene (1997)
Executive Director, Associated Students, Inc.
B.A., University of California, Irvine
M.A., California School of Professional Psychology, Alameda

Worden, Patricia E. (1989)
Vice President for Academic Affairs (Interim)
Professor, Psychology
Founding Faculty
B.A., University of Colorado, Boulder
Ph.D., University of California, San Diego

Wu, Shaun-inn (1991)
Professor, Computer Science
B.S., Soochow University
M.S., New Mexico State University
M.S., University of Texas, El Paso
Ph.D., New Mexico State University

Xiao, Zhiwei (1995)
Assistant Professor, History
B.A., University of Dalian
M.A., College of Saint Rose
Ph.D., University of California, San Diego

Yamashita, Robert C. (1997)
Assistant Professor, Liberal Studies (Interdisciplinary Studies)
B.A., University of Massachusetts, Amherst
M.A., University of California, Berkeley
Ph.D., University of California, Berkeley

Yáñez-Chávez, Aníbal (1992)
Associate Professor, Liberal Studies (Geography)
B.A., University of Wisconsin, Milwaukee
M.A.T., Wayne State University
Ph.D., University of California, Berkeley

Yi, Hua (1999)
Assistant Librarian
B.A., Shanghai Foreign Language Institute
M.A., Vanderbilt University, Nashville
M.L.S., University of Kentucky

Yoshii, Rika (1993)
Assistant Professor, Computer Science
B.S., University of California, Irvine
M.S., University of California, Irvine
Ph.D., University of California, Irvine

Yuan, Yuan (1991)
Associate Professor, Literature and Writing Studies
B.A., Shandong University
M.A., Shandong University
Ph.D., University of Wisconsin-Milwaukee

Zera, Stephen P. (1996)
Assistant Professor, Finance
B.S.B.A., Shippensburg University of Pennsylvania
Ph.D., Florida Atlantic University

Zhang, Sheldon X. (1993)
Associate Professor, Sociology
B.A., Sichuan University
M.A., University of Southern California
Ph.D., University of Southern California

Zwick, Peter R. (1990)
Assistant to the Vice President for Academic Affairs, Global Affairs; Director of Global Affairs; and Presidential Liaison for Global Affairs
Professor, Political Science
B.A., Grinnell College
M.A., Duke University
Ph.D., Duke University

Academic Senate

CRA 1201
(760) 750-4058

The Academic Senate acts as the representative body within the faculty through which the responsibilities of the faculty are exercised. The Academic Senate formulates, evaluates, and recommends to the President the University policies and procedures which pertain to the development, maintenance, and improvement of the University program in academic matters. The Constitution and By-laws of the University Faculty and the Academic Senate establish the basis upon which the Academic Senate participates in the governance of CSUSM.

University Council

The CSU San Marcos University Council is a citizen advisory board consisting of community leaders interested in the development and welfare of the University. The Council advises the President on a number of matters, particularly those affecting University and community relations, and meeting the needs of the service area of the University.

University Council Members

Mr. Joe Bear
Jacobs, School of Engineering San Diego

Mr. Howard Collins
GEICO Direct

Ms. Irma Cota
North County Health Services

Mr. Paul Ecke, Jr.
Paul Ecke Poinsettias

Ms. Ramona Finnila
Carlsbad City Council

Ms. Ann Hunter-Welborn
Hunter Industries

Ms. Sue Kint
Kint and Associates, Inc.

Mr. Kenneth Lounsbery
Lounsbery, Ferguson, Altona, and Peak LLP

Ms. Tamara Moravec
Western Family Financial Services

Ambassador Alejandro Orfila
Orfila Wineries

Mr. John C. Raymond
Greystone Group

Mr. Robert Spanjian
Spanjian Enterprises

CSU San Marcos African American Advisory Council

The purpose of the African American Advisory Council is to unite a cohesive group to support the needs of African American students, staff, and faculty at CSU San Marcos. The aim is to create an unbiased learning and working environment that values and seeks contributions from African Americans.

Community Members

Ms. Lillian Adams
Oceanside Unified School District

Mr. Howard Collins
GEICO

Ms. Olita Harris
Associate Dean of Health & Human Services/SDSU

Mr. Terry Johnson
City of Oceanside

Mr. Reginald Owens
North County NAACP

Ms. Gwyndolyn Wady
MCB Camp Pendleton

Dr. Sharon Whitehurst-Payne
San Diego City Schools

CSU San Marcos Members

Mr. Michael Lewis
Assistant Director, Transfer Services

Ms. Dilcie Perez
Assistant Director, ACCESS

Dr. Garry Rolison
Faculty, Sociology

Dr. Marcia Sawyer
Faculty, Multicultural Studies

Mr. Charles Smith
Upward Bound

CSU San Marcos Hispanic Advisory Council

The purpose of the Hispanic Advisory Council is to promote excellence in educational achievement through ethnic diversity and to monitor, support, and foster the goals and objectives of CSU San Marcos.

Community Members

Mr. Manny Aguilar
Pacific Bell

Ms. Irma Cota
North County Health Services

Mr. Bill De La Fuente
De La Fuente Party Supplies

Mr. Manny Medrano
North County Times

Ms. Gloria Valencia-Cothran
Community Member

Ms. Emily Wichmann
Oceanside Unified School District Board of Education

CSU San Marcos Members

Dr. Juan Necochea
President, Latino Association of Faculty & Staff

Ms. Lupe Medina
Vice President, Latino Association of Faculty & Staff

Dr. Alexander Gonzalez
(Ex-officio)

CSU San Marcos Foundation

The CSU San Marcos Foundation is a non-profit, public-benefit corporation chartered as an auxiliary organization to support the fundamental mission of CSU San Marcos.

The Foundation is governed by a Board of Directors in accordance with its Articles of Incorporation and Bylaws. Requests for further information about the California State University Foundation should be directed to the Foundation Office, (760) 750-4700.

Board of Directors

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Vuetopia

Dr. Bonnie Bade
CSU San Marcos

Dr. Barbara J. Bashein
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Attorney at Law

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Sacramento 95814

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Sacramento 95814

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Speaker of the Assembly
Sacramento 95814

The Honorable Delaine Eastin
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State Superintendent of Public Instruction
Sacramento 95814

Dr. Charles B. Reed
401 Golden Shore
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Long Beach 90802-4210

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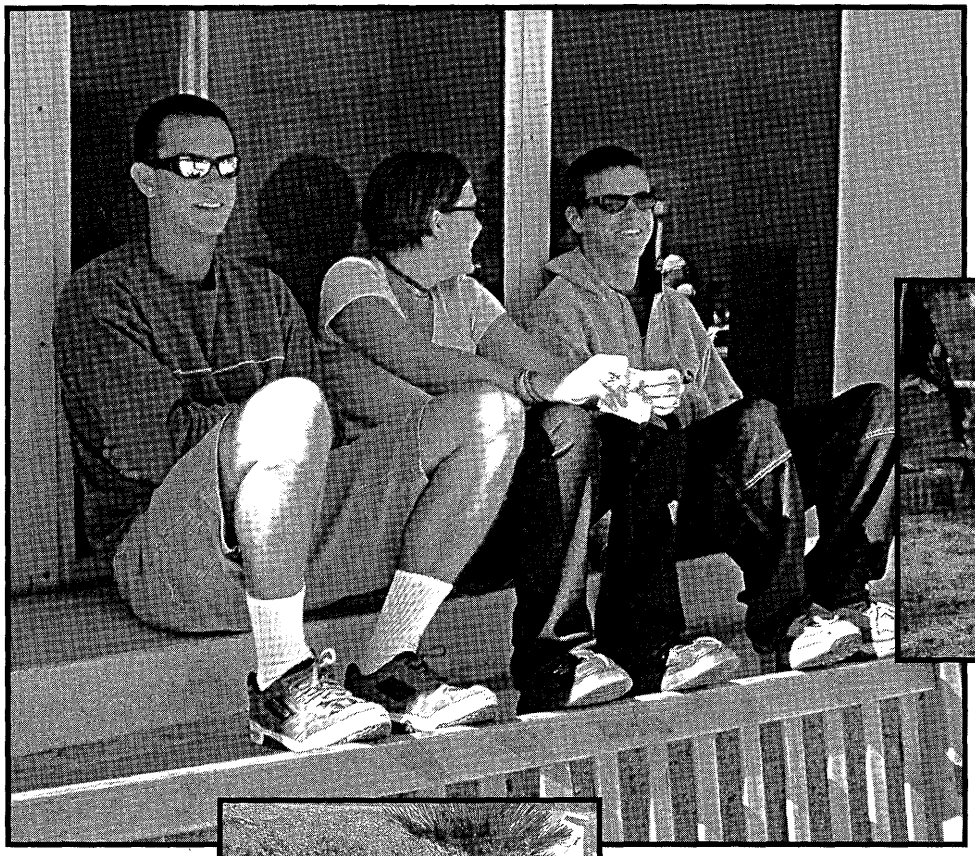
Appointed Trustees

Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed in order of appointment to the Board.

Ms. Roberta Achtenberg (2007)
Mr. William D. Campbell (2003)
Mr. Daniel Cartwright (2002)
Ms. Martha C. Fallgatter (2003)
Ms. Debra S. Farar (2006)
Mr. Robert Foster (2006)
Mr. Murray L. Galison (2007)
Mr. Harold Goldwhite (2001)
Mr. Laurence K. Gould, Jr. (2002)
Mr. William Hauck (2001)
Mr. Shailesh J. Mehta (2005)
Mr. Neel I. Murarka (2001)
Ms. Dee Dee Myers (2004)
Mr. Ralph R. Pesqueira (2004)
Mr. Frederick W. Pierce IV (2000)
Mr. Ali C. Razi (2001)
Mr. Anthony M. Vitti (2005)
Mr. Stanley T. Wang (2002)

Correspondence with Trustees should be sent:

c/o Trustees Secretariat
The California State University
401 Golden Shore
Long Beach, California 90802-4210









Official Notices and Policies

Academic Honesty 315
Office of the Vice President for Student Affairs and Dean of Students 316
Availability of Institutional and Financial Assistance ... 316
Average Annual Cost of Education and Sources of Funds per Full-time Equivalent Student 317
Drug-Free Environment 318
Nondiscrimination Policy 318
Privacy Rights of Students in Education Records 319
Sexual Assault Policy 319
Sexual Harassment 320
Smoking Policy 321
Student Discipline 322

OFFICIAL NOTICES AND POLICIES

Academic Honesty

The maintenance of academic integrity and quality education is the responsibility of each student within this University and The CSU system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

A. Cheating

Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Comments:

1. Faculty members are strongly encouraged to make every reasonable effort to foster honest academic conduct. This includes adequate communication of expectations about what kinds of collaboration are acceptable within the course. Instructors should state in course syllabi their policies and procedures concerning examinations and other academic exercises, as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the instructors of both courses.

B. Fabrication

Falsification or invention of any information or citation in an academic exercise.

Comments:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on the single experiment for several more required analyses.
2. One must use/acknowledge the actual source from which cited information was obtained. For example, a student may not reproduce sections from a book review and indicate that the section was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that he/she deserves additional credit.

C. Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Comments:

1. For example, a student who knowingly allowed copying from his or her paper during an examination would be in violation of this section.
2. Providing information about the contents of an examination to a student who will later take the examination, or taking an examination on behalf of another student are violations of academic honesty.

D. Plagiarism

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

- The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work.
- The act of putting one's name as an author on a group project to which no contribution was actually made; and

–Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

Comments:

1. Direct Quotation: Every direct quote must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for academic departments is outlined by such manuals as the MLA Style Sheet, APA Publications Manual, or K. L. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations or basic scientific laws.

–Material which contributes only to the student's general understanding of the subject may be acknowledged in the bibliography and need not be

immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation format must be used and prompt acknowledgment is required.

Inquiries and assistance in reporting student misconduct is available through the Office of the Dean of Students, Coordinator, University Student Conduct.

Office of the Vice President for Student Affairs and Dean of Students

(760) 750-4056
http://www.csusm.edu/student_affairs/

The Office of the Vice President for Student Affairs and Dean of Students serves as a central administrative and student information resource for the University including management and oversight of College Success Services, Health Counseling and Disability Services, Lifelong Learning Services, Financial Aid and Scholarship Office, and Associated Students Inc. Staff can be most helpful as initial points of inquiry on specific areas, policy information and general student information.

Dean of Students

(760) 750-4935
(TDD 750-4909)

The Office of the Dean of Students provides general information concerning campus policies, procedures, and regulations and offers help to students seeking to resolve campus problems. Students needing assistance with any University matter are invited to begin with this office. Specific policies regarding student grievances and discipline are administered by this office.

Students at CSU San Marcos are subject to the same federal, state, and local laws as other citizens. Of particular importance are regulations established by the State of California through its Education Code. In addition, regulations from the Board of Trustees and the local University directly affect student life on campus. Students are responsible for their behavior on campus and are expected to know and comply with all policies and regulations printed in this Catalog and the Student Guidebook. Information on all policies that affect students is available in the Dean of Students' office. Specific policies can also be accessed at *http://www.csusm.edu/student_affairs/policies/index.html.*

Availability of Institutional and Financial Assistance Information

To obtain information regarding institutional and/or financial assistance contact the administrator(s) and/or department(s) listed below:

Athletic Coordinator
(760) 750-7100

- Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSUSM dedicates to its men's and women's teams.

Cashier's Office
(760) 750-4491

- Information concerning the cost of attending
- If requested, additional costs for specific programs.
- Fees and tuition (where applicable).
- Information concerning the refund policies of CSU San Marcos for the return of unearned tuition and fees or other refundable portions of institutional charges.

Chief of Police
(760) 750-4564

- Information concerning CSU San Marcos policies, procedures, and facilities for students and others to report criminal actions or other emergencies on campus.
- Information concerning the CSU San Marcos annual campus security report.

Counseling and Psychological Services
(760) 750-4910

- Information concerning the prevention of drug and alcohol abuse and rehabilitation programs.

Director of Disabled Student Services
(760) 750-4905 (TDD 750-4909)

- Information regarding special facilities and services available to students with disabilities.

Director of Financial Aid and Scholarship
(760) 750-4850

- Student financial assistance programs, including state grants, available to students who enroll at CSU San Marcos.
- Procedures and forms by which application for student financial assistance is made.
- Student eligibility requirements for financial assistance and the criteria used in determining how financial assistance is distributed among eligible applicants who enroll at CSUSM.
- Rights and responsibilities of students receiving financial assistance including aid provided under federal Title IV student assistance programs.
- The Federal Military Selective Service Act. The Federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive

any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at *http://www.sss.gov.*

Office of Accounting and Fiscal Operations
(760) 750-4482

- Information concerning CSU San Marcos' policies regarding the return of federal Title IV student assistance funds as required by regulation.

Vice President for Academic Affairs
(760) 750-4050

- Information regarding student retention and graduation rates and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest.

Vice President for Student Affairs
(760) 750-4056

- Information concerning grievance procedures for students who feel aggrieved in their relationships with the University, its policies, practices, and procedures, or its faculty and staff.
- Estimates of typical student room and board costs.
- Typical commuting costs.

University Store
(760) 750-4730

- Estimated costs of books and supplies.

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

The 23 campuses and the Chancellor's Office of The California State University are

financed primarily through funding provided by the taxpayers of California. The total state appropriation to the CSU for 2000/2001 (not including capital outlay funding in the amount of $260,033,000) is $2,252,941,000. However, the total cost of education for CSU is $3,015,710,000 which must provide support for a projected 279,403 full-time equivalent students (FTES). The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The total cost of education in the CSU is defined as the expenditures for current operations, including payments made to the students in the form of financial aid, and all fully reimbursed programs contained in state appropriations, but excluding capital outlay appropriations and lottery funds.

The average cost of education is determined by dividing the total cost by the total FTES. The average cost is further differentiated into three categories: State Support (the state appropriation, excluding capital outlay), Student Fee Support, and Support from Other Sources (including federal funds).

Thus, excluding costs that relate to capital outlay, the average cost of education per FTE student is $10,793. Of this amount, the average student fee support per FTE is $1,831. (The State University Fee, application fee, and student body fees are included in the average costs paid by the students; individual students may pay less or more than $1,831, depending on whether they are part-time, full-time, resident, or nonresident students.)

2000/2001	Amount	Average Cost per FTE Student	Percentage
Total Cost of Education*	$ 3,015,710,000	$ 10,793	100
• State Appropriation**	$ 2,252,941,000	$ 8,063	75
• Student Fee Support	$ 594,217,000	$ 2,127	20
• Reimbursements	$ 168,552,000	$ 603	5
Detail:			
Total State Support	$ 2,252,941,000		
Total Support *(including State General Fund appropriation, student fee support, and support from other sources)*	$ 3,015,710,000		

* Based on final campus budget submissions subsequent to the passage of the Budget Act. Totals may differ slightly from other CSU published amounts.

**Includes mandatory cost increase of $18.4 million; 3% increase in enrollment of $52.5 million; 3.8% general compensation pool increase of $89.4 million; technology access, training, and support services of $10 million; plant maintenance increase of $12 million; student assistance and faculty alliance outreach programs of $14.4 million; and campus-specific applied research, educational, and state-requested investments of $16.8 million.

Drug-Free Environment

In compliance with the federal Drug-Free Schools and Communities Act Amendments of 1989, CSU San Marcos certifies that the University will be a drug-free workplace and learning environment and that the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances by employees and students of the University is prohibited. Violation of this prohibition may result in appropriate disciplinary actions up to and including termination of employment or expulsion from the University.

Employees or students with questions about the dangers of drug abuse and/or those seeking information about the availability of employee/student assistance and drug-counseling programs are urged to contact the Director of Human Resources and Equal Opportunity or the Dean of Students, as appropriate.

Federal Drug-Free Schools and Communities Act of 1989

CSU San Marcos is committed to achieving and maintaining a campus community that fosters personal and institutional excellence and strives to provide conditions under which the work of the University can go forward freely, with the highest standard of quality and integrity. In keeping with this commitment, all faculty, staff, and students are urged to ensure that the campus is free of the problems of substance abuse and dependency. For information regarding the Federal Drug-Free Schools and Communities Act of 1989, please contact the Office of the Dean of Students, (760) 750-4935 or visit the CSUSM home page in the Campus Wide Information System.

Immigration Requirements For Licensure

On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96 which requested that The CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of the Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193). The Act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation is available from Richard Riehl, Executive Director of Enrollment Services, CSU San Marcos, San Marcos, CA 92096-0001, (760) 750-4809.

Nondiscrimination Policy

Gender

The CSU does not discriminate on the basis of gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination (including harassment) on the basis of gender in education programs and activities operated by CSUSM. Such programs and activities to include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSUSM may be referred to:

- Human Resources and Equal Opportunity Office, (760) 750-4416;
- The Office of the Dean of Students, (760) 750-4935; or
- The Regional Director of the Office for Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 together with the regulations adopted thereunder prohibit such discrimination. Questions regarding forms of reasonable accommodation and/or prohibited discrimination may be referred to:

- The Office of the Dean of Students, (760) 750-4935, or
- The Human Resources and Equal Opportunity Office, (760) 750-4416.

Race, Color, National Origin, or Disability

The California State University complies with the requirements of Title VII of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted thereunder. No person shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination (including harassment) under any program of the University. Inquiries concerning Title VII may be referred to:

- Human Resources and Equal Opportunity Office, (760) 750-4416, or
- The Office of the Dean of Students, (760) 750-4935.

Age, Ethnicity, Religion, Sexual Orientation, Pregnancy, Marital or Veteran Status

The California State University does not discriminate on the basis of age, ethnicity, religion, sexual orientation, pregnancy, marital or veteran status in any of its programs or activities. CSUSM complies with all applicable federal and state laws and regulations and Trustee policies in this area. Inquiries concerning compliance may be referred to the Human Resources and Equal Opportunity Office, (760) 750-4416.

Privacy Rights of Students in Education Records

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect the privacy of students concerning their education records maintained by the campus. Specifically, the statute and regulations govern access to student records maintained by the campus and the release of such records. In brief, the law provides that the campus must provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that the student's written consent before releasing personally identifiable data from the student's records except under certain conditions.

California State University San Marcos (CSUSM) has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Office of the Executive Director of Enrollment Services. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records and the information contained in them; (2) the official responsible for the maintenance of each type of record; (3) the location of access lists that identify persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) the access rights of students; (6) the procedures for challenging the content of student records; (7) the cost which will be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education (DoE). The office and review board that has been established by DoE to investigate and adjudicate violations and complaints is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may be defined by a campus to include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

CSUSM defines the following items as directory information:

- Student's name
- Major field of study
- Dates of attendance
- Full-time or part-time status
- Degrees, awards, and honors received
- Dates degrees conferred

Unless a student objects in writing, directory information as defined above, is subject to release at any time. Written objections should be sent to the Office of the Vice President for Student Affairs, CSU San Marcos, San Marcos, CA 92096-0001.

The Act authorizes access to student records by campus officials and employees with legitimate educational interests. Responsibilities concerning the campus' academic, administrative or service functions and reason for using student records connected with those responsibilities constitute legitimate educational interests. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring). When information from a student's education record is disclosed, the recipient is obliged to maintain the confidentiality of the information received.

Sexual Assault Policy

Philosophy

Concern for others is the standard for personal interaction in the University. CSUSM takes seriously its obligation to uphold the laws of the larger community of which it is a part. The University's Mission Statement values fairness and respect for all persons in the University community. Association with the University imposes the additional obligation on every person to abide by all the rules and regulations of The California State University as well as all local, state, and federal laws.

Policy

CSU San Marcos will not tolerate sexual assault in any form. Where there is evidence that sexual assault has been committed, on campus or at a University-related event, severe disciplinary action will be initiated, including the possibility of suspension or dismissal for employees and suspension or expulsion for students. In addition, criminal remedies may be sought by the victim through appropriate legal channels. Due process in all University proceedings will be ensured.

Definition and Legal Background

The California Penal Code Sections 261 and 243.4 and Assembly Concurrent Resolution No. 46 (September 14, 1987) define sexual assault as follows:

Sexual Assault is any involuntary sexual act in which a person is threatened, coerced, or forced to comply against her/his will;

Rape is forced sexual intercourse perpetrated against the will of the victim or when she/he is unable to give consent (i.e., unconscious, asleep, or under the influence of alcohol or drugs) and may involve physical violence, coercion, or the threat of harm to the victim;

Acquaintance Rape is rape by a non-stranger which could include a friend, acquaintance, family member, neighbor, co-worker;

Date Rape is rape by someone the victim has been or is dating;

Sexual Battery is unwanted touching of intimate body parts.

Education

A variety of educational literature, brochures, pamphlets, and videos about sexual assault and rape are available in the library, Counseling and Psychological Services, and Student Health Services. Programs targeted for students and other University personnel are scheduled during the academic year. These programs provide factual information about sexual assault, promote open discussion, encourage reporting, and provide information about prevention to faculty, staff, and both male and female students. The programs focus on prevention and awareness including critical factual information about the prevalence of stranger and acquaintance rape, how and where it happens, its impact, and the relationship between alcohol and drug use and sexual assault. Student Affairs professional staff and campus police participate in annual sexual assault seminars in an effort to enable these personnel to provide appropriate information and counseling to sexual assault victims.

Sexual Assault Reporting Procedures

Persons involved in, or a witness to a campus-related sexual assault should:

A. Call 911 to notify the San Diego County Sheriff's Department.

B. Notify Public Safety, 750-3111. This office will be responsible for notifying appropriate University offices.

Public Safety will be responsible for documentation and reporting, and will ensure records are maintained and distributed to appropriate offices.

Persons possessing knowledge of a campus related sexual assault should report their information to Public Safety. Assistance and support in reporting sexual assault incidents is available through:

- Office of the Dean of Students (760) 750-4935.
- Counseling and Psychological Services, (760) 750-4910
- Human Resources and Equal Opportunity Office, (760) 750-4416

Support Services

Sexual assault violations often result in physical harm, psychological harm, or both. Victims are urged to seek medical and counseling assistance for potential emotional trauma and the possibility of sexually transmitted diseases.

Counseling and Psychological Services
(760) 750-4910

University Student Health Services
(760) 750-4915

Additional community resources:

Women's Resource Center
24-hour Hotline, (760) 757-3500

Battered Women's Services Hotline
(760) 234-3164

Crisis Response Unit
(800) 833-3376

Lifeline Community Services
(760) 726-4900

Rape/Domestic Violence Hotline
(760) 233-3088

Victims of Crime Resource Center
(800) 842-8467

Legal References:
California Administrative Code, Title J, Section 41301(e); 41302.

California Penal Code Sections, 261; 261.6; 220; 240; 243.4; 266.

Chancellor's Executive Order 148; AB 3098; Chapter 423, 1990, AB 365

Sexual Harassment

Philosophy

Concern for others is the standard for personal interaction in the University. The University's Mission Statement values fairness and respect for all persons in the University community. CSU San Marcos takes seriously its obligation to uphold the laws of the larger community of which it is a part. In addition to local, state, and federal laws, association with the University imposes the obligation on every person to abide by all the rules and regulations of The California State University.

Policy

CSU San Marcos will not tolerate sexual harassment in any form. When there is a complaint that sexual harassment has occurred, on campus or at a University event, the University will take steps to investigate the allegations. Where there is evidence of sexual harassment, the University will initiate disciplinary procedures, which may include the possibility of dismissal or suspension of employees and students. Due process in all University proceedings will be ensured. The complainant may also seek prosecution through legal channels.

Definition

Sexual harassment is unwelcomed, objectionable verbal or physical conduct of a sexual nature that adversely affects and intimidates the victim. Sexual harassment occurs when:

- submission to or tolerance of such conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- submission to, or rejection of, such conduct is used as a basis for a personnel or academic evaluation;
- the conduct has the purpose or effect of interfering with an employee's work or a student's academic performance; and
- the conduct has the purpose or effect of creating an intimidating, hostile, offensive, or otherwise adverse working or learning environment.

The following examples illustrate some forms of sexual harassment. This list is not intended to be exhaustive:

- blatant or subtle pressure for sexual activity;
- persistent sexually explicit or sexist statements or anecdotes;
- frequent jokes of a sexual nature;
- repeated staring at a person's body;
- a pattern of objectionable questions or remarks about sexual activities;
- unwanted hugging, patting, kissing, brushing up against someone's body, or other inappropriate sexual touching;
- suggestive or obscene notes or phone calls; and
- the display of sexually explicit pictures or cartoons.

Complaint Process

The University will ensure due process in all sexual harassment proceedings. University policies and procedures related to sexual harassment protect the rights of all members of the University community.

Any student, faculty member, administrator, or staff employee of the University who suspects that he/she has been subjected to sexual harassment as defined in University policy is encouraged to discuss the incident with a recognized University contact.

INFORMAL PROCESS

As part of their official responsibilities within the University, the following individuals are available for initial contact:

- Managers
- Vice Presidents, Deans, Directors, or Department Administrators
- Director, Human Resources and Equal Opportunity, (760) 750-4416
- Counselor, Counseling and Psychological Services
- Student Health Services professionals

The individuals listed above will provide complainants with suggestions for resolving the matter. Options may include:

- Referral to University administrators who will assist the complainant through an informal procedure. The informal procedure may include confronting the alleged harasser, writing a letter outlining concerns, or sitting down with a facilitator to air concerns and seek solutions. The informal procedures require responsible investigation and the confidentiality of involved individuals cannot be guaranteed.
- Referral for personal counseling to Counseling and Psychological Services, local counseling services, or the Employee Assistance Program.

University administrators responsible for informal resolution are:

- Dean of Students, (760) 750-4935
- Associate Vice President for Academic Affairs–Academic Resources, (760) 750-4052
- Human Resources and Equal Opportunity, (760) 750-4416

Formal Procedures

When an allegation of sexual harassment cannot be resolved through the informal process, the University will implement formal procedures.

Formal procedures appropriate to the situation must be followed. Such procedures are governed by law, labor agreements and University policy, which may include affirmative action grievance procedures, faculty and staff disciplinary procedures, CSU Executive Orders and applicable criminal and civil codes.

LEGAL REFERENCES:

—Section 703 of Title VII of the Equal Employment Opportunity Commission, Civil Rights Act of 1964

—Title IX of the Education Amendments of 1972

—Prohibited by Executive Order of the CSU Chancellor's Office in 1981

Smoking Policy

The National Institute for Occupational Safety and Health (NIOSH) has determined that environmental tobacco smoke and sidestream smoke is potentially carcinogenic to occupationally exposed workers. Secondary tobacco smoke can also lead to an increased risk of heart disease in non-smokers.

Because tobacco smoke is also a major contributor to indoor air pollution and a significant health hazard for several populations, and in accordance with Section 19994.30 of the California Code, smoking is prohibited in all buildings and state vehicles where CSUSM employees work or ride.

Smoking is limited to areas outside state vehicles and buildings, and at least fifteen feet from doorways and air intakes. Smoking is prohibited in the Craven Rotunda, atrium outside the bookstore, and stairwells or areas enclosed by the perimeter walls or over hang ceilings of the buildings.

To aid persons desiring to stop smoking, the University offers smoking cessation programs for students, faculty, and staff. Contact Environmental Health and Occupational Safety Services for information on smoking cessation programs.

Student Discipline

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in sections 41301 through 41304 of Title 5, California Code of Regulations. These sections are as follows:

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

A. Cheating or plagiarism in connection with an academic program at a campus.

B. Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.

C. Misrepresentation of oneself or of an organization to be an agent of the campus.

D. Obstruction or disruption, on- or off-campus property, of the campus educational process, administrative process, or other campus function.

E. Physical abuse on or off campus property of the person or property of any member of the campus community or of a member of his or her family, or the threat of such physical abuse.

F. Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.

G. Unauthorized entry into, unauthorized use of, or misuse of campus property.

H. On campus property, the sale, or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

I. Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus President.

J. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.

K. Abusive behavior directed toward, or hazing of, a member of the campus community.

L. Violation of any order of a campus President, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.

M. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.

N. For purposes of this Article, the following terms are defined:

1. The term "member of the campus community" is defined as meaning California State University Trustees, academic, nonacademic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.

2. The term "campus property" includes:

   a) real or personal property in the possession of, or under the control of, the Board of Trustees of The California State University, and

   b) all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

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

4. The term "behavior" includes conduct and expression.

5. The term "hazing" means any method of initiation into a student organization, or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

O. This Section is not adopted pursuant to Education Code Section 89031.

P. Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this article as in effect immediately prior to such effective date.

41302. Disposition of Fees: Campus Emergency; Interim Suspension. The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of The California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

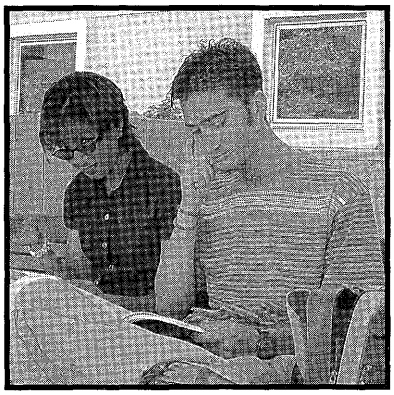
41303. Conduct by Applicants for Admission. Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he/she enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for The California State University. The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for The California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board actions taken under this section.

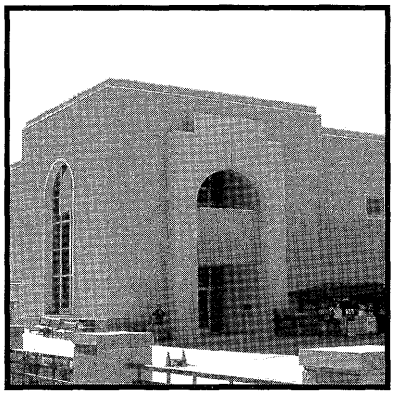
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Index





A

About the University....16
ACT (American College Test) 33
ACCESS (Academic and Community Collaborating and Empowering Student Success 49
ALCI (American Language and Culture Institute) 65
ASI (Associated Students, Inc). 58
ASPIRE....56
ATM Services 50
Absence, Leave of
  Graduate 87
  Undergraduate 79
Academic Advising....56, 91
Academic and Administrative Listing 303
Academic Calendar 23
Academic Freedom 81
Academic Honesty 315
Academic Opportunities 61
Academic Probation and Disqualification 80
Academic Programs 24
Academic Records, Evaluation of 38
Academic Regulations and Graduation Requirements 73
Academic Renewal Policy 80
Academic Senate....310
Accountancy
  Courses (ACCT) 224
  Degree Option 190
Accountancy/Statistics Laboratory 56
Accreditation....7
Accountancy and Finance, Center for 186
Add/Drop and Administrative Withdrawal Policy 77
Administrative Academic Disqualification 81
Administrative and Academic Listing 303
Administrative Withdrawal 76
Admission and Application....27
Admission
  Cancellation 32
  Hardship Petitions 33
  Notification 32
  Provisional 28
  Undergraduate 27
  Transfer Requirements 29
Admission Criteria, Supplementary 38
Admission Requirements
  Freshman 27
  Graduate and Postbaccalaureate 30
  High School Students 33
  International (Foreign) Student 31
  Provisional Admission 29
  Second Bachelor's Degree 31
Tests Required Systemwide 33
Admission to Teaching Credential Programs 31
Admissions, Office of....27
Addresses, CSU Campuses....20
Advanced Placement, Credit for 38
Advanced Placement Tests 33
Advising
  Academic 56, 91
  Pre-Professional (health, law, teaching)....92
Advisory Councils
  African American....311
  Hispanic 311
  University....310
Air Force ROTC 61
All-University Writing Requirement 83
Alumni Affairs 54
American College Test (ACT) 33
American Ideals Requirement 82
American Sign Language 83
Anthropology
  Courses (ANTH) 225
  Minor 93
Applicants
  Adult....30
  Other 30
  Undergraduate Transfer 29
Application
  Acknowledgement 32
  Fee 41
  Filing Periods 32
  for Graduation 79
  Procedures,
    Undergraduate 32
    Graduate and Post-baccalaureate 35
Arts and Lectures 49
Arts and Sciences, College of 89
Astronomy, Courses in 225
Associated Students, Inc. 58
Athletics 49
Attendance, Student 73
Attendance, Continuous Enrollment 73
Auditing Classes....75

B

BCLAD Credentials 211
BCLAD Internship 211
Baccalaureate Degree Programs 24
Bachelor's Degree, Second 31
Barahona Center for the Study of Books in Spanish for Children and Adolescents 69
Barahona Centro para el Estudio de Libros Infantiles y Juveniles en Español 69
Biochemistry 101
Biological Sciences
- Bachelor of Science 95
- Courses (BIOL) 227
- Master of Science 97
- Minor 96

Bookstore (University Store) 50
Business Administration, College of 185
Business Administration, Accountancy/Finance Option 190
- Bachelor of Science 187
- Courses (BA) 226
- Courses (BGA) 227
- Courses (BUS) 231
- Global Business Management Option 191
- High Technology Management Option 192
- Master of Business Administration 196
- Minor 194
- Service Sector Management Option 193

C

CBEST (California Basic Educational Skills Test) 202
CLAD
- Certification 203
- Credentials 204
- Internship 205

CLEP (College Level Examination Program) 38
CSU, The 19
- Directory of Campuses 20
- International Programs 65
- Map of Campuses 21

CSU San Marcos
- Founding Mission Statement 18
- History 17

Calendar 23
Campus Map ....Inside Back Cover
Career and Assessment Center 54
- Services 54
- Disclosure of Career Information 54
- Testing Services 55

Careers in Health 92
Cashier's Office 316
Catalog in Alternate Format 325
Catalog Rights 79
Centers and Institutes 69
Center for Border and Regional Affairs 69
Center, Faculty 70
Certificates, College of Education 213
Chancellor's Office 313
Changes in Rules and Policies 325
Chemistry
- Bachelor of Science 100
- Courses (CHEM) 231
- Minor 102

Class Attendance 73
Clubs, Student 59
College of Arts and Sciences 89
- Mission Statement 89
- About the College 89

College of Business Administration 185
- Vision/Mission 185
- Centers 186

College of Education 199
- Mission and Core Values 199
- Administration and Faculty 200
- Programs Offered 201

College Level Examination Program (CLEP) 38
Communication
- Bachelor of Arts 103
- Courses (COMM) 234
- Minor 104

Community College Credit 39
Community Service Learning, Office of 61
Computer Competency Requirement 83
Computer Science
- Bachelor of Science 105
- Courses (CS) 236
- Master of Science 107
- Minor 106

Computer Consulting Center 58
Computing Laboratories 52
Concurrent Enrollment 31
Continuous Attendance/ Enrollment 73
Conveniences 50
- ATM Service 50
- University Store 50

Councils, CSU San Marcos
- African American Advisory 311
- Hispanic Advisory 311
- University 310

Counseling and Psychological Services (CAPS) 51
Course
Abbreviations 223
Descriptions 224
Expectations 73
Information....73
Load 75
Numbering System....73
Credentials, College of
Education 201
Administrative Services 214
Advanced Credentials 214
BCLAD 211
BCLAD Internship....211
CLAD....204
Internship 205
Concurrent Level I....205
Concurrent Level II 220
Integrated BA/CLAD Credential 204
Professional, Clear....212
Professional Level II 220
Program Listing 201
Reading/Language Arts 216
Credential Application Fee 41
Credit
by Challenge Examination....39
by Extension and Correspondence....39
for Advanced Placement 38
for College Level Examination Program (CLEP) 38
for Extension 39
for International Baccalaureate Certificates/Diplomas....39
for Noncollegiate Instruction....39
from Community College 39
Credit Cards/Checks....41
Credits, Transfer of....38
Criminology and Criminal Justice, Minor in....111
Cross Enrollment Intersystem....31

D

Dance
Contact Information....91
Courses (DNCE) 239
Dean's List Policy 79
Dean of Students....316
Debts Owed to the Institution....42
Declaring a Major 73
Definition of Terms....73
Degree Programs....24
Degree Requirements, Catalog Rights for 79
Degree, Second Bachelor's....31, 82
Disabled Student Services 51
Disciplinary Procedures 322
Discipline, Student 322
Dishonored Checks/Credit Cards Fee 41
Disqualification,
Academic....80
Administrative Probation 80
Distinguished Faculty 13, 15
Double Major Requirements 82
Drama (see Theatre Arts)
Dropping Courses
Procedures for 78
Drops/Adds 77
Drug-Free Environment 318

E

ELM (Entry Level Mathematics) Test 34
EOP (Educational Opportunity Program)....56
EPT (English Placement Test) 33
Earth Science
Contact Information....91
Courses (ES) 252
Economics
Bachelor of Arts....112
Courses (ECON) 239
Minor 113
Education, College of 199
Education, Courses in
Administration (EDAD)....241
BCLAD (EDCS) 242
Education (EDUC)....248
Education, Exceptional Learners (EDEX) 242
Education, Multilingual/ Multicultural (EDML), ...243
Education, Multiple Subject Exceptional Learners (EDMX) 245
Education, Single Subject (EDSS) 246
Education, Mathematics, Science and Technology (EDST) 247
Middle Level (EDMI) 243
Multiple Subject (EDMS) 244
Education, Master of Arts....217
Administration Option 218
Biliteracy, Language and Culture Option 218
Learning and Instruction Option....219
Literacy Option 219
Special Education Option 220
Science, Mathematics and Educational Technology Option....220
Education, Multiple and Single Subject Credentials (see Credentials)
Educational Opportunity Program (EOP) 56
Election of Regulations 79

Eligibility
Index....27
Table....28
Emergency Loan, Student....46
Emergency Procedures....55
English and Mathematics
Proficiency Requirements....34
English Placement Test (EPT)....33
Enrollment
as a Visitor....73
Concurrent....73
Continuous, Attendance....73
Intersystem Cross Enrollment....31
Intrasystem and Intersystem....31
Outside The CSU System....73
Within The CSU system....73
Entry Level Mathematics Exam (ELM)....34
Ethnic Studies
Minor in....114
Evaluation
of Academic Records....38
of Transcripts Fee....41
Evening Degree Programs....62
College of Arts and Sciences....62
College of Business Administration....63
College of Education....63
General Information....62
Graduate Programs....64
Program for Adult College Education (PACE)....66
Extended Studies....64
Extension Credit....64

F

FERPA....319
Faculty Awards
Harry Brakebill Distinguished Professor Award....13
President's Award for Scholarship and Creative Activity....15
Faculty Center....70
Faculty Mentoring Program....57
Family Educational Rights and Privacy Act (FERPA)....319
Fees and
Financial Aid....41
Academic Records Fee....41
Additional....41
Associated Student....41
Credit Card/Dishonored Check....41
Health Facilities....41
Establishment/Abolishment....43
Late Registration....41
Library....41
Orientation....41
Parking....41
Photo ID
Temporary....41
Replacement....41
Refund of....42
Schedule of....41
Special....41
State University Fee....41
Student Union....41
Transcript Waiver Evaluation Fee....41
Film Studies
Courses (FMST)....253
Minor....116
Final Examinations....80
Finance Courses (FIN)....252
Financial Aid
Application Procedures....43
Director....316
Eligibility....44
Scholarship Listings....44
Financial and Institutional Assistance....316
Food Services....50
Foreign Language
Contact Information....91
Courses (FLAN)....253
Foreign Language Subject Requirement....28
Foreign Students, Admission Requirements....31
Foundation, CSUSM....311
Founding Mission Statement....18
Freedom, Academic....81
French
Courses (FREN)....253
Minor in....117
Freshman Admission Requirements....27
Freshman Applicants, Subject Requirement....28

G

GPA....75
Gear Up Program....49
General Education
Contact Information....91
Courses....255, 256
Requirements....84
Geography
Contact Information....91
Courses (GEOG)....255
German
Contact Information....91
Courses (GRMN)....257
Global Affairs, Office of....64
Global Business Management
Courses (GBM)....254
Degree Option....191
Grade Changes....75
Grade Point Average (GPA)....75
for Teaching Credentials....203
Requirement....82
Grading System....74
Plus/Minus....74
Nontraditional....74

Graduate
Admission Requirements 30
Application Procedures 35
Continuous Enrollment and
Time to Degree....87
Courses, Repeat of 86
Culminating Experience....87
Programs 24
Requirements and Special
Regulations 86
Student Leave of Absence 87
Graduation
Application for 79
Advisor....91
Requirements 82
with Honors 80
Writing Assessment,
Graduation Requirement 83

H

Hardship Petitions for
Admissions 33
Harry Brakebill Distinguished
Professor Award 13
Health, Counseling and
Disability Services 51
Health Insurance
Student 42, 52
International 42
Health Professions Advising....92
Health Screening 34
High School Students 33
High Technology
Courses (HTM) 262
Degree Option 192
High Technology Management,
Center for 186
Hispanic Advisory Council....311
History
Bachelor of Arts 119
Courses (HIST) 257
Minor 121
Single Subject Preparation....120
Honors
Program 66
Honors, Graduation with 80
Housing (See Residential Life)
Human Development
Bachelor of Arts 123
Courses (HD) 257
Waiver 125
Humanities
Contact Information....91
Courses (HUM) 263

I

Immigration Requirements
for Licensure 318
Immunization 34, 35
Impacted Programs 38
Incomplete Grades for
Graduating Students....75
Injury and Illness
Prevention Program 55
Institutes, Centers and....69
Insurance Requirement 31
Interdisciplinary Studies
Contact Information 91
Courses (ID)....263
International (Foreign) Students
Admission 31
Courses (IP) 264
Insurance 42
Programs 65
Services 52
Internship CLAD, San Diego 206
Internship CLAD, I-15 207
Intersystem Cross Enrollment....31
Institute, Social and Behavioral
Research....71
Intrasystem and Intersystem
Enrollment Programs 31

J

Japanese
Contact Information 91
Courses (JAPN)....265

L

Laboratories, Computing 52
Language Learning Center 58
Language Other than
English Requirement 83
Learning Assistance Program 58
Leave of Absence 79
Liberal Studies
Bachelor of Arts 127
Courses (LBST) 265
Liberal Studies or Multiple
Subjects Assessment for
Teachers (MSAT) 127
Library and Information
Services 52
Fees....41
Lifelong Learning and
Development 54
Alumni Affairs 54
Linguistics
Contact Information....91
Courses (LING) 266

Literature and Writing Studies
Bachelor of Arts 141
Courses (LTWR) 266
Master of Arts 144
Minor 143
Single Subject Teacher Preparation 143
Load, Student Course 76
Loans, Student Emergency 46
Lower-Division Advising 56
Lower-division General Education Breadth Courses 255, 256

M

MSAT, Liberal Studies or Multiple Subjects Assessment for Teachers 202
Major,
Change of 73
Declaring 73
Major/Minor Requirements for Graduation 82
Making up Missing College Preparatory Requirements 30
Management Information Systems Course (MIS) 275
Management
Courses (MGMT) 274
Map, CSU Campuses 21
Map, CSUSM ....Inside Back Cover
Marketing
Course (MKTG) 275
Master Degree Programs 24
Use of Undergraduate Courses in 74
Mathematics Proficiency Requirements, English and 34
Mathematics
Bachelor of Science 147
Courses (MATH) 270
Master of Science 149
Minor 148
Single Subject Teacher Preparation 148
Mathematics Learning Assistance Center 58
Maximum Number of Units 76
Middle Level
Courses (EDMI) 243
Minors 24
Multiple Subject
Courses (EDMS) 244
Multilingual/Multicultural
Courses (EDML) 243
Multiple Subject Credential
BCLAD 211
BCLAD Internship 211
CLAD Internship 205
Professional, Clear 212
Programs/CLAD 204
Multiple Subject Teacher Preparation Program 92
Music
Courses (MUSC) 275
(see Visual and Performing Arts Program)

N

National Latino Research Center 71
Non-Smoking Policy 321
Nondiscrimination Policy 318
Nonresident Students
Tuition Fee 41
Nonresident Tuition, Determination of 41
Nontraditional Grading 74
Numbering System, Courses 73

O

Off-Campus Site 67
Office of the Chancellor 313
Office of the Vice President for Student Affairs and Dean of Students 316
Official Notices and Policies 315
Open University 64

P

PACE (Program for Adult College Education) 66
Parking Information 55
Parking Refunds 55
Patient's Bill of Rights 52
Peer Advising 91
Peer Health Education 51
Physical Education
Contact Information 91
Courses (PE) 276
Physics
Courses (ASTR) 225
Courses (PHYS) 278
Minor in 154
Philosophy
Courses (PHIL) 277
Minor in 153
Photo Identification 56
Placement Tests 33
Plagiarism 315
Police, University 55
Policies, Official Policies and 315
Political Science
Bachelor of Arts 155
Courses (PSCI) 279
Minor 156

Postbaccalaureate
Admission Requirements 30
Application Procedures 35
Pre-Chiropractic Therapy 92
Pre-Dentistry 92
Pre-Professional Preparation 92
Pre-Health 92
Pre-Law 92
Pre-Medical 92
Pre-Optometry 92
Pre-Osteopathy 92
Pre-Veterinary 92
President's
Message 11
Award for Scholarship and Creative Activity 15
Privacy Rights, Students in Education Records 319
Probation and Disqualification, Academic 80
Procedures for Dropping Classes 78
Production Operations Management Course (POM) 279
Program for Adult College Education 66
Psychological Services, Counseling 51
Psychology
Bachelor of Arts 157
Courses (PSYC) 282
Master of Arts 159
Minor 158
Public Safety 55

R

Records, Office of Registration and 27
Refund of Fees 42
Registration and Records, Office of 27
Regulations, Academic 73
Renewal Policy, Academic 80
Repeating Courses
Graduate 86
Undergraduate 76
Requirements
Computer Competency 83
Double Major 82
General Education 84
Grade Point Average 82
Graduation 82
Language other than English 83
Second Bachelor's 82
Subject 28
TOEFL 33
Tests 33
Transfer Applicants 29
Undergraduate 29
Requirements, U.S. History, Constitution and American Ideals 82
Residence
Determination of 36
Requirements for Graduation 82
Retention and Academic Assistance 56
Riverside County, Southwest 67
Rules and Polices
Changes in 325

S

SAT I (Scholastic Aptitude Test) 27
SASOP (Student Academic Services Outreach Program) 49
SBRI (Social and Behavioral Research Institute) 71
Saturday Classes 62
Schedule of Fees 41
Scholarships 44
Scholastic Aptitude Test I (SAT I) 27
Second Bachelor's Degree
Admission 82
Requirements 82
Service Learning 61
Service Sector Management
Center for 186
Courses (SSM) 294
Degree Option 193
Services and Resources 49
Sexual Assault 319
Sexual Harassment 320
Smoking Policy 321
Social and Behavioral Research Institute (SBRI) 71
Social Sciences
Bachelor of Arts 161
Minor 164
Single Subject Teacher Preparation 163
Social Security Number, Use of 33
Sociology
Bachelor of Arts 165
Courses (SOC) 285
Master of Arts 167
Minor 166
Southwest Riverside County Site 67
Spanish
Bachelor of Arts 169
Courses (SPAN) 290
Master of Arts 172
Minor 171
Special Major
Bachelor of Arts 175
Special Sessions (Winter and Other) 64
Special Regulations and Requirements for Graduate Students 86
Student Academic Services Outreach Program (SASOP) 49

Student Attendance and
Administrative Withdrawal....76
Student Body Fee, Procedure
for Establishment or Abolishment 43
Student
Classification 76
Clubs 59
Course Load 76
Discipline 322
Emergency Loan 46
Financial Aid 43
Health Insurance 42
Student Health
Board 52
Insurance 52
Services 51
Student Government (ASI) 58
Student Life....58
Student and Residential Life....58
Student Records, Privacy
Rights 319
Students with Disabilities 51
Study Abroad 64
Subject Requirements 28
Subject Requirements,
Substitution for Students
with Disabilities 29
Systemwide Tests 33

T

TOEFL Requirement
Graduate
and Postbaccalureate 36
Undergraduate 33
TRIO Programs....49
Teaching Credential
Admission 31, 202
Application Fee 41
Programs 201
Terms, Definition of 73
Test of English as a Foreign
Language (TOEFL) 33
Test Requirements....33
Testing Services 55
Theatre Arts
Courses (TA) 296
(see Visual and Performing
Arts program)
Transcripts 32
Graduate and Post-baccalaureate 35
Undergraduate 32
Transfer Applicants,
Requirements for
Admission 29
Lower-division 29
Upper-division 29
Transfer Credits 38
Trustees of the CSU 312
Tuition
Resident 41
Non-resident....41

U

U.S. History, Constitution,
and American Ideals
Requirement for
Graduation 82
Undergraduate
Admission Requirements 27
Application Procedures 32
Tests and Examinations 38
Transfer Applicants 29
Undergraduate Courses,
Repeat of 76
Use of, in Master's Degree
Program....74
Unit Requirement for
Graduation 82
Units, Maximum Number of 76
University Council 310
University Global Affairs 64
University Honors Program 66
University Library....52
University Police....55
University Store 50
Upward Bound Program....49

V

Values, Mission,
Vision ....Inside Front Cover
Veterans and Veterans' Dependents 35
Vice President for Academic
Affairs....317
Vice President for Student
Affairs....316
Visitor Enrollment 73
Visual and Performing Arts
Bachelor of Arts....176
Courses (VPA) 297
Minor in 180
Visual Arts
Courses (VSAR) 298
(see Visual and
Performing Arts program)

W

Winter and Other Special Sessions....64
Withdrawal, Administrative,
of Student 76
Withdrawal Policy/Add Drop 77
Withdrawing from the Institution 77
Women's Studies
Bachelor of Arts....181
Courses (WMST) 300
Minor 182
Writing Center 58
Writing Requirement,
All University....83