
California State University
SAN MARCOS
2008-2010
Catalog

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Welcome to California State University San Marcos! Are you ready to take the next step in your educational or professional journey? Cal State San Marcos is the place for you. It's not just a place you can find on a map or with your GPS. It's also a place of engagement, a vibrant community, a student-centered learning environment.

How do we know that? Because you tell us! Our Student Opinion Survey consistently says that at least 80% are satisfied or very satisfied with all aspects of their education at Cal State San Marcos. And 90% of them said they would recommend us to others. Our students give us good grades!

This is a special place. A catalog can only help you in making decisions about your academic future. Come to campus to see for yourself, and understand why we say: We're the place for you.



Karen S. Haynes, Ph.D.
President

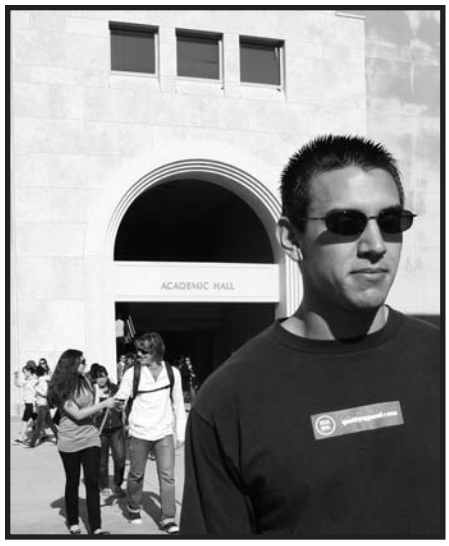


Juan Necochea, Ph.D.

Harry Brakebill Distinguished Professor Award, 2008

It is a great honor to be selected as the California State University San Marcos Brakebill Distinguished Professor Award. This recognition for excellence in teaching is very near and dear to my heart, for I cannot separate who I am from what I do. When your avocation becomes your vocation, you are truly one of the fortunate ones who have the opportunity to live your dreams, while making a difference. This journey in education has been especially poignant for me, because as young boy picking produce in the fields, I never imagined that one day I would be a teacher, principal, and professor, much less one receiving a prestigious award for following my passion. As my mother used to fondly say, "Mijo, Dios es muy grande, por eso nuestro espíritu y amor no tienen límites (Son, God is big, that is why our spirit and love have no limit). My mamá was right, teaching, from the first moments, has been a magical and spiritual journey, without boundaries or limitations, an adventure that has produced tremendous satisfaction, joy, and pleasure. However, I did not make this journey on my own. Along the way, I have been extremely fortunate to encounter so many mentors, colleagues, guides, and students who were the source of inspiration that helped me realized my calling for the profession. I want to thank each and every one of them for helping me in my journey. My success is their success, for I am the person I am because my corazón, spirit and alma were touched by so many special individuals. This is their award .









About the University

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HISTORY OF CAL STATE SAN MARCOS

As far back as 1968, business and civic leaders in North San Diego County were working to interest state legislators and educational leaders to develop a state university in their 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 1989, two decades after local citizens had begun the process, a new state university — CSU San Marcos — was approved through legislation (SB360) and signed into law by then-Governor George Deukmejian. Initial academic planning and the first two years of classes took place at "Cal State Jerome's," as students nicknamed the shopping mall campus while the initial buildings were under construction.

Cal State San Marcos is a fully accredited state university, recognized for quality in undergraduate and graduate academic offerings, and appreciated for its small campus atmosphere. Built with an eye towards the needs of the 21st Century, Cal State San Marcos gives its students the benefits of access to the newest science labs, cutting-edge multimedia computer technology, and the energy of some of the brightest and most enthusiastic faculty in the country.

These 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 classroom.

The campus is rapidly growing to meet the future. The University Village student housing project brings 469 full-time residents to the campus. The M. Gordon Clarke Field House/University Student Union provides the first on-campus recreation and meeting space for students. The Kellogg Library signals a new era in academic support for students, with more than five times the space available in the previous facility. Classes were held for the first time in Markstein Hall, which houses the College of Business Administration and several other departments, in spring 2006.

Along with the construction of new buildings, the campus has been aggressively adding new majors, including kinesiology, criminology, biotechnology, border and regional studies, nursing and mass media. Other majors are planned to follow as the campus adds to its academic offerings in order to meet the needs of the region.

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

HISTORY OF TUKWUT AT CAL STATE SAN MARCOS

In 1990 the first class of students at Cal State San Marcos decided they would like to honor the indigenous people on whose ancestral lands the new university was soon to be built. They approached librarian Bonnie Biggs, who was doing work with the local Indian community. The students wanted to learn the Luiseño words for "mountain lion" and "pioneer."

Ms. Biggs contacted the Rincon Tribal Library, which was involved in collecting oral histories from Luiseño elders. Villiana Hyde, one of the remaining tribal elders still fluent in the language, provided the word "tukwut", which means "mountain lion" in Luiseño.

And so the first class of students at Cal State San Marcos named their first yearbook Tukwut, and the name was unofficially adopted as the mascot of our campus.

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 newest, CSU Channel Islands, opened in fall 2002, with freshmen arriving in fall 2003.

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 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 1,800 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 number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2005 totaled 405,000 students, who were taught by some 22,000 faculty. The system awards more than half of the bachelor’s degrees and a third of the master’s degrees granted in California. Nearly 2.5 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
Horace Mitchell, President
(661) 664-2011
www.csub.edu

California State University, Channel Islands
One University Drive
Camarillo, CA 93012
Dr. Richard Rush, President
(805) 437-8400
www.csuci.edu

California State University, Chico
400 West First Street
Chico, CA 95929-0150
Dr. Paul J. Zingg, President
(530) 898-4636
www.csuchico.edu

California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747-0005
Dr. Mildred Garcia, President
(310) 243-3301
www.csudh.edu

California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542
Dr. Mohammad Qayoumi, President
(510) 885-3000
www.csueastbay.edu

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

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

Humboldt State University
One Harpst Street
Arcata, CA 95521-8299
Dr. Rollin C. Richmond, President
(707) 826-3011
www.humboldt.edu

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0115
Dr. F. King Alexander, President
(562) 985-4111
www.csulb.edu

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

California Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
Dr. William B. Eisenhardt, President
(707) 654-1000
www.csum.edu

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955-8001
Dr. Dianne Harrison, President
(831) 582-3330
www.csumb.edu

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

California State Polytechnic University, Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Dr. J. Michael Ortiz, President
(909) 869-2290
www.csupomona.edu

California State University, Sacramento
6000 J Street
Sacramento, CA 95819
Dr. Alexander Gonzalez, President
(916) 278-6011
www.csus.edu

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

San Diego State University
5500 Campanile Drive
San Diego, CA 92182
Dr. Stephen L. Weber, President
(619) 594-5000
www.sdsu.edu

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

San José State University
One Washington Square
San Jose, CA 95192-0001
Mr. Don Kassing, President
(408) 924-1000
www.sjsu.edu

California Polytechnic State University, San Luis Obispo
One Grand Avenue
San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
(805) 756-1111
www.calpoly.edu

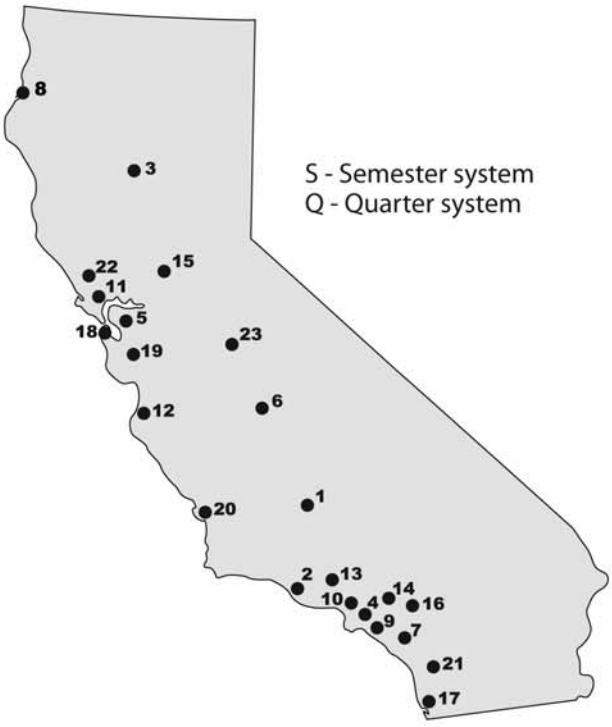
California State University, San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
Dr. Karen S. Haynes, President
(760) 750-4000
www.csusm.edu

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

California State University, Stanislaus
One University Circle
Turlock, CA 95382-0299
Dr. Hamid Shirvani, President
(209) 667-3122
www.csustan.edu

CSU A world of information is just a click away.

Check out the admission website for the entire California State University: www.csumentor.edu. You will find helpful hints, frequently asked questions, campus tours, and general information about all 23 campuses.



1 California State University, Bakersfield • Q
9001 Stockdale Highway, Bakersfield, CA 93311-1022
(661) 654-3036 • www.csubak.edu

2 California State University, Channel Islands • S
One University Drive, Camarillo, CA 93012
(805) 437-8500 • www.csuci.edu

3 California State University, Chico • S
400 W. First Street, Chico, CA 95929-0722
(530) 898-6321 • www.csuchico.edu

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

5 California State University, East Bay • Q
25800 Carlos Bee Blvd., Hayward, CA 94542-3035
(510) 885-2784 • www.csueastbay.edu

6 California State University, Fresno • S
5150 North Maple Avenue, Fresno, CA 93740-0057
(559) 278-2261 • www.csufresno.edu

7 California State University, Fullerton • S
800 N. State College Blvd., Fullerton, CA 92831-3599
(714) 278-2300 • www.fullerton.edu

8 Humboldt State University • S
1 Harpst Street, Arcata, CA 95521-8299
(707) 826-4402 • (866) 850-9556 • www.humboldt.edu

Note: Telephone numbers are to the campus admission office.

9 California State University, Long Beach • S
1250 Bellflower Blvd., Long Beach, CA 90840-0106
(562) 985-5471 • www.csulb.edu

10 California State University, Los Angeles • Q
5151 State University Drive, Los Angeles, CA 90032-8530
(323) 343-2752 • www.calstatela.edu

11 California Maritime Academy • S
200 Maritime Academy Drive, Vallejo, CA 94590-8181
(800) 561-1945 • www.csum.edu

12 California State University, Monterey Bay • S
100 Campus Center Drive, Seaside, CA 93955-8001
(831) 582-3518 • www.csumb.edu

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

14 California State Polytechnic University, Pomona • Q
3801 West Temple Avenue, Pomona, CA 91768-4003
(909) 869-3210 • www.csupomona.edu

15 California State University, Sacramento • S
6000 J Street, Sacramento, CA 95819-6112
(916) 278-3901 • www.csus.edu

16 California State University, San Bernardino • Q
5500 University Parkway, San Bernardino, CA 92407-2397
(909) 537-5188 • www.csusb.edu

17 San Diego State University • S
5500 Campanile Drive, San Diego, CA 92182-7455
(619) 594-6336 • www.sdsu.edu

18 San Francisco State University • S
1600 Holloway Avenue, San Francisco, CA 94132-4002
(415) 338-1113 • www.sfsu.edu

19 San José State University • S
One Washington Square, San José, CA 95192-0016
(408) 283-7500 • www.sjsu.edu

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

21 California State University, San Marcos • S
Office of Admissions, 333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
(760) 750-4848 • www.csusm.edu

22 Sonoma State University • S
1801 East Cotati Avenue, Rohnert Park, CA 94928
(707) 664-2778 • www.sonoma.edu

23 California State University, Stanislaus • 4-1-4
One University Circle, Turlock, CA 95382
(209) 667-3070 • www.csustan.edu

2008-2009 ACADEMIC CALENDAR

SUMMER 2008 Term

June 2 (Mon)	First day of classes for 10-week Summer classes and 5-week classes in first Summer block
July 3 (Thur)	Last day of classes for 5-week classes in first Summer block
July 4 (Fri)	Independence Day holiday - campus closed
July 7 (Mon)	First day of classes for 5-week classes in second Summer block
August 1 (Fri)	Initial Period for filing applications for Spring 2009 begins
August 9 (Sat)	Last day of classes for all 10-week Summer classes and 5-week classes in second Summer block
August 14 (Thur)	Grades due from instructors; last day of Summer term

FALL 2008 Semester

August 19-22 (Tue-Fri)	Faculty pre-instruction activities
August 21 (Thur)	Convocation for faculty and staff
August 25 (Mon)	First day of classes
September 1 (Mon)	Labor Day holiday— campus closed
October 1 (Wed)	Initial period for filing applications for Fall 2009 begins
October 11 (Sat)	Last day of class for first session of Fall half-semester classes*
October 13 (Mon)	First day of class for second session of Fall half-semester classes*
November 11 (Tue)	Veteran's Day — campus closed
November 27-29 (Thur-Sat)	Thanksgiving holiday — campus closed
December 6 (Sat)	Last day of classes
December 8-13 (Mon-Sat)	Final examinations
December 18 (Thur)	Grades due from instructors; last day of Fall semester
December 25-31 (Thur-Wed)	Staff accumulated holidays — campus closed
January 1 (Thur)	Staff accumulated holidays — campus closed

SPRING 2009 Semester

January 14-16 (Wed-Fri)	Faculty pre-instruction activities
January 19 (Mon)	Martin Luther King Jr. Day – campus closed
January 20 (Tue)	First day of classes
March 14 (Sat)	Last day of class for first session of Spring half-semester classes*
March 16 (Mon)	First day of class for second session of Spring half-semester classes*
March 30-April 4 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 8 (Fri)	Last day of classes
May 9-15 (Sat-Fri)	Final examinations
May 16 (Sat)	Commencement
May 21 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2009-2010 ACADEMIC CALENDAR

SUMMER 2009 Term

May 30 (Sat)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 3 (Fri)	Independence Day holiday (observed) — campus closed
July 7 (Tue)	Last day of classes for classes in first half-Summer block
July 8 (Wed)	First day of classes for classes in second half-Summer block
August 1 (Sat)	Initial Period for filing applications for Spring 2010 begins
August 15 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 20 (Thur)	Grades due from instructors; last day of Summer term

FALL 2009 Semester

August 25--28 (Tue-Fri)	Faculty pre-instruction activities
August 27 (Thur)	Convocation for faculty and staff
August 31 (Mon)	First day of classes
September 7 (Mon)	Labor Day holiday — campus closed
October 1 (Thur)	Initial period for filing applications for Fall 2010 begins
October 17 (Sat)	Last day of class for first session of Fall half-semester classes*
October 19 (Mon)	First day of class for second session of Fall half-semester classes*

FALL 2009 Semester

November 11 (Wed)	Veteran's Day — campus closed
November 26-28 (Thur-Sat)	Thanksgiving holiday — campus closed
December 12 (Sat)	Last day of classes
December 14-19 (Mon-Sat)	Final examinations
December 23 (Wed)	Grades due from instructors; last day of Fall semester
August 27 (Thur)	Staff accumulated holidays — campus closed

SPRING 2010 Semester

January 13-15 (Wed-Fri)	Faculty pre-instruction activities
January 18 (Mon)	Martin Luther King Jr. Day — campus closed
January 19 (Tue)	First day of classes
March 13 (Sat)	Last day of class for first session of Spring half-semester classes*
March 15 (Mon)	First day of class for second session of Spring half-semester classes*
March 29-April 3 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 7 (Fri)	Last day of classes
May 8-14 (Sat-Fri)	Final examinations
May 15 (Sat)	Commencement
May 20 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2010-2011 ACADEMIC CALENDAR

SUMMER 2010 Term

June 1 (Tue)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 5 (Mon)	Independence Day holiday (observed) — campus closed
July 7 (Wed)	Last day of classes for classes in first half-Summer block
July 8 (Thur)	First day of classes for classes in second half-Summer block
August 1 (Sun)	Initial Period for filing applications for Spring 2011 begins
August 14 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 19 (Thur)	Grades due from instructors; last day of Summer term

FALL 2010 Semester

August 24-27 (Tue-Fri)	Faculty pre-instruction activities
August 26 (Thur)	Convocation for faculty and staff
August 30 (Mon)	First day of classes
September 6 (Mon)	Labor Day holiday — campus closed
October 1 (Fri)	Initial period for filing applications for Fall 2011 begins
October 16 (Sat)	Last day of class for first session of Fall half-semester classes*
October 18 (Mon)	First day of class for second session of Fall half-semester classes*
November 11 (Thur)	Veteran's Day — campus closed
November 25-27 (Thur-Sat)	Thanksgiving holiday — campus closed
December 11 (Sat)	Last day of classes
December 13-18 (Mon-Sat)	Final examinations
December 22 (Wed)	Grades due from instructors; last day of Fall semester
TBD	Staff accumulated holidays — campus closed

SPRING 2011 Semester

January 12-14 (Wed-Fri)	Faculty pre-instruction activities
January 17 (Mon)	Martin Luther King Jr. Day — campus closed
January 18 (Tue)	First day of classes
March 12 (Sat)	Last day of class for first session of Spring half-semester classes*
March 14 (Mon)	First day of class for second session of Spring half-semester classes*
March 28-April 2 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 6 (Fri)	Last day of classes
May 7-13 (Sat-Fri)	Final examinations
May 14 (Sat)	Commencement
May 19 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

ACADEMIC PROGRAMS

California State University San Marcos offers academic programs in the College of Arts and Sciences, College of Business Administration, College of Education, and School of Nursing.

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.), Master of Science (M.S.), or Doctor of Education (E.d.D.) are offered in all three colleges.

COLLEGE OF ARTS AND SCIENCES

Baccalaureate Degrees

Anthropology, B.A.

Applied Physics, B.S.

Biological Sciences, B.S.

- Molecular Cell Biology and Biotechnology Concentration
- Ecology Concentration
- Physiology Concentration
- General Biology Concentration

Biochemistry, B.S.

Biotechnology, B.S.

Chemistry, B.S.

- Chemistry Option
- Science Education Option

Communication, B.A.

Computer Science, B.S.

- Computer Information Systems Option
- Computer Science Option

Criminology and Justice Studies, B.A.

Economics, B.A.

History, B.A.

Human Development, B.A.

- Adult and Gerontology Concentration
- Children's Services Concentration
- Counseling Services Concentration
- Health Services Concentration

Kinesiology, B.S.

- Physical Education Option
- Applied Exercise Science Option
- Pre-Physical Therapy Option

Liberal Studies, B.A.

- Elementary Subject Matter Preparation Option
- Integrated Credential Program Option

Literature and Writing Studies, B.A.

- Literature Concentration
- Writing Concentration

Mass Media, B.A.

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 the Life Course Concentration
- Children, Youth and Families Concentration
- Health, Education, and Welfare Concentration
- Critical Race Studies Concentration

Spanish, B.A.

- General Major in Spanish Concentration
- Literature Concentration
- Language and Culture Concentration
- Spanish for the Professions Concentration

Special Major, B.A.

Visual and Performing Arts, B.A.

- Arts and Technology Option
- Music Option
- Theatre Arts Option
- Visual Arts Option

Women's Studies, B.A.

Minors

Anthropology
Art History
Arts and Technology
Biological Sciences
Chemistry
Cognitive Science
Communication
Computer Science
Criminology and Criminal Justice
Critical Intercultural Communication
Dance
Economics
Ethnic Studies
Film Studies
French
German
Global Studies
History
Linguistics
Literature and Writing Studies
Mathematics
Music
Native Studies
Philosophy
Physics
Political Science
Psychology
Social Sciences
Sociology
Spanish
Theatre
Visual and Performing Arts
Visual Arts
Women's Studies

Teacher Preparation Programs

Elementary Subject Matter Preparation Program

- Elementary Subject Matter Preparation Certificate
- See also Liberal Studies

Secondary (Single) Subject Matter Programs

- Mathematics
- Social Science (see History)
- Spanish

Graduate Degrees

Biological Sciences, M.S.
Computer Science, M.S.
History, M.A.
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
- Global Supply Chain Management Option
- Management Option
- Management Information Systems Option
- Marketing Option

Minor

Business Administration

Graduate Degree

Business Administration, M.B.A.

- Business Management Option

COLLEGE OF EDUCATION

Credential and Certificate Programs

- Multiple-Subject/English Learner Authorization (Elementary)
- Part-time Multiple-Subject/English Learner Authorization
- Integrated Bachelor of Arts and Multiple-Subject/English Learner Authorization
- Multiple-Subject/Middle Level Certificate/English Learner Authorization
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple-Subject/English Learner Authorization*
- Single-Subject Credential Program/ English Learner Authorization (Secondary)
- Evening Single-Subject/English Learner Authorization (Secondary)
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Single Subject/English Learner Authorization*
- Multiple-Subject/BCLAD (Bilingual/Cross-Cultural Language and Academic Development): Spanish Emphasis
- Part-time Multiple-Subject/BCLAD: Spanish Emphasis
- Evening SingleSubject/BCLAD: Spanish Emphasis
- Integrated Bachelor of Arts and Multiple-Subject/BCLAD: Spanish Emphasis
- Multiple-Subject/Middle Level/Spanish 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
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Single Subject/BCLAD: Spanish Emphasis*
- Preliminary Administrative Services Credential Tier I
- Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with English Learner Authorization
- Clear Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist with English Learner Authorization
- Reading Specialist Credential

Certificate Programs

- CTEL Certificate
- Reading Certificate
- Computer Concepts and Application
- Multicultural Specialist
- Advanced Study in Science Teaching

Master of Arts

- Master of Arts in Education, Options:
  - — General
  - — Communicative Sciences and Disorders with Speech Language Pathology Services Credential***
  - — Education Administration
  - — Literacy Education
  - — Special Education

Doctor of Education, E.d.D.

- Doctorate in Education, Educational Leadership (Joint program offered by Cal State San Marcos, and University of California San Diego)

SCHOOL OF NURSING

Baccalaureate Degree

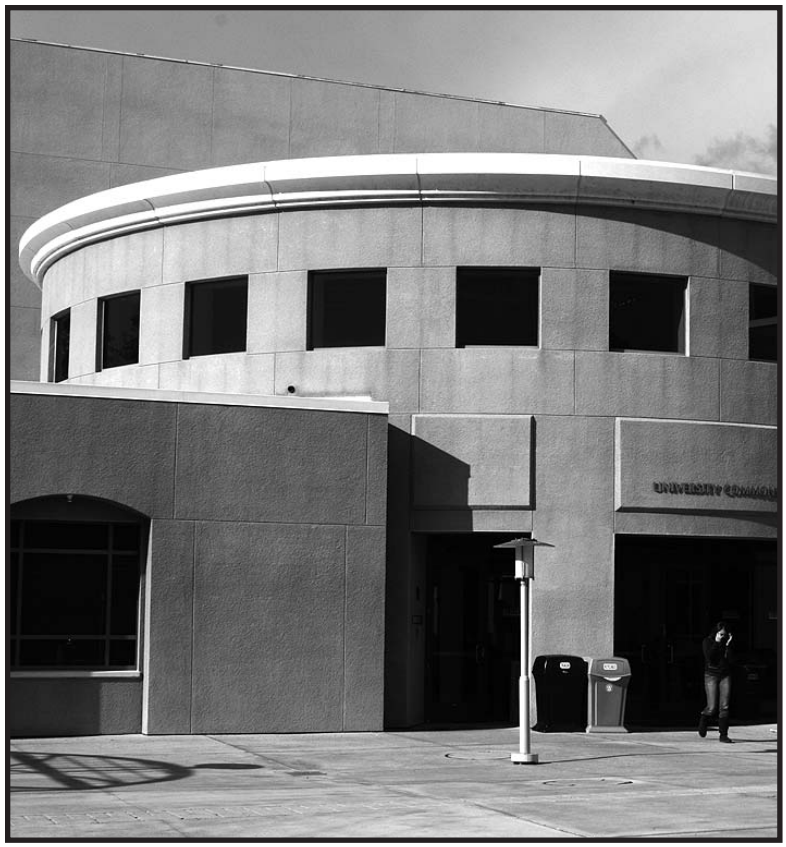
Nursing, B.S.

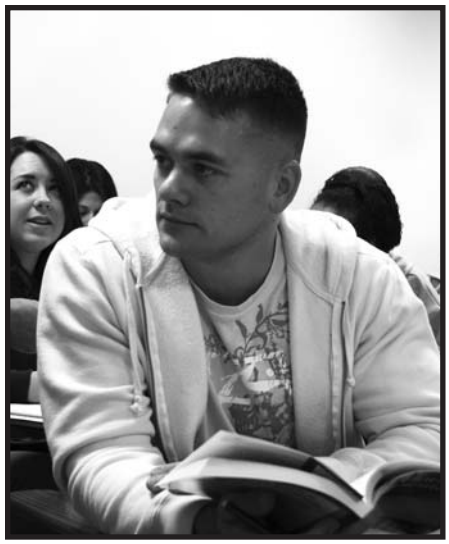
- *Generic Option*
- *Accelerated Baccalaureate in Nursing Program, B.S.***
- RN-to-BSN Option

** Internships offered with San Diego Unified School and Capistrano Unified School District*

*** The B.S. in Accelerated Baccalaureate in Nursing Program has received campus approval for implementation in Academic Year 2008-09, but is pending official authorization by the Office of the Chancellor of the California State University.*

**** Expected to begin in fall 2009.*









Admission and Application

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ADMISSION AND APPLICATION

Requirements for admission to Cal State San Marcos are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.csumentor.edu/planning/.

Electronic versions of the CSU undergraduate and graduate applications are accessible online 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.

Applying online via www.csumentor.edu is encouraged, and admissions decisions are usually expedited, when on-line applications have been submitted. Application in "hard copy" form may be obtained online or from the Office of Admission at any of the campuses of the California State University.

Reservation

The University reserves the right to select its students and deny admission to the University or any of its programs as the University, in its sole discretion, determines appropriate based on an applicant's suitability and the best interests of the University.

Importance of Filing Complete, Accurate, and Authentic Application Documents

California State University San Marcos 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, when requested, 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 registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Admissions and Recruitment

The Office of Admissions and Recruitment 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 Cougar Central. Admissions and Recruitment is responsible for processing admission applications and for the evaluation of high school and transfer credits, but also offers a wide variety of services to prospective students who have not yet applied. Admissions information sessions, and campus tours are 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, the Ambassadors are a group of continuing CSU San Marcos students who are available for these services.

Registration and Records

The Office of Registration and Records is responsible for registration, grade reporting, maintenance of the official academic record, name, address, and major changes, outgoing transcripts, incoming transcript evaluation, class rosters, enrollment verification, registration status, leaves of absence, and graduation processing. Application for services related to the above may be obtained from Cougar Central in Craven Hall. The official name, address, and major changes for a student must be requested in Cougar Central. 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 Requirements

Generally, first-time freshman applicants will qualify for regular admission if they meet the following requirements:

1. Have graduated from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination; and
2. Have a qualifiable minimum eligibility index (see section on Eligibility Index); and
3. Have completed with grades of C or better in 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 high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements, and bonus points for approved honors courses.

Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the tenth grade 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.

A CSU Eligibility Index (EI) can be calculated by multiplying a grade point average by 800 and adding your total score on the mathematics and critical reading scores of the SAT. Students who took the ACT, multiply your grade point average by 200 and add ten times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2900 using the SAT or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages.

For admission to terms during the 2008-2009 college year, the university has no plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes, need a minimum index of 3502 (SAT) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

All freshman applicants are required to submit ACT or SAT I Scores. Fall applicants must take an ACT or SAT examination by December of their senior year. Campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for freshman admission.

Provisional Admission First-Time Freshman

California State University 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 admitted students complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to deadline set by the university. In no case may documentation of high school graduation be received at any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the university verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and, if applying to an impacted program, have met all supplementary criteria.

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

3.00 and above qualifies -with any score

GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I 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

The CSU uses only the SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing score are not currently used by CSU campuses.

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.

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government.
- 4 years of English.
- 3 years of math (algebra, geometry and intermediate algebra).
- 2 years of laboratory science (l biological and 1 physical, both with labs).
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence).
- 1 year of visual and performing arts: art, dance, drama/theater, or music.
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list.

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 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 can be obtained from the Director of Disabled Student Services.

Undergraduate Transfer Applicants

Transfer Requirements

Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower division transfer students. Student who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Students who complete college units during high school or through the summer immediately following high school graduation 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 and accepted as such by the campus to which the applicant seeks admission.

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 (2.0) or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C (2.0) 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 Admissions Office for further information about alternative ways to satisfy the subject requirements.

Due to enrollment pressures, many CSU campuses do not admit or enroll lower-division transfer students.

Upper-Division Transfer Requirements

Generally, applicants will qualify for admission as an upper division transfer student if they meet the following requirements:

1. They have a grade point average of at least 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. They have completed at least 60 transferable semester units of college coursework with a grade point average of 2.0 or higher and a grade of C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking and quantitative reasoning, e.g. mathematics. The 60 units must include all of the general education requirements in communication in the English language (both oral and written) and critical thinking 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 Transfer Applicants

California State University San Marcos may provisionally or conditionally 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. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses will rescind admission for all students who are found not to be eligible after the final transcript has been evaluated. In no case may such documents be received and validated by the university any later than a student's registration for their second term of CSU enrollment

Adult Students

As an alternative to regular admission criteria, an applicant who is twenty-five 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 General Educational Development or California High School Proficiency Examinations).

2. Has not been enrolled in college as a full-time student for more than one term during the past five years.

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 as 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.

** CSUSM currently recognizes a statistics course taken outside of the CSU system and the California Community Colleges as satisfying the requirement in mathematics/quantitative reasoning only if the course is certified by a California community college.*

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. temporary visas as students or exchange visitors, or are 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 each important considerations for admission. Academic records from foreign institutions must be on file at least four weeks before registration for the first term and, if not in English, must be accompanied by certified English translations. Complete information can be found at *www.csusm.edu/global/*

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 majors or programs with limited openings.

Insurance Requirement

Effective August 1, 1995, 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 U.S. Department of State and NAFSA: Association of International Educators. Information about required coverage and which insurance policies meet these criteria may be obtained from the Office of Global Education.

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 Registration and Records.

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 reported at the student's request 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 at the student's request 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 on a "space available" basis, 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, and vice-versa. 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.

Post-baccalaureate students must file official transcripts with both the Office of Admissions and Recruitment 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 (on a space-available basis). 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. Due to campus enrollment demands, enrollment of students seeking a second bachelor's degree may be limited to majors designated as "areas of critical need" by the CSU Chancellor's Office. Please note that students may not receive a second bachelor's degree by taking a second concentration within a previous degree program.

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. The $55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card if submitting the online application, and may not be transferred or used to apply to another term. An alternate major may be indicated on the application. The applications of persons denied admission to an impacted and/or closed campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Application Filing Periods

Filing Period Duration: Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category because of overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information. Similar information is conveniently available at *http://www.csumentor.edu/filing_status/Default.asp.* 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/Session

Terms in	*Applications First Accepted*
Summer 2008	*February 1, 2008*
Fall 2008	*October 1, 2007*
Spring 2009	*August 1, 2008*
Summer 2009	*February 1, 2009*
Fall 2009	*October 1, 2008*
Spring 2010	*August 1, 2009*

Application Acknowledgement

On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements and campus requirements for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Notification of Admission

Applicants who have received an application acknowledgment and have submitted all required admission materials will begin to receive of admission's decision by U.S. mail. 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 be required to submit seventh semester high school transcripts prior to graduation but must send final transcripts with graduation date listed by July 15 for Fall admission.
2. *Transfers* — Request official transcripts be sent directly from all colleges or universities previously attended (even if no coursework was completed at the time of application). 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. Applicants 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, evaluation of military training form DD-295, or SMART transcript, 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 California State San Marcos by the institution attended, or if delivered to the Office of Admissions and Recruitment, in an original sealed, official envelope. Transcripts or documents labeled "Unofficial" are not accepted. All records or transcripts received by the University become the property of the University and will not be released to a third party.

Student Identification Numbers

Students enrolled at CSUSM will be issued a unique student identification number. This number will be used on all forms, identification cards, petitions, class rosters, and University records. It will be utilized for all student services and campus transactions.

Use of Social Security Number

Applicants are required to include their correct Social Security 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 (26 U.S.C. 6109). The University uses the Social Security Number to identify students and their records including identification for purposes of 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 specific 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 Recruitment and request hardship admission consideration.

Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 22), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than October or November. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office. Or students may write to or call:

The College Board (SAT)
Registration Unit, Box 6200
Princeton, New Jersey 08541-6200
(609) 771-7588
www.collegeboard.org

ACT Registration Unit
P.O. Box 414
Iowa City, Iowa 52240
(319) 337-1270
www.act.org

TOEFL Requirement

All undergraduate applicants whose native language is not English and 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 80 or above on the internet-based TOEFL (213 on the computer-based TOEFL, and 550 on the paper-based TOEFL). Applicants may also submit IELTS results. An IELTS score of 6.0 or above is required.

Systemwide Placement Test Requirements

The California State University requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level 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. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Students register for the EPT and/or ELM tests at their local CSU campus. Questions about test dates and registration materials may be addressed to Testing Center, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096-0001. General information is also available at *www.ets.org/CSU*.

English Placement Test (EPT)

The CSU English Placement Test (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 "Exempt" on the augmented English CST, i.e. the CSU Early Assessment Program (EAP), taken in grade 11 as part of the California Standards Test.
- A score of 550 or above on the verbal section of the College Board SAT 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 May1998 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 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 this course was completed with a grade of C or better.

Entry Level Mathematics (ELM) Placement Examination

The Entry Level Mathematics (ELM) Placement 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 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 "Exempt" on the augmented mathematics California Standards Test, i.e., the CSU Early Assessment Program (EAP), taken in grade 11.
- A score of "conditionally exempt" on the augmented CST, i.e. the CSU Early Assessment Program (EAP) plus successful completion of a Senior-Year Mathematics Experience (SYME).
- A score of 550 or above on the mathematics section of the College Board SAT or on the College Board SAT Subject Tests-Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the ACT Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement Calculus examination (AB or BC) or 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 the 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 regular 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 Cal State 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 one or more designated remedial course in mathematics by the end of their second semester of enrollment at Cal State San Marcos.

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

Immunization Requirement

California State University of higher education system has mandated that new students born on or after January 1, 1957 must demonstrate proof of full immunization to measles and rubella.

Students have one semester to comply or they will not be permitted to register for a second semester. Registration holds are placed if proof of immunization has not been submitted to Student Health and Counseling Services (SHCS) prior to priority registration date. Any one of the following options will be accepted to fulfill this requirement:

- Submit proof that the student has been immunized against measles and rubella with two (2) doses of MMR to SHCS during regular business hours.
- Submit a physician's verification that the student has had measles and rubella or a copy of a laboratory blood test proving you are immune to measles and rubella to SHCS.
- Make an appointment to receive the measles/rubella or MMR vaccination.
- Provisions for exemptions in fulfilling this requirement are available based on medical considerations, religious or personal beliefs.

All first time enrolled students who are 18 years of age or younger, on August 1st of their entering academic year, are required to present proof of full immunization against Hepatitis B. Full immunization consists of three (3) injections for Hepatitis B that are given over an 4-6 month period. CSU students who have not submitted proof of receiving the full series of three injections will be unable to register for their third semester. If you need to start or finish the Hepatitis B series, please call us to schedule an appointment.

Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are not admission requirements, but are required of students as conditions of residing in on-campus housing.

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 and Counseling 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 and Counseling 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 most mandatory 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.

California Department of Veterans' Affairs

College Fee Waiver Program for Veterans' Dependents (CALVET). Dependents of deceased or disabled veterans may have all state-mandated tuition and fees waived at Cal State San Marcos. Not included are any campus-based, non-resident, or Extended Education course fees. Those wishing to apply for the College Fee Waiver Program may contact the County of San Diego Veterans Service Office, 734 W. Beech St., Suite 200, San Diego, CA 92101-2441, or the Veterans' Representative in the Office of Registration and Records.

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 located in the Office of Registration and Records.

Students wishing to apply for the programs administered by the Department of Veterans Affairs can obtain an application. Veterans who enroll at Cal State 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.

Determination of Residence for Nonresident Tuition Purposes

University requirements for establishing residency are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residence Requirements. These laws governing residence for tuition purposes at the California State University are California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at *www.calstate.edu/GC/resources.shtml*. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student should pay University fees on an in-state or out-of-state basis.

Each campus's Admissions Office is responsible for determining the residence status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Generally, establishing California residence for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year prior to the residence determination date for the term in which enrollment is contemplated, can demonstrate both physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residence for tuition purposes. A minor normally derives residence from the parent(s) they reside with or most recently resided with.

Evidence demonstrating intent may vary from case to case but will include, and is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California vehicle registration and driver's license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Non-citizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.5, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence on parents who cannot satisfy University requirements for classification as residents for tuition purposes, which will be considered along with physical presence and intent in determining reclassification.

Residence determination dates are set each term. They are:

Semester Term Campuses

Fall	September 20
Spring	January 25
Summer	June 1

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

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

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residence classification appeal must be in writing and submitted to:

The California State University
Office of General Counsel
401 Golden Shore, 4th Floor
Long Beach, CA 90802-4210

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

Students incorrectly classified 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 or who no longer meet the criteria for an exception must immediately notify the Admissions Office.

Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

Assembly Bill (AB) 540

Allows undocumented students to pay in-state tuition at California State Universities if:

- Attended high school in California for 3 years or more; and
- Graduated from a California high school or attained the equivalent; and
- Is an entering or current student as of 2001/2002 school year or later; and
- Undocumented student has filed an affidavit with the college or university stating that the student has filed an application to legalize as he or she is eligible to do so.

Impacted Programs

Office of Admissions and Recruitment
(760) 750-4848
www.csusm.edu/admissions

The California State University designates programs as impacted when more applications from CSU regularly eligible students are received in the initial filing period (October and November for fall terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. Candidates for admission must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce during the fall filing period those programs that are impacted and the supplementary criteria campuses will use. Detailed impaction information is available at http://www.calstate.edu/AR/impaction-info.shtml and via www.csumentor.edu. That announcement will also be published in the *CSU Review* distributed to high school and college counselors, and made available online at http://www.calstate.edu/AR/csureview. Information about the supplementary criteria is also provided to program applicants.

Applicants must file applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered in impacted programs at more than one campus should file an application at each campus for which they seek admissions consideration.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index, or rank-ordering of transfer applicants based on the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible and no later than October of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the CSU Review and are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplemental admissions criteria are also provided at http://www.calstate.edu/AR/impaction-info.shtml.

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 Cal State San Marcos 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, the CSUSM Academic Senate and the appropriate academic discipline.

Undergraduate Tests and Examinations

Cal State San Marcos 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, 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

Cal State San Marcos grants credit towards its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. The following table indicates which General Education and other University requirements are satisfied by students who present scores of 3, 4, or 5 on Advanced Placement examinations. These equivalencies are in effect for all AP exams taken after July 1, 2006.

AP EXAM PASSED WITH A SCORE OF 3, 4, or 5	GENERAL EDUCATION (GE) REQUIREMENTS SATISFIED	SEMESTER UNITS AWARDED	CSUSM COURSE EQUIVALENT (IF APPLICABLE)	OTHER UNIVERSITY REQUIREMENTS SATISFIED (IF APPLICABLE)
Art History	C1 (Arts)	6		
Biology	B2 (Life Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	GES 102	
Calculus AB	B4 (Mathematics/Quantitative Reasoning)	6	MATH 160	Exemption from ELM (Entry Level Mathematics) examination
Calculus BC	B4 (Mathematics/Quantitative Reasoning)	6	MATH 160 & 162	Exemption from ELM (Entry Level Mathematics) examination
Calculus AB AND Calculus BC	B4 (Mathematics/Quantitative Reasoning)	9	MATH 160 & 162	Exemption from ELM (Entry Level Mathematics) examination
Chemistry (Score of 3)	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	GES 101	
Chemistry (Score of 4,5)	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	CHEM 150	
Chinese Language & Culture	C (Arts and/or Humanities)	6		Satisfies LOTER (Language Other Than English Requirement)
Computer Science A	B4 (Mathematics/Quantitative Reasoning)	3		
Computer Science AB	B4 (Mathematics/Quantitative Reasoning)	6		
Economics: Macro	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	3	ECON 202	
Economics: Micro	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	3	ECON 201	
English Language & Composition	A2 (Written Communication)	6	GEW 101	Exemption from EPT (English Placement Test)
English Literature & Composition	A2 (Written Communication) and C2 (Humanities)	6	GEW 101 & LTWR 100	Exemption from EPT (English Placement Test)
English Language & Composition AND English Literature & Composition	A2 (Written Communication) and C2 (Humanities)	9	GEW 101 & LTWR 100	Exemption from EPT (English Placement Test)
Environmental Science	B1 (Physical Science) or B2 (Life Science), but not both. Also satisfies B3 (laboratory).	6		
European History	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	6		
French Language	C (Arts and/or Humanities)	6	FREN 201	Satisfies LOTER (Language Other Than English Requirement)
French Literature	C (Arts and/or Humanities)	6	FREN 202	Satisfies LOTER (Language Other Than English Requirement)
German Language	C (Arts and/or Humanities)	6	GRMN 201	Satisfies LOTER (Language Other Than English Requirement)
Government & Politics: Comparative	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	6		
Government & Politics: United States	Dh (U.S. History) and Dc (U.S. Constitution)	6		
Human Geography	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	3		
Italian Language & Culture	C (Arts and/or Humanities)	6		Satisfies LOTER (Language Other Than English Requirement)

AP EXAM PASSED WITH A SCORE OF 3, 4, or 5	GENERAL EDUCATION (GE) REQUIREMENTS SATISFIED	SEMESTER UNITS AWARDED	CSUSM COURSE EQUIVALENT (IF APPLICABLE)	OTHER UNIVERSITY REQUIREMENTS SATISFIED (IF APPLICABLE)
Japanese Language & Culture	C (Arts and/or Humanities)	6	JAPN 201	Satisfies LOTER (Language Other Than English Requirement)
Latin Literature	C (Arts and/or Humanities)	6		Satisfies LOTER (Language Other Than English Requirement)
Latin: Vergil	C (Arts and/or Humanities)	6		Satisfies LOTER (Language Other Than English Requirement)
Music Theory	C1 (Arts)	6		
Physics B	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	PHYS 101	
Physics C: Electricity & Magnetism	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	PHYS 202	
Physics C: Mechanics	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	PHYS 201	
Psychology	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	3	PSYC 100	
Spanish Language (score of 3)	C (Arts and/or Humanities)	6	SPAN 201	Satisfies LOTER (Language Other Than English Requirement)
Spanish Language (score of 4 or 5)	C (Arts and/or Humanities)	6	SPAN 202	Satisfies LOTER (Language Other Than English Requirement)
Spanish Literature	C (Arts and/or Humanities)	6	SPAN 315	Satisfies LOTER (Language Other Than English Requirement)
Statistics	B4 (Mathematics/Quantitative Reasoning)	3		Exemption from ELM (Entry Level Mathematics) examination
Studio Art: 2-D Design	C1 (Arts)	3		
Studio Art: 3-D Design	C1 (Arts)	3		
Studio Art: Drawing	C1 (Arts)	6		
United States History	Dh (U.S. History) and Dc (U.S. Constitution)	6	HIST 130 & 131	
World History	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	6		

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

Cal State 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 for Noncollegiate Instruction

Cal State San Marcos grants undergraduate degree credit, appropriate to the baccalaureate degree, 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.

Open University/Special Session Credit

The maximum amount of transferable credit earned through Open University or Special Session programs which may be applied toward the minimum requirements for the bachelor's degree is twenty-four (24) semester units. This credit does apply toward the 30 units of residence credit required for all undergraduate degree.

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.









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REGISTRATION FEES TABLE, 2007-08

The CSU charges "fees" rather than "tuition" to California residents; only non-resident students are charged non-resident "tuition" as well as other campus based fees. The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2006-07) is $10,170. Fees are subject to change without notice.

	Per Semester	
	0.0-6.0 units	6.1+ units
State University Fee (Undergraduate)	$ 804.00*	$1386.00*
State University Fee (Credential)	933.00*	1608.00*
State University Fee (Graduate)	990.00*	1707.00*
Health Facility Fee	25.00	25.00
Associated Students Fee	50.00	50.00
Instructional Related Activity (IRA) Fee	5.00	5.00
Recreation Fee	35.00	35.00
Student Recreation Fee	*5.00*	
Recreation Fee	*12.00*	
Campus Recreation Fee	*18.00*	
Student Union Fee	65.00	65.00
Student Health Services Fee	65.00	65.00
Academic Records Fee	6.00	6.00
Athletics Fee	40.00	40.00
Childcare Services	10.00	10.00
Total for Undergraduate	1105.00	1687.00
Total for Graduate	1291.00	2008.00
Total for Credential	1234.00	1909.00

** systemwide fees.*

USER FEES

Academic Technology Services Equipment Fee *(See equipment checkout fee schedule)*	Varies
Administrative Late Fee (Failure to meet administratively required appointment or time limit fee.)	$15.00
Alumni Placement Fee	$25.00
Application Fee for CSU Admission	$55.00
Bicycle Storage Fee- Per semester	$15.00
Biology 351,352,353 & 354 - Miscellaneous Course Fees (each)	$45.00
Biotechnology Course Fee: BIOL 355,356 (each)	$45.00
Chemistry Lab Breakage Fee- Cost of broken lab equipment	Varies
Chemistry – Lower Division Courses: CHEM 100L,150,201L,202L,275 (each)	$30.00
Chemistry – Upper Division Courses: CHEM 351L,404L,405,416,499 (each)	$35.00
College of Education Application Credential Fee	$25.00
Computing Services Fee	$30.00
Cross-Enrollment Fee	$10.00
Dishonored Checks & Credit Cards	$20.00
Emergency Loan Fee	$2.00
Emergency Loan Late Fee	$40.00
Foreign Language Proficiency Test	$49.50
Late Registration Fee	$25.00
Mass Media Course Fee: MASS 302	$20.00
Music Course Fee Range: MUSC 304, 402 (each)	$10.00
Nursing Special Exam Fee	$50.00
Orientation Fee - Family member/guest (each)	$20.00
Orientation Fee - First Year Students	$70.00
Orientation Fee - Transfer student w/catalog	$45.00
Orientation Fee - Overnight Program	$140.00
Parking Fee - Auto per semester	$248.00
Parking Fee - Motorcycle per semester	$30.00
Photo ID - New/Replacement	$5.00
Photo ID - Temporary (ALCI, Open University)	$2.00
Physics – Lower Division Courses: PHYS 201,202,203,205,206 (each)	$25.00
Physics – Upper Division Courses: PHYS 301,402 (each)	$30.00
Student Laptop Computer Security Repair Fee	$40.00
Teaching Credential Application- Payable to State of California	$60.00
Theatre Arts Courses: TA 305, 489 (each)	$20.00
Thesis Binding Fee- Per volume	$10.00
Transcript Waiver Evaluation Fee	$25.00
Visual Arts Course Fee: VSAR 110,130,131,301, 303, 304, 305, 306, 309, 406, 440 (each)	$20.00

Note: Fees for courses offered through Special Sessions are not included in units for matriculated courses. There are additional fees associated with Special Session courses. Refer to the Special Sessions bulletin for more information.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers, page 38).

Credit Cards

Pay online using an American Express, MasterCard, Discover and E-check. A 2.9% convenience fee will be applied.

LIBRARY FEES

Circuit

Overdue books (fee per day up to $25 maximum)	$ 1.00
Replacement cost	140.00

Note: Circuit fees apply to students and faculty

General Circulation

Overdue Books/Week-Month-Semester Loan (fee per day up to $25 maximum)	0.25
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
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)*	

Reserves

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	20.00^

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 Including Nonresident Tuition

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those system-wide fees and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support programs at the California State University (courses offered through extended education) are governed by a separate policy established by the University.

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available in the Class Schedule.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the university's established procedures will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

For state-supported semesters, quarters, and non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes prior to the first day in accordance with the university's established procedures and deadlines.

Students will also receive a refund of mandatory fees, including nonresident tuition, under the following circumstances:

- The tuition and mandatory fees were assessed or collected in error;
- The course for which the tuition and mandatory fees were assessed or collected was cancelled by the university;
- The university makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Students who are not entitled to a refund as described above may petition the university for a refund demonstrating exceptional circumstances and the chief financial officer of the university or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the university.

Information concerning any aspect of the refund of fees may be obtained from the Office of Student Financial Services.

The Petition for Fee Waiver of University Regulations is available on-line at *www.csusm.edu.sfs*.

Non-matriculated students, open university students, or any students enrolled in Extended Studies or Special Session who withdraw completely or make schedule adjustments, should refer to the Class Schedule or Special Session Brochure covering that term/program for refund policies and procedures.

Students who are receiving Federal Financial Aid, and who withdraw prior to the eleventh week of the semester, may be required to repay a portion of their financial aid disbursement.

Fees and Debts Owed to the Institution

Should a student or former student fail to pay a fee or 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).

Prospective students who register for courses offered by the university are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. If a person believes he or she does not owe all or part of an asserted unpaid obligation that person may contact the Office of Student Financial Services. Student Financial Services will review all pertinent information provided by the person and will advise the person of its conclusions.

For more information or questions, please contact Gale Baker, University Counsel in the CSU Chancellor's Office, at (562) 951-4500 or gbaker@calstate.edu.

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 percent 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 association fees support a variety of cultural and recreational programs, child care 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 and a student referendum. 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 also request the Chancellor to establish the mandatory fee.

For more information or questions, please contact Rosa H. Renaud, Financial Manager, Finance & Treasury in the CSU Chancellor's Office, at (562) 981-4570 or *rrenaud@calstate.edu.*

Student Financial Aid

The 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.

Details on refund requirements for students who completely withdraw within a semester are available on the Financial Aid and Scholarship web site.

Both federal and state financial aid and any outstanding debts to Cal State 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 the following Fall semester through the following Summer term. A FAFSA may be completed on-line at *www.fafsa.ed.gov.* A paper FAFSA may be obtained from any California college financial aid office or high school counseling office. The FAFSA must be used to apply for California and federal financial aid, including loans.

In addition to filing the FAFSA by March 2, to meet the priority filing, financial aid applicants should submit supporting documents to the Cal State San Marcos 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 Cal State San Marcos Financial Aid and Scholarship Office.

Eligibility

Most financial aid is based on financial need, which is the difference between the full cost of attending Cal State San Marcos 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.

Recipients of federal, state and institutional funds must be admitted to and enrolled in a program leading to a degree or certificate to be eligible for disbursement of 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 Cal State San Marcos 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, Cal State San Marcos, San Marcos, CA 92096-0001, for a financial aid brochure. Students may access all of their Cal State San Marcos financial aid records or obtain general information accessing SMART WEB through the web site www.*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@csusm.edu*

Financial Aid Programs

Financial aid programs provide support for students to help meet the costs of obtaining a college education. Funding for financial aid programs is provided by the federal government, state governments, colleges and schools, and a variety of other public and private sources.

Financial aid is available in four basic types of programs.

- Scholarships are "gift aid" which do not have to be repaid. Scholarships typically include criteria such as academic performance or special talents.
- Grants are "gift aid" and generally do not include criteria other than financial need.
- Work-study is a "self-help" program in the form of part-time employment during the student's college career.
- Loans are a form of "self-help" since they represent borrowed money that must to be paid back over a period of time, typically after the student leaves school.

Federal Grants

Federal Pell Grant

Provides the foundation in the undergraduate's financial aid "package" to which other financial aid may be added based upon the total amount a student is eligible to receive. Grant award amounts vary based on the student's enrollment status and the calculated eligibility based on the federal methodology. Students admitted to post-baccalaureate teacher credential programs and enrolled at least half time in courses required to obtain a teaching credential may be eligible to receive a Federal Pell Grant.

Academic Competitiveness Grant (ACG)

Provides funding to students who are U.S. Citizens, Pell Grant recipients, enrolled full-time, completed a rigorous secondary school program, and who are working on their 1st bachelor's degree and in the first or second year of study. The maximum award for first year students is $750 and $1,300 for students in their second year of study.

Science & Math Access to Retain Talent Grant (SMART)

Provides funding to students who are U.S. Citizens, full-time Pell Grant recipients, have a cumulative G.P.A. of 3.0, and who are working on their 1st bachelor's degree in their third or fourth year of study. Eligible students must be enrolled in an eligible major (physical, life or computer science, engineering, mathematics, technology, or a critical foreign language). The maximum award is $4,000 per year and the amount depends on the COA and other financial aid eligibility.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Provides grant assistance for undergraduates who are eligible for a Pell Grant and who demonstrate the greatest financial need.

State Grants

The California Student Aid Commission (CSAC) administers a number of student financial aid programs designed to assist California students.

Cal Grant A Entitlement Awards

Provides need-based grant assistance to low- and middle-income students to offset tuition/fee costs for high school graduates with at least a 3.0 grade point average. Recipients must also meet financial requirements. The maximum award amount is equal to the total amount of the systemwide State University Fee charged to full-time students.

Cal Grant B Entitlement Awards

Provides need-based grant assistance to high-potential students from low-income, disadvantaged families to help offset tuition/fee and other costs for high school graduates with at least a 2.0 grade point average. Recipients must also meet financial requirements.

Cal Grant Community College Transfer Entitlement Awards

Community college students who do not already have a Cal Grant may be eligible to receive a Cal Grant A or B Transfer Entitlement award if they have at least 2.4 grade point average when transferring to a baccalaureate degree granting institution. Eligible applicants must meet financial criteria, have graduated from a California high school in 2000-01 or later, and be under the age of 28.

Competitive Cal Grant A & B Awards

A limited number of Cal Grant awards are currently made available each year on a competitive basis for students who do not qualify for one of the entitlement programs.

Grant Programs Administered by the California State University

The CSU maintains efforts to ensure educational opportunity for all students. The CSU is committed to redirecting a portion of fee revenue to providing eligible students with need-based grants. These grant programs are:

State University Grant (SUG)

Provides need-based awards to cover a portion of the State University Fee for eligible undergraduate, graduate, and post-baccalaureate students who are California residents. Priority is to award a SUG at least equal to the amount of the State University Fee to eligible students who apply for financial aid by March 2, who have an expected family contribution (EFC) of $4,000 or less, and who are not receiving a Cal Grant or other award designated to cover fees. Each campus has established local awarding policies and priorities for these funds.

Educational Opportunity Program (EOP) Grant

Provides assistance to economically and educationally disadvantaged undergraduates. Recipients must be California residents who are admitted to a CSU campus through the Educational Opportunity Program.

Loans

Federal Perkins Loan

Provides low-interest loans for eligible undergraduate and graduate students with preference to students with exceptional financial need. The annual loan limit is $3,000 for undergraduate students and $5,000 for graduate students. The aggregate loan limits are $15,000 for undergraduate students pursuing a bachelor's degree and $30,000 combined for undergraduate/graduate or professional study.

William D. Ford Federal Direct Student Loan Program*

Federal Direct Subsidized Loan

Provides government insured, long-term, low-interest loans for eligible undergraduate and graduate students. Interest on this loan is paid by the federal government while the student is enrolled at least half-time. Students must demonstrate financial need through the standard financial aid application process to be eligible for this loan. An undergraduate student may borrow up to $3,500 for the first year of study, up to $4,500 for the second year, and up to $5,500 for the third and fifth years. Graduate students may borrow up to $8,500 per year. Aggregate undergraduate borrowing may not exceed $23,000. The combined aggregate undergraduate/graduate limit may not exceed $65,500.

Federal Direct Unsubsidized Loan

Provides long-term, low-interest loans for eligible undergraduate and graduate students who generally do not qualify for other need-based financial assistance or students who need loan assistance beyond the maximums provided by the subsidized loan program. The student pays all interest charges on the loan while enrolled in college. The combined total of the Stafford Loan and Unsubsidized Stafford loan may not exceed regular Stafford loan limits ($23,000 for undergraduates and $65,500 for combined undergraduate/graduates).

**Note: Loan amounts may be subject to change pending legislation.*

Federal Parent Loan for Undergraduate Students

Provides government-insured, long-term, low-interest loans for eligible parents of dependent, undergraduate students who generally do not qualify for other financial assistance. Parents may borrow up to the total cost of their dependent student's education minus any other aid for which the students are eligible.

Employment

FEDERAL WORK-STUDY PROGRAM (FWS)

Provides both on- and off-campus jobs for eligible undergraduate and graduate students through private or public non-profit organizations, local school districts, and other local, state, or federal agencies. A portion of FWS funds are also dedicated to promoting community service on the part of students.

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 Cal State San Marcos Associated Students, Inc., a short-term emergency loan is available to enrolled students. Up to $500 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.

FEE WAIVERS

The California Education Code includes provisions for the waiver of mandatory system-wide fees as follows:

Section 68120 - Children and surviving spouses/registered domestic partners 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 (referred to as Alan Pattee Scholarships);

Section 66025.3 — Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; any dependents or surviving spouse/registered domestic partner who has not married of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet age and income restrictions; and

Section 68121 — Students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001, terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001.

Students who may qualify for these benefits should contact the Admissions/ Registrar's Office for further information and/or an eligibility determination.

Scholarships

SCHOLARSHIP OFFICE
(760) 750-4855

The following scholarships are available to students attending Cal State San Marcos. Some scholarships do not require financial need. Cal State San Marcos 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.

Information on all scholarships that are listed below is available through the Cal State San Marcos Financial Aid and Scholarship Office and on the web page.

A free scholarship search service, is available in the financial aid section of the Cal State San Marcos Web site. The site is free of charge and contains information on national scholarships.

Scholarships that are administered by Cal State San Marcos Financial Aid and Scholarship Office:

AFRICAN AMERICAN SCHOLARSHIP

A $1,000 scholarship to an African-American student with a GPA of 3.0 or higher and is financially needy as determined by the Financial Aid and Scholarship Office.

ALUMNI ASSOCIATION SCHOLARSHIP

Funded by Cal State San Marcos Alumni Association, two $250 awards to be given to a Cal State San Marcos Alumnus who is pursuing another Cal State San Marcos degree or certificate. Recipients are required to be enrolled in at least six (6) units per semester.

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.

ASI AMERICAN INDIAN SCHOLARSHIP IN HONOR OF LEE DIXON

Funded by numerous sources, including Associated Students, Inc., Cal State San Marcos employees and North San Diego County American Indians, for a tribally enrolled American Indian student who is financially needy. Preference will be given to an incoming freshman. One $1,000 scholarship is available.

BREE TINNEY ENDOWED WOMEN'S STUDIES SCHOLARSHIP

Established by friends and family of Bree Tinney in her memory, for a financially needy Cal State San Marcos student who is a Women's Studies major or minor.

Bree Tinney Re-entry Scholarship

One $150 scholarship is awarded to a female undergraduate student who is a single parent resuming her studies after an extended break. Must have a 3.0 transfer GPA and demonstrated financial need as determined by the Cal State San Marcos Financial Aid and Scholarship Office.

Cal State San Marcos 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 Cal State 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, former Cal State San Marcos mathematics professor, to a full-time Cal State San Marcos mathematics major with a GPA of 3.0 or higher.

Community Service Scholarship

Ten awards are given, five to students who have financial aid need, as determined by the Cal State San Marcos Financial Aid and Scholarship Office and five to non financial aid students. Awards are for students enrolled full-time (9 units or more to include registration in HD 499C); 3.0 GPA, 3.3 high school GPA if a freshman; students must be willing to volunteer for at least 170 hours during the award year and register for the course "Service in the Community" HD 499C. Awards are given after the Community Service requirement has been met.

CSU Graduate Equity Fellowship

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

John 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 Cal State San Marcos with a GPA of 3.0 or higher, and who has a verified disability.

Elisabeth Crouch Scholarship Fund

Four $2,000 scholarships are awarded to College of Business majors who have a minimum 2.5 GPA. Must be enrolled full-time and have demonstrated financial need. This scholarship is renewable up to four years.

Ella J. Thedinga Memorial Scholarship Endowment

Established by Ella J. Thedinga, priority is given to entering first-year Cal State San Marcos 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 Cal State San Marcos students who are studying abroad.

Fenstermaker Foundation Scholarship

Funded by an annual gift, awards up to $7,000 a year renewable, are made to Cal State San Marcos students who are majoring in biology, chemistry, or computer science. Selection is based on high academic achievement.

Edmond Kwan Memorial Scholarship

One award for $460 will be offered to a Finance major with a 3.0 or better GPA, must be enrolled as a Senior who is of Asian or Pacific Islander descent, and must have financial need as determined by the Financial Aid and/or Scholarship Office.

Geico Direct Internship/Scholarship Program

One scholarship for $5,000 and a paid part-time internship at Geico Direct is available to a junior or senior who is majoring in Business Administration and has a minimum 3.5 GPA. Students must be registered in at least 3 units during the Fall and Spring semesters. And have demonstrated abilities in Accounting, Math and Statistics per their transcript. Financial need is not a criterion. A letter of recommendation from a faculty member, Dean or an Associate Dean and a complete academic transcript is required.

Grice, Lund & Tarkington

Established by the Escondido firm of Grice, Lund & Tarkington, this scholarship is awarded to a Cal State San Marcos 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

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 Cal State 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.

Irene Miller Scholarship

Two scholarships at $600 each are awarded to Liberal Studies majors who desire to teach elementary-age children.

Jane Lynch Endowed Scholarship

Funded by Ann Hunter-Welborn in honor of Jane Lynch, former Cal State San Marcos Executive Director of University Development. One $500 award is made available to a non-U.S. Citizen, who is in the U.S. progressing toward permanent residency, has overcome adversity and is financially needy.

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.

Kellogg Endowed Scholarships

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

Jim Kuden Endowed Scholarship

Endowed by a gift from Mr. Jim Kuden during the summer of 2007, this scholarship opportunity will provide a scholarship to a student who is majoring in Mathematics, Physics, Communications and Economics. Students must show financial need; complete a general scholarship application and essay and be enrolled as an undergraduate full-time student. A 3.0 GPA is required. One scholarship for up to $400.00 will be awarded each year.

Laura E. Settle Scholarship

The California Retired Teachers Association sponsors the $2,000 Laura E. Settle Scholarship. For 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.

Leonard and Jean Evers Memorial Endowed Computer Scholarship

Established by Leonard Evers, a retired businessman and former North County resident, 40 computers are made available to entering freshmen with high financial need and a minimum 3.0 high school GPA.

Lilian C. Sherman Scholarship

One $1,500 scholarship is awarded to a Native American Indian student who has demonstrated service or involvement in a tribe or American Indian community. Demonstrated financial need and enrolled at least half- time.

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. The scholarship will be awarded to a Cal State San Marcos 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 may be renewable.

J. Douglas and Marian Pardee Scholarship

Established by a generous gift from The Pardee Family, (50) $2000 scholarships will be provided to qualified CSUSM students. Twenty-five scholarships will be awarded to freshmen and twenty-five will be given to transfer students. Applicants must have financial need, a 3.25 GPA and be enrolled in at least 6 units. These scholarships have the potential for a one year renewal based on students maintaining a 3.0 GPA. A unique slant on this scholarship, is that 40 of the scholarships will be selected from each of the four colleges (College of Business, College of Arts and Sciences, College of Education and School of Nursing) and an additional 10 awards will be granted to students who are returning to pursue their education, after a break.

Peggy Adams Memorial Scholarship

Three awards at $500 each will be selected for someone who is a re-entry student who has experienced an interruption in their education. Has overcome obstacles such as, but not limited to, single parenthood, a debilitating illness, divorce, and/ or loss of employment. Financial need as determined by the Cal State San Marcos Financial Aid and Scholarship Office.

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.

Retirement DNA Scholarship in Biotechnology

One $1,500 scholarship awarded to a Biotechnology major enrolled full-time, with financial need as determined by the Financial Aid and Scholarship Office, and must have a 3.2 or higher GPA. Two letters of recommendation are required.

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 Cal State San Marcos. Priority is given to a Cal State San Marcos MBA student who has completed undergraduate work in the Cal State San Marcos College of Business Administration.

San Diego Kiwanis Scholarship

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

The Aufmann Scholarship

One $1,000 scholarship will be offered to a San Diego County resident, who is a senior or junior, the year the scholarship is offered. This scholarship is for a re-entry student who is majoring in Math, Chemistry, Science, or Physics. Preference will be given to a Math major. This scholarship requires a 3.0 GPA.

The Burnham Foundation Scholarship

Established by the Burnham Foundation, two $1,000 scholarships are awarded each year to Cal State San Marcos 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.

The Clare and Wally Taibleson Presidential Scholarship

One scholarship will be awarded to an incoming freshman. The selected recipient must have a minimum GPA of 3.75 or be in the top five percent of their high school graduating class; must be eligible for CSU admission and CSU proficient in mathematics and English. The selected recipient will be awarded a residential life scholarship in the amount equal to cost of housing at University Village; a fee payment scholarship in an amount equal to a full instate fee; and a fully configured lap top computer. Students must complete the Cal State San Marcos Clare and Wally Taibleson Presidential Scholarship Application, essay and provide two letters of recommendation.

University Ball - Science Scholarship

One $400 scholarship is awarded to a Science major with a 3.0 GPA or better GPA. Demonstrated financial need and enrolled at least half- time.

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 Cal State San Marcos.

Scholarships that are administered outside of the Cal State San Marcos Financial Aid and Scholarship Office:

AAUW, Rancho Bernardo Branch Scholarship

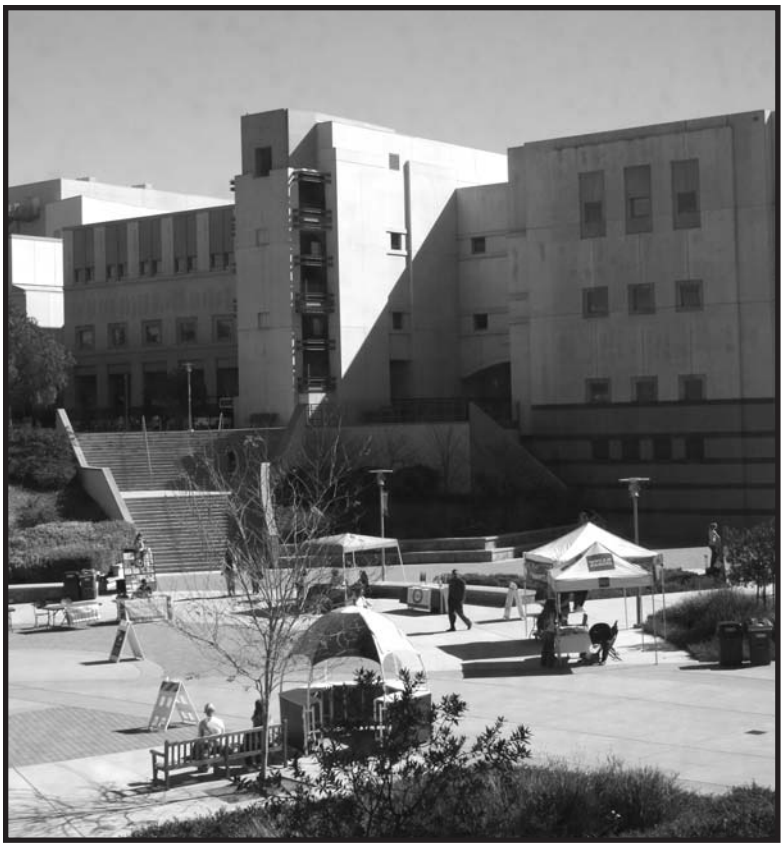
Funded by an annual gift from the Rancho Bernardo Branch of American Association of University Women (AAUW), for a financially needy re-entry undergraduate woman student at the college junior level or above, with a GPA of 2.8 or higher.

BECA/LAFS Scholarship

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

North County Women in Networking Scholarship

Funded by an annual gift from the North County Women in Networking, for financially needy women.









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SERVICES AND RESOURCES

Arts and Lectures

(760) 750-4366

The Cal State San Marcos Arts and Lectures series is coordinated through Center ARTES. The series features a variety of concerts, lectures, and theatrical performances designed to invoke, provoke, and support learning for our students and the community. There are venues throughout campus and in the Arts Building. 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 the President
Athletics Office: Field House, Suite 106J
Telephone: (760) 750-7100
E-mail: athletics@csusm.edu
www.csusm.edu/athletics/

The Purpose

The objectives of the intercollegiate athletic programs at Cal State San Marcos 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 Administrative Staff

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Women's Softball Coach
Telephone: (760) 750-7103
E-mail: kwarren@csusm.edu

Dennis Pugh
Men's Baseball Coach
Telephone: (760) 750-7104
E-mail: dpugh@csusm.edu

Ron Pulvers
Men's and Women's Soccer Coach
Telephone: (760) 750-7112
E-mail: rpulvers@csusm.edu

Fred Hanover
Men's and Women's Golf Coach
Telephone: (760) 750-7110
E-mail: fhanover@csusm.edu

Steve Scott
Men's and Women's Cross-Country and Track Coach
Telephone: (760) 750-7105
E-mail: sscott@csusm.edu

The Teams

Over the last decade, Cal State San Marcos' men's and women's golf, cross country, and track and field teams have been perennial contenders in the NAIA, amassing over 50 All-Americans and nearly a dozen regional titles. With the recent additions of men's and women's soccer, baseball, and softball, the university has more than doubled its total of student-athletes within the last year.

Cross Country

Endurance and desire are name of the game for Cal State San Marcos Cross-Country, and those traits are personified by Coach Steve Scott. A member of the National Track and Field Hall of Fame and reigning NAIA Region II Coach of the Year, Coach Scott fields a team of roughly 30 young men and women each fall, and has taken that squad to the National Championships every year since the program began in 1999.

During the season, the cross-country teams compete in meets throughout California, often against NCAA Division I and II opponents. The female athletes run a 5-kilometer race, while the men run 8-kilometers.

As a Cougar cross-country runner, student-athletes have the opportunity to learn from one of the top runners in U.S. history while representing their school in regional and national competitions. Given the physical demands of the sport, the training and lessons learned from cross-country provide benefits that stretch far beyond the student's time at CSUSM.

Track and Field

Nationally competitive since 2000, the Cal State San Marcos Track and Field team attracts athletes from across the state to compete in Cougar blue. Coached by Steve Scott since its inception, the program has tallied over three dozen All-Americans over the years, and has brought home an individual national championship to the university.

Track and field athletes can compete in a wide variety of events for CSUSM, from sprinting to distance running to pole vaulting. An experienced coaching staff ensures that every athlete receives proper training, and a modern weight room, training room, and top-notch trainers ensure that student-athletes have all the support they need to thrive.

Golf

With access to some of the top golf courses in Northern San Diego County, the men's and women's golf teams at Cal State San Marcos have ample opportunity to sharpen their playing skills. Coached by Fred Hanover, the squads travel around California and across the nation to play tournaments during both the fall and spring semesters.

Both the men's and women's teams have achieved great success in the NAIA, and have notched top-10 finishes nationally. In 2007, Cal State San Marcos served as the host University for the Women's Golf National Championships, and will do so again in 2008.

Soccer

Though 2006 was the first year of competition for the Cal State San Marcos men's and women's soccer teams, you couldn't tell by their play on the field. Coach Ron Pulvers coached the men to a winning season in their first year, and led the women to the program's first playoff victory in the NAIA's highly competitive Region II.

The teams, which consist of about 25 student-athletes each, travel across California throughout their season, and play their home games on-campus at Mangrum Track and Soccer Field. Large crowds of Cougar fans showed up to cheer on the squads during their successful inaugural seasons, and support will only grow as the programs continue to mature.

Baseball

In the spring of 2007, the first-ever Cougar baseball team took the field. Despite a freshman-heavy roster and a 0-7 start, Coach Dennis Pugh and his staff steered the squad to an improbable winning record during the rest of the season. Now with the program entering its second year, expectations are sky high.

Though the University currently does not have an on-campus field (home games are played at local high schools), there are plans in the works for one to be built. The squad of roughly 35 student-athletes does have access to on-campus batting cages, the weight room, and the training room. They play a tightly-packed schedule of about 40 games during the spring season, generally competing against fellow NAIA Region II squads around southern California.

Softball

Established in 2007, the young Cougar softball squad notched 10 wins in its inaugural season despite playing a schedule that featured many of the best teams in the NAIA. Now coached by former UCLA All-American Kelly Warren, the squad should benefit greatly from their experience last season, and be ready to shine in 2008.

The softball team carries a roster of about 20 female student-athletes, and competes against NAIA and NCAA universities in southern California. The team plays its home games at Mission Hills High, but hopes to have an on-campus facility in the coming years.

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) 750-4757 — Starbucks
(760) 750-4751 — Dome Café
(760) 750-4755 — Cougar Corner

The University Food Services are operated by Cal State San Marcos Foundation, a non-profit corporation, with proceeds being used to further the educational aims of the University. Located in the University Commons Building is the dining food court, convenience store, catering services and vending machines. Starbucks is located on the third floor of the Kellogg Library. Vending machines are located in the University Commons, Academic Hall, Arts Building, University Hall, Science II, Kellogg Library, Clark Fieldhouse, University Village and the Foundation Classroom Building. Hours vary throughout the year, so please call stores for hours.

University Store

(760) 750-4730

Cal State San Marcos University Store provides a range of products and services, including textbooks for classes, special class orders, reference books, class-related office supplies, imprinted Cal State San Marcos clothing and gifts, Dell and Apple computers and selected software. The University Store is operated by Cal State San Marcos Foundation, a non-profit corporation, with proceeds being used to further the educational aims of the University. Services include:

- Textbooks—over 1300 titles are requested by the faculty each semester;
- At the beginning of each term, students can access their personalized booklist inside the store;
- Year-round buyback of textbooks is done inside the store; and
- Classroom supplies, University Catalogs and Catalog Addenda, clothing and gifts.

Disabled Student Services

CRA 4300
(760) 750-4905 (TDD 750-4909)
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.

Instructional Computing Laboratories

(760) 750-6505

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, Linux 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.

Use of the labs is restricted to students, faculty, staff, and alumni of Cal State San Marcos. Information about the labs can be obtained from the web site *www.csusm.edu/iits/labs.*

International Student Services

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

International Student Services are provided by the Office of Global Education. 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 Education will serve as a contact point for international students in the event of personal or family emergencies.

Library

(760) 750-4330

The 200,000 square foot Kellogg Library has over 300 computers, nearly 30 group study rooms, thousands of journals, and a quarter million books. Kellogg Library is the primary learning resource outside the classroom. You can enter the Library by either the main entrance on the 3rd level or at the 2nd level. To reach the 1st floor classrooms, use the stairwell or elevator in the Starbucks Tower.

Web Access

http://library.csusm.edu

The web site provides access to the Library catalog and over 100 research databases. It also provides information on the library's services, hours, and people. You may make requests directly online for such things as InterLibrary Loan materials or research appointments.

Hours

Monday - Thursday - 7:00 a.m. - 9:00 p.m.
Friday - 8:00 a.m. - 5:00 p.m.
Saturday - 10:00 a.m. - 5:00 p.m.
Sunday - 10:00 a.m. - 5:00 p.m.

Media Library Hours
Monday - Thursday - 8:00 a.m. - 9:00 p.m.
Friday - 8:00 a.m. - 5:00 p.m.
Saturday & Sunday - 1 p.m. - 5 p.m.

Any exceptions for Library hours will be posted in advance on the Library web site:
http://library.csusm.edu/about/hours.asp

Library Card and Borrowing Policy

The University ID card issued by the Media Library 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 Check Out Desk 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. With a current CSUSM ID card, faculty, staff, and students may borrow books directly from other California State University libraries, or through the Circuit. An agreement with MiraCosta and Palomar Colleges allows Cal State San Marcos students, faculty and staff to check out materials at these libraries as well.

Reserves

(760) 750-8363

Reserve materials, both print and electronic, are placed in the Library by your instructor. They can be obtained at the Check Out Desk on the third floor of the Library, at the Media Library, and via the Library web site.

Resource Sharing

(760) 750-4345

Resource Sharing is a service through which Cal State San Marcos faculty, staff, and students can obtain research materials not held in our library from other libraries. Resource Sharing is done through two different programs: 1) The San Diego Circuit, a local consortium; and 2) Interlibrary Loan, a worldwide resource sharing system.

San Diego Circuit

The San Diego Circuit is a book-sharing arrangement among four university libraries (SDSU, UCSD, USD, and CSUSM) and the San Diego County Library. The Circuit catalog is available on the web. While searching the catalog, researchers can request specific items using their library barcode. Most books are delivered to the Library within 24 hours.

Interlibrary Loan

Interlibrary Loan is a system through which libraries worldwide can share research materials of any kind. Materials cited anywhere can be requested through Interlibrary Loan. Interlibrary Loan request forms are available on the web. Materials requested through this service generally arrive within 5-10 business days and are either delivered electronically, mailed, or held at the Library Check Out Desk for pickup.

Research Assistance

(760) 750-4391

Research assistance and instruction are two of the primary missions of the Kellogg Library. Research services promotes student learning by providing awareness of and instruction in using diverse information resources. Research assistance in the Kellogg Library is available to you through several access points. These include a Research Help Desk (3rd floor) for research questions, and an Information Desk (4th floor) to assist with locating periodicals, microforms, and books. For in-depth help with your research, individual research appointments with a Librarian subject specialist may be made through any of the above access points. You may also ask a question via e-mail libref@csusm.edu, or get an answer immediately through real time chat.

Information Literacy

(760) 750-4356

Obtaining the skills, knowledge and attitudes necessary to thrive in an information-rich environment is a necessary part of your education. The goals of the Information Literacy Program (ILP) are to assist students in developing information literacy skills and to ensure that all students become successful lifelong learners. The ILP provides course-integrated instruction in information literacy within the General Education courses and major courses. ILP provides outreach to target student groups on campus and in the community, through the Context: Library Series and other programs.

Collections

The Cal State San Marcos Library makes available to you over 250,000 books as well as thousands of journals in print or electronic formats. You will find research materials to support all areas of the Cal State San Marcos curriculum, from Accounting to World Languages. 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.

The Library catalog provides access to books, journals, government documents, and media (including video and DVD) 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. The "Get It!" system helps users locate the full text of an article, whether online or in print.

The Library is a selective depository for United States and California State documents. Housed within the library is the specialized collection of the Barahona Center for the Study of Books in Spanish for Children and Adolescents. In addition, the Library houses a small collection of curriculum materials and the University Archives.

Media Library

(760)- 750-4370

The Media Library is located on the second floor of the Kellogg Library and provides access to the collection of non-print materials including video tapes, DVDs, spoken and musical audio tapes, CDs, and slides. A complete listing is available through the Library catalog. Individual listening and viewing facilities are located in the Media Library. Some audiovisual equipment can be borrowed for use in class projects.

Off Campus Access

(760) 750-4391

Many of the Library's resources are available to anyone on the Web. Other materials, such as full-text journals, are only available to Cal State San Marcos students, faculty, and staff. Any registered student can access Library resources from their home computer. For off-campus access, simply go to the catalog or research databases as you would on campus. When you click on a link, the proxy server will ask you for your campus username and password. More detailed information about the Library and its services is available at the Research Help Desk on the 3rd floor of the Kellogg Library.

Lifelong Learning and Development

Alumni and Parent Relations

(760) 750-4405
alumni@csusm.edu

The Office of Alumni and Parent Relations is dedicated to identifying and serving the needs of Cal State San Marcos alumni and parents. Alumni and Parent Relations works to encourage a life-long relationship with alumni and parents through their continued connection with the University through job fairs, special events, alumni-based benefits, or electronic and print communications.

Alumni Association

The Cal State San Marcos Alumni Association provides alumni with opportunities to enhance their cultural, personal, and professional development through their continued involvement with the University. For more information or to join the Cal State San Marcos Alumni Association, please call (760) 750-4405 or check out the association's web site at *www.csusmalumni.org*

Career Center

(760) 750-4900
www.csusm.edu/Careers

The University maintains a centralized Career Center as a part of the Division of Student Affairs. This office, located on the First Floor of Craven Hall 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 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 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 Cal State San Marcos 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 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. Any such data provided must be in a form that does not allow for the identification of any individual student. 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 system.

Outreach Programs

The Office of Admissions and Recruitment/Outreach Programs promotes higher educational opportunities that support the success of K-12 students, families and schools through programs and activities. The Office of Admissions and Recruitment accomplishes this by providing services in the areas of parent education, community collaboration, and student tutoring. The Office of Admissions and Recruitment/ Outreach Programs includes Early Assessment Program, Early Outreach, and TRIO/Educational Talent Search, and TRIO/Upward Bound. For more information about Outreach Programs, call (760) 750-4870, or visit the staff at Craven 3300.

Early Outreach

The Early Outreach Office seeks to prepare and increase the number of disadvantaged students entering and graduating from post secondary education. Committed to providing academic outreach and retention services to students, parents, and the community, Early Outreach cultivates a responsive, supportive relationship by promoting the value of higher education. As educational advocates, Early Outreach 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.

TRIO/Educational Talent Search (ETS)

TRIO Educational Talent Search (ETS) is a federally funded TRIO program designed to assist 600 students at both Jefferson Middle School and Oceanside High School. ETS identifies and assists students who have the potential to succeed in higher education. The goal of ETS is to encourage students to successfully complete middle school, graduate from high school and continue their post-secondary education. ETS offers a variety of college-going services such as academic advising, FAFSA/scholarship workshops, assistance in completing college admission applications and college entrance exams, after school tutoring, university field trips, and continuous dissemination of post-secondary information.

Cal-SOAP (Student Opportunity and Access Program)

Cal-SOAP North County provides information about post-secondary education and financial aid to elementary through high school students while raising their academic achievement levels. The Cal-SOAP advisement component utilizes a network of College Peer Advisors trained to provide support for school counseling personnel at high schools in North San Diego County. College Peer Advisors serve as role models, work with high school juniors and seniors in small groups and one-on-one intensive advisement, share college experiences, and help students to complete applications for college and financial aid.

TRI0/Upward Bound

(760) 750-4013

The Upward Bound Program (a federally funded TRIO program) provides academic counseling and guidance services to 50 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 students as they pursue graduation from high school, admission to the campus of their choice, and graduation from college.

Early Assessment Program (EAP)

The CSU has worked with the State Board of Education (SBE) and the California Department of Education (CDE) to develop the Early Assessment Program (EAP). EAP incorporates the CSU's placement standards into existing high school standards tests in English and mathematics. The goal of the Early Assessment Program is to have California high school graduates enter the CSU fully prepared to begin college-level study.

Parking and Transportation Services

(769) 750-7500 - FCB 107
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 the California State University San Marcos parking facilities:

- Display a valid California State University San Marcos permit before parking your vehicle;
- Daily permits can be obtained in all general parking lots. General lots include: B, C, F, J, K, L, N, X, Y, and Z;
- 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 California State University San Marcos permit.
- Park only in clearly marked parking spaces, not along fences, red curbs, reserved spaces, and/or undeveloped areas.

Other Parking and Transportation Services include bike lockers, on-campus shuttle, carpool information, including AlterNetRides, and BREEZE/SPRINTER passes through North County Transit District. The parking information booth (located in General Lot C) assists our University community and our public with directions, questions and parking matters on campus.

Pre-Printed information may be subject to change. Please call Parking and Transportation Services at (760) 750-7500, Monday through Friday 8:00 am – 5:00 pm, to inquire about current parking information.

Parking Refunds

Parking refund forms are available in Parking and Transportation Services, FCB 107. 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 and Transportation Services, Monday through Friday between the hours of 8:00 a.m. to 5:00 p.m. or visit the Parking and Transportation web site at: *www.csusm.edu/parking.*

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 9-1-1 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. For more information on emergency or safety tips and procedure, visit the University Police Department's web site at:
http://www.csusm.edu/police/

Injury and Illness Prevention Program

(760) 750-4502

Cal State 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 and required per the *California Code of Regulations*. 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 Risk Management and Safety for all employees of Cal State San Marcos. A schedule of training opportunities is published each semester. Please call 750-4502, or visit the web site at *http://www.csusm.edu/rms/* for a listing of training events or further information.

University Police Department

(760) 750-4567
911 – Emergency

The University Police Department, a full service 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 operates 24-hours a day, 7 days a week, 365 days a year with statewide jurisdiction. Its primary responsibilities include crime prevention, law enforcement, criminal investigation, traffic enforcement, and disaster preparedness. If you are a victim of a crime or witness of a suspicious activity, report the incident immediately to the University Police. Since calls to 911 from cellular phones are received by the California Highway Patrol, we recommend that you program (760) 750-4567 into your cell phone for on-campus emergencies.

The University Police Department provides the following campus community services:

- Safety Escort Service from dusk to dawn.
- The University Lost and Found program.
- RAD (Rape Aggression Defense) program, a women's self defense and empowerment course.
- U-PAL (University Police Advisory Liaison) Program, a community outreach program directed at faculty, staff and student organizations.
- UPROAR (University Police Restraining Order Assessment and Response) Program.
- PRICE (Preventing Rape by Intoxication through Community Education) Program, an educational program designed to reduce sexual assaults that are a result of victim intoxication.
- 502 Blues, an alcohol awareness and impaired driving prevention presentation.
- Cougar Watch, a community based crime prevention coalition.
- Professional Speaker Bureau, officers provide information on a wide variety of safety and crime prevention topics.

For more information on these and other services please see our website at www.csusm.edu/police.

Skateboarding

Riding skateboards is prohibited on all University property at all times. Roller skates, roller blades, 'scooters', and devices of a similar nature are included in this prohibition.

Weapons on Campus

The possession of firearms on campus is strictly prohibited. Violators will be arrested and subject to felony criminal prosecution per 626.9 of the California Penal Code. Exemption may be granted with prior written approval by the Chief of Police.

Dirks, daggers, ice picks, and any fixed blade knife with a blade length of 2.5 inches or longer may be subject to arrest per 626.10(b) of the California Penal Code. Exemption is given to knives used in scope of employees' duties or used in the residence hall areas specifically for the use of food preparation and/or consumption.

Switchblade knives, gravity knives (such as a butterfly knife), brass or metal knuckles, nunchakus, practice or replica hand grenades, saps, blackjacks, and billy clubs are prohibited per 12020 (a)(1) and 653(k) of the California Penal Code.

All fireworks and explosives are strictly prohibited.

Photo Identification Cards

(760) 750-4370

Student identification cards are issued by the Media Library in the Kellogg Library building. The identification cards, which have the student's photo and ID number imprinted on them, are required to check out library and IITS materials, 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 Cal State San Marcos ID card, students must be prepared to present proof of registration and payment of fees.

Photo IDs can be obtained in the Media Library during their open hours, which can be checked on the Library's web site at *http://library.csusm.edu/about/hours.asp.*

For additional information, call the Media Library at (760) 750-4370.

The University Police Department provides the following campus community services:

- issuance of photo ID cards for Cal State San Marcos 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.

Testing Services

Testing Services provides the University with information and registration materials on a wide range of tests such as:

- ACT Assessment
- California Basic Educational Skills Test (CBEST)
- California Subject Examination for Teachers (CSET)
- 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
- Reading Instruction Competence Assessment (RICA)
- SAT I: Reasoning Test
- SAT II: Subject Tests
- Test of Essential Academic Skills (TEAS-NURSING)
- Test of English as a Foreign Language (TOEFL)
- Veterinary College Admission Test (VCAT)

Testing Services administers the CSU English Placement Test, Entry Level Math Test, and Test of Essential Academic Skills (NURSING). For more information about these tests go to *ww.csusm.edu/testingoffice.*

For a current schedule of all tests offered at Cal State San Marcos, check the testing web site at: *www.csusm.edu/careers.*

Retention and Academic Assistance

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 Cal State San Marcos students are welcome to use this facility as a supplement to other study and learning activities.

Advising Services

Advising for a major or minor is done by individual faculty in the respective discipline and/or by academic staff advisors. Faculty or professional staff advisors are available to assist students in planning their academic program. Students are encouraged to refer to the following advising web sites for faculty major advising and staff advising services information at: *http://www.csusm.edu/Academic_Advising/coas/facultyadvisers.htm*

Student Support Services

Craven Hall, 4100
http://www.csusm.edu/CLASS/
(760) 750-4861
Director: Heather Northway
northway@csusm.edu

The mission of Student Support Services is to provide low-income, first-generation, and/or traditionally underrepresented college students with comprehensive support services in their pursuit of a university degree. SSS is a federally funded grant and is committed to student success. SSS is an integral part of the mission of the University as it seeks to embrace and enhance cultural pluralism and academic excellence. SSS students follow a comprehensive plan that helps them stay focused on academic success

Support services offered through SSS include:

- Academic advising
- Personal counseling
- Peer mentoring
- Learning cohorts
- Leadership opportunities (intern and peer mentor positions)
- Academic and personal growth workshops
- Mid-semester evaluations
- Cultural Enrichment Activities
- Specialized advising for skill-building and academic guidance
- Supplemental instruction
- Summer Bridge

Educational Opportunity Program

Craven Hall, 4100
http://www.csusm.edu/CLASS/
(760) 750-4861
Director: Cecelia Blanks
cblanks@csusm.edu

The mission of the Educational Opportunity Program is to serve historically low-income, first-generation college students, particularly those who are underrepresented in the CSU. An array of support services are 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 and in good academic standing with EOP.

Support services offered through EOP include:

- Peer Mentoring
- Academic advising
- Personal counseling
- Financial aid (assistance)
- Priority registration
- Summer Bridge
- Leadership opportunities (intern and peer mentor positions)
- Academic workshops and Conferences
- First-year Learning Cohorts

Applications are taken for Fall Admittance only.

Summer Bridge

Summer Bridge is a program that is available through the collaboration of SSS and EOP Programs.

Summer Bridge prepares first-year students to succeed in CSUSM's academic, social and cultural environment through an intensive five-week program that provides first-year EOP and SSS students with rigorous instruction in writing, math, study skills, college success strategies, and community building activities.

The Center

Craven Hall, 4100

The Center provides opportunities for EOP and SSS students to build community, form study groups and/or conduct research. Other services offered through the Center include:

- Laptop loan program
- Access to computers
- Free limited copies and printing

EOP and SSS admissions information, applications, and deadlines may be obtained by visiting the department's web site at: *http://www.csusm.edu/ CLASS/,* or in CRA 4100, or *CSUMentor.edu*.

Faculty Mentoring Program

Kellogg Library, 2400
(760) 750-4017

Established in 1991, the mission of the Faculty Mentoring Program is to increase the retention of upper-division students who are at risk of failing to graduate from Cal State San Marcos. The core of the Faculty Mentoring Program is the one-on-one mentoring relationship that matches a student with a volunteer faculty member, based on shared academic interests. The most important objective of the mentoring relationship is to assist the student in meeting graduation requirements. Mentors also provide guidance about graduate degrees and the graduate application process.

While the Faculty Mentoring Program is best known for the one-on-one mentoring relationships, the Faculty Mentoring Program also presents a program of group activities that gathers individual student protégées together into an annual cohort. Through individual mentoring and group activities, the Faculty Mentoring Program serves at-risk students by involving them in a process of creating strong professional relationships, establishing a shared culture, practicing constructive academic and professional behavior, and embracing a positive attitude about collaboration and academic success.

The Faculty Mentoring Program is administered by the Director of the Faculty Center, in collaboration with a Faculty Fellow. Faculty mentors are recruited and supported by the Faculty Center as part of its mission to support faculty development, and specifically, to enhance faculty success in promoting student learning and academic achievement among at-risk upper-division students (e.g. retention, timely degree-completion, advising about careers, application to advanced degree programs, etc.).

Students may submit an application if they are first-generation college students and/or can demonstrate financial need, and must be at the junior or senior level. All faculty (part-time and full-time) are welcome to participate.

LANGUAGE LEARNING CENTER

University Hall, 240
(760) 750-8058
www.csusm.edu/llc

The Language Learning Center directly supports the learning of all languages taught in the World Languages and Hispanic Literatures Department by offering tutoring, class activities, recording, listening, and viewing capabilities, and online and in-house resources. In addition, the LLC advises on CSUSM's graduation Language Other Than English Requirement (LOTER) and administers the Language Proficiency Exam as one of the ways to meet the LOTER. For more information, please go to the LOTER section of this catalog, visit www.csusm.edu/llc, or stop by University Hall 240.

MATH LAB

Kellogg Library, Room 1104
(760) 750-4101
Director: Maureen DuPont
mdupont@csusm.edu

The Math Lab provides academic support, tutoring, and assistance to undergraduate Cal State San Marcos students taking math courses, fulfilling General Education requirements in mathematics, or preparing for the CBEST or ELM exams. The Math Lab also offers computers and resources on math for students and faculty use.

WRITING CENTER

Kellogg Library, 1103
(760) 750-4168
www.csusm.edu/writing_center
Director: Erin Goldin
egoldin@csusm.edu

The Writing Center offers students from all disciplines an opportunity to get feedback on their writing from trained peer consultants. Consultants work with students at any stage of the writing process, offering strategies, advice, and resources to help the student improve her/his writing abilities. One of the central goals in the Writing Center is to help make better writers, not just better writing. The Writing Center does this by focusing feedback on the writing process, not just the paper at hand. In addition to one-on-one tutoring sessions, the Writing Center also offers on-line tutoring services, small group sessions, and writing and grammar workshops.

Student Health and Counseling Services

(760) 750-4915 Appointments
(760) 750-4924 TDD
(760) 750-3181 Fax
www.csusm.edu/shcs shcs@csusm.edu

Student Health and Counseling Services provides primary health care, health education and counseling to enrolled Cal State San Marcos students. The Student Health and Counseling Services staff includes medical, counseling, and administrative professionals who are trained to assist students who have medical, mental and/or health related problems. Visits with a doctor, nurse practitioner, health educator, nurse or counselor are absolutely free with an appointment. Visits may include routine preventive health screenings, such as PAP exams, physical or treatment for colds, respiratory infections and other general health. A psychiatrist is available for low cost visits.

Also available are laboratory, radiology and immunization services. Students will have access to pharmacy services for low cost prescription and over the counter medications. Students may seek counseling with a health educator for nutritional counseling, family planning discussion, weight management or STD counseling. HIV Testing is available through North County Health Services once a month. Counseling services to help students cope with issues that can affect them personally and academically are available for short-term individual, couple, family and group counseling.

All services provided are strictly confidential. For more information, please visit our website.

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 and Counseling Services as well as ongoing education and support. For information about these and other volunteer opportunities, contact Student Health and Counseling Services.

Student Health Advisory Council

(760) 750-4917

A Student Health Advisory Council works closely with Student Health and Counseling Services. It is a voluntary policy advisory council whose mission is to insure high quality, confidential, and professional primary and preventive health care for Cal State San Marcos students. They are also involved with campus-wide health programs for students. Membership is established through application and approval by ASI, and new students are welcome to apply at the beginning of each semester. For further information, contact the staff advisor at (760) 750-4917.

Family PACT
(760) 750-4968

Planning, access, care and treatment program to provide no-cost family planning services for men and women, as well as education, counseling and treatment to protect your reproductive health. Please call us about eligibility.

Student Health Insurance
To supplement your health care at Student Health Services, students have the option of purchasing student health insurance through Sommerton Student Insurance Services. Student health insurance forms are available in Student Health Services and ASI Office. Students are encouraged to maintain some form of health insurance.

Student Life

Associated Students, Inc.
(760) 750-4990
Fax: (760) 750-3149

Mission Statement
The mission of Associated Students, Inc. 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 that encourage a campus climate that meets the educational, social, and cultural well-being of the students.

ASI Motto
ASI Powered by the Students

Background
Associated Students Inc. (ASI) is a nonprofit auxiliary organization that exists to provide services to students. This organization's goal is to participate in shared governance of the university, provide programs, club sports, student life, enrichment and social justice. ASI is governed by a student Board of Directors that is elected each spring and serves for one year beginning in May.

Services
Each student pays fifty dollars per semester to Associated Students, Inc. This money is allocated to provide a quality outside-the-classroom experience for Cal State San Marcos students. Therefore, ASI offers co-curricular enrichment programs that include: leadership opportunities, student development, Women's Center, intramural sports, fitness classes, concerts, comedy shows, cultural awareness, lectures, films, discount tickets, student employment opportunities, a LGBTQ Pride Center, scholarships, and student health insurance.

Get Involved!
Associated Students, Inc. offers many opportunities for students to get involved, gain personal awareness, learn the relationship of self to others (differences and commonalities) and learn the uniqueness of Cal State San Marcos' environment, its local community, and the global community. Students are encouraged to participate by serving on the ASI Board of Directors, ASI committees, University committees, ASI Campus Activities Board, ASI Cougar Recreation Center, Women's Center, LGBTQ Pride Center, and/or seek ASI employment. For more information on programs, leadership opportunities, and/or volunteer opportunities, stop by the office located in FCB 5103, or call (760) 750-4990.

Student Life & Leadership
(760) 750-4970
Craven Hall, 3400
www.csusm.edu/SLL

Mission
The Student Life and Leadership Team will provide intentional learning experiences to promote the development of students and a dynamic campus community that supports each individual on their own journey to become an effective citizen in a diverse global community.

Who We Are and What We Do
Student Life & Leadership staff members plan, implement and evaluate programs, services and activities in collaboration with students, student organizations, faculty and staff from all areas of the campus community. SLL partners with members of the campus and surrounding community in the following ways:

- student organization development, recognition and advising;
- leadership development programs for the campus;
- orientation programs for new students and their families;
- New Student Programs and Orientation provides programs and support for new students on campus;
- Multicultural programs and the Cross Cultural Center (C3);
- Greek Life (Fraternity and Sorority Advising);
- the Tukwut Transcript (a co-curricular involvement record for students);
- student activities resources and advising;
- off-campus housing referral resources;
- collaboration with Associated Students, Inc. to develop a dynamic campus life;
- advising students on their rights and responsibilities related to university policies and procedures; and
- campus posting procedures (bulletin boards, banners, A-frames, etc.).

Student Organizations

Students are encouraged to join any of the more than 85 currently recognized student organizations to develop their leadership skills and enhance the quality of living and learning at Cal State San Marcos. Come visit our office to get a complete list of organizations or learn how to start your own!

Multicultural Programs

Inclusiveness is one of Cal State San Marcos' core values. SLL encourages a community inclusive and affirming of all cultural perspectives, including, but not limited to, worldviews framed by race, ethnicity, gender, national origin, abilities, sexual orientation and religion. Stop by the Cross Cultural Center (C3) to learn how you can be a part of Multicultural programs going on at CSUSM.

New Student Programs and Orientation

SLL provides support to all new students attending CSUSM and relies on an outstanding group of student leaders to make Orientation more than a one day experience. Being a member of the diverse Orientation Team (O-Team) adds fun and excitement to your college experience. The O-Team provides an excellent way to meet new friends and get acquainted with staff members and faculty who assist with the orientation process. These relationships benefit you in all areas of your college experience. Stop by SLL to find out how to get involved and to learn more about the O-Team!

Greek Life

Cal State San Marcos students can find sisterhood and brotherhood by getting involved in either a sorority or a fraternity. Greek Life at Cal State San Marcos is growing and provides lifetime membership, scholarship, service, and leadership. Membership recruitment is scheduled at the beginning of both the spring and fall semesters. Contact SLL for details.

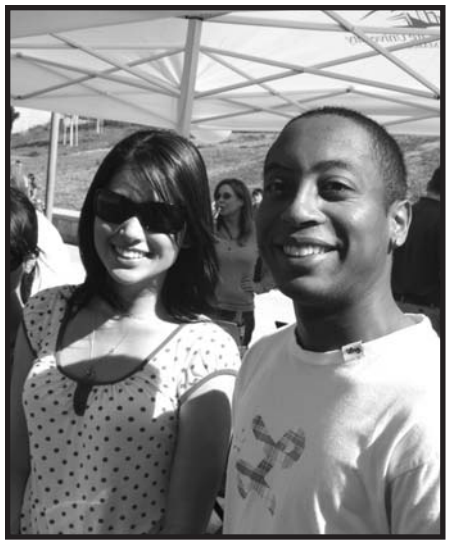
Leadership

Are you interested in developing your leadership skills and becoming an active student leader at Cal State San Marcos? The Tukwut Leadership Circle provides a unique opportunity for students to engage in leadership activities that will enhance their academic, social and personal leadership ability.

Off-Campus Housing

Student Life & Leadership is here to offer information about off-campus housing opportunities available to Cal State San Marcos students, faculty and staff. You can place ads for a variety of living arrangements, including those seeking roommates, apartments and rooms in private homes on the SLL web site. Take the time to check out all of the information we have collected for you by visiting our web site at *www.csusm.edu/SLL/housing*.









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SPECIAL ACADEMIC OPPORTUNITIES

The Office of Community Service Learning

Telephone: (760) 750-4055
Fax: (760) 750-3550
www.csusm.edu/ocsl/

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, educational, and environmental needs of people in the community. Students learn while doing and while reflecting on what they are doing.

The list of Cal State San Marcos courses that offer a service learning component is continuously updated and is available on the OCSL web page. In recent years, an estimated 2,025 students had the opportunity to participate in service learning through 44 courses.

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 120 placement sites and access to placement information is available to faculty and students on the OCSL web page.

The OCSL works with community agencies and schools to ensure a safe service environment for both students and service recipients and follows policies for risk management. OCSL offers scholarships to students for volunteer service. OCSL also acts as a resource center on service learning pedagogy and community-based research, and sponsors recognition ceremonies for students, faculty, and community partners involved in service learning.

Extended Learning

(760) 750-4020
(800) 500-9377
Fax (760) 750-3138
www.csusm-es.org

Extended Learning implements self-supporting learning opportunities for individuals, businesses, and government agencies in North County. These activities may be for either academic credit or noncredit professional development, and are offered at times and locations convenient to participants. Some courses are also available through our Distance Learning Program. Information on course offerings, fees, times, dates, locations can be found at the Extended Learning website or in the course bulletins published by Extended Learning. Specific program areas include:

Open University

Open University offers community access to Cal State San Marcos courses each fall, spring, and summer. High-school students and adults have the opportunity to enroll in state-supported courses on a space-available basis without going through the formal admission process. Nearly all classes listed in this catalog are available to Open University enrollment. It is recommended that individuals wanting to participate in the program attend the first meeting(s) of the desired class. The Extended Learning Open University registration form must be completed by the student and signed by the instructor. Registration dates, Open University fees, drop/refund policies, and other information are attached to the form. Students receive academic credit for courses taken through Open University and are subject to the same conditions, requirements, and standards as regular Cal State San Marcos students. Students cannot earn a degree through Open University. A maximum of 24 semester units of credit earned through Open University may be applied to a Cal State San Marcos undergraduate degree. The number of credits applicable toward a master's degree is determined by the appropriate college and department. A maximum of six (6) semester units of credit can be applied toward a graduate degree. Grades earned through this program will be posted to your permanent Cal State San Marcos transcript. All 24 units through Open University may be applied to the 30-unit residency requirement. Grades earned through this program will affect your GPA. Students are subject to University, College, and Extension services regulations governing fees, refunds, transfers, change of program and the use of University facilities. Open University students pay the same fee whether they are residents or non-residents of California. Refunds are calculated according to the provisions established in Title 5 of the California Code of Regulations. Open University forms are available in Extended Learning, Cougar Central, the Southwest Riverside Center, or the Extended Learning website under "Open University." For additional information, call (760) 750-4020.

Academic Credit Programs

Extended Learning offers a variety of academic credit programs to meet the needs of residents in North County San Diego and beyond. Opportunities for academic credit include self-supporting degree, credential, and course offerings throughout the academic year.

Degrees, Certificates, and Credentials

For information pertaining to degrees, certificates, and credentials administered via Extended Learning, visit our website at www.csusm-es.org or contact our offices at 760-750-4020.

Intersession and Summer Session

Extended Learning offers a variety of University courses during Intersession (between fall and spring) and Summer Session. These course offerings are geared toward both matriculated and non-matriculated students and are offered both face-to-face and online. For a schedule of classes, please contact Extended Learning.

Professional and Continuing Education

These programs are targeted to individuals seeking to improve their skills, or in the case of an organization, the skills of its employees. These programs often lead to a certification of participation, but can provide academic credit under certain circumstances.

Courses and programs are currently offered for professionals in education, nursing and allied health, management, supervision, human resource management, and for individuals in such areas as career development, test prep, health awareness, and financial planning. Courses and programs are offered during the day, evening, and weekends, both in the classroom and through our Distance Learning Program.

Extension Credit

Extended Learning professional development courses, (those numbered 1000 or above), are developed to meet special needs of groups or communities, particularly teachers. These classes confer extension credit, denoting an investment of time and accomplishment comparable to that required in established University courses. This credit is generally honored by school districts as evidence of professional advancement for salary increments/increases on the pay scale. Credits earned in these professional level courses do appear on a transcript but are not typically applicable to credential or degree programs.

Extension Credit for College of Education

"E" courses designed as EDUC or EDST have been reviewed and approved by the College of Education. The courses are graduate level and designed specifically to meet the needs of educators who are interested in continuing or expanding their expertise in specific areas. Courses numbered at the 1000 level are not designed for graduate degree programs at CSUSM, but may be transferred to an institution or CSUSM program with appropriate petition to the receiving institution or program.

CEUs/CECHs

The Continuing Education Unit (CEU) is a nationally recognized unit of measurement for a variety of noncredit programs applying toward re-licensure, promotion or career advancement. CEU credit is not applicable toward degrees, credentials or credential renewal, nor does it appear on official university transcripts. Some relicensing boards may require that renewal information be expressed in Continuing Education Contact Hours (CECH). Ten Continuing Education Contact Hours are equivalent to one Continuing Education Unit. Each hour of instruction equals one CECH or .1CEU.

Program for Adult College Education (PACE)

Advisor:

Shelli Douglas
(760) 750-8111
PACE@csusm.edu

PACE at Cal State San Marcos 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, early morning, evenings, and the Internet), students can complete the upper-division requirements for a B.A. in Liberal Studies, Social Sciences, History or Sociology 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.

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

Majors Offered

PACE offers four different majors: Liberal Studies, Social Sciences, History or Sociology. 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 Depth of Study Module in which they focus on five courses. Graduates in Liberal Studies are well prepared for credential training and careers in elementary education, as the Liberal Studies major is designed to prepare students for the multiple-subject CSET examination.

Social Sciences majors select one primary field (history and 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.

Students should review the Sociology and History major requirements in the Catalog, as well as the Liberal Studies and Social Science Major requirements.

In addition, students in all majors need to complete all Cal State San Marcos graduation requirements.

Entry to PACE

To be admitted to PACE, students must first complete the regular application materials for Cal State San Marcos, and, in addition, the special PACE application. To receive the special PACE application form and other supplemental materials, contact the PACE Advisor by visiting the PACE web site at *www.csusm.edu/PACE* or e-mail the advisor at *PACE@csusm.edu.*

Reserve Officer Training Corps

Air Force ROTC

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 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 includes shadowing officers at an Air Force Base for two 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 four-year service commitment (10 for pilots, 6 for navigators).

For information about the agreement between Cal State San Marcos and San Diego State University, contact the Veterans Affairs Representative at (760) 750-4808. Additional information can be obtained from AFROTC Detachment 075 at (619) 594-5545 *(www.rohan.sdsu.edu/dept/afrotc/HTML/index.html).*

Army ROTC

The Army Reserve Officers Training Corps (ROTC) program offers a state-of-the-art leadership education designed to develop future officers in the areas of leadership, management, foreign policy, national security, military history, and military skills. The Army ROTC program consists of one course per semester, a weekly scheduled leadership laboratory and one weekend field training event. The program also offers a series of optional activities including physical training, orienteering, rappelling, sports programs and social activities.

CSUSM students enroll in military science courses at San Diego State University (SDSU) by enrolling in courses using the SDSU military science schedule numbers through the CSUSM Office of Registration and Records, the SDSU WebPortal, or by calling or coming in to visit the Department of Military Science at SDSU. There is no advance application needed for the freshman or sophomore classes. Students need to contact the Department of Military Science at 619-594-4943 to enroll in the Army ROTC program, and to receive information on lab schedules and activities.

The four-year program is divided into two parts: the basic course and the advanced course. The basic course is usually taken in the freshman and sophomore years. No military commitment is incurred during this time, and students may withdraw at any time through the end of the second year. First-year courses are introductory, and second-year courses cover organizational leadership theories. Uniforms, necessary military science textbooks, and materials are furnished without cost. After completing the basic course, students who have demonstrated officer potential, have met physical and scholastic standards and agree to contract are eligible to enroll in the advanced course. This course is normally taken in the final two years of college and consists of outlined military science and designated enrichment courses that include communication skills, military history, and computer literacy. In addition, the advanced course consists of a paid five-week Advanced Camp in Washington State held during the summer between the junior and senior years. This camp

permits students to put into practice the leadership principles and theories acquired in the classroom. All students in the advanced course receive uniforms, necessary military science textbooks, pay for the Advanced Camp, and a living allowance of up to $4,500 each school year. Upon completion of the advanced course, students are commissioned Second Lieutenants in the US Army. The available options after commissioning are active duty for a minimum of three years, four years if a scholarship cadet, or three months active duty for training followed by part-time participation in the US Army Reserve or US Army National Guard.

Several special programs are available for students who have previous ROTC training or active military service. These programs allow for part- or full-placement credit for the basic course. In addition, a program is available for simultaneous participation in both Army ROTC and the Army Reserve or Army National Guard.

The Two-Year Commissioning Program offers students the opportunity to be commissioned officers after two years of Army ROTC. This program is designed for community college graduates and students who did not take Army ROTC during their first two years or who have prior military experience. A five-week summer Leaders Training Course (LTC) provides the military skills and leadership training normally taught during the freshman and sophomore on-campus courses. LTC is conducted at Fort Knox, Kentucky, and a paid salary, transportation, meals, and lodging will be furnished.

All students have the opportunity to compete for two, three, four and five-year scholarships (nursing). These scholarships cover all tuition, laboratory and book fees, and a $300-500 monthly subsistence allowance during the school year. Scholarship applications are processed by the Department of Military Science. In addition, two-year scholarships are available to students who attend the LTC. Paid positions (part-time) are available through simultaneous membership in local Southern California US Army Reserve and National Guard units.

For information about the agreement between Cal State San Marcos and San Diego State University, contact the Veterans Affairs Representative at (760) 750-4808. Additional information can be obtained from the SDSU Department of Military Science at (619) 594-4943.

Navy ROTC

The Naval Reserve Officer Training Corps (NROTC) Program was established to educate and train qualified young men and women for service as commissioned officers in the unrestricted line Naval Reserve or Marine Corps Reserve. As the largest single source of Navy and Marine Corps officers, the NROTC Scholarship Program fills a vital need in preparing mature young men and women for leadership and management positions in an increasingly technical Navy and Marine Corps.

Selected applicants for the NROTC Scholarship Program are awarded scholarships through a highly competitive national selection process, and receive full tuition, books stipend, educational fees and other financial benefits at many of the country's leading colleges and universities. Upon graduation, midshipmen are commissioned as officers in the unrestricted line Naval Reserve or Marine Corps Reserve.

If one does not earn a scholarship by the end of your sophomore year, one automatically applies for Advance Standing. Advance Standing, if granted will provide the Midshipman with the $200 stipend every month during the school year for the remaining two years. Upon graduation the Advanced Standing Midshipman receives the same commission as the Scholarship Midshipman. If the Midshipman has not been granted Advance Standing by the beginning of the junior year, he or she will be disenrolled from the ROTC program.

Students selected for the NROTC Scholarship Program make their own arrangements for college enrollment and room and board, and take the normal course load required by the college or university for degree completion. Additionally, scholarship midshipmen are required to follow specific academic guidelines.

Naval science courses are taken at San Diego State University and University of San Diego. For information about the agreement between Cal State San Marcos and San Diego State University, contact the Veterans Affairs Representative at (760) 750-4808. Additional information can be found at: *http://www.sandiego.edu/nrotc/*

Southwest Riverside County Programs

(951) 676-9254
www.csusm.edu/swrc

Southwest Riverside County (SWRC) is an off-campus instructional facility providing Riverside county residents with convenient access to select upper-division and post-baccalaureate CSUSM courses. Students may be able to complete some upper-division General Education requirements as well as complete courses for the Social Science and/or Liberal Studies majors. The Liberal Studies major is designed for the completion of the undergraduate Elementary Subject Matter (ESM) requirements for future elementary school teachers. CSUSM teacher credential prerequisite courses are offered on a limited basis at SWRC. For those who have completed a Bachelor's degree, the College of Education offers a full-time multiple subject teaching credential program during the day at SWRC. All other SWRC courses are scheduled in the evenings. All SWRC courses are taught by CSUSM faculty in approved educational facilities in the Temecula area, and are open to any CSUSM student. The SWRC administrative center in Temecula offers enrollment, registration, advising and other student services on a pre-defined schedule to all Riverside County CSUSM students. Electronic access to CSUSM library sources is also provided for enrolled students. SWRC is a part of CSUSM, thus no special application is required to take courses at SWRC or to use the services provided at SWRC. For more information on SWRC services, or for a schedule of SWRC classes, see the SWRC web site or call the administrative office.

Global Education

(760) 750-4090
Fax (760) 750-3284
www.csusm.edu/global

The mission of the Office of Global Education is to internationalize the San Marcos campus. To achieve this goal, Global Education works with faculty, students, and staff to encourage international exchanges, study abroad programs, and international student enrollment. The Office Global Education is responsible for study abroad program development and advising; international student and scholar support; and the English language program of the American Language and Culture Institute.

International Students and Scholars

The Office Global Education provides support services for international students (i.e., students on a non-immigrant student visa such as F-1 or J-1). The international student services provided by the Office of Global Education include advising on housing, registration, 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 3200 and should then attend the international student orientation session at the beginning of the semester in which they first enroll.

Study Abroad

Students can choose from among many study abroad options around the world, programs ranging in duration from a few weeks to an entire academic year. Programs are available to qualified students in every field of study. Options include campus summer programs, semester exchanges with university partner institutions abroad, summer and semester-long programs operated by other universities, and the CSU system-wide International Programs (see description below).

All students considering study abroad as part of their educational experience should visit the Study Abroad Resource Center in the Office of Global Education and consult with the study abroad advisor. Students must complete the "Cal State San Marcos 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 Education in CRA 3200.

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 15,000 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 20 countries, the International Programs also offers a wide selection of study locales and learning environments.

AUSTRALIA

Griffith University
Macquarie University
Queensland University of Technology
University of Queensland
University of Western Sydney
Victoria University

CANADA

The universities of the Province of Quebec including:

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

CHILE

Pontificia Universidad Católica de Chile (Santiago)

CHINA

Peking University (Beijing)

DENMARK

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

FRANCE

Institut des Etudes Françaises pour Étudiants Étrangers
L'Académie d'Aix-Marseille (Aix-en-Provence) Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Université Evry.

GERMANY

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

GHANA

University of Ghana, Legon

ISRAEL

Tel Aviv University
The Hebrew University of Jerusalem
University of Haifa

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 University

TAIWAN

National Taiwan University (Taipei)
National Tsing Hua University

SOUTH AFRICA

University of Kwazulu Natal
Nelson Mandela Metropolitan University

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. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

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 in the Office of University Global Affairs, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210.
Visit the web site at *www.gateway.calstate.edu/csuienet/.*

American Language and Culture Institute (ALCI)

(760) 750-3200
Fax (760) 750-3779
www.csusm.edu/alci

The American Language and Culture Institute (ALCI) offers intensive English Language Programs for international students who want 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 such as TEFL Intensive for International Teachers of English and American Culture and Communication. In all of the ALCI programs, students have the opportunity to gain an understanding of American culture while meeting people from many other countries.

University Honors

The University Honors Program is currently being revised. At the time of this catalog's printing, 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.









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CENTERS AND INSTITUTES

Center ARTES (Art, Research, Teaching, Education, Schools)

Arts Building, Room 302
Telephone: (760) 750-4431
http://www.csusm.edu/centerartes
Director: Merryl Goldberg, Ed.D.
Programs Coordinator: Richard Hunt

Center ARTES was established in 2003 to partner with local schools and communities to promote and support arts education. A primary philosophy underlying Center ARTES' work is that the arts are a fundamental aspect of education. Through our long term partnerships with schools, districts, artists, and arts institutions, we connect educators with tools, resources, and personnel to seamlessly integrate the arts into their classrooms, exposing diverse student bodies to a rich, comprehensive arts education while improving student learning across the curriculum.

The major activities of Center ARTES are:

- Professional development for teachers and student teachers including the award-winning SUAVE program
- Access to the arts for children and their families
- Advocacy and strategic planning with school districts
- Leadership and state-wide advocacy on important arts education issues

Professional Development for Teachers and Student Teachers

Center ARTES conducts hands-on arts education and arts integrated workshops with local arts and cultural institutions. In addition, we offer classroom residencies designed to train teachers how to implement arts education, both as core curriculum and as a vehicle for teaching other subjects. Partners include:

San Diego County Office of Education
Americans for the Arts
California Center for the Arts Escondido (CCAE)
CSUSM Visual and Performing Arts Department
La Jolla Playhouse
Playwrights Project
San Diego Puppetry Guild
San Diego Chamber Orchestra

Access to the Arts for Children and their Families

Working with our many partners, Center ARTES makes it possible for thousands of young people to experience the arts in schools and communities. Programs include:

- Performances by arts organizations at CSUSM and other venues
- In-class residencies by professional artists/ arts educators
- Performances in cooperation with arts partners at a minimum cost to children and their families
- The ARTSmobile, bringing arts activities and outreach performances directly into schools
- Campus field trips for local K-12 students to attend Arts & Lectures Series events
- Performances by our Young Artist in Residence

Advocacy and Strategic Planning with School Districts

Center ARTES offers direction for strategic planning to school districts throughout San Diego County, helping schools develop long-range plans for bringing the arts back into their classrooms. Working with our partners, Center ARTES connects county school districts with artists and art programs to serve the needs of students at all grade levels. Center ARTES provides important information related to arts education, advocacy, and research to school districts, teachers, administrators, parents, and school boards.

Leadership and State-Wide Advocacy

Center ARTES convenes leaders in the arts, education, and business communities to advocate for the arts in schools. We organize and host an annual Arts Education Summit, bringing together San Diego County arts educators along with state and national experts in the field. Center ARTES also participates in building and maintaining a network of engaged, informed, and connected arts education professionals throughout the county.

Center ARTES is supported through the generous donations of individuals, memberships and grants. For information concerning membership, planned giving, and endowments please contact Center ARTES directly at (760) 750-4431.

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

Kellogg Library, 5000
Telephone: (760) 750-4070
Fax: (760) 750-4073
www.csusm.edu/csb/
Director: Isabel Schon, Ph.D.

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, Cal State San Marcos, San Marcos, CA 92096-0001.

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

Kellogg Library, 5000
Telephone: (760) 750-4070
Fax: (760) 750-4073
www.csusm.edu/csb/
Directora: Dra. Isabel Schon, Ph.D.

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, Cal State San Marcos, San Marcos, CA 92096-0001.

Center for the Study of Border Pedagogy

MISSION STATEMENT

The primary mission of the Center for the Study of Border Pedagogy is to promote improved instructional practices in public schools on both sides of the border. The Center will facilitate dialogues among educators, research in the border region, and the dissemination of information on schooling in the San Diego/Tijuana borderlands. The Center will enhance the mutual understanding and cooperation in the border community by fostering collaboration between educational institutions in both Mexico and the United States. Through student and faculty exchange, regular dialogue and discussion, inter-institutional curricular development, and binational research projects, the Center will promote the common interests of the borderland educational community.

Center for Border and Regional Affairs

cbra@csusm.edu

The Center for Border and Regional Affairs (CBRA) is the only academic center in North County San Diego with a global focus specializing in quality-of-life issues along international border zones and in their surrounding regions. While other regional universities have centers that focus on the U.S.-Mexico border (University of San Diego), on the Californias (SDSU), and on U.S.-Mexico (UCSD), CBRA provides value-added regionally by extending its focus to a comparative borders perspective. By promoting research on international border regions globally, CBRA enhances the regional knowledge-base and expertise. CBRA facilitates collaborations between CSUSM and regional communities, disseminates cutting-edge knowledge, and promotes enhanced quality-of-life for all.

CBRA MISSION STATEMENT

The Center for Border and Regional Affairs (CBRA) seeks to enhance the quality of life for transnational border communities by focusing on economic, environmental, educational, social and cultural issues. Drawing on the depth and breadth of CSUSM faculty expertise, CBRA is the catalyst for the promotion of collaborative teaching, research, creative activities, and community-based work primarily, but not exclusively, related to California-Baja California border and regional affairs. CBRA activities are trans-border in nature, thus CBRA encourages collaborations involving constituents from different sides within a border region.

CBRA activities include:

CBRA Speaker Series

This series invites renowned scholars and/or community activists to campus. CBRA's objective for hosting this speaker series is to expose the campus community to cutting edge thinking and/or experiences related to border and regional themes. Our list this year includes:

CBRA Mini-grants for Student/Faculty Research

These mini-grants support student–faculty field collaborations on projects relevant to CBRA's Mission Statement, specifically to enhance the quality of life for transnational border communities.

Annual CSUSM CBRA faculty-student research symposium

This annual event includes presentations by the student-faculty teams who were awarded CBRA mini-grants, by winners of CBRA's Inaugural Student Research Competition, and by CSUSM faculty working on border and regional issues.

Center for Leadership Innovation and Mentorship Building (CLIMB)

Markstein, 353
(760) 750-4234: (760) 750-4237
E-mail: climb@csusm.edu;
Website: *climb.csusm.edu*
Executive Director: Dr. Rajnandini (Raj) Pillai
Area Directors: Dr. Jeffrey C. Kohles and David Bennett

CLIMB was established in the College of Business in 2004 to foster the development of effective leaders at all levels - individual, team, organization, and community and to serve as a resource for leadership and mentoring to the university and the business community. This mission is achieved by promoting innovative leadership research and by offering educational programs and mentoring opportunities to current and aspiring leaders through some of the following programs and activities.

Speaker Series

The goal of this series is to bring practitioners and academic scholars to our campus to share their ideas on specific topics related to leadership. The series provides an opportunity for students, faculty, and the general public to come together to discuss and debate important leadership and mentoring issues.

In the Executive's Chair

CLIMB hosts one of the most popular courses in the College of Business Administration. This course brings in top business leaders to talk about their careers, their companies, and the critical business decisions with which they are commonly faced. The primary purpose of this course is to expose students to these successful executives to better prepare them for their own business careers.

Outstanding Business Leader Awards

In an effort to recognize effective role models in the business community, each year one local business leader is presented with the Climb Outstanding Business Leader Award. The individual selected for this honor is someone who has demonstrated exceptional leadership within the context of his or her business. He or she is also someone who has championed important causes within the community.

CLIMB Executive Mentoring Program

A mentoring program that matches outstanding student protégés with experienced executives from the greater College of Business Administration (CoBA) business community to deliver a personalized mentoring experience during the culmination of the student's undergraduate work and the beginning (or continuation) of their professional working careers. The mentoring relationship typically develops over the course of a single semester but often continues after the student has graduated.

The James R. Meindl Student Leadership Award

This award, which is also given out every year, is designed to honor a graduating senior from the College of Business Administration for demonstrating outstanding leadership/ mentorship in school, at work, and in the community. The winner must exemplify the Center's mission. The award is given in memory of Professor James R. Meindl of the State University of New York at Buffalo.

CLIMB Distinguished Fellows Program

This program provides students who show a great deal of promise and are interested in interning with the Center, an opportunity to work on leadership projects with the Executive Director and Directors under their guidance.

Leadership Development and Research

The Center has a dedicated group of business faculty and practitioners who conduct workshops on important workplace issues related to leadership and management. The Center also supports innovative research projects on leadership and mentoring.

Faculty Center

Director: Carmen Nava, Ph.D.
Kellogg Library, 2400
(760) 750-4019
www.csusm.edu/fc

The Faculty Center provides faculty development services to all Cal State San Marcos faculty. The Faculty Center presents consultation, workshops, colloquia, and small grant opportunities that allow faculty to develop and improve their expertise as teachers, scholars, artists, intellectuals, and as members of the University and wider community. Programming is designed to serve the needs of faculty at any career stage and to encourage collegiality.

The Faculty Center offers programs and resources that promote effective teaching, successful scholarly and creative activity, and effective service and leadership activities. Faculty Center programs and resources support the University mission and serve the needs of our diverse faculty and students.

Faculty Center Goals

Effective Teaching:

- To support the continuous development of excellent and innovative teaching and learning throughout the University.
- To use Faculty Center meeting space, Library, staff support, and other resources to create a teaching and learning resource center tailored to faculty needs and responsibilities.
- To provide faculty with workshops, colloquia, one-on-one consultation and/or video feedback that inspire active reflection and action to improve teaching and learning.
- To create a dynamic forum for faculty to share and discuss teaching and learning through meetings, workshops, newsletters, and outreach.

Successful Research and Creative Activities:

- To support faculty research and creative activity (both individual and collaborative) throughout the University.
- To assist faculty in defining research and creative activity goals and agendas and help them seek funding, including sabbatical, university grants, and external grants.
- To facilitate faculty networking with scholar and artists who share goals and interests at Cal State San Marcos and in the CSU.
- To provide small grants, depending on budget resources.

Effective Service and Leadership Activities:

- To support faculty service and leadership in the department, college, University, and the wider community.
- To increase the volume and improve the quality of faculty service, which in turn supports faculty in the evaluation process, strengthens the university's curriculum and programs, and fosters collegiality.
- To provide workshops and consultations that focus on developing skills, plans, and reflection in the area of service.
- To use rigorous discussion, collaboration, mentoring, and recognition to promote the goal that faculty make service and leadership a productive and fulfilling aspect of their professional work.

National Latino Research Center (NLRC)

Kellogg Library, 4410
(760) 750-3500
www.csusm.edu/nlrc
Interim Director: Arcela Nuñez-Alvarez, Ph.D.

The mission of the NLRC is to promote research, training, and greater awareness on the unique needs and dynamics of Latino communities.

The NLRC organizational structure and activities are guided by the following major objectives:

Research:

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

Training:

- 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.

Clearinghouse:

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

Services:

- Data collection, translation, focus groups, technical assistance, and our other services increase our understanding of this numerically significant population.

Data Collection

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

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.

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

National Latino Research Center
Cal State San Marcos
San Marcos, CA 92096
Telephone: (760) 750-3500
Fax: (760) 750-3510
Email: nlrc@csusm.edu
Web site: www.csusm.edu/nlrc







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ACADEMIC REGULATIONS AND CATALOG RIGHTS

Students are held individually responsible for meeting the requirements outlined in this catalog. Cal State San Marcos 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.

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 (defined below) 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 Cal State 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 Cal State San Marcos, or
C. at the time the student graduates from Cal State 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.

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. 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.

Out-One Term

An "out-one term" for an undergraduate student is a regular semester (either spring or fall) of any calendar year in which s/he does not enroll in any course or drops from all courses by the end of the add/drop period, and which immediately follows a semester in which s/he was enrolled in at least one course beyond the add/drop period. A student maintains catalog rights during the out-one term. After exhausting the "out-one" allowance, if a student does not enroll and attend the subsequent term, the student must reapply for admission and may forfeit catalog rights, unless the student is granted an Educational Leave of Absence (see page 77). There is no automatic "out-one" allowance for graduate students; see page 98 for the Continuous Enrollment Requirement and Time-Limit to Degree, and page 98 for Graduate Student Leave of Absence.

Absence due to an approved educational leave shall not be considered an interruption in attendance if the absence does not exceed two years (12 months for graduate students).

ENROLLMENT

All students who register at Cal State San Marcos for the Fall, Spring, or Summer semesters must first be admitted to the University by the Office of Admissions.

Student Class Level

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/Post-baccalaureate. A student who has earned a bachelor's degree from a regionally accredited institution.

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 must process a Change of Major Form at Cougar Central. 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.

Priority Registration

Continuing students are granted access to course registration each semester on a priority basis. The individual's priority is based on criteria established by the University, including, but not limited to, class and special consideration status.

Student Course Load

Since every undergraduate degree requires a minimum of 120 units, a student who intends to graduate after eight semesters of study will need to average at least fifteen (15) units every semester. For this reason, a normal course load in a semester is fifteen (15) units. Undergraduates who are taking at least 80% of the normal load, that is, at least twelve (12) units in a regular fall or spring semester, are classified as full-time students. 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 students.

Note that classification as a full-time or part-time student is different from the two levels of State University Fees: up to 6.0 units, and above 6.0 units (see page 33). For questions about course load requirements related to student financial aid, contact the Financial Aid and Scholarship Office, (760) 750-4855. For questions about course load requirements related to Veterans Benefits, contact the veterans representative in the Office of Registration and Records, (760) 750-4808.

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.

Maximum Number of Units

Each unit of credit represents approximately 45 hours of student effort per academic term (both inside the classroom/laboratory and in work outside of class). In a traditional semester-length lecture course, students are expected to devote two additional hours outside of class for each hour of lecture, for a total of three hours per unit in every week of the semester.

Fall and Spring Semester

A student whose academic record justifies a study program in excess of nineteen (19) units in a Fall or Spring semester 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. Note that a 19-unit course load carries with it a commitment of 57 hours each week. Students unable to devote this much time to their classes and study should register for fewer units.

Summer Session

Summer session classes are offering in five-week and ten-week formats.

Undergraduates taking classes only in the six-week format may enroll in up to six (6) units in each five-week block without needing approval for a higher course load. Undergraduates taking classes only in the ten-week format may enroll in up to thirteen (13) units without needing approval. Students taking courses in both formats must complete the following Summer Overload Worksheet to determine whether they need approval for the overload. In Summer Session, students obtain approval from the dean of the college (or designee) of their major. Undeclared majors obtain approval from the Dean of the College of Arts and Sciences (or designee).

Summer Overload Worksheet for Undergraduates
Complete for each six-week block in which you are taking courses.

(1) Total units of five-week courses taken during the block: _____ x 2 = _____ (a)
(2) Total units of ten-week courses taken: _____ x 1 = _____ (b)
(3) Add the numbers in (a) and (b)[1]. (a) + (b) = _____ (c)

If the number in (c) is 13 or less in each five week block, then no approval is required to enroll for courses. If the number in (c) is larger than 13, then you must obtain the approval of their academic advisor. If such requests are denied, appeals may be made to your college dean. In general, only students with superior academic records and a demonstrated need for such excess enrollment will be allowed to enroll for course loads that make the number in (c) more than 13.

Note that if the number in (c) is 13, then the course load carries with it a commitment of 58 hours each week. Students unable to devote this much time to their classes and study should enroll for fewer units.

[1] The number in (c) is your number of Summer Schedule Units (SSU). SSU multiplied by 4.5 is approximately the number of hours per week that you should commit to classes and study during the summer session.

Student Attendance and Administrative Drop

Students registered in a class must be present at the first class session to guarantee a place in the class. Administrative Drop 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 Cougar Central.

PROCEDURES FOR DROPPING OR WITHDRAWING FROM COURSES

Students should consult with advisors, the Office of Registration and Records, or the Class Schedule for current course withdrawal procedures.

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 my.csusm.edu or submit a Schedule Adjustment Form to Cougar Central. • No record of the course appears on student records. • No signature approval required.
After the Add/Drop deadline, and on or before the last day of the twelfth week of the semester (end of approximately 80% of instruction).	• Student must present serious and compelling reasons[1] for withdrawing from the course. • Course Instructor and Dean of the College offering the course (or designee) must sign the Course Withdrawal Form. • After obtaining signature approval, student must submit the completed Course Withdrawal Form according to the instructions on the form. • Given approval, a grade of "W" appears on student records. [1] *Instructors may consider inadequate preparation to be a serious and compelling reason through the first half of the term.*
Beyond the last day of the twelfth week of the semester (beyond the end of approximately 80% of instruction), until the deadline for instructor submission of grades.	• Student must demonstrate that the need to withdraw from 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. • Course Instructor and Dean of the College offering the course (or designee) must sign the Course Withdrawal Form. • After obtaining signature approval, student must submit the completed Course Withdrawal Form according to the instructions on the form. • Given approval, a grade of "W" appears on student records.
Up to one year after the end of the term.	• Student may petition for retroactive withdrawing from single courses by following the procedures outlined in the preceding section of this chart. • Student may petition for retroactive withdrawal 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 withdrawals. • 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 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.*

Add/Drop and Withdrawal Policy

Adding Courses

Beginning with the first day of the academic term, students must use a Schedule Adjustment Form (available at Cougar Central) to add a class. The Schedule Adjustment form, with the instructor's signature (or that of the instructor's designee), must be submitted to Cougar Central. Beyond the published add/drop deadline, students may add courses only with signature approval of the course instructor (or designee) and the Dean of the College (or designee) offering the course; a late fee will be assessed. Adds beyond the University census date are normally not considered.

Dropping or Withdrawing Courses

Students who wish to drop classes may do so by following the procedures outlined in the table on page 75. (Students who wish to drop or withdraw from all their classes should also follow the procedures for cancelling of registration or withdrawing from the institution, below.) Students should consult with advisors, the Office of Registration and Records, Dean of Students, or the Class Schedule for current course drop and withdrawal procedures. Failure to follow formal withdrawal procedures will result in the assignment of a grade other than a "W" for the class. Before the first day of the semester students may drop classes either by using the *my. csusm.edu* system or by submitting a completed Schedule Adjustment Form. After the first day of classes and until the Add/Drop deadline, as detailed below, students may drop classes either by using the *my.csusm.edu* system or by submitting a completed Schedule Adjustment Form to Cougar Central; signature approval is not required, and no record of the course will appear on the student's transcript.

Signature approval is required for withdrawing from classes, according to a series of deadlines staggered throughout the academic term, as detailed below. To gain approval, students must present sufficient reason(s) for withdrawing from the class. Given approval, the grade of "W" ("Withdrawal") appears for the class on the student's transcript. Grades of "W" are not included in the calculation of the student's GPA. Where such approval is not granted, students who withdraw from a class will receive a grade other than "W."

Retroactive Course Withdrawals

Up to one year after the end of the academic term, under extraordinary circumstances students may petition for retroactive withdrawal 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.

Cancelling of Registration or Withdrawing from the Institution

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university's procedures may result in an obligation to pay fees as well as 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 withdraw 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 cancelling registration and withdrawal procedures is available from Office of Registration and Records at (760) 750-4814.

In addition, students must submit a complete Semester Drop or Complete Semester Withdrawal Form to Cougar Central. (Forms are available at Cougar Central and the Office of the Vice President for Student Affairs and Dean of Students.) To obtain approval, students must obtain a series of clearances from various university offices, independent of permission to drop all classes.

Details of the drop and withdrawal process are outlined on the Semester Drop and Withdrawal Form, which may be obtained from Cougar Central and designated college locations.

Students who receive financial aid funds must consult with the Financial Aid and Scholarships Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions.

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 complete semester withdrawal.

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

Educational Leave of Absence

An undergraduate student who has exhausted his or her "out-one term" in the prior semester and who needs to remain un-enrolled for an additional semester may, under some circumstances and subject to certain restrictions, apply for an educational leave of absence. An undergraduate leave of absence may be granted for the following documented reasons:

1. attendance at another accredited institution of higher learning, or
2. the health condition of the student prohibits attendance, or
3. military duty/deployment.

Requests for leave of absence must be documented and submitted to Cougar Central prior to the first day of classes for the semester requested.

Graduate students should refer to Graduate Student Leave of Absence on page 98.

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 85 units, the student is eligible to file an application for graduation in Cougar Central. 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. 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.

Special Enrollment Situations

Concurrent Enrollment

Cal State San Marcos 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 this 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 Cal State San Marcos 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 Cal State 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 Cal State San Marcos 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

Cal State San Marcos 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, Cal State San Marcos 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.

GRADING SYSTEM AND POLICIES

Grades are assigned in accordance with the following policies.

Definitions of Letter Grades

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.

Plus/Minus Grading

The use of plus/minus grading is not required. It is used at the discretion of the individual instructor. 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*

Nontraditional Grading

Courses are graded on an A through F basis, as described above, except those specifically designated as follows:

CR/NC (Credit/No Credit): Credit (CR) is awarded for grades equivalent to C or better. No credit (NC) 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 for specific courses designated by the discipline (refer to the course section of this catalog). General Education courses may not be taken at Cal State 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 and applied toward an undergraduate degree.

When a student does not complete a course, and does not officially withdraw from it, the following grading symbols may be assigned by the faculty:

I	*Incomplete Authorized*
RP	*Report in Progress*
WU	*Withdrawal Unauthorized*

I (Incomplete Authorized): An incomplete grade indicates 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 determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete must normally 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 will result in an Incomplete being changed to an IC symbol, unless

- the course was taken for Credit/No Credit (in which case the I is replaced by an NC), or
- the faculty member assigns a specific letter grade at the time the Incomplete is assigned (in which case that letter grade replaces the I in the student's record at the end of the calendar year deadline), or
- the student graduates prior to the end of the calendar year deadline (in which case the I grade becomes permanent).

RP (Report in Progress): The RP symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final 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 the RP was assigned. Failure to complete the course-work within the pre-scribed time period will result in the RP being changed to an F (or NC, if the class was taken for Credit/No Credit). In graduate thesis and project courses, the RP grade will not change to an F or NC until the student has exceeded the time-to-degree limit of the graduate program.

WU (Withdrawal Unauthorized): The symbol WU indicates that an enrolled student did not withdraw from the course and also 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 and progress point computation this symbol is equivalent to an F.

The following administrative grading symbols are assigned by the Office of Registration and Records:

AU	*Audit*
IC	*Incomplete Charged*
RD	*Report Delayed*
W	*Withdrawal*

AU (Audit): The AU symbol is used when a student audits a course. Enrollment as an auditor is subject to the permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure 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 no later than the last day to add classes. A student who is enrolled for credit may not change to audit after the last day to add classes. An auditor is not permitted to take examinations in the course; therefore, there is no basis for evaluation or a formal grade.

IC (Incomplete Charged): The IC symbol is used when a student who received an authorized incomplete fails to complete the required coursework within the allowed time limit. The IC replaces the I and is counted as a failing grade for grade point average and progress point computation. Note that the IC is not used if the course was taken for Credit/No or if the faculty member assigns a specific letter grade at the time the Incomplete is assigned (see Incomplete Authorized).

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

W (Withdrawal): The W symbol indicates that the student was permitted to with-draw from the class after the add/drop deadline published in the Class Schedule with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student perfor-mance and is not used in calculating grade point average or progress points.

Before the 2002-2003 academic year, the following grading symbols were in use at Cal State San Marcos:

SP	*Satisfactory Progress*
U	*Unauthorized Incomplete*

These symbols are no longer in use, but will still appear on transcripts indicating coursework completed prior to the start of the fall 2002 semester.

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 pre- scribed 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.

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 or post-baccalaureate-level courses attempted by that student. A student's institutional (or Cal State San Marcos) GPA is based on the record of all baccalaureate-level or Post-baccalaureate-level courses attempted by that student at Cal State San Marcos. 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.

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 Cal State San Marcos coursework (A, B, C, D, F) during that semester with at least a 3.50 grade point average.

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 *my.csusm.edu* 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. A student must initiate contact with the instructor during the first couple of weeks 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 can be appealed to the instructor's Department Chair and then the appropriate College Dean. Meetings with the instructor of record, Department Chair and College Dean are considered a part of the informal resolution process in a grade appeal. If resolution is not met through these channels, the decision can be appealed to the Student Grade Appeal Committee in cases where the student believes a grade was issued on the basis of capricious or prejudicial treatment by the instructor. If a student decides to file a formal grade appeal, the grade appeal must be postmarked or stamped as received by the university no later than March 15 (for courses taken during the previous Fall semester) or October 15 (for Spring and Summer semesters).

Repeat of Courses and GPA Adjustment Policy for Undergraduates

When a course is designated in the catalog as "May be repeated," a student may repeat the course up to the maximum indicated in the course description and all of the grades received will be included in the calculation of the grade point average. When a course is not designated as "May be repeated," a student may not repeat the course to receive units and grade points if they have already received a grade of C (2.00) or better in the course.

When students repeat a course for the sake of improving upon an earlier unsatisfactory performance, they may, under certain circumstances, request to have their earlier grade ignored in the computation of their grade point average (GPA). The following policy, applying only to coursework completed at Cal State San Marcos, outlines the circumstances under which undergraduates students may request adjustment of the GPA.

1. If an undergraduate student has received a grade of C-(1.7) or less in a course, has repeated the course in a subsequent term, and has earned a better grade, then an Undergraduate Student GPA Adjustment Request form may be submitted to the Cougar Central. Any request confirmed as complying with this policy will be granted.
2. When a request is granted, one prior grade earned in the course is ignored for the purpose of calculating the GPA. However, all grades for a given course will be maintained as a part of the student record and will appear on the student's transcripts.
3. A maximum of five (5) different GPA adjustments may be granted for a student over the course of the undergraduate career. Only one adjustment may be granted for any single course.
4. 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. If a course previously taken for a grade is repeated CR/NC, the original grade(s) will continue to be calculated in the GPA.

5. Unless the student submits an Undergraduate student GPA Adjustment Request Form to the Enrollment Services Information Center before applying for graduation, all grades earned in repeated enrollments in the course will be used to calculate the student's GPA.
6. In specific circumstances, where a student has successfully repeated a course, has not filed the Request Form, and University officials (Academic Advisors and Evaluators in Registration & Records) deem the GPA adjustment to be in the student's best interests, the GPA adjustment will be made administratively by the office of Registration & Records (to remove the student from academic probation or disqualification, or to restore the GPA to good standing, in order to issue a diploma). In such cases, students will be notified of the adjustment and will have the right to request its reversal.
7. A request may not be filed until the student has completed the repeat , and may not be filed if the student received a grade of CR, NC, F, I, RD, SP or U the last time that the course was repeated.
8. If a student wishes to repeat a course for the sake of filing a request, and the course is not scheduled to be offered during the student's expected time to degree, then the program director (or designee) of the program offering the original course may approve substitution of a similar course to be repeated instead. If a course with variable topics is repeated, then with the pair of exceptions stated immediately below, the same topic (identified by specific course number and suffix) must be repeated in order to omit the earlier grade from the GPA calculation. If the topic has been converted to a new course, and is identified as such in the catalog description of the new course, then the new course may be taken to repeat the topic. If the same topic is not scheduled to be offered again within the term of the student's expected time to degree, the program director (or designee) of the program offering the course may approve substitution of a similar topic offered under the same course number. The substitute course (or topic) must be taken after completion of the original course.

Probation, Disqualification, and Reinstatement for Undergraduates

The following policies govern undergraduate students and Post-baccalaureate Unclassified students.

Probation

1. An undergraduate student will be placed on academic probation if, during any academic term, the overall grade point average (GPA) or the cumulative Cal State San Marcos GPA falls below 2.0 (a C average). See page 78 for the definitions of these grade point averages. A student is removed from academic probation when the overall GPA and the cumulative Cal State San Marcos GPA are both 2.0 or higher.
2. A student may also be placed on administrative probation by the Director of Registration and Records/Registrar for any of the following reasons:
   a. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal.)
   b. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.
   c. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all students or a defined group of students (examples: failure to complete a required examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

Disqualification

1. Undergraduate students on academic probation shall be subject to academic disqualification if:
   a. As a freshman (fewer than 30 semester units completed) they have an overall GPA or a cumulative Cal State San Marcos GPA below 1.50;
   b. As a sophomore (30-59 semester units completed) they have an overall GPA or a cumulative Cal State San Marcos GPA below 1.70;
   c. As a junior (60-89 semester units completed) they have an overall GPA or a cumulative Cal State San Marcos GPA below 1.85, or
   d. As a senior (90 or more semester units completed) they have an overall GPA or a cumulative Cal State San Marcos GPA below 1.95.
2. Undergraduate students not on probation shall be subject to disqualification if at any time their cumulative grade point average falls below 1.00 (a grade of D) and if it is unlikely, in light of their overall education record, that the deficiency will be removed in a reasonable period.
3. Undergraduate students on administrative probation shall be subject to administrative disqualification if any of the following occur:
   a. The conditions for removal of administrative probation are not met within the period specified.
   b. The student becomes subject to academic probation while on administrative probation.
   c. The student becomes subject to administrative probation for the same or similar reason that the student had previously been placed on administrative probation, although the student is not currently in such status.
4. Students disqualified for academic deficiency may not enroll in any regular campus session without permission from the Associate Vice President for Enrollment Management Services and may be denied admission to other educational programs operated or sponsored by the University.

Reinstatement

Students who have been disqualified, either academically or administratively, may petition their college for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete the degree program.

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 restrictions and procedures apply:

- Students must register for a Credit-by-Challenge Examination by printing a form available on the Registration and Records website *(http://www.csusm.edu/enroll/records.htm)* and taking this to the Department Office of the department offering the course (COBA advisors for Business Administration courses) by the end of the fifth day of classes in the semester.
- Credit is recorded on the student transcript as awarded in the semester following the successful challenge of a course. Students challenging courses in the Spring Semester have the option of having the credit reported in either the Summer Session or the Fall Semester, but must specify on the form requesting the examination whether they want to have the credit recorded during the Summer session or the Fall semester. Students must pay all applicable University fees for the term in which the credit is reported on the transcript. The successfully challenged course is included in determining all fees, including the State University Fee.
- Examinations are scheduled to take place early each semester. Students will receive their results prior to the beginning of the Priority Registration period for the next term.
- Successful challenge of a course will result in a grade of Credit. Successfully challenged courses do not count against the limit on the number of courses that may be taken for a grade of Credit/No Credit and can be applied to major requirements with the approval of the major department.
- Credit by examination may not be used to fulfill the residency requirement. (Title 5, §40403)
- A student must demonstrate competency in writing skills as part of the challenge examination.
- Students may not challenge courses under the following circumstances:
- Students may not challenge courses in which they are currently enrolled.
- A student may not elect to challenge a course for which any grade (including "U","F", "WU", "IC", "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.
- 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.

  Students who successfully complete the challenge exam for a course for which the challenge was prohibited (as detailed above) will not receive credit.
- Courses cannot be challenged to fulfill upper-division General Education requirements.

The following courses are approved for credit by challenge examination at the time of the catalog printing:
ECON 201
JAPN 102
ECON 202
JAPN 201
GBM 425
MKTG 302
GRMN 101
SPAN 101
GRMN 102
SPAN 102
GRMN 201
SPAN 201
GRMN 202
SPAN 301A
JAPN 101
SPAN 301B
Check http://www.csusm.edu/academic_programs/credit_by_challenge for any additions to this list.

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 Cal State 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 Cal State 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 in each of the academic college or school.

Administrative Academic Disqualification

An undergraduate or graduate student may also be placed on probation or may be disqualified by the Director of Registration and Records/Registrar 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.

Graduation with Honors

Undergraduate students who complete their first undergraduate degree requirements at Cal State San Marcos 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 University transcript includes two grade point averages. The overall GPA is based on all coursework attempted, including transferable courses from other institutions. The institutional GPA is based on Cal State San Marcos courses only. The grade point average used to determine graduation with honors is the lower of the two. Recognition at commencement is based on coursework completed before the semester of the commencement ceremony. If a student's record qualifies for graduation with honors based on grades earned during the semester of commencement, the honors designation will be included on the student's diploma and official University transcripts.

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.

Sealed Academic Record

After a student has graduated, the academic record is sealed and no further changes, additions, adjustments, or amendments will be considered other than corrections of data-entry errors. Students are advised to verify all appropriate grade changes, g.p.a. adjustments, and academic renewal petitions, have been filed and processed prior to applying for graduation.

OTHER ACADEMIC POLICIES

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 Cal State 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.

Cal State 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.

Academic Honesty

Each student shall maintain academic honesty in the conduct of his or her studies and other learning activities at CSUSM. The integrity of this academic institution, and the quality of the education provided in its degree programs, are based on the principle of academic honesty.

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University 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.

I. Student Responsibilities

A. Students are responsible for knowing and understanding the rules of Academic Honesty as outlined in the university catalog, to include fabricating information and data, cheating, facilitating academic dishonesty, and plagiarizing.

B. Students are responsible for communicating with the professor if they do not understand how the policy applies to a particular class or assignment. Students are responsible for utilizing the library resources (e.g. the plagiarism tutorial, consulting a librarian, or referring to a style guide) on academic honesty and plagiarism to fully understand the differences between a citation, giving credit, original writing, and plagiarism.

II. Student Sanctions

Student sanctions, imposed by the Dean of Students, for violations to the academic honesty policy can include any of the following:

(a) Warning
(b) Probation of Student
(c) Suspension
(d) Expulsion

III. Definitions

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 the following

A. Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Guidelines:

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.

Guidelines:

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 they deserve additional credit.

C. Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Guidelines:

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, including:

(a) 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;

(b) the act of putting one's name as an author on a group project to which no contribution was actually made; and

(c) representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

Guidelines:

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 properly cited with author(s) name(s), year of publication, page number(s), footnotes and/or endnotes, depending on the citation style used. Proper citation style for academic writing is outlined by such manuals as the MLA handbook for writers of research papers, APA: Publication manual of the American Psychological Association, or Chicago manual of style.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a citation identifying the exact reference. A citation 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, basic scientific laws, etc.
4. Material which contributes only to the student's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation 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.

Course Syllabi

Course expectations and requirements will be communicated in the course syllabus, which will be made available to students no later than the first class meeting, and which 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 on the instructor's scheduled office hours.

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.

Privacy Rights of Students in Education Records (FERPA)

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 students' privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus, and the release of such records. The law provides that the campus must give students access to records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor.

The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student.

Cal State San Marcos has adopted a set of policies and procedures governing implementation of the statutes and the regulations. 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 maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office 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, grade level, enrollment status, degrees, honors, 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
- Assigned university e-mail address
- 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, Craven 5306, Cal State San Marcos, San Marcos, CA 92096-0001.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus' academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed 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; or 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.

Student Conduct

§ 41301. Standards for Student Conduct.

(A) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(B) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following are the grounds upon which student discipline can be based:

(1) Dishonesty, including:
  (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
  (B) Furnishing false information to a University official, faculty member, or campus office.
  (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
  (D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of University property.

(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

(4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

(7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

(8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events.

  Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

(9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

(11) Theft of property or services from the University community, or misappropriation of University resources.

(12) Unauthorized destruction, or damage to University property or other property in the University community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities or resources, including:

(A) Unauthorized entry into a file, for any purpose.

(B) Unauthorized transfer of a file.

(C) Use of another's identification or password.

(D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.

(E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.

(F) Use of computing facilities and resources to interfere with normal University operations.

(G) Use of computing facilities and resources in violation of copyright laws.

(H) Violation of a campus computer use policy.

(16) Violation of any published University policy, rule, regulation or presidential order.

(17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

(19) Violation of the Student Conduct Procedures, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in the student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030, 89030.1 and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code; and Section 245.6, Penal Code.

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 on 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 insure 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 ground for expulsion.









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GRADUATION REQUIREMENTS

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

Degree Characteristics

California State University San Marcos offers two baccalaureate, or bachelor's, degrees:

The Bachelor of Arts (B.A.) degree is designed to provide a balanced liberal arts education and general knowledge in a recognized discipline, interdisciplinary field, or in areas of professional study.

The Bachelor of Science (B.S.) degree is designed to provide a balanced liberal arts education and a scientific, technical, or professional entry level of competence.

Degree Requirements

To earn a bachelor's degree, a student must:

- Complete enough units of coursework, the Unit Requirement (see immediately below);
- Complete the requirements for a major, Major Requirements (see below; a list of majors offered can be found on page 17 and 18);
- Complete all General Education Requirements (see page 91)
- Complete enough units at Cal State San Marcos, the Residence Requirements (see page 90),
- Maintain a sufficiently high grade point average, the Grade Point Average Requirements (see page 90),
- Complete the American Institutions and Ideals Requirements (see page 90),
- Complete the Graduation Writing Assessment Requirement and All-University Writing Requirement (see page 90),
- Complete the Language Other Than English Requirement (see page 90), and
- Complete the Computer Competency Requirement (see page 91).

Unit Requirement

Every baccalaureate degree requires completion of a minimum of 120 semester units. Some choices of majors will require more than 120 semester units; the descriptions of each major specify how many units are required.

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.

Major Requirements

Every baccalaureate degree must include an approved major; see page 20 for a list of majors and whether they lead to a Bachelor of Arts or a Bachelor of Science degree. A major for a Bachelor of Arts degree must include at least twenty-four (24) units exclusive of units used to meet the General Education requirement and a major for a Bachelor of Science degree must include at least thirty-six (36) units exclusive of units used to meet the General Education requirement. For a Bachelor of Arts degree, at least twelve (12) units required in the major shall be upper-division courses, and for a Bachelor of Science degree, at least eighteen (18) units required for the major shall be upper-division. Most majors require more than these minima. Please refer to the descriptions of the majors in this catalog for specific major requirements.

Multiple Majors

It is possible for a student to complete more than one major within one degree (for example, a B.A.). Each major must consist of at least 24 semester units that are completely separate and distinct from the other majors' requirements and General Education. To be recognized as graduating with multiple majors, a student must declare the additional major(s) with the appropriate discipline or program no later than the beginning of the student's final year of study. The completion of additional majors within one degree will be noted at the time of graduation by appropriate entries on the student's transcript and on the diploma.

It is also possible for a student to complete a major in one degree concurrently with additional majors from a different degree (for example, a major in a B.S. concurrently with an additional major from a B.A.). Each major must consist of at least 24 semester units that are completely separate and distinct from the other majors' requirements and General Education. By declaring which major is the primary major (for example, Biochemistry) the student also declares which degree he or she will receive (in this case, a B.S.). Students must make this declaration no later than the beginning of the student's final year of study, and that degree's major will be noted at the time of graduation by appropriate entries on the student's transcript and on the diploma. Majors within the other degree will be noted only on the student's transcript.

The University does not award two degrees for multiple majors that are completed concurrently.

Minors

An undergraduate student may elect to complete one or more minors; this is not a degree requirement. Each subsequent minor must contain twelve units beyond those used for major requirements and other minors. Students may not declare or receive a minor in the same subject as the major, and the major and the minor may not have the same title. Unless the description of the major(s) and minor contain additional stated restrictions, there is no restriction on double-counting units in the major(s) and the first minor that a student declares. Minors are awarded only as part of a baccalaureate degree. The completion of a minor will be noted on the student transcript, but not on the diploma.

Certificates

Colleges and academic programs within Cal State San Marcos grant certificates to individuals who complete courses that enhance major requirements or credential programs. Students who complete the requirements for a special certificate are granted a certificate by the issuing college or department. The completion of a certificate is not noted on a diploma; the university acknowledges the completion of a certificate by recording it on a student's transcript.

Residence Requirements

A minimum of thirty (30) units must be completed in residence at Cal State San Marcos, of which twenty-four (24) units must be upper-division and twelve (12) of these must be in the major. 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 Cal State San Marcos coursework;
B. A Cal State San Marcos grade point average;
C. A grade point average in the major, at Cal State 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 (Section 40404 of Title 5, Education, of the California Code of Regulations) 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 94).

Graduation Writing Assessment and All-University Writing Requirements

All CSU students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, 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 undergraduates 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 (including study-abroad). Certain courses used to meet this requirement may be used to satisfy the C (Arts and/or Humanities) General Education requirement;
- demonstrating intermediate-level language proficiency according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- successfully challenging the equivalent of an intermediate-level course in a language other than English at the college level;
- having successfully received a score of 3 or better on an Advanced Placement Foreign Language Examination;
- having successfully received a score of 4 or better on an International Baccalaureate (IB) Higher-Level Language Examination;
- having taken a College Level Examination Program (CLEP) Language Examination and received the following minimum score:
  French Level II: 47
  German Level II: 48
  Spanish Level II: 50
- having been required to take the TOEFL or other CSUSM-approved English language exam as a condition for admission into the University;
- having completed at least three years full-time at a high-school or university where English was not the principal language of instruction;

CSUSM accepts American Sign Language (ASL) in fulfillment of this requirement. Proficiency in ASL may be demonstrated by the following:

- having completed the equivalent of an intermediate-level ASL course at the college level, with a C grade or better;
- demonstrating the above intermediate-level ASL proficiency according to a CSUSM diagnostic;
- having completed a K-12 mainstream program using ASL interpreters;
- having completed a K-12 deaf and hard-of-hearing full-time program.

CSUSM does not accept computer languages. As part of their major, some students may be required to demonstrate a level of language proficiency that is higher than the graduation requirement. By meeting that major requirement, those students also meet the graduation requirement. Students should contact their major advisor for how to meet a major's specific language requirement.

Students are encouraged to refer to the Language Learning Center website with questions about the requirement or to arrange for proficiency testing: *http://www.csusm.edu/llc.*

A fee is required for proficiency testing. Please see page 35 for fee information.

Computer Competency Requirement (CCR)

The purpose of this requirement is to ensure that students are competent in the basics of computer use early in their studies. The "basics" comprise the following areas:

- browsing the internet and e-mail,
- basic word processing skills,
- basic spreadsheet skills, and
- virus detection and computer ethics.

The Computer Competency Requirement must be fulfilled in the first or second semester of attendance as a student at Cal State San Marcos. After the second semester, registering for any further classes at Cal State San Marcos will be restricted until the Computer Competency Requirement is fulfilled.

Students fulfill the Computer Competency Requirement by passing the CCR exam. There is no cost for taking the exam, and study materials are available on-line. The CCR exam tests students' competencies in the four areas listed above. Students pass the CCR exam and fulfill the Computer Competency Requirement by achieving a passing score in each area. Students may take the CCR exam multiple times until all of the modules are passed. Students only need to retake the failed modules; once a module is passed, a student need not retake it. The CCR exam is offered throughout the year. The exam takes approximately two-to-three hours to complete. Exam schedules and meeting places will be posted on the CCR web site: *www.csusm.edu/iits/CCR.*

Students who are certain that they cannot pass the CCR exam may register for CS 100. This 1 unit, CR/NC course will provide instruction for each of the modules on the CCR exam. Students who have already passed the CCR exam may not register and receive credit for CS 100.

Effective with Fall 2009, students will no longer be able to use a course taken at another institution to satisfy the CCR.

Any questions regarding the CCR should be directed to the Computer Competency Requirement Coordinator at (760) 750-4788.

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 Cal State San Marcos 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 Oral Communication.

Students will gain an understanding of the psychological bases and the social significance of communication, with special emphasis on the roles of public communication in a free society. They will develop proficiency in composing and delivering extemporaneous public presentations on socially significant and intellectually challenging topics, and in critical and analytical listening. Students will understand and appreciate a range of public speaking styles and forms of eloquence representative of diverse cultural gender, and ethnic groups. Each student will develop a sense of the ethical responsibilities of the public speaker, will learn to respect the freedom of expression of all members of the community, and will develop a sense of her or his own voice – which means speaking with confidence in public forums in ways that reflect her or his unique perspective and identity.

- GEO 102 (3 units)

A2 Written Communication.

Each student will develop a writing style that is clear and correct, and will be able to give form and coherence to complex ideas and feelings. Students will gain an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. They will understand and appreciate a range of writing styles and forms of eloquence. They will develop their rhetorical sophistication, their analytical and imaginative faculties, and college-level reading abilities.

- GEW 101 (3 units)

A3 Critical Thinking.

Students will learn logic and reasoning, understand sound argument, and appreciate the value of applying these skills. They will know how language is related to logic, how to analyze the validity of a statement or argument, and how valid arguments can be constructed. Students will develop the critical habits of being open-minded and impartial, suspending judgment or taking a stance when warranted, and questioning their own views. They will recognize that real world problems are complex and not solved with one simple answer. They will be able to transfer their critical thinking skills to new situations in other courses and in their everyday lives.

- Three (3) units. Select among:

LTWR 115 PHIL 110
MATH 110 PSYC 110

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

Area B: Mathematics and Natural Sciences

A minimum of twelve (12) units in mathematics and science, distributed as follows.

B1 Physical Science.

This requirement, together with the B2 requirement below, provides students with a coherent and broad-based coverage of the fundamental principles governing the natural world. Students will use experimentation, logical reasoning and mathematics to extend these principles to new situations and applications. They will learn the ways in which science influences and is influenced by societies in both the past and the present, and they will become empowered to communicate effectively to others about scientific principles and their application to real-world problems. Students must clear the ELM requirement prior to enrollment in these classes.

- One course (3-5 units). Select from the courses below.

The following B1 courses are intended primarily for non-science majors:
CHEM 100
CHEM 100L
GES 100
GES 101
GES 105

The following B1 courses are intended primarily for science majors:
CHEM 150*
PHYS 201*

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

B2 Life Science.

This requirement, together with the B1 requirement above, provides students with a coherent and broad-based coverage of the fundamental principles governing the natural world. Students will use experimentation, logical reasoning and mathematics to extend these principles to new situations and applications. They will learn the ways in which science influences and is influenced by societies in both the past and the present, and they will become empowered to communicate effectively to others about scientific principles and their application to real-world problems.

- One course (3-5 units). Select from among:

The following B2 courses are intended primarily for non-science majors:
BIOL 175 GES 103
GES 102

The following B2 course is intended primarily for science majors:

BIOL 211*

**Biological sciences, biochemistry and biotechnology majors must take CHEM 150 and BIOL 211; computer science, chemistry, and mathematics majors must take PHYS 201.*

B3 Laboratory.

All students must take at least one General Education science course with a laboratory. The following courses satisfy either the B1 (Physical Science) or B2 (Life Science) requirements, and contain a laboratory experience that satisfies the B3 requirement:

BIOL 175 GES 101
BIOL 211 GES 102
CHEM 100 GES 110
CHEM 100L PHYS 201
CHEM 150

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

B4 Mathematics/Quantitative Reasoning.

Students will learn a variety of methods, such as the use of abstract symbols, numeric techniques, logical reasoning, and geometry. They will learn to use mathematical language and formal reasoning in a variety of diverse disciplines, using a broad range of examples. Students will gain historical perspective on the role which the mathematical approach has played in the development of human knowledge and of our understanding of the world. Students must clear the ELM requirement prior to enrollment in these classes.

- One course (3-5 units). Select from among:

CS 111*
GEM 100
MATH 115, 125, 132*, 160*, 162*, 212, 260*

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

** Applied physics, biochemistry, biotechnology, 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.*

BB Upper-division Science and/or Mathematics.

Students will use reasoning skills characteristic of common scientific and mathematical practice to do one or more of the following: to solve problems, to interpret observations, to make predictions, to design experiments for the testing of hypotheses, or to prove theorems. Through a balanced picture of past successes and current uncertainties in science or mathematics, they will come to understand the cumulative, historical nature of the development of science and mathematics. The specific scientific or mathematical content of these courses can be useful to students, not only as "examples" of scientific or mathematical methods, but as knowledge which can enhance their lives outside the classroom or their studies in other subjects.

One course (3 units). Select from among:

ASTR 342
BIOL 309, 316, 320, 321, 323, 325, 327, 328, 329, 336, 338, 339, 348
CHEM 311, 312, 313, 315
CS 301, 305, 306, 307
ES 314
ID 381
MATH 303, 304, 308, 315
PHYS 315, 350, 351, 356
PSYC 361

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

To count toward satisfaction of the BB requirement, a course cannot be taken before the term in which a student attains upper-division status (completion of 60 semester units). Courses used to satisfy this requirement may not be double-counted in any other category of the GE program and may not be double-counted in the student's major.

Students may not use a course in the same subject area (e.g., BIOL or CS) as their major, or their primary field in the case of an interdisciplinary major.

A major in the natural sciences (Applied Physics, Biological Sciences, Biotechnology, Biochemistry, Chemistry, Computer Science, and Mathematics) may satisfy the BB requirement as follows.

He or she may take any upper-division-course offered by one of the departments in the natural sciences (Biological Sciences, Chemistry and Biochemistry, Computer Science, Mathematics, and Physics) as long as the following hold: (1) the course is not offered by the department of the student's major, (2) the course is not cross-listed in the department of the student's major. This course may be used (and double count) toward the requirements of the student's major. Students should consult their academic advisors before choosing such a course. This provision applies retroactively to all CSUSM majors in the natural sciences.

Area C: Arts and Humanities

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

Students will be expected both to analyze and to create. Within these courses, they will develop habits of analytical rigor, and they will explore their own creativity in an active fashion. Students will appreciate the interrelationship of the intellect and the emotions, of mind and heart, and will explore the aesthetic, metaphysical and ethical linkages, as well as differences, among individuals and among cultures. By perceiving, understanding and valuing the ideas, works of arts, philosophies and approaches to spirituality that represent the broad spectrum of men and women across the ages and in diverse cultures, students will explore the meaning of community from a personal and a global perspective, grow towards an understanding of global justice, develop the foundation for making wise personal choices and for transforming one's world, and nurture personal freedom, expression and responsibility. They will integrate their knowledge and make connections across disciplines.

All Students must take one course in each of the four areas: C1, C2, C and CC.

C1: Arts

- Select one course from:

AH 111
DNCE 101
FMST 100
LTWR 225
MUSC 120
TA 120
VPA 101
VSAR 102, 110, 120, 130.222

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

C2: Humanities

- Select one course from:

AH 111
HIST 201, 202
LTWR 100, 105, 107, 203, 206, 208A, 208B, 210
WLAN 115, 116

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

C3: Arts and/or Humanities
ARAB, DNCE, FMST, FREN, GRMN, HIST, HUM, JAPN, LTWR, MUSC, PHIL SPAN, TA, VPA, VSAR, WLAN or any approved upper-division arts and/or humanities (CC) course. Exceptions:

Courses in the same subject area as the courses taken to satisfy the C1 and C2 requirements,independent study courses, internship courses, approved critical thinking (A3) courses, approved American history Dh courses, approved upper-division science and/or mathematics (BB) courses, and approved upper-division social sciences (DD) courses. Note that completion of a single course can be counted toward only one of the requirements (C1, C2, C and CC), but AH 111 may be repeated to satisfy both the C1 and C2 requirements.

Coursework taken for the Language-Other-Than-English Requirement may also be counted in Area C if it is taken for a letter grade (not Credit/No Credit).

CC UPPER-DIVISION ARTS AND/OR HUMANITIES

Students will examine aesthetic, metaphysical, or ethical manifestations of the human intellect and imagination in diverse historical and cultural contexts. They will cultivate the cognitive and affective aspects of their minds through critical analysis or creative activity. Through a balanced picture of past and present approaches to spirituality, the arts, philosophy, or intellectual thought, these courses will enhance studies in other areas or the student's life outside of the classroom.

One course (3 units). Select from among:

ANTH 325
DNCE 321, 323
FMST 300
HIST 308, 312, 318, 323, 341, 343, 344, 348, 356, 361, 364, 370, 382, 388
LTWR 303A, 303C, 310, 320, 334A, 336B, 336C, 336D, 336E, 337, 338, 350, 415, 431
MUSC 320, 321, 324, 421, 422, 423, 424, 425, 427
PHIL 310, 312, 315, 318, 335, 340, 345, 355
SPAN 421
TA 300, 320, 323, 325, 328, 410, 421
VPA 311, 320, 321
VSAR 307, 320, 322, 323, 325, 326, 327, 405, 420, 422, 423
WLAN 350, 370
WMST 301, 323, 450

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

To count toward satisfaction of the CC requirement, a course cannot be taken before the term in which a student attains upper-division status (completion of 60 semester units). Courses used to satisfy this requirement may not be double-counted in any other category of the GE program and may not be double-counted in the student's major.

Students may not use a course in the same subject area (e.g., HIST or LTWR) as their major, or their primary field in the case of an interdisciplinarymajor.

Area D: Social Sciences

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

American Institutions and Ideals
Dh U.S. HISTORY,
Dc U.S. CONSTITUTION, and
Dg CALIFORNIA GOVERNMENT

Through a comprehensive study of American history and the development of American Institutions and ideals, students will acquire knowledge and skills that will help them comprehend the workings of American democracy and the society in which they live. Students will engage in comprehensive study of American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government. The knowledge and skills they acquire will enable them to contribute to society as responsible and constructive citizens.

Notice to Transfer Students.

Transfer students who have subject-area certification for the lower-division Area D CSU General Education-Breadth Requirement in Area D (Social Sciences) and who have completed the American Institutions and Ideals Requirement, only need to complete the Upper-Division Social Sciences (DD) requirement.

Transfer students who have subject-area certification for the lower-division Area D CSU General Education-Breadth Requirement in Area D (Social Sciences) but who have not completed the American Institutions and Ideals Requirement, only need to complete the missing parts of the American Institutions and Ideals Requirement (Dh, Dc, and/or Dg) and the Upper-Division Social Sciences (DD) requirement.

Transfer students who do not have subject-area certification for the lower-division Area D CSU General Education-Breadth Requirement in Area D (Social Sciences) but who have completed the American Institutions and Ideals Requirement with the equivalent of six semester units of coursework, must complete the Interdisciplinary Social Sciences Requirement (D7), the Discipline-Specific or Second Interdisciplinary Social Sciences Course Requirement (D), and the Upper-Division Social Sciences (DD) requirement. See an advisor to determine whether the D7 and/or D requirements are met by any courses taken at another institution.

Transfer students who do not have subject-area certification for the lower-division Area D CSU General Education-Breadth Requirement in Area D (Social Sciences) but who have completed the American Institutions and Ideals Requirement with the equivalent of less than six semester units of coursework, must complete the Interdisciplinary Social Sciences Requirement (D7) and the Upper-Division Social Sciences (DD). These students must take two courses to satisfy the Discipline-Specific or Second Interdisciplinary Social Sciences Course Requirement (D). See an advisor to determine whether the D7 and/or D requirements are met by any courses taken at another institution.

Transfer students who do not have subject-area certification for the lower-division Area D CSU General Education-Breadth Requirement in Area D (Social Sciences) and who have not completed the American Institutions and Ideals Requirement, must complete all Area D requirements described below. See an advisor to determine whether any of these requirements are met by any courses taken at another institution.

Two courses (6 units)
HIST 130 (Dh) or HIST 131 (Dh)
PSCI 100* (Dc, Dg)

**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 (Dg) or HIST 347 (Dg).*

D7 Interdisciplinary Social Sciences

Students will be able to identify the methods of inquiry for more than one social science discipline, summarize how the social science disciplines examined in these courses are inextricably interwoven, and explain the usefulness of an interdisciplinary approach for studying social phenomena and issues. They will be able to describe historical and contemporary perspectives of social issues and problems, and acknowledge both western and non-western contributions to current social issues and problems. Students will be able to demonstrate how and why race, class and gender are among the most important categories of social scientific analysis.

One course (3 units)
Select from among:

ANTH 200	PSYC 210
GBST 100	SOC 105
GESS 101	SOC 205
GESS 102	WMST 101

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

D Discipline-Specific or Second Interdisciplinary Social Sciences Course

Students will be able to identify the prevailing principles and methods of social science in at least one discipline, and explain the usefulness of a disciplinary or interdisciplinary perspective and field of knowledge for social issues and problems. They will be able to describe historical and contemporary perspectives of social issues and problems, and acknowledge both western and non-western contributions to current social issues and problems. Students will be able to demonstrate how and why race, class and gender are among the most important categories of social scientific analysis.

One course (3 units)^
Select from among:

ANTH 200	PSCI 100
ANTH 215	PSYC 100
ECON 202	PSYC 210
GBST 100	PSYC 215
GEOG 201	SOC 101
GESS 101	SOC 105
GESS 102	SOC 205
HIST 130	WMST 101
HIST 131	

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

Courses used to satisfy this requirement may not be double-counted in any other category of the GE program.

^ Certain transfer students may be required to take two courses from this category. Check the Notice to Transfer Students at the beginning of Area D.

DD Upper-Division Social Sciences

Students will be able to analyze problems using social scientific reasoning, and/or understand the historical or social context of major political, intellectual, economic, scientific, technological, or cultural developments. They will explore how gender, ethnicity, class, regional identities, and global identities affect society and culture. The material in these courses helps students to recognize the value of multidisciplinary explorations, except for the special case in the next paragraph.

One course (3 units). Select from among:

ANTH 301, 310, 370, 470
BRS 300, 330, 430, 453
COMM 330, 333, 360, 435
ECON 306, 311, 341, 445
GBST 300
GEOG 302, 305, 305S, 320, 340
HIST 330, 338B, 346, 350, 352, 362, 371, 375, 379, 389, 390
ID 301, 340, 340B, 371, 406, 410
LBST 307, 361, 361B, 362, 375
LING 304, 305, 331, 341, 360, 371, 381
PSCI 305, 331, 339, 341, 350, 361, 363, 364A, 364B, 391, 413, 414, 417, 445, 460, 462
PSYC 330, 338, 341, 342, 348, 350, 352, 356, 363
SOC 300, 303, 309, 310, 317, 323
WLAN 331
WMST 303, 341, 350, 375, 407, 416, 445

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

To count toward satisfaction of the DD requirement, a course cannot be taken before the term in which a student attains upper-division status (completion of 60 semester units). Courses used to satisfy this requirement may not be double-counted in any other category of the GE program and may not be double-counted in the student's major, except for the special care in the next paragraph.

A student in the "Social Sciences" major may use (and double count) a DD course taken in one of his/her secondary fields toward the Upper-Division General Education requirement in the Social Sciences (DD). This provision applies retroactively to all students in the Social Sciences major, except for the special case in the next paragraph.

Area E: Lifelong Learning and Information Literacy

Students will be equipped for lifelong understanding and development of themselves as integrated physiological and psychological entities, in courses taught within the context of the modern library.

One course (3-4 units). Select from among:
PE 203
GEL 101, 110, 120, 200
KINE 306
PSYC 104,
SOC 203, 204, 303, 307, 309, 315, 317

The courses listed above satisfy this General Education requirement at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying this requirement.

GRADUATE STUDIES

Office of Research and Graduate Studies

Craven Hall 5210
(760) 750-4066
www.csusm.edu/graduate_studies

General Information

Graduate education is advanced study that goes substantially beyond the baccalaureate level in terms of specific content and academic rigor. Graduate study involves both greater independence and closer intellectual interaction with faculty mentors as the student develops focused knowledge and expertise in a subject area. The graduate student is expected to master advanced coursework as well as engage in independent study and research, scholarship, or creative activity.

The faculty who teach in graduate programs at Cal State San Marcos possess the appropriate terminal degree and experience needed to provide the advanced mentoring involved in graduate research, scholarship, and creative activity. In addition to the core graduate curriculum in each program, students are required to complete an appropriate culminating experience (thesis, project, or comprehensive examination).

A master's degree from Cal State San Marcos prepares students for academic careers in higher education, including continued study at the doctoral level; or for advanced positions in business, industry, and the public sector.

Graduate Programs at Cal State San Marcos

Master Degrees:

Biological Sciences, M.S.

Business Administration, M.B.A.

- Business Management Option

Computer Science, M.S.

Education, M.A.

- General
- Communicative Sciences and Disorders with Speech Language Pathology Services Credential
- Education Administration
- Literacy Education
- Special Education

History, M.A.

Literature and Writing Studies, M.A.

Mathematics, M.S.

Psychology, M.A.

Sociological Practice, M.A.

Spanish, M.A.

Doctor of Education, Ed. D.:

- Doctorate in Education, Educational Leadership

Admission Requirements for Graduate and Post-baccalaureate Students

Admission to the University

Graduate and post-baccalaureate 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 post baccalaureate 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 at the time of enrollment: (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 appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

Admission to the Department or Program

The applications of students meeting University requirements for admission and desiring admission to a master's program must also be reviewed in the appropriate department, to determine whether the student meets requirements for admission to its particular program. Some programs may require a separate application in addition to the university application. Students who meet both departmental/program and university requirements for a master's program will be admitted as either Graduate Conditionally Classified or Graduate Classified. Students seeking a teaching credential who meet both college and university requirements will be admitted as Classified Post-baccalaureate.

Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:

- Post-Baccalaureate Unclassified – To enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. 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 (Some CSU campuses do not offer admission to unclassified post-baccalaureate students); or
- Post-Baccalaureate Classified, e.g. admission to an education credential program – Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Graduate Conditionally Classified – Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
- Graduate Classified – To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

(These and other CSU admissions requirements are subject to change as policies are revised and laws are amended. The CSU web site www.calstate.edu and the CSU admissions portal www.csumentor.edu are good sources of the most up-to-date information.)

TOEFL Graduate and Post-baccalaureate Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and 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 postsecondary institution where English is the principal language of instruction must present a score of 80 or above on the internet-based TOEFL (213 on the computer-based TOEFL, and 550 on the paper-based TOEFL). Applicants may also submit IELTS results. An IELTS score of 6.0 or above is required.

Some CSU campuses may use alternative methods for assessing fluency in English.

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., joint Ph.D. and Ed.D. applicants, master's degree applicants, those seeking educational credentials, and holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at *www.csumentor.edu.* Applicants seeking a second bachelor's degree should submit the undergraduate application for admission unless specifically requested to do otherwise. 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 post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are preferable. An electronic version of the CSU graduate application is available on the World Wide Web at http://www.csumentor.edu. Application forms may also be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus; specific program applications may be found at *www.csusm.edu/graduate_studies/*

Graduate and post-baccalaureate applicants are encouraged to submit applications to the university 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. Individual masters and credential programs may have specific deadlines for program applications; check the relevant departmental catalog section for program deadlines. Official transcripts from each college or university attended must be filed with both the Office of Admissions and the program office.

Graduate and post-baccalaureate applicants are encouraged to submit applications to the university 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. Individual masters and credential programs may have specific deadlines for program applications; check the relevant departmental catalog section for program deadlines. Official transcripts from each college or university attended must be filed with both the Office of Admissions and the program office.

International Students

All applicants who wish to enter the United States on a student visa or who are in the U.S. on a non-immigrant, student visa must file a completed "International Student Application" accompanied by a financial affidavit with the Office of Admissions. An electronic version of this form is available on the Web at *www.csumentor.edu/admissionapp/intl_apply.asp*. In addition, a department application form must be submitted directly to the graduate program. Official transcripts (with certified English translations) must be submitted both to the department and the Office of Admissions. For more information regarding International (Foreign) Student Admission Requirements, see page 24.

Special Regulations and Requirements for Graduate Students

Repeat of Graduate Courses and GPA Adjustment Policy

When students repeat a course for the sake of improving upon an earlier, unsatisfactory performance, they may, under certain circumstances, request to have the earlier grade ignored in the computation of their grade point average (GPA). The following policies, applying only to coursework completed at Cal State San Marcos, outline the circumstances under which undergraduate and graduate students may request adjustment of the GPA.

Graduate Student GPA Adjustment Policy

1. If a graduate student has received a grade of B- (2.7) or less (or NC) in a non-thesis course, then the course may be repeated once for purposes of satisfying requirements and/or having the GPA adjusted. Once the student has repeated the course in a subsequent term and earned a better grade, then a Graduate Student GPA Adjustment Request Form may be submitted to the Enrollment Services Information Center. All requests should be submitted in consultation with the graduate program advisor. Any request confirmed as complying with this policy will be granted.
2. When a request is granted, the prior grade earned in the course is ignored for the purpose of calculating the GPA. However, all grades for a given course will be maintained as a part of the student record and will appear on the student's transcripts.
3. A maximum of two (2) different courses may be repeated, and a maximum of two (2) requests may be filed within an approved graduate plan of study at Cal State San Marcos. Only one request may be filed for any single course.

4. 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, even when the course was repeated to satisfy degree requirements. If a course previously taken for a grade is repeated CR/NC, the original grade will continue to be calculated in the GPA.
5. Unless the student submits a Graduate Student GPA Adjustment Request Form to the Enrollment Services Information Center, both grades earned in any repeated course will be used to calculate the student's GPA.
6. A request may not be filed until the student has completed the repeat, and may not be filed if the student received a grade of CR, NC, F, I RD, SP or U when the course was repeated.
7. The program director (or designee) of 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.

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 Cal State San Marcos. Authorized leaves of absence do not extend the time limit for completion of the degree.

Graduate Student Leave of Absence

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 Graduate Student Request for Leave of Absence form. The completed form, including signature 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 the library, computer labs, parking, or student heath 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 *www.csusm.edu/graduate_studies/*

Graduate Student Course Load

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.

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.

Probation, Disqualification, and Reinstatement for Graduate Students

The following policies govern students enrolled with Graduate Standing: Conditionally Classified; Post-baccalaureate Standing: Classified; and Graduate Standing: Classified. Students enrolled with Post-baccalaureate Standing: Unclassified will be governed by the undergraduate policy on Academic Probation and Disqualification.

Probation

1. A student will be placed on academic probation if, during any academic term, the cumulative GPA in all course work in the master's program falls below 3.0.
2. A student may also be placed on administrative probation by the Dean of Graduate Studies for any of the following reasons:
   a. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal.)
   b. Repeated failure to progress toward an educational objective, when such failure appears to be due to circumstances within the control of the student.
   c. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (examples: failure to complete a required examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).
3. A student who is placed on academic or administrative probation, must work with the program coordinator to develop a plan for remediation, including a timeline for completion.
4. A student on either academic or administrative probation cannot be advanced to candidacy or continue in candidate status.

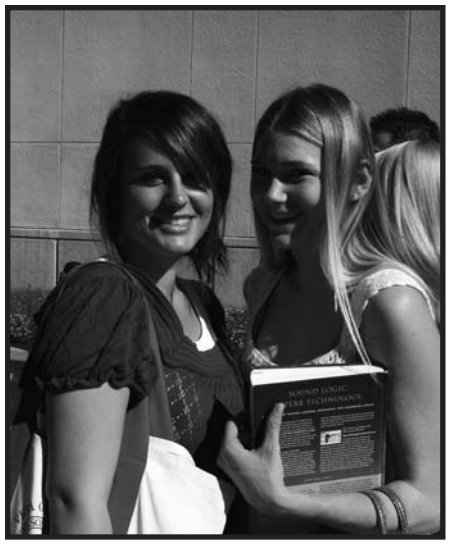
Disqualification

1. A student who has been placed on probation may be disqualified from further attendance by the Dean of Graduate Studies if:
   a. The conditions in the remediation plan are not met within the period specified.
   b. The student becomes subject to academic probation while on administrative probation.
   c. The student becomes subject to administrative probation for the same or similar reason for which he/she has been placed on administrative probation previously, although not currently in such status.
2. Disqualification may be either from further registration in a particular program or from further enrollment at the campus, as determined by the Dean of Graduate Studies. A student disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.
3. In the event that a student fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense.
4. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination.

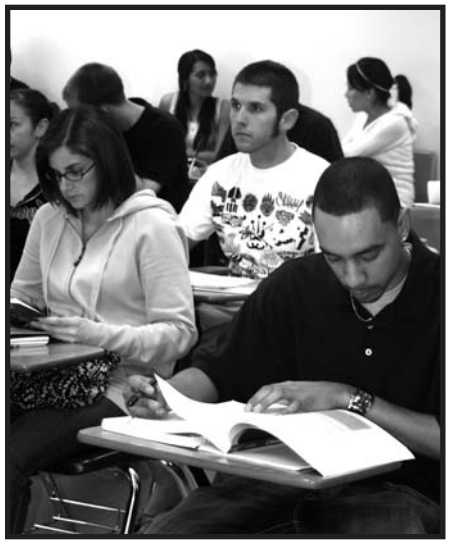
Reinstatement

A student who has been disqualified, either academically or administratively, may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of the ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered.









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 California State University San Marcos is home to both traditional and contemporary academic disciplines in the liberal arts and sciences.

Complementing its strong academic discipline offerings, the College also offers students a 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, often 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
Anthropology	ANTH	Minor, BA	
Applied Physics	PHYS	B.S.	
Art History		Minor	
Arts and Technology		Minor, See Note 4	
Astronomy	ASTR		
Biological Sciences	BIOL	Minor, BS	MS
Biochemistry	CHEM	BS	
Biotechnology	See Note 3	BS	
Border and Regional Studies	BRS		
Chemistry	CHEM	Minor, BS	
Cognitive Science		Minor	
Communication	COMM	Minor, BA	
Computer Information Systems	CIS	See Note 6	
Computer Science	CS	Minor, BS	MS
Criminology and Criminal Justice	See Note 1	Minor	
Criminology and Justice Studies	See Note 1	BA	
Dance	DNCE	Minor	
Economics	ECON	Minor, BA	
Earth Science	ES		
Ethnic Studies	See Note 5	Minor	
Film Studies	FMST	Minor	
French	FREN	Minor	
General Education	See Note 2		
Geography	GEOG		
German	GRMN	Minor	
Global Studies	Minor		
History	HIST	Minor, BA,	MA
Human Development	HD	BA	
Humanities	HUM		
Interdisciplinary Studies	ID		
Japanese	JAPN		
Kinesiology	KINE	BS	
Liberal Studies	LBST	BA	
Linguistics	LING		
Literature and Writing Studies	LTWR	Minor, BA	MA
Mass Media	MASS	BA	
Mathematics	MATH	Minor, BS	MS
Music	MUSC	Minor, See Note 4	
Native Studies	NATV	Minor	
Philosophy	PHIL	Minor	
Physics, Applied Physics	PHYS	Minor, BS	
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	Minor, See Note 4	
Visual and Performing Arts	VPA	Minor, BA	
Visual Arts	VSAR	Minor, See Note 4	
Women's Studies	WMST	Minor, BA	
World Languages & Hispanic Literatures	WLAN		

Note 1: Courses for the BA in Criminology and Justice Studies, Minor in Criminology and Criminal Justice, and the MA in Sociological Practice are offered by the Sociology Department, 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, pages 85-89.

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

Note 4: This field is an option in the BA degree program in Visual and Performing Arts.

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

Note 6: An option in the B.S. in Computer Science.

Contact Information for Courses in Areas Without Degree Programs

Discipline	*Course Prefix*	*Contact Person or Program*
Arts and Humanities	AH	Office of the Dean, College of Arts and Sciences
Astronomy	ASTR	Physics Department Chair
Earth Science	ES	Chemistry and Biochemistry Department Chair
General Education Life-Long Learning	GEL	Office of First-Year Programs
General Education Mathematics	GEM	Mathematics Department Chair
General Education Oral Communication	GEO	Communication Department Chair
General Education Science	GES	Office of the Dean, College of Arts and Sciences
General Education Social Science	GESS	Office of the Dean, College of Arts and Sciences
General Education Written Communication	GEW	General Education Writing Coordinator
Geography	GEOG	Liberal Studies Department Chair
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 Department Chair
Linguistics	LING	Liberal Studies Department Chair
World Languages and Hispanic Literatures	WLAN	World Languages and Hispanic Literatures Department Chair

Academic Major Advising

Advising in the College of Arts and Sciences is provided by faculty in each major, as well as professional Staff Advisors in the Office of Undergraduate Advising Services. Generally speaking, Staff Advisors assist students with nuts-and-bolts questions regarding degree requirements, GE requirements, graduation plans, registration issues, and the like. Faculty advisors counsel students on specific course and program choices, career and graduate-school planning, and more advanced research, creative, and disciplinary questions. Particular academic majors have adopted different approaches on how students are assigned to faculty advisors. For more information, students should consult the appropriate Department/Program office and/or website.

Staff Advisors are also assigned to each major within the Office of Undergraduate Advising Services. For more information on Staff Advisor assignments, students should visit the UAS Office (CRA 1300) or consult the Advising Services web site: *http://www.csusm.edu/Academic* Advising/ Staff Advising appointments may be made on-line at that address, as well.

Students majoring in Liberal Studies are advised exclusively by professional staff advisors located in the Undergraduate Advising Services Office. Liberal Studies students should visit the Liberal Studies web site for major and advising services information, or consult the UAS Office.

PRE-PROFESSIONAL PREPARATION

Pre-professional Planning

Careers in Health

California State University San Marcos offers prerequisite courses for a variety of health careers including medicine, dentistry, chiropractic, nursing, physical therapy, pharmacy and other health professions.

Appropriate majors for students interested in health careers are available in both the College of Arts and Sciences and the School of Nursing. Regardless of major, all pre-health students will need to complete a range of prerequisite courses in sciences and mathematics. Also, it is highly recommended that pre-health students complete courses in the humanities and behavioral sciences (e.g. sociology, psychology).

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 of all professional schools they are considering and to take this into account when selecting courses. Students planning for careers in the health professions should consult with faculty advisors in related academic fields, such as Biology, Chemistry, and Kinesiology. For more information on pre-health faculty advisors and academic planning, visit *www.csusm.edu/pre-health-advising.*

Students interested in Nursing should contact the School of Nursing directly at 760-750-7550. The following is a menu of lower-division California State University San Marcos 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, 351, 352, 353

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.*

Pre-law Advising

California State University San Marcos offers various undergraduate courses to help students prepare for careers in 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 California State University San Marcos offer undergraduate courses related to law. Students seeking advice on preparation for law schools should consult with their major faculty advisor. For more specific information on pre-law advising contact the Office of the Dean, College of Arts and Sciences at (760) 750-4200.

Teacher Preparation

California State University San Marcos offers several state-approved Subject Matter Preparation Programs. Completion of a Subject Matter Preparation Program is, in some cases, 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 Mathematics, Social Science (in History) and Spanish.

Students seeking to become elementary or middle school teachers may complete the Elementary Subject Matter Preparation Program with a Liberal Studies major, or may combine the Elementary Subject Matter Preparation Certificate with any other academic major. These programs explicitly address the various subject matters included in curricula of grades kindergarten through eight, and therefore, they provide excellent pathways to a career in teaching. Please see the Liberal Studies section of this catalog for more information, or visit the Liberal Studies web site at *http://www.csusm.edu/liberal-studies/*

ANTHROPOLOGY

Office:
Craven Hall, Room 6125

Telephone:
(760) 750-4104

Program Chair:
Bonnie Bade, Ph.D.

Faculty:
Bonnie Bade, Ph.D.
Konane Martinez, Ph.D.

Programs Offered:

- Bachelor of Arts in Anthropology

  Areas of Concentration:
  - Medical Anthropology
  - Indigenous Anthropology

- Minor in Anthropology

Anthropology is the study of humans and what they think and do. Anthropology embraces a holistic perspective—the big picture—when examining human phenomena, seeking to understand human ideas and behavior as they are influenced by biological, ecological, economic, social, political, cultural and religious factors and realities.

The anthropology major at California State University San Marcos is an applied, collaborative, and interdisciplinary course of study that engages students directly with the interests and efforts of local communities. The anthropology major takes into primary consideration the special role of Cal State San Marcos in the north San Diego county region and the opportunities for community-based research and fieldwork. CSUSM anthropology students gain hands-on field research experience through participation in long-term and on-going research among some of San Diego County's diverse communities.

The anthropology major has two areas of concentration—medical anthropology and indigenous anthropology—that interrelate and complement each other as well as articulate with regional community interests. After a core curriculum of anthropological concepts and methods, anthropology students work collaboratively with local communities and agencies, including farm workers, local Native American Bands, migrants and immigrants, local health service providers, state and county Departments of Health, indigenous Mexicans and Oaxaqueños, and other communities. Through an engaged and innovative curriculum that responds to state and regional needs, the anthropology program trains students in qualitative and quantitative research methods that include ethnography, participant observation, ethnographic film, social documentation, ethnomedicine, ethnobotany, survey, and applied archaeology.

The anthropology major distinguishes itself through long-term collaborative research projects that enhance student learning experiences, promote the interests of local communities, and practice complementary exchange between the university and the community.

The interdisciplinary curriculum draws upon existing faculty expertise and incorporates courses from the biological sciences, film studies, ethnic studies, border and regional studies, history, geography, linguistics, mass media, Native American studies, nursing, philosophy, political science, sociology, and visual and performing arts.

There are two areas of concentration that have distinct yet related areas of focus: Medical Anthropology or Indigenous Anthropology.

Medical Anthropology—focuses on the study of medical systems, health disciplines, community health, access to and utilization of health care, medicinal concepts and practices, and forms of diagnosis, prognosis, illness causation, and disease etiologies. Advanced students conduct field research and internships in diverse health care settings.

Indigenous Anthropology—focuses on working collaboratively with regional indigenous communities on long-term research and documentation projects that include but are not limited to ethnobotany, cultural revitalization, social documentation, and issues surrounding cultural survival. Advanced students conduct field and laboratory research in collaboration with community-driven social documentation projects.

Program Objectives

- Provide applied learning experiences for students through collaborative, community-based field research using medical, cultural, visual, and environmental anthropological methods.
- Engender holistic understanding of the complex social, economic, cultural, political and environmental influences on the human experience.
- Contribute to raising awareness of issues surrounding indigenous and transnational communities in the region and cultural awareness in general.
- Engage in collaborative, community-based approaches to medical, cultural, and environmental issues.
- Use quantitative and qualitative research methods, including ethnographic fieldwork, community-based needs assessment, interviewing, focus groups, applied archaeology, and social documentation to address long-term community interests.
- Commit to partnerships between the university, students, and community aimed at regional enhancement through collaborative research and action.
- Respect the many ways of knowing and doing that we encounter in professional, civic, and daily life.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Anthropology will be able to

1. Analyze how human universals, such as world view concepts of self and other, the we/they dichotomy; sex; gender; world view concepts of self and other, relationship, classification, causation, space and time; subsistence (economic production and environmental interaction); political organization; social organization; kinship; and religion, affect human thought and behavior.
2. Communicate — via speaking, writing, and other media — anthropological perspective including holism, cultural relativism and cross-cultural human phenomena.
3. Demonstrate via communication and writing an understanding about culture in terms of its learned, symbolic, dynamic, and integrated nature.
4. Identify the ethical issues surrounding anthropological investigation and the relationship between the anthropologist and the subject or subjects.

5. Work collaboratively with local organizations and agencies on long-term community-based research projects involving ethnographic field research.
6. Apply and integrate quantitative and qualitative data analysis, literature research, writing, and speaking to real world issues.

Community Partners

The Anthropology major's enhanced learning experiences gained through field research are based on collaborative partnerships with the following community organizations and agencies.

San Luis Rey Band of Luiseño Mission Indians
Coalition of Oaxacan Indigenous Communities
Bi-National Indigenous Organization Front
Vista Community Clinic
North County Health Services
Palomar Pomerado Health
National Latino Research Center
Farmworker C.A.R.E. Coalition
San Diego Archaeological Center
Tribal Communities Advisory Board, CSUSM

Career Opportunities

Graduates of the anthropology major will be uniquely positioned to acquire professional employment in the areas of social services, health services, education, and public service because they will have been engaged in research projects involving these areas and collaborating with local agencies focused on the delivery of these services. Additionally, graduates who desire to continue post-baccalaureate study in anthropology will benefit from CSUSM's established and cooperative links with anthropology graduate programs of regional institutions, including UC Riverside, UC San Diego, UC Irvine and San Diego State University.

Special Conditions for the Bachelor of Arts and Minor in Anthropology

All courses counted toward the major, including Preparation for the Major courses, and the Minor must be completed with a grade of C (2.0) or better.

Articulation with Community Colleges

Articulation with local community colleges and collaboration with the anthropology programs at local community colleges have strongly guided the development of the CSUSM anthropology major. Introductory courses in cultural, biological, linguistic, or archaeological anthropology given at Community Colleges can count toward preparation for the anthropology major at Cal State San Marcos. Certain lower-division courses, such as those listed below, specializing in various disciplinary concentrations of the major, including archaeology, linguistics, biological anthropology and Native American/American Indian Studies, can count for major requirements (up to nine units in addition to the required six (6) units of Lower-Division preparation for the major coursework). Anthropology coursework taken at other institutions may be applied to the anthropology major only when approved by department chair. An updated list of approved community college transfer courses will be maintained at *www.csusm.edu/anthropology.*

Requirements for the Bachelor of Arts in Anthropology

General Education	51
Preparation for the Major	6
Major Requirements	30-31
Breadth Electives	12

Students must take a sufficient number of elective units to bring the total to a minimum of 120

Preparation for the Major

Lower-division (6)	**Units**
ANTH 200	3
ANTH 215	3

Major Requirements

Upper-division (30-31)	**Units**
Core Anthropology Courses (6 units)	
ANTH 330	3
ANTH 390	3
Foundational Anthropology Courses for major (15 units)	
Choose five of the following courses:	
ANTH 301	3
ANTH 305	3
ANTH 310	3
ANTH 325	3
ANTH 350	3
ANTH 370	3
ANTH 380	3

Students may choose from two disciplinary concentrations:
Medical Anthropology and Indigenous Anthropology

Upper-Division Field Research Courses: (9-10 units)	
Medical Anthropology	
ANTH 430	3
ANTH 440	3
ANTH 460	3
NURS 472	3
Indigenous Anthropology	
ANTH 440	3
ANTH 470	4
ANTH 480	3
ANTH 481	3

Breadth Electives

(12 units)

Please see anthropology staff or advisor for consultation regarding what courses from other disciplines may be applied to the anthropology major. A list of CSUSM courses that apply to the anthropology major are maintained at *www.csusm.edu/anthropology.*

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 Cal State San Marcos 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 Cal State San Marcos 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.

The Minor requires 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 Cal State San Marcos, 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.

Requirements

Lower-division (3)	**Units**
Choose one of the following:	3
ANTH 200 ANTH 215	

Upper-division (19)	**Units**
ANTH 470	4
Fifteen (15) units selected from:	
ANTH 301	3
ANTH 310	3
ANTH 325	3
ANTH 330	3
ANTH 370	3
ANTH 498	3
ANTH 499	3
Total Units	*21*

APPLIED PHYSICS

Office:
Science Hall 2 , Second Floor

Telephone:
(760) 750-8063

Department Chair:
Charles De Leone, Ph.D.

Faculty:

Michael J. Burin, Ph.D.
Charles J. De Leone, Ph.D.
Graham Oberem, Ph.D.
Edward P. Price, Ph.D.

Program Offered:

- Bachelor of Science in Applied Physics, Options in:
  - Applied Physics
  - Applied Electronics
- Minor in Physics^

Physics is a study of matter and its interaction at the fundamental level. Physicists seek to measure, understand, model, and control the processes in the physical world around us. To this end, physicists use a variety of descriptive and quantitative techniques to represent their knowledge. Furthermore, this work is conducted in a community where collaboration, teaching, and communication of results are essential. Applied physics makes a connection between fundamental research in physics and its application to real-world problem-solving. Research in applied physics has led to the use of electricity and magnetism for lighting and propulsion, given birth to the semiconductor industry, that has provided us with the conveniences of modern electronics, and played an important part in the development of biomedical technology. While engineers have perfected many of these inventions, applied physicists have been responsible for their discovery.

The degree in applied physics prepares students to succeed in a wide range of entry-level positions in the high technology and biotechnology industry by giving them a broad and rigorous grounding in the principles of physics, while at the same time emphasizing the application of physics to real-world problems.

^See page 187 for Minor in Physics.

Applied physics baccalaureate-level graduates will have unique critical thinking and problem-solving abilities that will be valuable to employers in a wide range of technical fields.

The Applied Physics Degree requires the completion of 120 semester units in one of two options, Applied Physics or Applied Electronics, each of which allows students to focus on a particular area of interest. Both options will provide opportunities for student research in collaboration with faculty in the Physics Department. These undergraduate research opportunities will provide valuable training that will make graduates more competitive in the job market.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Applied Physics will be able to

1. Carry out the process of scientific investigation, using appropriate lab techniques and safety procedures.
2. Apply mathematical techniques to represent, model, and solve physics problems, including real world problems.
3. Write simple computer programs that control scientific experiments, gather physical data, and model or simulate physical processes.
4. Apply specific knowledge in the areas of mechanics, electromagnetism, thermal physics, and quantum phenomena to problem solve in these fields and to real-world applications.
5. Design, troubleshoot, and test analog and digital electronic circuits for real world applications.
6. Keep a laboratory notebook and know how to present scientific information as a technical article, as a formal journal article, or as a public oral presentation.

Preparation

Freshman applicants must complete a comprehensive program of college preparatory study totaling between 24 and 28 units, depending on the option chosen. Transfer students entering at the junior and senior level will be expected to have completed the equivalent required physics and supporting courses elsewhere. All courses taken for the major, including supporting courses, must be completed with a grade of C (2.0)or better.

Degree Requirements

Either option for the Bachelor of Science in Applied Physics requires the completion of 120 semester units. As a part of each option, students are required to complete 51 units of General Education courses. Six (6) to nine (9) units of lower-division General Education, including the laboratory requirement in Area B (Math and Science), are automatically satisfied by combinations of CHEM 150, CS 111, MATH 160, and PHYS 201. The exact number of units satisfied in this way will depend on the option chosen. A minimum of eighteen (18) units in physics must be completed at Cal State San Marcos.

Applied Physics Option

This option is intended for those students who wish to pursue a career in industry where the application of the principles of physics might be important in modeling, or in research and development.

	Units
General Education*	51
Preparation for the major*	39-40
Option requirements	35-36

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

**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 Applied Physics Option

Non-physics supporting courses (24-25 units)

	Units
CHEM 150†	5
CS 111†	4
MATH 160†	5
MATH 162†	4
MATH 346	3

Lower-division Physics courses (15 units)

PHYS 201†	4
PHYS 202	4
PHYS 203	4
PHYS 280	3

Choose one of the following courses:

MATH 260†	4
MATH 362	3
MATH 370	3
MATH 374	3

† These courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education.

Option Requirements

Upper-division Physics courses (25 units)

	Units
PHYS 320	3
PHYS 321	3
PHYS 323	3
PHYS 324	3
PHYS 421	3
PHYS 422	3
PHYS 423	3
PHYS 380 or PHYS 480	2
PHYS 499B	2

Electives for the major 10-11 units
Select elective courses from the following list:

	Units
CHEM 402	3
PHYS 301	4
PHYS 380*	2
PHYS 402	4
PHYS 403	3
PHYS 480*	2

** PHYS 380 or PHYS 480 may be chosen as an elective, if it has not already been taken as part of the upper-division core.*

Students may also take up to six (6) units of elective courses in another major in the natural or mathematical sciences, chosen in consultation with and approved by the physics academic advisor prior to taking the course.

Applied Electronics Option

This option is intended for those students who wish to pursue a career in which an understanding of the design of electronic devices, possibly interfaced to computers and/or research equipment, is required.

	Units
General Education*	51
Preparation for the major*	42-43
Option requirements	32-33

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

** 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 Applied Electronics Option

Lower-division Physics courses (15 units)

	Units
PHYS 201†	4
PHYS 202	4
PHYS 203	4
PHYS 280	3

† These courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education.

Non-physics supporting courses (27-28 units)

	Units
CS 111†	4
CS 211	4
CS 231	4
MATH 160†	5
MATH 162†	4
MATH 346	3

Choose one of the following courses:

MATH 260†	4
MATH 362	3
MATH 370	3
MATH 374	3

Option Requirements

Upper-division Physics courses (24 units)

	Units
PHYS 301	4
PHYS 320	3
PHYS 321	3
PHYS 323	3
PHYS 402	4
PHYS 403	3
PHYS 380 or PHYS 480	2
PHYS 499B	2
Electives for the major	8-9

Select elective courses from the following list:
CS 331
PHYS 324
PHYS 380*
PHYS 421
PHYS 422
PHYS 423
PHYS 480*

**PHYS 380 or PHYS 480 may be chosen as an elective, if it has not already been taken as part of the upper-division core.*

Students may also take up to six (6) units of elective courses in another major in the natural or mathematical sciences, chosen in consultation with and approved by the physics academic advisor prior to taking the course.

MINOR IN ART HISTORY

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

VPA Department Chair:
Marcos Martinez, M.A.

Faculty:

David Avalos, M.F.A.
Kristine Diekman, M.F.A.
Judit Hersko, M.F.A.
Andrea Liss, Ph.D.
Deborah Small, M.F.A.

Program Offered:

• Minor in Art History

The Minor in Art History offers students a program of integrated study in modern and contemporary art history, visual culture and cultural theory. Students will become versed in approaches to art history and visual culture through perspectives that focus on the contributions of peoples whose art has not received the recognition and critical study that it deserves.

Students will be introduced to the study of art history and visual culture through engaged viewing and critical study of visual art in class and outside of the classroom: in museums, artists' studios and within the landscape and the everyday world (site-specific environmental artwork, and artists' billboards, for example.

The Art History Minor expands the traditional notion of art, and allows students to approach art actively as a form of social, political and personal expression, and as a catalyst for rethinking the traditions of art history itself.

Requirements

The Art History Minor consists of twenty-one (21) units of credit. All courses submitted for the Minor must be completed with a grade of C or better. Courses submitted for the Minor may also be used to fulfill General Education requirements. At least twelve (12) units of coursework submitted for the Minor must be completed at CSUSM. Visual and Performing Arts (VPA) majors may pursue this Minor if nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

		Units
Four courses from the following:		12
VSAR 120	VSAR 326	
VSAR 222	VSAR 327	
VSAR 307	VSAR 328	
VSAR 320	VSAR 405	
VSAR 322	VSAR 422	
VSAR 323	VSAR 423	
Two studio art courses from the following:		6
VSAR 293	VSAR 308	
VSAR 302	VSAR 309	
VSAR 303		
One course in Dance, Music, or Theater Arts (studio or critical theory:		3
Total Units		*21*

MINOR IN ARTS AND TECHNOLOGY

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

VPA Department Chair:
Marcos Martinez, M.A.

Faculty:

David Avalos, M.F.A.
William Bradbury, D.M.A.
Kristine Diekman, M.F.A.
Judit Hersko, M.F.A.
Andrea Liss, Ph.D.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

Program Offered:

- Minor in Arts and Technology

The Minor in Arts and Technology combines practice and theory in digital art, internet art, web design, video, audio, multimedia and new media. It offers the student an introduction to computer-based art, design, sound and music through research and lab-based courses. The Minor encourages students to be experimental in their approach to computers and the arts.

Requirements

Note: Courses used to satisfy requirements of the Minor may also be used to fulfill General Education 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. At least twelve (12) units of coursework submitted for the Minor must be completed at CSUSM. Visual and Performing Arts (VPA) majors may pursue this Minor if their VPA track is different from Arts and Technology and nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

	Units
Cultural, Historical, and Theoretical Studies	6
Choose two:	
VPA 101	VSAR 405
VSAR 102	VSAR 422
VSAR 222	VSAR 423
VSAR 328	
Studio (introductory level)	6
Choose two:	
MUSC 302	VSAR 303
VSAR 302	VSAR 305
Studio (Intermediate and Advanced)	9
Choose three:	
MUSC 304	VSAR 312
MUSC 402	VSAR 403
VSAR 304	VSAR 404
VSAR 306	VSAR 406
VSAR 309	VSAR 440
VSAR 311	
Total Units	*21*

BIOCHEMISTRY

Office:
Science 2 Hall, Room 227

Telephone:
(760) 750-8063

Chemistry and Biochemistry
Department Chair:
Jacqueline A. Trischman, Ph.D.

Faculty:
Paul G. Jasien, Ph.D.
Sajith Jayasinghe, Ph.D.
Wai Man Karno Ng, Ph.D.
José A. Mendoza, 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 Biochemistry

CSU San Marcos offers a program of courses leading to a Bachelor of Science in Biochemistry. Biochemistry focuses on the atomic and molecular level principles of chemical reactions in living systems. It is involved with elucidating the structure and function of biological molecules that control the basic processes in living organisms. It therefore plays an important role in understanding the chemical causes of disease, the development of medicines to control and cure illnesses, and the development of safe food supplies. Biochemistry majors are needed to help solve some of society's most difficult technological problems through research, development, and teaching.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Biochemistry will

1. Understand how chemical models can be developed and tested on the basis of empirical evidence and the scientific method. Students must have the necessary laboratory skills to make careful measurements and the ability to organize and interpret the resulting data. Students should also have the inductive and deductive reasoning skills necessary to arrive at conclusions from these data. They must also know of the appropriate use of modern, sophisticated instrumentation and proper interpretation of the data resulting from the use of these instruments. Students must be aware of key experiments that have led to the development of chemical theories and models. *[Empirical basis of chemical knowledge]*
2. Recognize that modern chemical science is based upon the idea of atoms, their combination in compounds, and their recombination in the course of chemical reactions. *[Atomic Theory]*
3. Understand that atomic, molecular and ionic particles are in constant motion. Ensembles of these particles have a characteristic distribution of kinetic energies based on the temperature of the sample, and this distribution can be used to predict chemical and physical properties of the sample. *[Kinetic Molecular Theory]*
4. Realize that physical and chemical properties of matter result from subatomic particles that behave according to physical rules not apparent in the behavior of macroscopic objects, and they must realize the importance of spectroscopy in establishing this behavior. [Quantum *Nature of the Atom]*
5. Understand how atoms combine in covalent molecules, coordination complexes and ionic solids, and understand the importance of the 3-D arrangements of atoms and ions in these molecules. Students should also be aware of the interactions between ions, atoms, molecules and other bonded collections of atoms. *[Structure and Bonding]*
6. Understand the principal laws of thermodynamics and how these dictate the behavior of chemical substances. Students must also understand how the thermodynamic information about chemical and physical changes helps to shape understanding of interactions between atoms, molecules, and other ensembles of particles. *[Thermodynamics]*
7. Possess a mental library of common substances, their physical properties, and reactions that they undergo. The major classes of organic chemicals and their reactions, the characteristic reactions of other elements of the periodic table, solubility, acid/base, and redox chemistry all must be familiar to students. Students must also be aware of the hazards, both personal and environmental, associated with elements and compounds. *[Frequently Encountered Elements, Compounds and Reactions]*
8. Understand how the study of the rates of chemical reactions and the structures of the products of these reactions can lead to knowledge of the detailed atomic-level behavior of chemical substances and elucidation of their chemical and physical properties. *[Mechanisms of Reactions]*
9. Use their knowledge of chemical reactivity to plan and execute the preparation of compounds from common starting materials. *[Synthesis]*
10. Have the necessary knowledge and strategies for the separation, identification and quantification of compounds and elements from complex mixtures. Students must also be able to identify uncertainties associated with these measurements. *[Analysis]*
11. Use traditional and modern laboratory equipment to measure chemical and physical properties of substances and be able to correlate the resulting data with chemical models of structure and reactivity. *[Measurement of Chemical and Physical Properties]*
12. Understand the fundamental physical and chemical principles involved in instrumental chemical analyses. Students must understand the chemistry relevant to sampling and sample preparation and must apply these to the successful operation of instruments regardless of model or manufacturer. *[Chemical Instrumentation]*

13. Work independently using their own hands and intellect to solve chemical problems with traditional and modern laboratory tools. Students must also learn how to work together in teams, sharing tasks, results and interpretations without compromising the integrity of the investigation. *[Skills and Techniques]*
14. Know how to retrieve detailed information about chemical and physical properties of substances and accounts of other experimental or theoretical research. Students must know how to communicate their own results in writing and speaking using appropriate scientific formats and language. Students must also be aware of the social context in which results and theories are formulated, communicated, and debated. *[Communication of Scientific Results]*

Career Opportunities

The degree in Biochemistry prepares students to go into a variety of careers. Students are prepared for industrial careers in both the biotechnology and traditional drug development sector. In addition, the courses required for the degree meet the requirements for almost all medical, dental, optometry, pharmacy, veterinary, and other health-profession schools. The degree is also excellent preparation for graduate work in biochemistry or the biomedical sciences. Therefore, the completion of this degree program leaves the student with many possible career options. (Students wishing to pursue a career in a health profession should meet with the CSUSM pre-health advisor for specific requirements for professional schools in their area).

Since chemical principles are the basis for understanding biochemistry, each student will study the areas of organic, analytical, inorganic, and physical chemistry as well as biochemistry. In addition, students will take courses in molecular biology, and they will learn to use the most recent technology in instrumentation. As an integral part of the program, each student is required to do a senior research project, thesis, and scientific presentation. This gives the individual student additional valuable first-hand experience in laboratory techniques that are useful to his/her career. An atmosphere of small class size, close faculty-student interaction, and new facilities and equipment are some other advantages of the Biochemistry Program at CSU San Marcos.

Preparation

Up to five (5) units of chemistry credit can be applied toward a B.S. degree in Biochemistry at Cal State San Marcos for students who have successfully completed the Advanced Placement Test in chemistry with a score of 4 or 5. It is recommended that students with a score of 4 or 5 on the AP Test in chemistry consider auditing CHEM 150 during the fall semester in preparation for CHEM 201/201L. Students with a score of 3 on the AP Test in chemistry must consult with the CHEM 150 instructor to determine the appropriate beginning course or take CHEM 150.

Special Conditions for the Bachelor of Science in Biochemistry

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. Transfer students must complete a minimum of 24 units counted toward the biochemistry major at CSUSM.

BACHELOR OF SCIENCE IN BIOCHEMISTRY

	Units
General Education*	51
Preparation for the Major*	46
Major Requirements+	35
The minimum number of units Required for this degree is	*120*

**Nine (9) lower-division General Education units in area B are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

Non-Biology/Chemistry Supporting Courses (17 units)

	Units
MATH 160**	5
MATH 162**	4
PHYS 205	4
PHYS 206	4

Lower-division Biology/Chemistry Courses (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 Science requirements of General Education. The courses fulfilling this double requirement are denoted by **.*

Major Requirements

Upper-division Biology (5 units)

BIOL 351	5

Upper-division Chemistry (27 units)

CHEM 300	3
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 (3 units)

CHEM 308	3
CHEM 398	1-2
CHEM 399	1-2
CHEM 402	3
CHEM 405	1
CHEM 490	3
CHEM 491	3
CHEM 492	3
CHEM 493	3
CHEM 494	3
BIOL 352	4
BIOL 353	4
BIOT 355	4
BIOT 356	4
BIOL 367	4
BIOL 368	3
BIOL 370	4
BIOL 374	3
BIOL 375	3
BIOL 476	3
BIOL 377	3
BIOT 497	4

Or another science course with written approval from a Chemistry or Biochemistry faculty member.

BIOLOGICAL SCIENCES

Office:
Science 2 Hall, First Floor

Telephone:
(760) 750-4103

Department Chair:
Denise Garcia, Ph.D.

Faculty:
Richard N. Bray, Ph.D.
Tracey K. Brown, Ph.D.
Matthew Escobar, Ph.D.
Victoria J. Fabry, Ph.D.
Deborah M. Kristan III, Ph.D.
William Kristan, Ph.D.
Denise Garcia, Ph.D.
Bianca Mothé, Ph.D.
Brian J. Norris, Ph.D.
Betsy Read, Ed.D.
Victor Rocha, Ph.D.
Robert G. Sheath, Ph.D.
George L. Vourlitis, Ph.D.
Thomas M. Wahlund, Ph.D.

Faculty Emeritus:
Larry W. Cohen, Ph.D.

Instructional Support Technicians:
Courtney Nance-Sotelo
Jeanny Cressi
Lyndsey Robertson

Programs Offered:

- Bachelor of Science in Biological Sciences, Concentrations in:
  - Molecular and Cellular Biology
  - Ecology
  - Physiology
  - 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 California State University San Marcos Biological Sciences Department 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 molecular and cellular biology 3) an ecology concentration and 4) a physiology concentration. The general concentration provides wide exposure to the range of biological sciences while the cell/molecular, ecology, and physiology 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 Cal State San Marcos 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 Cal State San Marcos Biological Sciences Department addresses fundamental problems in the ecological and environmental sciences.

The Biological Sciences Department has well-equipped, modern laboratories. The academic atmosphere is enriched by a close faculty/student interaction (reminiscent of prestigious, 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.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Biological Sciences will

1. Master the scientific method by asking meaningful, testable questions and conducting careful laboratory, field, and theoretical investigations.
2. Utilize the major themes of science to integrate, organize, and understand informational content in the biological sciences.
3. Internalize powerful scientific attitudes that characterize successful scientists and productive members of society.
4. Be facile with mathematical, computational, and modeling skills that empower them to become successful learners, analyzers and discoverers of new information.
5. Present biological knowledge both in written and oral forms.
6. Distinguish between reliable and unreliable forms of information.

Career Opportunities

The laboratory-intensive curriculum in the Biological Sciences prepares graduates for a wide variety of career paths. Biological Science majors can pursue a career in the teaching of biology at the college, high school or middle school levels. Graduates of our program are also extremely qualified to pursue advanced degrees in the fields of allied health, environmental and patent law, and all areas of biology. Employers in fields such as biotechnology, natural resources management, environmental monitoring, and research branches of the U.S. Government also seek graduates in biological sciences. The biological sciences degree program at Cal State San Marcos prepares its graduates to successfully pursue any of these opportunities and more.

Preparation

First-time freshman applicants must complete, with a grade of C (2.0) 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, one semester 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.

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

All courses counted toward the major and the minor, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than a total of eight (8) units of any combination of BIOL 487, BIOL 488, 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 Cal State San Marcos.

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES

	Units
General Education*	51
Preparation for the Major*	41
Core Requirements	17
Concentration Requirements	19
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120***

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

***Students who plan on applying to graduate or professional school are strongly recommended to take MATH 162 as an elective.*

Preparation for the Major

Lower-division Biology Courses (12 units)

	Units
BIOL 210	4
BIOL 211	4
BIOL 215	3
BIOL 215L	1

Non-Biology Supporting Courses (29 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

Core Requirements

Upper-division (17 units)

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

Molecular and Cellular Biology Concentration Requirements

Upper-division (19 units)

	Units
Select three of the following courses (at least one must have a lab):	10-12

BIOT 355	BIOL 377
BIOT 356	BIOL 504+
BIOL 367	BIOL 520+
BIOL 368/368L	BIOL 540+
BIOL 370	

+ with consent of advisor.

Upper-Division Science Electives 7-9
from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 351, 352, 401, 402, 404
PHYS 403
MATH 362, 370, 374, 441, 464
Other courses may be approved with faculty consent.

Ecology Concentration Requirements

Upper-division (19 units)

	Units
Select three of the following courses (at least one must have a lab):	10-12

BIOL 362	BIOL 390/390L
BIOL 363	BIOL 400/400L
BIOL 379	BIOL 502+
BIOL 380	BIOL 531+
BIOL 381	BIOL 532+
BIOL 385	BIOL 533+
BIOL 386/386L	BIOL 535+
BIOL 387/387L	BIOL 536+
BIOL 388	

+ with consent of advisor.

Upper-Division Science Electives 7-9
from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 351, 352, 401, 402, 404
PHYS 403
MATH 362, 370, 374, 441, 464
Other courses may be approved with faculty consent.

Physiology Concentration Requirements

Upper-division (19 units)

	Units
Select three of the following courses (at least one must have a lab):	10-12

BIOL 374 BIOL 512/512L+
BIOL 375 BIOL 514/514L+
BIOL 476 BIOL 515+
BIOL 505+

+ with consent of advisor.

Upper-Division Science Electives 7-9
from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 351, 352, 401, 402, 404
PHYS 403
MATH 362, 370, 374, 441, 464
Other courses may be approved with faculty consent.

General Concentration Requirements

	Units
Select one course from each of the three following lists (at least one course must have a lab):	10-12

Molecular and Cellular Biology courses:
BIOT 355 BIOL 504+
BIOT 356 BIOL 520+
BIOL 367 BIOL 533
BIOL 370 BIOL 540+
BIOL 377

Ecology courses:
BIOL 362 BIOL 388
BIOL 363 BIOL 390/390L
BIOL 379 BIOL 400/400L
BIOL 380 BIOL 502+
BIOL 380 BIOL 533+
BIOL 386/386L BIOL 535+
BIOL 387/387L BIOL 536+

Physiology courses:
BIOL 374 BIOL 512/512L+
BIOL 375 BIOL 514/514L+
BIOL 476 BIOL 515+
BIOL 505+

+ with consent of advisor.

Upper-Division Science Electives 7-9
from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 351, 352, 401, 402, 404
PHYS 403
MATH 362, 370, 374, 441, 464
Other courses may be approved with faculty consent.

MINOR IN BIOLOGICAL SCIENCES

Lower-division (17 units)

	Units
CHEM 150	5
BIOL 210	4
BIOL 211	4
BIOL 215	3
BIOL 215L	1

Upper-division (17 units)

	Units
BIOL 351	5
BIOL 352	4
BIOL 353	4
BIOL 354	4
Total Units	*34*

MASTER OF SCIENCE IN BIOLOGICAL SCIENCES

Graduate Advisor:

Tracey K. Brown, Ph.D.

The graduate program in biological sciences leads to a research-based Master of Science (M.S.) 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. 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, not only to continue study at the Ph.D. level, but also to successfully pursue careers in private industry or government affiliated labs and agencies, and to teach at the college level.

Our program fosters the integration of many disciplines. A wide range of faculty expertise and research interests enables the department to offer a curriculum that spans the 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.

The available research areas 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, elemental analysis equipment, environmental growth chambers, a 21 foot boat, numerous aquaria, and equipment for radioisotope and modern molecular biology work. Excellent computer facilities and GIS software are also available. The close proximity of the campus to marine, chaparral, and desert environments provides many opportunities for field studies.

Student Learning Outcomes

Students who graduate with a Master of Science in Biological Sciences will be able to

1. Demonstrate knowledge in areas of biology relevant to selected research interests.
2. Effectively locate, acquire and critically analyze primary literature.
3. Actively participate in discussions about current topics in selected research areas.
4. Develop specific hypotheses pertaining to a research problem and design a study or experiment to test these hypotheses.
5. Quantitatively analyze and interpret their research data.
6. Understand their research data in relation to the original hypotheses and t the general field of interest.
7. Plan a study from initiation to publication
8. Demonstrate effective teaching skills including the design and implementation of an entire course.
9. Design effective oral presentations aimed at specific audiences.
10. Communicate their research plans and findings in writing.

Admission Requirements and Application

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 Cal State 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 Cal State San Marcos.
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 must be taken prior to applying to the program.

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 paper TOEFL and a minimum of 4.5 on the TWE are required.

Two separate applications are necessary for admittance:

1. *Application Materials sent directly to the Admission Office of Cal State San Marcos*

- A completed application form for admission to Cal State San Marcos
- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation

2. *Application Materials sent directly to the Biological Sciences Department (see address below)*

- A completed Biological Sciences Application Form, available from the Biological Sciences Department office, or on-line. In addition to other information, this form requires a statement of educational and career goals.
- Official transcripts of all college level academic work, including that done at Cal State San Marcos (separate from the transcripts sent to the Admissions Office).
- 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.
- Two letters of recommendation from persons familiar with the applicant's academic performance and potential for independent research.

Application Materials sent directly to the Biological Sciences Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

- March 15th for admission in the Fall semester. There is no Spring admission.

Review and Acceptance

All files received by the March 15 deadline will be reviewed by the Graduate Studies Committee for potential acceptance. In addition to the previously mentioned qualifications, acceptance into our M.S. program also depends on the relevant research experience and interests of the applicant. Applicants are strongly urged to review faculty research interests (available on the Biological Sciences website) and make contact with relevant faculty prior to applying to our program.

Applicants who meet all CSUSM and Biological Sciences department prerequisites will be admitted as classified graduate students. In addition, promising applicants, who have deficiencies in specific admission criteria (i.e. missing one preparatory course or slight GPA deficiencies) that can be removed by additional preparation or coursework, may be considered for admittance with conditional classification status. The procedure for removing the acceptance conditions will be detailed by the committee in the acceptance letter. Please contact the Graduate Advisor for more information.

Accepted students will be assigned a temporary faculty advisor, whom they should contact prior to the start of the Fall Semester to schedule an advising appointment.

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 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 Cal State San Marcos:

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 indepth knowledge of 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, six (6) units of Directed Studies (BIOL 697), and six (6) units of Thesis (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. Graduate units earned not in residence at Cal State San Marcos 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. All students must be enrolled continuously and complete degree requirements within five years. Leaves of absence may be granted for no more than two semesters and do not extend the five year limit. Students not enrolled or not on official leave of absence will be dropped from the program by the University.

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 Cal State San Marcos 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. In addition, except in unusual circumstances, a completed thesis must be submitted and defended not later than eight semesters following advancement to candidacy, and not later than five years after entry into the program. The student must be registered in BIOL 698, BIOL 699 or GRAD E699 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.

BIOTECHNOLOGY

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Science Hall I, Room 313C

Telephone:
(760) 750-4637

Biotechnology Programs Coordinator:
Bianca Mothé, Ph.D.

The Biotechnology major is housed in the Biological Sciences Department. Biotechnology refers to the long practiced skill of applying our knowledge of the molecular basis of life processes for the benefit of society. While classic examples of biotechnology include using bacteria and enzymes to produce cheeses and yeast to make bread and beer, modern applications exploit DNA based technologies such as immunology, biochemistry and microbiology to make new products or provide services to improve health care, agriculture, food and the environment. Over the past 20 years biotechnology has caused a profound revolution in science having significant technological and social implications.

Today, pharmaceuticals and vaccines are being designed through biotechnology to treat various cancers, heart disease, diabetes, multiple sclerosis, Alzheimer's, AIDS, obesity and other conditions. Biotechnology is responsible for hundreds of medical diagnostic tests that keep the blood supply safe from the AIDS virus and detect other conditions early enough to be successfully treated. Home pregnancy tests are also biotechnology diagnostic products. Food and agriculture biotechnology has resulted in the development of crops that are naturally resistant to pests and viruses; more tolerant of environmental stresses such as drought, salinity, and extreme cold; and more nutritious and longer lasting than their conventional counterparts. Environmental biotechnology products make it possible to more efficiently clean up hazardous waste without the use of caustic chemicals.

Bioremediation products use living cells or byproducts of living materials to clean up oil spills and other environmental problems. DNA fingerprinting is a biotech process that has dramatically improved criminal investigation and forensic medicine, and has afforded significant advances in anthropology and wildlife management. Biotechnology is a promising young field that is expected to be one of the pivotal forces in the 21st century, helping us to lead longer, healthier lives, provide more plentiful and nutritious food, and keep our environment cleaner.

The Biotechnology curriculum is comprised of courses selected from the curricula of the departments of Biological Sciences, Chemistry & Biochemistry, Mathematics, Physics and the College of Business Administration. The core curriculum provides students with a solid foundation in molecular biology, immunology, microbiology and biochemistry. It also introduces students to the applied technologies of fields such as molecular genetics/recombinant DNA technology, immunology/cell culture-hybridoma technology, biochemistry/protein purification methods and DNA sequencing/computational biology.

Students are also exposed to fundamental business management and marketing theory as part of the core, and will develop skills and aptitudes important for success in the business arena. These include written and oral communication, problem solving, teamwork, leadership, flexibility, negotiation, and regulatory documentation. Since biotechnology-related industries are varied, the degree provides technical background and experience that can be applied across the diverse disciplines within the field, enabling students to adapt to their employment situation as it evolves or to move between the various biotechnology-related industries. The curriculum is meant to provide graduates with the knowledge and training needed to earn entry-level positions not only in research and development but also in areas such as technical services, sales, marketing, management, operations, regulatory affairs, technical writing, quality control and quality assurance.

Students in the Biotechnology degree program will have access to modern well-equipped laboratories and will gain experience using state-of-the-art instrumentation. The academic environment is enriched by a close faculty/student interaction and by the availability of internship positions with biotechnology companies and federal agencies. Internship employment with a biotechnology company provides a valuable, real world, career-sampling experience. Student and faculty research opportunities are also available and provide valuable training that will enable students to gain rewarding employment thereafter.

Student Learning Outcomes

Students who graduate with a degree Bachelor of Science in Biotechnology will: be able to

1. Apply fundamental knowledge of biology, biological processes and the scientific method to solve problems in biotechnology.
2. Understand, integrate and apply the concepts of biosciences into with a legal and ethical business perspective.
3. Communicate scientific concepts, strategies and opinions in written and oral communications as individuals or team as members of a team.
4. Understand the business processes and structures of the biotechnology and life science industry.

Career Opportunities

A Bachelor of Science degree in Biotechnology from CSU San Marcos prepares students to succeed in entry level positions in a number of market sectors, including pharmaceuticals, clinical diagnostics, environmental protection, food and agriculture, medical therapeutics, veterinary, scientific services and scientific equipment and supplies. The degree will also enable graduates to pursue higher degrees in areas as diverse as Biochemistry, Microbiology, Pharmacology, Environmental Science, Molecular Biology, and Plant Science.

Preparation

Freshman applicants must complete a comprehensive pattern of college preparatory study totaling 15 units with a grade of C (2.0) or better. Transfer students entering at the junior and senior level will be expected to have completed the equivalent of lower-division requirements elsewhere, including two semesters of biology, four semesters of chemistry, two semesters of physics, one semester of college-level calculus, and one semester of statistics.

Special Conditions for the Bachelor of Science in Biotechnology

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units in biotechnology must be completed at CSUSM.

	Units
General Education*	51
Preparation for the Major*	35
Requirements for the Major	49
Total Required	*120*

**Nine (9) lower-division GE units in Area B (Math and Science) are automatically satisfied by combinations of CHEM 150, MATH 160, and BIOL 211 when taken in preparation for the major. Three (3) lower-division GE units in Area D (Social Sciences) are automatically satisfied by either PSYC 100 or SOC 101, which are also required as preparation for the major. Three (3) upper-division GE units in Area CC (Arts and/or Humanities) are satisfied by students taking either PHIL 315, PHIL 340 or PHIL 345 as preparation for the major when taken no earlier than the term in which the student attains upper-division status by completing 60 semester units.*

All Biotechnology majors are required to attend a series of four (4) seminars during their enrollment period at CSUSM before graduation. The seminar series focuses on Quality Control/Assurance, Regulatory Affairs, Clinical Testing/Animal Care and Scale-up Procedures delivered by industry or topic experts.

Biotechnology majors are permitted to earn the Minor in Biology. Biotechnology majors also pursuing the Minor in Biology may use either Genetics (BIOL 352) or Comparative Animal Physiology (BIOL 353), but not both, to fulfill part of the 5 elective units required for the Biotechnology degree requirement. These students must also take 12 additional units in Biology, exclusive of coursework applied to the Major in order to earn the Minor. Departmental advisors will provide information on recommended additional coursework.

Preparation for the Major

(35-36 units)

	Units
CHEM 150	5
CHEM 201	3
CHEM 201L	2
CHEM 202	3
CHEM 250	3
MATH 160	5
PHYS 205	4
PHYS 206	4
PSYC 100 or SOC 101	3-4
PHIL 315, PHIL 340 or PHIL 345	3

Major Requirements

Lower-division (18 units)

BIOL 210	4
BIOL 211	4
BIOL 215	3
BIOL 215L	1
ACCT 201	3
ACCT 202	3

Upper-division (24 units)

BIOT 355	4
BIOT 356	4
BIOT 357	2
BIOL 367	4
BIOL 377	3
CHEM 351	3
MGMT 302	2
MKTG 302	2

Electives (7 units)

Select any of the following for at least six total units:

BIOL 352	4
BIOL 353	4
BIOL 489	2
BIOT 358	3
BIOT 497	4
CHEM 351L	3
CHEM 352	3
FIN 302	2
MIS 411	4
MIS 425	4
MIS 426	4
MGMT 415	4
MGMT 452	4
MGMT 461	4
MIS 302	2
OM 302	2

CHEMISTRY

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Faculty:
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Jacqueline A. Trischman, Ph.D.
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Instructional Support Technician:
Sally-Jo Divis

Programs Offered:

- Bachelor of Science in Chemistry
  Options in:
  - Chemistry
  - Science Education
- Minor in Chemistry
- Bachelor of Science in Biochemistry*

Please refer to page 112 for the B.S. in Biochemistry.

California State University San Marcos offers a program of courses leading to a Bachelor of Science in Chemistry with options in Chemistry and Science Education, and to a Bachelor of Science in Biochemistry. 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, students will have the opportunity to take 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 Cal State San Marcos.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Chemistry will

1. Understand how chemical models can be developed and tested on the basis of empirical evidence and the scientific method. Students must have the necessary laboratory skills to make careful measurements and the ability to organize and interpret the resulting data. Students should also have the inductive and deductive reasoning skills necessary to arrive at conclusions from these data. They must also know of the appropriate use of modern, sophisticated instrumentation and proper interpretation of the data resulting from the use of these instruments. Students must be aware of key experiments that have led to the development of chemical theories and models. *[Empirical basis of chemical knowledge]*
2. Recognize that modern chemical science is based upon the idea of atoms, their combination in compounds, and their recombination in the course of chemical reactions. *[Atomic Theory]*
3. Understand that atomic, molecular and ionic particles are in constant motion. Ensembles of these particles have a characteristic distribution of kinetic energies based on the temperature of the sample, and this distribution can be used to predict chemical and physical properties of the sample. *[Kinetic Molecular Theory]*
4. Realize that physical and chemical properties of matter result from subatomic particles that behave according to physical rules not apparent in the behavior of macroscopic objects, and they must realize the importance of spectroscopy in establishing this behavior. *[Quantum Nature of the Atom]*

5. Understand how atoms combine in covalent molecules, coordination complexes and ionic solids, and understand the importance of the 3-D arrangements of atoms and ions in these molecules. Students should also be aware of the interactions between ions, atoms, molecules and other bonded collections of atoms. *[Structure and Bonding]*
6. Understand the principal laws of thermodynamics and how these dictate the behavior of chemical substances. Students must also understand how the thermodynamic information about chemical and physical changes helps to shape understanding of interactions between atoms, molecules, and other ensembles of particles. *[Thermodynamics]*
7. Possess a mental library of common substances, their physical properties, and reactions that they undergo. The major classes of organic chemicals and their reactions, the characteristic reactions of other elements of the periodic table, solubility, acid/base, and redox chemistry all must be familiar to students. Students must also be aware of the hazards, both personal and environmental, associated with elements and compounds. *[Frequently Encountered Elements, Compounds and Reactions]*
8. Understand how the study of the rates of chemical reactions and the structures of the products of these reactions can lead to knowledge of the detailed atomic-level behavior of chemical substances and elucidation of their chemical and physical properties. *[Mechanisms of Reactions]*
9. Use their knowledge of chemical reactivity to plan and execute the preparation of compounds from common starting materials. *[Synthesis]*
10. Have the necessary knowledge and strategies for the separation, identification and quantification of compounds and elements from complex mixtures. Students must also be able to identify uncertainties associated with these measurements. *[Analysis]*
11. Use traditional and modern laboratory equipment to measure chemical and physical properties of substances and be able to correlate the resulting data with chemical models of structure and reactivity. *[Measurement of Chemical and Physical Properties]*
12. Understand the fundamental physical and chemical principles involved in instrumental chemical analyses. Students must understand the chemistry relevant to sampling and sample preparation and must apply these to the successful operation of instruments regardless of model or manufacturer. *[Chemical Instrumentation]*
13. Work independently using their own hands and intellect to solve chemical problems with traditional and modern laboratory tools. Students must also learn how to work together in teams, sharing tasks, results and interpretations without compromising the integrity of the investigation. *[Skills and Techniques]*
14. Know how to retrieve detailed information about chemical and physical properties of substances and accounts of other experimental or theoretical research. Students must know how to communicate their own results in writing and speaking using appropriate scientific formats and language. Students must also be aware of the social context in which results and theories are formulated, communicated, and debated. *[Communication of Scientific Results]*

Preparation

Up to five (5) units of chemistry credit can be applied toward a B.S. degree in Chemistry at Cal State San Marcos for students who have successfully completed the Advanced Placement Test in chemistry with a score of 4 or 5. It is recommended that students with a score of 4 or 5 on the AP Test in chemistry consider auditing CHEM 150 during the fall semester in preparation for CHEM 201/201L. Students with a score of 3 on the AP Test in chemistry must consult with the CHEM 150 instructor to determine the appropriate beginning course or take CHEM 150.

Special Conditions for the Bachelor of Science in Chemistry

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. Transfer students must complete a minimum of 24 units counted toward the chemistry major at CSUSM.

BACHELOR OF SCIENCE IN CHEMISTRY

Chemistry Option

This option is for students seeking a broad training in the traditional areas of chemistry. This option is recommended for students wishing to enter a chemistry graduate program or seeking a position in industrial chemistry.

	Units
General Education*	51
Preparation for the Major*	42
Option Requirements	33
The minimum number of units Required for this degree is	*120*

**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 (21 units)

	Units
MATH 160**	5
MATH 162**	4
MATH 260**	4
PHYS 201** and 202 or PHYS 205 and 206	8
Lower-division Chemistry (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	3
CHEM 351	3
CHEM 401, 402	6
CHEM 404	3
CHEM 404L	1
CHEM 405	1
CHEM 416	5
CHEM 498 or 499	4
Science Electives***	7

****Science major courses in the natural or mathematical sciences, chosen in consultation with the academic advisor, will be used to meet this requirement. With suitable elective choices, students in this option will earn a degree that is certified by the American Chemical Society.*

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.

	Units
General Education^	51
Preparation for the Major^	52
Option Requirements	25-26
The minimum number of units required for this degree is	*120*

^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
ASTR 101 or 342	3
BIOL 210	4
BIOL 211^^	4
CS 111^^ or CS 301^^	3-4
ES 100	3
MATH 160^^	5
MATH 162^^	4
PHYS 201^^ or PHYS 205	4
PHYS 202 or 206	4
Lower-division Chemistry (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.

Students following the Science Education Option are strongly encouraged to fulfill their upper-division General Education Humanities requirement with PHIL 340.

Option Requirements

Upper-division Chemistry	(20-21 units)
CHEM 300	3
CHEM 351	3
CHEM 351L	2
CHEM 352	3
CHEM 401	3
CHEM 404 and 404L or CHEM 416	4-5
CHEM 499	2
Upper-division Science Electives*	5

**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 308	3
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	1
CHEM 416	5
CHEM 490	3
CHEM 491	3
CHEM 492	3
CHEM 493	3
CHEM 494	3
Total Units	*28*

Note: Biochemistry majors may not minor in Chemistry.

MINOR IN COGNITIVE SCIENCE

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Program Coordinator:
Jocelyn Ahlers, Ph.D.

Faculty:
Jocelyn Ahlers, Ph.D. (Linguistics)
Katherine Brown, Ph.D. (Communication)
Jule Gómez de García, Ph.D. (Linguistics)
Gina Grimshaw, Ph.D.(Psychology)
Rocio Guillen-Castrillo, Ph.D. (Computer Science)
Mtafiti Imara, Ph.D. (Visual and Performing Arts)
Barry Saferstein, Ph.D. (Communication)
Miriam Schustack, Ph.D. (Psychology)
Shaun-inn Wu, Ph.D. (Computer Science)
Robert Yamashita, Ph.D. (Liberal Studies)
Rika Yoshii, Ph.D. (Computer Science)

Program Offered:

- Minor in Cognitive Science

The Minor in Cognitive Science at California State University San Marcos offers students the opportunity to broaden their academic experience through systematic study of the interdisciplinary field of Cognitive Science. Cognitive science has a variety of definitions, but one simple one is that it is the interdisciplinary scientific study of the mind. The field involves contributions from the disciplines of psychology, computer science, linguistics, communication, biology, neuroscience, philosophy, anthropology, music, mathematics, and social science. The minor in Cognitive Science allows students to focus on the domain of Cognitive Science from multiple perspectives, and to customize their course selections in accordance with their individual interests within the field. The program requires courses from at least four different disciplines, and allows courses from several more. Students choosing to pursue the minor in Cognitive Science will get exposure to some of the breadth of this emerging field of study. The minor is appropriate for students in any major, but may be especially of interest to students majoring in one of the disciplines that are related to the cognitive sciences. This minor helps to prepare students for graduate study in related fields, as well as for a variety of careers in both the public and private sectors.

Requirements

Completion of twenty-two (22) units, at least twelve (12) of which must be at the upper-division level. Students are advised that some optional courses have prerequisites, and should plan accordingly.

Core Courses

CS 111	4
PSYC 100	3
PSYC 362	3

Brain and Mind

Select at least one course:

BIOL 348	3
CS 473	3
PSYC 360	3
PSYC 361	3
PSYC 465	3

Language and Mind

Select at least one course:

LING 300	3
LING 300B	3
LING 351	3
LING 360	3
LING 371	3
LING 381	3

Communication and Distributed Cognition

Select at least one course:

COMM 355	3
COMM 400	3

Electives
Select at least one course:

ANTH 215	3
CS 571	3
CS 574	3
CS 575	3
LBST 361	3
LBST 361B	3
PHIL 210	3
PSYC 392	3
PSYC 393	3

COMMUNICATION

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Michael Huspek, Ph.D.
Minda Martin, M.F.A.
Dreama Moon, Ph.D.
G.H. (Bud) Morris, Ph.D.
Kristin Moss, Ph.D.
Liliana Castañeda Rossmann, Ph.D.
Barry Saferstein, Ph.D.

Programs Offered:

- Bachelor of Arts in Communication
- Minor in Communication
- Bachelor of Arts in Mass Media*
- Minor in Critical Intercultural Communication**

The Bachelor of Arts in Communication degree program provides students with a comprehensive knowledge of the nature of communication, its varied forms and uses, and its multiple social, cultural, and cognitive effects. Courses introduce students to the significance of communication within their own lives, showing its relevance to the complex relationships they enter into as participants in families, communities, and organizations; as representatives of one or more cultures; and as consumers of information distributed through mediated channels.

As the world becomes more complex, so do the forms of communication needed to interact. This is especially evident within contemporary institutions where gender, race, ethnicity, sexual orientation, and social class differences must be negotiated on an ongoing basis through everyday communication activities. The study of communication in everyday settings is essential for:

- Judging whether communication processes are effectively meeting the needs of institutions and the people involved with them;
- Analyzing systems of communication in order to identify areas for change;
- Devising plans to improve communication practices and systems.

The Bachelor of Arts in Communication teaches analytical, critical, and practical skills that will help students to understand and improve communication practices and systems in all types of social settings. Students learn to recognize and understand communication issues and systems in order to make decisions effectively, to solve problems.

Student Learning Outcomes

The Bachelor of Arts in Communication teaches analytical, critical, and practical skills that will help students to understand and improve communication practices and systems in all types of social settings. More specifically, students who graduate with a B.A. in Communication will be able to

1. Understand and critically evaluate forms and theories of communication in order to identify and differentiate points of view;
2. Describe and explain issues, problems or conflicts in the contexts in which they occur and work towards effective solutions using a variety of theoretical frameworks;
3. Comprehend language and communicative interactions as creating, sustaining, and reflecting individuals, cultures, communities, and organizations;
4. Recognize and account for one's standpoint within diverse communication situations;
5. Confront challenging situations in ways that develop understanding of the interests of multiple parties, and contribute to viable responses;
6. Understand how various forms of communication are produced, interpreted and affect different audiences;
7. Analyze as well as develop arguments, which may include the reasoning process, use of evidence, presence of fallacies, values and assumptions, in order to respond effectively;
8. Understand the contribution of communication to creating, sustaining, challenging, and transforming a variety of power relations;
9. Selectively apply communication research methods to investigate social, political, legal and cultural arrangements;
10. Demonstrate understanding of ethical dimensions of communication;
11. Recognize and articulate the benefits and challenges of diverse communicative practices of people living in a global/multicultural society;
12. Understand and utilize communication as a tool for positive social change; and
13. Analyze rules or patterns at work in a variety of communication events.

* See page 179
** See page 141.

Career Opportunities

Communication is increasingly recognized as an extremely significant, multifaceted phenomenon that deserves our focused attention. Increasingly, both private and public sectors are emphasizing the importance of communication skills in their hiring decisions and assessments of potential for career success. Consistently, business leaders have identified that potential employees must have effective communication skills and be able to work collaboratively with people of diverse backgrounds.

The growing telecommunications and digital information industries are very receptive to communication majors, as are private and public organizations and agencies, which often hire communication majors as specialists and consultants to improve organizational communication. A communication degree offers interesting career opportunities in the areas of business management, public health communication, community relations, government, public affairs, international trade, conflict mediation, advertising and market research, foreign service, teaching, and law.

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 nine (9) 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.

Special Conditions for the Bachelor of Arts in Communication

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. 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

	Units
General Education	51
Preparation for the Major	9
Major Requirements	39
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

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 Culture and Social Context, Mass Communication, Communication Theory and Methods)

MASS courses may be used to fulfill the Mass Communication area units. 18

Approved Electives (9 units)

Nine (9) units of upper-division courses selected from at least two of the social science disciplines, including (but not limited to) Economics, Political Science, Psychology and Sociology 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 upper-division communication electives. MASS courses may be used to fulfill this requirement. 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.

*** Some courses in preparation for the major may satisfy the Mathematics/ Quantitative Reasoning (B4) requirement and the Discipline-Specific or Second Interdisciplinary Social Sciences (D) requirement of General Education. The courses satisfying these requirements are denoted by **.*

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 401 Rhetorical Theory
COMM 445 Communication Portfolio
COMM 420 Topics in Communication Theory
COMM 495 Communication Internship
COMM 499 Independent Study

Communication, Culture and Social Context (CCSC)

COMM 310 Group Interaction and Problem Solving Methods
COMM 320 Conflict and Communication
COMM 330 Intercultural Communication
COMM 333 Language and Social Interaction
COMM 380 Health 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
COMM 454 The Communication of Whiteness
COMM 495 Communication Internship
COMM 499 Independent Study

Mass Communication (MC)

COMM 355 Communication and Collaboration
COMM 360 Mass Media and Society
COMM 370 World Wide Web as Mass Medium
COMM 455 Television and Culture
COMM 465 Communication and Popular Culture
COMM 470 Political Communication
COMM 480 Topics in Mass Media
COMM 495 Communication Internship
COMM 499 Independent Study

COMMUNICATIVE SCIENCE AND DISORDERS PREPARATION CERTIFICATE

Office:
University Hall, Room 323

Telephone:
(760) 750-8585

Program Coordinator:
Suzanne Moineau, Ph.D., College of Education

Faculty:

Biology
Brian Norris, Ph.D.

Linguistics
Jocelyn C. Ahlers, Ph.D.
Jule Gómez de García Ph.D.

Science and Society
Robert Yamashita, Ph.D.

Psychology
Maureen Fitzpatrick, Ph.D.
Sharon Hamill, Ph.D.
P. Wesley Schultz, Ph.D.
Marie Thomas, Ph.D.

The certificate program provides the undergraduate coursework that is a prerequisite for a student to be admitted to a Master's level program in Speech-Language Pathology, including the planned MA in Education, Option in Communicative Sciences and Disorders at CSUSM. The MA program is intended to lead to qualification to practice as a licensed, credentialed and certified Speech-Language Pathologist in any setting of the profession.

Preparation

	Units
LING 100	3
Required Courses:	
BIOL 320	3
BIOL 321	3
EDSL 350	3
ID 340	3
LING 300	3
LING 351	3
LING 360	3
LING 391	3
PSYC 220	3
PSYC 330	3
PHYS 356	3
Total Units	*36*

COMPUTER SCIENCE

Office:
Science 2 Hall, Second Floor

Telephone:
(760) 750-4118

Computer Science and Information Systems Department Chair:
John H. Chang, Ph.D.

Faculty:
Rochelle L. Boehning, Ph.D.
Rocio Guillén-Castrillo, Ph.D.
John H. Chang, Ph.D.
Ahmad Hadeagh, Ph.D.
Youwen Ouyang, Ph.D.
Shaun-inn Wu, Ph.D.
Xiaoyu Zhang, Ph.D.
Rika Yoshii, Ph.D.

Programs Offered:

- Bachelor of Science in Computer Science Options in:
  - Computer Science
  - Computer Information Systems
- 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.

The California State University San Marcos 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. The Option in Computer Information Systems prepares students for positions of responsibility in the commercial environment by combining the appropriate computer courses with substantial coursework in the foundations of business. The Computer Information Systems option emphasizes data processing and programming to solve business-related problems. Being housed in the Computer Science Department, this option emphasizes solid technical knowledge of software and hardware.

Student Learning Outcomes

Students completing the Computer Science Option will be able to

1. Analyze the effects of different choices of algorithms and data structures.
2. Choose the right language or hardware system for the task at hand.
3. Design, implement and test software to meet specific requirements.
4. Document software to facilitate software maintenance activities.
5. Develop documentation to meet client needs.
6. Independently acquire new computer-related skills

Students completing the Computer Information Systems Option will be able to:

1. Identify/integrate/apply knowledge to design and build a system of reasonable complexity that solves a loosely specified business problem.
2. Demonstrate effective oral and written communications.
3. Write technical documents like specifications, design and user manuals in appropriate formats.
4. Apply necessary principles and practices of computing and business to complete projects and perform services to meet business objectives.
5. Demonstrate self-management and team management.
6. Cope with changes in computer systems and business environment.

Career Opportunities

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.

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 Cal State San Marcos 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 for the Computer Science Option.

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 Conditions for the Bachelor of Science in Computer Science

All courses counted toward the major, including Preparation for the Major courses, 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 Cal State San Marcos.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Computer Science Option

	Units
General Education*	51
Preparation for the Major*	42
Major Requirements	30
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

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 270 or 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

Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.

Major Requirements

Upper-division (30 units)

	Units
CS 311	3
CS 331	3
CS 351	3
CS 421	3
CS 433	3
CS 436	3
CS 441	3
Computer Science electives Chosen from CS/CIS courses numbered 400 or higher, MATH 464 and MATH 480.	9

Computer Information Systems Option

	Units
General Education*	51
Preparation for the Major*	48-50
Major Requirements:	27
The minimum number of units required for this degree is	*120*

Six (6) lower-division General Education units are automatically satisfied by courses taken in Preparation for the Major.

Preparation for the Major

Lower-division (12 units)

	Units
CS 111**	4
CS 211	4
CS 231	4

Non-Computer Science Supporting Courses (36-38 units)

ACCT 201	3
ACCT 202	3
BUS 302	2
ECON 201	3
ECON 202**	3
FIN 302	2
MATH 160**	5
MATH 270 or 370	3
MATH 242 or MATH 440	3-4
MGMT 302	2
MKTG 302	2
OM 302	2
PSYC 100** or SOC 101**	3-4

Major Requirements

Upper-division (27 units)

	Units
CS 311	3
CS 433	3
CS 436	3
CS 441	3
CS 443	3
CIS 341	3
CIS 444	3
CIS 490	3
Upper-division CS/CIS elective	3

**Some courses in preparation for the major may satisfy the Mathematics/ Quantitative Reasoning (B4) requirement and the Discipline-Specific or Second Interdisciplinary Social Sciences (D) requirement of General Education. The courses satisfying these requirements are denoted by **.*

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 California State University San Marcos 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.

Student Learning Outcomes

Students who graduate with a Master of Science in Computer Science will be able to

1. Analyze the architectures of various communication protocols and emerging technologies in local and wide area networks.
2. Design, implement and test software based on the object-oriented paradigm to meet specific requirements.
3. Understand theoretical foundations and how to apply them.
4. Evaluate and compare different algorithms for completing a given task.
5. Conduct independent research in a specific topic in Computer Science.
6. Develop a project, present and discuss the results obtained, and document the project.
7. Independently acquire new computer-related skills based on previous knowledge.

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 Cal State San Marcos 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 Cal State San Marcos, including UCSD, UC Riverside, and UC Irvine, which offer such Ph.D. programs.

Admission Requirements and Application

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 Cal State 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 off-line or 213 on-line.

An application consists of the following:

Application Materials sent directly to the Admission Office of Cal State San Marcos

- A completed application form for admission to Cal State San Marcos
- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Application Materials sent directly to the Computer Science Department (see address below)

- a completed application for the Master's program in Computer Science,
- one set 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.

Application materials sent directly to the Computer Sciences Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

Complete applications, including test scores and recommendation letters, should be received in the program office by:

- March 15th for Fall applicants.
- November 15th for Spring applicants.

However, applications will be accepted as long as space allows.

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 nine (9) units must be numbered 600 or above. Only courses numbered 500 or higher and up to nine (9) units of 400-level courses can be counted towards the Master's degree. 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 the following graduate-level core courses:

CS 537	CS 542
CS 551	CS 571

Students are advised to complete the core courses before selecting their electives.

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 third member is allowed to be a faculty member from another department or an individual from a related industry if that member has expertise in the area of student research.

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 or Project

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 choose possible research topics for the thesis or research project.

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.

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.

MINOR IN CRIMINOLOGY AND CRIMINAL JUSTICE

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4117

Sociology Department Chair:
Linda L. Shaw, Ph.D.

Faculty:
Matthew Atherton, Ph.D.
Donald Barrett, Ph.D.
Kristin Bates, Ph.D.
Marisol Clark-Ibañez, Ph.D.
Sharon Elise, Ph.D.
Karen Glover, Ph.D.
Alicia M. Gonzáles, Ph.D.
Jodie Lawston, Ph.D.
Darlene Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Garry Rolison, Ph.D.
Richelle S. Swan, Ph.D.
Jill M. Weigt, Ph.D.

Program Offered:

- Minor in Criminology and Criminal Justice

The major purpose of the Minor in Criminology 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.

The Minor in Criminology and Criminal Justice is offered through the Sociology Department. All courses for this minor can be viewed within the Sociology course listings. Advising for this minor is provided by the Sociology Department.

Special Conditions for a Minor in Criminology and Criminal Justice

Students wishing to combine the Minor in Criminology and Criminal Justice with a bachelor's degree in Sociology should consult their advisor. See page **200** for bachelor's degree in Sociology.

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 Cal State San Marcos. Twelve (12) units completed for the Minor may be applied to electives in a major.

Required Courses

Upper-division (12 units)

	Units
SOC 321 or SOC 323	3-4
SOC 325	4
SOC 442	4

Upper-division Electives
(12 units) selected from:

SOC 322	SOC 406
SOC 324	SOC 443
SOC 327	SOC 444
SOC 328	SOC 445
SOC 329	SOC 449
SOC 396	

Total Units *23-24*

CRIMINOLOGY AND JUSTICE STUDIES

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4117

Sociology Department Chair:
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Faculty:
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Kristin Bates, Ph.D.
Marisol Clark-Ibañez, Ph.D.
Sharon Elise, Ph.D.
Karen Glover, Ph.D.
Alicia M. Gonzáles, Ph.D.
Jodie Lawston, Ph.D.
Darlene Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Garry Rolison, Ph.D.
Richelle S. Swan, Ph.D.
Jill M. Weigt, Ph.D.

Program Offered:

- Bachelor of Arts in Criminology and Justice Studies

The Criminology and Justice Studies major is offered through the Sociology Department. This major draws on the intellectual traditions of sociology and critical criminology to understand the social correlates of crime and justice. The major provides students with a theoretical and practical foundation for building a lifelong understanding of crime and social justice, and the myriad social processes surrounding both. Students majoring in Criminology and Justice Studies will be able to evaluate critically issues of crime and justice and to pursue solutions for positive social change. The degree also provides students with the requisite skills for graduate study and/or entry-level practice in the areas of social justice, administration of justice, and criminal justice systems.

Student Learning Outcomes

Our primary aim is to help students acquire the knowledge and analytic skills necessary to make sense of issues of criminology and social justice in an increasingly complex world. We want our graduates to be able to use the key insights and analytic methods of criminology, justice studies, and sociology to improve the social conditions in which they and others coexist. We expect holders of a California State University San Marcos bachelor's degree in Criminology and Justice Studies to be able to address large- and small-scale social problems through constructive empirical inquiry, critical analysis, and strategic action. The Criminology and Justice Studies major curriculum cultivates the theoretical, methodological, and advocacy skills integral to meeting these goals. The list below summarizes the primary knowledge and skills Criminology and Justice Studies majors possess at graduation.

Students who graduate with a Bachelor of Arts in Criminology and Justice Studies will be able to

1. Analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age, sexual preference, religion, and nationality.
2. Assess the merits of competing theoretical approaches to formulate empirically researchable questions about criminology and social justice concerns.
3. Locate, analyze, assess, and communicate criminology and social justice scholarship.
4. Understand and employ research strategies and their applicability to particular research questions, theoretical orientations, and social contexts.
5. Construct informed theories of social behavior associated with criminology and social justice from systematic observation of social life.
6. Understand the ethical and social justice implications of criminology and social justice inquiry.
7. Apply criminology and justice studies theories and research to advocate for positive social change.

Core Coursework

All students majoring in Criminology and Justice Studies complete a series of required preparatory and core courses that build proficiency in each of the learning objectives listed above. The required courses include:

- an introduction to justice studies (SOC 105: Addressing learning objectives 1, 2, 3 and 6);
- an introduction to statistics for the social sciences (SOC 201, or its equivalent: Addressing learning objectives 4 and 6);
- a survey of the social correlates of inequality (SOC 311: Addressing learning objectives 1, 2, 3, 6 and 7);
- a foundational survey of criminological theory and research (SOC 325: Addressing learning objectives 1, 2, 3, 6 and 7);
- an upper division course on quantitative sociological research methods (SOC 360: Addressing learning objectives1, 2, 4, 5, 6 and 7);
- an upper-division survey of criminal justice systems and criminal law: (SOC 442: Addressing learning objectives 1, 2, 4, 5, 6 and 7);
- a senior-level capstone experience in community service (SOC 495: Addressing learning objectives 1, 2, 3, 5, 6 and 7).

Opportunities for Concentrated Study

Each student majoring in Criminology and Justice Studies must choose a concentration area in which to pursue more focused instruction around a key thematic area. While gaining an indepth understanding in a particular content area, students also further develop the key skills and knowledge encompassed by our general learning objectives. We offer two areas of concentrated study:

- Crime and Justice
- Communities, Inequalities, and Justice

The requirements for each area of concentrated study are described in detail below.

Career Opportunities

The degree prepares students to pursue careers in criminal justice and social service agencies, as well as graduate studies in such fields as criminology, law, criminal justice, and justice studies. Students with a bachelor's degree in Criminology and Justice Studies can pursue a wide variety job opportunities which include government as well as community service agencies geared towards youth and families, law enforcement and correctional agencies and non-profit organizations that examine social and legal justice practices both at home and abroad. Students interested in these careers should consult with advisors in appropriate areas as they plan their studies.

Double Major Requirements

Students wishing to combine studies in Criminology and Justice Studies with Sociology should be aware that it is possible to graduate with a Bachelor of Arts with double majors in these two fields. Please see Double Major Requirements under Academic Regulations and Graduation Requirements for more details.

Special Conditions for the Bachelor of Arts in Criminology and Justice Studies

Each course counted toward the major must be completed with a grade of C (2.0) or better. A minimum of 18 units of the major must be completed at Cal State San Marcos.

BACHELOR OF ARTS IN CRIMINOLOGY AND JUSTICE STUDIES

	Units
General Education	51
Preparation for Major	7
Major Requirements	35
Students must take a sufficient number of elective credits to bring the total number of units to a minimum of	*120*

Preparation for the Major

Lower-division (7 units)

SOC 105	4
SOC 201	3

Major Requirements

Upper-division (35 units)

Core Requirements

(20 units)

SOC 311
SOC 325
SOC 360
SOC 442
SOC 495

Area Requirements
(15-16 units)

Take at least 11-12 units from the same area (either Area 1 or Area 2); at least eight (8) of these units must at the 400-level or higher. Take at least three additional units from the other area. The total number of units from both areas must be at least fifteen (15).

Area 1: Crime and Justice

SOC 308	SOC 329
SOC 321	SOC 406
SOC 322	SOC 417
SOC 323	SOC 443
SOC 324	SOC 444
SOC 327	SOC 445
SOC 328	SOC 449

Area 2: Communities, Inequalities and Justice

SOC 313	SOC 413
SOC 314	SOC 416
SOC 316	SOC 419
SOC 331	SOC 424
SOC 337	SOC 437
SOC 339	SOC 439
SOC 345	SOC 463
SOC 347	SOC 465
SOC 411	

MINOR IN CRITICAL INTERCULTURAL COMMUNICATION

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-8048

Program Chair:
Dreama Moon, Ph.D.

Faculty:
Dreama Moon, Ph.D.
Kristin Moss, Ph.D.
Liliana Rossmann, Ph.D.

Program Offered:

- Minor in Critical Intercultural Comunication

The cultural diversity both within and outside of the United States and its implications, the global interdependencies of nations and media systems, and potentialities for conflict demand individuals who can communicate effectively across cultural and national boundaries. The Minor in Critical Intercultural Communication emphasizes the dialectical relationships among communication, culture, context, and power. Students will take courses emphasizing theories of cultural and intercultural communication, methodologies appropriate to the study of communicative styles within, between, and among cultural groups and their effect on relations among groups, intercultural conflict negotiation, and the role that intercultural communication plays in the development of public policy, in mediated systems, and in social and political discourse.

Restrictions in the Minor

Communication Majors, Mass Media Majors, and Social Sciences Majors with the primary field of Communication may apply only COMM 330 and one other upper-division course (3 units) to both the Minor and the Major. All courses applied to the Minor must be completed with a grade of C (2.0) or better. Up to six units of credit in COMM 495 and/or COMM 499A, B, C may be applied toward the Minor.

Lower-Division (3)	
COMM 100	3
Upper-Division Core (9 units)	
COMM 320	3
COMM 330	3
COMM 451	3
Communication Electives (12 units) selected from:	
COMM 310	3
COMM 350	3
COMM 425	3
COMM 430	3
COMM 450	3
COMM 454	3
COMM 495	3
COMM 499A, B, C	1-3
Total Units:	*24*

MINOR IN DANCE

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

VPA Department Chair:
Marcos Martinez, M.A.

Faculty:
Karen Schaffman, Ph.D.

Program Offered:

• Minor in Dance

The Minor in Dance offers students the opportunity to pursue integrated studies in dance and performance. Studio courses emphasize contemporary dance techniques, choreography and performance. Critical courses discuss the historical, cultural, and political significance of dance and bodily movement as both a social institution and an art form. Students are required to take one course from other art disciplines in order to explore linkages between dance and other art forms.

Special Conditions for a Minor in Dance

All courses submitted for the Minor must be completed with a grade of C or better. Twelve (12) units of study must be completed at CSUSM. Courses submitted for the Minor may also be used to satisfy General Education requirements. Visual and Performing Arts (VPA) majors may pursue this Minor if nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

Requirements

	Units
Three studio courses in Dance	9
Two of the following:	
DNCE 201 DNCE 324	
DNCE 301 DNCE 392	
DNCE 320 VSAR 310	
The following may be included on approval of the advisor:	
VPA 380 VPA 495A	
VPA 381 VPA 498A	
VPA 402	
One studio course in choreography: DNCE 390	3
One course in critical theory:	3
DNCE 101 DNCE 323	
DNCE 321 VPA 101	
DNCE 322 VPA 320	
Studio or critical/theory course in another art discipline:	3
MUSC 302, 320, 321, 324, 421, 424, 425, 426, 427	
TA 120, 300, 301, 320, 323, 325, 327, 401, 410 , 421, 480, 489	
VPA 180, 311, 380, 403	
VSAR 120, 301, 302, 303, 305, 309, 306, 308, 320, 322, 323, 326, 327, 328, 422	
Total Units	*18*

ECONOMICS

Office:
Science Hall 2, Room 135

Telephone:
(760) 750-4103

Department Chair:
Robert Rider, Ph.D.

Faculty:
Roger A. Arnold, Ph.D.
Robert Brown, Ph.D.
Ranjeeta Basu, Ph.D.
Aaron Finkle, 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.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Economics will

1. Access existing economic knowledge by
   - Locating economic data sources and relevant economic data,
   - Retrieving information on particular topics and issues in economics,
   - Locating published research in economics, and
   - Understanding the generation, construction and meaning of economic data

2. Display command of and interpret existing economic knowledge by
   - Understanding and precisely explaining key economic concepts
   - Describing how economic concepts can be used
   - Evaluating how economic concepts are used in economic analyses published in the popular media (newspapers, internet sources, etc.)
   - Summarizing an economic argument (e.g. the principal ideas of an economist or an economic policy issue)

3. Apply existing economic knowledge by
   - Formulating meaningful questions
   - Understanding and effectively employing relevant analytical and logical skills to solve problems
   - Obtaining insights into socioeconomic phenomena using economic reasoning
   - Reasoning systematically and understanding the use of models
   - Reasoning quantitatively
   - Communicating effectively

4. Create new economic knowledge by
   - Formulating original questions
   - Proposing an effective approach to solving a question
   - Demonstrating familiarity with research methods intended to conduct original research

5. Have developed lifelong learning skills by
   - Having developed a genuine curiosity about the world
   - Having developed an appreciation for using economic concepts, skills and ways of thinking to answer questions one has about the world
   - Seeing the world as a mystery that can be unraveled by the use of the economics perspective

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 an upper-division level course and satisfy any conditions or prerequisites. However, all of the five required upper-division theory courses (ECON 301, 302, 303, 441 and 471) must be completed at Cal State San Marcos. All transfer courses must at least be equal in scope, content, and level to the equivalent Cal State San Marcos course.

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 required to complete their mathematics requirement (MATH 132 or 160) prior to taking the core theory courses. Students are required to complete MATH 242 before taking ECON 471. Students who expect to apply to do graduate work in economics are advised to speak to the department chair in economics at their earliest convenience for a suggested course of study.

Special Conditions for the Bachelor of Arts and the Minor in Economics

All courses counted toward the major and the minor, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than two (2) units of ECON 497 may be counted toward the major. Students who have already received credit for ECON 250 at CSUSM may 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*	12-14
Major Requirements	34
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Preparation for the Major

Non-Economics Supporting Courses (6-8 units)

	Units
MATH 242	3
MATH 132 or MATH 160	3-5

Lower-division (6 units)

ECON 201	3
ECON 202	3

Major Requirements

Upper-division (34 units)

	Units
ECON 301	3
ECON 302	3
ECON 303	3
ECON 441	3
ECON 471	4

Upper-division electives in economics**	18

**Three (3) lower-division units in Area B (Math and Science) and three (3) units of lower-division General Education Area D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.*

***ECON 306 and ECON 311 may not be counted toward the Major or Minor.*

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**	3
Total Units	*21*

ELEMENTARY SUBJECT MATTER PREPARATION CERTIFICATE

The Elementary Subject Matter Preparation Certificate (ESMPC) provides another academic pathway to a career in K-8 teaching. This certificate allows students to choose a Major other than Liberal Studies, and still demonstrate subject matter coverage in their undergraduate training. Students may select and complete any Major offered at CSUSM, and concurrently complete the coursework for the certificate.

The ESMPC prescribes a particular pathway through most of the General Education requirements of the bachelor's degree, and it prescribes additional coursework to ensure breadth of study across disciplines. In many cases, depending upon the Major selected by the student, the ESMPC and Major may be completed within the normal total of 120 units for the Bachelor of Arts degree. (Students should consult a Liberal Studies Advisor for specific guidance on how to combine the certificate with various Majors.)

Students who complete the ESMPC, like all prospective elementary level teachers, will still have to pass a state approved test. The ESMPC helps students to strengthen their grasp of the core subject matter areas of the K-8 curriculum and prepare themselves to pass a state approved test. The certificate confers formal recognition that the student has completed the full breadth of ESM coursework needed for effective elementary-level instruction. The certificate demonstrates that the student's exposure in the subject matter areas extends beyond the minimum standard indicated by passing of a standardized test.

The ESMPC is awarded at time of graduation to students who have completed all certificate coursework along with any Major degree program. All courses applied to the certificate must be completed with a grade C (2.0) or better. Coursework applied to the certificate may also be applied to fulfill Major, Minor, and GE requirements. Prospective elementary level teachers will still have to demonstrate subject matter competence by passing a state approved test before admission to a credential program.

Course Requirements of the ESMPC

The courses listed below satisfy these General Education requirements at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying these requirements.

	Units
History & Social Science (HSS)	
HIST 201 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D)	
or GEOG 302	3
HIST 347	3
Choose one of the following	
ID 340 (UDGE DD)	3
SOC 311	3
SOC 313	3
WMST 301 (UDGE CC)	3
Mathematics (MATH)	
MATH 210	3
MATH 212 (LDGE B4)	3
MATH 311	3
Science (SCI)	
GES 105 (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100	3
Reading, Language, & Literature (RLL)	
Choose one of the following:	
LING 100	3
LING 300	3
LTWR 100 (LDGE C2)	3
LTWR 208A (LDGE C2)	3
LTWR 208B (LDGE C2)	3
LTWR 210 (LDGE C2)	3
Visual & Performing Arts (VPA)	
Choose one of the following (LDGE C1):	
DNCE 101	3
MUSC 120	3
TA 120	3
VPA 101	3
VSAR 120	3
Any VPA Studio Course*	3
Human Development (HD)	
PSYC 210 (LDGE D7)	3
Physical Education (PE)	
PE 203 (LDGE E)	3
Total Units for the Certificate	*54*

**See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 130, 131, 302, 303, 480*

MINOR IN ETHNIC STUDIES

Office:
Craven Hall, Room 6208

Telephone:
(760) 750-8030

Program Coordinator:
Sharon Elise, Ph.D.

Faculty:

Anthropology:
Bonnie Bade, Ph.D.

Communication:
Michelle Holling
Anthony Hurst
Minda Martin
Dreama Moon, Ph.D.
Kristin Moss
Liliana Rossman

History:
Carmen Nava
Al Schwartz
Alyssa Sepinwall

Liberal Studies:
Jocelyn Ahlers
Jule García
Kimberley Knowles-Yanez
Robert Yamashita
Anibal Yáñez-Chávez

Library:
Melanie Chu
Hua Yi

Literature and Writing Studies:
Susie Lan Cassel

Political Science:
Shana Bass
Staci Beavers
Cynthia Chavez Metoyer

Psychology:
Gerárdo M. González

Sociology:
Matthew Atherton
Kristin Bates
Marisol Clark-Ibañez
Karen Glover
Alicia M. Gonzáles
Jodie Lawston
Garry Rolison
Richelle Swan
Jill M. Weigt

Visual and Performing Arts:
David Avalos
Mtafiti Imara
Marcos Martinez
Karen Schaffman
Deborah Small

Women's Studies:
Linda Pershing, Ph.D.

Program Offered:

• Minor in Ethnic Studies

The Minor in Ethnic Studies at California State University San Marcos 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.

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 Minor in Ethnic Studies. 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 the next page, must be submitted to the Coordinator.

Special Conditions for a Minor in Ethnic Studies

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).

Requirements for a Minor in Ethnic Studies

Completion of twenty-one (21) units of credit, eighteen (18) of which must be at the upper-division level. Students must take at least three (3) units in each of the five areas indicated below.

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
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 355
HIST 335	HIST 356
HIST 337	HIST 362
HIST 338A	HIST 371
HIST 338B	HIST 374
HIST 345	HIST 375
HIST 346	HIST 381
HIST 347	HIST 382
HIST 350	HIST 383
HIST 352	

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 200	ID 301
ANTH 301	ID 371
COMM 330	LBST 375
COMM 430	LING 305
COMM 450	LING 341
COMM 454	LING 371
COMM 455	LING 451
EDUC 364	PSYC 341
GEOG 450	SOC 375
HIST 356	WMST 301

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

PSCI 305	SOC 339
PSCI 337	SOC 373
PSCI 338	SOC 442
PSCI 341	SOC 449
PSCI 342	SOC 463
PSCI 348	SOC 465
PSYC 361	SOC 469
SOC 311	TA 323
SOC 322*	

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

ANTH 325	MUSC 427
DNCE 323	SOC 467
LTWR 210	SPAN 350B
LTWR 410	TA 325
LTWR 420	TA 326
LTWR 450	TA 327
MUSC 421	TA 410
MUSC 422	TA 421
MUSC 423	VPA 311
MUSC 424	VPA 320
MUSC 425	VSAR 323
MUSC 425S	VSAR 325
MUSC 426	WMST 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) 750-8085
(760) 750-8012

Program Coordinators:
Jonathan Berman, M.F.A.
Minda Martin, M.F.A.

Faculty:
Verónica Añover, Ph.D.
David Avalos, M.F.A.
Bonnie Bade, Ph.D.
Staci Beavers, Ph.D.
Oliver Berghof, Ph.D.
Jonathan Berman, M.F.A.
Robert Brown, Ph.D.
Jeffrey Charles, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Kristine Diekman, M.F.A.
Darel Tai Engen, Ph.D.
Dawn Formo, Ph.D.
Andrea Liss, Ph.D.
Minda Martin, M.F.A.
Marcos Martinez, M.A.
Ken Mendoza, Ph.D.
Salah Moukhlis, Ph.D.
Carmen Nava, Ph.D.
Barry Saferstein, Ph.D.
E.A. Schwartz, Ph.D.
Patricia Seleski, Ph.D.
Deborah Small, M.F.A.
Martha Stoddard-Holmes, Ph.D.
Jill Watts, Ph.D.
Aníbal Yáñez-Chávez, Ph.D.
Yuan Yuan, Ph.D.
Zhiwei Xiao, Ph.D.

Program Offered:

- Minor in Film Studies

Film is an art form that defines our time, offering penetrating insights into human behavior, cultural and social change, and the relationship between past and present. The Minor in Film Studies enables students to examine film and film making through a series of courses covering the history, aesthetics, social and cultural impact, and criticism of the motion picture. Student experience in film and video production is a significant element of the program.

The primary purpose of the Minor in Film Studies is to enhance student learning regarding: 1) the production of film, 2) global history of film, 3) interpretation of film, 4) the uses of film, and 5) the art of filmmaking. The unique aspect of the minor is its combination of production and interpretation format. Students 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, and building long-term community linkages.

Student Learning Outcomes

1. To expose students to the various aspects of the production of film and the art of filmmaking with the opportunity for them to make at least one short film.
2. To gain knowledge of the global history of film
3. To practice and gain insight into the interpretation of film from a theoretical perspective.
4. To explore the various uses of film.

Requirements

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	SOC 310	
COMM 400	SPAN 380	
LTWR 334	VSAR 422	

b. Film and Production

Select one course		3
VSAR 303	VSAR 306	
VSAR 304	VSAR 309	
VSAR 305		

c. Film, Society, and Culture

Select one course		3
COMM 480	PSCI 341	
ECON 327	TA 328	
LTWR 302L	VPA 320	
LTWR 336	VSAR 222	
LTWR 337	WMST 450	

d. Film and History

Select one course		3
HIST 308	HIST 348	
HIST 312	HIST 364	
HIST 344		

One (1) elective course approved for Film Studies credit. The selection may include Independent Research or Internships; FMST 398, 495 and 499 may be applied here whether they are taken Credit/No Credit or for a letter grade. Work done under other disciplines, and not listed above, will require prior approval by the Program Coordinator.	3
Total Units	*18*

MINOR IN FRENCH

Office:
Markstein Hall, Room 257

Telephone:
(760) 750-4208

Faculty:
Veronica Añover, Ph.D.
Marion Geiger, Ph.D.

Foreign Language Proficiency Assessor:
Lucy Higuera, LLC

Program Offered:

- Minor in French

French is a global language and there are over 169 million francophones (French speakers) throughout the world. French is an official language of many international organizations such as: the United Nations, UNESCO, NATO, Organization for Economic Cooperation and Development (OECD), the International Labor Bureau, the International Olympic Committee, the 31-member Council of Europe, the European Community, the Universal Postal Union, the International Red Cross, the Union of International Associations (UIA), Doctors Without Borders (Médecins sans Frontières), and the PeaceCorp.

The Minor in French 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. Not only does it give students a way to demonstrate global engagement and knowledge, but it also aims to make them more marketable in our global economy by providing them 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.

Students choosing to pursue a Minor in French 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.

Requirements

To fulfill the Minor in French, 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 (2.0) 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 380	
FREN 315 FREN 395	
FREN 350 LTWR 410	
Total Units	*15-21*

MINOR IN GERMAN

Office:
Markstein Hall, Room 244

Telephone:
(760-750-8076

Faculty:
Michael Hughes, Ph.D.
Marion Geiger, Ph.D.

Program Offered:

- Minor in German

The Minor in German provides a focused development of German language skills and knowledge of the cultures and literatures of German speaking peoples. The Minor offers students a course of study that provides an important supplement or complement to their majors. It aims to provide more tools for understanding globalization while providing students with insights and understanding of the German and Germanic cultures.

The program is designed to develop a high level of communicative competence in all four language skills-listening, reading, speaking, and writing-through a focused collection of advanced grammar and composition courses.

Students pursuing the Minor in German will be introduced to the German-speaking world through important cultural, economic, political, and social issues presented via readings from the press, German TV, movies, and documentaries, and a variety of literary works from different genres. The Minor in German gives students a comprehensive understanding of German-speaking cultures, literatures, and language, while developing enhanced awareness, understanding, and analysis of cultural and social phenomena rooted in a shared language.

Requirements

To fulfill the requirements for the German Minor, students must complete the following curriculum, at minimum twelve (12) upper-division units. Entry into the upper-division courses is contingent upon completion of GRMN 202 or demonstration of equivalent proficiency through examination. Students may apply up to six (6) units of upper-division transfer credits toward the Minor. A grade of C (2.0) or better must be earned in each course applied to the Minor.

	Units
I. Lower-Division Preparation for the Minor:	
Demonstrated Proficiency through GRMN 202	
GRMN 101	4
GRMN 102	4
GRMN 201	3
GRMN 202	3
Total Lower-Division Coursework	*0-14*
II. Required Upper-Division Coursework:	
GRMN 311	3
GRMN 312	3
GRMN 350	3
III. Upper-Division Elective	3
GRMN 315	
GRMN 318	
GRMN 331	
GRMN 390	
GRMN 395	
HIST 323	
HIST 326	
Total Units	*12-26*

MINOR IN GLOBAL STUDIES

Office:
Craven Hall, Room 6239

Telephone:
(760) 750-8050

Program Coordinator:
Scott Greenwood, Ph.D.

Faculty:

Economics
Ranjeeta Ghiara, Ph.D.

History
Reuben Mekenye, Ph.D.
Carmen Nava, Ph.D.
Kimber Quinney, Ph.D.
Patricia Seleski, Ph.D.
Alyssa Sepinwall, Ph.D.
Zhiwei Xiao, Ph.D.

Liberal Studies
Vivenne Bennett, Ph.D.
Aníbal Yáñez-Chávez, Ph.D.
Kimberley Knowles-Yánez, Ph.D.

Literature and Writing Studies
Salah Moukhlis, Ph.D.

Philosophy
Manuel Arriaga, Ph.D.

Political Science
M. Kent Bolton, Ph.D
Scott Greenwood, Ph.D.
Cyrus Masroori, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Pamela Stricker, Ph.D.
Elizabeth Matthews, Ph.D.

Visual and Performing Arts
William Bradbury, D.M.A.
Kristine Diekman, M.F.A.
Mtafiti Imara, Ph.D.
Andrea Liss, Ph.D.
Marcos Martinez, M.A.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A

World Languages and Hispanic Literatures
Veronica Anover, Ph.D.
Michael Hughes, Ph.D.
Darci Strother, Ph.D.
Alberto Ribas-Casasayas, Ph.D .

Women's Studies
Linda Pershing, Ph.D.

Program Offered:

- Minor in Global Studies

The Minor in Global Studies provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Students can choose from an approved list of courses from Economics, History, Liberal Studies, Literature and Writing Studies, Philosophy, Political Science, Visual and Performing Arts, World Languages and Literatures, and Women Studies. The Minor allows students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and one of four global issue areas: Global Security, Global Political Economy and Development, Comparative Global Issues, or Gender in the International System.

The Global Studies Minor will be useful to students pursuing careers in education, international business, international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International and "think tanks" such as the Heritage Foundation), public service, and graduate study in related fields.

Requirements

The Minor in Global Studies requires a minimum of twenty (20) units of credit, at least seventeen (17) of which must be at the upper-division level. Political Science majors may double-count up to a maximum of six (6) units of upper-division coursework toward their major and the Minor in Global Studies. All other majors may double-count up to a maximum of nine (9) units of upper-division coursework toward their major and the Minor in Global Studies

	Units
a. Introduction to the Global System	3
One of the following courses: GBST 100 or HIST 202 or GEOG 201	
b. Interdisciplinary Core Course GBST 300	3
c. Upper-Division Geographic Area Electives	6

Select at least two courses for a total of at least six (6) units from different disciplines in one geographic area:

The Americas
Asia
Europe
Middle East and North Africa
Sub-Saharan Africa

Courses used to satisfy the geographic area requirement cannot also be used to satisfy the global issues requirement below.

d. Upper-Division Global Culture Elective	2-3

Select one course for a total of at least two (2) units from a list of courses offered by the World Languages, Literature and Writing, and Visual and Performing Arts departments.

e. Upper-Division Global Issue Electives	6

Select at least two courses for a total of at least six (6) units from different disciplines in one global issue area:
Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy, and Development Gender in Global Perspective.

Courses used to satisfy the global issues requirement cannot also be used to satisfy the geographic area requirement above.

Total Units *20-21*

Geographic Areas
Two courses in one of the geographic areas listed below for a total of six (6) units in one geographic area.
The courses selected must be from different disciplines.

The Americas
GEOG 340C
HIST 352
HIST 355
HIST 356
HIST 359
ID 301
ID 306
MUSC 390
MUSC 423
PSCI 338
PSCI 341
PSCI 348*
PSCI 449*
SPAN 350B

**Where course content is appropriate to the Americas*

Asia
GEOG 340B
HIST 360
HIST 363
HIST 364
HIST 365
MUSC 395
PHIL 318
PSCI 348*
PSCI 449*
VPA 320

**Where course content is appropriate to Asia*

Europe
GEOG 340D
GRMN 315
GRMN 350
HIST 307
HIST 308
HIST 322
HIST 323
HIST 324
HIST 325
HIST 326
PSCI 335
PSCI 348*
PSCI 449*
PSCI 397
TA 421
VSAR 307

**Where course content is appropriate to Europe*

Middle East and North Africa
HIST 384
HIST 385
PSCI 339
PSCI 348*
PSCI 364A
PSCI 364B
PSCI 449*

**Where course content is appropriate to the Middle East and North Africa*

Sub-Saharan Africa
GEOG 340A
HIST 371
HIST 374
HIST 375
MUSC 391
MUSC 424
PSCI 337
PSCI 348*
PSCI 449*
PSCI 357*
PSCI 362*

**Where course content is appropriate to Sub-Saharan Africa*

Global Culture
One course (2-3 units) from the list below:
ANTH 330
ANTH 370
DNCE 320
DNCE 321
FREN 315
FREN 350
GRMN 315
GRMN 350
LTWR 320
LTWR 410
LTWR 420
MUSC 390
MUSC 391
MUSC 392
MUSC 395
MUSC 421
SPAN 315
SPAN 350B
TA 421
VPA 311
WLAN 370

Global Issues
Two courses in one of the following global issues areas listed below for a total of at least six (6) units. The two courses selected must be from different disciplines.

Foreign Policy
HIST 349
PSCI 355
PSCI 357
PSCI 358
PSCI 361
PSCI 455

Global Conflict and Cooperation
HIST 362
HIST 387
HIST 388
PSCI 358
PSCI 362
PSCI 396
PSCI 450
PSCI 461
PSCI 469

International Law and Human Rights
HIST 306
PSCI 365
SOC 353
SOC 403
SOC 449
SOC 469

Global Political Economy and Development
BRS 300
BRS 330
ECON 441
ECON 442
ECON 443
ECON/PSCI/WMST 445
HIST 381
HIST 389/PSCI 363
PSCI 431
PSCI 460
SOC 469

Gender in Global Perspective
ECON/PSCI/WMST 445
HIST 316
HIST 327
HIST 355
HIST 383
HIST 384
SOC 315*
WMST 375*

**Where course content is global in nature*

Additional courses may be approved to satisfy these requirements as additional courses are added to the University curriculum. Students may obtain the most current list of approved courses from the Program Coordinator, a Staff Advisor, or at the Political Science Department office.

HISTORY

Office:
Markstein Hall, Room 226

Telephone:
(760) 750-4152

Department Chair:
Jeffrey Charles, Ph.D.

Faculty:
Peter J. Arnade, Ph.D.
Jeffrey Charles, Ph.D.
Darel Tai Engen, 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
- Minor in History
- M.A. 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, drawing from and placing in context the achievements of 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 scope 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.

Working from these general principles and the special strengths of its faculty, the history department has designated the following 5 specific outcomes of a major in history.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in History will be able to

1. Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the United States and other parts of the world.
2. Research and think critically about varieties of experience found in the historical record, exploring diversity as a critical component of history.
3. Develop and defend historical arguments, understanding the philosophical assumptions of historical interpretation.
4. Articulate their understanding of the past clearly and convincingly.
5. Incorporate new digital and multimedia formats into the practice and presentation of history.
6. Apply historical analysis as a framework to further both lifelong learning and civic engagement.

Career Opportunities

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 two, two-course sequences, each focusing on a different world area. Completion of the lower-division general education requirements, especially the writing composition course, is also strongly recommended prior to undertaking upper-division coursework.

Major Requirements

In addition to the lower-division courses completed as preparation, the major requires thirty-three (33) upper-division units, including successful completion of HIST 301 and a 400-level history seminar course. Of these units, one 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 HIST courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than three (3) units of internship may be counted toward the major.

BACHELOR OF ARTS IN HISTORY

	Units
General Education **	51
Preparation for the Major*	12
Major Requirements	33
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

** 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 (12 units)	
Two history sequences in two different world areas	12
Total Units	*12*

Major Requirements

Upper-Division (33 units)

HIST 301*	3

**Strongly recommended to be taken at the beginning of the junior year.*

Nine (9) 300-level History courses	27
400-level History seminar course	3
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.

Preparation for Teaching History/Social Science at the Secondary Level

Students interested in majoring in History and in high school teaching after graduation should consult their faculty advisor for an appropriate program of courses. Pending state teacher commission approval, students may be able to waive the state subject exam in history/social social science (the CSET) if they take a state-approved list of courses in addition to history major requirements.

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) 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 counted toward 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.


ΣΑΕ





MASTER OF ARTS IN HISTORY

Graduate Program Coordinator:

Jill Watts, Ph.D.

The mission of the Master of Arts in History is to build students' expertise in the field of history with an additional focus on the critical study of the history of media and/or the applied use of media/technology in presenting history to the public. Historians have always used various forms of media to communicate information about the past and they have always taken advantage of advances in media and technology to teach the public about its history. Currently, new media technology is revolutionizing how history is taught and how the stories of the past are conveyed to the public. The Master of Arts in History Program will offer students opportunities to explore media as they have changed over time, beginning with the earliest oral and visual forms of historical communication through the rise of modern electronic media and computer technology. Students pursuing the Master of Arts in History will be required to take courses that develop their skills in critically analyzing media as they relate to history and acquire skills in new media and/or technology to convey historical information to the public.

This program is designed to provide students with a practical degree that prepares them for a variety of post-graduate careers including: community college and post-credential teaching (enhanced by training in history and the new media classroom); public history (including museumship, historical societies, and electronic archives); media and journalism; doctoral education; urban planning; local, state, and city governmental jobs; public service; and a number of other possibilities both in the public and private sectors. The degree is designed to offer students the opportunity to practice their skills in the workplace. Some students may elect to pursue the option of an internship in a public or private agency where their training in historical content and media/technology can be practically applied. Additionally, the program, in an effort to serve students who are interested in educational careers in history at the college level, offers a curriculum that will allow them to explore pedagogical issues associated with history teaching and to gain actual experience teaching history in college classrooms.

During their course of study, students will be required to master historiography, the philosophy of history, specific historical topics, and acquire technical skills. All Master of Arts degree candidates will take one course in the critical study of the history of media and one course in applied media and history in which they will produce a media-based project.

The Department of History at California State University San Marcos is ideally situated to offer an advanced degree in History. Located in Southern California with access to the Los Angeles and San Diego areas, the Department of History can draw on the region's resources in the film and television industries as well as the well-established computer and software industries connected with multi-media production. The faculty of the Department of History offer a wide coverage of world areas and periods including Africa, the Ancient World, Asia, Europe, Latin America, the Middle East, the United States, and Comparative/World History. Additionally, the department houses faculty who have expertise in critical historical media studies and in applying new media technology to preserving history and delivering historical content. Building on these strengths, the Department of History at California State University San Marcos is able to offer this unique degree that blends the benefits of the traditional history Master's program with an applied dimension in new technologies that are revolutionizing the communication of information and the public's understanding of the past.

Student Learning Outcomes

1. Advanced understanding of historical theory and historiography and/or historical pedagogy
2. Content knowledge in at least one area and/or subspecialty in the historical human experience
3. Understanding of the critical study of the history of media/mass culture/new media technology
4. Practice the application of some form of new media technology to the historical field.
5. Advanced historical research and writing skills.
6. Gain skills in presenting historical research to the public through one of more of these methods: traditional written research thesis, new media historically based project, historically based internship in a public or private agency, and/or in a experience in an educational setting.

Admission Requirements and Application

All applicants meeting the admission requirements for the Department of History must also meet the University requirements for graduate study. Applicants to the Master's Program in History must have completed a Bachelor's degree from an accredited university in history or in an allied field with at least four upper-division courses in history. Furthermore, applicants must have completed HIST 301 (Historical Methods and Writing) or the equivalent before beginning graduate work. Applicants must have either met the CSUSM requirements for Computer Competency or the equivalent at another institution. Additional requirements for admission to the program are as follows:

- Admission to the University for Graduate Studies.
- Overall minimum grade point average of 3.0 with a minimum grade point average of 3.0 in the undergraduate major.
- The General Test for the Graduate Record Examination (GRE). While the minimum acceptable score may vary year by year, it is unlikely that an applicant will be admitted with a score of less than 500 on the verbal section of the exam. The score must be from a test taken no earlier than five years preceding the date of application.
- TOEFL, if appropriate with a minimum score of 550.
- Two sets of official transcripts from all colleges and universities attended with official verification of graduation.
- At minimum, three letters of recommendation that assess academic accomplishments and potential for graduate study.
- A 750-word statement of research intent describing historical fields of study including mention of interest and/or experience in media and technology, relevant educational background, and post-graduate career/educational objectives.

- One formal academic writing sample, as recent as possible. Preferably, this should be a sample from previous college or university coursework and should not be written simply for the purpose of admission.

Application Materials

A complete application consists of:

Application materials sent directly to the Admissions Office of Cal State San Marcos

- Completed university application form
- Application fee
- One set of official transcripts that include all work done at all colleges and universities

Application materials to be sent directly to the Department of History (see address below)

- Completed departmental application form;
- One set of official transcripts that includes work done at all colleges and universities;
- Statement of Interest;
- GRE test scores (and TOEFL where appropriate.);
- Writing Sample; and
- Three Letters of recommendation.

Address for Departmental materials:

Administrative Coordinator, Department of History, 333 South Twin Oaks Valley Road, California State University San Marcos, San Marcos, California, 92096.

Application Deadlines:

Deadline for submission: Applications for Fall admissions are due no later than March 15. Applications for Spring admission are due no later than November 15. However, applications may be accepted for review for as long as space is available in the program. It is possible that class scheduling and available spaces will significantly limit spring admissions.

Degree Requirements

Students must complete 30 units of graduate study, 24 of which must be at the graduate level. Generally, none of the 30 units of course work applied to the Master of Arts degree in History may have been applied toward a previous academic degree, however, in some cases up to 6 graduate history units not earned at CSUSM may be applied by petition. (Only coursework done as a post-baccalaureate student will be considered for application toward the graduate degree.) All students are required to complete the core sequence of graduate courses (HIST 501*, HIST 502*, and HIST 601). Additionally, all students are required to complete two semesters of thesis research and presentation (HIST 620). Students who do not complete their thesis project in two semesters of HIST 620 may register for additional semesters of HIST 621, but the units from HIST 621 do not count toward conferral of the degree. The remainder of the units will consist of 500- or 600-level courses in history but the department will allow up to two 400-level courses (6 units) to count towards the degree; 400-level courses must be approved by either the Graduate Coordinator or Thesis Advisor. Additionally, students may apply no more than a total of 6 units of HIST 510 HIST 699A, 699B, 699C toward the degree, although students may register for additional semesters of these courses. Students may include up to three units of 400, 500, 600-level courses taken from another department if approved by petition. It is possible, in some specific cases, students may be allowed to petition to take limited additional graduate credits outside of the Department of History.

** In some rare circumstances, the department may allow substitutions for HIST 501 and/or 502 by petition.*

Course of Study

Students intending to complete the program in two years will proceed with graduate coursework in the following manner:

First Year: First Semester

HIST 601
HIST 501
HIST 500-level or 600-level seminar or approved elective*

First Year: Second Semester

HIST 502
HIST 512
HIST 500-level or 600-level seminar or approved elective*

Second Year: First Semester

HIST 510
HIST 500-level or 600-level seminar or approved elective*
HIST 620

Second Year: Second Semester

HIST 500-level or 600-level seminar or approved elective*
HIST 500-level or 600-level seminar or approved elective*
HIST 620

** Students take three of the five courses marked with an asterisk.*

Continuation

For a student to continue in the program they must meet the following requirements:

- Students must maintain a 3.0 GPA (A=4.0). If a student's GPA falls below 3.0, s/he will be placed on academic probation the following semester. If the GPA remains below 3.0 for two semesters in a row, then 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 longer than two semesters are dropped from the program and must reapply.
- All the requirements for the degree are to be finished within five years after matriculation into the graduate program. Authorized leaves of absence do not extend the time limit for completion of the degree.

Advancement to Candidacy

All students must select a main thesis advisor from the tenure-track history faculty based on areas of interest and planned thesis or media project. Students should consult regularly with their advisor regarding course selection and research proposal. Students will choose two additional faculty members (at least one must be another member of the history faculty) for their committee. A student must request to be advanced to candidacy after completing 18 units. To be advanced to candidacy, the student must do the following:

Students must maintain a 3.0 GPA (A=4.0). If a student's GPA falls below 3.0, s/he will be placed on academic probation the following semester. If the GPA remains below 3.0 for two semesters in a row, then 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 longer than two semesters are dropped from the program and must reapply.

All the requirements for the degree are to be finished within five years after matriculation into the graduate program. Authorized leaves of absence do not extend the time limit for completion of the degree.

- Form a thesis or media presentation committee and submit to the committee approval form with copies to committee members and the history graduate coordinator.
- Submit a thesis or media presentation proposal (750 words excluding working bibliography) to committee members that states the topic, a working thesis, the nature of the project, and establishes that the project can be successfully completed.
- Receive approval on the proposal from all committee members.

Thesis or Media Project Requirement

Students may opt either to complete the degree with a thesis or a media/technology project. A thesis is comprised of a primary source-based research paper that makes an original and substantial contribution to historical scholarship. The thesis will also demonstrate an appropriate grasp of the secondary materials related to the topic under investigation. Alternatively, students may submit a media/technology project that applies new media and/or technology techniques to the delivery of a primary source-based research project. In this instance, students will prepare a new media/technology presentation (i.e., a substantial website project, a video or film project, a digitized database, or an archival project) that will be accompanied by a written analysis that discusses the media project and demonstrates how the project both exhibits the appropriate grasp of related secondary materials as well as makes an original, primary source-based contribution.

HUMAN DEVELOPMENT

Office:
Craven Hall, Room 6239

Telephone:
(760) 750-8092

Program Director:
Fernando I. Soriano, Ph.D.

Faculty:
Bonnie Bade, Ph.D.
Sharon Hamill, Ph.D.
Spencer McWillilams, Ph.D.
Brian J. Norris, Ph.D.
Robert E.L. Roberts, Ph.D.
Fernando I. Soriano, Ph.D.
Robert Yamashita, Ph.D.

Programs Offered:

- Bachelor of Arts in Human Development Areas of concentration:
  - Adult and Gerontology Services
  - Children's Services
  - Counseling Services
  - Health Services

The human development major is an multidisciplinary program that focuses on human growth and development throughout the life span, 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.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Human Development will be able to:

1. Conceptualize human development over the life span in terms of complex interactions among cultural, biological, psychological, and social processes.
2. Understand diversity of development across time, space, and standpoint, with sensitivity to roles of gender, race, class, and nationality in shaping developmental processes and outcomes.
3. Demonstrate within one of the four concentration areas (Counseling Services, Health Services, Children's Services, Adult & Gerontology Services) an understanding of the interplay of cultural, biological, psychological, and social forces.
4. Demonstrate a basic understanding of research methods commonly used in human development research, including understanding the uses and limits of statistical analysis and design, ability to design a new investigation.
5. Appreciate the relevance of basic theory and research in applied settings.
6. Understand social service organizations, including their operation, funding, staffing, and successful delivery of services.
7. Access research materials (e.g., from libraries, internet, etc.) to support a comprehensive, multidisciplinary literature review on a selected topic in human development and present the information to an interested audience of lay people and/or applied professionals.

Special Conditions for the Bachelor of Arts in Human Development

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the human development major must have been completed at Cal State San Marcos.

Advising

Students may consult their faculty advisor 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
Concentration Requirement	18
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*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

**Also satisfies a lower-division General Education requirement.*

Adult and Gerontology Services Concentration Requirements

This concentration centers on development from age 18 to the last part of the human life span, and the related concerns of this period, and includes the study of death and dying.

Eighteen (18) units of upper-division requirements

	Units
BIOL 321	3
Choose one of the following courses: BIOL 316 BIOL 325 BIOL 323 BIOL 327	3
PSYC 356	3
Choose one of the following courses: PSYC 330 PSYC 336 PSYC 332 PSYC 350 PSYC 334 PSYC 360	3
SOC 427	3
Choose one of the following courses: HD 361 SOC 331 SOC 303 SOC 429 SOC 309 SOC 487 SOC 314	3
Total Units	*18*

Children's Services Concentration Requirements

This concentration focuses on developmental issues during the first 18 years of the human life span, and on the problems and issues relevant to this age.

Eighteen (18) units of upper-division requirements

	Units
BIOL 327	3
Choose one of the following courses: BIOL 321 BIOL 325 BIOL 323	3
PSYC 330	3
Choose one of the following courses: PSYC 332 PSYC 350 PSYC 334 PSYC 352 PSYC 336 PSYC 354	3
SOC 317	3
Three (3) units chosen from HD 361 SOC 321 SOC 303 SOC 323 SOC 315 SOC 413 SOC 319 SOC 486	3
Total Units	*18*

Counseling Services Concentration Requirements

This concentration focuses on psychological well-being and distress throughout the human life span.

Eighteen (18) units of upper-division requirements

		Units
Chosen from:		3
BIOL 316	BIOL 325	
BIOL 321	BIOL 327	
BIOL 323	BIOL 328	
HD 361		3
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.*

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 Concentration Requirements

This concentration focuses on physiological well-being and illness throughout the human life span.

		Units
Eighteen (18) units of upper-division requirements		18
Choose two of the following courses:		6
BIOL 316	BIOL 325	
BIOL 321	BIOL 327	
BIOL 323	BIOL 328	
Choose two of the following courses:		6
PSYC 334	PSYC 356	
PSYC 336	PSYC 360	
PSYC 340	PSYC 432	
PSYC 350	PSYC 461	
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*

KINESIOLOGY

Office:
Markstein Hall, Room 347

Telephone:
(760) 750-7350

Department Chair:
Kara Witzke, Ph.D.

Faculty:
Todd Astorino, Ph.D.
Kara Witzke, Ph.D.

Programs Offered:

- Bachelor of Science in Kinesiology, Options in:
  - Option in Physical Education
  - Option in Applied Exercise Science
  - Option in Pre-Physical Therapy

Kinesiology, the science of movement, integrates the biological, physical, behavioral and social sciences in the study of physical activity and sport, and their effect on the fitness and quality of life of people across the lifespan. The Kinesiology program at California State University San Marcos is a comprehensive program of study offered in support of the Surgeon General's "Call to Action to Prevent and Decrease Overweight and Obesity," and Healthy People 2010.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Kinesiology will

1. Master operation of various analytic and measurement tools in laboratory;
2. Comprehend and apply fundamental content in Exercise Physiology;
3. Appreciate the breadth and history of Kinesiology;
4. Apply appropriate technology to support inquiry and professional practice;
5. Apply principles of exercise prescription to various populations;
6. Analyze motor skills in acquisition and execution of movement patterns;
7. Identify and evaluate strategies for pre-, during, and post-exercise nutrition based on client needs;
8. Explain the relationship between diet and health for promoting healthy living;
9. Identify and apply proper care of athletic injuries;
10. Apply appropriate statistical and measurement-related techniques in Kinesiology;
11. Apply and evaluate topics pertaining to gender- and age-related physiology; and
12. Apply Kinesiology their knowledge of Kinesiology in the required community service learning experience.

Career and Educational Opportunities

The Bachelor of Science in Kinesiology is intended to prepare students for careers in areas such as physical education, exercise physiology, physical therapy, athletic training, corporate wellness, cardiac rehabilitation, coaching, and personal training. With an emphasis on the study of movement, exercise physiology, nutrition and health, the major is also excellent preparation for those wishing to pursue advanced degrees in physical education, kinesiology, exercise science, sports medicine, physical therapy and rehabilitation, and more.

Advising

Students should consult the Kinesiology Advisor regarding the appropriate sequencing of courses and selection of electives to advance their career and educational objectives.

Special Conditions for the Bachelor of Science in Kinesiology

All courses counted toward major requirements, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units of upper-division course work counted toward the Kinesiology degree must be completed at California State University San Marcos.

BACHELOR OF SCIENCE IN KINESIOLOGY

Physical Education Option

	Units
General Education*	51
Preparation for the Major*	36-39
Major Requirements	37
Students must take sufficient elective units to bring the total number of units to a minimum of 120	
Total Required	*120*

Preparation for the Major

(36-39 Units)

Supporting Courses (26 units):

BIOL 175*	4
BIOL 176	4
BIOL 104 or 210	4
CHEM 100* & 100L	5
KINE 202	3
KINE 204	3
PSYC 100*	3

Lower-division Techniques and Analysis Courses (6-7 units)

Choose three from the following:

DNCE 101	3
KINE 205	2
KINE 206	2
KINE 207	2
KINE 208	2
KINE 209	2

Major Requirements

(37 Units)

Upper-division Required Courses (28)

KINE 300	3
KINE 301	3
KINE 302	3
KINE 304	3
KINE 305	3
KINE 306	3
KINE 326	4
KINE 336	3
KINE 403	3

Upper-division Major Electives (9 units), to be chosen in consultation with an advisor.

Choose two of the following:

KINE 400	3
KINE 401	3
KINE 402	3

Choose any additional 300 or 400-level KINE course or one of the following

HIST 300D	3
PSYC 330	3
SOC 314	3
SOC 316	3
SOC 318	3

Option in Applied Exercise Science

This option prepares students to meet academic requirements needed for enrollment into postgraduate programs (MS) in Exercise Science/Physiology/Human Performance, and potentially Occupational Therapy or Nutrition/Dietetics,or to pursue careers in personal training, strength and conditioning, corporate wellness, or the fitness industry after graduation. However, students wishing to meet all requirements for entry into specific graduate programs should meet with the Kinesiology Undergraduate Advisor and/or faculty, and contact potential graduate schools to obtain exact entry requirements.

Option Requirements

	Units
General Education	51*
Preparation for the Major	31*
Major Requirements	40-41

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

**Twelve (12) units of lower-division General Education units in Areas B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

(28 units)

	Units
BIOL 175	4
BIOL 176	4
BIOL 104 or 210	4
CHEM 100 & 100L	5
KINE 200	1
KINE 201	1
KINE 202	3
KINE 204	3
PSYC 100	3

Major Requirements

(40-41 units)

Upper-Division Core (37)

KINE 300	3
KINE 301	3
KINE 302	3
KINE 304	3
KINE 305	3
KINE 306	3
KINE 326	4
KINE 336	3
KINE 403	3
KINE 406	3
KINE 426	3
KINE 495	3

Electives

Choose any additional 300 or 400-level KINE course or one of the following

HIST 300D	3
PHYS 101	4
PHYS 205	4
PSYC 330	3
PSYC 336	3
PSYC 356	3
SOC 314	4

Option in Pre-Physical Therapy

This option prepares students to meet academic requirements needed for enrollment into postgraduate programs in physical therapy, and can be supplemented with additional coursework for such programs as pre-med and pre-dental. Upon graduation, students may obtain employment in a broad range of medical, commercial, and educational settings. However, students wishing to meet all requirements for entry into specific graduate programs in these careers should meet with Kinesiology faculty, and contact potential graduate schools to obtain exact entry requirements.

Option Requirements

General Education	51*
Preparation for the Major	41*
Major Requirements	28-29

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

**Twelve (12) units of lower-division General Education units in Areas B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

(41 units)

	Units
BIOL 175	4
BIOL 176	4
BIOL 104 or 210	4
CHEM 100 & 100L	5
CHEM 150	5
KINE 200	1
KINE 201	1
KINE 202	3
KINE 204	3
PHYS 101 or 205	4
PHYS 102 or 206	4
PSYC 100	3

Major Requirements

(28-29 units)

	Units
Upper-Division Core (25)	
KINE 300	3
KINE 301	3
KINE 302	3
KINE 305	3
KINE 326	4
KINE 403	3
KINE 426	3
KINE 495	3

Electives

Choose any additional 300 or 400-level KINE course or one of the following

BIOL 367	4
BIOL 376	3
PSYC 330	3
PSYC 336	3
SOC 314	4
SOC 316	4

LIBERAL STUDIES

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Science and Society:
Robert C. Yamashita, Ph.D.

Urban and Regional Planning:
Kimberley Knowles-Yánez, Ph.D.

Programs Offered:

- Bachelor of Arts in Liberal Studies - Elementary Subject Matter Preparation Option (ESMP)
  - Integrated Credential Program Option (ICP)
  - Elementary Subject Matter Preparation Certificate*

Programs Description:

The programs offered under the heading of Liberal Studies provide an alternative to the recent trend toward intellectual specialization. Liberal Studies programs emphasize the traditional value of breadth of intellectual development and practical training in a liberal arts education. The Liberal Studies Major allows students to sustain their exposure to a variety of intellectual disciplines and explore a broad range of fields. Students select a particular field in which to pursue greater depth of study, but that depth is explored against a richer background of broad exposure to the arts, humanities, and sciences. As a result, students are better prepared to understand interdisciplinary and multidisciplinary connections and appreciate the cross-fertilization of concepts, methods, and values among fields of academic endeavor. The goal of Liberal Studies programs is to produce graduates who are intellectually well-rounded, competent in a broad range of skills, and experienced in a variety of educational settings.

** See page 143 for the Elementary Subject Matter Preparation Certificate.*

For these reasons, Liberal Studies programs offer excellent curricular pathways to students interested in a career in elementary school teaching. Effective teaching in the K-8 setting reaches across the arts and sciences, incorporating multiple ways of knowing and methods of study. Elementary teachers must be conversant in a variety of fields, in order to present the range of basic knowledge included in the K-8 curriculum. Liberal Studies programs, which are based on state-wide standards for teacher training in the core areas of elementary-school subject matter, are explicitly geared to prepare students to demonstrate their competency in the subject matter areas of K-8 teaching. Coursework is selected to address the seven core subject matter areas comprised by the K-8 curriculum: Reading, Language & Literature; History & Social Science; Mathematics; Science; Visual and Performing Arts; Human Development; and Physical Education. In addition, students in the Liberal Studies Major choose a Depth of Study module that explores one of these areas in greater depth.

By this design, Liberal Studies programs prepare students for passage of the California Subject Examination for Teachers (CSET). The CSET is a test of the future teacher's mastery of the subject matter delivered in K-8 curricula; passage of the CSET is a prerequisite for entry into most post-baccalaureate credential programs (including CSUSM's) and is currently required for recommendation of a California credential. Liberal Studies programs aim to prepare graduates for smooth entry into the next stages of teacher training, and to ensure that as future teachers they attain rich command of the subjects that they will teach to students. Liberal Studies offers various programs suited to different student interests and goals.

Program Options:

The Liberal Studies Major is a complete undergraduate program leading to the Bachelor of Arts degree. The Major takes two different forms, or options: Both options are suitable for "native" CSUSM students and transfer students; coursework at California community colleges can be applied to Liberal Studies requirements.

1) The Elementary Subject Matter Preparation option (ESMP) provides focused preparation for entry into postbaccalaureate, multiple subject teaching credential programs.

2) The Integrated Credential Program (ICP) option combines undergraduate coursework with the curriculum of the College of Education fifth-year multiple subject teacher credential program/Authorization to Teach English Learners.

Both options share the same coursework to meet certain first- and second-year (lower-division) General Education requirements, as well as a number of upper-division breadth-of-study requirements. Both options also require students to select a Depth of Study module of coursework linked to one of the seven subject matter areas.

A different pathway to careers in elementary teaching is provided by the Elementary Subject Matter Preparation Certificate (ESMPC). This is a "stand-alone" certificate program that can be combined with any major in the College of Arts and Sciences. See page 143 for more information. The ESMPC, when combined with any Major in the College of Arts and Sciences, also provides preparation for graduate-level, multiple subject credential programs. Like the Liberal Studies Major, the ESMPC prescribes a particular pathway through the General Education requirements of the baccalaureate degree; completion of the certificate curriculum ensures the student's preparedness in the subject areas of the K-8 curriculum. The ESMPC is a package of coursework that the student combines with the required curriculum of an undergraduate Major, leading to a Bachelor's degree. (Students interested in the Certificate should consult the Liberal Studies Program for advising help; some Majors are less suitable for combination with the Certificate, leading to additional units of study beyond the 120 typically required for the Bachelor of Arts degree.)

Student Learning Outcomes

The goals of the Liberal Studies Program are that of all our graduates

- Learn to engage in reasoned thinking.
- Maintain open, inquiring, and skeptical minds.
- Develop a thirst for continuing education, and know how to access and evaluate information.
- Develop cultural sensitivity and tolerance for cultural differences.
- Acquire environmental awareness, and take responsibility for their thinking, actions, and impact on the world.
- Establish a foundation for understanding social issues.

Students graduating with a Bachelor of Arts in Liberal Studies will

1. Have acquired a breadth of knowledge across the range of disciplines included in the major: Language Arts, Mathematics, Natural Sciences, History and Social Sciences, Visual and Performing Arts, and Health and Physical Education;
2. Demonstrate greater depth of knowledge in their selected “depth of study”;
3. Understand how knowledge across multiple disciplines can be connected;
4. Formulate their own goals for continued learning and inquiry based on a foundation of intellectual curiosity;
5. Understand and appreciate the positive value and essential role of diversity;
6. Think critically and creatively;
7. Write and speak clearly, coherently, and thoughtfully;
8. Read, understand, and evaluate all forms of text; and
9. Be familiar with technologies appropriate to the research and dissemination of knowledge.

Career Opportunities

The B.A. in Liberal Studies may be a first step in becoming a K-8 teacher. Graduates of Liberal Studies programs are well-positioned for entry into CSUSM's Multiple Subject Credential Program. For complete and up-to-date information, please contact the College of Education or visit their web site.

Special Conditions for the Bachelor of Arts in Liberal Studies

Students must complete a minimum of 30 units in residence at Cal State San Marcos. A minimum of 40 upper-division units is required for graduation. All courses counted toward the major, including Preparation for the Major, must be completed with a grade of C (2.0) or better. No course used for Preparation for the Major, Breadth of Study, or Depth of Study may be taken for a grade of Credit/No Credit.

BACHELOR OF ARTS IN LIBERAL STUDIES

	Units
Preparation for the Major	42
Breadth Requirements	15
Depth Requirements	15-17
Liberal Studies Total Units	*72 - 73*
Additional GE requirements	12-21
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Please consult a Liberal Studies Advisor for recommended teacher preparation electives.

Preparation for the Major

(Lower-Division: 42 units)

All options have the same lower-division requirements. These requirements address the seven core subject matter areas of the K-8 curriculum. Because of the considerable curricular breadth required by the State-specified ESM content preparation standards, many of the required lower-division courses also meet CSUSM's General Education requirements. However, because of state specifications, there are very limited substitution options in the curriculum. Courses are clustered around the seven subject matter areas specified by State accreditation agencies.

The courses listed below satisfy the General Education requirements at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying these requirements.

	Units
History and Social Science (HSS)	
HIST 201 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D)	3
or GEOG 302	
Mathematics (MATH)	
MATH 210	3
MATH 212 (LDGE B4)	3
Science (SCI)	
GES 105* (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100	3

** Students selecting a Science Depth of Study Module must take CHEM 150 and either PHYS 101 or PHYS 205 instead of GES 105.*

Reading, Language, and Literature (RLL)	
LING 100	3
One of the following:	3
LTWR 100 (LDGE C2)	
LTWR 208A (LDGE C2)	
LTWR 208B (LDGE C2)	
LTWR 210 (LDGE C2)	
Visual and Performing Arts (VPA)	
One of the following:	3
VPA 101 (LDGE C1)	
DNCE 101 (LDGE C1)	
MUSC 120 (LDGE C1	
TA 120 (LDGE C1)	
VSAR 120 (LDGE C1)	
Any VPA Studio Course**	3
Human Development (HD)	
PSYC 210 (LDGE D7)	3
Physical Education (PE)	
PE 203 (LDGE E)	3

In addition, students must complete coursework approved to fulfill the following Lower-Division General Education requirements:

US and CA government (Dc and Dg)	3
Oral Communication (LDGE A1)	3
Written Communication (LDGE A2)	3
Critical Thinking (LDGE A3)	3
PHIL 110 recommended	
Total Additional Lower-Division Units	*12*

***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses. Examples include:*
DNCE 201, 301, 320, 390;
MUSC 302, 390, 391, 392, 394, 395, 480;
TA 301, 401, 480, 489;
VPA 321;
VSAR 301, 302, 303, 480

Option 1: Elementary Subject Matter Preparation (ESMP)

This option of the Liberal Studies Major builds upon the broad-ranging, basic coursework completed in preparation for the major, taking students into more advanced territory across a number of fields. In addition, this continuing breadth of study is complemented by a more focused, intensive set of courses providing students with deeper study of a chosen subject matter area. The breadth requirement is designed to give prospective K-8 teachers additional subject matter knowledge to enhance their effectiveness in the classroom. The depth requirement provides exposure to higher order thinking and more advanced skills development in one of the core subject matter areas of the K-8 curriculum. Students select one of many depth-of-study modules designed to provide an integrated, focused continuation of studies in that area.

Finally, these requirements are further supplemented by the completion of general elective courses sufficient to accumulate a total of 120 units of study. In selecting these electives, students are advised to remember that a minimum of 40 upper-division units are required for graduation.

Breadth of Study Requirement

(Upper-Division: 15 units)
Courses must be taken in the following areas in order to fulfill the Breadth of Study requirement. In some areas, only a single course can fulfill this requirement; in others, a variety of courses is suitable. Additional courses may be approved to satisfy these requirements, as additional courses are added to the College curriculum. Students should consult a Liberal Studies advisor in order to obtain an up-to-date list of approved courses.

Mathematics	
MATH 311	3
Linguistics	
LING 300	3
California History	
HIST 347	3
Interdisciplinary Studies	
One from the following list*	3
ANTH 301, 325, 370, 470	
BRS 300	
GEOG, 305, 305S, 320, 325, 340G	
ID 301, 304, 305, 306, 350, 410	
LBST 301, 307, 361, 362, 375	
LING 304, 305, 341, 371, 381	
TA 323, 325	
VSAR 323	
WMST 424	
Multicultural Studies	
One of the following*:	3
ID 340	
SOC 311	
SOC 313	
WMST 301	
Total Breadth of Study Units	*15*

In addition, students must take courses that fulfill the following Upper-Division General Education requirements, unless already fulfilled by a course taken to satisfy the Liberal Studies degree:

Area BB	3
Natural Sciences and Mathematics	
Area CC	3
Humanities and the Arts	
A Literature and Writing Studies course is recommended.	
Area DD	
Social Sciences	3

** See advisors or Liberal Studies web site for updated lists.*

Depth of Study Requirement

(15-17 units)

All students must fulfill the Depth of Study requirement by selecting and completing a 15-17 unit module of coursework clustered around one of the six K-8 subject areas. Various modules are developed and offered by faculty in related academic fields. Each module is designed to provide the student with a more focused and sustained study of a particular subject matter area. Depth of study allows students to gain appreciation of the full development of a given academic field, from basic concepts and methods to more advanced applications and theoretical horizons. Prospective teachers may select a module in a given subject area in order to develop a particular classroom specialty, or just to pursue an intellectual or creative interest. Each module includes an overall assessment of the student's grasp of the field, as a final graduation requirement. As a final graduation requirement, each module includes an overall assessment of the student's grasp of the field.

Depth of Study coursework may also be applied toward completion of a Minor. (An official declaration of the Minor must be filed with Registration and Records.)

The following modules are available. Complete descriptions, including current course requirements, are available from the Liberal Studies Advisors and are posted on the Liberal Studies web-site.

SCIENCE (SCI)

Biology and Chemistry*
Biology and Physics*
Chemistry and Physics*
*These modules require a different pathway through the lower-division ESM science courses. Consult a Liberal Studies Advisor for details.

MATHEMATICS (MATH)

Linear Equations
Math Methods
Modeling Chance Events
Multi-Variate Calculus
Rates of Change

READING, LANGUAGE AND LITERATURE (RLL)

Literature and Writing
Linguistics

HISTORY AND SOCIAL SCIENCE (HSS)

Anthropology
Border & Regional Studies
History

VISUAL AND PERFORMING ARTS (VPA)

Arts and Education
Arts and Technology
Music

HUMAN DEVELOPMENT (HD)

Psychology
Sociology

Option 2: Integrated Credential Program (ICP)

Lower-Division	54-57
Upper-Division and COE Prerequisite Courses	42-46
Post-baccalaureate	39
The minimum number of units required for this degree is	*138-139*

The second option of the Liberal Studies Major is the Integrated Credential Program (ICP)* taught by faculty in the College of Arts and Sciences (COAS) as well as the College of Education (COE).

The ICP is an upper division curricular pathway that includes Elementary Subject Matter (ESM) preparation, all general education requirements, the breadth of study requirements, the depth of study requirement, COE pre-requisite courses, and COE multiple subjects credential program requirements. ICP students concurrently complete a baccalaureate degree (BA in Liberal Studies) and a multiple subject credential.

Coursework in the program is highly structured. The lower-division requirements are the same as those for Option 1 of the Liberal Studies Major. The upper-division and credential program semesters are sequenced, with a pre-requisite semester around the theme of "School and a Multicultural Society," followed by five more semesters, each with its own theme: Language, Culture and Learning; Mathematics; Science; Community; and Professional Practice. Every semester, students take COAS courses to expand their knowledge of a basic subject area in the K-8 curriculum, fulfill the depth of study requirements, and simultaneously take COE courses focused on teaching methods appropriate to that content area. As students advance through the program, they learn to combine their mastery of subject-matter content with appropriate classroom teaching methods. Thus, the program allows the student to be involved at a very early stage in the work of the teaching profession.

**The ICP meets SB 2042 teacher preparation requirements and conforms to the CSU Academic Senate framework for Integrated Teacher Preparation Program (AS 2622-03/AA/TEKR).*

Note: Students should work with an advisor in the early stages of planning their course of study in the ICP to ensure they are eligible for the maximum starting teaching salary based on units completed.

Preparation for the ICP Option

(Lower-Division: 54 - 57 units)

At the lower-division level, students follow the same "Preparation for the Major" curriculum required for all Liberal Studies majors. Please refer to the lower- division course requirements listed for Option One of the Liberal Studies Major.

Upper-Division Course Requirements:

Breadth of Study and Credential-Program Prerequisites (27-30 units*)

Courses must be taken in the following areas, in order to fulfill the Liberal Studies Breadth of Study requirement and satisfy prerequisites for further coursework in the credential program:

Breadth of Study Coursework

	Units
ID 340B	3
ID 381	3
HIST 347	3
LBST 361B	3
LING 300B	3
MATH 311B	3
VPA 321	3
Total Units	*21*

Credential-Program Prerequisites	
EDUC 350 or 350B*	3
EDUC 364B	3
EDUC 422	3
Total Units	*9*

**Note: Students may fulfill this requirement with a lower-division equivalent to EDUC 350 (Foundations of Teaching as a Profession).*

Depth of Study Requirement
(15-17 units)

Students follow the same "Depth of Study" curriculum required in Option 1.

Credential Program Requirements
(39 units)

The multiple subject credential program consists of the following coursework:

	Units
EDMS 511B	3
EDMS 512B	3
EDMS 521B	3
EDMS 522B	3
EDMS 543B	3
EDMS 544B	3
EDMS 545B	3
EDMS 555B	3
EDMS 575B	1
EDUC 560A	1
EDUC 560B	1
EDMS 571B	6
EDMS 572B	6
Total Units	*39*

Lower-Division Years

In addition to the Preparation for the ICP coursework, and other LDGE requirements, students must also complete

- EDUC 350B or EDUC 350 (or a lower-division equivalent to this course).
- EDUC 364B must be taken in the semester prior to being accepted into the ICP
- EDUC 422

Semester 1: Language, Culture and Learning

Required Core Courses (10 units)

	Units
EDMS 511B	3
EDMS 521B	3
EDMS 560A	1
LING 300B	3

Required Non-Core Courses (6 units)	
Depth of Study Course #1	3
VPA 321	3

Semester 2: Mathematics

Required Core Courses (12 units)	
EDMS 512B	3
EDMS 522B	3
EDMS 543B	3
MATH 311B	3

Required Non-Core Courses (3 units)	
Depth of Study Course # 2	3

Semester 3: Science

Required Core Courses (9 units)	
EDMS 545B	3
ID 381	3
LBST 361B	3

Required Non-Core Courses (6 units)	
Depth of Study #3	3
HIST 347	3

Semester 4: Community

Required Core Courses (10 units)

EDMS 544B	3
EDMS 555B	3
EDMS 560B	1
ID 340B	3

Required Non-Core Courses (6 units)	
Depth of Study Course #4	3
Depth of Study Course #5	3

Semester 5: Professional Practice

Required Core Courses (13 units)	
EDMS 571B:	6
EDMS 572B:	6
EDMS 575B	1

MINOR IN LINGUISTICS

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Program Co-Directors:
Jocelyn Ahlers, Ph.D.
Jule Gómez de García, Ph.D.

Faculty:
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Jule Gómez de García, Ph.D.

Program Offered:

- Minor in Linguistics

Linguistics is the scientific study of language, and as such offers students the opportunity to look at one of the tools used by human beings to create and perform cultural and social identities and practices. The field of linguistics draws on a wide area of inquiry, including the investigation of the ways that languages change over time, description of the ways in which language functions as a part of cultures, considerations of the interrelatedness of language and thought, examination of the process of language acquisition, and analysis of the functioning of the brain and the vocal organs in the production and analysis of speech. Thus, students from a wide range of majors will find the Minor in Linguistics to be an excellent complement to their chosen field of study. The purpose of the Minor in Linguistics is to introduce students to the analysis of linguistic structures through the core courses of the minor, and then to provide students with the opportunity to pursue, through a range of course options, the direction of linguistic study that best complements their chosen major.

Requirements

Completion of eighteen (18) units of credit, fifteen (15) of which must be at the upper-division level. No more than 9 units may be counted towards other majors or minors. Coursework applied to the minor may also be used to fulfill General Education requirements. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

a. Required Lower-Division (3 units)

	Units
LING 100	3

b. Required Upper-Division (9 units)

LING 300 or LING 305	3
LING 361 or LING 391	3
LING 480	3

c. Three (3) units selected from the following: Language Structures Courses

GRMN 331	3
LING 305	3
LING 350	3
LING 360	3
LING 499	3
SPAN 331	3
SPAN 450A	3

d. Three (3) units selected from the following: Language and Society Course

LING 331	3
LING 341	3
LING 351	3
LING 371	3
LING 381	3
LING 400	3
LING 451	3
LING 499	3
SPAN 317	3
WLAN 331	3

LITERATURE AND WRITING STUDIES

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Salah Moukhlis, Ph.D.
Lance Newman, Ph.D.
Martha Stoddard Holmes, Ph.D.
Mark Wallace, Ph.D.
Yuan Yuan, Ph.D.

Programs Offered:

- Bachelor of Arts in Literature and Writing Studies
- 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 two concentrations: literature and writing. Students continuing in prior catalogs may contact the Department Chair's or the Department Academic Advisor for old and new course equivalencies. In both concentrations, the LTWR 300A and 300B sequence is required, and students are urged to enroll in LTWR 300A and LTWR 300B the first year they begin work on their upper-division coursework. 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.

Department Mission Statement

The Literature and Writing Studies Department is a scholarly community of students and faculty committed to innovative teaching and learning. Critical reading, writing, and thinking occur in and serve a range of communities: local, regional, global, and historical. Therefore, we value the following principles:

Cultural Studies and Diversity Studies: Cultural studies and diversity studies are central to our community. These two interdisciplinary approaches to the study of texts include consideration of perspectives such as gender, class, sexuality, disability, nationalism, ethnicity, and race. Cultural studies and diversity studies are fundamental to literary and writing studies and provide intellectual tools that enrich our analysis of texts within and across cultures.

Canon Formation: Cultures, local and international, contemporary and historical, create canons. Canons are a significant result of each culture's literary community. Therefore, comprehending canons, canon formation, and non-canonical texts is essential to understanding and contributing to literary and writing traditions.

Theory and History: Theory and history serve as tools to help us explore and demonstrate our understanding of texts within and across cultures. A range of theoretical approaches and historical knowledge provide us with necessary thinking tools.

Reading: Meaningful analysis requires careful reading. Engaging in close reading makes it possible to takes account of rhetorical, prosodic, and other formal features. It also provides a careful grounding in the ideological, cultural, and institutional contexts in which meaning is produced and enriches our understanding of texts and the cultures from which they come.

Writing: Creating and presenting texts and related media in a variety of genres enriches our understanding of the constructed nature of literary materials. The ability to produce clear and compelling communication in writing is fundamental to literary and writing studies.

Translations and Changing Meanings: Understanding that the translation of texts across languages changes the meanings of these texts is crucial to interpretive skill-building. A reading knowledge of at least one language other than English is desirable for an advanced understanding of literature and writing in a global context.

Student Learning Outcomes

Students in the Department of Literature and Writing Studies develop critical reading and writing skills and learn to recognize that effective thinking and writing about texts must be informed by knowledge about relevant local, global, and disciplinary contexts. We have designed our departmental curriculum to help students develop and demonstrate the following abilities.

Students who graduate with a Bachelor of Arts in Literature and Writing Studies will

1. Communicate in writing, speech, and other media according to professional practices and conventions for different audiences and purposes;
2. Closely analyze texts through a range of critical and theoretical approaches;
3. Identify the historical, political, social contexts that have lead to the creation of canons and alternative traditions; and
4. Interpret multicultural and international texts in their local and global contexts.

Assessment of these learning outcomes occurs in a variety of ways: students are asked in our classes to complete many different kinds of writing assignments, including short essay exams, in-class responses, reading journals, research papers, thesis-driven essays, oral reports, and collaborative writing projects.

Literature Concentration

The design of the literature concentration 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, ethno-musicology, 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 Concentration

The writing concentration provides directed experience in writing expository prose, fiction, and 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.
5. All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.

Educational and Career Opportunities

The Literature and Writing Studies major is prepared to think, speak, and write effectively. These skills are essential for many occupations including marketing, editing, reporting, creative and technical writing, business management, library science, medicine, public relations, teaching, social work, banking, government work, and law. LTWR students pursue a range of advanced degrees. We encourage majors to consider an internship during their senior year. For more information about internships and career opportunities visit our website at www.csusm.edu/ltwr. Students are also invited to speak with the LTWR faculty members about educational and career opportunities in literature and writing.

BACHELOR OF ARTS IN LITERATURE AND WRITING STUDIES

	Units
General Education*	51
Preparation for the Major*	6
Core Requirements	21
Concentration Requirements	18
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Preparation for the Major

Lower-division (6 units)	
LTWR 115	3
One of the following:	3
LTWR 100	
LTWR 208A	
LTWR 208B	
LTWR 210	

Core Requirements for the Degree (21 units)

	Units
LTWR 300A	3
LTWR 300B	3
LTWR 308A	3
LTWR 308B	3
LTWR 309A	3
LTWR 309B	3
LTWR 460	3
Total Units	*21*

**Three (3) lower-division GE units in Area C2 (Humanities) are automatically satisfied by courses taken in Preparation for the Major.*

Literature Studies Concentration Requirements
(18 Units)

		Units
"Religious and Spiritual Foundations" Select one of the following courses:		3
LTWR 310	LTWR 320	
"Forms, Genres, and Authors" Select two of the following courses:		6
LTWR 330	LTWR 336	
LTWR 331	LTWR 337	
LTWR 332	LTWR 400	
LTWR 333	LTWR 402	
LTWR 334	LTWR 504	
"Global Literatures" Select one of the following courses:		3
LTWR 410	LTWR 511	
LTWR 420		
"Themes, Periods, Movements, and Interdisciplinary Studies" Select one of the following courses:		3
LTWR 430	LTWR 450	
LTWR 431	LTWR 503	
LTWR 441		
Three (3) units upper-division electives in Literature and Writing Studies		3
Total Units		*18*

Writing Studies Concentration Requirements
(18 Units)

		Units
"Writing Workshops" Select two of the following courses:		6
LTWR 315	LTWR 325	
LTWR 316	LTWR 339	
LTWR 317	LTWR 545	
LTWR 318		
"Forms, Genres, and Authors" Select one of the following courses:		3
LTWR 305	LTWR 336	
LTWR 330	LTWR 337	
LTWR 331	LTWR 400	
LTWR 332	LTWR 402	
LTWR 333	LTWR 405	
LTWR 334	LTWR 504	
"Writing Theory and Pedagogy" Select two of the following courses		6
LTWR 465	LTWR 509	
LTWR 475	LTWR 512	
LTWR 485	LTWR 525	
Three (3) units upper-division electives in Literature and Writing Studies		3
Total Units		*18*

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. All courses counted toward the minor must be completed with a grade of C (2.0) or better.

Lower-division (3 units)

	Units
LTWR 100	3
Upper-division (12 units)	
LTWR 308A	3
LTWR 308B	3
LTWR 309A	3
LTWR 309B	3
Three (3) units electives in Literature and Writing Studies	3
Total Units	*18*






CAL STA

MASTER OF ARTS IN LITERATURE AND WRITING STUDIES

The California State University San Marcos 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, for teaching at the community college level, and for 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.

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 work in the University Writing Center or teach general education writing courses. Internships may also be arranged at community colleges or other organizations.

Admission Requirements and Application

All applicants, including international students, must meet all the general requirements for admission to graduate studies at CSUSM. These university requirements are described in this catalog under Graduate Studies.

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 a verbal score of less than 500, and an analyical writing score below 2.

All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must take the combined Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the paper-based TOEFL or on the writing portion of the computer-based TOEFL.

A complete application consists of the following:

Application Materials sent directly to the Admission Office of Cal State San Marcos

- A completed application form for admission to Cal State San Marcos
- 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 fewer 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 Cal State San Marcos, 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:

- November 15th for admission in Spring Semester.
- March 15th 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 studies, at least 18 units must be at 600 level). No more than six (6) units may be taken at the 400 level. Required courses are LTWR 600, 601, and 602, which should be taken as early as possible. 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 Cal State San Marcos are limited to six, and must be approved by the Graduate Studies Advisor. A maximum of nine 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 language-other-than-English requirement. Each candidate, with the approval of the graduate advisor, may fulfill the 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 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 Cal State San Marcos, (5) by successfully completing LTWR 511.

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-to-degree limit for full and part-time students is five years after the beginning of course-work as conditionally classified or classified graduate student. No more than six units taken before admission to the graduate program may be applied to the degree.

Thesis Proposal

The thesis proposal consists of two parts: (1) the Literature and Writing Studies Program Thesis Committee Membership Form, (2) a thesis proposal (1000-1500 words), which includes proposed areas of research or topics of research, a bibliography, an outline of each chapter, a working plan of completion. 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.

Advancement to Candidacy

To be advanced to candidacy, the student must do the following:

1. Be classified and in good standing;
2. Have completed fifteen (15) credits;
3. Have completed all required courses for the program;
4. Have a 3.00 GPA or above; and
5. Have a thesis committee formed and a thesis proposal approved.

Thesis Requirements

Research leading to the thesis will be the culminating experience for each student enrolled in the Master's program. Each thesis committee will have a minimum of two members. LTWR graduate students may only choose among LTWR tenure-track faculty members for their thesis committee chair. The Chair of the committee ensures that the thesis conforms to program and university standards. S/he must have knowledge and expertise in the field of study and is responsible for the intellectual integrity, rigor, and quality of the research. The thesis chair and the coordinator of the graduate program must approve the composition of the committee. 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. In exceptional cases, thesis work can be completed in a thesis extension course, LTWR 699X.

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 690 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.

Graduation

A student planning to graduate in any given semester must meet with the graduate studies advisor at the beginning of the semester in order to evaluate those plans. All pertinent requirements described above concerning courses, the thesis, the project, and the world language requirements must be evaluated during the meeting.

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.

A limited number of competitive Teaching Assistantships in the GEW program may be available to students who have completed LTWR 602. In subsequent semesters of supervised teaching, Teaching Assistants are also expected to demonstrate professional development and currency in the field of writing instruction by participating in GEW workshops and to submit annually to the Director of GEW an observation-evaluation of their teaching written by a LTWR faculty member.

Non-paid graduate teaching internships at Palomar College and MiraCosta College are also available through the Literature and Writing Studies 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 Cal State San Marcos 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.

MASS MEDIA

Office:
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Telephone:
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Communication Department Chair:
Dreama Moon, Ph.D.

Faculty:
Jonathan Berman, M.F.A.
Katherine Brown, Ph.D.
Michelle Holling, Ph.
Anthony P. Hurst, Ph.D.
Michael Huspek, Ph.D.
Minda Martin, M.F.A.
Dreama Moon, Ph.D.
G.H. (Bud) Morris, Ph.D.
Kristin Moss, Ph.D.
Liliana Castañeda Rossmann, Ph.D.
Barry Saferstein, Ph.D.

Program Offered:

- Bachelor of Arts in Mass Media

The Bachelor of Arts in Mass Media degree provides students with theoretical and practical frameworks for understanding media development, production, distribution, and its multiple social, political, cultural, and cognitive effects domestically and globally. We aim to produce graduates who are theoretically grounded, digitally literate, and sensitive to the ways in which power affects media production, distribution, representation, and access. In our program, we generate a lively and stimulating socially conscious based and intellectual environment—one that allows every student to expand the scope of his or her cultural experience. The program is broad-based, focusing on a wide range of traditional and alternative media including television, radio, recorded music, journalism, publishing, the world wide web, and new communication technologies within their cultural, social, historical, economic, global, and political contexts. The goal of the degree program is to develop theoretically informed and critical consumers and innovative creators of media texts.

The program requirements for a degree in Mass Media include core courses which form the foundation of study and electives that allow the student to digital develop their interests according to their intellectual and career goals. As all coursework is aligned with the four cornerstones of the degree —Theory, History, Criticism, and Production—the core program provides a theoretical and methodological foundation for critically analyzing and creating media. Students in the Mass Media major will develop a general understanding of the relation between media texts and production processes, power, and culture through breadth and depth course requirements. Students will complete courses across the following three concentration areas as well as completing more in-depth study in the concentration of their choice: Media Uses and Effects (MUE), Media Organizations and Systems (MOS), and Mass Media Production (MMP).

MUE: Media Uses and Effects

Courses in this area emphasize research and theory about:

- The ways that individuals, groups, enterprises, and institutions use mass media as part of routine activity; and
- The ways that information distributed by mass media and practices associated with the use of mass media affect individuals, groups, cultures, and societies.

MOS: Media Organizations and Systems

Courses in this area emphasize research and theory about:

- Mass media distribution and regulatory systems (national and international);
- The development and functioning of media organizations;
- The development and functioning of media industries;
- The effects of governmental regulatory bodies on mass media development and distribution.

MMP: Mass Media Production

Courses in this area emphasize:

- Training in the production of video, television, film, recorded music, digital multimedia, news, and radio;
- Understanding of the communication processes that shape routine production activities and the resulting products;
- Understanding of the conventions guiding media production;
- Understanding the influence and application of media technologies; and
- Understanding politics and ethics related to use of, and access to, media technologies.

Students' required senior Capstone Projects must demonstrate proficiency in the selected concentration (MUE, MOS, or MMP). The Capstone Projects provide the faculty an opportunity to assess learning outcomes. The Capstone Projects will demonstrate understanding of:

- The development, production, distribution, and effects of telecommunications, film, print, and digital media;
- The relations between mass media, professional expertise, technological change, social structure, and culture;
- The local and global natures and effects of mass media;
- The complexities of building and managing careers in media industries and occupations; and
- Production or analytical skills relevant to each student's selected concentration.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Mass Media will be able to:

1. Acknowledge and reflect upon their multiple roles and responsibilities as media producers and consumers within a range of contexts;
2. Critically examine practices and processes underlying the conception, development, production, completion, marketing and distribution of mass media forms;

3. Analyze the functions and/or relationships in media organizations and systems through a variety of conceptual frameworks and at different levels of analysis, including studies of historical, political, economic and regulatory issues around media/communication technology and studies of industry practices, routines and social interactions within media organizations;
4. Develop proficiency in the of media equipment, differentiate traditional from innovative production techniques, and apply theoretical frameworks to the study of mass media products and forms;
5. Analyze a media topic, form, or theme from a variety of perspectives or levels of analysis;
6. Design distinctive media products that push the boundaries of their chosen media;
7. Utilize critical media literacy frameworks to analyze representations;
8. Identify the ways in which media shapes and transforms personal, societal, and global identities; and
9. Understand and utilize media as a tool for social change.

Career Opportunities

The Mass Media degree prepares students to understand the complexities of building and managing careers in media industries and occupations. They learn how media production and distribution organizations operate, as well as how media industries are structured and regulated. Students learn media production skills and develop media products that they can present to prospective employers. They also study the types of work interaction that commonly occur in such organizations by examining collaboration, teamwork, and production schedules. The Mass Media major at CSUSM emphasizes the interrelation between media industries, media products, cultures, and social structures. As media technologies converge, the B.A. in Mass Media will provide students with skills and analytical tools to help them examine, understand, and manage the consequences of change. In particular, the Mass Media major emphasizes the relationship between technological change, production conventions, and organizational structures. With a foundation in studies of communication, culture, and interaction, the major provides students with understandings of the types of professional discourse, work interaction, and organizational structures that shape mass media careers and products. The B.A. will prepare students for a variety of occupations that work with mass media. These include:

- Production, distribution, and management positions in television, video, motion picture, multimedia, music, radio, news, and publishing enterprises;
- Careers in telecommunications and mass media regulatory organizations; and
- Positions that work with mass media in advertising, marketing, promotions, and public relations departments of private, government, and public service organizations.

The Mass Media B.A. also will prepare students who want to pursue graduate or professional degrees with knowledge of theories and research methods that will prepare them for advanced study.

Preparation

High school students should take four years of English, including Composition.

Social Science and Civics courses, including History and Economics, are encouraged. Familiarity with computers and the Internet is also desirable.

Transfer Students

Community college transfer students may transfer a maximum of six (6) lower-division units and must have earned a grade of C (2.0) or higher in the coursework to be counted for credit toward preparation for the major.

Requirements for the Major

All courses taken for the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units of upper-division credits must be earned at CSUSM.

No more than six (6) hours of independent study and/or internship may be applied toward the major. Independent Study may be applied to field distribution requirements at the discretion of the professor under whose supervision the student is doing the study. The internship does not count toward field distribution requirements but may be used as elective credit.

	Units
General Education	51
Preparation for the Major	12
Major Requirements	36
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120.	
Total Required	*120*

Preparation for the Major

Lower-division (6 units)	
COMM 100	3
PSYC 220 or SOC 201	3
Upper-division (6 units)	
COMM 330	3
COMM 360	3

Major Requirements

(36 units)

Upper-division Core (15 units)	
MASS 302	3
MASS 303	3
MASS 304	3
MASS 306	3
COMM 390	3
Capstone Project (3 units)	
MASS 490	3

Upper-division Electives (18 units)

After completing the Upper-division Core courses, students must select one of the three concentrations (MUE, MOS, or MMP), and take at least 12 units of their Upper-division Elective courses in that concentration. Specific courses in these concentrations are described within the Mass Media course listings. These 12 units may include upper-division Communication courses that have been specified as applying to the Mass Media B.A. Students may include a maximum of 6 units of qualifying upper-division courses from majors other than Mass Media or Communication. Students should contact their department advisors to verify the acceptability of upper-division elective courses from other majors.

MATHEMATICS

Office:
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Department Chair:
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Faculty:
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Ricardo D. Fierro, Ph.D.
Olaf Hansen, Ph.D.
Linda Holt, Ph.D.
Andre Kundgen, Ph.D.
Tejinder Neelon, Ph.D.
Amber Puha, Ph.D.
Radhika Ramamurthi, Ph.D.
K. Brooks Reid, Ph.D.
Marshall Whittlesey, 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.

Career Opportunities

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 Cal State San Marcos prepares its mathematics majors to meet any of these challenges.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Mathematics will be able to:

1. Demonstrate mastery of the core concepts in algebra and analysis.
2. Give clear and organized written and verbal explanations of mathematical ideas.
3. Develop and write mathematical proofs.
4. Solve mathematical problems independently.
5. Use appropriate technology to solve mathematical problems.
6. Understand and apply algorithms to solve problems.
7. Model and analyze real world problems by reformulating these problems in a mathematical context.
8. Recognize the interdependency of different areas of mathematics, the connections between mathematics and other disciplines, and the historical context for the development of mathematical ideas.

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.

Lower-division coursework may be transferred towards the non-mathematics supporting course requirement provided that it is for courses which appropriately match the descriptions of this catalog for the CSUSM courses listed as satisfying this requirement. The Office of Admissions should be consulted to ascertain the campus' articulation agreements with the local community colleges.

Special Conditions for the Bachelor of Science and Minor in Mathematics

All courses counted toward the major, including Preparation for the Major courses, and the 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 twenty-one (21) upper-division units in mathematics must be completed at Cal State San Marcos. For the minor, a minimum of nine (9) upper-division units in mathematics must be completed at Cal State San Marcos.

BACHELOR OF SCIENCE IN MATHEMATICS

	Units
General Education*	51
Preparation for the Major*	27-30
Major Requirements	36-37
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

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

**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.*

Major Requirements

Upper-division (36-37 units)

	Units
MATH 350 or 370	3
MATH 374	3
MATH 378	3
MATH 422** or 472 or 474	3
MATH 430	3
MATH 440 or 441	3-4
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

CS 464	MATH 330
CS 480	MATH 362

Any mathematics course numbered 410 through 599 that is not used to fulfill 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. Note: The SSPP is not a major. Students must also satisfy the requirements of their major.

Coursework Requirements:

MATH 160	5
MATH 162	4
MATH 260	4
MATH 330	3
MATH 350 or 370	3
MATH 374	3
MATH 410	3
MATH 430	3
MATH 440	4
MATH 470	3
Choose one of the following courses: MATH 262 MATH 362	3
Choose one of the following courses: MATH 422 MATH 522	3
Choose one of the following courses: CS 464/MATH 464 CS 480/MATH 480	3
Choose one of the following courses: MATH 472 MATH 474	3
Any mathematics course numbered 410 through 599 approved for the mathematics 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

Nine (9) elective units chosen

from the following courses+:	9
CS 464 MATH 362	
CS 480 MATH 378	
MATH 330	

Any mathematics course numbered 410 through 599.

Total Units	*24-25*

+MATH 260 (4 units) may be substituted for an upper-division elective if MATH 260 is not substituted for MATH 374.

^MATH 260 (4 units) may be substituted for MATH 374 if MATH 260 is not used as an upper-division elective.

MASTER OF SCIENCE IN MATHEMATICS

Graduate Program Coordinator:

Wayne Aitken, Ph.D.

The Master of Science Program in Mathematics at California State University San Marcos is designed to provide breadth of exposure in 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 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 academe, 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.

Student Learning Outcomes

Students who graduate with a Master of Science in Mathematics will be able to:

1. Demonstrate mastery of the foundations of one or more advanced areas of mathematics.
2. Write extended passages of mathematical prose following modern conventions of precision and clarity.
3. Explain advanced mathematics orally following modern conventions of precision and clarity.
4. Produce mathematical proofs in advanced areas of mathematics.
5. Understand, and critique for accuracy, complex mathematical proofs.
6. Understand, produce, and critique mathematical models and algorithms appropriate to their fields of specialty, utilizing appropriate software where necessary.
7. Understand, appreciate, and explain the motivation and culture of their field(s) of specialty. This includes the major historical developments of the field, and the connections between the field other areas of mathematics and science.
8. Master the techniques, proofs and applications of differential and integral calculus, and apply the methods of calculus in a variety of situations, such as analyzing numerical methods, ordinary differential equations, partial differential equations, measure theory, complex analysis, applicable analysis, and differential geometry.

Admission Requirements and Application

Admission to the program requires an undergraduate major in mathematics or related field (such as computer science), which includes the equivalent of MATH 430 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 Cal State San Marcos 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 receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the paper-based TOEFL or on the writing portion of the computer-based TOEFL.

A complete application consists of:

Application Materials sent directly to the Admission Office of California State University San Marcos

- A completed application form for admission to California State University San Marcos
- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Application Materials sent directly to the Mathematics Department (see address below)

- 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;
- One set 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.

Application materials sent directly to the Mathematics Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

Applications, including verification of English proficiency, should be received in the department by:

- March 15th

However, applications will be accepted as long as space allows.

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 Cal State San Marcos can be used to satisfy these requirements. At least thirty (30) units towards the degree must be

earned at Cal State San Marcos; any units not earned in residence at Cal State San Marcos must be approved by the department. All requirements must 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 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

To advance to candidacy a student must complete at least 18 units of the 36 required for the Master's degree. (These 18 cannot include units required for conditional acceptance. Units for MATH 470 or 430 cannot be counted, since they are entry requirements for the Master's program. All other 400 level courses must be approved by the Graduate Coordinator to count as part of these 18 units.)

In addition, a student must have a GPA of 3.0 in the Master's program, be classified (that is, have all terms of conditional acceptance satisfied), and be in good standing (not on probation). A student must also complete the departmental advancement to candidacy form with attached study plan listing the courses he/she will complete to finish the degree, and the courses that he/she has completed to date. The study plan must include the proposed date of graduation.

A student pursuing the thesis option must find a thesis advisor, and two other faculty members for the thesis committee. He/she must give an oral presentation to the thesis committee describing progress to date and proposing a thesis topic, and attach a short description of the thesis proposal to the advancement to candidacy form (1-3 pages). The student must obtain the signatures of the thesis committee and the department graduate coordinator on the advancement to candidacy form. A thesis committee member's signature indicates that the proposed work, if completed properly, is sufficient for a Master's thesis. The graduate coordinator's signature indicates that (i) the student has met the requirements for advancement to candidacy, (ii) the student's study plan will, if completed properly, satisfy the requirements for the Master's degree, and (iii) that the composition of the thesis committee is consistent with departmental and university policy. Any departures from, or changes to the study plan must be approved by the student's thesis advisor and the graduate coordinator.

A student pursuing the comprehensive exam option must include a target date for the comprehensive exam in his/her study plan. The student must obtain the signature of the departmental graduate coordinator on the advancement to candidacy form. The graduate coordinator's signature indicates that (i) the student has met the requirements for advancement to candidacy, and (ii) the student's study plan will, if completed properly, satisfy the requirements for the Master's degree. Any departures from, or changes to the study plan must be approved by the graduate coordinator.

A student must advance to candidacy by the last day of classes of the semester preceding the semester in which he/she plans to graduate. Only students pursuing the thesis option may graduate in the summer semester, and they must get permission from all members of the thesis committee.

Thesis 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.

Guidelines for preparing and officially submitting the thesis can be obtained from the Graduate Program Coordinator'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. The thesis must demonstrate mathematical skills and general scholarship at the level expected of a professional mathematician. 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 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 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.

MINOR IN MUSIC

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

VPA Department Chair:
William Bradbury, D.M.A.

Faculty:
William Bradbury, D.M.A.
Merryl Goldberg, Ed.D.
Mtafiti Imara, Ph.D.

Program Offered:

- Minor in Music

The Minor in Music is designed specifically for those students with a strong interest in the study of music who are not able to make the full commitment to the major (see the Music Track in the Visual and Performing Arts Major). The Minor has been designed to give the student a strong background in music including music theory, history, performance and technology. The student will complete a select series of courses that will give him/her exposure to various genres of world music, intermediate level skills in music theory/performance, and basic skills in the application of music technology.

Requirements

Note: Courses used to satisfy requirements of the Minor may also be used to fulfill General Education requirements. Students may apply up to nine units of transfer credit toward the Minor. Students must earn a grade of C (2.0) or better in each course for the Minor. At least twelve (12) units of coursework submitted for the Minor must be completed at CSUSM. Visual and Performing Arts (VPA) majors may pursue this Minor if their VPA track is different from music and nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

Required courses:

	Units
MUSC 120	3
MUSC 203	3
MUSC 205	3
MUSC 302	3
Critical/Theoretical	3
Select one of the following:	
MUSC 321 / MUSC 423	
MUSC 323 / MUSC 424	
MUSC 324 / MUSC 425	
MUSC 421 / MUSC 427	
MUSC 422	
Performance	4-6
Select two of the following (same course may be taken twice):	
MUSC 390 / MUSC 394	
MUSC 391 / MUSC 395	
MUSC 392 / MUSC 396	
Select one elective in music:	2-3
Total Units	*21-24*

MINOR IN NATIVE STUDIES

Office:
Craven Hall, First Floor

Telephone:
(760) 750-4152

Program Coordinator:
E.A. Schwartz, Ph.D.

Faculty:

Jocelyn Ahlers, Ph.D.
Bonnie Bade, Ph.D.
Jule Gómez de García, Ph.D.
E.A. Schwartz, Ph.D.

Program Offered:

- Native Studies Minor

Earning this broadly interdisciplinary minor reflects an awareness of the indigenous heritage as well as the issues which contemporary native communities and peoples confront. Students will focus on native peoples in the United States and Mexico but will have opportunities to consider the experience of native peoples in a global context. The native studies minor demands a range of knowledge focused in four areas: indigenous cultures, history, and the social and environmental contexts of native life. It makes use of the strengths of university faculty members in anthropology, communication, history, music, visual arts, biology, and economics.

The minor prepares students who expect to work with native communities to understand those communities in a broad cultural, historical, social, and environmental context. Students who earn the minor should have the particular knowledge and sensitivity necessary to work successfully as educators, administrators of businesses and tribal and other governmental bodies, and members of other professions serving native communities.

Eighteen reservations are located all or in part in San Diego County, and the California and urban American Indian population is upwards of thirty thousand (not including members of indigenous communities based in Mexico). Much of that population is in the area served by the university. This minor serves as an essential link between the university and the diverse Indian communities within its area of responsibility; a central goal of the program is to strengthen relationships between the university and these communities.

Requirements

Completion of the minor requires twenty-one units of credit, fifteen of which must be upper-division courses, and twelve of which must be completed at CSUSM. Courses must be completed with a grade of C or better to count toward the minor.

One course must be an internship (NATV 498 or a relevant internship in any other discipline), approved by the native studies coordinator, which brings the student into direct contact with a native community.

In addition, at least one course must be chosen from each of the four areas below, plus two electives taken from any of the areas below; NATV 380 may also be used as an elective. With consent of the program coordinator, as many as six units of Independent Study (NATV 390) may be counted toward the Minor.

I. History courses provide a knowledge of the broad issues and problems of native history as well as an understanding of the specific periods discussed.

	Units
Select one course	3
HIST 337	
HIST 338A	
HIST 338B	

II. Culture courses provide a framework that expose the student to the complexity and diversity of native cultures and encourage further exploration and participation. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students will be expected to take these insights and apply their lessons during their internship.

Select one course		2-3
ANTH 302	MUSC 390	
ANTH 325	MUSC 422	
MUSC 322		

III. Social Context courses provide a framework that allows students to understand the relationships between native peoples and the larger societies in which they live, and should help students understand the meanings of native identity. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students enrolled in the minors will be expected to take these insights and apply their lessons during their internship.

Select one course	3
ANTH 200	
COMM 330	
HIST 356	

IV. Environmental Context courses provide a framework that allows students to understand environmental changes as they affect native communities, especially those located in rural areas such as the reservations, which are the homes and/or homelands of most native populations in the United States. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students enrolled in the minor will be expected to take these insights and apply their lessons during their internship.

Select one course		3
ANTH 370	BIOL 339	
BIOL 338	ECON 325	

V. Internship in Native Studies	3
NATV 498 or equivalent	
Internship approved by	
Native Studies Coordinator	
Total Units	*20-21*

MINOR IN PHILOSOPHY

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-8092

Program Director:
Manuel Arriaga, Ph.D.

Faculty:
Manuel Arriaga, Ph.D.
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.

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 (2.0) 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 318 PHIL 312	9
III. Philosophy Elective One of the following PHIL 311 PHIL 340 PHIL 314 PHIL 345 PHIL 315 PHIL 355 PHIL 318 PHIL 390 PHIL 335 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 Program 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:
Science Hall II, Second Floor

Telephone:
(760) 750-8063

Department Chair:
Charles J. De Leone, Ph.D.

Faculty:
Michael J. Burin, Ph.D.
Charles J. De Leone, Ph.D.
Graham Oberem, Ph.D.
Edward P. Price, Ph.D.

Program Offered:

- Minor in Physics

Physics is a study of the fundamental macroscopic and microscopic properties of nature, from the building blocks of matter to the origin, extent, and future of the universe itself. Physicists seek to measure, understand, model, and control the processes in the physical world around us.

Requirements

Completion of a minimum of twenty-three (23) units, eleven (11) of which must be at the upper-division. Students must earn a grade of C (2.0) or better in each class in the minor.

	Units
a. Required lower-division (12)	
Choose one of the two sequences:	
PHYS 201 and 202 (4 units each)	8
or	
PHYS 205 and 206 (4 units each)	8
PHYS 203	4
b. Required upper-division (8). At least eight (8) units chosen from any PHYS course numbered 300 or higher that can be counted towards the B.S. in Applied Physics	
c. Additional coursework as necessary, if the courses in (a) and (b) do not account for the required minimum twenty-three (23) units: Up to six (6) units of upper-division coursework in other science majors may be counted, with the prior written approval of a physics advisor.	
Total Units	*23*

** See page 108 for B.S. in Applied Physics.*

POLITICAL SCIENCE

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4108

Department Chair:
Staci Beavers, Ph.D.

Faculty:
Shana Bass, Ph.D.
Staci Beavers, Ph.D.
M. Kent Bolton, Ph.D.
Vicki L. Golich, Ph.D.
Scott Greenwood, Ph.D.
Cyrus Masroori, Ph.D.
Elizabeth G. Matthews, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Stephen Nichols, Ph.D.
Pamela Stricker, 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 Cal State 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.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Political Science will be able to:

1. Comprehend and analyze government and politics in the United States, and assess comparatively the government and politics of other nations, through the application of knowledge regarding political institutions, political processes, public policy, the role of state and non state actors, foundational principles, and key concepts;
2. Comprehend and analyze relations between nations, international government and non-governmental organizations, and global actors, such as but not limited to the principles of global governance and international relations, international law and policy, and international political economy, through the application of knowledge and analysis regarding political institutions, political processes, policy and political actors, foundational principles, and key concepts;
3. Comprehend and analyze the roles played by race, ethnicity, gender, class, and religion in historic and contemporary political debate and analyze and evaluate the impact of such factors across the political science curriculum;
4. Develop strong writing skills, a clear understanding of government and politics, and an ability to analyze contemporary political events through writing assignments;
5. Comprehend and analyze enduring political thought, ideologies, and ideas throughout history, applying and evaluating said ideas;
6. Demonstrate working knowledge of research methods by applying said methods to critically analyze political phenomena;
7. Analyze, synthesize, and evaluate major principles of Political Science and subdisciplines of American Politics, Comparative Politics, International Relations, and Political Theory in a capstone undergraduate seminar setting.

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.

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.

Special Conditions for the Bachelor of Arts and Minor in Political Science

All courses counted toward the major or minor in political science, including Preparation for the Major courses, must be completed with a grade of C (2.0) or higher, except PSCI internship courses, which must be completed with a grade of credit.

A minimum of twenty-seven (27) units counted toward the major and nine (9) units counted toward the minor must be earned in residence at California State University San Marcos.

No more than nine (9) units of internship (PSCI 495), independent study (PSCI 498) and/or independent research (PSCI 499) may be applied toward the major. Internship, independent study and independent research may be applied to field distribution depending on content of the course of study. No more than six (6) units of PSCI 495, PSCI 498 and/or PSCI 499 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.

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
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Preparation for the Major

Lower-division (3 units)

	Units
PSCI 100 or its equivalent	3

**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.*

General Concentration Requirements

Upper-division (36 units)

	Units
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 493 or 494^	3

^One of these courses must be taken in the final semester of the major.

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

Global Concentration Requirements

Upper-division (36 units)

	Units
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 493 or 494^	3

^One of these courses must be taken in the final semester of the major.

Any upper-division units in Comparative Politics and International Politics fields of political science. Up to 3 units from other fields of Political Science may be applied here.	18
Any 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

Department Chair:
Sharon B. Hamill, Ph.D.

Faculty:
Nancy G. Caine, Ph.D.
Dustin Calvillo, Ph.D.
Maureen J. Fitzpatrick, Ph.D.
Gerárdo M. González, Ph.D.
Elisa J. Grant-Vallone, Ph.D.
Sharon B. Hamill, Ph.D.
Russell Jackson, Ph.D.
Heike I. M. Mahler, Ph.D.
Spencer A. McWilliams, 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 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.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Psychology will be able to:

1. Explain and distinguish major theoretical approaches in at least three areas of psychology.
2. Describe and explain a broad knowledge of theory and research in one area of psychology.
3. Identify multiple bases for individual differences in behavior, including those related to gender, ethnicity, and culture.
4. Describe themselves and others as psychological, social, biological beings.
5. Describe and explain the strengths of the scientific approach to understanding behavior.
6. Describe, discuss, and compare typical research methodologies employed by psychologists.
7. Under supervised direction, collect, analyze, and report data.
8. Formulate testable hypotheses.
9. Read, interpret, and evaluate empirical investigations in psychology.
10. Distinguish the data analysis techniques appropriate for addressing different questions and hypotheses.
11. Apply and interpret basic descriptive and inferential statistics.
12. Work with colleagues to design, carry out, and analyze research projects and class assignments.
13. Write a coherent literature review of a topic drawn from an area of psychology.
14. Identify and apply the skills and attitudes of critical thinking and sound decision-making.
15. Search relevant databases to obtain information about psychological topics.
16. Routinely use the computer and electronic technologies needed for psychological studies.
17. Write and/or speak clearly and effectively.
18. Describe the role of cultural, ethnic, racial, and other types of diversity in human thought, feeling, and action.
19. Discuss the ways in which psychological test information is used in our society.
20. Apply APA guidelines for the ethical treatment of human and non-human research participants to the various phases of psychological research (e.g., data collection, data analysis, reporting of research findings).

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 forty (40) semester units required for the psychology major. The nine (9) lower-division units must be articulated with PSYC 100, 220, and 230, or be approved as their equivalent by the student's advisor.

Special Conditions for the Bachelor of Arts and Minor in Psychology

All courses counted toward the major, including Preparation for the Major courses, and the minor must be completed with a grade of C (2.0) or better. 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 Cal State San Marcos. For the minor, nine (9) units must have been completed at Cal State San Marcos. Courses taken at other universities for which we do not have articulation agreements will not be counted toward the major at Cal State San Marcos without the written permission of any member of the Psychology faculty listed above.

BACHELOR OF ARTS IN PSYCHOLOGY

	Units
General Education*	51
Preparation for the Major*	9
Major Requirements	31
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Preparation for the Major

Lower-division (9 units)

	Units
PSYC 100*	3
PSYC 220	3
PSYC 230	3

Major Requirements

Upper-division (31 units)

	Units
PSYC 300	3
PSYC 402	4
PSYC 490	3

Laboratory Courses (Select 2 of the following: 6

PSYC 390	PSYC 394
PSYC 391	PSYC 395
PSYC 392	PSYC 396
PSYC 393	

Note:
Each laboratory course has prerequisite courses. See catalog description for specific prerequisites for each lab course.

Five additional 300-, 400-, or 500-level psychology courses 15

Notes:
May include upper-division lecture courses used as prerequisites for laboratory courses.

Breadth Requirement: Must include a minimum of one course from each of the three following categories:

Brain and Behavior
PSYC 360
PSYC 362

Applied/Mental Health

PSYC 334	PSYC 418
PSYC 336	PSYC 428
PSYC 340	PSYC 432
PSYC 341	PSYC 495
PSYC 354	

Social/Developmental Processes

PSYC 330	PSYC 350
PSYC 332	PSYC 352
PSYC 348	PSYC 356

**Three (3) units in lower-division General Education Area D (Discipline-Specific or Second Interdisciplinary Social Science Course) are automatically satisfied in Preparation for the Major.*

MINOR IN PSYCHOLOGY

Lower-division (9 units)

	Units
PSYC 100	3
PSYC 220	3
PSYC 230	3

Upper-division (12 units)

Choose one of the following courses: 3

PSYC 330	PSYC 356
PSYC 332	PSYC 360
PSYC 348	PSYC 362

Choose one of the following lab 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

Graduate Coordinator:

Nancy G. Caine, Ph.D.

The mission of the graduate program in psychology at California State University San Marcos 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 the 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.

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 and family therapy 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 Cal State San Marcos that are related to their interests.

Student Learning Outcomes

Students who graduate with a Master of Arts in Psychology will have

1. Acquired knowledge in a broad range of psychological topics through work in proseminars.
2. Acquired content knowledge in specific areas of psychology in order to synthesize primary literature for thesis research.
3. Broadened their knowledge in disciplines that are related to, or supportive of, thesis research.
4. Developed a feasible research proposal.
5. Demonstrated an ability to conduct independent research.
6. Applied the scientific method to the design and implementation of a formal thesis research project.
7. Analyzed experimental or correlational data by the application of quantitative and qualitative methods as appropriate.
8. Demonstrated knowledge of, and adherence to, the standards of ethical treatment of humans and animals as outlined by the APA and the Guide for Care and Use of Laboratory Animals
9. Presented scientific content in graduate seminars and lectures, at a level commensurate with standards of academic discourse.
10. Organized and written the results of original research consistent with standards in primary, peer-reviewed psychological literature.
11. Presented and defended their thesis in a clear and thoughtful manner.
12. Been able to respond appropriately to questions about, and criticisms of, their research designs.

Admission Requirements and Application

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 should 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 general Graduate Record Examination (GRE) is required of all applicants. The advanced test in psychology is recommended. Although the minimum cut-off scores may vary from year to year, we strongly prefer students with combined verbal and quantitative scores above 1000. The advanced test score should be above the 50th percentile.

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and 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 postsecondary institution where English is the principal language of instruction must present a score of 80 or above on the internet-based TOEFL (213 on the computer-based TOEFL, and 550 on the paper-based TOEFL). Applicants may also submit IELTS results. An IELTS score of 6.0 or above is required.

A complete application consists of:

Application materials sent directly to the Admissions Office of Cal State San Marcos

- A completed application form for admission to Cal State San Marcos
- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Application Materials sent directly to the Psychology Department (see address below)

- A completed application form for admission to the Master's Program in Psychology;
- One set 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.

Application materials sent directly to the Psychology Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

- Review of applications will begin on February 1 and will continue until all of the openings for the following Fall semester have been filled.

However, applications will be accepted for review as long as space is available in the program. There are no Spring admissions.

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 Cal State San Marcos 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. All requirements for the degree must be completed within five years.

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

It is important to note that the curriculum is designed for full-time students. Students who hope to study part-time should consult with the graduate coordinator prior to applying.

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 Psychology faculty, usually in the third semester of study but no later than September of the fifth 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. To advance to candidacy, a student must:

1. Be in good standing with an overall GPA of at least 3.0;
2. Have completed at least twelve (12) units toward the graduate degree; and
3. Have successfully proposed her/his thesis to the faculty.

SOCIAL SCIENCES

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4117

Social Sciences Disciplinary Coordinators:

Communication
Katherine Brown, Ph.D.

Economics
Roger A. Arnold, Ph.D.

History
Jeffery Charles, Ph.D.

Political Science
Cynthia Chavez Metoyer, Ph.D.

Psychology
Gina M. Grimshaw, Ph.D.

Sociology
Darlene Piña, Ph.D.

Programs Offered:

- Bachelor of Arts in Social Sciences
- Minor in Social Sciences

The Social Sciences Major is a multidisciplinary 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, education, counseling, business, and government.

In the major, the student chooses a primary field and two secondary fields. The primary field is chosen from six disciplines: communication, economics, history, political science, psychology, and sociology. Secondary fields are chosen from these six disciplines and other fields in the social sciences.

Students may also participate in the Program for Adult Education (PACE), a program that assists students who are working full-time.

Students interested in the Social Science Major are encouraged to discuss their education and career objectives with an appropriate Disciplinary Coordinator.

Career Opportunities

The Social Sciences Major is appropriate for students with career interests in human services and social work, education, counseling, business, and government. Students interested in the Social Science Major are encouraged to discuss their education and career objectives with an appropriate Disciplinary Coordinator.

Student Learning Outcomes

The Social Science major is a multidisciplinary program which aims to provide students with a broad understanding and appreciation of the social sciences.

Students who graduate with a Bachelor of Arts in Social Sciences will be able to demonstrate:

1. Advanced knowledge of the conceptual framework, substantive topics, and either methods or theories of one Social Science discipline;
2. Knowledge of the basic conceptual framework and of the breadth of substantive topics of a second Social Science discipline;
3. Knowledge of the basic conceptual framework and of the breadth of substantive topics of a third Social Science discipline, or knowledge of the contribution of multiple Social Science disciplines to a specified topical area of study (e.g., racism);
4. The ability to identify the interrelatedness of multiple social science disciplines and to determine when the approach of one social science discipline is preferable to that of another;
5. An appreciation of the value of multidisciplinary explorations and an ability to analyze problems integrating multiple social scientific perspectives; and
6. An understanding of the ways in which society and culture are affected by two or more of the following: gender, ethnicity, class, regional identities, and global identities.

Special Conditions for the Bachelor of Arts and Minor in Social Sciences

All courses counted toward the major and the minor, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.

BACHELOR OF ARTS IN SOCIAL SCIENCES

	Units
General Education*	51
Preparation for the Major	3
Primary Field Requirements*	21
Secondary Field Requirements*	24
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Requirements for the Major

The Social Sciences Major requires a minimum of forty-eight (48) units specified 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 six options for primary fields: communication, economics, history, political science, psychology, or sociology. There are seven options for secondary fields: communication, economics, history, political science, psychology, sociology, and individualized secondary field.

Specific course descriptions can be found within the course section of this catalog.

**Several lower-division courses in the different primary and secondary fields also fulfill General Education requirements.*

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 Disciplinary Coordinatorof the student's primary field.)

Primary Field Requirements

Students must complete all the requirements for ONE Primary Field.

Communication

A primary field in Communication shall be distributed as follows:

Lower-division (3 units)

	Units
COMM 100	3

Upper-division (18 units)

Two of the following courses: COMM 300 COMM 330 COMM 360	6
Twelve (12) units of upper-division Communication electives	12
Total Units	*21*

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
Twelve (12) units of upper-division History electives including one 400-level course	12
Total Units	*21*

Political Science

A primary field in Political Science shall be distributed as follows:

Lower-division (3 units)

PSCI 100* or equivalent	3

Upper-division (18 units)

Six (6) units chosen from: PSCI 331 PSCI 370 PSCI 350	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 courses:		3
PSYC 390	PSYC 394	
PSYC 391	PSYC 395	
PSYC 392	PSYC 396	
PSYC 393		
One of the following		3
PSYC 330	PSYC 360	
PSYC 332	PSYC 362	
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 (4 units)

	Units
SOC 101*	4

Upper-division (17 units)

One of the following courses: SOC 320 SOC 360 SOC 361		4
One of the following courses:		4
SOC 311	SOC 411	
Nine (9) units units of upper-division Sociology electives		9
Total Units		*21*

**Also satisfies a lower-division General Education requirement.*

Secondary Field Requirements

Students must complete the requirements for TWO Secondary Fields.

Communication

A secondary field in Communication shall be distributed as follows:

Lower-division (3 units)

	Units
COMM 100	3

Upper-division (9 units)
Three (3) upper-division Communication courses: 9

Total Units *12*

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: 3
PSYC 330 PSYC 360
PSYC 332 PSYC 362

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 (4units)

	Units
SOC 101*	4

Upper-division (8 units)
Four (4) units chosen from: 4
SOC 311
SOC 411

At least four (4) units of upper-division Sociology courses 4

Total Units *12*

**Also satisfies a lower-division General Education requirement.*

Individualized Secondary Field

The Individualized Secondary Field allows for a customized exploration of the theoretical and methodological approaches from several social science disciplines. Students may select courses from anthropology, communication, economics, geography, history, linguistics, political science, psychology, or sociology. Courses from other areas that are certified as meeting upper-division General Education social science (DD) requirements may also be selected, although courses selected for this secondary may not be counted toward both the major and General Education requirements.

The courses must be taken from at least three different disciplines. Courses selected for the Individualized secondary field may not be from the same disciplines as those used in the primary and other secondary field.

The courses taken in an Individualized secondary field must form a coherent unit. The courses must be approved in writing by the Disciplinary Coordinator of the student's primary field before the start of the last semester in which one of these courses is taken.

Upper-division (12 units)

	Units
Approved courses from at least three different disciplines	12

Total Units *12*

MINOR IN SOCIAL SCIENCES

The Minor in Social Sciences can be completed by fulfilling the requirements for two secondary fields. Students may select from any secondary field, except the Individualized secondary field. Students intending to Minor in Social Sciences should consult with a Disciplinary Coordinator of one of the two selected secondary fields.

	Units
First Secondary Field	12
Second Secondary Field	12

Total Units *24*

SOCIOLOGY

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4117

Department Chair:
Linda L. Shaw, Ph.D.

Faculty:
Matthew Atherton, Ph.D.
Donald Barrett, Ph.D.
Kristin A. Bates, Ph.D.
Marisol Clark-Ibañez, Ph.D.
Sharon Elise, Ph.D.
Karen Glover, Ph.D.
Alicia M. Gonzáles, Ph.D.
Jodie Lawston, Ph.D.
Darlene Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Garry Rolison, Ph.D.
Linda Shaw, Ph.D.
Richelle Swan, Ph.D.
Jill M. Weigt, Ph.D.

Faculty Emerita:
Therese Baker-Degler, Ph.D.

Programs Offered:

- Bachelor of Arts in Sociology
- Bachelor of Arts in Criminology and Justice Studies*
- Minor in Sociology
- Minor in Criminology and Criminal Justice**
- 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.

** See page 139 for B.A in Criminology and Justice Studies.*
*** See page 138 for Minor in Criminology and Criminal Justice.*

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, race, ethnicity, and class by selecting a set of courses which focus in related fields.

Student Learning Outcomes

The primary aim of our curriculum is to provide students with the knowledge and analytic skills necessary to understand social life in an increasingly complex world. We want our graduates to be able to use the key insights and analytic methods of sociology to improve the social conditions in which they and others coexist. We expect holders of a California State University San Marcos bachelor's degree in sociology to be able to address large and small-scale social problems through constructive empirical inquiry, critical analysis, and strategic action. The Sociology Department's curriculum cultivates the theoretical, methodological, and advocacy skills integral to meeting these goals. The list below summarizes the primary knowledge and skills students graduating with a Bachelor of Arts degree in Sociology will possess.

Students who graduate with a B.A. in Sociology will be able to

1. Analyze and interpret the diversity of social experience using a sociological perspective, especially as they relate to race, class, gender, age, sexual preference, religion, and nationality.
2. Assess the merits of competing theoretical approaches to formulate empirically researchable questions about social life.
3. Locate, analyze, assess, and communicate sociological scholarship.
4. Understand and employ a range of research strategies—quantitative and qualitative—and their applicability to particular research questions, theoretical orientations, and social contexts.
5. Construct informed theories of social behavior from systematic observation of social life.
6. Understand the ethical and social justice implications of sociological inquiry.
7. Apply sociological theory and empirical research to advocate for positive social change.

Core Coursework

All students majoring in sociology complete a series of required preparatory and core courses that build proficiency in each of the learning objectives listed above. The required courses include:

- a basic introduction to sociology (SOC 101, or its equivalent: Addressing learning objectives 1, 2 and 6);
- an introduction to statistics for the social sciences (SOC 201, or its equivalent: Addressing learning objectives 4 and 6);
- a survey of the social correlates of inequality (SOC 311, or SOC 313, or SOC 315: Addressing learning objectives 1, 2, 6 and 7);
- a foundational survey of sociological theory (SOC 320: Addressing learning objectives 1, 2, 3, 6 and 7);
- two courses in sociological research methods, one focusing on quantitative techniques and one focusing on qualitative methods (SOC 360 and SOC 361, respectively: Addressing learning objectives 2, 4, 5, 6 and 7); and
- one senior-level capstone experience (SOC 480 or SOC 495: Addressing learning objectives 1, 2, 3, 5, 6 and 7).

Opportunities for Concentrated Study

Each student majoring in sociology must also choose a concentration area in which to pursue more focused instruction around a key social issue or set of issues. While gaining a depth of understanding in a particular content area, students also further develop the key skills and knowledge encompassed by our general learning objectives. We currently offer five areas of concentrated study:

- Standard Concentration
- Aging and the Life Course
- Children, Youth, and Families
- Critical Race Studies
- Health, Education, and Welfare

The requirements for each concentration are described in detail below.

Career Opportunities

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 encouraged to take an internship in an organization or agency serving the community or in a social research setting. Our graduates are also prepared 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

Two lower-division courses, each consisting of 3-4 semester units, are required as preparation for the sociology major. The first course is an introduction to the field of sociology. The second course is an introduction to statistics used in quantitative sociological research methods

Special Conditions for the Bachelor of Arts and Minor in Sociology

Each course counted toward the major or 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 Cal State San Marcos.

For those majoring in Criminology and Justice Studies and minoring in Sociology, twelve (12) units of the minor may be used for the major.

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*	6-7
Major Requirements	20
Concentration Requirements	15-16
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Preparation for the Major

Lower-division (6-7 units)

	Units
SOC 101* or equivalent	3-4
SOC 201 or equivalent	3

Major Requirements

Upper-division (20 units)

	Units
SOC 320	4
SOC 360	4
SOC 361	4
SOC 480 or SOC 495	4
Choose one of the following**:	4
SOC 311	
SOC 313	
SOC 315	

**Also satisfies a lower-division General Education requirement.*

*** Students choosing a concentration in Critical Race Studies must take SOC 313.*

Concentrations

The Sociology major offers four different area concentrations: (1) Aging and Life Course, (2) Children, Youth and Families, (3) Health, Education, and Welfare and (4) Critical Race Studies. Concentrations require 15-16 units. Additionally, students may choose to follow a general sociology course of study, which is designated as the "Standard Concentration."

Requirements for Standard Concentration

	Units
Students will select fifteen to sixteen (15-16) units of upper-division elective courses in sociology (including eight units at the 400-level).	
Total Units	*15-16*

Requirements for Aging and the Life Course Concentration

	Units
SOC 309	3

Select twelve to thirteen (12-13) units from the following courses:

SOC 204	SOC 429
SOC 413	SOC 487
SOC 427	

Total Units *15-16*

Requirements for Children, Youth and Families Concentration

	Units
SOC 303	3

Select twelve to thirteen (12-13) units from the following courses (including eight units at the 400 level): 12-13

SOC 203	SOC 415
SOC 317	SOC 416
SOC 331	SOC 417
SOC 413	SOC 486

Total Units *15-16*

Requirements for Critical Race Studies Concentration

Units

Select fifteen to sixteen (15-16) units [including two 400-level courses] from the following courses: 15-16

SOC 339	SOC 463
SOC 345	SOC 465
SOC 347	SOC 467
SOC 373	SOC 469
SOC 375	SOC 489

Total Units *15-16*

Requirements for Health, Education, and Welfare Concentration

	Units
SOC 314 or SOC 316	4
SOC 331	4
SOC 413	4
Select four (4) units from the following courses:	4

SOC 314*	SOC 420
SOC 316*	SOC 424
SOC 324	SOC 488

Total Units *16*

** If not used to satisfy the requirement above.*

MINOR IN SOCIOLOGY

	Units
Lower-division (3-4 units)	
SOC 101 or equivalent	3-4
Upper-division (20 units)	
One of the following	4
SOC 320	
SOC 360	
SOC 361	
One of the following	4
SOC 311	
SOC 313	
SOC 315	
Twelve (12) units of upper-division sociology electives	12
Total Units	*23-24*

MASTER OF ARTS IN SOCIOLOGICAL PRACTICE

The mission of the Master of Arts in Sociological Practice at California State University San Marcos is to provide a superior academic and professionally useful graduate education for students interested in working in the human services and criminal justice agencies, those who plan for teaching careers at the community college level, or those who plan to pursue a Ph.D. degree.

The focus of the program is on sociological practice — applying sociologically informed policies to current social problems confronting the community with developing sensitivity to multicultural, gender, and age differences.

The MA in Sociological Practice includes theory and methods, field experience in human service and criminal justice environments, and applied research. Solidly grounded in social scientific theory and methods, 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.

Applied work is sufficiently central to the discipline of sociology that we also accept students with intentions to continue on to a Ph.D. program in sociology. The faculty represent the major sectors of human services – aging and gerontology, the sociology of health and mental health, criminology and juvenile delinquency, social welfare, 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.

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 include:

1. developing critical reasoning in the area of the delivery of human and criminal justice services;
2. practically applying social theory to the development and appraisal of social policies and programs;
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, experiences, 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, students with strong academic records and ambitions to complete the Ph.D. degree will be admitted to the program, as preparation for entry to a Ph.D. program.

Admission and Application Requirements

Successful applicants to this program will have an undergraduate major in sociology, at least four upper-division courses in sociology, including courses in both sociological theory and research methods and at least one undergraduate course in statistics, or an extremely strong academic record in a field that is closely related to sociology. Applicants should have computing skills sufficient to completing graduate work in sociology. Admission decisions will be affected by the appropriateness of the undergraduate training to the dimensions of the 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 (or related major) courses.

A complete application consists of:

University Application Materials sent directly to the Admission Office of Cal State San Marcos consisting of:

- A completed application form for admission to Cal State San Marcos;
- Application fee; and
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Department Application Materials sent directly to the Sociology Department (see address below) consisting of:

- a completed application form;
- one set of official transcripts of the undergraduate record from all institutions 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;
- GRE test scores (optional); and
- three letters of evaluation sent with letter of evaluation waiver form.

Department application materials should be sent directly to the Sociology Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

- March 15th for admission in the Fall Semester (no spring admission).

Degree Requirements

The program is based on 38 semester units (12 courses) of study, of which at least 34 units are at the graduate level (500-600). Students will complete an eight-unit (2-course) thesis 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 Cal State San Marcos may not exceed six, and must be approved by the student's advisor and the graduate program coordinator.

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.

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 Year, Second Semester
SOC 620
SOC 630
Seminar

Second Year, First Semester
SOC 575
SOC 640
SOC 670 or SOC 690
Seminar

Second Year, Second Semester
SOC 675 or SOC 695
Seminar

Students in part-time attendance will proceed with the graduate coursework in the following manner:

Option 1		*Option 2*
First Year, First Semester		
SOC 501	OR	SOC 501
SOC 515		SOC 610
First Year, Second Semester		
SOC 620	OR	SOC 630
SOC 640		SOC 640
Seminar		Seminar
Second Year, First Semester		
SOC 610	OR	SOC 515
SOC 640		SOC 640
Second Year, Second Semester		
SOC 630	OR	SOC 620
Seminar		Seminar

Third Year, First Semester
SOC 575
SOC 670 or SOC 690

Third Year, Second Semester
SOC 675 or SOC 695
Seminar

Continuation

Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the cumulative GPA falls below 3.0 for two consecutive 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 must be finished within five years after the beginning of any coursework in the graduate program.

Students will have the graduate coordinator as their graduate program advisor until they form their thesis committee. Their thesis committee will be comprised of three tenure-track Sociology faculty. If students so desire they may add a fourth member from the wider University or general community. Students will work closely with their advisors in the selection of courses and research topics.

Advancement to Candidacy

A thesis proposal is required to complete SOC 670 or 690, and completion of SOC 670 or SOC 690 is required for advancement to candidacy. The thesis is required to complete SOC 675 or 695. The proposal and thesis must be approved the thesis committee. SOC 675 or 695 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, but who have not completed their thesis, will enroll in SOC 699 to maintain continous enrollment.

Students will have been advanced to candidacy once they have successfully passed an oral defense of their research proposal. The thesis committee will assist the student in the development of the thesis proposal and research for the thesis and will serve as the committee for the oral examination once the thesis is completed.

SPANISH

Office:
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Telephone:
(760) 750-4208

World Languages and Hispanic Literatures Department Chair:
Verónica Añover, Ph.D.

Faculty:
Verónica Añover, Ph.D.
Marion Geiger, Ph.D.
Michael Hughes, Ph.D.
Francisco Martín, Ph.D.
Karina Miller, Ph.D.
Alberto Ribas-Casasayas, Ph.D.
Silvia Rolle, Ph.D.
Darci L. Strother, Ph.D.

Professor Emerita:
Stella T. Clark, Ph.D.

Foreign Language Proficiency Assessor:
Lucy Higuera, LLC

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 availability of multiple concentrations within characteristic of the California State University San Marcos 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 Cal State San Marcos 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 Cal State San Marcos, 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.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Spanish will:

1. Recognize Spanish as a global language with regional and social varieties and registers that both unify and differentiate the Spanish-speaking world; in particular, they will recognize the cultural and linguistic roots and features of the Spanish language as spoken in California, elsewhere in the U.S., and throughout the world;
2. Be able to carry out a range of communicative functions in Spanish, such as engaging in oral conversation modes with sufficient accuracy so as to be easily understood by a native Spanish speaker, reading and listening to authentic texts and materials, producing written discourse and composing academic texts, and giving public oral presentations and readings;
3. Have the demonstrated ability to carry out several aspects of collaborative learning tasks, including group communication, and peer review;
4. Use technological tools and Spanish language resources available through electronic means, such as chat rooms, email, and the Internet for research and classroom purposes; they are able to compare information available only in Spanish with information on the same topics available in English to analyze the different perspectives and/or biases shown in the sources;
5. Have confronted and considered issues of social justice relevant to local and global Hispanic communities;
6. Formulate research questions and identify and use appropriate methodology to answer them, applying appropriate guidelines for the ethical treatment of human and non-human research participants to the various phases of research;
7. Appreciate the diversity and richness of the Hispanic world's multiple forms of literary and artistic expression, and relate the patterns of behavior and values integral to Hispanic cultures to their own culture, aspirations, and identity;
8. Identify, critically analyze and interpret language data and literary texts in Spanish;
9. Identify the distinguishing characteristics and aesthetic registers of the major literary genres and periods of Hispanic literature;
10. Recognize the existence of a variety of literary, linguistic, and cultural perspectives and meanings; and
11. Identify the grammatical and discursive functions of Spanish language structures in a variety of social and cultural contexts.

Career Opportunities

The world is tied together by many bonds—economic, diplomatic and human—and because of technological advances in transportation and communication, an increasing number of Americans rely on the knowledge of a second language. Concentrated study of the languages and cultures of other nations contributes significantly to the improvement of international relations.

Employment possibilities for Spanish majors include the many positions available to humanities students in any field. For bilinguals there are openings in foreign countries as well as in the United States. Graduates have found jobs in teaching, translating, foreign diplomacy, foreign correspondence, travel agencies, international airlines, import-export work, international corporations, and in agencies of the federal government. Spanish language competence is an asset to urban workers in social work, public health, and law enforcement. While graduates with skills and backgrounds only in the Spanish language may encounter keen competition for jobs, as a supplement to other skills the knowledge of a foreign language is a valuable professional commodity.

Special Conditions for the Bachelor of Arts in Spanish

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 concentration. The core requires 21 units and each of the four concentrations is 15 units, for a total of 36 units.
4. Appropriate courses taken for lower-division General Education credit may be counted toward the preparation of the major.
5. 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.
6. A grade of C (2.0) or better must be earned in all upper-division courses applied to the major.
7. 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	3-17
Core Requirements	21
Concentration Requirements	15
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Preparation for the Major

Lower-division (0-14 units)	
SPAN 101*	4
SPAN 102*	4
SPAN 201*	3
SPAN 202*	3
Upper-division (3 units)	
SPAN 301	3
Total Units	*3-17*

**May be waived by demonstrating language proficiency; please consult with the Language Proficiency Advisor.*

	Units
Core Requirements	
SPAN 302	3
SPAN 303	3
SPAN 315	3
Three (3) units selected from the following courses in Civilization/Culture SPAN 350A SPAN 350B	3
Six (6) units selected from the following courses in Linguistics/Specialized Language Study SPAN 314 (A-E)** SPAN 317 SPAN 330 SPAN 331	6

***No more than one of these courses may be counted for the Linguistics/ Specialized Language Study category of the Core Requirements.*

Three (3) units in Community Service Learning SPAN 399	3
Total Units	*21*

The following four concentrations respond to our area's demands for different types of opportunities:

Concentration One: General Major in Spanish

This represents a comprehensive language, literature, and culture concentration 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, restrictions and assessments which may be required for admission to the credential program. See more information at www.csusm.edu/spanish/ spanwaiver.htm*

	Units
Concentration Requirements	
Three (3) units in Civilization/Culture SPAN 350A or 350B [The Civilization/Culture course not taken for the core]	3
Nine (9) units selected from the following courses in Literature	9
SPAN 380 / SPAN 410 SPAN 400A / SPAN 415 SPAN 400B / SPAN 421 SPAN 400C / SPAN 422S SPAN 400D / WLAN 370	
Three (3) units selected from the following Seminar courses SPAN 450A SPAN 450B SPAN 450C	3
Total Units	*15*

Concentration Two: Literature

This concentration 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.

	Units
Concentration Requirements	
Nine (9) units selected from the following courses in Literature	9
SPAN 380 SPAN 410 SPAN 400A SPAN 415 SPAN 400B SPAN 421 SPAN 400C SPAN 422S SPAN 400D WLAN 370	
Three (3) units selected from the following Seminar courses SPAN 450A SPAN 450B SPAN 450C	3
LTWR 300A	3
Total Units	*15*

Concentration Three: Language and Culture

This concentration's interdisciplinary emphasis is on cultural, political, and social elements of Spanish and Spanish-American, and U.S. Latino life.

	Units
Concentration Requirements	
Six (6) units selected from the following courses in Literature	6
SPAN 380 SPAN 410 SPAN 400A SPAN 415 SPAN 400B SPAN 421 SPAN 400C SPAN 422S SPAN 400D WLAN 370	
Three (3) units selected from the following Seminar 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
Three (3) units in Oral-Based Coursework SPAN 305 or SPAN 399*	3
**Units are in addition to those attained in the core.*	
Total Units	*15*

Concentration Four: Spanish for the Professions

This concentration stresses practical applications of the language based on fieldwork experience and apprenticeship. It is designed to integrate with professional majors.

	Units
Concentration Requirements	
Linguistics/Specialized Language Study Courses SPAN 314 (A-E)* SPAN 330**	3 3
Oral-Based Coursework Choose one of the two options: SPAN 305 and three (3) units of SPAN 399* or Six (6) units of SPAN 399* **Units are in addition to those attained in the core.*	6
Three (3) units selected from the following courses in Literature	3
SPAN 380 SPAN 410 SPAN 400A SPAN 415 SPAN 400B SPAN 421 SPAN 400C SPAN 422S SPAN 400D WLAN 370	
Total Units	*15*

** May not be double-counted as both a Core Requirement and a Concentration Requirement.*

*** Cannot be taken as a Core Requirement in Concentration Four.*

MINOR IN SPANISH

Lower-division (0-14 units)

	Units
Proficiency through	
SPAN 101***	4
SPAN 102***	4
SPAN 201***	3
SPAN 202***	3

Upper-division (15 units)

	Units
SPAN 301A or 301B	3
SPAN 302	3
SPAN 303	3
Civilization/Culture SPAN 350A SPAN 350B	3
Three (3) units of upper-division Spanish elective	3
Total	*15-29*

****May be waived by demonstrating proficiency; please consult with the Language Proficiency Advisor.*

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 Cal State San Marcos library which houses over 80,000 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 World Languages and Hispanic Literature Department, will contribute to the student's process of learning, in this unique academic setting.

Student Learning Outcomes

The Master of Arts in Spanish degree program allows students the choice of three areas of emphasis: Option A - Hispanic Literatures, Option B – Hispanic Languages and Linguistics, 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 the different uses of the Spanish language. Each option has its own set of Learning Outcomes.

Students completing Option A - Hispanic Literatures will:

1. Articulate a sound understanding of the broad outlines of theory as well as the theoretical commitments that inform their own research and writing.
2. Demonstrate advanced application of tools of literary analysis.
3. Demonstrate a broad knowledge of and an ability to think critically about literary movements and key texts of the Hispanic literary tradition(s), including an evaluation of the process of canon formation.
4. Demonstrate a familiarity with professional practices and issues (conferences, research, publication, mentoring, hiring and advancement, etc.) and prepare to enter doctoral programs or other professional fields.
5. Exhibit an ability to identify relevant issues and conduct original research in the field of Hispanic Literature(s), to use appropriate methods of documentation, and to write essays clearly demonstrative of graduate-level research skills and independent thinking.

Students completing Option B – Hispanic Languages and Linguistics will:

1. Understand the historical development of the Spanish language in its external (history, culture) and internal development (morphology, syntax and semantics).
2. Know the linguistic variation of Spanish and its main dialects, including phonology, geographical variation, social dialects and registers.
3. Identify the grammatical and discursive functions of Spanish language structures in a variety of social and cultural contexts.
4. Demonstrate a familiarity with professional practices and issues (conferences, research, publication, mentoring, hiring and advancement, etc.) and prepare to enter doctoral programs or other professional fields.
5. Exhibit an ability to identify relevant issues and conduct original research in the field of Hispanic Linguistics, to use appropriate methods of documentation, and to write essays clearly demonstrative of graduate-level research skills and independent thinking.

Students completing Option C – Foreign Language Teaching will:

1. Demonstrate competence in the Spanish language, including knowledge of key aspects of Hispanic linguistics, as well as the ability to explain the language accurately to others.
2. Be able to discuss key aspects of Hispanic literatures and cultures, especially in the context of teaching them to others.
3. Demonstrate an understanding of principles of foreign language learning, including theories of language acquisition, history and methods of language teaching, best practices for teaching the Spanish language and Hispanic cultures, and assessment of language and culture learning.
4. Be able to explain and evaluate published research studies in foreign language education, plan and conduct original research, analyze the data collected, and report the findings.
5. Be aware of opportunities for continued professional development, associations in the field to support their ongoing work, and the ability to engage in the scholarship of the classroom.

Option A - Hispanic Literatures

- Articulate a sound understanding of the broad outlines of theory as well as thetheoretical commitments that inform their own research and writing.
- Demonstrate advanced application of tools of literary analysis.
- Demonstrate a broad knowledge of and an ability to think critically about literary movements and key texts of the Hispanic literary tradition(s), including an evaluation of the process of canon formation.
- Demonstrate a familiarity with professional practices and issues (conferences, research, publication, mentoring, hiring and advancement, etc.) and prepare to enter doctoral programs or other professional fields.
- Exhibit an ability to identify relevant issues and conduct original research in the field of Hispanic Literature(s), to use appropriate methods of documentation, and to write essays clearly demonstrative of graduate-level research skills and independent thinking.

Option B – Hispanic Languages and Linguistics

- Ability to understand the historical development of the Spanish language in its external(history, culture) and internal development (morphology, syntax and semantics).
- Knowledge of the linguistic variation of Spanish and its main dialects, including phonology, geographical variation, social dialects and registers.
- Identification of the grammatical and discursive functions of Spanish language structures in a variety of social and cultural contexts.
- Demonstrate a familiarity with professional practices and issues (conferences, research, publication, mentoring, hiring and advancement, etc.) and prepare to enter doctoral programs or other professional fields.
- Exhibit an ability to identify relevant issues and conduct original research in the field of Hispanic Linguistics, to use appropriate methods of documentation, and to write essays clearly demonstrative of graduate-level research skills and independent thinking.

Option C – Foreign Language Teaching

- Demonstrate competence in the Spanish language, including knowledge of key aspects of Hispanic linguistics, as well as the ability to explain the language accurately to others.
- Be able to discuss key aspects of Hispanic literatures and cultures, especially in the context of teaching them to others.
- Demonstrate an understanding of principles of foreign language learning, including theories of language acquisition, history and methods of language teaching, best practices for teaching the Spanish language and Hispanic cultures, and assessment of language and culture learning.
- Be able to explain and evaluate published research studies in foreign language education, plan and conduct original research, analyze the data collected, and report the findings.
- Become aware of opportunities for continued professional development, associations in the field to support their ongoing work, and the ability to engage in the scholarship of the classroom.

Admission and Application Requirements

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 receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the paper-based TOEFL or on the writing portion of the computer-based TOEFL.

A complete application consists of:

Application Materials sent directly to the Admission Office of Cal State San Marcos

- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Application Materials sent directly to the World Languages and Hispanic Literatures Department (see address below)

- One set 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, audio, or digital format) 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

These application materials must be sent directly to the World Languages and Hispanic Literatures Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

- March 15th for Fall Semester admission
- November 15th for Spring Semester admission

Note: A limited number of Teaching Assistantships may be available.

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 of B or higher is required in each course applied to the Master of Art's degree. Students whose grade point average drops below 3.0 will be placed on academic probation. Students must demonstrate intermediate-level knowledge of a language other than Spanish and English (by completing a 201-level language course with a final grade of C or better at Cal State San Marcos or an equivalent institution, or by passing a Proficiency Examination given by the Cal State San Marcos World Languages and Hispanic Literature Department), 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 one additional time, 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 Cal State San Marcos. 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.

Advancement to Candidacy

1. Be in good academic standing, holding a GPA of 3.0 or higher.
2. Have completed all required course work.
3. Have fulfilled the Foreign Language Requirement.
4. Have filed a Declaration of Intent to take Comprehensive Examinations.
5. Have procured all necessary signatures from testing faculty that willl constitute his or her M.A. Exam Committee.
6. Have filed Reading List Approval form with pertinent signatures.
7. Have turned in all information and records of the items stated above to the Graduate Coordinator.

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.

Student Learning Outcomes

Students will use methods appropriate to their individualized courses of study to demonstrate the ability to integrate knowledge from multiple disciplines.

Special Conditions for the Bachelor of Arts in Special Major

1. The student must have completed the equivalent of one full-time semester of academic work at Cal State San Marcos 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 Special Major Program must be coherent sequence of courses developed in consultation with the student's Faculty Guidance Committee.
8. The Faculty Guidance Committee and the Dean will review all proposals.

Restrictions in the Special Major

1. The Special Major cannot duplicate any existing majors offered at Cal State San Marcos.
2. The Special Major is not designed for students who have been unsuccessful in other programs.
3. A Special Major may be declared as a second major (i.e., a double major) within one B.A. degree. However, two Special Majors may not be combined to form a double major.

Application to the Major

Students interested in the Special Major must contact the Office of Undergraduate Advising Services for more information about applying for the Special Major. 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
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

MINOR IN THEATRE

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

VPA Department Chair:
Marcos Martinez, M.A.

Faculty:
Judy Bauerlein, Ph.D.
Marcos Martínez, M.A.
Karen Schaffman, Ph.D.

Program Offered:

- Minor in Theatre

The Minor in Theatre provides a brief yet comprehensive introduction to the study and practice of theatre. Through an approach that combines theoretical and studio courses, students receive a broad orientation to multiple aspects of theatre. Acting, theatre history, design, production, and theatrical literature courses offer a diverse range of experiences and encourage various modes of learning. Students gain exposure to theatre as it has emerged in multiple cultural and historical contexts and develop a broad understanding of the meaning of theatre in society. The Minor stresses the importance of theatre as a social art and emphasizes its transformative historical role in society.

The Minor complements the student's major field of study by serving the following objectives:

- to introduce the student to other personal and world views that may resonate or diverge radically from the student's experience;
- to lead the student to appreciate the relationship between the written and spoken word, the text and its performance;
- to help the student understand how aesthetic issues and cultural productions affect everyday life;
- to foster the student's personal development by providing opportunities for performance, aesthetic expression, and critical reflection through individual and ensemble work;
- to sharpen the student's critical eye as a consumer of cultural productions and performances, including those of television and film;
- to engage the student's imaginative and critical faculties in new and challenging ways, thereby enriching the student's overall academic experience.

Above all, the Minor in Theatre is geared toward understanding and creating meaningful communication between theatre and its public, in order to carry forward the best traditions of theater as an art of personal and social enrichment.

Requirements for a Minor in Theatre

Courses used to satisfy requirements of the Minor may also be used to fulfill General Education 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. At least twelve (12) units of coursework submitted for the Minor must be completed at CSUSM. Visual and Performing Arts (VPA) majors may pursue this Minor if their VPA track is different from Theatre Arts and nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

	Units
Critical/Theoretical/Cultural Survey Courses	6
Two of the following:	
TA 320	TA 401
TA 324	TA 410
TA 325	TA 421
TA 326	
Studio Courses	9-11
Three of the following:	
TA 300	TA 420
TA 301	TA 480/480S
TA 305	TA 489
TA 327	VPA 381
Electives	3
One of the following:	
LTWR 333	SPAN 400C
LTWR 402	VSAR 303
LTWR 450	
Studio Electives	1-3
One of the following:	
DNCE 201	MUSC 394
DNCE 320	TA 302
Total Units	*19-23*

VISUAL AND PERFORMING ARTS

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

Department Chair:
Marcos Martinez, M.A.

Faculty:
David Avalos, M.F.A.
Judy Bauerlein, Ph.D.
William Bradbury, D.M.A.
Kristine Diekman, M.F.A.
Merryl R. Goldberg, Ed.D.
Judit Hersko, M.F.A.
Mtafiti Imara, Ph.D.
Andrea Liss, Ph.D.
Marcos Martínez, M.A.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

Programs Offered:

- Bachelor of Arts in Visual and Performing Arts
  -Arts and Technology Option
  -Music Option
  -Theatre Arts Option
  -Visual Arts Option
- Minor in Art History*
- Minor in Arts and Technology**
- Minor in Dance***
- Minor in Music^
- Minor in Theatre^^
- Minor in Visual and Performing Arts+
- Minor in Visual Arts++

The Visual and Performing Arts Department at CSUSM provides an exciting multidisciplinary approach to the arts. A B.A. degree in Visual and Performing Arts consists of a sequence of courses presented in the framework of a dynamic experiential, theoretical and technological environment. The curriculum encourages interdisciplinary work, and collaborative as well as individual projects.

*See page 110 for Minor in Art History.
** See page 111 for Minor in Arts and Technology.
*** See page 142 for Minor in Dance.
^ See page 186 for Minor in Music.
^^ See page 213 for Minor in Theatre.
+ See page 217 for Minor in Visual and Performing Arts.
++ See page 218 for Minor in VisualArts.

Students specialize in one area by following an "Option," which provides a series of appropriate courses, selected in consultation with a VPA advisor. The department also offers courses in dance, art history, and service learning.

Arts and Technology Option

Designed for students who wish to work with digital arts, multimedia, video, and/or web design. This interdisciplinary track emphasizes various digital media including music, video and the visual arts.

Music Option

Provides course offerings in theory, composition, music technology, performance and survey courses of diverse musical cultures. Music track students are encouraged to explore their own creativity and musical voice.

Theatre Arts Option

Provides courses in acting, theater production, and research to performance. Survey courses include European, Latin American and American Theatre, with a strong focus on African American and Latino Theatre.

Visual Arts Option

Designed to nurture students' innovation and creativity in drawing, painting, and sculpture, as well as with digital media. It allows the student flexibility in choosing among the program's offerings in both studio and contemporary art history.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Visual and Performing Arts will have:

1. Developed a multidisciplinary and global perspective in the arts.
2. Learned the skills of critical analyses using works of art from a broad range of cultures and styles.
3. Learned the tools necessary to create their own art as composers, visual artists, or performers of more than one style or genre.
4. Discovered more about their own cultural history and ethnic identity through work in the arts.
5. Become computer and technologically competent through work in the arts.
6. Developed an understanding that art (music, theater, visual arts, video, etc.) is not an isolated phenomenon but that it is but a single, albeit powerful, representation of culture, history and belief systems.

Career Opportunities

The Department prepares students for careers in multimedia design, video and/or music production, web design, art history, arts management and publishing. Graduates pursue careers as actors, artists, composers, directors, web designers, and musicians. Other students go on to complete a credential program in education and assume teaching positions in primary and secondary schools.

Capstone Project

The Senior Capstone Project is a culmination of a student's work, designed with the input of the student's advisor. Possible Capstone Projects are: a multimedia CD-ROM, a full-length video, an art exhibit, a collection of music compositions, a recital, or directing, writing, or taking a lead role in a theater production.

About the Department

The VPA Department is housed in the Arts Building which includes two large performance spaces for dance, music and theatre with state-of-the-art sound, lighting and video equipment. The Department also maintains two music and sound recording and mixing studios with Digidesign Protools suites and A/V sync. We offer a 24-seat multimedia lab. The video editing lab consists of 15 Final Cut Pro suites, two Media 100 suites, and a

streaming server. A suite of music practice rooms is available for music students. Four large art studios are designed for digital arts, painting, drawing, sculpture, and set design. An art gallery is prominently situated at the entrance of the building.

Since its inception, the Visual and Performing Arts Department has been committed to several innovative educational objectives:

- Global arts — The VPA Department celebrates the arts of the world with the Indonesian Gamelan, African, Andean and jazz ensembles, Caribbean carnival performances, theatre in Spanish, and many survey courses in global arts.
- Commitment to the latest technology — The VPA Department offers cutting-edge courses in digital art and music, web design, video, and interactive multimedia.
- Interdisciplinary approach — The VPA Department includes courses in art, arts and education, arts and technology, dance, music, theatre, art history, and visual arts. Collaboration across disciplines is encouraged among our students and faculty.
- Building community through the arts — The VPA Department builds community through outreach to schools, art research and exhibits, theatre, dance, music performances and video productions.
- Support of teaching through the arts — The VPA Department sponsors many outreach programs for teachers throughout San Diego and North Counties, including SUAVE and TAP. The Center ARTES is a new initiative that will create partnerships with art institutions (see page **67**). Workshops for teachers on integrating the arts are also offered through Extended Studies.

The Goals of the Visual and Performing Arts Department are:

- To help students develop a multi-disciplinary and global perspective in the arts.
- To provide a curriculum that teaches the skills of critical analysis using works of art from a broad range of cultures and styles.
- To assist students to become fluent in the theory and practice of new digital technologies.
- To provide the tools for students to create their own art as composers, visual artists or performers.
- To help students discover their own cultural histories and ethnic identities.

Special Conditions for the Bachelor of Arts in Visual and Performing Arts

The junior-level student seeking admission to this program normally must have complete the required number of units of lower-division work in his/her selected track (see the Preparation for the Major requirements in each track below for details). Transfer students entering with fewer than the required number of units should complete the deficiencies within the first year of instruction at Cal State San Marcos.

1. Credit/No Credit grading is not permitted in courses required for the major with the exception of up to three (3) units of internship.
2. All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.
3. At present a number of lower-division courses are offered, but some community college courses might be needed to complete the lower-division requirements.
4. All students enrolled in private or group music lessons are required to be enrolled concurrently in one of Cal State San Marcos' music ensembles.
5. All VPA majors must complete a Capstone project in the final semester of residency (in consultation with an advisor).
6. Courses in the arts which satisfy an upper-division general education requirement may not be used for the major.

BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS

	Units
General Education	51
Preparation for the Major (by option)	12-18
Upper-Division Option Requirements	38-45
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Arts and Technology Option
(57 units)

Arts and Technology Preparation for the Major
(18 units)

	Units
Critical/theoretical/cultural courses including:	9
— One survey of visual arts course (VPA 101, VSAR 120)	
— One 20th Century art history course (DNCE 101, VPA 101, VSAR 120)	
— One history and criticism of photography, film or video course (VSAR 222)	
Studio courses in visual arts, video or music:	9
DNCE 201 VSAR 130	
VPA 181 VSAR 131	
VSAR 102 VSAR 293	
VSAR 110	

Upper-Division Arts & Technology
(39 units)

VISUAL AND PERFORMING ARTS INTERDISCIPLINARY CORE

VPA 302	3

Cross-Disciplinary Studio Work

Any upper-division studio course in theatre, dance or performance (VSAR 310)	3

ARTS AND TECHNOLOGY COURSEWORK
(33 units)

Arts and Technology Core

MUSC 302	3
VSAR 302	3
VSAR 303	3
VSAR 405	3

Critical/Theoretical/Cultural
(select one from) 3

DNCE 322	VSAR 328
DNCE 324	VSAR 422
TA 323	VSAR 423
VSAR 327	

Studio Work in Arts & Technology
(select three from) 9

MUSC 304	VSAR 309
MUSC 402	VSAR 310
VSAR 304	VSAR 403
VSAR 305	VSAR 404
VSAR 306	VSAR 440
VSAR 308	

Visual and Performing
Arts Electives 6

Capstone Course 3

Music Option
(52-56 units)

Music Preparation for the Major
(13-15 units)
(depending on transfer units for ensembles and studio instruction)

	Units
Two semesters of music theory MUSC 203 MUSC 205	6
One general music survey course MUSC 120	3
Two semesters of studio instruction MUSC 293	2
Two semesters of ensemble performance	2-4

Upper-Division Music
(39-41 units)

Visual and Performing Arts
Interdisciplinary Core
VPA 302 3

Cross-disciplinary Studio Work
Choose two of the three options below, for a total of six units: 6
Three units of any upper-division studio work in Dance
Three units of any upper-division studio work Theatre Arts
Three units of any upper-division studio work in Visual Arts

MUSIC COURSEWORK
(30-32 units)

MUSC 302 3

Critical/Theoretical/Cultural
(select 2 courses) 6

MUSC 320	MUSC 423
MUSC 321	MUSC 424
MUSC 323	MUSC 425
MUSC 324	MUSC 426
MUSC 421	MUSC 427
MUSC 422	

Music Ensemble Courses
(4 semesters, each may be repeated up to 4 times) 8

MUSC 390	MUSC 394
MUSC 391	MUSC 395
MUSC 392	MUSC 396

Studio Work in Music
(select 2 courses) 4-6
MUSC 304
MUSC 393
MUSC 402
MUSC 480

Visual and Performing Arts
Electives 6

Capstone Course 3

Theatre Arts Option
(57 units)

Theatre Arts Preparation for the Major
(12 units)

	Units
Critical/theoretical/cultural courses: — Dramatic Literature — Theatre history (contemporary or global preferred)	6
Studio Courses from the following or equivalent areas: — Acting Movement or dance — Voice and diction — Performance activities — Technical theatre activities — Design	6

Upper Division Theatre Arts
(45 units)

Visual and Performing Arts
Interdisciplinary Core
VPA 302 3

Cross-disciplinary Studio Work
Choose two of the three options below, for a total of six units: 6
Three units of any upper-division studio work in Dance
Three units of any upper-division studio work Music
Three units of any upper-division studio work in Visual Arts

THEATRE COURSEWORK
(36 units)

Critical/Theoretical/Cultural
(select 2 courses from) 6

TA 320/320S	TA 327
TA 321	TA 410
TA 322	TA 420
TA 323	TA 421
TA 324	VPA 320
TA 325	VPA 420
TA 326	

Studio Work in Theatre Arts
(select 3 courses from) 9

TA 300	TA 401
TA 301	TA 480/480S
TA 302	VPA 381

Theatre Production (3 semesters)
TA 489 12
Visual and Performing Arts Electives 6

Capstone Course 3

Visual Arts Option

(56-57 units)

Visual Arts Preparation for the Major

(18 units)

	Units
Critical/theoretical/cultural courses including:	9
— One pre-20th century art history course	
— One contemporary or global art history course	
(VPA 101, VPA 180, VSAR 222)	
— One visual arts survey course (VSAR 120)	
Studio courses:	9
VPA 181 VSAR 130	
VSAR 102 VSAR 131	
VSAR 110 VSAR 293	

Upper-Division Visual Arts

(38-39 units)

Visual and Performing Arts Interdisciplinary Core	
VPA 302	3
Cross-disciplinary Studio Work	
Choose two of the three options below, for a total of six units:	6
Three units of any upper-division studio work in Dance	
Three units of any upper-division studio work in Music	
Three units of any upper-division studio work in Theatre	

VISUAL ARTS COURSEWORK

(29-30)

VSAR 302	3
Critical/Theoretical/Cultural (select two course from)	6
DNCE 322 VSAR 326	
DNCE 324 VSAR 325	
VPA 320 VSAR 327	
VPA 380 VSAR 328	
VSAR 307 VSAR 405	
VSAR 320 VSAR 420	
VSAR 322 VSAR 422	
VSAR 323 VSAR 423	
VSAR 324	
Studio Work in the Visual Arts (select three courses from)	8-9
VPA 381 VSAR 310	
VPA 402 VSAR 311	
VSAR 301 VSAR 312	
VSAR 303 VSAR 393	
VSAR 304 VSAR 403	
VSAR 305 VSAR 404	
VSAR 306 VSAR 406	
VSAR 308 VSAR 440	
VSAR 309 VSAR 480	
Visual and Performing Arts Electives	9
Capstone Course	3

MINOR IN VISUAL AND PERFORMING ARTS

The Minor in Visual and Performing Arts offers the student the opportunity to pursue studies in music, theatre, visual arts, dance, art history, or any combination of the above. 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	3
One of the following:	
VPA 311	
VSAR 120	
Required Studio Course (select one; others may be used for Studio Work requirement)	
One of the following	3
MUSC 302 VSAR 303	
VSAR 302 TA 489	
Critical/Theoretical	6
Two of the following:	
DNCE 321 TA 326	
MUSC 320 TA 327	
MUSC 323 TA 328	
MUSC 324 TA 410	
MUSC 396 TA 421	
MUSC 421 VPA 320	
MUSC 422 VSAR 320	
MUSC 423 VSAR 322	
MUSC 424 VSAR 323	
MUSC 425 VSAR 325	
MUSC 426 VSAR 326	
MUSC 427 VSAR 422	
TA 320 VSAR 423	
TA 323	
TA 325	

Studio Work	6*
At least two of the following:	
DNCE 320	TA 401
DNCE 392	TA 301
MUSC 302	TA 480
MUSC 304	VPA 181
MUSC 321	VPA 381
MUSC 390	VSAR 301
MUSC 391	VSAR 302
MUSC 392	VSAR 303
MUSC 394	VSAR 304
MUSC 395	VSAR 403
MUSC 396	VSAR 404
MUSC 402	VSAR 440
MUSC 480	VSAR 480
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.*

MINOR IN VISUAL ARTS

The Visual Arts Minor is designed for students with a special interest in the visual arts who are not able to make the full commitment to the major (see the Visual Arts Option in the Visual and Performing Arts Major). The Minor will provide students with a strong background in visual arts including theory, history and studio practice. Students will complete a select series of courses that will offer them an overview of historical and current practices in art, intermediate skills in studio art, and basic skills in new technologies.

Requirements

Note: Courses used to satisfy requirements of the Minor may also be used to fulfill General Education requirements. Students may apply up to nine units of transfer credit toward the Minor. Students must earn a grade of C (2.0) or better in each course for the Minor.

Required courses:

	Units
VSAR 120	3
VSAR 130	3
VSAR 302	3
VSAR 131	3
VSAR 110	3
Critical/ Theoretical Study	3
Select one:	
VSAR 307	
VSAR 320	
VSAR 322	
VSAR 323	
VSAR 324	
VSAR 326	
VSAR 327	
VSAR 405	
VSAR 420	
VSAR 423	
Upper-Division Studio	3
Select one:	
VSAR 301	
VSAR 303	
VSAR 305	
VSAR 306	
VSAR 309	
VSAR 310	
VSAR 311	
VSAR 312	
VSAR 393	
VSAR 404	
VSAR 406	
Total Units	*21*

WOMEN'S STUDIES

Office:
Craven Hall, Sixth Floor

Telephone:
(760) 750-4108

Program Director:
Sheryl Lutjens, Ph.D.

Teaching Faculty:

Anthropology:
Bonnie Bade, Ph.D.
Konane Martinez, Ph.D.

Communication:
Katherine Brown, Ph.D.
Dreama Moon, Ph.D.
Kristin Moss, Ph.D.

Economics:
Ranjeeta Basu, Ph.D.

History:
Anne Lombard, Ph.D.
Carmen Nava, Ph.D.
Jill Watts, Ph.D.

Linguistics:
Jocelyn Ahlers, Ph.D.
Jule Gómez de García, Ph.D.

Literature and Writing Studies:
Heidi Breuer,
Susie L. Cassel, Ph.D.
Sandra Duller, M.F.A.
Dawn Formo, Ph.D.
Martha Stoddard-Holmes, Ph.D.

Political Science:
Shana Bass, Ph.D.
Cynthia Chavez Metoyer, Ph.D
Pamela Stricker, Ph.D.

Psychology:
Marie Thomas, Ph.D.

Sociology:
Darlene Piña, Ph.D.
Kristin Bates, Ph.D.
Don Barrett, Ph.D.
Sharon Elise, Ph.D.
Jodie Lanstrom, Ph.D.
Linda L. Shaw, Ph.D.
Richelle Swan, Ph.D.
Jill Weigt, Ph.D.

Visual and Performing Arts:
Andrea Liss, Ph.D.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

Women's Studies:
Maribel García, Ph.D.
Sheryl Lutjens, Ph.D.
Linda Pershing, Ph.D.

World Languages and Hispanic Literatures:
Veronica Añover, Ph.D.
Silvia Rolle, Ph.D.

Programs Offered:

- Bachelor of Arts in Women's Studies
- Minor in Women's Studies

The field of Women's Studies has become an important part of university education in the last three decades. Women's Studies focuses on the social construction of gender and explores the roles and contributions of women and men in societies around the world, past and present. Women's Studies also seeks to understand how gender is related to other aspects of social identity and stratification, including race, ethnicity, culture, social class, sexuality, nationality, religion, ability, and other factors that have dramatically shaped women's and men's lives.

Women's Studies majors include both male and female students. Students in our courses receive a quality, liberal arts education. They learn about a wide range of academic approaches that have arisen from such diverse areas as literature, psychology, economics, the sciences, sociology, history, anthropology, the arts, communication, and many others.

Women's Studies students develop important skills in:

- Leadership
- Analytical thinking and problem-solving
- Writing proficiency and expertise
- Applied learning
- Community involvement
- Public speaking
- Collaborative work with others
- A deeper understanding of diverse perspectives and cultural backgrounds

Women's Studies majors pursue careers or graduate education in many different fields, including the law, education, social services, business, counseling, the arts, public administration, and medicine.

Student Learning Outcomes

Women's Studies faculty employ innovative and varied pedagogical practices to deliver a curriculum that:

Acknowledges women's past and present contributions to culture and society in the United States, the region, and around the world;

Offers both interdisciplinary and multidisciplinary approaches to the fields of womenís†and gender studies.†Centers the study of women with attention to racial and cultural differences, class, sexual identities, religion, dis/abilities, and geography;

Fully explores the diversity in women's experiences, past and present, using the concept of gender to identify progress and problems, and thereby problematizes our understandings of those experiences; and

Values the relationships between theory, social action, and the quest for change.

Students who graduate with a B.A. in Women's Studies will

1. Develop a foundation of knowledge about women's roles in and contributions to the economy, politics, the arts, culture, and society in the United States and around the world;
2. Comprehend and be able to analyze critically the construction of gender in culture and society, historically and in the present day;
3. Demonstrate the ability to integrate the analysis of race and ethnicity, class, sexual identities, culture, religion, dis/abilities, and geography into explanations of power relations in the contemporary world;
4. Use effective oral and written communication skills to communicate information and arguments about women and gender relations;
5. Have developed the research skills needed to find, analyze, and apply multiple sources of information about women and gender across an array of research topics and academic disciplines;
6. Demonstrate knowledge of multiple approaches to the study of women and gender construction and have the skills needed to distinguish among basic assumptions and arguments, particularly those derived from feminist theoretical perspectives;
7. Be aware of the relationship of scholarly work and knowledge to problem-solving and activism in the real world.

BACHELOR OF ARTS IN WOMEN'S STUDIES

	Units
General Education*	51
Preparation for the Major*	3
Major Requirements	36-38
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	*120*

Preparation for the Major

Lower-division (3 units)
WMST 101* 3

Major Requirements

Core (9 units)

	Units
WMST 301	3
WMST 490	3
WMST 401 or WMST 499	3

Disciplinary Perspectives (15-17 units)
Choose one course from each area. At most three (3) units of the Disciplinary Perspectives and three (3) units of Electives requirement may be completed at the lower-division level.

a. Women and Tradition 3

Select one course:

HIST 316	ID 340
HIST 327	ID 340B
HIST 332	MATH 304
HIST 355	PSCI 445
HIST 367	SOC 353
HIST 383	WMST 350
HIST 384	WMST 445

or other course upon faculty approval

b. Women and the Arts 3

Select one course:

LING 381	SPAN 415
LTWR 330**	SPAN 422S**
LTWR 331**	TA 323**
LTWR 333**	VSAR 322
LTWR 334**	VSAR 326
LTWR 400**	VSAR 420*
LTWR 410**	WMST 205
LTWR 420**	WMST 323
LTWR 430**	WMST 450
SPAN 410A-Z**	

or other course upon faculty approval

**Also satisfies a lower-division General Education requirement.*

***The course must focus on women, and written approval from the Women's Studies Program Director is required.*

c. Women and Contemporary Issues 3-4

Select one course:

COMM 435	WMST 303
ECON 341	WMST 321
PSCI 391	WMST 323
PSYC 350	WMST 330
PSYC 356	WMST 341
SOC 303	WMST 350
SOC 305	WMST 375
SOC 306	WMST 416
SOC 315	WMST 424
SOC 337	WMST 445
SOC 437	WMST 450
WMST 205	

or other course upon faculty approval

d. Women and the Body 3

Select one course:

BIOL 327	SOC 419
PSYC 350	SOC 424
PSYC 352	WMST 323
SOC 307	WMST 416
SOC 417	WMST 424

or other course upon faculty approval

e. Women and International Perspectives 3-4

Select one course:

ECON 445	WMST 330
HIST 327	WMST 375
HIST 355	WMST 401
HIST 367	WMST 445
HIST 384	WMST 450
SOC 315	

or other course upon faculty approval

Electives (12 units)

At most three (3) units of the Disciplinary Perspectives or Electives requirement may be completed at the lower-division level. Choose from approved disciplinary perspective courses listed above in areas "a" through "e."
or

WMST 300	3
WMST 320	3
WMST 321	4
WMST 398	3
WMST 401	3
WMST 495	3
WMST 499	3

Total Units *39*

MINOR IN WOMEN'S STUDIES

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	ID 340
HIST 327	ID 340B
HIST 332	MATH 304
HIST 355	PSCI 445
HIST 367	SOC 353
HIST 383	WMST 350
HIST 384	WMST 445

or other course upon faculty approval

b. Women and the Arts 3

Select one course:

LING 381	SPAN 415
LTWR 330^^	SPAN 422S^^
LTWR 331^^	TA 323^^
LTWR 333^^	VSAR 322
LTWR 334^^	VSAR 326
LTWR 400^^	VSAR 420^^
LTWR 410^^	WMST 205
LTWR 420^^	WMST 323
LTWR 430^^	WMST 450
SPAN 410A-Z^^	

or other course upon faculty approval

^^The course must focus on women.

c. Women and Contemporary Issues 3

Select one course:

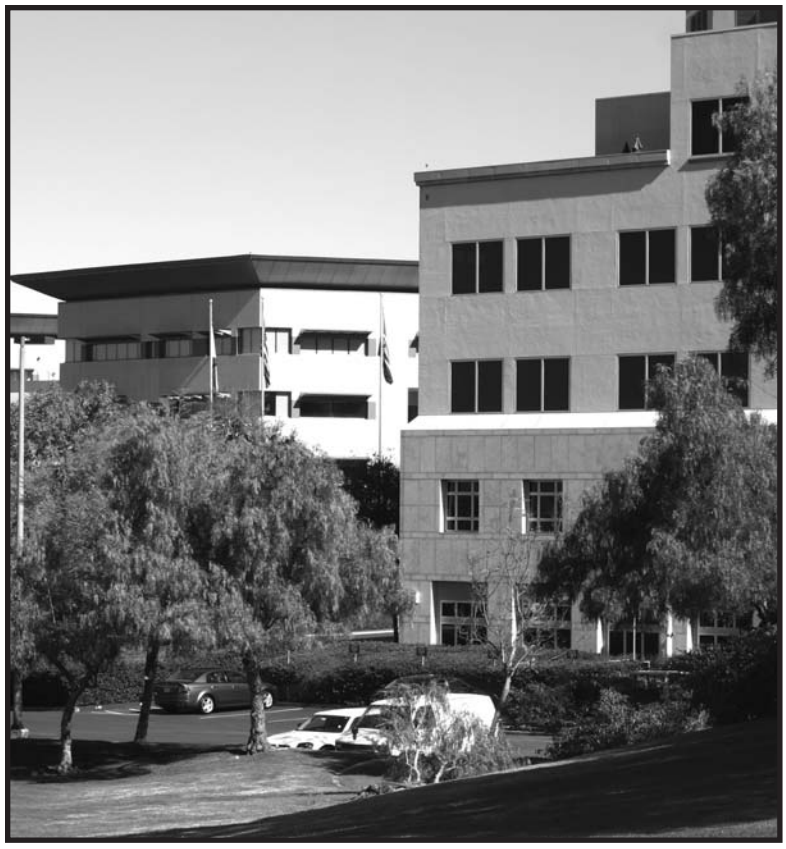
COMM 435	WMST 205
ECON 341	WMST 303
PSCI 391	WMST 321
PSCI 472	WMST 323
PSYC 350	WMST 330
PSYC 356	WMST 341
SOC 303	WMST 350
SOC 305	WMST 375
SOC 306	WMST 416
SOC 315	WMST 424
SOC 337	WMST 445
SOC 437	WMST 450

or other course upon faculty approval

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 Program Director.

Total Units *18*









College of Business Administration

MISSION

A commitment to provide rigorous and relevant educational programs
that reflect a balance of theoretical and applied learning; achieved through
collaborative relationships between
faculty, staff, students
and the community

VISION

To make a significant difference in the region's intellectual,
economic and social development

COLLEGE OF BUSINESS ADMINISTRATION

Dean:
Dennis Guseman, Ph.D.
Markstein Hall, Suite 422
(760) 750-4211

Associate Dean:
Regina Eisenbach, Ph.D.
Markstein Hall, Suite 422

MBA Office:
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Undergraduate Advising Offices:
Markstein Hall, Suite 126
(760) 750-4230
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Faculty:

Robert Aboolian, Ph.D.
Operations Management

Beverlee Anderson, Ph.D.
Business

Glen H. Brodowsky, Ph.D.
Marketing

Bennett W. Cherry, Ph.D.
Management

F. Larry Detzel, Ph.D., CPA, CFP
Tax Accounting

George Diehr, Ph.D.
Management Science

Fang Fang, Ph.D.
Management Science and Information Systems

Martin Gannon, Ph.D.
Strategic and International Management

Shaoyi He, Ph.D.
Information Science

Nen-Chen Hwang, Ph.D., CPA, CMA
Financial Accounting
Managerial Accounting

Soheila Jorjani, Ph.D.
Production and Operations Management

Eun C. Kang, Ph.D.
Financial Accounting

Jeffrey C. Kohles, Ph.D.
Management

Chetan Kumar, Ph.D.
Management

Jack Y. Leu, Ph.D.
Operations and Information Technology

Sheldon X. C. Lou, Ph.D.
Production and Operations Management

Ofer Meilich, Ph.D.
Strategy

John R. Montanari, D.B.A.
Management

Wayne New, Ph.D.
Marketing

Gary Oddou, Ph.D.
Organizational Behavior

Mohammad Oskoorouchi, Ph.D.
Operations Management

Michael Pass, Ph.D.
Marketing

Rajnandini Pillai, Ph.D.
Management

Bruce Rich, Ph.D.
Human Resources

Camille Schuster, Ph.D.
Marketing

Ted Shore, Ph.D.
Human Resources and Organizational Behavior

Alan Styles, Ph.D.
Accounting

Qi Sun, Ph.D.
Finance

Yi Sun, Ph.D.
Decision and Information Science

Wenyuh Tsay, Ph.D.
Finance

Zheng Wang, Ph.D.
Accounting

Kathleen Watson, Ph.D.
Management

Stephen P. Zera, Ph.D.
Finance

Faculty Emerita:
Trini U. Melcher, Ph.D., CPA

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Program of Study

The Bachelor of Science in Business Administration degree offers the following options:

- Accountancy Option
- Finance Option
- Global Business Management Option
- Global Supply Chain Management Option
- Management Information Systems Option
- Management Option
- Marketing Option

After successful completion of the Lower-Division Pre-Business Core, students take an associated set of Foundation of Business and Core courses for their selected option/track. Each option/track 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 not-for 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 Cal State San Marcos business graduates a distinctive advantage in today's job market.

Senior Experience is a one-semester two-course, 5-unit sequence. During the first 1-unit course (BUS 492), students form four to five member teams to prepare for Senior Experience. Students examine topics such as problem identification, problem solving, critical thinking, consultation, project management and strategies for team effectiveness.

In the second 4-unit course (BUS 493), 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 each semester, Fall and Spring.

For information please contact Jim Hamerly, Director, Senior Experience (760) 750-4266 or e-mail *jhamerly@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.

Student Learning Outcomes

The goal of the College of Business Administration at California State University San Marcos is to assure that our graduates have learned and are able to demonstrate the knowledge, skills, competencies, and values they will need to achieve their personal and professional goals.

Students who graduate with a Bachelor of Science in Business Administration will be able to demonstrate:

1. In-depth knowledge and understanding of fundamental business concepts. *[Foundation and Core Knowledge]*
2. The ability to identify, apply, and integrate functional business knowledge to solve problems in practical business situations. *[Problem Solving and Critical Thinking Skills]*
3. Effective written and oral skills. *[Managerial, Interpersonal, and Communication Skills]*
4. The ability to identify and resolve moral and ethical business issues. *[Ethical Understanding and Reasoning]*
5. The ability to identify and apply international perspectives in making business decisions. *[Global Business Perspective]*

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 General Education and University-wide graduation requirements, lower-division pre-business core, and upper-division requirements for the Business Administration major. A student majoring in Business Administration will need to be proficient in word processing, spreadsheet, and database applications.

All students applying for admission to the CoBA are initially classified as Pre-Business status. Students need to submit a Business Status Application (available at www.csusm.edu/cba) to the CoBA Advising Office in person, via e-mail, fax, or U.S. mail, along with complete copies of unofficial transcripts for all non-CSUSM coursework in the pre-business core. This is in addition to the official transcripts that are required by the Office of Admissions. Upon verification of successful completion of the pre-business core requirements, a student will be accepted in the Business Program (i.e., attained business status).

Completion of the pre-business core (Business Status) is a prerequisite for all upper-division CoBA business courses.

The CoBA requires that at least 50% of the upper-division major coursework required for each of its options be earned at Cal State San Marcos. Completion of the Senior Experience at Cal State San Marcos is required of all students.

Transfer Credit

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 Cal State 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 Cal State San Marcos courses and where the courses were taken in a program accredited by AACSB International – The Association to Advance Collegiate Schools of Business. 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 Cal State San Marcos course. An Upper-Division Transfer Credit Approval Form is available on the CoBA web site. A student requesting such a review will be required to provide supporting documentation, such as course syllabi and required texts along complete copies of unofficial transcripts. This is in addition to the official transcripts that are required by the Office of Admissions.

Undergraduate Advising Offices

Markstein Hall, Suite 126
(760) 750-4230
Fax: (760) 750-3027
cobaadvising@csusm.edu

COBA Advising Web Site

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. All courses counted toward the major must be completed with a grade of C (2.0) or better. Lower division pre-business core must be completed with a minimum GPA of 2.5 or better.

Students should refer to the College of Business web site (www.csusm.edu/cba) for a suggested course sequence for each option.

Required Courses in the Undergraduate Curriculum

Lower-Division Pre-Business Core Requirements for the Bachelor of Science in Business Administration and the Minor in Business Administration

Lower-division Pre-business Core
(24 units minimum)

ACCT 201	3
ACCT 202	3
BUS 202	3
BUS 203	3
ECON 201	3
ECON 202	3
MATH 132	3
PSYC 100 or SOC 101	3-4

Impaction

Please be aware that the College of Business Administration (CoBA) may receive more applicants than can be accommodated. To maintain the academic quality of CoBA's academic programs and services, impaction criteria may be applied to determine which students will be able to register for upper-division business courses (Business Status). Refer to the following web site for current impaction guidelines www.csusm.edu/impactioncba.

See page **227** for the Accountancy and Finance Option requirements.

See page **228** for the Global Business Management Option requirements.

See page **229** for the Global Supply Chain Management and Management Option requirements.

See page **230** for the Management Information Management Option requirements.

See page **231** for the Marketing Option and Minor requirements.

ACCOUNTANCY OPTION

(55 Units)

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
OM 302	2

Core Accountancy Option Courses (26 units)

ACCT 301	4
ACCT 302	2
ACCT 306	4
ACCT 307	4
ACCT 308	4
ACCT 416	4
FIN 304	4

Accountancy Option Electives (8 units)
All 8 units must be selected from Accountancy.

ACCT 406 (M,N)*	2
ACCT 407 (F,M,N,T)*	2
ACCT 420 (N)*	2
ACCT 421 (N*)	2
ACCT 422 (F)*	2
ACCT 423 (F, M)*	2
ACCT 481-5	1-4
ACCT 498	1-4

**Recommended for:*
F = Financial/Public Accounting
M = Management Accounting
N = Not-for profit/Governmental Accounting
T = Tax Accounting

Capstone (4 units)

BUS 444	4

Senior Experience (5 units)

BUS 492	1
BUS 493	4

FINANCE OPTION

(55 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 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 option 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
OM 302	2

Finance Option Core Finance Courses (24 units)

ACCT 301	4
ACCT 308*	4
FIN 304	4
FIN 321	4
FIN 331	4
FIN 341	4

**MIS 304 can be substituted*

Finance Option Electives (10 units)
A minimum of 2 units must be selected from electives in Finance.

FIN 404	2
FIN 422	2
FIN 481-5	1-4
FIN 498	1-4

The remaining units must be taken only from the following list of approved courses:

ACCT 302	2
ACCT 307	4
ACCT 407	2
ACCT 421	2
ACCT 422	2
ECON 301	3
ECON 302	3
ECON 323	3
ECON 331	3
ECON 416	3
ECON 417	3
ECON 421	3
ECON 451	3
ECON 471	3
MATH 440	4
OM 406	4

Capstone (4 units)

BUS 444	4

Senior Experience (5 units)

BUS 492	1
BUS 493	4

GLOBAL BUSINESS MANAGEMENT OPTION

The Global Business Management (GBM) program has been specially designed to develop professionals who need a global view on the current world environment but through a business perspective. In addition, required courses are directed specifically toward developing the personal skills that are essential to be successful in today's dynamic, uncertain, and complex business environment. There currently is a single track in the Global Business Management Option: Marketing. Students who have already declared the discontinued Management and Supply Chain Management Tracks may continue following their requirements; student who have not already declared either of these discontinued tracks are no longer being accepted into those programs.

Global Business Management students must complete a Foreign Academic Experience. The Foreign Academic Experience is completed through either an individual international business internship (GBM 497) or through a foreign study experience at the university-level of at least one semester in duration. Students considered by the California State University to be "international (foreign) students" (see page 22) satisfy the Foreign Academic Experience through the CSUSM residence requirement (see page 90).

Global Business Management Option students may substitute GBM 497 for the Senior Experience team-oriented project (BUS 492 and 493) required in other Business Administration options. All GBM students must complete either BUS 492 and 493, or else take GBM 497.

Marketing Track

(55 units)

The Marketing track is primarily for those who want to become involved in global sales and marketing. This can include account management, global marketing campaign and strategy development and delivery, and related areas such as advertising. In all but very small firms, a career in global marketing and sales normally requires several years experience at a domestic site and a good familiarity with the firm's products and services. As a result, the specialized courses for this track are focused primarily on fundamental marketing principles and knowledge that are important for domestic and global operations.

Foundations of Business Courses (16 units)

BUS 302	2
BUS 304	4
FIN 302*	2
MGMT 302*	2
MIS 302*	2
MKTG 302*	2
OM 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses. However, the excess units cannot count towards GBM electives.*

GBM Option Core Courses (16 units)

GBM 425	4
GBM 426	2
GBM 427	2
MGMT 461	4
MKTG 448	4

Foreign Language Proficiency Exam

Students will be required to demonstrate proficiency at the advanced level in at least one foreign language. Go to *www.csusm.edu/gbm* for details.

GBM Option Electives (14 units)

GBM 351	1
GBM 430	2
MKTG 315	4
MKTG 433	4
MKTG 442	4
MKTG 481-5	1-4
MKTG 498	1-4

Capstone (4 units)

BUS 444	4

Senior Experience (5 units)

BUS 492	1
BUS 493	4

or Global Management Experience (5 units)

GBM 497	5

GLOBAL SUPPLY CHAIN MANAGEMENT OPTION

The business model for leading companies has significantly changed over the last ten years to focus on creating a seamless supply chain that will use company assets more efficiently, take cost out of the supply chain, and create value for the consumers. The Global Supply Chain Management Option emphasizes the understanding of the complexity of the global supply chain and the competence to satisfy consumer demand in the global marketplace by getting the right product to the right consumer at the right time at the right price in a cost effective manner. The option provides students with knowledge of cross disciplinary models and theories as well as the ability to apply those concepts in today's constantly changing marketplace.

Foundations of Business Courses (16 units)

BUS 302	2
BUS 304	4
FIN 302	2
MGMT 302	2
MIS 304	4
MKTG 302	2

Core GSCM Courses (14 units)

GBM 427	2
MKTG 450	4
OM 305	4
OM 428	4

GSCM Electives (16 units)

ACCT 406	2
or	
ACCT 423	2
GBM 430	2
MIS 420	4
MKTG 448	4
or MGMT 461	4
MKTG 451	4
OM 406	4
OM 435	2
OM 440	4
OM 441	4
OM 442	2

Capstone (4 units)

BUS 444	4

Senior Experience (5 units)

BUS 492	1
BUS 493	4

MANAGEMENT OPTION

(55 Units)

The Management Option courses concentrate primarily on relationships among members of organizations as well as organization decision-making behavior and cultures. The courses draw on many facets of the social and behavioral sciences to guide students in their intellectual development. A common theme is the use of people skills.

Students learn how to manage employees through courses such as Leadership in Organizations (MGMT 452) and Human Resource Management (MGMT 415). Marketing courses are also taken by students to enhance their understanding of how firms develop mutually beneficial exchanges with consumers and other businesses.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
FIN 302*	2
MIS 302*	2
OM 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward management electives. However, only 4 excess units can be counted as management elective credit.*

Management Option Core Courses (20 units)

MGMT 305	4
MGMT 415	4
MGMT 452	4
MGMT 461	4
MKTG 305	4

Management Option Electives (14 units)
A minimum of 10 units must be selected from the list of electives below. The remaining 4 units can be taken from electives in ACCT, FIN, GBM, HTM, MGMT, or MIS, MKTG, OM. No more than 4 units from the ACCT, FIN, MIS or GSCM option 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 College with prior approval from CoBA.

GBM 426	2
MGMT 315	2
MGMT 432	2
MGMT 445	2
MGMT 465	4
MGMT 481-5	1-4
MGMT 498	1-4
MKTG 315	4
MKTG 433	4
MKTG 442	4
MKTG 446	4
MKTG 448	4
MKTG 449	4
MKTG 481-5	1-4 units
MKTG 498	1-4 units

Capstone (4 units)

BUS 444	4

Senior Experience (5 units)

BUS 492	1
BUS 493	4

MANAGEMENT INFORMATION SYSTEMS OPTION

(55 Units)

The Management Information Systems (MIS) option trains business-oriented, technically proficient professionals for managing and building management information systems. Students will learn how to define organizational information requirements and use information technologies to meet them. They will also learn how to lead and manage information systems projects, especially those related to Internet applications. The major themes of the option include fundamentals of information systems, system analysis and design, and database management. The option also addresses subjects such as networking and telecommunications, computer programming, and electronic commerce. These topics provide students with not only knowledge and skills essential for management information systems development but also a variety of career opportunities in areas such as consulting, financial services, high technology, manufacturing, retail and entrepreneurial ventures.

Foundations of Business Courses (10 units)

BUS 302	2
BUS 304	4
MGMT 302*	2
MKTG 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward MIS electives. However, only 4 excess units can be counted as MIS electives.*

MIS Core Courses (16 units)

FIN 304	4
MIS 304	4
MIS 411	4
OM 305	4

MIS Elective Courses (20 units)

A minimum of 16 units must be selected from MIS electives (units outside of MIS may be substituted with prior approval from CoBA). The remaining 4 units can be taken from electives in ACCT, FIN, GBM, GSCM, MKTG, or MGMT. No more than 4 units from the ACCT, FIN, GBM, GSCM, MKTG, or MGMT core can be counted as elective credit for MIS.

Students in MIS option cannot take ACCT 308 for credit.

MIS 329	4
MIS 425	4
MIS 426	4
MIS 427	4
MIS 430	4
MIS 435	4
MIS 440	4
MIS 481-485	1-4
MIS 498	1-4
OM 406	4

Capstone (4 units)

BUS 444	4

Senior Experience (5 units)

BUS 492	1
BUS 493	4

MARKETING OPTION

(55 Units)

The Marketing Option is primarily for those who want to become involved in global sales and marketing. This can include account management, global marketing campaign and strategy development and delivery, and related areas such as advertising. In all but very small firms, a career in global marketing and sales normally requires several years experience at a domestic site and a good familiarity with the firm's products and services. As a result, the specialized courses for this track are focused mostly on fundamental marketing principles and knowledge that are important for domestic and global operations. Individuals who select this track should have an excellent foundation in marketing, generally be very people-oriented, and flexible and curious about different areas of the world. Foreign language fluency is a clear advantage.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
FIN 302*	2
HTM 302*	2
MIS 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward Marketing electives. However, only 4 excess units can be counted as marketing elective credit.*

Marketing Option Core Courses (20 units)

MGMT 305	4
MKTG 305	4
MKTG 433	4
MKTG 442	4
MKTG 448	4

Marketing Option Electives (14 units)
A minimum of 10 units must be selected from the list of electives below. The remaining 4 units can be taken from electives in ACCT, FIN, GBM, MIS, MGMT, MKTG, or OM. No more than 4 units from the ACCT, FIN, MIS or GSCM option 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 College with prior approval from CoBA.

GBM 430	2
MGMT 315	2
MGMT 415	4
MGMT 432	2
MGMT 445	2
MGMT 452	4
MGMT 461	4
MGMT 465	4
MGMT 481-5	1-4
MGMT 498	1-4
MKTG 315	4
MKTG 446	4
MKTG 449	4
MKTG 481-5	1-4
MKTG 498	1-4

Capstone (4 units)

BUS 444	4

Senior Experience (5 units)

BUS 492	1
BUS 493	4

MINOR IN BUSINESS ADMINISTRATION

The Minor in Business Administration 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 CoBA requires that at least 50% of the upper-division minor coursework be earned at Cal State San Marcos. The requirements are as follows:

Lower-Division Pre-Business Core (Please see page 224 for details on the Pre-business Core)

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
OM 302*	2

An approved 4-unit upper-division Business Course 4

Students must meet all prerequisites for the selected 4-unit course.

Minimum Total Units *36*

** Bus 304 (4) is a prerequisite*

MASTER OF BUSINESS ADMINISTRATION

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 the 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. Information literacy and library research skills are salient in the dynamic world of global business and as such are emphasized in the program. The curriculum stresses the importance of good communication skills for successful management; thus written and oral presentations are 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 requires 64 units of course work. Each MBA course (except the MBA Project course, BA 680) will include a one-unit theme project. The instructor is responsible for selecting the theme for the courses/section from the following: Ethics, Evolving Technology, Globalization or Environment themes. New themes may be introduced in the future. For each section of each course there will be only one theme and all students enrolled in a section will engage in activities related to the assigned theme. Throughout the program, it is hoped that students will be exposed to multiple themes.

Student Learning Outcomes

Students who graduate with a Master of Business Administration will:

- Create solutions to managerial problems using qualitative and quantitative tools.
- Identify changing business environments and adapt business processes to those environments.
- Demonstrate the ability to be an empowered member of an organization.
- Advocate for socially responsible and ethical managerial decisions.

Program Schedule

The program is designed for working professionals. Groups of 25-40 students take courses in a predetermined sequence. The full Master's Program can be completed in 32 months. Students attend Fall, Spring, and Summer terms.

Admission Requirements

A GMAT score of 500 or above, with a minimum 30th percentile score in the Verbal section, a minimum 30th percentile score in the Quantitative section, and a 4.0 score in the Analytical Writing section.

A Grade Point Average (GPA) of "B" (3.0) or better in the last 60 graded semester units, from a WASC-equivalent university. Only regular courses from four-year colleges and/or universities will be used in calculating an applicant's GPA–no extension courses or community college courses will be included.

The Work Experience requirement is at least three years of full time, professionally relevant work experience.

The primary data for assessment includes the following required items:

- Transcripts of university–level course work. GPA will be computed from 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.
- Resume documenting 3 years of relevant work experience.
- Two essays covering career achievements plus expected challenges and rewards from the MBA Program.
- Three Letters of Recommendation.

The admissions committee will also evaluate the applicant's skills in quantitative methods (including basic calculus), communication, and computer applications. Where deficiencies are identified, the applicant may be required to complete equivalent courses or workshops.

Advancement to Candidacy

In order to be considered for advancement to candidacy, MBA students must be in good standing with an overall graduate GPA of at least a 3.0, have no more than 8 units (Including BA 680) remaining towards the completion of the MBA program.

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, (2) a minimum grade of 2.0 (C) in each course, and (3) Advancement to candidacy.

The program requires a total of 64 units.

Required Courses (52 units)

	Units
BA 611	4
BA 615	4
BA 616	4
BA 617	4
BA 621	4
BA 625	4
BA 626	4
BA 630	4
BA 635	4
BA 645	4
BA 650	4
BA 680	4
ECON 600	4

Elective Courses (12 units)

BA 628	4
BA 641	4
BA 646	4
BA 664	4
BA 667	4
BA 681	1-4
BA 690	1-4
BA 698	1-4









College of Education

MISSION STATEMENT

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

COLLEGE OF EDUCATION

Offices:
University Hall, Third and Fourth Floor

Telephone:
(760) 750-4300

Dean:
Mark Baldwin, Ed.D.

Associate Dean:
M.G. (Peggy) Kelly, Ed.D.

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Credential Analysts:
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Faculty:

Residence
Mark D. Baldwin, Ed.D.
Grace Benigno, M.A.
Tom R. Bennett, Ph.D.
Fran Chadwick, Ed.D.
Annette Daoud, Ph.D.
Rosario Diaz-Greenberg, Ed.D.
Nancy Dome, Ed.D.
Anne René Elsbree, Ph.D.
Elizabeth Garza, Ed.D.
Gisella Gigglberger, Distinguished Teacher in Residence
John Halcon, Ph.D.
Joan Hanor, Ph.D.
Katherine Hayden, Ed.D.
Antonette Hood, Ed.D.
Bonnie Ingalls, Distinguished Teacher in Residence
Jennifer Jeffries, Ed.D.
Joseph F. Keating, Ph.D.
M.G. (Peggy) Kelly, Ed.D.
Alison King, Ph.D.
Brian Lawler, M.A.
Delores Lindsey, Ph.D.
Robin Marion, Ph.D.
Leslie Mauerman, M.A.
Janet E. McDaniel, Ph.D.
Grace Park McField, Ph.D.
Juan Necochea, Ph.D.
Katherine I. Norman, Ph.D.
Moses K. Ochanji, Ph.D.
A. Sandy Parsons, Ph.D.
Janet L. Powell, Ed.D.
Patricia Prado-Olmos, Ph.D.
Alice Quiocho, Ed.D.
Lorri J. Santamaria, Ph.D.
Isabel Schon, Ph.D. - Founding Faculty,
Patricia H. Stall, Ph.D.
Laurie P. Stowell, Ph.D.
Jacqueline S. Thousand, Ph.D.
Gilbert Valadez, Ed.D.
Harry Weinberg, Ed.D.
Laura Wendling, Ph.D
Vanessa Wierenga, Distinguished Teacher in Residence
Kimberley Woo, Ed.D.

Dean Emeritus:
Steve Lilly, Ed.D.

Programs Offered:

The College of Education offers the following credential programs, which are approved by the California Commission on Teacher Credentialing:

Credential and Certificate Programs

- Multiple-Subject/English Learner Authorization (Elementary)
- Part-time Multiple-Subject/English Learner Authorization
- Integrated Bachelor of Arts and Multiple-Subject/English Learner Authorization
- Multiple-Subject/Middle Level Certificate/English Learner Authorization
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple-Subject/English Learner Authorization
- Single-Subject Credential Program/English Learner Authorization (Secondary)
- Evening Single-Subject/English Learner Authorization (Secondary)
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Single Subject/English Learner Authorization*
- Multiple-Subject/BCLAD (Bilingual/Cross-Cultural Language and Academic Development): Spanish Emphasis
- Part-time Multiple-Subject/BCLAD: Spanish Emphasis
- Evening SingleSubject/BCLAD: Spanish Emphasis
- Integrated Bachelor of Arts and Multiple-Subject/BCLAD: Spanish Emphasis
- Multiple-Subject/Middle Level/Spanish 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
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Single Subject/BCLAD: Spanish Emphasis*
- Preliminary Administrative Services Credential Tier I
- Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Engllish Learner Authorization
- Clear Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Engllish Learner Authorization
- Reading Specialist Credential

Certificate Programs

- CTEL Certificate
- Reading Certificate
- Computer Concepts and Application
- Multicultural Specialist
- Advanced Study in Science Teaching

Master of Arts

- Master of Arts in Education, Options:

— General
— Communicative Sciences and Disorders with Speech Language Pathology Services Credential*
— Education Administration
— Literacy Education
— Special Education

Doctor of Education

- Doctorate in Education, Educational Leadership

— Joint program offered by California State University San Marcos and University of California San Diego

The College of Education also offers:

- Courses required for the 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

** Internships offered with many service area school districts.*

*** Expected to begin in fall 2009.*

GRADE REQUIREMENTS AND ACADEMIC PROBATION

For all credential candidates in the Multiple-Subject, Integrated Credential Program, Special Education, Concurrent Special Education, BCLAD, Middle Level Certificate, and Single-Subject programs, the following grade requirements must be met:

- **Grading,** All courses except clinical practice are graded A, B, C, D, F. Credit/No Credit (CR/NC) is given for clinical practice. The minimum acceptable final grade for the courses in the professional education sequence, including prerequisite courses, is C+ (2.3), but a B (3.0) average must be maintained.

For all College of Education programs, including teaching credential, specialist, and advanced credential, and the master's programs, 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 credential candidate has been assigned grades of No Credit, Incomplete, or a letter grade below C+ in any two or more professional courses;
  3. Further, a credential candidate will not be allowed to enter the advanced clinical practice if the candidate is (1) on academic probation, or (2) has not successfully completed all professional coursework, or (3) has a grade of "incomplete" for beginning clinical practice, or (4) has not completed subject matter competency, or (5) has not been issued a Commission on Teacher Credentialing (CCTC) Certificate of Clearance (6) does not provide TB clearance (7) has not made successful progress in passing the Teaching Performance Assessment (TPA).

Disqualification

A candidate in a credential program may be disqualified for any of the following:

- A Certificate of Clearance is not obtained.
- Teaching Performance Expectations (TPEs) are not met.
- Candidate has not made satisfactory progress in passing the TPA.
- During the academic probation period, the candidate fails to achieve a 3.0 GPA, and a minimum letter grade of C+ or better in all professional coursework.
- Other Considerations. Post-baccalaureate candidates may repeat a course in which a grade of lower than C+ was received. 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 candidates in full-time teacher credential programs to complete their coursework and clinical practice within a three-year time limit, commencing from the beginning of coursework in that program. There is a four-year time limit for candidates in part-time teacher credential programs, commencing at the beginning of coursework in that program. After reaching the time limit, candidates will be terminated from the program and will have to reapply to the program to be reinstated. Candidates may appeal to College of Education, Student Appeals Committee.

Disenrollment

A candidate may be disenrolled from a credential program if it is determined that the candidate will not likely achieve minimum academic requirements for the credential.

Admission Requirements for the Multiple-Subject Teaching Credential Programs

1. Two (2) Applications. Application to both the University and College of Education.
2. Application Fees. A $25 credential application fee is due upon application to a credential program. A university application fee is also required.
3. Bachelor's Degree. A Bachelor's degree or all undergraduate academic subjects must be satisfied before entering a teacher education program. Candidates 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 candidate may petition for 12 units concurrent postbaccalaureate credit the first week of instruction during the last semester before graduation ONLY. Petitions are available in the Office of Registration and Records. Please note: Completion of a bachelor's degree from Cal State San Marcos requires submission of a graduate application to enroll in postbaccalaureate or graduate coursework.
4. Subject Matter Competency. Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Subject matter competency must be completed prior to admission to the program. Please note: Conditional admission will be considered on a limited basis; however, state program standards prohibit advanced clinical practice until CSET: Multiple Subjects is passed. The examination consists of three (3) subtests:

   Subtest I: Reading Language and Literature; History and Social Sciences, Test Code 101

   Subtest II: Science; Mathematics, Test Code 102

   Subtest III: Physical Education; Human Development; Visual & Performing Arts, Test Code 103.

   Information, test preparation, and registration is available online at:

   www.cset.nesinc.com

5. Basic Skills Examination. Candidates must TAKE one of the options for satisfying the Basic Skills Requirement prior to entering a teacher education program. Candidates must PASS one of the basic skills options to qualify for Advanced student teaching.

Basic Skills Options: Pass all three subtests of the CSET Multiple Subject examination in addition to the CSET Writing Skills examination, Subtest IV: Writing Skills, Test Code 142 OR CBEST (California Basic Skills Examination)

6. Prerequisite Courses in Education. If taken at Cal State San Marcos, 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.

   a) EDUC 350 – This required course serves as an orientation to careers in education. During this course, candidates participate in fortyfive (45) hours of supervised fieldwork assignments in classroom settings. Candidates must submit a recommendation letter from a K-12 classroom teacher. A Certificate of Clearance must be obtained as a requirement of this course.

   b) EDUC 364 – This required course must be taken prior to enrollment in the credential program.

   c) EDUC 422 – Before admission to program, candidates must have completed a basic computer course or passed an assessment. In addition, candidates must obtain competency in using a set of education specific electronic tools by completing EDUC 422 or portfolio to the specifications found at http://lynx.csusm.edu/coe/academics/FormsPolicies/ED422WaiverREV07.pdf
7. One Set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the Cal State San Marcos Office of Admissions.
8. Grade-Point Average. A student must have a cumulative grade point average (GPA) of 2.67 to be accepted into any credential program offered at Cal State San Marcos. If you do not have the required 2.67 GPA, conditional admission is available on a limited basis.
9. Three Letters of Recommendation. Recommendations from classroom faculty and/or others knowledgeable about the candidate's personal qualities and potential must be submitted with the program application. One recommendation must be from a K-12 classroom teacher. Go to http://lynx.csusm.edu/coe/academics/FormsPolicies.asp for letter of recommendation guidelines.
10. Personal Interview for qualified candidates conducted by education faculty committee. Candidates are notified by mail to make arrangements for the interview after the application deadline.
11. 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) before certification. Passing one of two components of RICA, either a comprehensive examination or a performance assessment, is a requirement for the initial issuance of a Multiple Subject or Special Education Credential. Candidates cannot take the RICA until they have successfully completed the Language and Literacy courses which are part of the credential program. The CSU San Marcos College of Education RICA pass rate for 2006-2007 is 99%.

Co-Requisites

Completed before or during program and is required before recommendation of initial credential.

1. *U.S. Constitution.* Knowledge of the U.S. Constitution demonstrated by completion of a two-semester unit college-level course or a college-level examination.
2. *Health Education Requirement.* Prior to issuance of an initial credential, a health course must be completed which covers, nutrition, physiological and sociological effects of abuse of alcohol, narcotics and drugs, use of tobacco. Infant, child and adult CPR is required to satisfy the health requirement.

Clinical Practice Requirements

Eligibility for Clinical Practice includes:

1. Certificate of Clearance. Candidates must apply for a valid Certificate of Clearance on-line as part of the admission to the Teaching Credential program. A copy of a valid permit or credential satisfies the clearance requirement. This requirement must be completed prior to entering any classroom for observation and/or clinical practice.
2. Tuberculin Clearance. The tuberculin clearance is valid for four (4) years and must be valid throughout the clinical practice. The tuberculin clearance may be completed at a private physician's office, the County Health Department, or the Cal State San Marcos Student Health Center.
3. Basic Skills Examination must be passed before advanced clinical practice.
4. CSET must be passed before advanced clinical practice.
5. Successful progress in professional program coursework, Teaching Performance Expectations (TPEs) and Teaching Performance Assessment (TPA.

Eligibility for Intern Teaching Includes:

1. Certificate of Clearance.
2. Bachelor's Degree. Official transcripts verifying bachelor's degree required.
3. U.S. Constitution requirement must be completed.
4. Basic Skills Examination must be passed before intern teaching.
5. CSET must be passed.
6. Successful progress in program, professional coursework, and Teaching Performance Expectations (TPE)and Teaching Performance Assessment (TPA).
7. Minimum of 120 clock hours including classroom management and planning reading/language arts specific pedagogy, human development, and teaching English Learners
8. Turberculin Clearance.

Additional Admission Requirements for Bilingual Crosscultural Language and Academic Development (BCLAD) Spanish Emphasis Candidates should sign up for the language assessment prior to admission. Please call (760) 750-4905 to arrange for an appointment and refer to the BCLAD section of the catalog for all BCLAD requirements. There will be a $50 fee for the written assessment and an additional $50 fee for the oral assessment. Please note: Candidates who have passed all three subtests of the CSET: Spanish examination are NOT required to take the BCLAD: Spanish Emphasis Language Assessment.

FULL TIME MULTIPLE-SUBJECT CREDENTIAL PROGRAM/ENGLISH LEARNER AUTHORIZATION

The Multiple-Subject Credential Program is designed to prepare teachers to work with students in grades K-12 with responsibility for all subject areas in a selfcontained and core 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 authorization to teach English learners is met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework. Candidates successfully completing this program receive the Preliminary Multiple-Subject Credential with authorization to teach English learners.

A two semester program, the Multiple-Subject Program provides coursework in learning and instruction, content area methodology correlated with field experiences and clinical practice in conjunction with the authorization to teach English learners. The College of Education is specifically committed to providing candidates with opportunities to learn innovative teaching practices and put these methods to work with children.

Student Learning Outcomes:

The teacher(candidate) learning outcomes are defined by SB2042 as Teaching Performance Expectations (TPEs). CSUSM College of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts in the COE Mission Statement. The full text of the TPEs can be found at *http://lynx.csusm.edu/coe/eportfolio/TPEsFullText.pdf*

Course Sequence

First Semester	**Units**
EDMS 511	3
EDMS 521	3
EDMS 543	3
EDMS 555	3
EDMS 571	7
Total	*19*

Second Semester	**Units**
EDMS 512	3
EDMS 522	3
EDMS 544	3
EDMS 545	3
EDMS 572	7
Total	*19*

Program Total	**38**

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple or Single Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an on-line recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Student Services Center. Successful completion of the program results in issuance of a Preliminary 5-year credential. SB 2042 Standards require employment as a fulltime teacher and completion of an induction program to qualify for the Clear Credential.

PART-TIME MULTIPLE-SUBJECT CREDENTIAL PROGRAM ENGLISH LEARNER AUTHORIZATION

The Part-time Multiple-Subject Credential Program is intended for those candidates who are unable to pursue a full-time program. The curriculum is the same as the full-time program but offered in the evenings and/or weekends. Please note summer is considered one of the semesters. A fast-track option of the part-time program is available.

First Semester	**Units**
EDMS 511	3
EDMS 543	3
Total	*6*

Second Semester	**Units**
EDMS 512	3
EDMS 521	3
Total	*6*

Third Semester	**Units**
EDMS 522	3
EDMS 555	3
Total	*6*

Summer Semester	**Units**
(The summer experience must be taken prior to student teaching.)	
EDMS 544	3
EDMS 545	3
Total	*6*

All clinical practice requirements must be met prior to semester 5.

Fifth Semester	**Units**
EDMS 571*	7
EDMS 572*	7
Total	*14***

Program Total	**38**

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple or Single Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an on-line recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Student Services Center.

*** Full-time fees are required.*

Successful completion of the program results in issuance of a Preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program

CONCURRENT PRELIMINARY LEVEL I EDUCATION SPECIALIST MILD/MODERATE AND/OR MODERATE/SEVERE DISABILITIES PROGRAM WITH THE MULTIPLE-SUBJECT/ENGLISH LEARNER AUTHORIZATION

Admission requirements same as Multiple Subject Credential

The concurrent candidates receive the Multiple Subject and the Preliminary Level I Mild/Moderate credentials with the option to complete the Preliminary Level I Moderate/Severe credential the second summer. The authorization to teach English Learners is met through infusion of content and experiences. A bilingual emphasis may be added to the Multiple Subject credential for qualified candidates.

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. Both the Mild/Moderate and Moderate/Severe credentials authorize the provision of services to individuals in grades K through 12, including adults. The Mild/Moderate Education Specialist credential authorizes graduates to serve students in the following federal disability categories: Specific Learning Disabilities, Mental Retardation, Serious Emotional Disturbance, and Other Health Impaired (e.g., Attention Deficit Disorder). The Moderate/Severe credential authorizes graduates to serve students in the federal disability categories of Mental Retardation, Multiple Disability, Autism, Deaf-Blindness, and Serious Emotional Disturbance. The course offerings and sequence described in this program will enable credential candidates to receive the Multiple Subject, Mild/Moderate, and Moderate/Severe credentials.

Summer I	**Units**
EDMX 511	3
EDMX 512	3
EDMX 521	3
EDMX 631	3
Total	*12*

Fall Semester	**Units**
EDMS 555	3
EDMX 543	3
EDMX 544	3
EDMS 545	3
EDMX 571	7
Total	*19*

Spring Semester	**Units**
EDMX 572	7
EDMX 622	3
EDMX 627	3
EDMX 632	3
EDMX 633	3
Total	*19*

Program Total	**50**

In the second summer, candidates may finish the Level I Moderate/Severe Disability Credential by completing:

Summer II	**Units**
EDMX 634	4

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple or Single Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an on-line recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Student Services Center.

Level II preparation is required of all initial (Level I) credential holders. This Clear 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 Clear Level II Education Specialist Credential Program within 5 years of the date of issuance of the Preliminary Level I Credential. Level II Credential requirements include possession of a Preliminary Level I Specialist Credential, and 2 years of experience as a special educator while holding a Level I credential. The Level II Credential requirements can be found on page 249.

INTERNSHIP PARTNERSHIP WITH SERVICE AREA SCHOOL DISTRICTS PRELIMINARY LEVEL I EDUCATION SPECIALIST MILD/MODERATE AND/OR MODERATE/SEVERE DISABILITIES PROGRAM WITH OPTIONS FOR MULTIPLESUBJECT/ ENGLISH LEARNER AUTHORIZATION

Eligibility for Intern Teaching Includes:

1. Certificate of Clearance.
2. Bachelor's Degree. Official transcripts verifying bachelor's degree required.
3. U.S. Constitution requirement must be completed.
4. Basic Skills Examination must be passed before intern teaching.
5. CSET must be passed.
6. Successful progress in program and Teaching Performance Expectations (TPEs and Teaching Performance Assessment (TPA.
7. Minimum of 120 clock hours including classroom management and planning, reading/language arts specific pedagogy, human development, and teaching English Learners
8. Tuberculin Clearance.

Please note: Candidates applying for the Internship Credential Program in partnership with school districts, must also apply on-line with the school district.

Internship Program (continued)

Year I	Units
EDMX 511	3
EDMX 512	3
EDMX 521	3
EXMX 631	3
EDMX 627	3
EDMX 622	3
EDMX 633	3
EDMX 671	7
EDEX 660	2
Total	*30*

Year II	Units
EDMS 543	3
EDMS 555	3
EDMX 632	3
EDMX 672	7
Total	*16*

Summer I or II

Please Note: Internship Option ONLY: Preliminary Level I Education Specialist Mild/Moderate and/or Moderate/Severe Disabilities Education Specialist Credentials may be granted prior to the Multiple-Subject Credential

Spring II or Summer II

Intern Option ONLY: To be granted the Multiple-Subject Credential the following courses must be completed:

	Units
EDMS 544	3
EDMS 545	3
EDMX 571	7
Total	*13*

Program Total	**46-59**

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple or Single Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an on-line recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Student Services Center.

Level II preparation is required of all initial (Level I) credential holders. This 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 Clear Level II Education Specialist credential program within 5 years of the date of issuance of the Preliminary Level I Credential. Clear Level II credential requirements include possession of a Preliminary Level I Specialist Credential and 2 years of experience as a special educator while holding a Level I credential. See Special Education Clear Level II Credential Requirements on page 249.

MULTIPLE-SUBJECT CREDENTIAL PROGRAM/ENGLISH LEARNER AUTHORIZATION WITH MIDDLE LEVEL CERTIFICATE

The Multiple Subject with Middle Level Certificate Teacher Education Program is designed to prepare teachers to work with young adolescents in grades 5-9. Graduates of the program will hold a Multiple Subject Credential with Authorization to Teach English Learners as well as a Certificate of Advanced Study in Middle Level Education. The Middle Level Program provides the candidate with the flexibility to teach in elementary and middle schools.

The Middle Level Program provides focused preparation in teaching, learning and schooling for youngsters in the middle grades. Coursework is taught at a middle school site with class sessions and assignments geared to the particular needs of middle school teachers and learners. Field experiences are planned and coordinated with a small number of partner middle schools. Supervision of the clinical practice is the 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 the site).

Admission Requirements same as Multiple Subject.

It is recommended students obtain certification to teach departmentally in a subject area. There are three options currently available:

1. State-approved examination in a single subject content area. Refer to www.cset.nesince.com, or call (760) 750-4277 for further information.
2. Subject Matter Programs. California State University San Marcos offers some Single-Subject Subject Matter Programs. Please contact the College of Arts and Sciences for eligibility.
3. Subject Matter Authorizations. The California Commission on Teacher Credentialing (CCTC) approved requirements for Subject Matter Authorizations as an alternative method of demonstrating single subject content knowledge based on specific coursework. Detailed information is available in the COE Student Services Center and workshops are conducted throughout the academic year. Please call (760) 750-4277 to register to attend Subject Matter Authorization workshop.

Please note supplementary authorizations may also be added to Multiple-Subject Credentials. Supplementary Authorizations are not compliant with No Child Left Behind (NCLB). Options 1 and 2 qualify candidates for the Single-Subject Credential upon successful completion of the Multiple-Subject Credential Program with Middle Level Certificate.

Student Learning Outcomes

The student (candidate) learning outcomes are defined by SB 2042 as Teaching Performance Expectations. CSUSM College of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the COE Mission Statement and the needs of young adolescents in middle schools. The full text of the TPEs can be found at *http://lynx.csusm.edu/coe/eportfolio/TPEs.FullText.pdf*

Middle Level Certificate Program

First Semester	Units
EDMI 511	3
EDMI 521	3
EDMI 543	3
EDMI 555	3
EDMI 571	7
Total	*19*

Second Semester	Units
EDMI 512	3
EDMI 522	3
EDMI 544	3
EDMI 545	3
EDMI 572	7
Total	*19*

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple or Single Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an on-line recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Student Services Center.

Successful completion of the program, and state required assessments, results in issuance of a Preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program to qualify for the Clear Credential.

SINGLE-SUBJECT CREDENTIAL PROGRAM/ENGLISH LEARNER AUTHORIZATION

Admission Requirements for the Single Subject (Secondary) Credential Program are the same as Multiple-Subject Admission Requirements with the following exceptions:

CBEST Examination. Single Subject candidates must take the California Basic Education Skills Test (CBEST) prior to admission to the Single Subject Teaching Credential Program. Candidates are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before advanced student teaching.

Subject Matter Competency. Teacher education candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Subject matter competency must be completed before beginning the program.

Candidates have two options available for satisfying this requirement:

1. Complete a commission-accredited subject matter preparation program in the subject they wish to teach, such as English, Mathematics, Biological Science, Chemistry, Geoscience, Physical Education, Physics, Social Science, Spanish.
2. Pass the appropriate commission adopted subject matter examination. Please refer to Table 1 in the program brochure for information on CSET Single-Subject examinations. Please call (760) 750-4277 for further information.

Information, test preparation, and registration are available online at: www.cset.nesinc.com

Program Description

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 Preliminary Single Subject Credential. In the full-time two-semester curriculum, candidates take courses in teaching and learning in high schools, discipline and interdisciplinary 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, and they are assisted by educators from north county high schools who share expertise and experiences and model exemplary practices for high schools.

North San Diego county high schools serve as sites for field experiences. Supervision of clinical practice is a shared responsibility of a university faculty advisor and an onsite 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/twelfth grade level. Within these experiences there is opportunity to practice-teach a variety of subjects to diverse student populations with varying ability levels. In addition, candidates 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.

Another important aspect of the Single-Subject Credential Program is the acquisition of and authorization to teach English learners. Requirements are met through the infusion of content and experience not only through the specific courses, but also during the clinical practice in order to better serve the needs of students from diverse language and cultural backgrounds often encountered in classrooms.

It is recommended that perspective candidates have a second area of strength in a subject area. The California Commission on Teacher Credentialing (CCTC) has adopted Subject Matter Authorizations as an alternative method of obtaining an additional subject area. Please attend a Supplementary Authorization/Subject Matter Authorization workshop as indicated on our website: *www.csusm.edu/coe.*

Student Learning Outcomes

The student (candidate) learning outcomes are defined by SB2042 as Teaching Performance Expectations. CSUSM College of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the COE Mission Statement. The full text of the TPEs can be found at *http://lynx.csusm.edu/coe/eportfolio/TPEs.FullText.pdf*

SINGLE-SUBJECT — DAY AND EVENING COHORTS

First Semester	Units
EDSS 511	4
EDSS 521	3
EDSS 555	3
EDSS 571	6

Additional methods course requirements are listed below. Each candidate will enroll in the appropriate subject area course for a total of two (2) units.

EDSS 543A	2
EDSS 544A	2
EDSS 545A	2
EDSS 546A	2
EDSS 547A	3
KINE 401	3
Semester Total	*18 – 19*

Second Semester	Units
EDSS 531	2
EDSS 541	2
EDSS 530	3
EDSS 572	8

Additional methods course requirements are listed below. Each candidate will enroll in the appropriate subject area course for a total of one (2) units.

EDSS 543B	2
EDSS 544B	2
EDSS 545B	2
EDSS 546B	2
EDSS 547B	3
Semester Total	*17 – 18*

Program Total	**35 – 37**

Please Note: Extended option for a two-year program offered on an individual basis. Classes May be held day, evening, weekends.

Note: Candidates must be successful in meeting the Teaching Performance Expectations (TPEs) to progress to clinical practice and to be recommended for credential. Please refer to the details of the TPEs in the Student Teaching Handbook on the COE web site at www.csusm.edu/COE.

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple or Single Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an on-line recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Student Services Center.

Successful completion of the program results in issuance of a Preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program to qualify for the Clear Credential.

BILINGUAL EMPHASIS AND CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH

The Certificate in Advanced Study in Biliteracy Education is a program offered in conjunction with the Multiple Subject, Middle Level, Intern, Single-Subject Credential and Integrated Credential Program options. The advanced certification is for those 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 offers coursework and clinical practice which will qualify candidates with the requisite skills, knowledge and disposition to design, implement, and teach in biliteracy and other primary language programs.

There are three (3) requirements to be recommended for the BCLAD: Spanish emphasis:

1. Certificate of Advanced Study in Biliteracy Education 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. BCLAD Emphasis: Spanish students should sign up for the language assessment prior to admission. Please call (760) 750-4905 to arrange for an appointment. There will be a fee of $50.00 per assessment ($50.00 for written assessment and $50.00 for oral assessment.

   Please note: Candidates who have passed all three subtests of the CSET: Spanish examination are NOT required to take the BCLAD: Spanish Emphasis Language Assessment.
2. At least one clinical practice placement will be in a biliteracy or other primary language program.
3. The following additional course must be successfully completed: EDML 553 3 units In addition, it is recommended candidates complete the following course: EDML 554 3 units

   PLEASE NOTE: These three requirements MUST be fulfilled during the program or no more than one (1) year after recommendation for initial credential. Past the one year state limit, a candidate must pass the state BCLAD examinations to qualify for the BCLAD Certificate.

INTEGRATED BACHELOR OF ARTS AND MULTIPLE SUBJECT CREDENTIAL PROGRAM/ENGLISH LEARNER AUTHORIZATION

(For admission requirements to the Integrated Bachelor of Arts, see College of Education and College of Arts and Sciences advising staff.)

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 English Learner Authorization from the College of Education. The Integrated Credential Program (ICP) consists of one prerequisite semester and fivethemed semesters of courses which are taken in both colleges.

The Integrated Bachelor of Arts and Multiple-Subject Emphasis Credential English Learner Authorization Program appears as Option 2 in the Liberal Studies major under the College of Arts and Sciences.)

Student Learning Outcomes

The student (candidate) learning outcomes are defined by SB 2042 as Teaching Performance Expectations (TPEs). CSUSM College of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the COE Mission Statement. The full text of the TPEs can be found at *http://lynx.csusm.edu/coe/eportfolio/TPEs.FullText.pdf*

CLEAR RYAN CREDENTIAL

Although the Ryan credential is no longer offered as a program, since California has transitioned to the SB 2042 standards, CSUSM continues to provide a means for clearing the Ryan credential. There are two options available to clear a Ryan Preliminary Credential

1.University Recommendation

Candidates may receive a California State University San Marcos recommendation of a five-year Clear Multiple or Single Subject Ryan Credential if, in addition to completing program requirements for the Preliminary Ryan Credential, the candidate also satisfies:

(a) 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.

(b) Health Education

Completion of a course in Health Education including information on alcohol, narcotics, drugs, tobacco, and nutrition (EDUC 571 or PE 201 or PE 203). The requirement includes training in infant, child, and adult cardiopulmonary resuscitation (CPR).

(c) Computer Education

Completion of an advanced 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 422 or EDST 630).

(d) Special Education

Completion of a requirement in the needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming) (EDUC 501).

2.Complete an SB 2042 Clear Teacher Induction Program

and CPR. Contact your school district directly for details. Option two is the only option available to qualify for a Clear SB 2042 Credential. This option requires employment in a school district and participation in an induction program.

CERTIFICATE PROGRAMS CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH

Courses Required:

Multiple Subject Students:
EDMS 522
EDMS 555
EDML 553
EDML 554
Program Total: 12 units

Single Subject Students:
EDSS 521
EDSS 555
EDML 553
EDML 554
Program Total: 12 units

CERTIFICATE OF ADVANCED STUDY IN MIDDLE LEVEL EDUCATION

Courses Required:

EDMI 511
EDMI 512
EDMI 521
EDMI 522
EDMI 543
EDMI 544
EDMI 545
EDMI 555
Program Total: 24 units

CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL) CERTIFICATE, THE NEW CLAD

California Teachers of English Learners (CTEL) Program Leading to a CLAD Certificate

The CLAD certificate authorizes instruction for English language development and specially designed academic instruction delivered in English.

There are 4 requirements to be eligible for the CLAD certificate:

1. You must hold an appropriate prerequisite credential or permit.

   **Please Note: SB 2042 Credential programs infuse CLAD competencies in the teacher preparation programs.
2. The second language requirement is fulfilled by completion of a bachelor's degree from an accredited college or university.
3. CTEL coursework is required to obtain the CLAD certificate.
4. A portfolio review (assessment)

Overview of the CTEL Program leading to CLAD certification

The CTEL Certificate Program at California State University San Marcos is a program within the Master of Arts in Education programs offered in the College of Education. The CTEL Certificate Program consists of 12 units of coursework (4 courses) accompanied by candidates submitting a final portfolio to demonstrate mastery of the CTEL standards.

- The four (4) courses are offered at the MA-level so that candidates completing the CTEL program can apply their courses towards a Master of Arts in Education – a 30-unit degree program.
- Candidates can complete the CTEL coursework in two semesters – two courses or 6 units each semester. Master of Arts classes are offered in the evenings.
- Some CTEL courses have an on-line component, but the CTEL Program at CSUSM is not an on-line program.
- The final portfolio is an on-line submission in which candidates write a narrative reflecting upon how s/he has met the CTEL standards and attach assignments from the courses they completed as evidence.

CTEL COURSEWORK

CTEL Standard	Course Where CTEL Standard Is Met
Standard 4 Standard 5	EDUC 646 **OR** EDUC 606
Standard 6	EDUC 641 **OR** EDUC 614 A&B **OR** EDAD 614 **AND** EDAD 618
Standard 7 Standard 8	EDUC 647 **OR** EDUC 612 **OR** EDUC 613
Standard 9 Standard 10	EDUC 602 **OR** EDAD 610 **AND** EDAD 614

READING CERTIFICATE

The College of Education offers a Reading Certificate Program within the M.A. area of Literacy Education. Refer to page 252.

CERTIFICATE OF ADVANCED STUDY IN SCIENCE TEACHING

The College of Education offers a Science Education Certificate Program within the M.A. area of Science, Mathematics and Educational Technology for Diverse Populations.

The goals and objectives of the certificate are to prepare educators who are equipped with a repertoire of knowledge, skills, and dispositions in Science Education and who demonstrate leadership in science instruction pedagogy by understanding and applying the California science education standards.

It is intended to serve regularly enrolled, graduate candidate students who wish to gain an additional certificate to the Master's degree as well as those students who would like to advance their knowledge in science teaching without necessarily taking the sequence of all the courses for the master's degree.

In order to qualify for the certificate the candidate must:

- Obtain a minimum passing grade of B- in each of the required science courses and maintain a cumulative GPA of 3.0 in all coursework.
- Complete an Action Research Project as a field experience in an educational setting. The Action Research will be completed as part of the EDST 610 class requirement.

Required courses

	Units
EDST 610	3
EDST 611	3
EDST 612	3
EDST 613	3
Total Units	*12*

CERTIFICATE OF ADVANCED STUDIES IN MULTICULTURAL EDUCATION

The Certificate of Advanced Studies in Multicultural Education prepares educators to take leadership roles for social change.

Course Requirements

	Units
EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3
Program Total	*12*

COMPUTER CONCEPTS AND APPLICATIONS SUPPLEMENTARY AUTHORIZATION

The College of Education offers this supplementary authorization.
The following four fully online courses satisfy the requirements for the California Supplementary Authorization (CSA) in Computer Concepts and Applications. Applicants successfully completing the courses with grades of C+ (2.3) or better can apply to the state to have the CSA added to their basic teaching credential:

Courses Required:

EDST 630	3
EDST 635	3
EDST 636	3
EDST 637	3
Program Total:	*12*

The Supplementary Authorization graduate units can be applied toward the General Option of the M.A. in Education.

ADVANCED CREDENTIALS

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL - TIER I

This option prepares site and district administrators for leadership positions in elementary, middle and secondary schools. Candidates develop administrative and leadership knowledge, skills and dispositions through a progression of courses addressing school culture, supervision of instruction, student achievement, assessment, personnel practices, educational law and finance. Candidates qualify for the Preliminary Administrative Services Credential upon completion of the first four semesters of programming. Candidate progress is assessed based on the California Professional Standards for Educational Leaders (CPSELs). Continuation in the program leads to the Master's degree. The Administrative Services Credential requires a valid, basic CA credential, a minimum of three years full-time teaching experience and the passing of a basic skills examination such as CBEST.

Admission and Pre-Professional Qualifications are the same as the admissions requirements for the M.A. in Education on page 250 and the Option 2 for Educational Administration. Prerequisites: EDST 630, EDUC 422 and EDUC 501.

Course Requirements

	Units
EDAD 610	3
EDAD 612	2
EDAD 614	3
EDAD 616A	2
EDAD 616B	2
EDAD 618	4
EDAD 620	3
EDAD 624A	1
EDAD 624B	1
EDAD 626A	2
EDAD 626B	1
Program Total	*24*

Student Learning Outcomes

The student (candidate) learning outcomes for education leaders are defined by the California Commission on Teacher Credentialing in the California Professional Standards for Education Leaders (CPSELs) found at *http://www.acsa.org/hot_topics/hot_topic_detail.cfm?id=13*

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.

PRELIMINARY LEVEL I EDUCATION SPECIALIST MILD/MODERATE AND/OR MODERATE/SEVERE DISABILITIES CREDENTIAL PROGRAM

Special Education Level I Credential with English Learner Authorization and/or Master of Arts 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.)

This credential program prepares teachers in advanced leadership skills for the delivery of special education services to children and youth with identified disabilities. This path is for teachers who hold a valid basic teaching credential (or equivalent) and are seeking the Level I Mild/Moderate and/or Moderate/Severe Disability Education Specialist Credential(s)with an option to obtain a Master of Arts in Special Education.

Requirements for Preliminary Level I are the same as General M.A. admissions requirements, (See page 250). Candidates must also have the following:

1. Student teaching may be used in lieu of one year teaching experience
2. Subject Matter Competency and individual requirements for out-of-state trained teachers may be required to complete appropriate subject matter competency and other very specific requirements. Contact Student Services Center for details (760) 750-4277.
3. Program Coursework:

Prerequisite courses (required if equivalence has not been determined: EDST 630(or EDUC 422 or 500)3 units or completion of SB 2042 program EDUC 501 3 units or completion of SB 2042 program

Required Courses for Level I:

EDMX 631	3
EDMX 627	3
EDMX 622	3
EDMX 572	7
EDMX 632	3
EDMX 633	3
Total	*22-28*

Current holders of a CLAD/BCLAD certificate or emphasis or the new SB 2042 credential do not need the following courses:

EDUC 602	3
EDUC 641	3

Additional Required Courses for Single-Subject Credential Holders:

EDMS 521	3
EDMS or EDMX 543	3

Option for Moderate/Severe Certification

EDMX 634	4
Total	*26-30*

Level II preparation is required of all initial (Level I) credential holders. This Level II preparation is intended to be a support mechanism for the successful induction of newly credentialed special educators into the clear 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 Clear Level II Education Specialist credential program within 5 years of the date of issuance of the Preliminary Level I Credential. Clear Level II credential requirements include possession of a Preliminary Level I Specialist Credential and 2 years of experience as a special educator while holding a Level I credential. See Special Education Clear Level II Credential Requirements on page 249.

INTERNSHIP PARTNERSHIP WITH SERVICE AREA SCHOOL DISTRICTS FOR PRELIMINARY LEVEL I EDUCATION SPECIALIST MILD/MODERATE AND/OR MODERATE/SEVERE DISABILITIES CREDENTIAL PROGRAM

Preliminary Level I Mild/Moderate and/or Moderate/Severe Credential Program with English Learner Authorization is designed for candidates who have completed a basic credential program and have satisfied California subject matter competency for Multiple or Single Subject. (An emergency or substitute permit is not a basic credential.)

Application Requirements are the same as advanced credentials Preliminary Level I Education Specialist Credential.

Eligibility for Intern Teaching Includes:

1. Valid teaching credential
2. Bachelor's Degree. Official transcripts verifying bachelor's degree required.
3. U.S. Constitution requirement must be completed.
4. Basic Skills Examination must be passed before intern teaching.
5. CSET must be passed.
6. Successful progress in program standards
7. Minimum of 120 clock hours including classroom management and planning reading/language arts, specific pedagogy, human development, and teaching English Learners
8. Tuberculin Clearance.

Student Learning Outcomes

Programs that lead to licensure in Special Education are labeled "Education Specialist Credentials." To support the philosophy of including students with special needs in the regular education classroom supporting co-teaching with regular education teachers, the College of Education directs candidates to concurrently earn the Multiple Subject credential and the Education Specialist Level I Mild Moderate/ Moderate Severe credentials (leading to Level II).

The student (candidate) learning outcomes are defined by SB2042 as Teaching Performance Expectations. CSUSM College of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the COE Mission Statement. The full text of the TPEs can be found at http://lynx.csusm.edu/coe/eportfolio/TPEs.FullText.pdf

Candidates must also meet the Education Specialist Standards defined by the CTC. These standards are most succinctly found in the field experience competency checklists located at http://lynx.csusm.edu/coefieldexperience.SpedHandbook

Prerequisite Courses

EDST 630 or EDUC 422 or completion of SB 2042 program	3
EDUC 501	3

	Units
EDMX 631	3
EDMX 627	3
EDMX 622	3
EDMX 633	3
EDMX 671	7
Total	*19-25*

Year II	**Units**
EDMX 622	3
EDMX 632	3
EDMX 672	7
EDEX 660	2
Total	*15*

Required for Moderate/Severe Certification:

EDMX 634	4

Current holders of a CLAD/BCLAD/CTEL certificate or emphasis or the new SB 2042 credential do not need the following courses:

EDUC 602	3
EDUC 641	3

Program Total	*34-50*

Additional Required Courses for Single Subject Credential Holders Only EDMX or

EDMS 543	3
EDMX 521	3

Level II preparation is required of all initial (Level I) credential holders. This Clear 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 Clear Level II Education Specialist credential program within 5 years of the date of issuance of the Preliminary Level I Credential. Level II credential requirements include possession of a Preliminary Level I Specialist Credential and 2 years of experience as a special educator while holding a Level I credential. See Special Education Clear Level II Credential Requirements on page 249.

CLEAR LEVEL EDUCATION SPECIALIST MILD/MODERATE AND/OR MODERATE SEVERE WITH ENGLISH LEARNER AUTHORIZATION CREDENTIAL

The Special Education Clear Level II Credential Program prepares teachers in advanced leadership skills for the delivery of special education services to children and youth with identified disabilities. This option is for teachers who already hold the Preliminary Level I Mild/Moderate and/or Moderate/Severe Disability Education Specialist Credential(s) and who need to complete the Clear Level II coursework in order to retain their education specialist credential and who may also wish to obtain a Master of Arts in Special Education. This path also is appropriate for special educators who hold a Learning Handicapped or equivalent credential and wish only to obtain a Master of Arts in Special Education.

Application Requirements for Clear Level II Specialist Credential Mild/Moderate and/or Moderate/Severe:

Same Application Requirements for Level I with the following additions:

1. Valid Preliminary Level I Credential
2. An offer of employment as a special educator

Corequisite requirements which are to be completed before recommendation for Level II Credential:

1. Advanced Computer Technology Requirement: EDUC 422 or 500 in addition to successful completion of required Level II coursework.
2. Health Education: A health course must be completed which covers nutrition, physiological and sociological effects of abuse of alcohol, narcotics and drugs, and use of tobacco. You must also have CPR training that covers infant, child and adult.
3. Verification of Employment: Verification of 2 years of successful experience in a full-time special education position from the school district personnel office while holding a Preliminary Level I Education Specialist Credential.

Possible Requirements for Out-of-State Trained Teachers:

See Student Services Center for further information, or call (760) 750-4279.

1. CBEST
2. English Language Skills
3. U.S. Constitution
4. Subject Matter Competence
5. Non-Special Education Pedagogy
6. Field Experience in Non-Special Education

Required Courses For Level II:	
EDEX 638	3
EDEX 639	3
EDEX 651	3
EDEX 652	2
EDEX 660	2
EDEX 661	2
EDUC 646*	3
Total	*18*

Option for Moderate/Severe Certification:	
EDMX 634	4

**Two years of induction may exempt candidates from this course. Verification and approval required.*

Master of Arts information can be found on page 250.

READING SPECIALIST CREDENTIAL

The purpose of the Reading 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. Candidates 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. Candidates must hold a CTC-approved valid basic teaching credential (or equivalent), currently be teaching, and have three years of experience (or equivalent). Students must also have a passing RICA score before certification.

Student Learning Outcomes

The student learning outcomes for both the certificate and the credential are defined by the California Commission on Teacher credentialing. The most succinct listing of the student learning outcomes can be found on the field experience assessment form used by the program, found at *http://lynx.csusm.edu/coe/academics/LIT.option.htm*

	Units
EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616 or 617	3
EDUC 618	3
EDUC 621	3
EDUC 623	3
EDUC 627	3
Program Total	*30*

Please note: Candidates for the Reading 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 Commission on Teacher Credentialing for the Reading Special Credential.

MASTER OF ARTS IN EDUCATION

Philosophy

The Master's Program at California State University San Marcos 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.

English Learner Competency

All options of the Master of Arts in Education require students to achieve competence in instructing English learners. Candidates who do not currently possess the Bilingual/Cross-cultural Language and Academic Development (B/CLAD)or California Teachers of English Learners (CTEL) Program have not completed an SB 2042 or CLAD emphasis program, must take courses in order to apply for State approved CTEL Program certification. Details found on page 246.

The CTEL Certificate

The CTEL Certificate Program consists of 12 units of coursework (4 courses) accompanied by candidates submitting a final portfolio to demonstrate mastery of the CTEL standards. The four (4) courses are offered at the MA-level so that candidates completing the CTEL program can apply their courses towards a Master of Arts in Education – a 30-unit degree program. The final portfolio is an on-line submission in which candidates write a narrative reflecting upon how s/he has met the CTEL standards, and attach assignments from the courses they completed as evidence. The portfolios are reviewed and assessed by the leadership team responsible for administering the CTEL program under the direction of the Coordinator of the Multicultural/ Multilingual Programs.

The CTEL Certificate program leads to issuance of a CLAD Certificate. Please see page 246 for CTEL requirements.

Program Overview

The Master of Arts in Education consists of three components: Core coursework, the Option, and the Culminating Experience.

1. The Core Coursework

All master's students in the College of Education will complete the Core Coursework for a total of six (6 units), as follows:

EDUC 602 or EDAD 610
EDUC 622

2. 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:

- General
- Communicative Sciences and Disorders with Speech Language Pathology Services Credential
- Education Administration
- Literacy Education
- Special Education

3. The Culminating Experience

All MA students in the College of Education must complete EDUC 698 - Master's Culminating Experience Seminar (3 units) as part of the culminating experience for Master's study. The culminating experience may be a thesis; project, including The National Board Certification Teacher (NBCT) process; or comprehensive examination as permitted by the option. Master's candidates are encouraged to work collaboratively and may choose from a variety of forms to present their work.

Admission Requirements

General requirements are listed below. Any 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 and Literacy Education.
3. Application for the Master of Arts in Education in the College of Education and $25 fee.
4. Interview with appropriate College of Education Admissions Committee.
5. Two (2) letters of recommendation from individuals familiar with the candidate's work in the field of education.
6. Statement of Purpose describing the candidate's interest in pursuing the degree.
7. GPA according to the University admission policy.
8. Completion of the Graduate/ Postbaccalaureate Application to the University.
9. Official transcripts

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: Prerequisite: Successful completion of an option and advancement to candidacy. 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. Note: candidates must continually enroll in EDUC 698 until successful completion of thesis project. Upon faculty approval, 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 Bwill be subject to review.

Option 1: General Option

(30 units)

Candidates must complete the core coursework (6 units), the culminating Experience (3 units), and 21 units of 600-level elective courses selected to best suit their interests and goals. The elective courses may be chosen from the following described areas. Optional certificates are also available to those completing certain collections of courses within specified areas.

Student Learning Outcomes

Students graduating with a Master of Arts in Education will

- Meet California Commission on Teacher Credentialing English Learner competencies, if not already met through basic credential program.
- Create a Social Justice Action Plan (EDUC 602)
- Be effective consumers of educational research (EDUC 622 – Research proposal)
- Develop and apply research skills to address practice within the candidate's teaching setting.
- Meet additional individually-designed program outcomes that address their professional goals.

Areas of Study:

Schooling, Culture and Language

Schooling, Culture and Language courses prepare educators to take on Leadership roles for social change. Such Areas of focus may include, but not be limited to: multicultural Curriculum development; differentiated instruction for English learners; culturally and linguistically diverse students; students with special needs; and working collaboratively with families and communities. Candidates are also able to earn an optional Multicultural Specialist Certificate by completing the following coursework:

EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3

Science, Mathematics and Educational Technology for Diverse Populations

Courses in this area prepare teachers for positions of leadership at the school or district level in the areas of science, mathematics and/or educational technology. This coursework is designed for teachers who wish to strengthen their knowledge and performance in one of these areas. Candidatse are also able to earn an optional Science Education Certificate by completing the following coursework:

EDST 610	3
EDST 611	3
EDST 612	3
EDST 613	3

Teaching, Learning and Leadership

Courses within this area are designed for K-12 teachers in any subject area who wish to enhance their expertise as educators. Coursework focuses upon the examination of who is being taught, how they learn, and the development of best teaching practices to meet the needs of all students.

Educational Administration

These courses prepare site and district administrators for positions of Leadership in the elementary, middle, and secondary schools and is fully described under the Masters Program, Option 2. General Option candidates, may, however, use courses within this area to also satisfy the 21-unit course electives required for the General Option.

Literacy Education

Courses within this area prepare 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. Fully described under the Masters Program Option 3, candidates may earn a Reading Certificate or a Reading and Language Arts Specialist Credential, or use courses within this area to satisfy the 21-unit course electives required for the General Option.

Special Education

Courses prepare educators to take on leadership roles in the delivery of special education services to children and youth with identified disabilities. These courses provide an advanced career path in special education to two different categories of teachers:

1. Those with preliminary education Specialist credentials (or equivalent;
2. Those who hold a valid basic teaching credential (or equivalent) and are seeking to concentrate in Special Education. Although fully described under the Masters Program Option 4, candidates may also use courses within this area to satisfy the 21-unit course electives required for the General Option.

Option 2: Educational Administration

(30 units)

Advanced Credential Certification Option

In addition to the General M.A. admissions requirements, candidates must also have the following:

- Three or more years of teaching or professional service experience;
- Completion of the CBEST or an equivalent basic skills examination
- Completion of the prerequisite/corequisite 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 Administration Services Credential. Please refer to page 247 for more specific information.

Administrative Services Tier I Credential.

Prerequisite Courses

	Units
EDST 630 or EDUC 422 or 500	3
EDUC 501	3

Course Requirements

	Units
EDAD 610	3
EDAD 612	2
EDAD 614	3
EDAD 616A	2
EDAD 616B	2
EDAD 618	4
EDAD 620	3
EDAD 624A	1
EDAD 624B	1
EDAD 626A	2
EDAD 626B	1
Total	*24*

Credential Courses 24 (see above)
Additional courses required for the Master's:

	Units
EDUC 622	3
EDUC 698(Thesis Project)	3
Program Total	*30*

Option 3: Literacy Education

(33-42 units)

In addition to the General M.A. admissions requirements, candidates must also have the following:

Three years of full-time teaching experience prior to recommendation for advanced 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.

Student Learning Outcomes

The student learning outcomes for both the certificate and the credential are defined by the California Commission on Teacher credentialing. The most succinct listing of the student learning outcomes can be found on the field experience assessment form used by the program: *http://lynx.csusm.edu/coe/academics/LIT.option.htm 2008–2010*

Course Requirements

Courses required for Reading Certificate* only:

	Units
EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
Total	*18*

Candidates for the Reading Certificate must pass the RICA test before Certification.

Additional Courses required for Reading Specialist Credential**

Certificate Courses 18 (see above)	
EDUC 618	3
EDUC 621	3
EDUC 623	6
EDUC 627	3
Total	*33*

Additional Requirements for Reading Specialist Credential Students must pass the RICA test before certification.

Additional Courses required for the Master's	
EDUC 619	3
EDUC 622	3
EDUC 698 (thesis/project)	3
Program Total	*42*

**Candidates not wishing to earn the Reading Certificate do not take EDUC 614.*

***Candiates not wishing to earn the Reading Specialist Credential should take EDUC 623.*

Option 4: Special Education Level I

(31-44 units)

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 Clear 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. Another 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).

Preliminary Level I

Teachers with a basic teaching credential

Mild/Moderate and/or Moderate/Severe and Master of Arts

Prerequisite courses to be completed prior to program (not part of the sequence):

	Units
EDST 630 or EDUC 422	3
EDUC 501	3

Current holders of an English Learner certificate or emphasis (CLAD/BCLAD, CTEL, SB2042) do not need the following course:

EDUC 641	3

Required Courses for Level I – Multiple Subject Credential holders:	
EDMX 622	3
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572	7

Additional required courses for Single Subject Credential holders:	
EDMS 521	3
EDMS or EDMX 543	3

Additional course required for Moderate/Severe Certification	
EDMX 634	4
(after completion of Level I coursework)	
EDUC 602	3
EDUC 622	3
EDUC 698	3

Option 4: Special Education Level II Preparation

(30 units)

Level II preparation is required of all Initial (Level I) credential holders. This Clear 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 Clear Level II Education Specialist credential program within 5 years of the date of issuance of the Preliminary Level I Credential.

Level II only or Level II and Master of Arts

Teachers With Level I Preliminary Education Specialist Credential

Required Courses for Level II:

EDEX 638	3
EDEX 639	3
EDEX 651	3
EDEX 652	2
EDEX 660	2
EDEX 661	2
EDUC 646	3
Total	*18*

Current holders of an English Learner certificate or emphasis (CLAD/BCLAD, CTEL, SB2042) do not need the following course:

EDUC 641	3

Masters Courses (after completion of Level II Coursework)

EDUC 602	3
EDUC 622	3
EDUC 698	3

Units of Electives (To total a minimum of 30 units)

EDEX 636	1-2

(may be repeated up to 8 units)

Course required for Moderate/Severe Certification:

EDMX 634	4

Option 5: Communicative Sciences and Disorders with Speech-Language Pathology Services Credential*

(75 Units)

**CTC approval was established 11/07. American Speech-Language Hearing Association (ASHA) approval is expected in 2009.*

This Master's level program will prepare candidates for the professional practice of Speech-Language Pathology. The coursework and practicum experiences that comprise this option enable candidates to simultaneously obtain the Master of Arts in Education degree, fulfill the academic requirements for the American-Speech Language Hearing Association's membership and certification, and meet the California Commission on Teacher Credentialing requirements for obtaining Speech Language Pathology Services Credential. Although English Learner Competence is not a credentialrequirement, it is a program emphasis. To be admitted to this Master's Option, a candidate does not have to satisfy California subject matter competence (i.e., passage of the CSET or PRAXIS). Instead, a candidate must show evidence of completion of foundational coursework. Specifically, a candidate must show evidence of successful completion of a CCTC-approved baccalaureate-level cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study must include 27 units of upper-division undergraduate subject matter in basic sciences plus an introductory course on speech-language services that includes a minimum of 25 observation hours. After earning this Master of Arts degree, to be licensed as a Speech-Language Pathologist in California and to obtain the Certificate of Clinical Competence (CCC) through the American Speech-Language Hearing Association, candidates must (a) take and pass with a minimum score of 600 the National Examination in Speech-Language Pathology administered by the Educational Testing Service and (b) complete either thirty-six (36) weeks of full-time supervised experience or seventy-two (72) weeks of part-time supervised experience. This Master's Option in Communication Sciences and Disorders prepares candidates to pass the national exam and allows candidates to complete their 36 weeks of supervised experience in partner school districts in the California State University San Marcos service area of San Diego, Riverside, Orange, and Imperial counties. Additionally, in order to maintain state licensure and national certification, professionals must demonstrate continued professional development by accumulating professional development contact hours (these differ between states and national level and can be obtained by contacting the appropriate governing bodies).

Additional Admission Requirements

Because this Master of Arts option leads to an initial credential and, therefore, does not require applicants to hold a valid California credential for consideration for admission, the following additional admission requirements also apply.

1. College of Education Application Fee. A $25 credential application fee is due upon application to a credential program.
2. Bachelor's Degree. A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering this program option.
3. Undergraduate Subject Matter in Basic Sciences. Evidence of successful completion of a CCTC-approved baccalaureate-level cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study must include 27 units of upper-division undergraduate subject matter in basic science/mathematics as outlined by CTC, plus an introductory course on speech-language services that includes a minimum of 25 observation hours.
4. CBEST Examination. Students must take the California Basic Educational Skills Test (CBEST) prior to admission to the program. Students are urged to take this examination at the earliest possible time after deciding to pursue this Communication Sciences and Disorders Master's degree and Clinical-Rehabilitative Services Credential in Language and Speech. CBEST must be passed before engaging in any practicum experiences.
5. Certificate of Clearance. Candidates must obtain a Certificate of Clearance from the Commission that verifies the candidate's personal identification prior to assuming field experience responsibilities. (Statutory basis: Education Code Section 44320(d) from the CCTC).
6. Prerequisite Courses. Candidates must complete a minimum of 30 unit hours of a CCTC-approved baccalaureate level sequence in Speech and Language Sciences or Communicative Disorders coursework that includes EDSL 350 or its equivalent and 27 additional subject matter unit hours. Prior to or concurrent with program admission, candidates also must complete EDUC 422. Prerequisite courses must be completed within five (5) years prior to beginning the Master's program, whether taken at Cal State San Marcos or taken as an equivalent course at another college or university.
   a. EDSL 350 – This course is an orientation to speech and language pathology as a career. Students participate in at least 25 observation hours that must be evidenced through a letter of verification through this course. Applicants from other institutions of higher education must evidence completion of an equivalent course and verify 25 observation hours through a letter of verification or an equivalent mechanism from their previous institution. Those who cannot evidence these 25 hours will be required to make up and verify the hours before engaging in any clinical practicum experiences. 2008–2010
   b. EDUC 422 – Before or concurrent with admission to the program, candidates must obtain competency in using a set of education-specific electronic tools by completing EDUC 422 or waiver request, and must have begun an electronic professional portfolio.

Student Learning Outcomes

The Communicative Disorder Program will not be operational until it has been approved by the American Speech-Language-Hearing Association (ASHA). Candidate learning outcomes are course specific and designed to meet the current ASHA requirements. In January 2008, ASHA will release a revised set of program and student learning outcome standards.

Required Master's-Level Courses:

	Units
Foundation courses:	
EDEX 602	3
EDMX 631	3
EDMX 632	3
EDUC 622	3
EDUC 698	3
Total Units	*15*
Practicum/Professional courses:	
EDSL 641 (semesters 2 & 4 – 2 units each)	4
EDSL 642 (semesters 3 & 5 - 4 units each)	8
EDSL 643 (semester 4)	2
EDSL 644 (semester 5)	6
EDSL 651 (semester 1)	2
EDSL 652 (semesters 2, 3, 4 - 1 unit each)	3
Total Units	*25*

DOCTORATE IN EDUCATIONAL LEADERSHIP

The Joint Ed.D. in Educational Leadership Graduate Group includes core and affiliated faculty from two universities: California State University San Marcos (CSUSM) and University of California, San Diego (UCSD).

Core Faculty:

CSUSM:
Mark D. Baldwin, Ed.D.
John Halcon, Ph.D.
Katherine Hayden, Ed.D.
Jennifer Jeffries, Ed.D.
M.G. Kelly, Ed.D.
Delores Lindsey, Ph.D.
Robin Marion, Ph.D.
Grace P. McField, Ph.D.
Juan Necochea, Ph.D.
Patricia Prado-Olmos, Ph.D.
Patricia Stall, Ph.D.

UCSD:
Janet Chrispeels, Ed.D.
Alan J. Daly, Ph.D.
Carolyn Hofstetter, Ph.D.
Tom Humphries, Ph.D.
James Levin, Ph.D.
Paula Levin, Ph.D.
Hugh Mehan, Ph.D.
Randall Souviney, Ph.D.

Affiliated Faculty:

CSUSM:
Rene Townsend, Ed.D.
Harry Weinberg, Ed.D.

Program Description

The Joint Ed.D. in Educational Leadership is designed to address the needs of outstanding individuals who seek doctoral preparation in research on educational practice and who aspire to leadership positions within the PK-12 and postsecondary educational communities. The program is designed to increase the knowledge and abilities of PK-12 and post-secondary administrators in response to the educational settings of the twenty-first century. The coursework highlights the importance of educational equity for all segments of the community. It is expected that graduates of this program will demonstrate a high quality of leadership skill and bring about significant improvement in public schools.

The program is designed for candidates who are creative thinkers, who have superior problem solving abilities, and who demonstrate an interest in using research to bring about improvements to educational policy and practice. We will seek professionals who have a desire to deepen their understanding of the educational reform process from both theoretical and practical perspectives. Candidates are expected to have a desire to promote effective practice informed by developments in research and theory.

Candidates will primarily be practicing PK-12 and postsecondary administrators in San Diego, Imperial, South Riverside, and South Orange Counties. Their full-time employment is viewed as an asset in that it will provide important opportunities to apply and evaluate theoretical and empirical material covered in coursework. Candidates will matriculate through the program as a cohort group.

Student Learning Outcomes

- Demonstrate the ability to apply leadership theories and use leadership skills in the candidate's unique organizational setting. (Specific student learning outcomes are defined within the program coursework.)
- Develop and apply research skills in order to address problems of practice within the candidate's institution.
- Complete a disciplined inquiry into a significant problem of practice by surveying and synthesizing related research, using an appropriate research methodology, engaging in critical analysis of data and articulating defendable conclusions and recommendations.

Application and Admission Requirements

In addition to meeting the general admissions requirements and being accepted by the Graduate Divisions of UCSD, CSUSM, candidates must be recommended for admission by the program's Graduate Admissions Committee on the basis of standards of excellence as evidenced by:

(a) Completion of master's degree

(b) A professional resumé

(c) Statement of purpose that describes:
- Demonstrated leadership experience (examples include: completion of work for the Preliminary or Professional Administrative Services Credential (Tier 1 or Tier 2) for PK-12; program director at a school, district, or regional institution; community college project director; postsecondary administration; inregion professional education experience);
- Knowledge of educational research and application to practice;
- Plan for how participation in program will shape candidate's future in leadership practice;
- Potential areas of interest for dissertation research;

(d) A total of three letters of support, two of which speak to leadership skills, and one of which speaks to the candidate's ability to engage doctorallevel work.

(e) A writing sample, which might include a published article, thesis, or paper written for graduate course.

(f) Transcripts of previous academic coursework taken during completion of baccalaureate and master's degree work, in addition to other postbac-calaureate work, will be considered in determining the candidate'sacademic standing.

(g) Results from all three sections of the Graduate Record Examination (GRE) aptitude test.

No foreign language is required for this degree program. The program can be completed in three calendar years (4 quarters/year including summers; 12 course units per quarter) and will consist of 108 quarter units of study. Classes will be held during the late weekday afternoons, weekday evenings, on weekends, and during the summer to accommodate the schedules of working school administrators. Although this is a Joint Doctoral program through UCSD, CSUSM, all candidates will be required to be enrolled through UCSD. In order to meet residency requirements, students must need to be enrolled for a total of 36 quarter units (or semester equivalent) for one year (four quarters)at UCSD and CSUSM. Candidates will be admitted in the fall term only.

Students will normally require three (3) calendar years (four quarters per year) to complete the degree requirements. Total time to qualifying may not exceed three (3) years, total time on support is limited to four (4) years, and total registered time may not exceed five (5) years.

Degree Requirements

The program requires a series of core courses that address fundamental subject areas in educational leadership, such as leadership in curriculum design and delivery, instructional leadership and research, equity and diversity, change theory and human motivation, and current issues and policy analysis; broad training in research methods; and the application of this training in the preparation of doctoral dissertation research.

Leadership research practicum requires students to demonstrate the integration of coursework and practice. Students will be expected to initiate field-based research projects that are consistent with the objective of the particular course. Candidates in the program will typically select a practice-based research topic for their dissertation. Integrating theory, research, and practice is a distinctive characteristic of the program. By the completion of the summer session of the first year, all candidates will be required to submit the Qualifying Paper (which serves as the Comprehensive Examination). This is a substantial written report consisting of a comprehensive literature review on a significant topic in educational leadership. This will provide an opportunity to assess the candidate's substantive knowledge, analytical reasoning, and writing proficiency. It is expected to be of publish-able quality.

During the second year, students will select and develop a research proposal for the dissertation. Candidates will submit the dissertation proposal and defend it before the dissertation committee by the end of the second year of the program. When this requirement is satisfactorily completed, the student will advance to candidacy.

The focus of the third year of study will be conducting dissertation research, comple-tion of writing of the dissertation, and defending the dissertation. The dissertation will present the results of the candidate's independent investigation in a manner that contributes to professional knowledge in education and enables the improvement of school practice.

Course of Study

First Year Program
(36 Quarter Units)

Re-thinking Leadership (4)
Leadership for Learning (4)
Leadership for a Diverse Society (4)
Advanced Topics in Leadership A or B (4)
Educational Research and Evaluation Design A, B, C (4, 4, 4)
Leadership Research Practicum A, B, C (2, 2, 2) Qualifying Paper Preparation (2)

Second Year Program
(36 Quarter Units)

Leadership for Organizational Change (4)
Leadership for Organizational Development (4)
Leadership for the Future (4)
Advanced Topics in Leadership A or B (4)
Advanced Research and Evaluation Methods A, B, C (4, 4, 4)
Dissertation Research (2)
Advanced Leadership Research Practicum A, B, C (2, 2, 2)

Third Year Program
(36 Quarter Units)

Dissertation Research (4, 4, 4, 4)
Dissertation Writing Seminar A, B, C, D (4, 4, 4, 4)
Colloquium on Educational Leadership A, B (2, 2)

For further information contact Dr. Jennifer Jeffries at: *jjeffrie@csusm.edu*, or visit: *www-tep.ucsd.edu* for additional program details.

SCHOOL OF NURSING

The School of Nursing is located in the Palomar Pomerado Health Education Center located adjacent to the main campus at the corner of Craven and Twin Oaks Valley Road. The School of Nursing is in Suite 201 of the San Marcos Ambulatory Care Center (SMACC).

School of Nursing Director:

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** The B.S. in Accelerated Baccalaureate in Nursing Program has received campus approval for implementation in Academic Year 2008-09, but is pending official authorization by the Office of the Chancellor of the California State University.*

Programs Offered:

- B.S. in Nursing
  - Generic Option
  - Entry Level Baccalaureate Option*
  - RN-to-BSN Option

NURSING

The purpose of the nursing profession is to help patients/clients achieve health goals. Nurses provide health care for individuals, families and communities by performing supportive, preventive, therapeutic, and restorative interventions. Nurses are employed in institutional and community-based health care settings. They can provide health related interventions through independent action or as a collaborating member of a health care team.

The nursing curriculum at CSUSM is built on a self-care model. This model assumes that persons are usually capable of providing their own needs related to health. Sometimes persons cannot take care of themselves because of injury, disease, or insufficient health-related knowledge. Nursing care helps such people recover their self-care abilities through health promotion, health maintenance and health restoration.

The Nursing program at CSUSM places strong emphasis on delivering skillful, culturally sensitive nursing care. Each student will be proficient in a language-other-than-English and be aware of culturally driven health care practices. Students will be able to provide nursing care to diverse individuals and communities. Students take advantage of clinical experiences in a variety of acute care and community settings, and are able to provide nursing case management interventions for a variety of vulnerable populations.

The Nursing Program at Cal State San Marcos prepares students for multiple career tracks within the profession. Students who complete the undergraduate program will have knowledge and skills for general nursing practice, will be well prepared for entry into graduate level nursing programs, and will be qualified to assume leadership roles in health care organizations, clinics, and community agencies.

The baccalaureate degree program is designed for three groups of students with different options. Students who have had no previous nursing education follow the generic or basic program/option. Students who have completed an undergraduate degree in another discipline but who wish a second degree in Nursing complete the accelerated entry level baccalaureate (ELB) option. Students who have completed an associate degree program in nursing (ADN) at a community college and seek completion of their baccalaureate degree follow the RN-to-BSN option. The generic program is a full-time program designed to be completed in four years (including the three intervening summers). The RN-to-BSN program is also a full-time program and is designed to be completed in three years (including three summers).

Program Approval

The pre-licensure components of the CSUSM nursing program (generic and accelerated ELB) have been approved by the California Board of Registered Nursing (BRN).

Impacted Status

The Nursing major is an impacted program and more qualified applicants apply than can be accepted into the major. All students desiring to enter the generic BSN program must submit a supplemental application to the School of Nursing between October 1 and November 30 for the subsequent academic year beginning each fall semester. In order to meet admission eligibility, student must complete and document all supplemental criteria by the end of the spring semester prior to the fall semester in which they are seeking admission. Students will then be rank ordered according to a 40 item point system and selected for admission to the major based on the following supplemental criteria*:

- GPA in pre-nursing core requisites (10 points)
- Overall GPA (6 points)
- English language proficiency as determined as the score on the TEAS standardized exam (6 points)
- Proficiency in a second language (6 points)

- Previous education or work experience (8 points)
- Residency in preferred geographic area (4 points)

Student Learning Outcomes:

Students who graduate with a Bachelor of Science in Nursing will be able to

1. Apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care needed to sustain life, to recover from disease or injury, and cope with their effects in acute and long term care institutional and community settings.

2. Utilize the research process, its application to the discipline of nursing and its essential relationship to evidence-based nursing practice

3. Function within the specific nursing roles as a provider of care, a coordinator of care, a health educator, an advocate for individuals, families, groups, and communities, and as a member of the nursing profession.

   3.1 As a provider of care the student will demonstrate the knowledge and skills to holistically assess and evaluate client needs across the lifespan and develop, implement and evaluate a plan of care in collaboration with the client and other health care providers which promotes maximum health and well-being.

   3.2 As a teacher the student will develop, implement and evaluate a comprehensive health education plan for a specific client that includes strategies for health promotion, risk reduction, and disease prevention that incorporate sociocultural variables across the life span.

   3.3 As an advocate the student will develop a plan of care in partnership with the client and their families and respect the right of the client to make decisions about health care but provide information so clients can exercise their rights and make informed decisions regarding their health care.

   3.4 As a coordinator of care the student will design, direct, organize and evaluate outcomes of care by other health care providers and secure appropriate community resources to provide cost-effective services to maximize the client's independence and quality of life.

   3.5 As a member of the nursing profession the student will incorporate practice standards and accountability within the legal and ethical standards of the profession of nursing and advocate for the role of the professional nurse as amember of the interdisciplinary health care team.

Preparation

High school students are encouraged to take Algebra or college preparatory math, Spanish, Chemistry and Biology. A familiarity with computers is also encouraged.

Accelerated Entry Level Baccalaureate Students

Admission requirements for the ELB program are:

- Completion of a baccalaureate degree in a discipline other than nursing
- GPA of 3.0 in the last 60 semester units of completed courses
- Completion of courses listed in the catalog as preparation for the major (55 Units) including pre-nursing core (29 units) and other supporting course work (26 Units) required of other BSN students

The ELB option is offered through Extended Learning and students are admitted to the self-support special sessions. Students will pay extended education fees for this option

Transfer Students

For the returning RN student, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM. These courses will be included in the maximum transfer credit of 70 lower-division units from a community college. Imbedded in these 70 units are 32 units, which will be articulated for lower-division nursing courses from a Board of Registered Nursing (BRN) approved, and regionally accredited, community college nursing program. Some prerequisite and required preparatory courses for the nursing major are also imbedded in the 51 units of required general education courses.

Special Requirements for the Bachelor of Science in Nursing

Completion of all courses in the Pre-Nursing Core (or the equivalents of these courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0) is a prerequisite for all NURS courses.

Students in the nursing program must carry their own malpractice insurance, health insurance, pass a physical health examination, and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.

Students may be required to verify a negative background check including statewide, county and federal screening before placement in a healthcare agency for clinical assignments. Background checks are also required for persons seeking a nursing license in the State of California. Students who have reason to believe that a background check would reveal a prior misdemeanor or felony conviction should seek to have these matters expunged from their record if possible and/or seek another career path.

Students will be expected to perform or with reasonable accommodations, demonstrate proficiency in specific core performance standards in the following five categories:

a. Critical thinking ability sufficient for clinical judgment
b. Interpersonal abilities sufficient to interact with individuals, families and groups
c. Communication abilities sufficient for verbal and written interaction.

d. Physical ability to move from place to place, demonstrated manual dexterity and eye-hand coordination
e. Demonstrated auditory, visual, tactile, and olfactory ability sufficient to assess and monitor patients safely.

The academic advisor for Health and Human Services, working with the Office of Disabled Student Services, will assist students to determine what accommodations will be needed to enable students to meet these standards.

In order to remain in the Nursing program:

1) Students in the nursing major must attain grades of C (2.0) or better in all required nursing and preparatory to the major courses. Nursing courses and Pre-Nursing Core courses for which the student earns less than a grade of C (2.0) may be repeated once with consent of instructor, but only on a space-available-basis.
2) Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.
3) The same core performance standards required for admission to the nursing major will be required for continuation.

**Up to 36 units of courses taken as Preparation for the Major also may be counted toward General Education requirements*

Generic Program Option

	Units
General Education*	51
Preparation for the Major*	55
Major Requirements	65
The minimum number of units required for this degree is	*135*

Preparation for the Major
(55 Units)

Pre-Nursing Core	29
BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 100*	3
CHEM 100L*	2
GEO 102*	3
GEW 101*	3
MATH 115+ *	3
Lower-Division General Education Critical Thinking (A3) course	3

+MATH 125, 132, or 160 may be substituted.

Other Supporting Coursework (26 Units)

ANTH 200*	3
ANTH 301^*	3
BIOL 215	3
BIOL 215L	1
BIOL 323^*	3
PHIL 345^*	3
PSYC 100*	3
SOC 303*	4
Growth and Development (Choose one of the following): PSYC 210 SOC 204	3

^Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level coursework at time of completion.

Major Requirements
(65 Units)

Lower-division Nursing Requirements (35 Units)

NURS 200	4
NURS 201	2
NURS 210	2
NURS 211	1
NURS 212A	2
NURS 212B	2
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3
NURS 230	2
NURS 231	2
NURS 232	2
NURS 233	2
NURS 260	2
NURS 261	2

Upper-division Nursing Requirements (30 Units)

NURS 320	2
NURS 321	2
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	3
Choose one of the following: NURS 443 NURS 445	3
NURS 450	3
NURS 451	2
NURS 490	1
NURS 491	2

Accelerated Entry Level Baccalaureate Option

Since students seeking this option are second degree students, many if not all of the general education units may have been already completed. Students must meet all graduation requirements (p.89) to receive a second degree. Students must also meet all preparation for the nursing major courses or their equivalents (54 units). The minimum number of units required for this degree is 65.

Preparation for the Major
(54 Units)

Pre-Nursing Core (29 units)	
BIOL 160	4
BIOL 175	4
BIOL 176	4
CHEM 100	3
CHEM 100L	2
GEO 102	3
GEW 101	3
GEM 100	3
Lower-Division General Education Critical Thinking(A3) course	3

Other Supporting Coursework
(25 Units)

ANTH 200@	3
ANTH 301^	3
BIOL 215	3
BIOL 323#^	3
PHIL 345^	3
PSYC 100	3
SOC 303^	4

Growth and Development PSYC 210 or SOC 204	3

@ Students who have already met the General Education Interdisciplinary Social Sciences (D7) requirement with a course taken at another institution may substitute that course for ANTH 200.

 # Students who have taken a lower-division nutrition course may substitute another Upper-Division General Education Science and/or Mathematics (BB) course for BIOL 323.

^ Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level coursework at time of completion.

Major Requirements
(65 Units)

NURS 300	4
NURS 301	3
NURS 314	4
NURS 315	2
NURS 316A	2
NURS 316B	2
NURS 322	4
NURS 323	4
NURS 324	4
NURS 325	4
NURS 330	4
NURS 331	4
NURS 360	2
NURS 361	2
NURS 352	3
NURS 440	3
NURS 442	3
NURS 447	4
NURS 450	3
NURS 451	2
NURS 495	2

RN-to-BSN Program Option

	Units
General Education*	51
Preparation for the Major*	53-55
Major Requirements	65
The minimum number of units required for this degree is	*133*

** Up to 36 units of courses taken as Preparation for the Major also may be counted toward General Education requirements*

Preparation for the Major
(53-55 Units)

Pre-Nursing Core	29
BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 100*	3
CHEM 100L*	2
GEO 102*	3
GEW 101*	3
MATH 115+*	3
Lower-Division General Education Critical Thinking (A3) course	3

+ MATH 125, 132 or 160 may be substituted. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 100/100L.

Other Supporting Coursework	24-26
ANTH 200@*	3
ANTH 301^*	3
BIOL 215 and 215L or equivalent%	3-4
BIOL 323^#*	3
PHIL 345^*	3
PSYC 100&*	3
SOC 303$*	3-4

Growth and Development PSYC 210 or SOC 204 or equivalent	3

& Students who have already met the General Education Discipline-Specific or Second Interdisciplinary Social Sciences Course (D) requirement with a course taken at another institution may substitute that course for PSYC 100.

% Students who have met this requirement with a course that fulfills the Lower-Division General Education Mathematics/Quantitative Reasoning (B4) requirement may substitute a course from the RN-to-BSN Recommended Upper-Division Elective list.

$ Students who have met the General Education Lifelong Learning (E) requirement at another institution may substitute a course from the RN-to-BSN Recommended Upper-Division Elective list.

Major Requirements
(65 Units)

Lower-Division Nursing Requirements**
(32 Units)

NURS 200	4
NURS 201	2
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3
NURS 230	2
NURS 231	2
NURS 232	2
NURS 233	2
NURS 260	2
NURS 261	2
Lower-division equivalent of NURS 320	2
Lower-division equivalent of NURS 321	2

*** The lower-division nursing course requirement is met by the nursing coursework required for a RN licensure program completed at a BRN-approved nursing program.*

Upper-Division Nursing Requirements
(33 Units)

NURS 310	2
NURS 311	1
NURS 312	4
NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	3
Choose one of the following:	
NURS 443	3
NURS 445	3
NURS 450	3
NURS 451	2

RN-to-BSN students who are directed above to substitute a General Education requirement already met at their preceding institution should select courses from the following list of recommended upper-division electives:

ANTH 370	SOC 314
ANTH 440	SOC 316
COMM 330	SOC 324
COMM 380	SOC 427
ECON 323	SOC 429
PSYC 341	NURS 452
PSYC 352	NURS 472
PSYC 356	NURS 496
SOC 307	NURS 499
SOC 309	









Course Descriptions

COURSE DESCRIPTIONS

Below is a list of all course subject abbreviations. Course descriptions begin on page **266**.

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 F is FIN (Finance), FMST (Film Studies), FREN (French).

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 **264** for further information.*

ACCT	Accounting	College of Business Administration (Undergraduate)
AH	Arts and Humanities	College of Arts and Sciences
ANTH	Anthropology	College of Arts and Sciences
ARAB	Arabic	College of Arts and Sciences
ASTR	Astronomy	College of Arts and Sciences
BA	Business Administration	College of Business Administration (Graduate)
BGA	Business Government Administration	College of Business Administration (Graduate)
BIOL	Biological Sciences	College of Arts and Sciences
BIOT	Biotechnology	College of Arts and Sciences
BUS	Business	College of Business Administration (Undergraduate)
BRS	Border and Regional Studies	College of Arts and Sciences
CHEM	Chemistry	College of Arts and Sciences
CIS	Computer Information Systems	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: Administration/Administrative Services	College of Education
EDEX	Education: Exceptional Learners	College of Education
EDLD	Educational Leadership	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
EDSL	Education: Speech Language	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)
FMST	Film Studies	College of Arts and Sciences
FREN	French	College of Arts and Sciences
GBM	Global Business Management	College of Business Administration (Undergraduate)
GBST	Global Studies	College of Arts and Sciences
GEL	General Education - Life Long Learning and Information Literacy	College of Arts and Sciences & First Year Programs
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
GRAD	Graduate Standing Continuation	Graduate Studies
HD	Human Development	College of Arts and Sciences
HIST	History	College of Arts and Sciences
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
KINE	Kinesiology	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
MASS	Mass Media	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
NATV	Native Studies	College of Arts and Sciences
NURS	Nursing	Health and Human Services
OM	Operations Management	College of Business Administration (Undergraduate)
PE	Physical Education	College of Arts and Sciences
PHIL	Philosophy	College of Arts and Sciences
PHYS	Physics	College of Arts and Sciences
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
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
WLAN	World Languages	College of Arts and Sciences
WMST	Women's Studies	College of Arts and Sciences

See "How to Read a Course Description" on page 264.

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 non-baccalaureate 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, post-baccalaureate, 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).

Courses numbered 700 to 799 are doctoral level.

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.

Course Information or "How to Read a Course Description"

The course descriptions, found beginning on page 266 of this catalog have the following format.

Line 1 (Bold, capital letters and in color): The course subject abbreviation, the course number, and the number of credit units.

- See page 263 for course subject abbreviations.
- A course number sometimes has a letter suffix (e.g., BIOL 400L). Common conventions are that an "L" suffix indicates a laboratory course, and an "S" suffix indicates a course offered in Spanish. For a "topics course" such as FIN 481, a letter suffix is added to identify different offerings.
- Generally courses meet for one hour of lecture or discussion per week for each credit unit. Courses meeting for less than a full semester require an equivalent number of hours on a pro-rated basis. When courses meet for additional hours for an activity or laboratory, this is noted in italics at the end of the course description (see BIOL 400L). For a variable-unit course (credit units given in a range like ACCT 498), the number of units for the particular offering will appear in the Class Schedule.

Line 2 (Bold): Course Title.
Long titles are abbreviated in the Class Schedule and on transcripts.

Line 3 (Plain text): The official course description.
A brief description of the content or subject matter covered in the course. For a "topics course" such as FIN 481, a title for each individual topic appears in the Class Schedule.

End Lines: (Italics): Special conditions, enrollment requirements, prerequisites, enrollment restrictions, etc.

- Examples of special conditions include courses meeting for more hours each week than units of credit because it contains a laboratory or activity period (BIOL 400L), courses requiring attendance at out-of-class events/activities (BIOL 400L), courses graded Credit/No Credit (KINE 108), instruction delivered in a language other than English (FREN 314), and situations under which courses may be repeated for credit (FIN 481 and KINE 108).
- **Enrollment requirement:** A condition (usually completion of a particular course or set of courses) that must be completed prior to enrolling in a course. For examples, see BIOL 400L and FREN 314. These requirements will not be automatically enforced by the registration system; however, the course instructor may enforce them.
- **Prerequisite:** A particular course which must be completed before the course in question can be taken. For an example, see CS 475. If you have not satisfied a prerequisite, you will need the consent of the instructor to enroll in the course.
- **Enrollment restriction:** Another kind of requirement that is automatically enforced by the registration system. Common restrictions are requirements that students have a particular major (FIN 481), have a certain class standing (COMM 320), or have obtained the consent of instructor (ACCT 498). As with prerequisites, if you have not met the enrollment restriction, you will need the consent of the instructor to enroll in the course.
- **Corequisite:** An academic requirement that must be completed concurrently with a course. For an example, see COMM 320.
- **Co/prerequisite:** An academic requirement that must either be completed prior to enrolling in a course or concurrently with that course. For an example, see BIOL 400L.
- **Recommended preparation:** A level of preparation which is recommended, but not required, for enrolling in a course. For an example, see FREN 314.

Note: Consent of the instructor will allow entry to almost every course, and may be granted if the instructor is satisfied that the student is prepared for the course.

Examples for Course Information or "How to Read a Course Description"

ACCT 498 (1-4)
Independent Study in Accountancy
Independent study under the direction of a faculty member. The student must pre-pare a study proposal approved by the appropriate faculty member prior to Regis-tration. *Enrollment restricted to students who have obtained consent of instructor.*

BIOL 400L (1)
Vertebrate Biology Laboratory
Provides hands-on experience in identifying terrestrial invertebrates of Southern California. Using preserved specimens and interactive computer programs, students will learn to use and develop dichotomous species keys and to identify vertebrates by sight and sound, Students will design and conduct independent field research projects. Course will possibly include visits to local museums, zoos and aquaria. *May not be taken by students who have received credit for BIOL 378L. Three hours of laboratory. Fieldtrip(s) outside of class may be required. Co/Prerequisite: BIOL 378. Enrollment Requirement: BIOL 21 and 211.*

COMM 320 (3)
Conflict and Communication
Conflicts are situations in which individuals and groups with differing assumptions about reality 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. *Enrollment restricted to students with Junior or Senior standing. Corequisites: COMM 300 or COMM 330.*

CS 475 (3)
Machine Learning
Machine learning algorithms and theory, decision-tree learning, neural networks, Bayesian approaches, genetic algorithms, reinforcement learning, computational learning theory. *May not be taken for credit by students who have received credit for CS 575. Prerequisite: CS 311.*

FIN 481 (1)
Selected Topics in Business
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

FREN 314 (3)
Advanced French for Business
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 preparation: FREN 311. Enrollment Requirement: FREN 202.*

KINE 108 (1)
Volleyball
Development of skills, rules, and strategies of volleyball. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

See "How to Read a Course Description" on page 264.

ACCOUNTING (ACCT)

College of Business Administration

ACCT 201 (3)
Introduction to Financial Accounting
Introduction to the accounting information reported to external users, including the accounting cycle, valuation of assets, liabilities and owners' equity, measurement of net income, and reporting of cash flows. Emphasis is on creation and interpretation of financial statements including required disclosures. Introduction to the business environment and vocabulary; introduction to ethics and related areas of accounting such as managerial accounting, taxation, auditing, and attestation. *May not be taken for credit by students who have received credit for ACCT 203.*

ACCT 202 (3)
Introduction to Managerial Accounting
Introduction to the accounting information created for internal decision makers. Includes product costing, cost-volume-profit analysis, budgetary control, and incremental analysis. Focus on strategic cost management to support efficient use of company resources. *May not be taken for credit by students who have received credit for ACCT 203. Enrollment Requirement: ACCT 201 with a C (2.0) or better.*

ACCT 301 (4)
Intermediate Accounting I
In-depth discussions of accounting theory and practice. Examination of issues related to asset valuation and income determination based on generally accepted accounting principles. *May not be taken for credit by students who have received credit for ACCT 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 302 (2)
Intermediate Accounting II
In-depth study of financial accounting theory related to long-term liabilities, owners' equity, and cash flows. A continuation of material covered in ACCT 301. *May not be taken for credit by students who have received credit for ACCT 405. Prerequisite: ACCT 301 or ACCT 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 306 (4)
Cost Accounting
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. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 307 (4)
Tax Accounting
Introduction to federal tax concepts with emphasis on individual taxpayers; includes an overview of the statutory construction and methods for accessing tax information. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 308 (4)
Accounting Information and Systems
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. Prerequisite: ACCT 305 or ACCT 301. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), and the Computer Competency Requirement.*

ACCT 406 (2)
Cost Management, Measurement, and Control
In-depth study of the application of activity based cost accounting to the problems of management control in manufacturing, service, and government organizations. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: ACCT 306.*

ACCT 407 (2)
Advanced Tax Accounting
Federal tax concepts as they apply to corporations, partnerships and fiduciaries; includes federal estate and gift taxation. *Prerequisite: ACCT 307. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 416 (4)
Auditing
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. Prerequisite: ACCT 305 or ACCT 301. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 420 (2)
Managerial Accounting in Government and Non-Profit Organizations
Managerial accounting in government and non-profit organizations will be the focus of this course. Subjects 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. Prerequisite: ACCT 306. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 421 (2)
Financial Accounting in Government and Non-Profit Organizations
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. Prerequisite: ACCT 305 or ACCT 301. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 422 (2)
Advanced Accounting
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. *May not be taken for credit by students who have received credit for ACCT 418 or ACCT 490C. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: ACCT 305 or ACCT 301, and ACCT 405.*

ACCT 423 (2)
International Accounting
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. *May not be taken for credit by students who have received credit for ACCT 418 or ACCT 490D. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ACCT 481 (1)
Selected Topics in Accountancy
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 482 (2)
Selected Topics in Accountancy
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 483 (3)
Selected Topics in Accountancy
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 484 (4)
Selected Topics in Accountancy
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 485 (4)
Selected Topics in Accountancy with Lab
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 498 (1-4)
Independent Study in Accountancy
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. *Enrollment restricted to students who have obtained consent of instructor.*

ARTS AND HUMANITIES (AH)

College of Arts and Sciences

AH 111 (3)
The Human Experience: Introduction to the Arts and the Humanities
A thematic and topical exploration of humanistic expression in the past and present. Students are introduced in a comprehensive manner to basic concepts, techniques, and methods of creating and analyzing works of art and literature from various cultures, in various forms and media, and across geographic and temporal boundaries. Content varies each semester. Students experience the arts and humanities as active viewers, listeners and participants, with selected readings from primary texts that are linked to visits to art museums and attendance at live performances (such as concerts, theater, opera). *Course can be repeated once for C1/C2 credit. May not be taken for credit by students who have received credit for GEH 101 or GEH 102.*

ANTHROPOLOGY (ANTH)

College of Arts and Sciences

ANTH 200 (3)
Cultural Anthropology
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.

See "How to Read a Course Description" on page 264.

ANTH 215 (3)
Human Origins
Offers an introduction to human origins from the perspective of biological anthropology. A premise of the course is that the 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. *May not be taken for credit by students who have received credit for ANTH 315.*

ANTH 301 (3)
Culture and Medicine — Healers and Healing Practices
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 305 (3)
Medical Anthropology
General survey of medical anthropology including the study of specific medical cultures, ethnomedicine, ethnobotany, medical concepts and treatments, illness causation, etiology, diagnostic methods, prognosis, treatment practices. health care delivery systems, patient-provider relationship, cross-cultural medicine, and the organization of health care systems. Includes examination of the role of medical anthropology in cross-cultural medicine.

ANTH 310 (3)
World Prehistory
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 325 (3)
Ancient Mexican Society and Art
Examines Ancient Mexican art, cosmology, architecture, mythology, and literature as they reflect social structure, religion, social roles, ideology, economic and political organization, world-view, and the family. Using archeological and ethnographic sources, the course 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. Among other topics to be examined are the calendar, writing, concepts of space and time, the ball game, tribute, human sacrifice and bloodletting, sacred plants, and specific Mesoamerican deities.

ANTH 330 (3)
Ritual and Religion
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 350 (3)
Visual Anthropology
Explores the field of visual anthropology, including, but not limited to, process and production of ethnographic film, relationship between the filmmaker and the subjects of film, ethnographic photography, visual representation, multimedia presentation of ethnographic data, digitization of ethnographic data, community-led visual ethnography, and the use of ethnographic film in community advocacy.

ANTH 370 (3)
Environment, Population, and Culture
Focuses on contemporary world problems from interdisciplinary and anthropological perspectives. Employing the cross-cultural, evolutionary, and multidisciplinary research 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 380 (3)
General Archaeology
General survey of global archaeological sites, archaeological practice, and current issues in archaeology including intellectual property rights and the relationship between archaeology and world/regional cultural resources. Includes study of material culture, the archaeological record, survey and excavation, dating technologies, and subsistence patterns. Includes the examination of local archaeological sites/collections, pictographs, lithic techniques, indigenous land and resource management practices, indigenous knowledge of archaeological sites, including ceremonial, food gathering and processing, village sites, and contemporary use of culturally significant sites by local indigenous bands.

ANTH 390 (3)
Anthropological Research Methods
Introduces the fundamental methods in cultural anthropology including research design, participant observation, informant selection, organization of field notes, household and community questionnaires, structured and unstructured interviews, oral and life histories, case studies, focus groups, archival research and secondary data, and coding and analysis of qualitative data. Includes construction of research problems, research design, research implementation, preparation of human subject protocols, strategies of data collection and analysis, and report preparation.

ANTH 430 (3)
Medical Ethnography
Involves advanced students conducting ethnographic fieldwork in local health clinics or hospitals or with local communities with unique medical cultures. Examines patterns of health service utilization and access to clinical health care, as well as alternatives to clinical health care. Students, working collaboratively with either health care professionals and/or ethnic populations with special health care needs, such as immigrant or indigenous communities, document and analyze ethnographic data pertaining to the delivery and consumption of health care services and the generation of health care alternatives. A focused research question is examined through interviewing, participant observation, data collection, and analysis involving the community under study and specific health service providers. Service Learning course. *Enrollment requirement: ANTH 200.*

ANTH 440 (3)
Farmworker Health Ethnography
Involves field and quantitative ethnographic research regarding the health and health care practices of local farmworker communities. Students record work histories, living conditions, health behaviors, health histories, and use of clinical and non-clinical health care forms to assess the status of health and health care practices among local agricultural workers. Collaboration with the National Latino Research Center results in the production of an annual report on farmworker health in North County San Diego. Service Learning course. Enrollment Requirement: ANTH 200.

ANTH 460 (3)
Questioning Cultural Competency
Examines the relationship between concepts of cultural competency and realities of cultural interface. Focuses on individual and community interaction with health care and other social institutions. Includes cross-cultural capabilities, identification of needs and help-seeking behaviors; and the value of support networks. Examines economic and social barriers to services; institutional adaptation to diversity; and the role of community in decision-making. Students generate research questions and conduct case studies regarding cultural competency and cross-cultural capabilities.
Enrollment Requirement: ANTH 200.

ANTH 470 (4)
Community Ethnobotany
Students engage with local indigenous communities, conduct original research, and participate in the implementation of community goals relating to cultural awareness, preservation, and survival. Students learn anthropological and ethnobotanical methods, including participant observation, field research, ethnographic writing, documentation of plant uses, medicinal values, processing methods, plant lore, etc., while conducting community-based field research with members of indigenous communities, such as the San Luis Rey band of Mission Indians and other local and transnational indigenous communities in the San Diego region. *May be repeated for a total of eight (8) units. Course includes a service learning component. May not be taken for credit by students who have received credit for ID 370J.*

ANTH 480 (3)
Local Archaeological Practice
Students perform archaeological research relating to local cultural resource management (CRM) and documentation. Students engage with professional archaeologists and Native American communities to learn site research methods and identification and documentation of material culture. Primary goals of this class include providing students with a general understanding of CRM and the legislation that drives CRM; exposing students to archaeological practice in a CRM context, and exposing students to various cultural viewpoints regarding recovered archaeology. Also offered as NATV 480. *Students may not receive credit for both. Service Learning course. Enrollment Requirement: ANTH 200.*

ANTH 481 (3)
Native American Archaeological Monitoring
Students work with local Native American bands concerning cultural preservation and the monitoring of archaeological sites threatened by development. Students examine traditional land use management and the traditional knowledge associated with specific sites. Students learn site research methods, identification and documentation of material culture, interpretation of federal, state, county, city, and private documents including Environmental Impact Reports, California Environmental Quality Act, land use legislation, and assessment of cultural significance. Covers preservation options, ethics, and specific case studies. Also offered as NATV 481. Students may not receive credit for both. Service Learning course.
Enrollment Requirement: ANTH 200.

ANTH 498 (3)
Directed Research in Anthropology
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. *Together with ANTH 498C, may be repeated for a total of six (6) units*

ANTH 499 (3)
Directed Research in Medical Anthropology
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. *Together with ANTH 499C, may be repeated for a total of six (6) units.*

ARABIC (ARAB)

College of Arts and Sciences

ARAB 101 (4)
Beginning Arabic I
An introduction to the Arabic language and Arabic-speaking cultures, with emphasis on the development of communicative skills and grammatical structures. Language laboratory practice is a mandatory component of the course. *No prior knowledge of Arabic is assumed. May not be taken for credit by students who have received credit for WLAN 101A.*

See "How to Read a Course Description" on page 264.

ARAB 102 (4)
Beginning Arabic II
Continuation of ARAB 101. Further study of the Arabic language and Arabic-speaking cultures, with emphasis on the development of communicative skills and basic structures. Language laboratory practice is a mandatory component of the course. At time of enrollment in course, basic knowledge of Arabic (equivalent to that demonstrated upon successful completion of Arabic 101), is mandatory. *May not be taken for credit by students who have received credit for WLAN 102A. Enrollment Requirement: ARAB 101.*

ARAB 201 (3)
Intermediate Arabic I
Further study of the Arabic language at the intermediate level. Emphasis on development of the skills of reading, listening comprehension, speaking, and writing. Includes study of diverse Arabic-speaking cultures. Conducted in Arabic. *May not be taken for credit by students who have received credit for WLAN 201A. Enrollment Requirement: ARAB 102 , or two (2) years High School Arabic completed within the last two (2) years.*

ASTRONOMY (ASTR)

College of Arts and Sciences

ASTR 101 (3)
Introduction to Astronomy
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 (3)
Elements of Astronomy
Provides a practical and historical introduction to astronomy. The course includes solar system astronomy, stellar astronomy, galaxies, and cosmology, with an emphasis on comparative planetology and the historical and cultural development of our knowledge of the solar system. *May not be taken for credit by students who have received credit for PHYS 342.*

BUSINESS ADMINISTRATION (BA)

College of Business Administration

BA 611 (4)
Financial Accounting
Introduces a set of financial statements used by stakeholders for decision-making. Examines procedures developed by accountants in the preparation of the income statement, balance sheet and statement of cash flows in accordance with generally accepted accounting principles. Building on the basic understanding of financial reporting, the course presents a framework for corporate managers to analyze a firm's performance and its financial position. Use of accounting information for firm valuation will also be emphasized. *Enrollment restricted to MBA students.*

BA 615 (4)
Statistics
Methods of statistical inference emphasizing applications to administrative and management decision problems. Subjects include classical estimation and hypotheses testing, regression, correlation, analysis of variance, nonparametric methods and statistical probability. *Enrollment restricted to MBA students.*

BA 616 (4)
Organizational Behavior and Human Resources Management Concepts
An expansive inquiry into human resources issues from both the Organizational Behavior and Human Resources perspectives. Incorporates many practical applications, as well as an understanding of employment practices and policies from a strategic standpoint. *Enrollment restricted to MBA students.*

BA 617 (4)
Leadership and Business Ethics
Focuses on aspects of leader-follower interaction including ethical decision-making, effective use of power, politics, and influence; understanding what motivates followers both individually and in teams and managing diversity and business ethics. *Enrollment restricted to MBA students.*

BA 621 (4)
Managerial Accounting
Focuses on how corporate managers use managerial accounting as a tool for internal decision-making and control. Examines concepts and techniques of cost allocation, performance evaluation, and compensation to support corporate strategies. Subjects discussed include capital budgeting for long-term projects, contracting, transfer pricing, performance evaluation for corporate executives, and control issues in business organizations based on managerial accounting information. *Enrollment restricted to MBA students. Prerequisite: BA 611.*

BA 625 (4)
Management Science
Provides students with a hands-on approach to managerial decision making using optimization techniques. Emphasis will be on showing optimization models in action and helping managers make informed decisions. Examines modeling issues, discusses solution techniques, and uses state of the art software packages. The main focus is on business applications in Accounting, Finance, Marketing and Operations. *Prerequisite: BA 615.*

BA 626 (4)
Financial Decision Making
Introduces the theory and practice of corporate finance. Provides students with understanding of essential risk and return relationships. Presents concepts and information on which sound financial decisions are based. *Prerequisite: ECON 600.*

BA 628 (4)
Business Research Methods
Designed to introduce students to a variety of research methodologies used in business. A key goal is to help students select research methods and tools that are appropriate for addressing different types of business research questions. Student learning will focus on: 1) How to efficiently and effectively conduct secondary research using databases and electronic resources. 2) When, why and the how of conducting primary research using both qualitative and quantitative methods. *May not be taken for credit by students who have received credit for BA 690F. Enrollment restricted to MBA students.*

BA 630 (4)
Marketing Management
Introduces students to the issues and challenges of successfully marketing products, services, or intangibles within the context of changing environments. *Prerequisite: ECON 600. Enrollment restricted to MBA students.*

BA 635 (4)
Information Technologies and Management
Offers future business managers a rigorous study of information technologies that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Includes fundamental concepts of information technology, major types of business information systems and their roles in organizations and, current issues in identifying, acquiring and implementing new technology applications. Primary focuses are the managerial aspects of information technologies for improving productivity and gaining competitive advantage in the global e-commerce environment. Societal and ethical impact of information technologies on organizations and human behavior will be analyzed. Future trends of new information technologies will also be discussed. *Enrollment restricted to MBA students.*

BA 641 (4)
Global Business Strategy from a Marketing Perspective
Acquaints students with the challenges, constraints, and opportunities for entering new segments of the global marketplace, adapting strategies to those new markets and developing strategies for competing effectively on a global scale. *May not be taken for credit by students who have received credit for BA 690E. Prerequisite: BA 630.*

BA 645 (4)
Operations Management
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, managing change, and quality management. *Prerequisite: BA 615.*

BA 646 (4)
Simulation and Risk Analysis
Introduces students to concepts, methodologies and applications of computer simulation in business. Focuses on spreadsheet simulation with the Crystal Ball software package. *Prerequisite: BA 625. Enrollment restricted to MBA students.*

BA 650 (4)
Strategic Management in the Global Environment
Capstone course taught from a global strategic manager's perspective. Focuses on the diagnosis of problems and the implementation of solutions. *Enrollment Requirement: Advancement to Candidacy.*

BA 667 (4)
Supply Chain Management
Supply Chain Management is about management of the entire flow of materials and information in multi-stage production-distribution networks. Focus will be on four areas: (1) strategic role of the supply chain and its drivers and obstacles (2) analytical decision support tools (both models and applications) that successfully allow companies to develop, implement and sustain supplier management and collaborative strategies (3) role of information technology and E-commerce on supply chain (4) coordination of supply chain players and strategic partnership. *May not be taken for credit by students who have received credit for BA 690G. Prerequisite: BA 615. Enrollment restricted to MBA students.*

BA 680 (3-6)
Master's Project
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. *Enrollment restricted to students who have obtained consent of MBA Program Director.*

BA 681 (1)
Master's Project Extension
Intended for students who have previously enrolled in BA 680, Master's Project, to complete their project requirements in a subsequent term. *Students who did not complete BA 680 during the term in which they were registered in BA 680 must take BA 681 in the term they intend to complete their Master's Project. May be repeated for a total of two (2) units. Graded Credit/No Credit. Enrollment requirement: Course must be taken only after student has been registered in BA 680.*

BA 690 (1-4)
Selected Topics in Business Management
A course of selected topics in business management. *May be repeated for credit as topics change for a total of six (6) units. Enrollment restricted to MBA students.*

BA 698 (1-4)
Independent Study
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. *Enrollment restricted to students who have obtained consent of instructor.*

BUSINESS AND GOVERNMENT ADMINISTRATION (BGA)

College of Business Administration

BGA 501 (4-8)
Management Decision Making and Analysis
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 (4-8)
Management of Complex Organizations
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.*

See "How to Read a Course Description" on page 264.

BIOLOGICAL SCIENCES (BIOL)

College of Arts and Sciences

BIOL 160 (4)
Microbiology for Health Sciences
Basic concepts of microbiology, including classification, metabolic activity and the effect of physical and chemical agents on microbial populations. Host parasite interactions, infectious agents, methods of transmission and control are also discussed. *Three hours of lecture and three hours of laboratory. Course is designed for Nursing students.*

BIOL 175 (4)
Introduction to Human Anatomy and Physiology I
The first in a two course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Kinesiology and Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes anatomical terminology, cell and tissue structure and function, basic biochemical and metabolic pathways and the integumentary, skeletal, muscular, digestive and excretory systems. *Three hours of lecture and three hours of laboratory. Enrollment restricted to students who have obtained consent of Director/Chair-HHS Advisor.*

BIOL 176 (4)
Introduction to Human Anatomy and Physiology II
The second in a two course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Kinesiology and Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes nervous system and the senses, and the endocrine, reproductive, cardiovascular and respiratory systems. *Three hours lecture and three hours of laboratory. Enrollment restricted to students who have obtained consent of Director/Chair-HHS Advisor.*

BIOL 210 (4)
Introduction to Cellular and Molecular Biology
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. Co/prerequisite: CHEM 150.*

BIOL 211 (4)
Introduction to Organismal and Population Biology
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. Three hours lecture and three hours laboratory. Enrollment Requirement: BIOL 210.*

BIOL 215 (3)
Experimental Design and Statistical Analysis
Design and analysis of biological surveys and experiments. Includes hypothesis formation, experimental design, statistical analysis, and presentation of results. *May not be taken for credit by students who have received credit for BIOL 315 or BIOL 360. Corequisite: BIOL 215L.*

BIOL 215L (1)
Laboratory in Experimental Design and Statistical Analysis
Hands-on experience in design of surveys and experiments in biological sciences and their subsequent statistical analysis. Involves extensive use of computers for statistical simulation and analysis. *May not be taken for credit by students who have received credit for BIOL 360. Co/prerequisite: BIOL 215.*

BIOL 305 (3)
Biological Engineering and Society
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.

BIOL 309 (3)
The Biology of Emerging Diseases
Defines and discriminates between emerging and other diseases, agent characteristics and risk factors, improper use of antibiotics, multi-drug resistant infectious agents as factors of emerging diseases. Selected emerging food-borne, bacterial, protozoal and viral diseases of humans will be described and analyzed. A special emphasis will be placed on HIV and bioterror agents. *Not open to Biological Sciences majors except by consent of advisor.*

BIOL 316 (3)
The Biology of Cancer
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. *Enrollment Requirement: A college-level course in biology.*

BIOL 318 (3)
Plants and Society
Introduction to the impact of aquatic and terrestrial plants on society, including vegetables and fruit, spices and herbs, beverage plants, herbal medicines, toxic-poisonous species, psychoactive plants, and other economically important species from a variety of habitats. The role of humans in the development of these important plants and latest developments in biotechnology will be discussed.

BIOL 320 (3)
Anatomy and Physiology of the Speech and Hearing Mechanism
Explores the anatomy and physiology of speech and hearing including respiration, phonation, resonance, articulation and perception. An introduction to the central and peripheral nervous system also is provided. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

BIOL 321 (3)
Human Physiology
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.

BIOL 323 (3)
The Physiology of Nutrition and Disease
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. *Enrollment restricted to students who have obtained consent of Director/Chair-HHS Advisor.*

BIOL 325 (3)
The Physiology of Exercise and Health
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.

BIOL 327 (3)
Biology of Human Reproduction
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 (3)
Human Heredity
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.

BIOL 329 (3)
Biology of Aging
A study of why and how animals and people age. Includes an evaluation of the causes and consequences of biological changes that occur during aging from the cellular to the whole animal level. Topics of discussion include evolutionary and mechanistic theories of aging, demography and age structure of populations, the use of modern methods to test mechanistic theories of aging, and the use of long-lived versus short-lived animal models to inform us about basic aging processes. *Not open to Biological Sciences majors except by consent of advisor.*

BIOL 336 (3)
Coastal Environments
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. *Not open to Biological Sciences majors except by consent of advisor. Fieldtrips outside the classroom may be required.*

BIOL 338 (3)
Human Impact on the Environment
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.

BIOL 339 (3)
Conservation Biology
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 348 (3)
Brain and Mind
Examines the relationship between the brain, and how the brain produces behavior. Intended for non-majors, this course will review basic neuroanatomy and physiology, and consider mind/brain relations in the context of psychoactive drugs, brain development, neurological disorders, sexual behavior, and cognitive abilities such as language, memory, thinking, and consciousness. *Also offered as PSYC 361. Students may not receive credit for both. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

BIOL 351 (5)
Molecular Cell Biology
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 352 (4)
Genetics
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 353 (4)
Comparative Animal Physiology
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. Recommended Preparation: BIOL 215, 215L; can be taken concurrently. Enrollment Requirement: BIOL 210 and 211.*

See "How to Read a Course Description" on page 264.

BIOL 354 (4)
Principles of Ecology
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. Enrollment Requirement: BIOL 210, 211, 215, and 215L.*

BIOL 362 (3)
Evolution
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. *Enrollment Requirement: BIOL 210 and 211.*

BIOL 363 (3)
Principles of Conservation Biology
An in-depth focus on the principles and practices of conservation and restoration ecology. Factors that affect the creation, destruction, and distribution of biological diversity are examined. Class discussions and assignments will focus on human destruction and degradation of habitats, invasive species introductions, accelerated species extinctions, pollution, global climate change, and species over-exploitation. The selection and maintenance of conservation areas will be explored, as well as the theory and methodology for restoring degraded habitats. *May not be taken for credit by students who have received credit for BIOL 396J. Field trip(s) outside of class may be required. Enrollment Requirement: BIOL 210 and 211.*

BIOL 367 (4)
Biology of Microorganisms
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 368 (3)
Developmental Biology
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. *Recommended Preparation: BIOL 351 and 352. Enrollment Requirement: BIOL 210 and 211.*

BIOL 368L (1)
Developmental Biology Laboratory
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. *Three hours laboratory. Recommended Preparation: BIOL 351 and 352. Co/Prerequisite: BIOL 368. Enrollment Requirement: BIOL 210 and 211.*

BIOL 370 (4)
Plant Physiology
An examination of the physiological processes that contribute to plant growth and development, including the underlying molecular and genetic mechanisms. Areas covered include primary metabolism, water and nutrient relations, plant hormones, and plant biotechnology applications. *Three hours of lecture and three hours of laboratory. Recommended Preparation: BIOL 351. Enrollment Requirement: BIOL 210 and 211.*

BIOL 374 (3)
Exercise Physiology and Bioenergetics
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 375 (3)
Endocrinology
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. *Enrollment Requirement: BIOL 210, 211 and CHEM 201.*

BIOL 377 (3)
Immunology
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. *Enrollment Requirement: BIOL 210 and 211.*

BIOL 377L (1)
Immunology Lab
As a complimentary course to Immunology (BIOL 377), this technique-oriented course will cover modern immunological assays and methodologies. Specific techniques covered in detail include hemagluttination, ELISAs, immunoprecipitation and Western blot assays. A section on animal handling, targeting animal research ethics, rodent handling and tissue dissection will be explored. *Students will also be exposed to immunological database and algorithmic tools in a bioinformation unit. Three hours of laboratory. Co/Prerequisite: BIOL 377.*

BIOL 379 (4)
Invertebrate Biology
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. Three hours of lecture and three hours of laboratory. Enrollment Requirement: BIOL 210 and 211.*

BIOL 380 (3)
Comparative Animal Behavior
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. *One or more field trips may be required. Enrollment Requirement: BIOL 210 and 211.*

BIOL 381 (3)
Plant Diversity
Introduction to the major taxonomic groupings of plants with emphasis on structure, function, adaptations, life histories, systematics, and evolution. Includes single cell to multicellular construction, water-to-land transition, structural adaptations, and trends in reproduction from cell division to simple sexual reproduction to well protected embryos and complex co-evolution of pollinators. Three hours of lecture. Field trip outside of class may be required. *Enrollment Requirement: BIOL 210 and 211.*

BIOL 381L (1)
Plant Diversity Laboratory
Provides hands-on experience examining plants representing the diversity of plant life, including live cultures and specimens, microscopic materials, video clips, and preserved collections. Students will learn how to identify major groupings and representative genera by their distinguishing characteristics. Students will also learn a variety of microscopic and macroscopic techniques that will be useful in plant identification. Three hours of laboratory. Field trip outside of class may be required. *Corequisite: BIOL 381. Enrollment Requirement: BIOL 210 and 211.*

BIOL 384 (4)
Natural History of Southern California
Introduction to the natural history and community ecology of southern California. Major subjects include the climate, geology, and ecological factors that influence the local chaparral, coastal sage scrub, grassland, forest, desert, riparian, marsh, and estuarine communities of southern California. *Field trip(s) outside of class will be required. Enrollment Requirement: BIOL 211.*

BIOL 386 (3)
Terrestrial Ecology
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 386L (1)
Terrestrial Ecology Laboratory
Provides students with an introduction to laboratory and research techniques for quantifying the interactions between C, H2O and nutrient cycles of terrestrial ecosystems. Students will conduct observational and sampling studies of local ecosystems and manipulative experiments in the field, laboratory, and/or greenhouse. *May not be taken for credit by students who have received credit for BIOL 397D. Three hours of laboratory. Co/Prerequisite: BIOL 386. Enrollment Requirement: BIOL 210 and 211.*

BIOL 387 (3)
Ecological Processes in Aquatic Systems
Discusses the biological, physical, and chemical processes affecting marine and freshwater environments, and the interactions among these processes. Emphasis on productivity, nutrient dynamics, food webs, biogeochemical cycles and biogeography of pelagic systems. *One Saturday field trip may be required. Recommended Preparation: Concurrent enrollment in BIOL 387L, when also offered. Enrollment Requirement: BIOL 210 and 211.*

BIOL 387L (1)
Aquatic Ecology Lab
Provides students with experience in laboratory and field methods used by oceanographers and limnologists to sample populations, measure rate processes, and quantify the aquatic environment. *Enrollment Requirement: BIOL 210 and 211. Co/prerequisite: BIOL 387.*

BIOL 388 (3)
Marine Communities
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 390 (3)
Terrestrial Plant Ecology
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 390L (1)
Terrestrial Plant Ecology Laboratory
Provides students with an introduction to laboratory and research techniques in terrestrial plant ecology. Students will conduct experiments to investigate environmental controls on the physiology (including photosynthesis, respiration, and transpiration), growth, and resource allocation of land plants. Students will learn standard research techniques in plant ecology and utilize technology specifically designed to quantify plant function. *Experiments will be conducted in the laboratory and green house, and weekend field trips may be required. Three hours of laboratory. May not be taken for credit by students who have received credit for BIOL 397E. Enrollment Requirement: BIOL 210 and 211. Co/Prerequisite: BIOL 390.*

BIOL 396 (1-3)
Topics in Biology
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 397 (1)
Topics in Biology Lab
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. Enrollment Requirement: BIOL 210 and 211.*

BIOL 400 (3)
Vertebrate Biology
Introduction to vertebrate animals, including overview of their evolution, systematics, anatomy, physiology, ecology and behavior. Major subjects will include, water-to-land transition, origins of amniotic egg, flight and endothermy, patters of social organization and mating systems, and general life-history strategies. Courses will emphasize terrestrial vertebrates of the San Diego area. *May not be taken by students who have received credit for BIOL 378. Field trip(s) outside the class may be required. Enrollment Requirement: BIOL 210 and 211.*

See "How to Read a Course Description" on page 264.

BIOL 400L (1)
Vertebrate Biology Laboratory
Provides hands-on experience in identifying terrestrial vertebrates of Southern California. Using preserved specimens and interactive computer programs, students will learn to use and develop dichotomous species keys and to identify vertebrates by sight and sound. Students will design and conduct independent field research projects. *Course will possibly include visits to local museums, zoos and aquaria. May not be taken by students who have received credit for BIOL 378L. Three hours of laboratory. Field trip(s) outside of class may be required. Co/Prerequisite: BIOL 400. Enrollment Requirement: BIOL 210 and 211.*

BIOL 487 (2)
Tutorial Methods of Instruction
A course for juniors and seniors who are group tutor-facilitators in biology courses where problem-based learning (PBL) is used as the mode of instruction. Focuses on inquiry and group-based methods of teaching and learning. Students learn how to assist the learning of other students through questioning methods that promote thinking and discussion, through establishing and maintaining positive group dynamics, and by introducing students to new resources. Group tutor-facilitators gain practical experience by serving concurrently as peer tutors in a biology course that is taught using PBL methods. *Enrollment Requirement: BIOL 211. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 476 (3)
Neurobiology
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 376. Prerequisite: BIOL 353.*

BIOL 488 (2)
Seminar in Biomedical Research
Provides a foundation in biomedical research and effective communication practices for students preparing for biomedical research careers. Integrates disciplinary approaches to biomedical research around fundamental principles and practices of scientific method, research ethics and responsible conduct, and the organization of scientific inquiry in institutions of higher learning. Subject matter will change each semester. *May not be taken for credit by students who have received credit for BIOL 396F. May be repeated for a total of eight (8) units. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 489 (2)
Introduction to Laboratory/Field Research
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. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 495 (3)
Internship in Biology
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. Enrollment restricted to students who have obtained consent of instructor prior to registration.*

BIOL 496A (1) 496B (2)
Supervised Laboratory Instruction
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). Enrollment Requirement: BIOL 210 and 211. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 498 (2)
Senior Library Thesis
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. *Enrollment restricted to students who have obtained consent of instructor.*

BIOL 499 (2)
Senior Laboratory Thesis
Research project in the laboratory or field, generated in collaboration with a biology faculty member. *Enrollment Requirement: At least one course related to the subject area completed with a B or better. Prerequisite: BIOL 489. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 502 (3)
Population Genetics
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 352.*

BIOL 503 (3)
Genomics and Proteomics
An introduction to whole genome and whole proteome analyses. Specific topics covered will include genome sequencing, microarrays, comparative genomics, large scale mutagenesis and gene silencing, and 2-D gel electrophoresis. Using the primary literature and current scientific reviews as guides, explores both the technologies that underlie genomics and proteomics and the impacts that current genomics and proteomics studies are having on our understanding of all biology, from agriculture to human disease. *May not be taken for credit by students who have received credit for BIOL 596G. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 351 and 352.*

BIOL 504 (3)
Virology
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. *Co/prerequisite: BIOL 352.*

BIOL 505 (3)
Physiological Ecology
Advanced exploration of the interactions between animals and their environment. Focuses on major life processes such as respiration, endothermy versus ectothermy, torpor, hibernation, and the physiological trade-offs between growth, storage, reproduction and survival. Physiological features of animals that permit them to live in extreme environments including the deep sea, deserts, boreal/polar regions, and caves will be discussed. *Field trip(s) outside of class may be required. Enrollment Requirement: 210 and 211. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 354.*

BIOL 512 (3)
Physiology of Aging
Examines changes in animal physiology that occurs during aging. Subjects include evolutionary and proximate causes of aging, physiological mechanisms proposed to explain aging, and methods to study and to manipulate rate of aging (e.g. caloric restriction). Both theoretical concepts and empirical examples will be addressed. *Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 353.*

BIOL 512L (1)
Physiology of Aging Laboratory
Provides hands-on experience in techniques currently used to study physiological changes during aging. Students will design and perform experiments that demonstrate central topics of the biology of aging. Exact labs will change as the field of biogerontology develops, but may include experiments to test effects of caloric restriction, trade-offs between reproduction and longevity, declines in physiological systems with age, and cellular resistance to oxidative stress. Model organisms will typically include small rodents, insects, and nematode worms. *Three hours laboratory. Co/prerequisite: BIOL 512.*

BIOL 514 (3)
Physiology of Parasitism
Examines the physiology of hosts and parasites including how host physiology affects its susceptibility to parasites and subsequent host response to infection. Explores how parasite physiology influences their ability to infect hosts. Subjects will range from whole animal metabolism and immune response to specific biochemical pathways that change during parasitism. Both theoretical concepts and empirical examples will be addressed. *Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 353.*

BIOL 514L (1)
Physiology of Parasitism Lab
Provides hands-on experience in techniques currently used to study host-parasite physiology. Students will design and perform experiments that illustrate central topics of host-parasite associations. Subjects will change as the field develops, but may include studies of susceptibility, infection intensity, time to clear parasites and physiological effects of parasites on host life history. Focuses mainly on macroparasites and their vertebrate and invertebrate hosts. *Three hours laboratory. Co/prerequisite: BIOL 514.*

BIOL 515 (3)
Medical Physiology
An advanced study of human physiology, particularly as it relates to disease. Examines physiological systems at the molecular, cellular and organ levels. Consists of lectures, student reviews of current articles from medical journals, group presentations, and class discussions designed as an in-depth examination of a particular disease, its causes and current treatments. Subjects will be organized around physiological systems and their defects. *May not be taken for credit by students who have received credit for BIOL 596A. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 353.*

BIOL 520 (3)
Advanced Molecular Cell Biology
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 Preparation: BIOL 368 and CHEM 304. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 351 and 352.*

BIOL 531 (3)
Biological Data Analysis I – Linear Models
A large fraction of common statistical analysis types in the biological sciences can be expressed as a linear model. Teaches students to use linear models to statistically analyze data, and emphasizes the conceptual unity of seemingly disparate analytical techniques. Specific analysis types will include: analysis of variance, analysis of covariance, linear regression, logistic regression, and log linear models. New advances in likelihood-based model selection will also be addressed. Additional subjects will be selected by students. *May not be taken for credit by students who have received credit for BIOL 596H. Enrollment Requirement: BIOL 215 and BIOL 215L or Graduate standing.*

BIOL 532 (3)
Biological Data Analysis II – Multivariate Analysis
From molecular biology to ecosystem studies, technology is facilitating collection of large, multivariate biological data sets. Multivariate analyses seek to simplify, summarize, and test hypotheses about these complex data sets. Addresses major issues in multivariate analysis, and will introduce students to common analysis types and visualization approaches. Subjects covered will include: principal components analysis, discriminant analysis, canonical correlation, and redundancy analysis. Additional subjects will be selected by students based on their needs and interests. *May not be taken for credit by students who have received credit for BIOL 596H. Enrollment Requirement: BIOL 215 and BIOL 215L or Graduate standing.*

BIOL 533 (4)
Geographic Information Systems Applications in Landscape Ecology
Explores how landscape structure and pattern affect ecological processes, at the individual, population, community, and ecosystem levels. Applications to land use planning and conservation biology will be covered. The primary enabling technologies for this new, rapidly growing discipline include remote sensing (such as satellite imagery) and geographic information systems (GIS), which will be covered during a weekly lab session. *May not be taken for credit by students who have received credit for BIOL 596J and 597C.*

See "How to Read a Course Description" on page 264.

BIOL 535 (3)
Ecological Modeling
An introduction to the use and development of mathematical models for simulating dynamics of ecological systems. Ecological theory will be considered through the development of mathematical models. 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. *Enrollment Requirement: BIOL 210 and 211. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 354.*

BIOL 536 (3)
Biogeochemical Cycles and Global Change
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. *Enrollment Requirement: BIOL 210 and 211. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 354.*

BIOL 537 (3)
Microbial Physiology
Current concepts and research involving the interactions of microorganisms with their environment, particularly those environments affecting human health. Demonstrates the interrelatedness of microbial ecology and medical microbiology. The course will (1) present modern experimental techniques used in conducting these interdisciplinary studies; (2) emphasize unusual bacteria pathways and cell signaling mechanisms found across the Bacteria, Archea and Eukarya, and (3) discuss the roles of microbial physiology in parthogenesis and the biotechnology industry. *Prerequisite for undergraduates and enrollment requirement for graduate student: BIOL 351 or 367.*

BIOL 540 (3)
Molecular Methods in Ecology and Evolution
Theory and practical application of modern molecular tools to identify and study ecological and evolutionary relationships. *Two hours lecture and three hours laboratory. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 352.*

BIOL 560 (2)
Seminar in Molecular Cell Biology
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 (2)
Seminar in Genetics
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 (2)
Seminar in Development
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 (2)
Seminar in Physiology
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 (2)
Seminar in Evolution
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 (2)
Seminar in Ecology
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 (2)
Seminar in Aquatic Biology
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 576 (1)
Laboratory Experience in Neurobiology
Provides hands-on experience using the latest techniques in neurophysiology. Students will record intracellular signals in neurons using an invertebrate model nervous system. Students will gain experience in physiological and anatomical techniques. *Three hours of laboratory. May not be taken for credit by students who have received credit for BIOL 597A. Co/prerequisite: BIOL 476.*

BIOL 596 (1-3)
Advanced Topics in Biology
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 (1)
Advanced Topics in Biology Lab
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 (3)
Research Methods I
Practical experience in the preparation of written and oral research proposals in the biological sciences. Students will actively take part in the peer review process commonly used to evaluate the scientific and technical merits of research proposals. Final product will be a formal written and oral, preferably the student's thesis proposal. *Enrollment restricted to students with Graduate standing.*

BIOL 611 (3)
Research Methods II
Practical experience in the skills necessary for the publication and presentation of biological research, including writing, speaking, and preparing figures and tables. Final product will be a formal oral presentation and a scientific poster. *Enrollment restricted to students with Graduate standing.*

BIOL 685 (2)
Internship in Biology Instruction
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. Enrollment restricted to students with Graduate standing.*

BIOL 686 (1-3)
Graduate Topics in Biology
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. Enrollment restricted to students with Graduate standing.*

BIOL 687 (1-2)
Advanced Methods in Biology
Graduate-level field or laboratory techniques in a specialized area of contemporary biology. *Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students with Graduate standing.*

BIOL 697B (2) 697C (3) 697D (4) 697E (5) 697F (6)
Directed Studies
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. Enrollment restricted to students with Graduate standing. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 698B (2) 698C (3) 698D (4) 698E (5) 698F (6)
Thesis
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. Enrollment Requirement: Advancement to candidacy. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 699B (2) 699C (3) 699D (4) 699E (5) 699F (6)
Thesis Extension
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. Enrollment Requirement: 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. Enrollment restricted to students who have obtained consent of instructor.*

BIOTECHNOLOGY (BIOT)

College of Arts and Sciences

BIOT 355 (4)
Molecular Biotechnology
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. *May not be taken for credit by students who have received credit for BIOL 355. Three hours lecture and three hours laboratory. Enrollment Requirement: BIOL 210 and 211.*

BIOT 356 (4)
Cellular Biotechnology
In-depth treatment of the fundamental cellular techniques in use in the field 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. *May not be taken for credit by students who have received credit for BIOL 356. Three hours lecture and three hours laboratory. Enrollment Requirement: BIOL 210 and 211.*

BIOT 357 (2)
Foundations of Biotechnology
A review of biotechnology applications and product development in the life science industry. Topics will include: 1) the process of bringing a product to market from concept to sales; 2) laws, regulations, ethics, and social issues pertaining to the discovery, development, testing, manufacturing and commercial distribution; 3) skills of technical writing, Standard Operating Procedures and documentation for regulatory, quality assurance, and intellectual property; and 4) employment opportunities. *May not be taken for credit by students who have received credit for BIOL 358. Enrollment Requirement: BIOL 210 and 211.*

BIOT 358 (3)
Computer Skills for Biotechnology
Designed to introduce and explain the application of computational and analytical methods to solve problems in biotechnology. Many of the popular software tools employed in biotechnology and informatics research will be covered. The theoretical basis governing the use and importance of these tools will also be explored. *Enrollment Requirement: BIOL 210 and 211. Co/prerequisite: CS 111.*

BIOT 497 (4)
Internship in Biotechnology
Career-related experience in private industry, government agency, and/or public sector. All participants utilize learning agreements. A final written report is required. Students will be supervised both on site and by the course instructor. The learning agreement must be completed and signed prior to enrollment. *May be repeated for a maximum of eight (8) units, but only four (4) units may be applied toward the major. May not be taken for credit by students who have received credit for BIOL 497. Enrollment restricted to students who have obtained consent of instructor.*

BORDER AND REGIONAL STUDIES (BRS)

College of Arts and Sciences

BRS 300 (3)
Borders and Regions: Interdisciplinary Perspectives
Introduces concepts, theories, and issues central to the study of regions and borders. Examples will be drawn from local borders such as between tribal and non-tribal areas, from international border regions across the world, and from conceptual borders such as language and culture.

BRS 301 (3)
Research Methods in Border and Regional Studies
Introduces students to a variety of methodologies used in collecting and analyzing data in border and regional studies. Students will use case material drawn from a variety of contemporary local, regional, national, and international settings on different continents, as well as from conceptual borders such as language, culture, class, and gender.

BRS 330 (3)
Introduction to Migration Studies
Introduces concepts and theoretical interpretations about the causes of international migration. Provides an historical overview of the main flows of immigration to the U.S. Analyzes economic, social, political, and cultural aspects that impact the immigrants' settlement process. Compares immigration and immigrant policies. Identifies areas of conflict and cooperation that affect the relationship between newcomers and established residents in local communities, with a focus on California and San Diego County.

BRS 400 (3)
Comparative Border and Regional Studies
Provides an advanced comparative exploration and application of concepts, theories, and critical issues central to the study of contemporary conceptual and spatial borders. Course material will be comparative across multiple issues and world regions. *Prerequisites: GEOG 305/305S or LING 305, BRS 300, 301 and ID 340/340B.*

See "How to Read a Course Description" on page 264.

BRS 430 (3)
Immigration and Education
Broadens the knowledge of determinants of educational attainment of immigrant children in the U.S. Assesses the needs of newcomer students and the capacity of public schools to respond to those needs. Provides an historical overview of immigrants in public schools. Examines the legal framework of immigration and settlement policies. Analyzes ideological debates of key issues of immigration and education. Explores issues of education and social justice. Evaluates the possibilities for a common ground in education between newcomers and established residents.

BRS 453 (3)
Border Water Conflicts
Explores conflicts over water in international border regions. Rivers and aquifers do not stop at international borders. Many neighboring countries face complex issues co-managing boundary waters, and water becomes a contested resource. Studies political economic facets of transfrontier water issues to understand how water conflicts arise and are addressed. Cases may include U.S.-Mexico border; Jordan River Basin in the Middle East; Nile in Sudan, Ethiopia, and Egypt; Euphrates in Turkey, Syria, and Iraq; and others. *May not be taken by students who have received credit for ID 370P.*

BRS 490 (3)
Applied Methodologies for Border and Regional Studies
Provides students with the opportunity to apply a variety of methodologies used in collecting and analyzing data in contemporary border and regional studies. Students will select a research question for a semester-long project with three components: literature review, fieldwork, and analysis. Students may choose their topics from any region worldwide, any international border area, or any conceptual border issue. *Prerequisite: BRS 400.*

BRS 495A (1) 495B (2) 495C (3)
Internship for Border and Regional Studies
Faculty sponsored academic internship in community service. *May be repeated for a maximum of nine (9) units. Enrollment restricted to students who have obtained consent of instructor.*

BRS 498A (1) 498B (2) 498C (3)
Independent Study
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 Border and Regional Studies unit. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

BRS 499A (1) 499B (2) 499C (3)
Independent Research
Designed for students with demonstrated capacity for independent research in collaboration with a faculty member in the Border and Regional Studies unit. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

BUSINESS (BUS)

College of Business Administration

BUS 202 (3)
Introduction to Business Law
Legal principles of basic business transactions. Coverage includes contracts, agency, partnerships, corporations, property, government agencies and regulations, and Uniform Commercial Code.

BUS 203 (3)
Business Writing
Effective written communication applied to business letters, memos, and long reports. Includes the organization, writing, and presentation of business documents using word processing software. Incorporates basic principles of speaking effectively for business. *Enrollment Requirement: GEW 101.*

BUS 302 (2)
Foundations of Business Environments
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. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

BUS 304 (4)
Data Analysis
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), and the Computer Competency Requirement.*

BUS 444 (4)
Strategic Management in Global Environments
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), Foundations of Business courses, and designated core courses.*

BUS 492 (1)
Problem Assessment and Critical Thinking
Review of problem identification, problem solving, critical thinking, consultation, project management, and strategies for team effectiveness. Following formation of teams and project assignment, members prepare a Letter of Engagement for their senior experience project. *Corequisite: BUS 493. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), Foundations of Business courses, and designated core courses.*

BUS 493 (4)
Problem Analysis and Implementation
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. Corequisite: BUS 492. Enrollment restricted to students who have obtained consent of instructor.*

CHEMISTRY (CHEM)

College of Arts and Sciences

CHEM 021 (1)
Supplemental Instruction in Introductory Organic Chemistry
Peer-facilitated learning sessions focused on development of skills needed to succeed in CHEM 201 and subsequent Chemistry courses. Participation in such supplemental instruction can raise student performance in traditionally difficult courses. Intended to provide a collaborative learning environment where students can work on problem solving, general study skills, and CHEM 201 course content. *Strongly recommended for all students enrolled in CHEM 201. Graded Credit/No Credit. Corequisite: CHEM 201.*

CHEM 100 (3)
Organic and Biochemistry for Life
Covers the basic principles of general, organic, and biochemistry as applied to the biochemistry, pathophysiology, pharmacology, and nutrition of human body systems. Intended for students pursuing a degree in a variety of health-related areas such as Nursing. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement and who have consent of advisor. Co/Prerequisite: CHEM 100L or 100M.*

CHEM 100L (2)
Organic and Biochemistry for Life Laboratory
Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions the properties of acids and bases and pH balance in the biochemistry of human body systems. Intended for students pursuing a degree in Nursing. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement and who have consent of advisor. Co/Prerequisite: CHEM 100.*

CHEM 100M (1)
Organic and Biochemistry for Life Laboratory
Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions, the properties of acids and bases and pH balance in the biochemistry of human body systems. Intended for students pursuing a degree in a health-related field. Content is identical to CHEM 100L, except that CHEM 100M is delivered in high school classrooms. *Co/Prerequisite: CHEM 100. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

CHEM 150 (5)
General Chemistry
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, stoichiometiy, 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. *Intended for science majors. Three hours of lecture, one hour of discussion, and three hours of laboratory per week. Enrollment Requirement: High School Chemistry or a Preparatory Chemistry course is strongly recommended before taking this course. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

CHEM 201(3)
Organic Chemistry
First course of a sequence designed to introduce the student majoring in science to the properties of organic compounds. The entire sequence covers 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.
Enrollment Requirement: CHEM 150 with a minimum grade of C (2.0). Co/Prerequisite: CHEM 201L.

CHEM 201L (2)
Organic Chemistry Laboratory
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. Enrollment Requirement: CHEM 150 with a minimum grade of C (2.0). Co/Prerequisite: CHEM 201.*

CHEM 202 (3)
Organic Chemistry
Second course of a sequence designed to introduce the student majoring in science to the properties of organic compounds. The entire sequence covers 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. *Enrollment Requirement: CHEM 201 and 201L with minimum grades of C (2.0) in each.*

CHEM 202L (2)
Organic Chemistry Laboratory
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. Enrollment Requirement: CHEM 201/201L with a minimum grade of C (2.0). Co/Prerequisite: CHEM 202.*

CHEM 250 (3)
Quantitative Chemistry
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 and biochemistry majors only: CHEM 275. Enrollment Requirement: MATH 160, CHEM 202.*

CHEM 275 (3)
Quantitative Investigations in Chemistry
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. Enrollment Requirement: MATH 160. Corequisite: CHEM 250.*

CHEM 300 (3)
Literature of Chemistry
Introduces the student to techniques of finding, reading, and writing chemical and other scientific literature for upper-division work in the natural sciences. Includes standard reference works in Chemistry, journals and monographs, Chemical Abstracts, Science Citation Index, and other print and online resources. Students write research proposals and journal-quality scientific papers, including figures and graphs using up-to-date computer tools. Students learn strategies for reading difficult scientific papers and give oral presentations of research. *Enrollment Requirement: CHEM 201.*

See "How to Read a Course Description" on page 264.

CHEM 308 (3)
Environmental Chemistry
An introduction to the basic chemical processes in the environment. The subject matter will include environmentally related processes of both natural and human origin. Also included will be the chemistry relevant to air, water, and land-based pollution. All areas to be studied will utilize the ideas of chemical bonding, kinetics, and/or thermodynamics as a basis for understanding the environmental processes. *Enrollment Requirement: CHEM 201 and 250.*

CHEM 311 (3)
Chemicals and the Environment
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 (3)
Chemistry of Life
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 (3)
Energy and Society
An introduction to the scientific principles involved in the production of energy, with emphasis on the processes that influence world-wide energy policy. The subjects covered may include: energy from fossil fuels, alternative energy sources (e.g. solar, biomass, hydrogen, fuel cells, etc.), nuclear energy, and energy production in living organisms. Also discussed are the economic, environmental, political, and social issues surrounding energy production. *This course is intended for the non-chemistry major. Intended for the non-chemistry major.*

CHEM 315 (3)
Science in Film and TV
Intended for the non-science major, the goal of this course is to introduce students to the fundamental concept in the physical and life sciences. Popular motion pictures, television programs and commercials, and video documentaries that contain scientific themes will be used to introduce relevant concepts, and will also serve as a common background from which students can expand their scientific understanding. Also offered as PHYS 315. *Students may not receive credit for both.*

CHEM 351 (3)
Biochemistry
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. Enrollment Requirement: CHEM 202 with a minimum grade of C (2.0).*

CHEM 351L (2)
Biochemistry Laboratory
Designed to complement the lecture material and illustrate the basic techniques of biochemistry. *Six hours of laboratory. Co/Prerequisite: CHEM 351.*

CHEM 352 (3)
Biochemistry
Introduces the student majoring in science to principles of bioenergetics and metabolism. Covered areas are the generation and storage of metabolic energy; the synthesis and degradation of carbohydrates, lipids, amino acids and nucleotides; the interdependence of metabolic pathways; the types of metabolic regulation and the key regulatory reactions of each pathway. *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).*

CHEM 398A (1) 398B (2)
Special Problems in Chemistry — Library
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. Enrollment restricted to students who have obtained consent of instructor.*

CHEM 399A (1) 399B (2)
Special Problems in Chemistry — Laboratory
Individual investigation that involves a research project in the laboratory in collaboration with a faculty member in a related subdiscipline. 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. Enrollment restricted to students who have obtained consent of instructor.*

CHEM 400 (3)
Physical Sciences for Elementary School Teachers
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 (3)
Physical Chemistry – Classical
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. *Enrollment Requirement: CHEM 250, MATH 162, and PHYS 202 or PHYS 206.*

CHEM 402 (3)
Physical Chemistry – Quantum
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. *Enrollment Requirement: CHEM 250, MATH 162, and PHYS 202 or PHYS 206.*

CHEM 404 (3)
Inorganic Chemistry
Presents students majoring in science with more advanced concepts of inorganic chemistry than those introduced in lower-division courses. The areas covered are: atomic structure, the periodic table, chemical applications of group theory, theories of chemical bonding, the solid state, acid/base chemistry and non-aqueous solvents, coordination chemistry of the transition metals, and spectroscopy of transition metal complexes. *Corequisite: CHEM 404L. Enrollment Requirement: CHEM 250.*

CHEM 404L (1)
Inorganic Chemistry Laboratory
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. Co/Prerequisite: CHEM 404.*

CHEM 405 (1)
Physical Chemistry Laboratory
Designed to introduce the student to experimental and computational techniques in physical chemistry. The laboratory experiments will cover topics in chemical thermodynamics, molecular spectroscopy, chemical kinetics, and computational chemistry. Emphasizes the application of theoretical principles in the interpretation of the experimental and computational results. *Three hours of laboratory per week. May be repeated with consent of instructor. Co/Prerequisite: CHEM 401.*

CHEM 416 (5)
Instrumental Methods of Analysis — Separations and Structure
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. Enrollment Requirement: CHEM 202, 275, and MATH 160 with a minimum grade of C (2.0).*

CHEM 490 (3)
Selected Topics in Analytical Chemistry
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 (3)
Selected Topics in Biochemistry
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 351 and 352 with a minimum grade of C (2.0).*

CHEM 492 (3)
Selected Topics in Inorganic Chemistry
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 (3)
Selected Topics in Organic Chemistry
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. Enrollment Requirement: CHEM 202, and MATH 160 with a minimum grade of C (2.0).*

CHEM 494 (3)
Selected Topics in Physical Chemistry
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 (1)
Chemistry in the Community
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. Enrollment requirement: Completion of three (3) units of upper-division chemistry courses. Enrollment restricted to students who have obtained consent of instructor prior to registration.*

CHEM 498 (2)
Senior Library Thesis and Seminar
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. Enrollment restricted to students who have obtained consent of instructor.*

CHEM 499 (2)
Senior Laboratory Thesis and Seminar
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. Enrollment Requirement: One course in the subject area with a grade of B (3.0) or better. Enrollment restricted to students who have obtained consent of instructor.*

See "How to Read a Course Description" on page 264.

COMPUTER INFORMATION SYSTEMS (CIS)

College of Arts and Sciences

CIS 300 (3)
Computer Information Fluency
Knowledge work productivity concepts; advanced software functionality to support personal and group productivity; organization and management of data via spreadsheets and database tools; accessing organizational and external data; information search strategies; algorithmic and critical thinking; Web page design and programming; effective presentation and delivery. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

CIS 341 (3)
Computer System Analysis and Design
Covers the systems development life cycle, compares traditional methods of systems development to newer, emerging methods, process and data models for an information system, user interface for an information system, feasibility study and cost benefit analysis. *Enrollment Requirement: CS 111.*

CIS 444 (3)
Web Programming
Methods, software architecture, and standards for Internet-scale software infrastructure (services and applications). Includes foundations of the Web; distributed systems; client server architectures from 2-tier to n-tier and through Web Applications Design; and distributed object-based systems and associated technologies. *Prerequisite: CS 443.*

CIS 490 (3)
Project Management and Practice
Advanced CIS majors operating as a high-performance team will engage in and complete the design and implementation of a significant information system. Project management, management of the CIS function, and systems integration will be components of the project experience. *Prerequisites: CIS 444, CS 433, 436, and 441.*

COMMUNICATION (COMM)

College of Arts and Sciences

(CTM) =	*Communication Theory and Methods*
(CCSC) =	*Communication, Culture and Social Context*
(MC) =	*Mass Communication*

COMM 100 (3)
Introduction to Communication
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 (3)
Principles of Argument and Persuasion
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 (3)
Communication Theory
Introduces students to the major 20th Century frameworks for understanding the field of communication and their respective influences in the areas of social and political practice as well as cultural understanding. May include semiotic, phenomenological, cybernetic, socio-psychological, socio-cultural, and critical traditions. *(CTM)*

COMM 310 (3)
Group Interaction and Problem Solving Methods
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 320 (3)
Conflict and Communication
Conflicts are situations in which individuals and groups with differing assumptions about reality 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. *Enrollment restricted to students with Junior or Senior standing. Corequisites: COMM 300 or COMM 330. (CCSC)*

COMM 330 (3)
Intercultural Communication
Introduction to traditional and critical theories, concepts, and principles regarding communication between and about people of different racial, ethnic, and cultural backgrounds. Takes a culture-general approach to examining the relationships among culture, communication, context (social, historical, political), and power. Emphasizes domestic issues with attention given to how they impact, and are impacted by, international communities. *Enrollment Requirement: COMM 100. (CCSC)*

COMM 333 (3)
Language and Social Interaction
Introduction to theories of language and interaction. Addresses how language is used within social and institutional interaction. Special emphasis will be given to problematic situations and their resolution. 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 (3)
Interviewing Principles and Practices
Examines interviewing as a method for eliciting information, resolving problems, and building personal communities. Principles of effective interviewing in a variety of contexts are examined. Students learn about interviewing practices that will be useful to their everyday lives and careers. Requires students to conduct various types of interviews and self-appraisals of interviewing performance. *(CTM)*

COMM 350 (3)
Topics in Communication
Explores topics in Communication. *Students should check the Class Schedule for listing of actual topics. 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 355 (3)
Communication and Collaboration
Explores how individuals, group dynamics and technologies affect collaboration in a variety of professional settings. Readings and lectures draw upon international and interdisciplinary research on Computer Supported Cooperative Work, usability design theory and distributed cognition. Students apply course concepts in group projects including usability testing, and multimedia product evaluation and redesign. *Recommended Preparation: Prior completion of COMM 360 or 440, or junior or senior status. May not be taken for credit by students who have received credit for COMM 350D. (MC)*

COMM 360 (3)
Mass Media and Society
Introduction to theories, research methods, and empirical research findings related to the production and effects of mass communication on individuals and society. Surveys various forms of media, provides an overview of the historical formation of various media channels, and analyzes the impact of mass communication upon popular culture. *Enrollment Requirement: COMM 100. (MC)*

COMM 370 (3)
World Wide Web as Mass Medium
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 380 (3)
Health Communication
Explores health communication in various personal and public contexts. Emphasizes the role of communication theory and research in the development of effective health campaigns, understanding physician-patient interaction, assessing inequality in patient access and treatment, negotiating health care systems, and healthcare advocacy. Special emphasis is placed on assessing health problems, both globally and locally, and the communicative efforts to address those problems. *May not be taken for credit by students who have received credit for COMM 350G. (CCSC)*

COMM 390 (3)
Research Methods and Design
Introduction to qualitative research methods. Students will learn procedures for conducting various kinds of research (i.e., participant observation, interviewing, focus groups, ethnography, textual analysis, etc.) useful for understanding human problems and media texts and processes. Emphasis is on the implementation of a research project which encourages students to consider the usefulness of various ways of knowing and to apply the selected method(s) in a systematic way. Also considers the theoretical, practical, and ethical issues that arise in conducting research. *Enrollment Requirement: COMM 100 and 200. (CTM)*

COMM 400 (3)
Discourse Analysis
Various approaches to the study of discourse, including ethnography of communication, ethnomethodology, culturally focused approaches, speech act theory, and conversation analysis. Students are expected to acquire competency in analyzing recorded and transcribed data from various social settings. *(CTM)*

COMM 401 (3)
Rhetorical Theory
Study of rhetorical theory that involves exploring periods in rhetorical theory, ranging from Greek antiquity to the present. Also examined is the relationship between rhetorical theory and practice, the purpose(s) and conceptions of rhetoric to the social world, issues of agency and voice, and the role of rhetoric in re/constituting identities and a sense of community. *(CTM; CCSC)*

COMM 420 (3)
Topics in Communication Theory
Focused study of a specific communication theory or theoretical approach. *Topics vary by instructor. 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 (3)
Communication and Mediation
Examines 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. *Enrollment restricted to students with Junior or Senior status. Prerequisite: COMM 320. (CCSC)*

COMM 430 (3)
Power, Discourse and Social Identity
Examines notions of identity in public discourse. Introduction to theories of discourse, identity, and power in public discourse (i.e., legal, mediated, policy, etc.) on current social issues. Focuses on the politics of identity, the ways in which identity politics play out in public debate, and in the formation of economic, political, and social policies and realities. *Recommended Preparation: Completion of COMM 330. (CCSC)*

COMM 435 (3)
Communication and Gender
Introduction 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 (3)
Interpersonal Communication
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)*

See "How to Read a Course Description" on page 264.

COMM 440 (3)
Organizational Communication
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 445 (3)
Communication Portfolio
Students will learn to craft professional documents: resumes, reports, and proposals. Students learn how, as colleagues, to evaluate, revise, and edit as well as how to give and respond to criticism of oral and written work. Informed by case studies, students also learn how to highlight and articulate their skills, abilities and interests as Communication majors as part of a job search or in preparation for graduate or professional study. *Enrollment restricted to Communication majors with senior standing. (CTM)*

COMM 450 (3)
Topics in Intercultural Communication
Focused study of a specific aspect of intercultural communication. *Topics vary by instructor. 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. (CCSC)*

COMM 451 (3)
Communicating Common Ground
Building learning through service to local communities, this course offers an opportunity for students to explore their own assumptions, values, questions, and beliefs regarding key issues in intercultural communication and social justice within a service learning framework. Students will critically analyze the interrelationships among communication, social justice, and community service through an examination of the principles and precepts of service learning and diversity training. In addition, students will learn theories and perform applications of needs assessment, training development, leadership, and evaluation. *May not be taken for credit by students who have received credit for COMM 450C. Prerequisite: COMM 330.*

COMM 454 (3)
The Communication of Whiteness
Introduction to basic theories, concepts, and principles regarding the idea of whiteness as a discursive (communicative) construct, and the key role that communication plays in the construction of whiteness. Particular attention will be given to the important role of communication (face-to-face, mediated, discursive), context (social, cultural, and historical), and power as they relate to whiteness. *Recommended Preparation: Completion of COMM 330 or related course. Students who have completed COMM 450D may not take this course for credit. (CCSC)*

COMM 455 (3)
Television and Culture
Analyzes television programs in the context of communication and other social science research in order to examine representations of race, ethnicity, social class, gender, and sexual preference. Examines how television contributes resources of interpretation, discussion, and social activities that affect the ways people view society and social groups. Subjects will include: types of representation; how representations have changed over time; multiple interpretations of television representations; how viewers use them; the production practices and conventions that shape them; the relationship between representations and structured inequality. *Prerequisite: COMM 330 or 360. (MC)*

COMM 465 (3)
Communication and Popular Culture
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. *(MC)*

COMM 470 (3)
Political Communication
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 (3)
Topics in Mass Communication
Focused study of a specific aspect of mass communication. *Topics vary by instructor. 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 495 (3)
Communication Internship
Provides students with opportunities to examine organizational, intercultural, mediated, and other modes of communication during routine work activities in private and public enterprises outside of the classroom setting. Students complement classroom and laboratory learning with that of the work world. Internships may be paid or unpaid. *May be repeated for credit for a total of six (6) units toward the COMM or MASS major in any combination from 495 and 499. Also offered as MASS 495. Students may not receive credit for both. Enrollment Requirement: COMM 100. Prerequisite: one of the following: COMM 300, 330, 360, 390 or MASS 302, 303, 304 or 306. Corequisite: Internship placement Enrollment restricted to Communication or Mass Media majors with Junior or Senior status (more than 60 completed units) who have obtained consent of instructor.*

COMM 499A (1) 499B (2) 499C (3)
Independent Study
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. Enrollment restricted to students who have obtained consent of instructor.*

COMPUTER SCIENCE (CS)

College of Arts and Sciences

CS 100 (1)
Computer Basics
Serves as an introduction to the potential of microcomputers, social, historical perspectives, word processing, spreadsheets, communications, operating systems, editors, and networking. *Students fulfill the Computer Competency Requirement by passing this course. May not be taken by students who have passed the Computer Competency Requirement exam. Graded Credit/No Credit. Credit may not be counted toward the computer science major.*

CS 111 (4)
Computer Science I
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. Enrollment Requirement: MATH 125.*

CS 112 (1)
Introduction to Computing I
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. Students who took CS 111 at another insitution should check their articulation agreement to see if they are required to take CS 112. Enrollment Requirement: Completion of an entry-level programming course.*

CS 200 (1-3)
Selected Topics in Computing
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. Enrollment restricted to students who have obtained consent of instructor.*

CS 211 (4)
Computer Science II
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. Enrollment Requirement: CS 111.*

CS 212 (1)
Introduction to Computing II
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. Students who took CS 211 at another insitution should check their articulation agreement to see if they are required to take CS 212. Enrollment Requirement: Completion of an intermediate-level programming course.*

CS 231 (4)
Assembly Language and Digital Circuits
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. Enrollment Requirement: CS 111.*

CS 232 (1)
Introduction to Digital Circuits
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. Students who took CS 231 at another insitution should check their articulation agreement to see if they are required to take CS 232. Enrollment Requirement: Completion of an assembly programming course.*

CS 301 (3)
Computer Mastery
An introduction to the applications of computers, such as word processing, spreadsheet, database management, networking communications, operating systems, editors, societal issues and historical perspectives of computer usage; algorithmic and critical thinking and computer programming in:
A. ASP *(recommended to future teachers)*
C. C++
J. Java
P. Pascal

CS 301(A) May not be taken for credit by students who have received credit for EDUC 422A and EDUC 422C. A grade of C+ or above in CS 301(A) can be used to fulfill EDUC 422A and EDUC 422C May not be repeated. Credit may not be counted toward the Computer Science Major. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.

CS 305 (3)
Problem Solving with Java Programming
An introduction to algorithmic and critical thinking through problem solving and Java programming. Various problems are solved through many case studies and computer solutions are produced to solve these problems through the platform of web programming on the Internet. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

CS 306 (3)
Introduction to Computer Animation
Introduction to the design and implementation of computer animation. The technical and creative aspects of both linear and interactive animation are investigated. Special attention is paid to the design of and production of 2-D and 3-D animations for the Internet. *May not be taken for credit by students who have received credit for CS 497E. Enrollment restricted to students who have completed the Computer Competency Requirement (CCR) and the Entry-Level Mathematics (ELM) requirement.*

CS 307 (3)
How Computers Solve Problems
An introduction to computer techniques that can be used by humans to solve real world problems. Covers algorithms for problems such as searching, sorting, shortest path, minimal network cost, articulation points, 01-knapsack. Application to airlines, railroads, police, military, and other professions will be demonstrated. No programming is required. *Enrollment restricted to students who have completed the Computer Competency Requirement (CCR) and the Entry-Level Mathematics (ELM) requirement.*

CS 311 (3)
Data Structures
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. *Enrollment Requirement: CS 211. Co/Prerequisite: MATH 270 or 370.*

CS 331 (3)
Computer Architecture
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. *Prerequisite: PHYS 301.*

See "How to Read a Course Description" on page 264.

CS 351 (3)
Programming Languages
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. *Co/Prerequisites: CS 311, and MATH 270 or 370.*

CS 403 (3)
Social and Organizational Impacts of Computing
Analyzes the social opportunities and problems raised by new information technologies. Emphasizes the dangers of incorrectly implemented software and hardware systems and relates them to the responsibilities of computing professionals. Effects of personal safety, quality of life, education, employment, personal privacy, organizational productivity, organizational structure, ethical values and regulations will be discussed. *May not be taken for credit by students who have received credit for CS 303. Prerequisite: CS 311.*

CS 421 (3)
Theory of Computing
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. Enrollment Requirement: MATH 270 or 370. Co/prerequisite: CS 351. Prerequisite: CS 311.*

CS 433 (3)
Operating Systems
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. Enrollment Requirement: CS 231. Prerequisite: CS 311.*

CS 436 (3)
Introduction to Networking
Covers the fundamentals of networking concept and technology, which includes data communication, OSI 7-layer model, TCP/IP protocol stacks and the Internet, the features of LAN, MAN and WAN, network security, and basic CGI programming and web applications. *May not be taken for credit by students who have received credit for CS 497D. Prerequisite: CS 311.*

CS 441 (3)
Software Engineering
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. Enrollment Requirement: MATH 270 or 370. Prerequisite: CS 311*

CS 443 (3)
Database Management Systems
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 543. Prerequisite: CS 311.*

CS 455 (3)
Logic Programming
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. *May not be taken for credit by students who have received credit for CS 555. Enrollment Requirement: MATH 270 or 370. Prerequisite: CS 351.*

CS 464 (3)
Numerical Analysis and Computing
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. Enrollment Requirement: CS 111 and MATH 162.*

CS 471 (3)
Introduction to Artificial Intelligence
An introduction to the objectives and techniques used by practitioners and researchers in artificial intelligence. Explores a number of aspects of computational models of intelligence including problem solving (uninformed and informed strategies), game playing, knowledge representation, reasoning, planning, natural language processing (text and speech), and learning. *There will be a number of hands-on assignments that will allow the students to become familiar with the practice of building intelligence systems. Prerequisite: CS 311.*

CS 473 (3)
Artificial Neural Networks
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. *May not be taken for credit by students who have received credit for CS 573. Prerequisite: CS 311.*

CS 475 (3)
Machine Learning
Machine learning algorithms and theory, decision-tree learning, neural networks, Bayesian approaches, genetic algorithms, reinforcement learning, computational learning theory. *May not be taken for credit by students who have received credit for CS 575. Prerequisite: CS 311.*

CS 480 (3)
Introduction to Optimization
Study of Linear Programming, Goal Programming and Integer Programming. Programming methods include the simplex method and the Big M method. Theoretical aspects include optimality conditions, sensitivity analysis and duality. *Also offered as MATH 480. Students may not receive credit for both. Enrollment Requirement: CS 211. Prerequisite: MATH 374.*

CS 485 (3)
Game Programming
Introduction to the concepts of game development and game modeling and programming through developing playable 2D/3D games using a modern game engine. Includes the framework and roles in a team for game development, programming skills of using a game engine and modeling skills of creating 3D models with animation tools. *Prerequisite: CS 311.*

CS 495 (3)
Internship in Computer Science
Faculty-sponsored academic internship in business, industrial, government, or research firm. *Enrollment restricted to students who have obtained consent of faculty sponsor.*

CS 497 (3)
Topics in Computer Science
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. Enrollment restricted to students who have obtained consent of instructor.*

CS 498A (1) 498B (2) 498C (3)
Individual Study in Computer Science
Individually directed reading and study in Computer Science literature. *May be repeated for a maximum of three (3) units. Enrollment restricted to students with Senior standing in Computer Science. Enrollment restricted to students who have obtained consent of supervising instructor.*

CS 499A (1) 499B (2) 499C (3)
Independent Research in Computer Science
Designed for students capable of independent and original research. *May be repeated for a maximum of three (3) units. Enrollment restricted to students with Senior standing in Computer Science. Enrollment restricted to students who have obtained consent of supervising instructor.*

CS 513 (3)
Analysis of Algorithms
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. Enrollment Requirement: CS 270. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311 and 370.*

CS 514 (3)
Algorithms for Parallel Processing
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 for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 531 (3)
Advanced Computer Architectures
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 for undergraduates and enrollment requirement for graduate students: CS 331.*

CS 535 (3)
Introduction to Computer Graphics
Introduces basic theory and programming in computer graphics. Includes graphics pipeline, rasterization, windowing and clipping, OpenGL programming, theory of domain transformations, mathematics of three-dimensional graphics involving rotation, scaling, translation and perspective projection, curve and surface modeling, lighting and shading, texture mapping, visibility algorithms, shading languages, and ray-tracing. *May not be taken for credit by students who have received credit for CS 435. Enrollment Requirement: MATH 264 or 374. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 536 (3)
Introduction to 3D Game Graphics
Introduction to graphics algorithms and skills related to 3D game programming. The emphasis is on developing 3D graphics engines. Subjects covered include graphics hardware, rendering pipeline, OpenGL programming, geometric transformations, lighting and shading, texture mapping, shadowing, collision detection, animation, and other interactive computer graphics techniques. *May not be taken for credit by students who have received credit for CS 597C. Enrollment Requirement: MATH 264 or 374. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 537 (3)
Data Communication and Computer Networks
Introduces TCP/IP network architecture with emphasis on upper-layer protocols and a detailed investigation into TCP and IP. It also covers local area networks, internetworking, and network programming. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 433 or 436.*

CS 538 (3)
Cryptography and Network Security
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 for undergraduates and enrollment requirement for graduate students: CS 433.*

CS 539 (3)
Client/Server Computing
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. Co/prerequisite: CS 441.*

CS 542 (3)
Design Patterns and Object-Oriented Analysis
Studies object-oriented analysis and design and their roles in software development. Many documented patterns in program designs will be introduced and analyzed. Advanced topics in software engineering such as software metrics, software architecture and software reuse are also discussed. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 441.*

CS 545 (3)
Digital Simulation
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311 and MATH 440.*

CS 551 (3)
Advanced Programming Languages
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. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Co/prerequisite: CS 421. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351.*

See "How to Read a Course Description" on page 264.

CS 553 (3)
Compilers
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. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351 and 521.*

CS 555 (3)
Logic Programming
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351 and MATH 270 or 370.*

CS 571 (3)
Artificial Intelligence
A comprehensive study of basic concepts techniques and a number of detailed algorithms used by researchers and practitioners of artificial intelligence. Subjects covered include problem-solving, knowledge representation and reasoning, planning, uncertainty reasoning and decision-making, machine-learning, and natural language processing. *A core course in the Computer Science M.S. program. Enrollment restricted to graduate students and to undergraduates who have obtained consent of instructor.*

CS 572 (3)
Artificial Intelligence and Games
A comprehensive study of artificial intelligence techniques and their application to computer games. Analysis of the algorithms that work on a character-by-character basis. Analysis and study of an artificial intelligence-based game model split into three components: strategy, decision-making, and movement. Additionally, this course will provide the background for students interested in graphics applied to computer games development. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351.*

CS 574 (3)
Intelligent Information Retrieval
In-depth discussion of recent approaches in the field of the indexing, processing, retrieval, and ranking of textual data. Study of classic and current retrieval models, algorithms, and information retrieval system implementations. Practical applications using existing information retrieval systems. Advanced topics will address "intelligent" IR, including Natural Language Processing techniques, "smart" Web agents, and cross-linguistic information retrieval. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 577 (3)
Intelligent Tutoring Systems
Study of concepts and structures necessary to design and implement intelligent tutoring systems. Comparison with non-intelligent systems. Includes knowledge representation techniques for the pedagogical model, domain model, and student model. Interface issues will be discussed. A small tutoring system will be implemented. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 421.*

CS 597 (3)
Advanced Topics in Computer Science
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. Enrollment restricted to students who have obtained consent of instructor.*

CS 613 (3)
Advanced Computational Complexity
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 (3)
Algorithms in Bioinformatics
Covers the computational models and algorithms in bioinformatics research. The topics include sequence assembly, sequence alignment, motif searching, pattern matching, DNA microarray analysis, clustering and evolutionary trees, and Hidden Markov Models. *May not be taken by students who have received credit for CS 697F. Enrollment Requirement: CS 311 and MATH 242.*

CS 633 (3)
Advanced Operating Systems
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. *Enrollment Requirement: CS 433.*

CS 635 (3)
Advanced Computer Graphics
Covers advanced concepts and methods of three-dimensional computer graphics. Studies the recent developments in rendering, modeling, animation, and visualization. Provides students with sufficient background to write advanced computer graphics applications. *May not be taken for credit by students who have received credit for CS 697E. Prerequisite: CS 535 or CS 536.*

CS 637 (3)
Advanced Computer Networks
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. *Enrollment Requirement: CS 433 and 537.*

CS 643 (3)
Advanced Database Management Systems
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. *Enrollment Requirement: CS 443.*

CS 671 (3)
Advanced Artificial Intelligence
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 673 (3)
Artificial Neural Networks and Forecasting
The subjects to be studied first include forecasting using statistical methods such as Box-Jenkins ARIMA models for time series analysis and forecasting with artificial neural networks. The applications include financial forecasting for stock prices, commodity trading volumes or currency exchange rates and other forecasting such as electric load, ocean temperature, river flow volume, and traffic flow. Then the current state-of-art forecasting methodologies from journals, conference proceedings, and books will be discussed. *May not be taken for credit by students who have received credit for CS 697A. Enrollment Requirement: MATH 242 and 440. Prerequisite: CS 573 or 575.*

CS 696A (1) 696B (2) 696C (3)
Graduate Individual Study in Computer Science
Individually directed reading and study in Computer Science literature for graduate students, focusing on advanced topics. *Enrollment restricted to students who have obtained consent of instructor.*

CS 697 (3)
Graduate Topics in Computer Science
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. Enrollment restricted to students who have obtained consent of instructor.*

CS 698 (3)
Master's Research Project
Faculty-supervised investigation, to culminate in a written report for the master's degree. *Enrollment Requirement: An officially appointed advisory comittee with a project advisor and advancement to candidacy.*

CS 699A (1) 699B (2) 699C (3)
Master's Thesis
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. Enrollment Requirement: An officially appointed thesis committee with a thesis advisor as the chair of the committee and advancement to candidacy.*

CS 700A (1) 700B (2) 700C (3)
Thesis Extension
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 101 (3)
Introduction to Dance
Survey of dance on the stage and off, in the studio as well as in the club, and performed by everyday and famous people. Focusing primarily on movement in the United States, investigates dance as a cultural and historical phenomenon. *Course includes: lectures, demonstrations, dance performances, research papers, and collaborative presentations.*

DNCE 201 (3)
Contemporary Dance Technique I
Studio course focusing on alignment and dance phrases alongside composition and improvisation. Students will practice various movement approaches to increase strength, flexibility, and body awareness, and also investigate choreographic theories of dance based on diverse approaches to modern/postmodern dance. Includes guest artists, live performances, and research papers/projects. *One hour lecture and three hours studio work. This course meets for four (4) hours per week.*

DNCE 301 (3)
Contemporary Dance Technique II
Focuses on continuing to develop and hone technical precision, dynamic variation, alignment, and performance. Includes guest artists, live performances, and research papers/projects. *This course meets for four (4) hours per week.*

DNCE 320 (3)
Global Modern Dance
Introduces students to the body in motion by examining the interaction between creative expression, daily life, and performative representations of cultural identity and difference. A multidisciplinary approach to understanding the body as socially and politically defined with attention to gender, race, class, and national identity. Includes lectures, video and film screenings, live performances and practice. *May not be taken for credit by students who have received credit for DNCE 392B.*

DNCE 321 (3)
Cultures in Motion
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.

DNCE 322 (3)
History and Theory of Postmodern Dance
Examines the development of Western theatrical dance across the 20th Century with attention to the shifting assumptions regarding bodily representation. Examines dance on the stage and off to understand the moving body in relation in arts, politics, education, technology, and social issues.

DNCE 323 (3)
Women in Performance: Choreographics of Resistance
Explores issues of power, representation, and access in relation to the female body in dance, performance art, body art and the staging of political empowerment. Examines crucial historical figures and moments when the body-in-motion ruptures or destabilizes normalized expectations. *Also offered as WMST 323. Students may not receive credit for both.*

DNCE 324 (3)
Dance and Visual Media
Examines dance as it intersects with popular, experimental, and documentary forms of film, video and computer technologies. Students will explore various representations of the body in relation to Hollywood, the impact of MTV, and multimedia performance. Course includes lectures, viewings, research papers, collaborative projects, and hands-on training in video production and post-production equipment. *Two hours lecture and two hours lab.*

See "How to Read a Course Description" on page 264.

DNCE 390 (3)
Choreography Workshop
Focuses on the development and performance of choreography. Emphasizing a diversity of dance-making techniques, assignments revolve around inventing, organizing, and evaluating movement in both solo and ensemble formats. Observational skills and theoretical issues discussed through ongoing work-in-progress showings, readings, and viewings of video and live performance. Students participate in various aspects of production culminating in performance. *Two hours of lecture, two hours of studio, and one hour rehearsal activity. May be repeated for a total of six (6) units. This course meets for four (4) hours per week.*

DNCE 392 (3)
World Dance Topics
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 (3)
Principles of Microeconomics
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 (3)
Principles of Macroeconomics
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 (3)
Introduction to Economics
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. This course is no longer being offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

ECON 301 (3)
Intermediate Microeconomic Theory I
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. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 302 (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). *Enrollment Requirement: ECON 201 and 202. Co/prerequisite: MATH 132 or 160.*

ECON 303 (3)
Intermediate Microeconomic Theory II
Examines the economic decisions made by business firms. Subject matter includes production and cost theory, theory of the firm, market structures and factor market analysis. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 305 (3)
Economic Approach to Politics and Sociology
Applies the economic approach to the study of human behavior in non-market settings. Specifically, it applies economic reasoning, analysis, and tools to the study of the family, marriages, crime, learning, religion, charity, voting, politics, war, and more. *Enrollment Requirement: ECON 201 and 202.*

ECON 306 (3)
Economics, Philosophy, and Politics
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 (3)
Comparative Economic Systems: Historical, Theoretical, and Evolutionary Aspects
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.

ECON 323 (3)
Health Economics
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. Prerequisites: ECON 301 and 303.*

ECON 325 (3)
Economics of the Environment and Natural Resources
Applies economic policy analysis to environmental and natural resource issues. Develops an understanding of the requirements of efficient markets, and the conditions under which markets 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. Enrollment Requirement: ECON 201 and 202.*

ECON 327 (3)
Economics, the Arts, and Entertainment Industries
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, song writing, 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. Enrollment Requirement: ECON 201 and 202.*

ECON 331 (3)
Money, Banking, and the Economy
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. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 341 (3)
The Economics of Women and Men
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. *Co/prerequisite: ECON 301.*

ECON 405 (3)
Great Economic Thinkers
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. Students will read the original writings of economists. *May not be taken for credit by students who have received credit for ECON 321. Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 411 (3)
Public Choice
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. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 416 (3)
Law and Economics
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. Enrollment Requirement: ECON 201 and 202.*

ECON 417 (3)
Property, Transactions Costs and Information
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 301 and 303.*

ECON 421 (3)
The Public Economy
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. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 422 (3)
Economics of Taxation
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. Prerequisite: ECON 301.*

ECON 425 (3)
Welfare Economics
A course in applied welfare analysis that introduces students to a set of techniques used to analyze policy. Benefit-cost analysis enables the economist to evaluate the social desirability (efficiency) of different policies. In addition to focusing on efficiency, the student will also be introduced to concepts of fairness. The course combines economic theory, in particular microeconomic theory, policy analysis, and distributive ethics. *May not to be taken for credit by students who have received credit for ECON 481C. Prerequisites: ECON 301 and 303.*

ECON 426 (3)
Economics of Cities and Regions: Within and Beyond Borders
Discusses economic issues relevant to cities and regions. Includes labor migration, pollution, trade, zoning, education, economic environment as it relates to business location, crime, poverty, state and local expenditures and taxes, and the effects of immigration. Some issues will be discussed within a U.S. context (i.e., zoning in Houston). Other issues will be examined within the context of emerging regional economies that transcend borders - for example, the topics of trade, immigration, and pollution may be discussed within the southern California-Mexican economy. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 431 (3)
Labor Economics
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. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

See "How to Read a Course Description" on page 264.

ECON 441 (3)
International Economics: Trade
International economics can be divided into two broad sub-fields: international trade and international money. Study of international trade focusing on real exchange of goods and services between sovereign states. Subjects will include theories of international trade and how they help us understand emerging trade patterns, trade policies and the implications of using alternative trade policies for growth and distribution of income. *Enrollment Requirement: ECON 201 and 202. Co/prerequisite: MATH 132 or 160.*

ECON 442 (3)
Economics of Development
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). *Enrollment Requirement: ECON 201 and 202.*

ECON 443 (3)
International Economics: Money
International economics can be divided into two broad sub-fields: international trade and international money. Study of international money focusing on the monetary side of the international economy, that is, on financial transactions between sovereign states. Subjects will include exchange rate regimes, balance of payments, international capital and financial markets, national income determination in an open economy and emerging international economic arrangements. *May not be taken for credit by students who have received credit for ECON 481J. Enrollment Requirement: ECON 201 and 202. Co/prerequisite: MATH 132 or 160.*

ECON 445 (3)
Gender and Development
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 451 (3)
Business and Government
Examination of the complex interactions between business firms and government. Specifically, the impact of numerous regulatory and deregulatory policies are examined in terms of their effects on business firms. Also, the impact that businesses have on influencing government policy is examined. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 453 (3)
Economic History
The overall theme is the rise of representative government in the western world. Explores in detail the causes and consequences of the emergence of representative government and its relationship to economic growth, specifically in America. Introduces students to some of the core issues surrounding the study of American and European economic history. *May not be taken for credit by students who have received credit for ECON 481K. Enrollment Requirement: ECON 201 and 202.*

ECON 455 (3)
Public Policy Issues
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 301 and 303.*

ECON 471 (4)
Econometrics
Provides skills that are necessary to formulate, estimate and interpret testable relationships between variables specified by economic theory. Focuses primarily on linear regression analysis. Assumptions of the model and the consequences of violating these assumptions will be examined. The limitations of regression analysis as a tool of analysis will also be stressed. Emphasis will be on real world examples and practical exercises. *Three hours of lecture and two hours laboratory. Enrollment Requirement: MATH 242. Prerequisites: ECON 301 and 303.*

ECON 481 (3)
Topics in Economics
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 Preparation: ECON 301, 302 and 303. Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 497A (1) 497B (2)
Independent Study
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 (2) credit units may be counted toward the major. Enrollment restricted to Economics majors with senior standing and consent of instructor.*

ECON 600 (4)
Managerial Economics
Teaches students how to use microeconomic analysis to understand the economic environment in which a firm operates and how to make optimal decisions within the firm. Subjects may include: demand and supply analysis; production and cost theory; the impact of market setting; price discrimination; moral hazard and incentives; strategic interactions among firms using game theory; and transaction cost economics. *Enrollment Restriction: This course is open only to students enrolled in the MBA program.*

ECON 610 (2-4)
Global Managerial Economics
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 610 (3)
Leading School Communities in a Pluralistic Society
Candidates learn how to: work effectively with families, caregivers, community members and staff; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. Offers the candidate an opportunity to examine and evaluate their attitudes about diversity in order to be an effective leader in diverse settings. *May not be taken for credit by students who have received credit for EDAD 602. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 612 (2)
Elementary, Middle, and Secondary School Organization and Management
Candidates learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. Effective leadership, management concepts, and strategies that contribute to student achievement are addressed. The professional participation of all personnel in the school community is emphasized. *May not be taken for credit by students who have received credit for EDAD 630. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 614 (3)
Culture of Teaching and Learning: Leading Instruction
Candidates learn to facilitate the development, articulation, and implementation of a shared vision of teaching and learning supported by the school community. Coursework focuses on pedagogical approaches, implementation of state adopted academic content standards, frameworks and instructional materials. *May not be taken for credit by students who have received credit for EDAD 632. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 616A (2)
Education Law and Personnel Administration
Candidates learn the basic principles of parent, student and employee due process, personnel practices relative to hiring, evaluation and discipline of employees, content of collective bargaining agreements and principles of supervision. *May not be taken for credit by students who have received credit for EDAD 634A. Enrollment restricted to students who have obtained consent of instructor.*

EDAD 616B (2)
Resource Allocation
Candidates learn basic elements of school finance and responsibilities of administrators for allocating financial and other resources in an equitable manner. Candidates will have the opportunity to discuss budgeting principles that are based on distribution of resources in support of all students' learning. *May not be taken for credit by students who have received credit for EDAD 634B. Prerequisite: EDAD 616A. Enrollment restricted to students who have obtained consent of of Program Coordinator.*

EDAD 618 (4)
Culture of Teaching and Learning: Leading for Assessment and Accountability
Candidates learn how to identify, generate and use data to make decisions about pedagogy and adjustment of instructional policies and procedures. The effective use of assessment data from the classroom, as well as from system-wide sources, in establishing and using accountability systems is addressed. *May not be taken for credit by students who have received credit for EDAD 636. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 620 (3)
Leadership Applied to Educational Issues
Analyzes and evaluates leadership strategies applied to school site and district issues involving staff, students, parents, district level colleagues and the larger community. *May not be taken for credit by students who have received credit for EDAD 638. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 624A (1)
Professional Field Studies Beginning
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. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640A. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 624B (1)
Professional Field Studies Beginning
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. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 626A (2)
Professional Field Studies Advanced
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. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

See "How to Read a Course Description" on page 264.

EDAD 626B (1)
Professional Field Studies Advanced
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. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUCATION: EXCEPTIONAL LEARNERS (EDEX)

College of Education

EDEX 550 (1)
San Diego Summer Leadership Institute in Special Education
This intensive 3-day institute brings international, national and local speakers together to address current educational issues related to the education of all students. It is designed to provide San Diego and other southern California county school districts personnel, families, and human service with knowledge and skills to improve educational opportunities for students at risk. Students must attend all days, keynotes, and breakout sessions, and must produce a significant reflection paper. *May not be taken for credit by students who have received credit for EDUC E591E. Appropriate as a professional development experience. Up to three (3) units may be applied toward the Master's program with consent of advisor.*

EDEX 602 (3)
School Communities in a Pluralistic Society
Focuses on the pluralistic nature of society reflected in the contemporary school. Participants will develop interdisciplinary leadership and organizational skills to support students with diverse communication and learning characteristics and examine current best practices and emerging promising practices in the inclusive delivery of educational services. Students will demonstrate knowledge about certification, specialty recognition, licensure and other relevant professional credentials.

EDEX 636 (1-3)
Contemporary Professional Issues: Research and Best Practice Seminar
Examines current issues, concepts, and emerging best practices and research findings 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 a total of nine (9) units.*

EDEX 638 (3)
Shared Leadership in Educational Excellence for All
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.

EDEX 639 (3)
Using Data-Based Instruction to Improve the Learning Outcomes of Students Who are Difficult to Teach
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 difference. *Fulfills the Data-Based Decision Making and Current and Emerging Research and Practice Standards for the Professional Level II Education Specialist Credential. Taught on the World Wide Web. May not be taken for credit by students who have received credit for EDUC 596K.*

EDEX 640A (3)
Beginning Process Communication: Reaching All Students
Introduces the six personality types (i.e., reactor, workaholic, persister, dreamer, rebel, and promoter), the associated perceptions and communication preferences, and methods for communicating and motivating in classroom, work, and community situations. Designed for educators and others concerned with communicating with youth at risk and instructional teams wishing to improve team functioning. *May be repeated once, but can only be applied as an elective in the Master's or credential program with consent of advisor.*

EDEX 640B (1)
Advanced Process Communication: Reaching All Students
Participants learn advanced skills in motivating others and resolving conflict by learning key early warning indicators of student and adult distress. Participants practice prevention and intervention strategies that can ward negative behaviors and facilitate crisp communication and effective relationships. *May be repeated once, but can only be applied as an elective in the Master's or credential program with consent or advisor. Prerequisite: EDEX 640A.*

EDEX 651 (3)
Advanced Technology, Transition, and Inclusive Education
Focuses upon acquisition of skills for advanced application of technologies supporting inclusion and practical applications in the classroom, 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, assistive technology, and reflective practice. *Enrollment Restriction: Completion of the Special Education Specialist in Mild-Moderate-Severe Disabilities Level I.*

EDEX 652 (2)
Crisis Prevention and Management
Students develop advanced crisis prevention management techniques and become proficient in positive behavior support planning and Behavior Intervention Plan development.

EDEX 660 (2)
Induction Plan Development
Development of a Professional Credential Induction Plan for Professional Level II Mild/Moderate and Moderate/Severe Education Specialist candidates. *Graded Credit/No Credit. Enrollment Restriction: Acceptance into the Professional Level II Education Specialist Program.*

EDEX 661 (2)
Portfolio Review and Site Visitation
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. Enrollment Requirement: More than one year of full-time experience as a special educator, or the equivalent. Prerequisite: EDEX 660.*

EDUCATIONAL LEADERSHIP (EDLD)

College of Education

Enrollment restriction for all EDLD courses is admission to the joint doctoral program and consent of Program Coordinator.

EDLD 705 (4 quarter units)
Re-Thinking Leadership
Presents the evolution of leadership thought and theory, with an emphasis on the distinction between, and inter-relatedness of, effective management and leadership. The ethics of leadership practice and epistemological perspectives of emerging leadership styles will be explored, and students will have opportunities to reflect on the nature of leadership as it is practiced in educational settings. Applying critical, self-reflective leadership practice through structured activities is also an element of this course.

EDLD 710 (4 quarter units)
Leadership for Learning
Explores various models of curriculum and instruction in response to student learning needs. It also will examine models of school organization and the leader's role and responsibility in developing a school culture that promotes student achievement, using evidence-based decision-making. A major emphasis will be on evaluating research upon which theories and practice are based.

EDLD 715 (4 quarter units)
Leadership for a Diverse Society
Addresses theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. Emphasis on how leadership intersects with sociohistorical and sociocultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

EDLD 720 (4 quarter units)
Leadership for Organizational Change
Presents multiple theories of organizational change, explore group processes and identify models of decision-making, and analyze human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with competing demands, will be discussed. A major emphasis on people as agents of change and creating high quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization.

EDLD 725 (4 quarter units)
Leadership for Organizational Development
Investigates the skills and dispositions needed for students to lead the development of learning organizations. Faculty will teach and model concepts of working with people within educational organizations and programs. Emphasis will be placed on individual's team development and facilitation, organizational communications, adult learning, and professional development.

EDLD 730 (4 quarter units)
Leadership for the Future
Addresses interdisciplinary influences on leadership practice within learning organizations. Contributions from scholars in future studies will be used to explore topics such as long-range planning, demographic trends, technology, and brain theory.

EDLD 740A (4 quarter units)
Advanced Topics in Leadership
Explores topical issues in the field of leadership. It focuses on recent developments that have broad implications for research and practice in educational leadership. *Course subjects will vary each time the course is offered.*

EDLD 740B (4 quarter units)
Advanced Topics in Leadership
Explores topical issues in the field of leadership. It focuses on recent developments that have broad implications for research and practice in educational leadership. *Course subjects will vary each time the course is offered.*

EDLD 750A (4 quarter units)
Educational Research and Evaluation Design
Integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions on a variety of methodologies including: experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods.

EDLD 750B (4 quarter units)
Educational Research and Evaluation Design
Integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions on a variety of methodologies including: experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods.

EDLD 750C (4 quarter units)
Educational Research and Evaluation Design
Integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions on a variety of methodologies including: experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods.

EDLD 760A (4 quarter units)
Advanced Research and Evaluation Methods
Addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

EDLD 760B (4 quarter units)
Advanced Research and Evaluation Methods
Addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

See "How to Read a Course Description" on page 264.

EDLD 760C (4 quarter units)
Advanced Research and Evaluation Methods
Addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

EDLD 770A (2 quarter units)
Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 770B (2 quarter units)
Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 770C (2 quarter units)
Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 780A (2 quarter units)
Advanced Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 780B (2 quarter units)
Advanced Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 780C (2 quarter units)
Advanced Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 785 (2 quarter units)
Qualifying Paper Preparation
Provides students with time, resources, and guidance for the purpose of developing a review of literature on a student-related topic, which typically becomes the focus of the dissertation research project. Students will be expected to use a variety of research tools in order to discover and identify relevant information.

EDLD 792 (2 quarter units)
Dissertation Research
Directed research on dissertation topic for students who have been admitted to candidacy for the Ed.D. degree.

EDLD 794 (4 quarter units)
Dissertation Research
Directed research on dissertation topic for students who have been admitted to candidacy for the Ed.D. degree.

EDLD 796A (4 quarter units)
Dissertation Writing Seminar
Provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences.

EDLD 796B (4 quarter units)
Dissertation Writing Seminar
Provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences.

EDLD 796C (4 quarter units)
Dissertation Writing Seminar
Provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences.

EDLD 796D (4 quarter units)
Dissertation Writing Seminar
Provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences.

EDLD 798A (2 quarter units)
Colloquium on Educational Leadership
Program faculty and visiting lecturers present leadership research in progress. The colloquium series serves as a forum to discuss current research in educational leadership.

EDLD 798B (2 quarter units)
Colloquium on Educational Leadership
Program faculty and visiting lecturers present leadership research in progress. The colloquium series serves as a forum to discuss current research in educational leadership.

EDUCATION: MIDDLE LEVEL (EDMI)

College of Education

Enrollment restriction for all EDMI courses is admission to Middle Level/CLAD Teacher Credential Program.

EDMI 511 (3)
Middle Level Teaching and Learning I
Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive middle level classrooms. *This course is aligned with California's SB 2042 Standards.*

EDMI 512 (3)
Middle Level Teaching and Learning II
Focuses on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive middle level classrooms. *This course is aligned with the California's SB 2042 Standards. Prerequisite: EDMI 511.*

EDMI 521 (3)
Middle Level Literacy I
Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language Learning in integrated and inclusive middle level classrooms. *This course is aligned with the California's SB 2042 Standards.*

EDMI 522 (3)
Middle Level Literacy II
Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language Learning in integrated and inclusive middle level classrooms. *This course is aligned with the California's SB 2042 Standards. Prerequisite: EDMI 521.*

EDMI 543 (3)
Middle Level Mathematics Education
Focuses on developing an understanding of theory, methodology, and assessment of mathematics in integrated and inclusive elementary and middle level classrooms. *This course is aligned with the California's SB 2042 Standards.*

EDMI 544 (3)
Middle Level Social Studies Education
Focuses on developing an understanding of theory, methodology, and assessment of social studies in integrated and inclusive elementary and middle level classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMI 541.*

EDMI 545 (3)
Middle Level Science Education
Focuses on developing an understanding of theory, methodology, and assessment of science in integrated and inclusive elementary and middle level classrooms. *This course is aligned with California's SB 2042 Standards.*

EDMI 555 (3)
Middle Level Multilingual Education
Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDML 552.*

EDMI 571 (7)
Clinical Practice in Middle Schools I
Observation and teaching in selected middle schools in grades 6-8 under the supervision of a classroom teacher, on-site supervisor, and faculty advisor, with student teaching seminar. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMI 561.*

EDMI 572 (7)
Clinical Practice in Middle Schools II
Observation and teaching in selected middle schools in grades 6-8 under the supervision of a classroom teacher, on-site supervisor, and faculty advisor, with student teaching seminar. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMI 562. Graded Credit/No Credit.*

EDUCATION: MULTILINGUAL/ MULTICULTURAL (EDML)

College of Education

EDML 550 (3)
First and Second Language Acquisition Theory and Methods
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 552B (3)
Theories and Methods of Bilingual/Multicultural Education
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. *Enrollment Restriction: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program. Enrollment restricted to students who have obtained consent of of Program Coordinator.*

EDML 553 (3)
Biliteracy Education BCLAD I
Focuses on developing background knowledge, theory, and pedagogy for primary language instruction for Spanish speaking children. Emphasizes reading and writing, content instruction, and issues surrounding Latino culture. *Conducted in Spanish.*

EDML 554 (3)
Biliteracy Education BCLAD II
Conducted primarily in Spanish and will focus on developing the theory, pedagogy, and skills for biliteracy (English-Spanish) instruction in dual-language immersion or bilingual programs. *Conducted in Spanish.*

EDML 563 (3)
Application of Mainstream and English Language Development (ELD) Curriculum Practicum in Second Language and Content Area Instruction
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.

EDML 603 (3)
Assessment and Evaluation of Students in Multilingual/Multicultural Contexts
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). *Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUCATION: MULTIPLE SUBJECT (EDMS)

College of Education

Enrollment restriction for all EDMS courses is admission to the Multiple Subject/CLAD Teacher Credential Program.

EDMS 511 (3)
Elementary Teaching and Learning I
Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.*

See "How to Read a Course Description" on page 264.

EDMS 511B (3)
Elementary Teaching and Learning I
Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Enrollment Restriction: Admission to ICP program.*

EDMS 512 (3)
Elementary Teaching and Learning II
Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDMS 511.*

EDMS 512B (3)
Elementary Teaching and Learning II
Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDMS 511B.*

EDMS 521 (3)
Elementary Literacy I
Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Admission to ICP program.*

EDMS 521B (3)
Elementary Literacy I
Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Admission to ICP program.*

EDMS 522 (3)
Elementary Literacy II
Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDMS 521.*

EDMS 522B (3)
Elementary Literacy II
Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDMS 521B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDMS 543 (3)
Elementary Mathematics Education
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 (3)
Mathematics Education in Elementary Schools
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. *Enrollment Requirement: Completion of semesters 1-2 of ICP.*

EDMS 544 (3)
Social Studies Education in Elementary Schools
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 (3)
Social Studies Education in Elementary Schools
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. *Enrollment Restriction: Completion of semesters 1-4 of ICP.*

EDMS 545 (3)
Elementary Science Education
Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.*

EDMS 545B (3)
Science Education in Elementary Schools
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. *Enrollment Requirement: Completion of semesters 1-3 of ICP.*

EDMS 555 (3)
Elementary Multilingual Education
Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDML 552.*

EDMS 555B (3)
Elementary Multilingual Education
Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.*

EDMS 571 (7)
Clinical Practice in Elementary Schools I
Observation and teaching in selected schools under supervision of classroom teacher and University supervisor, with a student teaching seminar. *This course is aligned with California's SB 2042 Standards. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 561. Enrollment Restriction: Admission to the Multiple Subject Internship Credential Program.*

EDMS 572 (7)
Clinical Practice in Elementary Schools II
Teaching in selected elementary schools under the supervision of a classroom and University supervisor, with a concurrent student teaching seminar. *Graded Credit/No Credit.This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMS 562. Enrollment Restriction: Admission to the Multiple Subject Internship Credential Program.*

EDMS 573 (7)
Clinical Practice in Elementary School Bilingual/ ELD Settings
Observation and teaching in a bilingual setting in selected school under the supervision of a classroom teacher and university supervisor and participating in a student teaching seminar. *May be repeated once.*

EDMS 575B (1)
Integrated Program Capstone Seminar
Students demonstrate mastery of the integration of content and pedagogy through performance assessment. Accompanies the required student teaching during the final semester of the integrated Bachelor of Arts and Multiple Subject Credential Program. *Graded Credit/No Credit. Enrollment Requirement: Successful completion of all program coursework.*

EDUCATION: MULTIPLE SUBJECT/EXCEPTIONAL LEARNERS (EDMX)

College of Education

Enrollment restriction for all EDMX courses is Admission to the Multiple Subject/BCLAD with Special Education Specialist Credential: Learning Handicapped Teacher Credential Program.

EDMX 511 (3)
Elementary Teaching and Learning for Education Specialists I
Provides an introduction to psychology of learning and instruction; applications 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. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 512 (3)
Elementary Teaching and Learning for Education Specialists II
Provides opportunities to apply learning theories to educational practice; to develop universally designed lessons; and to utilize appropriate teaching strategies for differentiating and accommodating learning differences of students with disabilities and other learning challenges. Candidates are introduced to special education pre-referral and referral processes, and characteristics of students with disabilities. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 521 (3)
Elementary Literacy for Education Specialists
Focuses on developing Education Specialists' understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 543 (3)
Mathematics Education in Inclusive Classrooms
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 571 (7)
Education Specialist - Clinical Practice: General Education Setting
Observation and teaching in a general education setting in selected K-12 schools under the supervision of a classroom teacher and University supervisor and includes participation in student teaching seminars. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Enrollment Requirement: Successful completion of program prescribed coursework.*

EDMX 572 (7)
Education Specialist – Clinical Practice: Special Education Setting
Observation and teaching in special education setting in selected schools under the supervision of a credentialed special education teacher and university supervisor. Includes participation in a student teaching seminars. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Prerequisite: Successful completion of program prescribed coursework.*

EDMX 622 (3)
Literacy for Education Specialists
Focuses on developing an advanced understanding of theory, methodology, and assessment of K-12 English Language Arts and second language learning in integrated and inclusive classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 641. Prerequisite: EDMS 521.*

EDMX 627 (3)
Assessment for Planning and Instruction
Focuses on methods for assessing and planning so students with disabilities, language, and other learning differences have access to the general education curriculum. Students administer and interpret formal and informal assessments for Individual Education Program planning, implementation, and evaluation. *Requires participation/ observation in the public schools.*

EDMX 631 (3)
Foundations in Law, Ethics, and Procedures of Special Education
Introduction to state and federal special laws regarding special education; ethical issues in special education; concepts of assessment of learners and learning environments; non-biased, 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.

See "How to Read a Course Description" on page 264.

EDMX 632 (3)
Technology and Communication for Special Populations
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.*

EDMX 633 (3)
Community Access through Supported Environments
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 (4)
Education Specialist – Clinical Practice: Moderate/Severe Disabilities
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 671 (7)
Education Specialist – Clinical Practice for Interns I
Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and University supervisor. Includes participation in student teaching seminars. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 572. Graded Credit/No Credit.*

EDMX 672 (7)
Education Specialist – Clinical Practice for Interns II
Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and University supervisor. Includes participation in student teaching seminars. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 664. Graded Credit/No Credit.*

EDUCATION: SPEECH AND LANGUAGE (EDSL)

College of Education

EDSL 350 (3)
Introduction to Speech and Language Services
Explores acquisition of speech and language skills in children and deviations from the normal patterns, including disorders of language, articulation, and voice; language differences in a multicultural society; and stuttering. *Students will complete 25 hours of observation hours within a school setting. The role of the speech and language pathologist within the public schools also will be studied.*

EDSL 641 (2)
Supervised Clinical Experience: Children/Adults
Development of competence in the diagnosis and treatment of a variety of communicative disorders in children and/or adults through supervised practice. Involves a minimum of 40 clock hours of supervised diagnosis and treatment including case history review, interview, test administration, data analysis, treatment plan design, oral and written report presentation, and treatment plan implementation. Experience may also include activities related to staffing, educational support, counseling, prevention of communicative disorders and the enhancement of speech, language, hearing and communicative effectiveness. *May be repeated for a total of four (4) units. Co/prerequisite: EDSL 652.*

EDSL 642 (4)
Supervised Clinical Experience: Children/Adults II
Development of competence in the diagnosis and treatment of a variety of communicative disorders in children and/or adults through supervised practice. Involves a minimum of 80 clock hours of supervised diagnosis and treatment including: case history review, interview, test administration, data analysis, treatment plan design, oral and written report presentation, and treatment plan implementation. Experience may also include activities related to staffing, educational support, counseling, prevention of communicative disorders and the enhancement of speech, language, hearing and communicative effectiveness. *May be repeated for a total of eight (8) units. Co/prerequisite: EDSL 652.*

EDSL 643 (2)
Supervised Clinical Experience: Children/Adults: Practicum in Audiology
Development of competence in the screening of hearing through supervised audiological practice. Students develop skills in the diagnosis, treatment and referral of individuals with hearing disorders through supervised practice. *Practice includes a minimum of 35 hours in total – with a minimum of 15 in screening and 15 in habilitation/rehabilitation of individuals with hearing impairment. Prerequisite: EDSL 682.*

EDSL 644 (6)
Supervised Clinical Experience: Student Teaching
Development of competence in the diagnosis and treatment of children with a variety of communicative disorders through supervised school-based practice. Includes a minimum of 120 clock hours of supervised practice in the diagnosis and treatment of communication disorders in children, including: case history intake, interview, test administration and interpretation, data analysis, lesson plan design, oral and written case presentation, and lesson plan/treatment implementation. Also includes activities related to staffing, consulting, education, prevention of communicative disorders and the enhancement of communicative effectiveness. *Prerequisite: EDSL 652.*

EDSL 651 (2)
Professional Seminar I
Students will develop an understanding of the clinical process, including: orientation to clinical terminology, reading files, looking at general disorder areas, understanding the overall communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, carryover, data collection, and preparing for first clinical experience.

EDSL 652 (1)
Professional Seminar II
Students will develop an understanding of diagnostic and treatment methodology used in clinical settings with a wide variety of populations and clinical profiles. Students will discuss clinical cases and problems in their clinical practicum, and will develop skills in reflective practice. *May be repeated for a total of three (3) units. Corequisite: EDSL 641 or 642 or 643. Prerequisite: EDSL 651.*

EDSL 661 (3)
Disorders of Articulation and Phonology
Exploration of articulation and phonological disorders, resulting from a variety of etiologies. Introduction to evaluation tools, interpretation of results and intervention methods. Includes theories of phonological development.

EDSL 662 (2)
Fluency Disorders
Exploration of the nature of fluency disorders across the lifespan. Introduction to evaluation tools, interpretation of results and intervention techniques. Exposure to current theories of the development of fluency disorders.

EDSL 663 (2)
Voice Disorders
Exploration of the nature of voice disorders across the lifespan, including symptomatology, development, and etiology. Introduction to evaluation tools, interpretation of results and intervention techniques. Introduction to instrumentation used in the evaluation of voice disorders.

EDSL 664 (3)
Motor Speech Disorders
Exploration of the nature of motor speech disorders in children and adults, including sypmtomatology and etiology. Introduction to evaluation tools, interpretation of results and intervention techniques. Includes current theories on the nature of these disorders and their treatment. *Prerequisite: EDSL 691.*

EDSL 671 (3)
Language Disorders in Infants and Preschool Children
Exploration of disorders of language in infancy and preschool-age children. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models on the nature of developmental language disorders.

EDSL 672 (3)
Language Disorders in School-Aged Children and Adolescents
Exploration of disorders of language in school-age children and adolescents. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models on the nature of language disorders in this population.

EDSL 673 (4)
Language and Cognitive Disorders in Adults
Exploration of acquired language and cognitive disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models on the nature of language breakdown. *Prerequisite: EDSL 691.*

EDSL 681 (3)
Hearing Disorders
Exploration of the nature of hearing disorders across the lifespan, with a particular focus on developmental hearing disorders. Includes methods of hearing assessment. Students explore the educational and psychological impact of hearing loss facing children.

EDSL 682 (3)
Aural Rehabilitation
Exploration of intervention methods use to work with individuals with hearing loss. Students study assistive listening devices and acquire insight into the deaf community. Students demonstrate skills in data collection, lesson plan design and implementation, and oral and written report presentations. *Prerequisite: EDSL 681.*

EDSL 691 (3)
Neuroscience for the Speech-Language Pathologist
Exploration of neural development across the lifespan, and study of brain-behavioral correlations for speech, language, hearing and cognitive functions. Discussion of the implications for assessment and treatment in clinical practice. Exposure to current theories on brain development and functioning in typically developing individuals and those with neural injury or developmental abnormalities.

EDSL 692 (2)
Dysphagia
Normal and disordered phases, anatomy and physiology of swallowing. Students will explore assessment techniques for dysphagia and understand how to distinguish problems in the different phases of swallowing. Students will discuss treatment techniques and advantages and disadvantages of each of the treatment techniques. *Prerequisite: EDSL 691.*

EDSL 693 (4)
Seminar in Counseling in Communicative Disorders
Exploration of the theoretical rationale for counseling/coaching individuals and families who have communicative disorders. Students participate in exercises and training to develop specific techniques for working with individuals across the lifespan with communicative disorders, and their family members and caregivers.

EDUCATION: SINGLE SUBJECT (EDSS)

College of Education

Enrollment restriction for all EDSS courses is admission to the Single Subject/CLAD Teacher Credential Program.

EDSS 511 (4)
Secondary Teaching and Learning
Focuses on developing a preliminary understanding of learning Theory and Instructional practice in integrated and inclusive secondary classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDSS 520.*

EDSS 521 (3)
Secondary Literacy
Focuses on developing a preliminary understanding of theory, methodology and assessment of English Language Arts and secondary language learning in integrated and inclusive secondary classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit EDSS 550.*

EDSS 530 (3)
Schools for the 21st Century
Focuses on the concept of the newly evolving model of the secondary school in the 21st Century. Explores issues of professional perspectives, conduct and obligations; school climate; special needs and equity for students; interdisciplinary teaming and interpersonal communication skills. *This course is aligned with California's SB 2042 Standards.*

See "How to Read a Course Description" on page 264.

EDSS 531 (2)
The Reflective Practitioner
Seminar approach to the art of reflective professionalism. Teacher site-based curriculum meetings add to blend necessary for communication in multicultural settings. Development of electronic portfolio; assessment of student outcomes. *This course is aligned with California's SB 2042 Standards.*

EDSS 541 (2)
Interdisciplinary Methods
Methodology course which provides training in interdisciplinary learning methods. Utilizes pedagogical and practical experiences to train students in a variety of appropriate strategies to utilize with secondary students.*This course is aligned with California's SB 2042 Standards.*

EDSS 543A (2)
Secondary Mathematics Education A
Focuses on developing an understanding of theory, methodology, and assessment of Mathematics in integrated and inclusive secondary classrooms: Part A. *This course is aligned with California's SB 2042 Standards.*

EDSS 543B (2)
Secondary Mathematics Education B
Focuses on developing an understanding of theory, methodology, and assessment of Mathematics in integrated and inclusive secondary classrooms: Part B. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDSS 543A.*

EDSS 544A (2)
Secondary Social Studies Education A
Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part *A. This course is aligned with California's SB 2042 Standards.*

EDSS 544B (2)
Secondary Social Studies Education B
Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDSS 544A.*

EDSS 545A (2)
Secondary Science Education A
Focuses on developing and understanding of theory, methodology, and assessment of science in integrated and inclusive secondary classrooms: Part A. *This course is aligned with California's SB 2042 Standards.*

EDSS 545B (2)
Secondary Science Education B
Focuses on developing an understanding of theory, methodology, and assessment of Science in integrated and inclusive secondary classrooms: Part B. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDSS 545A.*

EDSS 546A (2)
Secondary English Education A
Focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part A. *This course is aligned with California's SB 2042 Standards.*

EDSS 546B (2)
Secondary English Education B
Focuses on developing and understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part B. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDSS 546A*

EDSS 547A (2)
Secondary World Languages Education A
Focuses on developing and understanding of theory, methodology, and assessment of World Languages in integrated and inclusive secondary classrooms: Part A. *This course is aligned with California's SB 2042 Standards.*

EDSS 547B (2)
Secondary World Languages Education B
Focuses on developing and understanding of theory, methodology, and assessment of World Languages in integrated and inclusive secondary classrooms: Part B. *This course is aligned with California's SB 2042 Standards. Prerequisite: EDSS 547A*

EDSS 555 (3)
Secondary Multilingual Education
Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive secondary classrooms. *This course is aligned with California's SB 2042 Standards.*

EDSS 571 (6)
Clinical Practice in Secondary Schools I
Observation and teaching in selected secondary schools under the supervision of a classroom teacher and University supervisor. *This course is aligned with California's SB 2042 Standards. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDSS 560.*

EDSS 572 (8)
Clinical Practice in Secondary Schools II
Advanced observation and teaching in selected secondary schools under the supervision of a classroom teacher and University supervisor. *This course is aligned with California's SB 2042 Standards. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDSS 561.*

EDSS 573 (7)
Clinical Practice in Secondary School Bilingual/ELD Settings
Observation and teaching in a bilingual setting in selected schools under the supervision of a classroom teacher and university supervisor and participating in a student teaching seminar. *May be repeated once. Graded Credit/No Credit. Enrollment Restriction: Successful completion of program prescribed coursework.*

EDUCATION: MATHEMATICS/SCIENCE/ TECHNOLOGY (EDST)

College of Education

EDST 610 (3)
Current Issues and Research in Science Education
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. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 611 (3)
Advanced Methods in Science Teaching I: Life Science Emphasis
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. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 612 (3)
Advanced Methods in Science Teaching II: Physical Science Emphasis
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. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 613 (3)
Topics in Science Education
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. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 620 (3)
Current Issues and Research in Mathematics Education
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. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 621 (3)
Students' Thinking in Mathematics Education
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. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 622 (3)
Instructional Practices in Mathematics Education
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. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 623 (3)
Topics in Mathematics Education
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. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 630 (3)
Current Issues and Research in Educational Technology
Assists educators in the application of technology related skills and knowledge to their classroom. This fully online course requires collaboration using electronic media. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 631 (3)
Impact of Technology on Teaching and Learning
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. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 632 (3)
Using Emerging Technologies to Customize Learning
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. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 633 (3)
Topics in Educational Technology
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. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 634 (3)
Supporting Service Learning in K-12 Settings
Designed for educators who want to apply service learning to a K-12 classroom setting. Covers the fundamental elements of the Cal Serve K-12 Service Learning Initiative and will feature ways to utilize technology to support meaningful service learning projects. Participants will develop and implement a standards-based service-learning project integrating the use of technology. *Students will submit a portfolio documenting their experiences in the process.*

EDST 635 (3)
Hardware Operations and Functions to Support Teaching and Learning
Prepares educators to use computer and software resources and settings to support student needs. Includes universal access issues, tools and important copyright law. *May not be taken for credit by students who have received credit for EDST E633B.*

EDST 636 (3)
Software and Web Site Evaluation
and Tools
Prepares educators to critically examine education-specific software for classroom use and to evaluate educational web sites. Includes development of a teacher web page, use of online survey tools and blogs. *May not be taken for credit by students who have received credit for EDST E633C.*

See "How to Read a Course Description" on page 264.

EDST 637 (3)
Instructional Technology Planning and Management
Prepares educators to plan, manage and access technology infused classroom environments. Includes the development and piloting a technology-rich instructional unit utilizing technology, and the use of rubrics for assessment. *May not be taken for credit by students who have received credit for EDST E633D.*

EDUCATION (EDUC)

College of Education

EDUC 199 (1-3)
Independent Study
Individual library study or research under the direction of a faculty member. Study plan must be approved by the fourth week of classes. *Enrollment restricted to students who have obtained consent of instructor.*

EDUC 350 (3)
Foundations of Teaching as a Profession
Required for all credential candidates. An orientation to careers in K-12 education. 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. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

EDUC 350B (3)
Foundations of Teaching as a Profession
An orientation to careers in K-12 education. 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. *Enrollment Restriction: Application to the Integrated Credential Program. Enrollment requries consent of Program Coordinator.*

EDUC 364 (3)
The Role of Cultural Diversity in Schooling
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 (3)
The Role of Cultural Diversity in Schooling
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. *Enrollment Restriction: Application to the Integrated Credential Program. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUC 400 (3)
Children's Literature
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 422 (3)
Technology Tools for Teaching and Learning
Focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program.*

EDUC 422A (1)
Technology Tools for Teaching and Learning - Part A
Equivalent to the first third of EDUC 422. Includes the productivity and professional practice skills and concepts in using technology in the classroom. Topics include educational uses of word processing, databases, spreadsheets. *May not be taken for credit by students who have received credit for EDUC 422 and E494J. Enrollment restricted to students who have completed the Computer Competency Requirement.*

EDUC 422B (1)
Technology Tools for Teaching and Learning - Part B
Equivalent to the second third of EDUC 422. Focuses on using technology in the classroom through examination of educational software and familiarization with specific software titles supported in the College of Education credential program. *May not be taken for credit by students who have received credit for EDUC 422 and E494K. Enrollment restricted to students who have completed the Computer Competency Requirement.*

EDUC 422C (1)
Technology Tools for Teaching and Learning - Part C
Equivalent to the third third of EDUC 422. Focuses on development of the electronic portfolio, the culminating requirement for the credential program. Students will begin the process of developing their portfolio, which is continued in the credential program. *Graded credit/no credit. May not be taken for credit by students who have received credit for EDUC E494L. May be repeated for a total of three (3) units. Enrollment restricted to students who have completed the Computer Competency Requirement. Prerequisites: EDUC 422A and EDUC 422B or EDUC 422.*

EDUC 494 (1)
Topics in Education
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 (2)
Topics in Education
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 (3)
Topics in Education
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 (3)
Computer-Based Technologies in Education
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. *Enrollment restricted to students who have completed the Computer Competency Requirement.*

EDUC 501 (3)
Mainstream Instruction For Students With Special Learning Needs
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 (1-3)
Bilingual Books and Books in English about Latinos
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 (1-3)
Books and Reading Strategies for English Language Learners
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 (1-6)
Current Issues: Books in Spanish for Young Readers
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 (3)
Literature for Spanish-Speaking Students
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 571 (2)
Health Education for Teachers
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 (1)
Topics in Education
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 (2)
Topics in Education
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 (3)
Topics in Education
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 (1-3)
Independent Study
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. Enrollment Requirement: Completion of at least three (3) upper-division courses in Education. Enrollment restricted to students who have obtained consent of instructor.*

EDUC 602 (3)
Schooling in a Multicultural Society
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 (3)
Knowledge Construction and Accomplished Teaching
Provides an overview of a selection of educational philosophies, leads teachers through an examination of their personal philosophy of teaching and learning, and considers how it/they shape educational practice.

EDUC 606 (3)
Foundations of Reading and Writing Instruction
An overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and LEP student.

EDUC 607 (3)
Writing instruction and Technology
Teachers who participate in the San Marcos Writing Project summer institute spend five weeks sharing best practice in the teaching of writing, reading and discussing relevant literature and becoming more competent writers themselves. They also write daily on the computer, learn how to present using software like power point, establish web sites and use additional technologies that assist them in the teaching of writing. *May not be taken for credit by students who have received credit for EDUC E593S. Enrollment restricted to students who have obtained consent of instructor.*
Prerequisite: EDUC 618.

See "How to Read a Course Description" on page 264.

EDUC 610 (3)
Reading and Writing Theory and Research
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 (3)
Literacy Development of Speakers of English as a Second Language
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 (3)
Reading and Writing Strategies for Monolingual and Bilingual Learners
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 (3)
Reading and Writing Assessment
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 (3)
Reading Certificate Field Experience
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. *Graded Credit/No Credit. Prerequisite EDUC 610 and 613.*

EDUC 615 (3)
Advanced Studies in Writing Instruction K-12
Teachers who participate in the San Marcos Writing Project summer institute spend five weeks sharing best practice in the teaching of writing, reading and discussing relevant literature and becoming more competent writers themselves. *Enrollment restricted to students who have obtained consent of instructor. Prerequisite: EDUC 618.*

EDUC 616 (3)
Advanced Literature for Young Readers
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 (3)
Literatura Infantil y Juvenil en Español (Literature in Spanish for Young Readers)
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.*

EDUC 618 (3)
Teaching Writing in Diverse Settings
An advanced study of writing with emphasis on reading and discussing current theory and research, exploring writing as a writer and developing appropriate writing instruction and curriculum. Explores a wide range of subjects including current theory, research and practice in writing, writing development, teaching different written forms, writing and the second language learner, the relationship between reading and writing, the conventions of writing, including spelling and assessment of writing. *Prerequisites: EDUC 606, 610, 614A, 614B 613, and 616.*

EDUC 619 (3)
Developments and Issues in Literacy
An exploration of developing issues in the field of literacy and its instruction. Prepares students for the master thesis/project.

EDUC 620 (3)
Curricular Innovations and Applications
Critically examines innovations in curriculum, and studies some impacts that result from implementation of said innovations.

EDUC 621 (3)
Literacy Program Leadership
Examination and practical experience of the role and responsibility of the literacy specialist in the public schools and the community.

EDUC 622 (3)
Research Methods in Education
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 (6)
Advanced Clinical Experience
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. *Graded Credit/No Credit. Enrollment Restriction: Admission in the Reading Specialist Credential Program.*

EDUC 624 (3)
Knowledge Construction and Individual Difference
Examines strategies for learning that include problem solving, thinking, and metacognition. Also considers the role of attitudes, beliefs and feelings on learning, and addresses the need of a diverse population.

EDUC 625 (3)
Learning in the Wilderness
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 (3)
Creating Communities of Learners
Addresses theory and application of learning in social contexts. Critically examines movements such as cooperative and collaborative learning, the role of peer interaction, the influences of peer diversity, the effects of scaffolded instruction.

EDUC 627 (3)
Literacy in a Multicultural Society
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.

EDUC 628 (3)
Applied Research Methods
Involves intensive study of current issues and concepts in education.

EDUC 641 (3)
Sociocultural Contexts of Language and Learning
Explores the theoretical, empirical, pedagogical and sociocultural issues inherent in schooling contexts where multiple languages and cultures exist. Subjects include the examination of home, community and school cultures; issues of bilingualism; and instructional contexts which relate to literacy and learning. Explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for students who are first and second language learners, and the implications of such instruction.

EDUC 642 (3)
Voices of the Community: Cultures in Action
Examines the concept of voice in the multiple contexts that forms a student's overall schooling experience. Explores subjects which allow students to understand the inter- and intra-ethnic relations within and across cultural communities as they relate to students' schooling experiences. Investigates the relationship between schools and the multiple communities to which students and families belong, and considers how educators can work collaboratively with communities to provide equitable instruction for all students.

EDUC 643 (3)
Critical Ethnography of Education
Examines the nature of ethnography as a standard tool of investigation in describing, understanding, and explaining the behavior of individuals. Uses ethnography as a tool to examine and explore public school classrooms and teaching practice from a critical pedagogy perspective. Students will understand the complexity of human learning by making familiar the activities of "other" people and thus, make "strange" our own familiar teaching/learning practices when placed against the "eyes" of other people.

EDUC 644 (3)
Multicultural Students and Families in Public Schools
Examines subjects which allow students to increase their level of awareness, knowledge and skills that will render them effective teachers with culturally diverse students and families. Students will understand how families function and interact with schools. Students will consider how mainstream society defines/describes families and the ways families define and describe themselves. Finally, students will consider specific ethnic groups as well as interracial families, and inter-ethnic and intra-ethnic relations.

EDUC 646 (3)
Second Language Acquisition: Research and Practice
Examines theoretical, developmental, social, and instructional issues related to second language acquisition in the context of a multicultural/multilingual society. Subjects include identity development of second language learners; parallels between first and second language development; second language acquisition theories; approaches in second language instruction; survey of program models and research outcomes; implications for effective instruction and assessment (including the role of the first and second language); and the home/school connection in fostering second language acquisition.

EDUC 647 (3)
Multicultural Curriculum and Application
Examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual/multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

EDUC 649 (3)
Practicum in Social Action
Explores current research, theories, applications, issues and perspectives in the fields of multicultural and multilingual education. Students will examine their commitment to social justice and educational equity in their classrooms and schools. Students will consider how they can engage themselves and their students in social action by designing, implementing and reflecting upon social action projects and curriculum for themselves and/or their students in their classrooms, their schools, and their communities.

EDUC 650 (3)
Proposal Development
Guides students through the planning, preparation and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposal methodology.

EDUC 694 (1)
Topics in Education
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 (2)
Topics in Education
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 (3)
Topics in Education
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 698 (3)
Master's Culminating Experience Seminar
Students engage in the planning, preparation, and completion of their culminating experience, which may take the form of a research thesis, a curricular project within a schooling context – including the National Board Certification Teacher (NBCT) process, or a comprehensive examination. *Note: Students must continually enroll in this course until successful completion of the culminating experience. Graded Credit/No Credit. Enrollment Requirement: Successful completion of the master's option coursework and advancement to candidacy.*

See "How to Read a Course Description" on page 264.

EARTH SCIENCE (ES)

College of Arts and Sciences

ES 100 (3)
The Earth and Its Place in the Universe
Provides an introduction to the various areas of earth science including our place in the universe, structure and composition of the earth, earth's atmosphere, and earth's water systems. Subjects to be covered include: astronomy, geology, seismology, plate tectonics, the seasons, climate, weather, tides, oceans, and the characteristics of rivers, lakes, and estuaries. *This course satisfies the earth science content requirement for candidates in the Multiple Subject Teaching Credential Program.*

ES 101 (3)
Introduction to Earth Science I
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. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

ES 102 (3)
Introduction to Earth Science II
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. *This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

ES 314 (3)
The Geosphere in Context
Explains geological materials, landforms and phenomena in the context of modern understandings of matter and the universe. Includes the synthesis and distribution of the elements, the structure of matter, the history of the solar system, the structure of Earth, plate tectonics, the properties and reactions of minerals, and the rock cycle. Focuses on the empirical evidence for current models of Earth's origin and development. *May not be taken for credit by students who have received credit for CHEM 314.*

FINANCE (FIN)

College of Business Administration

FIN 302 (2)
Foundations of Finance
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. *FIN 302 may not be taken for credit by students who have received credit for FIN 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

FIN 304 (4)
Introduction to Corporate Finance
Required course for students selecting the accountancy or 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. *FIN 302 is designed for the GBM, HTM and SSM Options. Students may not apply units from both FIN 302 and FIN 304 toward the major. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

FIN 321 (4)
Investment Analysis
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: FIN 302 or 304.*

FIN 331 (4)
Financial Markets and Institutions
Examines the markets in which the 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: FIN 302 or 304.*

FIN 341 (4)
Multinational Financial Management
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 or FIN 421. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: FIN 302 or 304.*

FIN 404 (2)
Advanced Corporate Finance
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. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: FIN 302 or 304.*

FIN 422 (2)
Advanced Investment Analysis
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. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: FIN 302 or 304 and 321.*

FIN 481 (1)
Selected Topics in Finance
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Perequisites may vary depending on topic.*

FIN 482 (2)
Selected Topics in Finance
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 483 (3)
Selected Topics in Finance
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 484 (4)
Selected Topics in Finance
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 485 (4)
Selected Topics in Finance with Lab
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 498 (1-4)
Independent Study in Finance
The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

FILM STUDIES (FMST)

College of Arts and Sciences

FMST 100 (3)
Introduction to Cinema
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 (3)
Elements of Cinema
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 390 (3)
Topics in Cinema Studies
Topics may take the focus of a theme, director, historical period, or genre, to name a few possibilities. *Students should check the class schedule for listing of actual topics. May be repeated for a total of six (6) units as topics change.*

FMST 398 (3)
Independent Study
Directed readings of films and of film scholarship under the guidance of an instructor.

FMST 495 (3)
Internship in Film Studies
Combines readings with work experience in an appropriate film studies organization.

FMST 499 (3)
Independent Research in Film Studies
Students develop an extended research project (either film or paper) using sources in consultation with a faculty advisor. *Enrollment restricted to students who have obtained consent of supervising faculty member and Film Studies Advisor.*

FRENCH (FREN)

College of Arts and Sciences

FREN 101 (4)
Beginning French I
Fundamentals of French language and culture, designed to develop basic ability in pronunciation, reading, conversation, and grammatical structures.

FREN 102 (4)
Beginning French II
Continuation of FREN 101. Further development of basic ability in pronunciation, reading, conversation, and grammatical structures. *Enrollment Requirement: FREN 101.*

See "How to Read a Course Description" on page 264.

FREN 201 (3)
Intermediate French I
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. Enrollment Requirement: FREN 102.*

FREN 202 (3)
Intermediate French II
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. Enrollment Requirement: FREN 201.*

FREN 311 (3)
Advanced French
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. Enrollment Requirement: FREN 202.*

FREN 312 (3)
French Composition and Advanced Oral Practice
Advanced-level practice of French through oral and written exercises. *Conducted in French. Enrollment Requirement: FREN 202.*

FREN 314 (3)
Advanced French for Business
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 preparation: FREN 311. Enrollment Requirement: FREN 202.*

FREN 315 (3)
Reading and Analysis of French and Francophone Literary Texts
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 (3)
Civilization and Culture of France and Francophone World
Study of the culture and civilization of the French-speaking world. Analysis of literature, art, history, geography, and contemporary social structures. *Conducted in French. Enrollment Requirement: FREN 202.*

FREN 380 (3)
Narrative to Film
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 preparation: FREN 311. Enrollment Requirement: FREN 202.*

FREN 395A (1) 395B (2) 395C (3)
Independent Study
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. May be repeated for a total of nine (9) units).*

GLOBAL BUSINESS MANAGEMENT (GBM)

College of Business Administration

GBM 351 (1)
Ethics of Management in Global Environments
Focuses on everyday ethical dilemmas faced by students, workers and managers. Legal and social norms of different cultures provide a framework for examining ethical decision-making in the global environment. Practical approaches to action-oriented business ethics are stressed based on ethical principles, discussions of personal ethical perspectives and cultural context. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: BUS 302.*

GBM 425 (4)
International Business Management
Survey course to familiarize with what international business is, why it is important and how it affects business practice. Covers subjects such as the global environment, international trade, global marketing, global business strategy, foreign exchange and monetary policy issues, and international human resource management. *This course is strongly recommended prior to or concurrent with FIN 341, ECON 441 or MKTG 448. May not be taken for credit by students who have received credit for GBM 484A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Co/prerequisite: BUS 302.*

GBM 426 (2)
Leadership in a Global Context
Examines global management competencies most necessary to be effective in the current global business environment. Several competency sets will be introduced and students will examine their personal strengths and weaknesses against these competency sets, including a self-development plan to help strengthen their ability to manage successfully in a global environment. *Prerequisites: BUS 302 and MGMT 302 or MGMT 305 or SSM 304, and MKTG 302 or 305 or SSM 305.*

GBM 427 (2)
Cross-cultural Negotiating and Global Business
Utilizes skill-building exercises and assessment tools to improve students' negotiating and conflict management skills when negotiating globally. Emphasizes achieving win-win solutions to individual, team, and organizational problems. Subjects include: distributive and integrative bargaining, power and influence, communication and persuasion, ethics in negotiation, breakdowns and difficult negotiations, mediating conflicts, and international negotiations. Pedagogical techniques include cross-national negotiation videos, surveys identifying each student's negotiation style, negotiating in dyads, one two-hour negotiating exercise, and business case studies involving many different nations. *May not be taken for credit by students who have received credit for GBM 482C. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

GBM 430 (2)
Import and Export Operations
Examines importing and exporting related activities of an organization. Focuses mainly on the practical aspects of importing and exporting to familiarize students with the documentation, activities and types of issues facing import/export firms or departments within firms. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: GBM 425.*

GBM 440 (4)
International Travel Study
A field-based study of business management methods and issues in a particular country. The course focuses on understanding how environmental factors (e.g., political and economic systems, etc.) affect the management, marketing and overall business practices in selected countries. Visits to various government, business and educational institutions will be made. *Graded Credit/No Credit. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Regions of focus will include:*

A. Asia
B. Latin America
C. Europe

GBM 481 (1)
Selected Topics in Global Business Management
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).. Prerequisites may vary depending on topic.*

GBM 482 (2)
Selected Topics in Global Business Management
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 483 (3)
Selected Topics in Global Business Management
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 484 (4)
Selected Topics in Global Business Management
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 485 (4)
Selected Topics in Global Business Management with Lab
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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 497 (5)
Global Management Experience
An internship in a for-profit firm, non-governmental organization (NGO), or government agency consisting of a minimum of 320 hours. *Enrollment Requirement: An application must be filled out and approved by the GBM Option Director. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), Foundations of Business courses Prerequisites: MGMT 461 and GBM 425. Recommended preparation for student sin the Marketing Track of the GBM Option: MKGT 448.*

GBM 498 (1 - 4)
Independent Study in Global Business Management
Independent study under the direction of a faculty member. *Enrollment Requirement: A study proposal must be approved by the appropriate faculty member prior to registration. Enrollment restricted to students who have obtained consent of instructor.*

GLOBAL STUDIES (GBST)

College of Arts and Sciences

GBST 100 (3)
Introduction to Global Studies
Interdisciplinary examination of social, economic, and political change in a global context. Understanding of world views, cultural contexts, and key international institutions as well as the development of skills necessary to live and work in a cross-cultural setting will be stressed. Strong emphasis on learning the techniques necessary to access and analyze varied sources of information about globalization.

GBST 300 (3)
Global Economics, Politics, and Society
Interdisciplinary survey of global issues including development, globalization, democratization, religion, culture, and the environment. Strong emphasis on the nexus between local and global processes, the roles played by nations and non-governmental organizations in global affairs, and the interaction between economics, politics, and culture in the international system.

GENERAL EDUCATION – LIFE LONG LEARNING AND INFORMATION LITERACY (GEL)

First Year Programs

GEL 010A (1)
Quantitative Skills and College Success Laboratory
A mathematics laboratory for students who practice and apply learning and study skills from GEL 110. Intended for students who have not yet met the University Entry Level Mathematics (ELM) requirement. Individualized instruction covers mathematical concepts and skills comparable to the scope of the ELM exam. Prepares students to retake the ELM exam and to succeed in their next mathematics/quantitative reasoning course. *Offered during Summer session for incoming first-year students. Students who have satisfied the ELM requirement should register for GEL 010B instead of this course. Enrollment restricted to students with freshman standing. Enrollment restricted to students who have obtained consent of instructor. Corequisite: GEL 110.*

See "How to Read a Course Description" on page 264.

GEL 010B (1)
Quantitative Skills and College Success Laboratory
A mathematics laboratory for students who practice and apply learning and study skills from GEL 110. Intended for students who have met the University Entry Level Mathematics (ELM) requirement but who desire a mathematical refresher before taking University-level mathematics courses. Individualized instruction covers mathematical concepts and skills comparable to college algebra or pre-calculus depending on the interest of the particular student. *Offered in Summer session for incoming first-year students. Corequisite: GEL 110. Enrollment restricted to students with freshman standing who have obtained consent of instructor. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement. Students who have not satisfied the ELM requirement should register for GEL 010A instead of this course.*

GEL 110 (3)
Quantitative Skills and College Success
Fundamental college success skills including study skills, test taking strategies, information literacy, academic and career planning will be covered with an emphasis on the development of quantitative skills necessary for successful completion of the lower-division curriculum in mathematics. *Offered in Summer session for incoming first-year students. May not be taken for credit by students who received credit for GEL 101 or GEL 120. Corequisite: GEL 010A or GEL 010B. Enrollment restricted to students with Freshman standing. Enrollment restricted to students who have obtained consent of First Year Program Director.*

GEL 120 (4)
Writing and Reading for College Success
Through selected material from the humanities, natural sciences and social sciences, students learn how various disciplines examine similar topics. The intent is to illustrate how disciplines interact to create knowledge and to prepare students for the wide array of reading and writing styles that will be required of them as they fulfill lower-division course work. Fundamental college success skills, information literacy, academic and career planning are also covered. *May not be taken for credit by students who have received credit for GEL 101 or GEL 110. Enrollment restricted to students with Freshman standing.*

College of Arts and Sciences

GEL 200 (3)
The Student in an Information Society
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.

GENERAL EDUCATION – MATHEMATICS (GEM)

College of Arts and Sciences

GEM 100 (3)
Mathematical Ideas
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. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GENERAL EDUCATION – ORAL COMMUNICATION (GEO)

College of Arts and Sciences

GEO 102 (3)
Oral Communication
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.

GEOGRAPHY (GEOG)

College of Arts and Sciences

GEOG 201 (3)
World Regional Geography
Survey of major world regions and their major countries. Study of specific geographical circumstances and geographical concepts, including an emphasis on physical geography. 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. *May not be taken for credit by students who have received credit for GEOG 301 or 302.*

GEOG 302 (3)
World Regional Geography: Geographic Information Systems (GIS) Enhanced
Enhanced survey of major world regions and their major countries using Geographic Information Systems (GIS) technology. Study of specific geographical circumstances and geographical concepts, including an emphasis on physical geography. 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 with a world regional framework. *Fulfills the world regional geography requirement of the Elementary Subject Matter Preparation Program. May not be taken for credit by students who have received credit for GEOG 201 or 301.*

GEOG 305 (3)
The U.S.-Mexico Border
Focuses on the economic, social, and cultural geography of the border region between the United States and Mexico. 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. *May not be taken for credit by students who received credit for GEOG 450.*

GEOG 305S (3)
La Frontera Mexico – Estados Unidos
Focuses on the economic, social, and cultural geography of the border region between the United States and Mexico. 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. *May not be taken for credit by students who received credit for GEOG 450S. Taught in Spanish. GEOG 305S may be taken for credit in the Spanish Major's Language and Culture Concentration.*

GEOG 320 (3)
Patterns of San Diego County
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 340 (3)
Regional Geography
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

GENERAL EDUCATION – SCIENCE (GES)

College of Arts and Sciences

GES 100 (3)
The Physical Science Around Us
Introduces some of the basic concepts and ideas of physical science and demonstrates how they are applicable to every day processes and devices in the world. Fundamental ideas to be introduced will include various subjects from the disciplines of chemistry and/or physics. Although the subjects discussed will require some mathematical knowledge, the scientific principles will be covered from a conceptual viewpoint. Intended for the non-science major. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 101 (3)
Matter, Molecules, Life, and the Environment I [Physical Science]
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. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 102 (3)
Matter, Molecules, Life, and the Environment II [Life Science]
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. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 103 (3)
The Life and Environmental Sciences Around Us
Introduces some of the basic concepts and ideas of life and environmental sciences and demonstrates how they are applicable to the world around us. Fundamental ideas to be introduced include evolution, biological molecules, genetics, physiology, and ecology. The scientific principles will be covered from a conceptual viewpoint at a level suitable for non-science majors. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 105 (3)
Introduction to Physical Science
Introduces some basic concepts of physics and chemistry. Subjects to be covered are: Forces and Motion, Energy, Waves, Light, Properties of Matter, Chemical Reactions, the Atomic Theory and Chemical Bonding. Although the subjects will require some mathematical knowledge, the scientific principles will be covered from a conceptual viewpoint. *Intended for the non-science major. This course also fulfills the Elementary Subject Matter preparation in physical science for Liberal Studies majors. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

See "How to Read a Course Description" on page 264.

GES 110 (1)
Activities in Physical Science
A laboratory course intended to demonstrate some of the basic ideas of physical science. Emphasizes the scientific method, collection and interpretation of data, graphical representations of data and their significance, and the principles of good experimental design, as related to physical science. Experiment subjects will focus on the larger overriding principles of physical science, such as the Law of Conservation of Mass, the Law of Conservation of Energy, Newton's Laws of Motion, Properties of Light, etc. *May not he taken for credit by students who have received credit for GES 101. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Physical Science (B1).*

GENERAL EDUCATION – SOCIAL SCIENCE (GESS)

College of Arts and Sciences

GESS 101 (3)
Order and Change: Multiple Perspectives I
Through the interdisciplinary analysis of one social issue in depth, students learn the components of the scientific method (variables, hypothesis formation and testing), explore methods and objectives of at least four social science disciplines, and examine multiple perspectives such as gender, race, and class. Students learn about the social construction of community, regional, national and/or global problems, the interconnections between those levels, and how social change occurs over time.

GESS 102 (3)
Order and Change: Multiple Perspectives II
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. Enrollment Requirement: GESS 101.*

GENERAL EDUCATION – WRITING (GEW)

College of Arts and Sciences

GEW 050 (3)
Basic Writing Skills
Instruction and supervised practice in the fundamentals of writing. Intended primarily for students who receive a RP in GEW 101 and who need more practice in basic composition. *Note: GEW 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. All students enrolling in GEW 050 must have taken the CSU English Placement Test. May not be taken for credit by students who have received credit for LTWR 050. Enrollment Requirement: GEW 101 with final grade of RP.*

GEW 101 (3)
Principles of Written Communication
Focuses on writing as critical inquiry through readings of cultural texts. Students are expected to reflect critically on their processes of writing and reading, and to interrogate the ways in which texts (re)produce particular social constructions and power relations, such as those around gender, race, nationality, class, disability, and sexuality. Students learn to question, explore, explain, analyze, develop, and critique ideas effectively; undertake writing projects that have depth and complexity; and make appropriate decisions about argument, structure, and rhetorical conventions.

GRADUATE CONTINUATION (GRAD)

Graduate Studies

GRAD 699_EX (0)
Graduate Standing Continuation
Provides continuation of graduate standing for students finalizing culminating activities (thesis, project, or comprehensive exam). Designed for master's students who have completed all of their graduate coursework, including the for-credit supervised thesis/project coursework called for in their respective graduate programs. Students who are still working closely with an advisor should enroll in their respective department's graduate-level independent study course, rather than GRAD 699_EX. May not be repeated.

GERMAN (GRMN)

College of Arts and Sciences

GRMN 101 (4)
Beginning German I
Designed to develop basic ability in pronunciation, reading, writing, and listening comprehension in German. *Assumes no prior knowledge of German.*

GRMN 102 (4)
Beginning German II
Further study of the basic concepts of German. Designed to develop basic ability in pronunciation, reading, writing, and listening comprehension in German. *Enrollment Requirement: GRMN 101.*

GRMN 201 (3)
Intermediate German I
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. Enrollment Requirement: GRMN 101 and 102.*

GRMN 202 (3)
Intermediate German II
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. Enrollment Requirement: GRMN 101, 102, and 201.*

GRMN 311 (3)
Advanced German
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. Enrollment Requirement: GRMN 202.*

GRMN 312 (3)
German Composition and Advanced Oral Practice
Advanced-level practice of German through oral and written exercises. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 315 (3)
Introduction to Literature in German
Designed to help students read, understand, and enjoy a representative selection of masterpieces of German literature. It will survey the development of German literature from the age of Enlightenment to the present. Readings in fiction, poetry, and drama will introduce the students to a critical approach to literature. *Conducted in German. Recommended preparation: GRMN 311. Enrollment Requirement: GRMN 202.*

GRMN 318 (3)
Business German
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. Enrollment Requirement: GRMN 202.*

GRMN 331 (3)
Introduction to German Linguistics
Introduction to the linguistic analysis and scientific study of the German language. Examines a number of topics in German linguistics, including historical development and the relationship of German to other Germanic languages, German phonetics and phonology, morphology and word formation, and syntax. Looks at German sociolinguistics and dialectology, as well as varieties of German spoken in Eastern Europe and the Americas. *Course is taught in German and English. Enrollment Requirement: GRMN 202.*

GRMN 350 (3)
Civilization and Culture of German Speaking Countries
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. Enrollment Requirement: GRMN 202.*

GRMN 390 (3)
Topics in German Literature
Selected topics of study drawn from German Literature. Topics will vary according to the instructor, and the semester offered. *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. Conducted in German. Prerequisite: GRMN 311 or 312.*

GRMN 395A (1) 395B (2) 395C (3)
Independent Study
Students will study their own field of interest within German, Austrian, and Swiss 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 weekly with the instructor. May be repeated for a total of nine (9) units. Conducted in German. Enrollment restricted to students who have obtained consent of instructor.*

HUMAN DEVELOPMENT (HD)

College of Arts and Sciences

HD 300 (3)
Administration in Social Service Settings
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. Enrollment restricted to students who have obtained consent of instructor.*

HD 301 (3)
Theories of Human Development
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 (3)
Introduction to Interpersonal, Interviewing, and Interaction Skills
Provides basic training in the interpersonal skills integral to counseling-related careers. *Enrollment restricted to students who have obtained consent of instructor.*

HD 490 (3)
Human Development in Perspective
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. *Enrollment Requirement: Students must have completed all lower-division requirements, nine (9) units of upper-division courses applied toward the major. Enrollment restricted to students who have obtained consent of instructor.*

HD 495 (3)
Field Experience in Human Development
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. Enrollment Requirement: Students must have completed all lower-division requirements. Enrollment restricted to students who have obtained consent of Department Chair after completion of pre-course orientation.*

HD 497 (3)
Applied Research in Human Development
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. *Enrollment Requirement: PSYC 220 and 230.*

HD 499A (1) 499B (2) 499C (3)
Supervised Independent Study
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. Enrollment restricted to students who have obtained consent of instructor.*

HISTORY (HIST)

College of Arts and Sciences

HIST 130 (3)
U.S. History 1500-1877
Survey of the development and changing historical interpretation of American institutions and society from the colonial period through Reconstruction. 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, economic change, religion, slavery, race relations, status of women, westward expansion, reform and political parties. *May not be taken for credit by students who have received credit for HIST 230.*

See "How to Read a Course Description" on page 264.

HIST 131 (3)
U.S. History 1877-Present
A survey of the development and the changing historical interpretation of institutions and society in the United States from the end of 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 U.S. 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 (3)
World Civilizations to 1500
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 (3)
World Civilizations from 1500 to the Present
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 300 (3)
Thematic Topics in History
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 (3)
Historical Methods and Writing
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 306 (3)
History of Internationalism and Human Rights
A course in intellectual history that considers the history behind the idea of human rights in the modern world. Explores how historical ideas about universalism and human nature from the 18th century forward let to challenges to the nation-state system as the dominant model of international society. Subjects include abolitionist movements, anti-imperialism, self-determination and humanitarian agencies, with special emphasis on the League of Nations, United Nations and the challenges that human rights pose to questions of national sovereignty. *May not be taken for credit by students who have received credit for HIST 300G.*

HIST 307 (3)
The Politics of Irish Nationalism
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 (3)
National Cinema and National History in 20th Century Europe
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 film-makers 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 309 (3)
Ancient Middle East
An overview of the social, political, and cultural developments of the civilizations of the ancient Middle East, including Mesopotamia (Sumer, Akkad, and Babylonia), Egypt, Israel, Phoenicia, Asia Minor, Assyria, and Persia, and the interactions among them.

HIST 310 (3)
Ancient Greece
An overview of the development of the social political, and cultural institutions of ancient Greek civilization from the Bronze Age kingdoms of the Minoan and Mycenaean periods, through the independent city-states of the Archaic and Classical periods (particularly Sparta and Athens), to the conquests of Alexander the Great, which unified the Greek and Middle Eastern worlds during the Hellenistic period.

HIST 311 (3)
The Mediterranean in the Age of Rome
The political, social, and economic development of the Roman empire from the founding of Rome to the end of the Western Empire.

HIST 312 (3)
The Ancient World in Film
An examination of modern cinematic and television depictions of the mythology, drama, and history of ancient Greece and Rome, including the Trojan War, Alexander the Great, Cleopatra, gladiators, and early Christianity. Special emphasis is placed on understanding why the ancient world is such a popular setting for modern films, how accurately such films portray the ancient world, and how they serve as vehicles to express modern concerns and ideologies. *May not be taken for credit by students who have received credit for HIST 300M.*

HIST 313 (3)
Church and Society in Medieval Europe
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 (3)
Gender and Authority in Medieval and Early Modern Europe
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 (3)
Renaissance and Reformation of Europe
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 (3)
Society and Culture in Early Modern Europe
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 322 (3)
Interwar Europe 1918-1939
Political, economic and cultural/artistic responses to WWI in Europe. Explores the attraction of totalitarian political ideologies, the aftermath of the Paris Peace Conference, economic upheaval in the Great Depression and the coming of WWII. Subjects include rise of Nazism, Spanish Civil War, Modernist movements in thought and the arts, rise of Stalinism, peace and appeasement.

HIST 323 (3)
Society and Culture in Modern Europe
Changes in European thought, art, and society from the rise of romanticism to post-modernism.

HIST 324 (3)
The Enlightenment and European Society
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 (3)
Revolutionary Europe
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 (3)
Europe Since 1945
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 (3)
Women in Modern Europe
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 (3)
The Constitution and American Society
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 (3)
Law, Women, Family, and American History
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 (3)
Women in the United States
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 333 (3)
British Empire in the Americas, 1497-1775
Examines the creation of the British empire in the Americas from a global perspective, exploring its impact on populations, societies, and politics in the Americas, Africa, and England. Makes comparisons with the process of empire-building in Latin America and Franco-America. *May not be taken for credit by students who have received credit for HIST 300T.*

HIST 334 (3)
Foundations of the African-American Experience
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 (3)
The African American Struggle for Equality
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 (3)
The U.S. Historical Experience: United States Colonial Experience
Explores American colonial history with a focus on the American Revolution. Looks at the Revolution's intellectual origins in American and European thought and culture, its social and political origins and consequences, and its social, political, and institutional consequences. *May not be taken for credit by students who have received credit for History 300F.*

HIST 336B (3)
The U.S. Historical Experience: United States Early Republic
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 (3)
The U.S. Historical Experience: U.S. Civil War Era, 1845-1877
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.*

See "How to Read a Course Description" on page 264.

HIST 336D (3)
The U.S. Historical Experience: U.S. Progressive Era, 1884 -1920
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 (3)
The U.S. Historical Experience: Prosperity, Depression, and War: The United States from 1920-1945
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 (3)
The U.S. Historical Experience: The United States in the Cold War Era
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 (3)
American Indian Response to White Expansion
The historical experience of American Indians from the arrival of Europeans to the end of the 19th Century.

HIST 338A (3)
Modern U.S. Indian Policy
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. *May not be taken for credit by students who have received credit for HIST 338.*

HIST 338B (3)
Native Communities in Southern California from Colonization to the 20th Century
Students will read, consider, and discuss in detail scholarly studies in the history and ethnography of native communities in Southern California, beginning with the background of colonization (beginning in San Diego in 1769) and write a substantial research paper dealing with a specific theme. (For example, the paper might concern the experience of indigenous women, the construction of native leadership, or the development of a specific event through time, such as the exile of the Cupeños from Kupa and Agua Caliente.) *May not be taken for credit by students who have received credit for HIST 300J.*

HIST 339 (3)
The American City
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 340 (3)
Environmental History of the United States
Considers the complex relationship between humans and the natural environment in the United States. Specific subjects include: the Native American interaction with the environment, nature’s influence on European colonization, the role of natural resources in America’s national development, the human attempt to control nature in the industrial era, the emergence of conservation and preservationist movements at the end of the nineteenth century, and the development of current environmental issues and concerns over the course of the twentieth century. *May not be taken by students who have received credit for HIST 300R.*

HIST 341 (3)
Ideas in America
The development and change of social, political, religious, and economic ideas in American History from the colonial period to the present.

HIST 343 (3)
Religion in the United States
Religious traditions studied in the context of changes social, cultural, and political traditions of the United States from 1600 to the present.

HIST 344 (3)
The American Frontier as Symbol and Myth
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 (3)
The Immigrant Experience
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 (3)
Development of the American Frontier
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 (3)
California History
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, multiethnic immigration, and evolving political institutions, and provides a survey of the human response to a place called “California.”

HIST 348 (3)
United States Film History
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 (3)
Foreign Policy of the United States
Foreign policy of the United States from the American revolution to the present.

HIST 350 (3)
Chicana/o Experience in the Borderlands
Examines the experience of people of Mexican descent (1840s-1980s) in the "borderlands" including territory in Mexico and the southwestern United States. Emphasizes the Chicano Movement as socio-political process that generated a distinctive interdisciplinary interpretation of history, "Chicano Studies." A Chicano Studies approach will be used to examine three borderlands topics: labor, migration, and gender relations. Students will use historical methods to analyze a variety of historical sources. *May not be taken for credit by students who have received credit for HIST 300X.*

HIST 352 (3)
Mexico, Past and Present
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 (3)
Women in Latin America
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 (3)
Culture and Identity in Latin America
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 (3)
A History of Brazil
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 (3)
Classical Asia
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 361 (3)
Modern East Asia
Examines the history of East Asia since 1600 and focuses on major social, cultural and political developments in the region. Particular attention will be paid to themes related to tradition/modernity, reform/revolution, and nationalism/colonialism. *May not be taken by students who have received credit for HIST 300Q.*

HIST 362 (3)
China and the West
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 (3)
China in Revolution
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 (3)
Image and Reality — Film and Modern Chinese History
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 (3)
Tradition and Change in Japan
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 367 (3)
Women in China
Survey of women's history in traditional China with an emphasis on the late imperial period (16th to 18th centuries). Students will read Western feminist theories together with historical records on Chinese women. The objectives of the class are: (1) to critically evaluate the universalistic claims of Western theories; (2) to learn how to ask new questions about Chinese women; (3) to gain an understanding of the ways Chinese women actually experienced their lives; and (4) to examine issues related to feminism and women's studies from a comparative perspective.

HIST 370 (3)
Early African History
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.*

See "How to Read a Course Description" on page 264.

HIST 371 (3)
Modern African History
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 (3)
Africa Under European Imperialism 1880-1975
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 (3)
African Nationalism and Independence
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 379 (3)
Africa and the World in the 20th Century
Thematic rather than a chronological study of Africa and the world in the 20th Century. Focuses on select global themes such as Pan-Africanism, communism, the Cold War and the United Nations organization, and explores how they have variously influenced the course of African history.

HIST 380 (3)
The Middle East, 600 to 1700 C.E.
Explores the history of the region from the rise of Islam to the eighteenth century. Emphasizes the social and cultural background and circumstances of the rise of Islam; the formation and development of the early caliphate; the rise of Islamic successor states; the age of Ottoman and Safavid "gunpowder" empires; forms of cultural expression, such as art and literature; the role of women and ethnic and religious minorities, and the integration of the Middle East into an emerging world system.

HIST 381 (3)
Comparative French Colonialism: From the Caribbean to Indochina
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 (3)
Travel and Contact in the Early Modern World
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 383 (3)
Women and Jewish History
What was it like to be both a woman and a member of a minority group, in the diverse locales where Jews have lived? Examines the experiences of Jews in various parts of the world by focusing on the lives of women, using several historical case studies. Also covers important themes and changes affecting Jewish history, such as religious tradition, emancipation, assimilation, anti-Semitism, immigration, Zionism, the Holocaust and feminism.

HIST 384 (3)
Women and Gender in the Middle East
Examines the history of women and gender in the region from the rise of Islam to the present. Emphasizes historiographical approaches; the roles of women in early Islamic societies and later empires; issues concerning class, ethnicity, and religion; work, marriage and family; colonialism, nationalism, and modernity; and women's participation in twentieth-century social and political movements. *May not be taken for credit by students who have received credit for HIST 300F. Meets major requirements in women's history.*

HIST 385 (3)
Middle East, 1700-Present
Explores the history of the region from the eighteenth century to the present. Begins with the question of imperial decline and investigates the cultural and political responses of Middle Eastern societies to the challenges of European colonialism and imperialism; the emergence of nationalism and nation-state building; and modern social, political, intellectual, and religious movements. Emphasis on the historical background and development of contemporary issues, such as revolution, Islamism, women's rights, and globalization.

HIST 387 (3)
History of the United Nations
Focuses on the creation and development of the United Nations as an international actor since 1945. Includes: UN as successor to League of Nations; creation of UN and UN system; development of UN missions (e.g., peacekeeping, human rights); the international Cold War; international politics of decolonization and the Non-Aligned movement. Provides a critical examination of analysis of the claims and behavior of the UN over time.

HIST 388 (3)
History of War in Modern Society
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 (3)
Historical Transformation of Money and Power
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 (3)
Science and Technology in U.S. History
Considers the interaction of science and technology with the historical development of the United States, from Franklin's experiments with electricity to the computer revolution in Silicon Valley, including discussions of the impact of Darwinism, the influence of electrical, communication, and transportation systems on our society, and the innovations in physics, biochemistry and earth science that shape our weaponry, our medicine, and our interaction with the environment.

HIST 391 (1)
Foreign Language Practicum in History
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. Enrollment Requirement: Completion of the CSUSM History major's language requirement. Enrollment restricted to students who have obtained consent of instructor.*

HIST 392 (1)
Experiential Learning in History
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. Enrollment restricted to students who have obtained consent of instructor.*

HIST 398 (3)
Independent Study
Directed readings under the guidance of an instructor. Several short analytical papers required. *Enrollment restricted to students who have obtained consent of instructor and discipline advisor.*

HIST 400 (3)
Seminar in European History
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. *Prerequisite: HIST 301.*

HIST 430 (3)
Seminar in United States History
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. *Prerequisite: HIST 301.*

HIST 440 (3)
Seminar in Latin American History
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. *Prerequisite: HIST 301.*

HIST 450 (3)
Seminar in African History
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. *Prerequisite: HIST 301.*

HIST 460 (3)
Seminar in World History
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. *Prerequisite: HIST 301.*

HIST 470 (3)
Seminar in Asian History
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. *Prerequisite: HIST 301.*

HIST 495A (1) 495B (2) 495C (3)
Internship
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. Enrollment Requirement: Fifteen (15) units of upper-division History work. Enrollment restricted to students who have obtained consent of supervising faculty and discipline advisor.*

HIST 499 (3)
Independent Research
Development of an extended research paper using primary and secondary sources in consultation with a faculty advisor. *Enrollment Requirement: Fifteen (15) units of upper-division History work including HIST 301. Enrollment restricted to students who have obtained consent of instructor and discipline advisor.*

HIST 501 (3)
Historical Perspectives on Media
Explores the history of media communication and popular culture as well as the relationship between the change in media over time and the messages that they convey. *Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 502 (3)
History and Applied Media Technology
Introduction to various techniques in applying media technology to present historical research and interpretation. May include, but is not limited to, online instructional techniques, web-based archival preservation or museum presentations, multimedia presentations of historical findings, and video presentations of historical topics. *Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 510 (3)
Experiential Learning in Public History
Introduction to the field of public history, combining graduate level training in the theory and methods of public history with a minimum of 30 hours of an internship in a field placement. This course will consider issues in archival techniques, museum exhibition, oral history, historical preservation, and local history. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for a total of six (6) units. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 512 (3)
Teaching History: Theory and Practice
Introduction to the issues and techniques involved in the effective teaching of history at all levels. The course will cover the historical context of history teaching; major themes in world and U.S. history; and methods that teachers can use to involve students in actively learning about the past. Special emphasis will be placed on the use of technology in the classroom. *Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

See "How to Read a Course Description" on page 264.

HIST 513A (1) 513B (2) 513C (3)
History Teaching Practicum
Practical applications of teaching history in the college or university classroom for graduate teaching assistants. *Enrollment restricted to students who have obtained consent of instructor.*

HIST 518 (3)
Advanced Seminar in Ancient History
Exploration of primary and secondary sources and advanced research on a topic in Ancient History. Advanced undergraduates interested in taking this course should consult instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 528 (3)
Advanced Seminar in European History
Exploration of primary and secondary sources and advanced research in the historical literature of a topic in European History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 538 (3)
Advanced Seminar in United States History
Exploration of primary and secondary sources and advanced research on a topic in United States History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 558 (3)
Advanced Seminar in Latin American History
Exploration of primary and secondary sources and advanced research on a topic in Latin American History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 568 (3)
Advanced Seminar in Asian History
Exploration of primary and secondary sources and advanced research on a topic in Asian History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 578 (3)
Advanced Seminar in African History
Examination of the dominant historiographical themes and issues and advanced research on a topic in African history. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 588 (3)
Advanced Seminar in Middle Eastern History
Exploration of primary and secondary sources and advanced research on a topic in Middle Eastern History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 591 (3)
Advanced Seminar in World History
Exploration of primary and secondary sources and advanced research on a topic in World History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 592 (3)
Advanced Seminar in International History
Exploration of primary and secondary sources and advanced research on a topic in International History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 601 (3)
The Philosophy and Practice of History
Exploration of the nature of historical inquiry, historiography, particularly an overview of the different genres of history, and methods of research used in advanced historical writing. Students will be introduced to core philosophical debates about the historical method and texts that exemplify different types of historical writing.

HIST 620 (3)
Directed Thesis Research, Writing, and Media Presentation
Faculty supervision of the research and writing of the thesis project and/or development of the media presentation of research findings. May be repeated for credit for a total of six (6) units. Graded Credit/No Credit. *Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll. Prerequisite: HIST 601.*

HIST 621A (1) 621B (2) 621C (3)
Thesis Research, Writing, and Media Presentation Continuation
Continuation of faculty supervision of the research and writing of the thesis project and/or development of the media presentation of research findings. *May be repeated, but credit will not be applied toward the Master of Arts in History degree. Graded Credit/No Credit.*

HIST 699A (1) 699B (2) 699C (3)
Independent Study in Advanced Historical Issues
Intensive independent study of advanced historical issues based on secondary and/or primary sources. *May be repeated, but only six (6) units may be applied toward the Master of Arts in History degree.*

HUMANITIES (HUM)

College of Arts and Sciences

HUM 101 (3)
Introduction to Humanities, I
An introductory survey of culture from a humanistic perspective, with particular emphasis on the Greco-Roman, Judeo-Christian, and West African cultures. Historically structured from earliest times to the Renaissance, the course presents highlights from history, science, philosophy, literature, drama, dance, art, architecture, and music. Appropriate readings and written analysis. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

HUM 102 (3)
Introduction to Humanities, II
An introductory survey of culture from the Renaissance to the present with particular emphasis on Europe, Africa, Asia, and the Americas. Historically structured, the course presents highlights from history, science, philosophy, literature, drama, dance, art, architecture, and music. Appropriate readings and written analysis. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

HUM 300 (3)
The Individual and Community
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 (3)
The Individual and the State
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 170 (3)
Introductory Special Topics in Interdisciplinary Perspectives in the Social Sciences
Explores an introductory interdisciplinary topic in the social sciences. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics.*

ID 202 (1)
Pre-Health Service Learning
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 (3)
Latin America in the 21st Century
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 340 (3)
Diversity and Discrimination in the U.S.
Analyzes the impacts of gender, race, ethnicity, socio-economic status, religion, sexual orientation, and disability on diversity, discrimination, and social mobility in the U.S. Evaluates the challenges and opportunities for making democracy and social justice possible for all the people in the United States, including the impact of egalitarian values and the mechanisms that attempt to institutionalize them. *This course includes applications for border and regional contexts.*

ID 340B (3)
Diversity and Discrimination in the U.S.
Analyzes the impacts of gender, race, ethnicity, socio-economic status, religion, sexual orientation, and disability on diversity, discrimination, and social mobility in the U.S. Evaluates the challenges and opportunities for making democracy and social justice possible for all the people in the United States, including the impact of egalitarian values and the mechanisms that attempt to institutionalize them. *This course includes applications for border and regional contexts. Corequisites: EDUC 350B and 364B. Enrollment restricted to students who have obtained consent of instructor.*

ID 350 (3)
Topics in Interdisciplinary Perspectives in the Humanities, Social Sciences and/or Sciences
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.*

ID 360 (3)
Topics in Interdisciplinary Perspectives in the Humanities
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.*

ID 370 (3)
Topics in Interdisciplinary Perspectives in the Social Sciences
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.*

ID 371 (3)
Ethnic Identity in America
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 (3)
Topics in Interdisciplinary Perspectives in the Sciences
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.*

ID 381 (3)
Natural Science for Teachers
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. Enrollment Requirement: Completion of the Lower-Division General Education. Enrollment restricted to students who have completed the Entry-Level Mathematics requirement, and who are participating in the science semester of the Integrated Credential Program.*

See "How to Read a Course Description" on page 264.

ID 406 (3)
Dilemmas of Modern Mexico
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. *May not be taken for credit by students who have received credit for ID 306.*

ID 410 (3)
Militants and Activists: Movements for Social Change
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 498A (1) 498B (2) 498C (3)
Interdisciplinary Library Research in the Natural Sciences
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. *Enrollment Requirement: At least one course in the primary subject area with a grade of B or better. Enrollment restricted to students who have obtained consent of both instructors.*

ID 499A (1) 499B (2) 499C (3)
Interdisciplinary Laboratory Research In the Natural Sciences
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. *Enrollment Requirement: At least one laboratory course in the primary subject area with a B or better. Enrollment restricted to students who have obtained consent of both instructors.*

INTERNATIONAL PROGRAM (IP)

University-wide

IP 250 (1-12)
International Program Study Abroad
Open to students enrolled in California State University International Programs. Study undertaken in a university abroad under the auspices of The California State University. *Enrollment Requirement: Admission to CSU International Programs.*

IP 270 (1-12)
International Exchange Program
Open to students enrolled in CSUSM Exchange Programs. Study undertaken in a university abroad. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

IP 450 (1-12)
International Program Study Abroad
Open to students enrolled in California State University International Programs. Study undertaken in a university abroad under the auspices of The California State University. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

IP 470 (1-12)
International Exchange Program
Open to students enrolled in CSUSM Exchange Programs. Study undertaken in a university abroad. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

IP 550 (1-12)
International Program Study Abroad
Open to students enrolled in California State University International Programs. Study undertaken in a university abroad under the auspices of The California State University. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program..*

IP 570 (1-12)
International Exchange Program
Open to students enrolled in CSUSM Exchange Programs. Study undertaken in a university abroad. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

JAPANESE (JAPN)

College of Arts and Sciences

JAPN 101A (4)
Beginning Japanese I (Traditional)
A traditionally taught class focusing on fundamentals of Japanese. Designed to develop basic ability in pronunciation, reading, conversation and grammatical structures. *Assumes no prior knowledge of Japanese. May not be taken for credit by students who have received credit for JAPN 101B. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

JAPN 101B (4)
Beginning Japanese I (Multimedia)
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 102A (4)
Beginning Japanese II (Traditional)
A traditionally taught course which serves as the continuation of JAPN 101 (A or B). Further development of basic ability in pronunciation, reading, conversation, and grammatical structures. *May not be taken by students who have received credit for JAPN 102B. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment Requirement: JAPN 101A or 101B.*

JAPN 102B (4)
Beginning Japanese II (Multimedia)
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. Enrollment Requirement: JAPN 101A or 101B.*

JAPN 201 (4)
Intermediate Japanese I
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. Enrollment Requirement: JAPN 102A or 102B.*

JAPN 202 (4)
Intermediate Japanese II
Continuation of JAPN 201. Further development of the four skills, with an emphasis on reading, composition, communication, culture, and review of grammatical structures. *Conducted in Japanese. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment Requirement: JAPN 201.*

JAPN 295A (1) 295B (2) 295C (3) 295D (4)
Independent Study in Japanese
Students will study in their own field of interest within Japanese language and/or culture. Readings, written assignments, and oral conversations will be guided by the instructor. *Students must meet at least weekly with the instructor. May be repeated for a total of four (4) units. Enrollment Requirement: JAPN 201 and JAPN 102. Enrollment restricted to students who have obtained consent of instructor.*

JAPN 301 (3)
Advanced Japanese I
Development of increased mastery of modern spoken and written Japanese. Emphasis on vocabulary building, comprehension, grammatical patterns, and idiomatic usage. *Conducted in Japanese. Enrollment Requirement: JAPN 201 and JAPN 202.*

JAPN 302 (3)
Advanced Japanese II
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.*

JAPN 400 (3)
The Structure of Japanese
Study of grammatical, phonetic and linguistic patterns and structures in modern Japanese, based on advanced proficiency. *Conducted in Japanese. Prerequisite: JAPN 302.*

JAPN 499 (1-3)
Selected Topics in Japanese
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. Enrollment Requirement: Advanced proficiency equal to that attained in JAPN 400. Enrollment restricted to students who have obtained consent of instructor.*

KINESIOLOGY (KINE)

College of Arts and Sciences

KINE 101 (1)
Step Aerobics
Aerobics fitness through step aerobics. *May be repeated for a total of eight (8) units. Graded Credit/No Credit.*

KINE 102 (1)
Badminton
Development of skill in badminton, including knowledge of rules, strategy and etiquette. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 103 (1)
Basketball
Development of understanding of rules, strategies, and basic skills in competitive basketball. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 104 (1)
Golf
Development of basic skill in playing golf, including rules, etiquette, and background. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 105 (1)
Running
Development of skill and training techniques for intermediate and distance running. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 106 (1)
Soccer
Development of skills, rules and strategy of soccer. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 107 (1)
Tae Kwon Do
Introduction to and exploration of the fundamental concepts, culture, discipline, and basic movements of Tae Kwon Do. *May not be taken for credit by students who have received credit for PE 182A and PE 210. Graded Credit/No Credit. May be repeated for a total of four (4) units.*

KINE 108 (1)
Volleyball
Development of skills, rules, and strategies of volleyball. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 109 (1)
Weight Training
Instruction in techniques of weight training, with an emphasis on strength, endurance, and flexibility. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 110 (1)
Yoga
The history, philosophy, and modern practice of yoga, with an emphasis on hatha yoga (physical yoga postures). *May not be taken for credit by students who have received credit for PE 211. May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 111 (1)
Adapted Physical Education
A physical education course for students with physical disabilities, who require modified forms of physical activity. *May be repeated to a total of four (4) units. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor, who may request a physician's recommendation for admission into the course.*

See "How to Read a Course Description" on page 264.

KINE 200 (1)
First Aid and Safety
Acquaints the individual with emergency first aid procedures. Included in the subject matter will be wounds, splinting, burns, rescue breathing, diabetes, epilepsy, heart failure, stroke and environmental emergencies. Each student will have the opportunity to acquire his/her certification in Community First Aid and Safety. This course is taught by a certified American Red Cross instructor.

KINE 201 (1)
CPR and AED
The Basic Life Support (BLS) for Healthcare Providers course covers core material such as adult and pediatric CPR (including two-rescue scenarios and use of the bag mask), foreign-body airway obstruction, and automated external defibrillation (AED). At the completion of this course, students will have the opportunity to become certified in BLS under the guidelines set forth by the American Heart Association. Course may be repeated once in order to maintain certification.

KINE 202 (3)
Introduction to Physical Education and Kinesiology
Designed for first year and transfer students interested in the physical education profession. The goals of this course are to aid in the prospective majors in their career choices, to introduce students into fields closely related to exercise and nutritional sciences, to introduce students to current issues in exercise sciences, and to introduce students to key events and concepts in the evolution of exercise science as a discipline and as a profession.

KINE 204 (3)
Techniques and Analysis of Fitness and Weight Training
Knowledge and understanding needed to plan and implement fitness and weight training programs. Analysis of the development, maintenance, implementation, and self-evaluation of physical fitness. Implementation of methods, techniques, instructional strategies, safety factors, motivation and necessary equipment for teaching physical fitness and weight training. Instruction and techniques in individual skills and strategies in weight training; also includes instruction on stretching for flexibility and injury prevention. *Enrollment restricted to Kinesiology majors.*

KINE 205 (2)
Techniques and Analysis of Team Court Sports
Instruction in individual and team skills and techniques utilized in team court sports, with a focus on basketball, volleyball, floor hockey and badminton, for successful performance. Knowledge and the understanding needed to plan and implement programs. *Enrollment restricted to Kinesiology majors.*

KINE 206 (2)
Techniques and Analysis of Field Sports
Instruction in individual and team skills and techniques utilized in field sports, with a focus on soccer, field hockey, ultimate frisbee, and flag football for successful performance. Knowledge and understanding needed to plan and implement programs. *Enrollment restricted to Kinesiology majors.*

KINE 207 (2)
Techniques and Analysis of Baseball and Softball
Instruction and practice in catching, throwing, hitting, sliding, base running and bunting. Comprehensive teaching of skills and techniques in baseball and softball. Knowledge and understanding needed to plan and implement baseball and softball programs. *Enrollment restricted to Kinesiology majors.*

KINE 208 (2)
Techniques & Analysis of Track and Field
Instruction and techniques in individual skills and strategies in track and field events. Knowledge and understanding needed to plan and implement a track and field program. *Enrollment restricted to Kinesiology majors.*

KINE 209 (2)
Techniques and Analysis of Golf
Instruction and techniques in individual skills and strategies for successful performance in golf. Knowledge and understanding needed to plan and implement a golf program. *Enrollment restricted to Kinesiology majors.*

KINE 300 (3)
Biomechanics of Human Movement
Principles of mechanics applied to anatomical structure, function and gross motor movements. The mechanics of selected implements and mechanical systems and the analysis of selected motor skills and human movement. *Enrollment Requirement: BIOL 175, 176. Enrollment restricted to students who have completed the lower-division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

KINE 301 (3)
Motor Control and Learning
Study of the principles, models and theories of human movement, with an emphasis on the relevance to sport, physical education, human factors and human performance. Instruction is directed toward understanding the research methods used to evaluate motor control, fundamental principles of motor control, theoretical propositions of human movement control, and applications to movement-intense settings. *Enrollment Requirements: BIOL 175, 176 and KINE 202.*

KINE 302 (3)
Sports Medicine
Examines the recognition, evaluation, and care of athletic injuries, including techniques in taping, prevention and rehabilitation of injuries. *Enrollment Requirements: BIOL 175 and 176.*

KINE 304 (3)
Adapted Physical Education
Designed to prepare Kinesiology majors to meet the physical activity program needs of persons with disabilities. Designed to understand the etiology and characteristics of persons with mental, physical, emotional, sensory, health, learning and/or multiple impairments. Understand when it is appropriate to successfully integrate the disabled individual into the physical education mainstream. *Enrollment Requirement: KINE 202.*

KINE 305 (3)
Applied Kinesiology
Designed to help students gain an in depth understanding of the musculoskeletal and neuromuscular systems. Muscle origins, insertions, and actions will be covered to help students develop foundational understanding of muscle function and joint movement. Muscle groups and their functional relationships will be presented with application to simple mechanical principles for the purposes of analyzing joint and full-body motion as it pertains to human movement in sports, exercise, and activities of daily living. Special emphasis will be placed on posture, gait, and movement screening, with the goal being to help students identify incorrect posture and movement patterns and the possible reasons for each. *Enrollment Requirements: BIOL 175, 176 and KINE 202, 204.*

KINE 306 (3)
Exercise Fitness and Health
Examines the relationship between an active lifestyle and health and the prevention of chronic disease through positive lifestyle choices. Includes in-depth evaluation of personal fitness levels and dietary intake.

KINE 326 (4)
Introductory Exercise Physiology
An introduction to the physiology of exercise. A description of cardiovascular, pulmonary, muscular, endocrine, neural, and metabolic responses to acute and chronic exercise. *Three hours of lecture and three hours of laboratory. Enrollment Requirements: BIOL 175 and 176.*

KINE 336 (3)
Nutrition for Health and Exercise Performance
Applies fundamental biological and nutritional concepts to enhance wellness and athletic performance via nutritional intervention. Students will review current literature and examine products designed to increase performance. Activity and dietary recalls will serve as the basis for individualizing nutritional programs.

KINE 390 (3)
Topics in Kinesiology
Selected Topics in the field of Kinesiology. *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.*

KINE 400 (3)
Movement Theory and Practice of Elementary Physical Education for Children
Provides a comprehensive overview of physical education activities for elementary school children. Includes the study of child development, personality development, analysis and practice of fundamental skills, selection of activities, organizational materials, and the evaluation of teaching ability. *Enrollment Requirement: KINE 202. Enrollment restricted to students with junior standing (>60 units). Prerequisite: KINE 304.*

KINE 401 (3)
Principles, Organization and Management of Secondary School Physical Education
Focuses on the principles of curricular development and administrative practices of physical education in the public schools, with an emphasis on secondary school physical education administrative practices. *Enrollment Requirement: KINE 202. Enrollment restricted to students with junior standing (>60 units). Prerequisite: KINE 304.*

KINE 402 (3)
Applied Theory of Teaching Team, Individual, and Dual Sports
Focuses on knowledge and skill development related to planning, informing (lecturing, demonstrating), managing learners and the environment, and assessing instructional processes and outcomes for team, individual, and dual sports. A comprehensive analysis of the principles of movement and organizational strategies utilized in soccer, baseball, basketball, volleyball, badminton, tennis, pickle ball, racquetball, and track and field. *Enrollment Requirement: KINE 202. Enrollment restricted to students with junior standing (>60 units). Prerequisite: KINE 304.*

KINE 403 (3)
Measurement and Evaluation in Kinesiology
Principles and techniques of construction, organization, administration, interpretation and evaluation of measuring devices used in kinesiology. Includes critical evaluation of data using basic statistical techniques and an evaluation of research design in kinesiology-related studies. *Enrollment Requirement: KINE 204. Enrollment restricted to students who have completed the lower-division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

KINE 406 (3)
Stress Testing and Exercise Prescription
Practical and theoretical knowledge surrounding the various modes and protocols used in graded exercise testing, muscular strength/fitness testing, and exercise prescription based on test results in healthy and diseased populations. Includes an in-depth examination of electrocardiography and a brief introduction to pharmacology. *Prerequisite: KINE 326 with a grade of C (2.0) or better.*

KINE 426 (3)
Exercise Physiology and Special Populations
An in-depth study of changes that occur due to acute and chronic exercise and the influence of disease on these processes. Examines human bioenergetics, fuel metabolism, body composition, and neuromuscular, endocrine, and cardio-respiratory physiology with an emphasis on differences across individuals. *Enrollment Requirement: KINE 204. Prerequisite: KINE 326.*

KINE 495 (3)
Internship in Kinesiology
Practical application of principles related to Kinesiology, as the student will intern at a site approved by the Department Chair. Resumes, cover letters, certifications, and interview techniques may also be covered. *Graded Credit/No Credit. Enrollment restricted to students with Senior standing in last year of Program who have obtained consent of instructor/Department Chair. Prerequisite: KINE 326 with a grade of C (2.0) or better.*

KINE 499A (1) 499B (2) 499C (3) 499D (4) 499E (5) 499F (6)
Independent Study in Kinesiology
Students participate in a faculty-driven and/or independent research projects in Kinesiology, culminating in a final Project submitted by the student alter consulting with the Kinesiology Faculty member. *Enrollment restricted to students with Junior or Senior standing who have obtained consent of instructor.*

LIBERAL STUDIES (LBST)

College of Arts and Sciences

LBST 300 (3)
Perspectives in Liberal Studies
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 (3)
Connecting Disciplines and Crossing Borders
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.*

See "How to Read a Course Description" on page 264.

LBST 307 (3)
Children and the Environment
Provides an interdisciplinary exploration of the environment and children. Students will engage in cross-disciplinary exploration of children's rights, the development of children, childhood and socioeconomic conditions in developed and developing countries, the particular environmental health issues facing children, planning and sustainability, and children's relation to wild and urban areas. Particularly useful for students who are parents, or who plan to be parents, and for those who wish to work as teachers, or with children in other professions. *May not be taken for credit by students who have received credit for ID 370H.*

LBST 361 (3)
The Social Construction of Science
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 361B (3)
The Social Construction of Science
Explores the field of social construction of science, an interdisciplinary area of investigation, 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 understanding the social situation of science and its contributions to the social world. Introduces students to the analysis of science as a social phenomenon, its internal and external constructions, and its practices. It will also show the ideas in science are reflected in the development of social policy. 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 information technologies. *Corequisites: EDMS 545B and ID 381. Enrollment restricted to students who have obtained consent of Department Chair.*

LBST 362 (3)
Technology and Social Change
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 reinterpreted. *May not be taken for credit by students who have received credit for ID 370B.*

LBST 375 (3)
Urban Change and Ethnicity
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 395A (1) 395B (2) 395C (3)
Internship for Liberal Studies
Faculty-sponsored academic internship in community service or education. *May be repeated for a maximum of nine (9) units. Enrollment restricted to students who have obtained consent of instructor.*

LBST 498A (1) 498B (2) 498C (3)
Independent Study
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. Enrollment restricted to students who have obtained consent of instructor.*

LBST 499A (1) 499B (2) 499C (3)
Independent Research
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. Enrollment restricted to students who have obtained consent of instructor.*

LBST 575B (1)
Integrated Program Capstone Seminar
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. Enrollment Requirement: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program. Enrollment restricted to students who have obtained consent of Department Chair.*

LINGUISTICS (LING)

College of Arts and Sciences

LING 100 (3)
English Grammar and Syntax
Presents fundamentals of the English grammatical system using traditional terminology for parts of speech and phrase and sentence types. Emphasis on how structures pattern together to form the complex but orderly system that is English grammar. Attention to integrating sentences into their logical and rhetorical contexts. Identifying and understanding source of sentence-level writing problems.

LING 300 (3)
Introduction to Linguistics
An introduction to linguistic analysis of the languages of the world, the production and organization of natural sound systems, word and sentence formation patterns, and the linguistic organization of meaning. Included are introductions to language acquisition, dialect variations according to culture, region, social group, gender, and age, language history and change, animal communication, language and the brain. *Enrollment Requirement: LING 100.*

LING 300B (3)
Introduction to Linguistics
An introduction to linguistic analysis of the languages of the world, the production and organization of natural sound systems, word and sentence formation patterns, and the linguistic organization of meaning. Included are introductions to language acquisition, dialect variations according to culture, region, social group, gender, and age, language history and change, animal communication, language and the brain. *Enrollment Requirement: LING 100. Enrollment restricted to students who have obtained consent of ICP Advisor.*

LING 304 (3)
Language and Culture in the American Deaf Community
A sociolinguistic introduction to the history, culture, and language of deaf people in the United States. Examines the language, education, social and political aspects, and literary forms of Deaf people, with attention to their struggle for recognition and respect as an American linguistic and cultural minority. *May not be taken for credit by students who have received credit for LING 350B.*

LING 305 (3)
Languages in Contact
An exploration of the language phenomena that occurs in regions where two or more language communities live and work together. Introduces bilingualism, dialects, codeswitching and mixed languages. Language data representing examples of these contact phenomena are used to study the linguistic subsystems of phonology, morphology, syntax and semantics.

LING 331 (3)
Survey of Native American Languages
Includes Native American language families, the geographical locations of Tribal people at the time of European contact, and the current locations of their descendents. It introduces the basics of linguistic structure of languages representing many of these families using language phenomena such as counting systems, non-verbal and written communication systems, songs and culture tales. Current social situations that have led to the endangerment of the majority of indigenous languages in the world will also be discussed.

LING 340 (3)
Interdisciplinary Topics in Linguistics
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. May be repeated for credit as topics change for a total of six (6) units. Recommended Preparation: LING 300.*

LING 341 (3)
Language Issues in the United States
Introduces students to a number of issues surrounding language use in the United States today, including bilingual education, bilingualism, English only legislation, endangered languages, ebonics, and hate speech. Each issue will be considered in its historical context and in terms of its effect on the school-age population of the United States. Class discussion, rather than lecture, will be the main venue for this exploration and each section will involve a project considering the issue in its current, real-world context.

LING 350 (3)
Language Structures
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 change. Prerequisite: LING 300.*

LING 351 (3)
Language Acquisition
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. *May not be taken for credit by students who have received credit for LING 450. Prerequisite: LING 300 or 305.*

LING 360 (3)
Introduction to Cognitive Linguistics
Introduces students to the range of studies within the field of cognitive linguistics. Discusses what we can learn from language use and structure about how the mind stores information, processes data, builds and extends categories. Data from the meaning systems of different languages will be used to introduce students to different ways of perceiving and expressing thoughts about how the world works.

LING 361 (3)
Introduction to Morphology
Morphology is the study of the meaningful pieces that make up words. Introduces students to the major morphological typologies of the world's languages through analysis of data sets from different languages that represent those typologies. Students will discover how morphological systems work through examination of data from languages as diverse in their structure as Chinese, Navajo, and Russian. *Prerequisites: LING 300 or 305 or GRMN 331 or SPAN 331.*

LING 371 (3)
Language and Culture
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 305.*

LING 381 (3)
Language and Gender
Gender roles are dynamic, yet culturally bound. They are determined as a group, yet performed by individuals. These roles are products of historical, sociological, geographic, economic, and linguistic phenomena. All of these contribute to the development of a culture, and all are encoded and reflected in the language used. Students will discover how these phenomena work together in the social contexts of various cultures; with a particular focus on the role language plays in creating and reporting gender roles. *May not be taken for credit by students who have received credit for ID 370M or WMST 300B*

LING 391 (3)
Phonetics and Phonology
Introduction to the phonetic properties of speech sounds and their organization into sound systems. Practice in recognizing, transcribing, and describing sounds. Basic principles and methods of phonological analysis and theory. *Prerequisites: LING 300 or 305 or GRMN 331 or SPAN 331.*

LING 400 (3)
Interdisciplinary Perspectives on Literacy
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 socio-cultural 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. Prerequisites: LING 300 or 305.*

LING 451 (3)
Bilingualism
Multi-dimensional study of bilingualism including: bilingual language and cognitive development, transgenerational patterns, effects of cultural patterns, and political policies toward bilingualism. *Prerequisite: LING 351.*

LING 480 (3)
Field Methods for Linguistics
Introduces the process of discovering structure of a language from data obtained directly from its speakers. Emphasizes effectiveness in the field context, the ethics of linguistic field work, rapid recognition of structural features, and preliminary formulation of a descriptive grammar using computational tools. *Prerequisite: LING 300 or 305.*

See "How to Read a Course Description" on page 264.

LING 499 (3)
Supervised Independent Study
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. Enrollment restricted to students who have obtained consent of instructor.*

LITERATURE AND WRITING STUDIES (LTWR)

College of Arts and Sciences

LTWR 100 (3)
Introduction to Literature
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 nonspecialist. Specific works studied will be representative of several genres, cultures, and periods of literature.

LTWR 105 (3)
Texts That Have Changed the World
Examines the cultural role of literature by studying the way texts respond to ethical and moral questions affecting the past and present while also shaping the future. Special attention given to how texts react to each other and how they promote and respond to economic, political, social, and scientific changes. Students will participate in and learn about the human condition and searches for meaning, understanding, spirituality, artistic expression, communication, national identity, ethnic roots, gender identity, and new worlds. Incorporates activities and materials such as films, music, multimedia presentations and applications, field trips, and guest speakers. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning. *The course does not count towards the LTWR major or minor.*

LTWR 107 (3)
Humor
Broad humanistic exploration of the different kind of texts in which humor manifests itself, such as comedies, jokes, and satires, in an effort to understand how humor operates in them and how humor as a text may be distinguished from humor in other media. Examines theories of humor over the centuries and cross-cultural differences in the theory and practice of humor.

LTWR 115 (3)
Critical Reading and Writing
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. *Enrollment Requirement: GEW 101.*

LTWR 203 (3)
Literature and Health
Explores how literature and film articulate the personal and social dimensions of illness, pain and suffering, and human bodily variations and changes (race, class, sexualities, age, and disability). Interrogates ethical conflicts in the philosophy, technology, and practice of medicine as represented by literature and film. Genres include poetry, fiction, drama, and non-fiction. Texts range from the Bible, Greek drama, Shakespeare through contemporary literature and film, including writing by doctors and nurses. Introduces basic modes of literary and film analysis.

LTWR 206 (3)
Fantastic Journeys and Other Worlds
Explores the theme of the journey in world literature. Examines the powerful metaphors of travel, quest, passage, voyaging, pilgrimage, exile, homelessness, homecoming, wandering, and sojourning as they have played out in both classics and selected modern works. The works offer a variety of types of literary and cultural texts and a variety of literary styles and cultural strategies. Incorporates activities and materials such as texts, films, music, lectures, multimedia presentations and applications, field trips, and guest speakers. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning. *This course does not count towards the LTWR major or minor.*

LTWR 208A (3)
World Literature: Antiquity to the 16th Century
An introduction to world literatures from antiquity to the 16th Century. Critical analyses of literary works from multiple 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.

LTWR 208B (3)
World Literature: 17th Century to the Present
An introduction to world literatures from the 17th Century to the present. Critical analyses of literary works from multiple 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.

LTWR 210 (3)
Introduction to Global Literature
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 (3)
Introduction to Creative Writing
Beginner's workshop for students interested in writing fiction, poetry, and drama. Students will engage in both creative and analytical writing.

LTWR 300A (3)
History and Practice of Literary Commentary I
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 have received credit for LTWR 300. Enrollment Requirement: Completion of LTWR 100, 208A, 208B, or 210. Enrollment restricted to students who have taken LTWR 115 or otherwise completed the LDGE critical thinking requirement (A3).*

LTWR 300B (3)
History and Practice of Literary Commentary II
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. *Enrollment Requirement: Completion of LTWR 100, 208A, 208B, or 210. Enrollment restricted to students who have taken LTWR 115 or otherwise completed the LDGE critical thinking requirement (A3).*

LTWR 301 (1-3)
Topics in Writing
Selected topics in the writing field. *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.*

LTWR 302 (3)
Topics in Literature
Selected topics in literature. *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.*

LTWR 303 (3)
Masterworks in Literature
An introduction to masterpieces of the literary tradition, emphasizing historical, cultural, generic, and thematic connections. Interrogates the conditions under which these works are considered "masterpieces," and examines the social, philosophical, spiritual, and aesthetic values embedded within the works and the cultures that produce them. *The content of each course is reflected by its sub-title. Intended for the non-major, but LTWR majors may petition their advisors to accept this course toward the major on a case-by-case basis. May be repeated as issues/themes change for a total of six (6) units.*

A. U.S. War Literature
B. Nobel Laureates
C. California Stories

LTWR 305 (3)
Forms of Written Discourse
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 (3)
English Literature I
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. *Enrollment Requirement: Completion of LTWR 100, 208A, 208B, or 210. Enrollment restricted to students who have taken LTWR 115 or otherwise completed the Critical Thinking requirement (A3).*

LTWR 308B (3)
English Literature II
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. May not be taken by students who have received credit for LTWR 410D. Enrollment Requirement: Completion of LTWR 100, 208A, 208B, or 210. Enrollment restricted to students who have taken LTWR 115 or otherwise completed the LDGE Critical Thinking requirement (A3).*

LTWR 309A (3)
United States Literature I
Survey of literature and culture of the United States from the Colonial Period to American Romanticism. *May not be taken by students who have received credit for LTWR 410A. Enrollment Requirement: Completion of LTWR 100, 208A, 208B, or 210. Enrollment restricted to students who have taken LTWR 115 or otherwise completed the LDGE Critical Thinking requirement (A3).*

LTWR 309B (3)
United States Literature II
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. *May not be taken by students who have received credit for LTWR 410A. May not be taken by students who have received credit for LTWR 410B. Enrollment Requirement: Completion of LTWR 100, 208A, 208B, or 210. Enrollment restricted to students who have taken LTWR 115 or otherwise completed the LDGE Critical Thinking requirement (A3).*

LTWR 310 (3)
Folklore and Mythology
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 (3)
Nonfiction Prose Workshops
A workshop for students interested in practicing writing in the professions, reportage, critical or general nonfiction prose. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 316 (3)
Student Newspaper
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, but no more than six units may be applied toward the LTWR major. Students may not receive credit for both. Enrollment Requirement: GEW 101.*

LTWR 317 (3)
Technical Writing
A workshop for students interested in practicing writing in the professions.

LTWR 318 (3)
Small Press Publishing
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 (3)
Sacred Texts
Study of selected texts drawn from the world's religious traditions — Christian, Jewish, Buddhist, Hindu, Taoist, Confucian, and Muslim. Emphasis will be on the intrinsic literary interest of these texts as well as their thematic impact on other genres. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 325 (3)
Creative Writing Workshop
A workshop for students interested in writing fiction, poetry, drama, and the like. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 330 (3)
Poetry
Studies various genres and/or forms of poetry such as modern American women's poetry, lyric poetry, epic poetry and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

See "How to Read a Course Description" on page 264.

LTWR 331 (3)
Fiction
Studies various genres and/or forms of fiction such as short stories, novels, detective fiction and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 332 (3)
Non-Fiction
Studies various genres and/or forms of non-fiction such as biography, autobiography, essays, travel writing, and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 333 (3)
Drama
Studies various genres and/or forms of drama such as tragedy, comedy, theater of the absurd, and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 334 (3)
Film
Studies various genres, forms and/or directors of film. The content of each course is reflected by its sub-title. *May be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

A. The Western
B. Women Before and Behind the Camera
C. Asian Film

LTWR 336 (3)
Film and Other Genres
Studies various genres and/or films in relationship to other arts or texts. *The content of each course is reflected by its sub-title. Together with LTWR 335, may be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

A. Hitchcock and the Masters of Suspense
B. Detective Films and Novels
C. The American Gilded Age in Film and Fiction
D. European Cinema
E. Jane Austen: Novel into Film

LTWR 337 (3)
American Film and Politics
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 338 (3)
Children's Literature into Film
Comparative analysis of classic and award-winning novels (nineteenth century to the present) and films based on them, with attention to cultural history of the child and literature for children. Emphasis on recurrent themes and literary tropes and key problems for critics, teachers, and parents. As well as basic terms and strategies for literary analysis, students will learn and use basics of film analysis. Distinct from children's literature courses offered in most departments/colleges of education in that its primary focus is the critical analysis of literature, film, and culture, rather than linking texts to child development or guiding students in appropriate methods for selecting texts for courses in primary and secondary education. The course is nonetheless useful and interesting to future teachers and anyone who spends time with children or is interested in writing for children. *May not be taken by students who have received credit for LTWR 302L.*

LTWR 339 (3)
Advanced Expository Writing
Explores the complexities of producing sophisticated written analysis and argument characteristic of intellectual work in the academy, professional writing, and other sites of cultural discourse. Addresses the politics of writing by preparing students for various writing situations, with attention given to critical reading, rhetorical analysis, responding to and making use of the work of others, substantive revision, and engaging with a variety of rhetorical conventions. *Enrollment Requirement: GEW 101.*

LTWR 340 (3)
The Monstrous, the Grotesque, and the Occult
Surveys discourses of the monstrous - from psychological theories of the grotesque to ancient folklore about the occult to postmodern ghost stories like the X-Files—which try to explain the incomprehensibility of our world. Examination of various texts will reveal how culture has asked, and answered, such questions as who we are and how we've come to be ourselves. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning.

LTWR 350 (3)
Reclaiming the Humanities
Introduces students to origins of the "Humanities" in the Western tradition and places works of that tradition within a global historical context. Issues include: specific contribution of religious and philosophical systems to a definition of the humanities, how artists have shaped changing notions of what constitutes the humanities, and how non-Western systems of evaluating human and social endeavors have challenged Western notions of the humanities.

LTWR 400 (3)
Author Studies
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. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 402 (3)
Studies in Shakespeare
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 (3)
History of Writing and Literacy
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 (3)
Global Literature I
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. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 420 (3)
Global Literature II
Survey to compare literatures from various parts of the globe. Analysis of ways in which literatures reflect and express similarities and differences among cultures. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 430 (3)
Major Periods and Movements
Approaches to literature or literary ideas by locating them within a specific historical context or a literary background. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 431 (3)
U.S. Environmental Literature
Explores the U.S. literary and cultural history of the idea of nature. Focuses on the characteristic rhetorical strategies of environmental literature or nature writing - such as claims of spiritual connection and recreation, blending of description and celebration, and direct and indirect political argument. Interprets the texts we read in the context of the long development from agrarian colony to industrial capitalist nation, with the goal of understanding how the way we organize our society and its relation to the environment influences the way we think about nature.

LTWR 441 (3)
Literature and Other Arts and Disciplines
Comparative study of literature and other arts or other academic disciplines such as anthropology, science, philosophy, or psychology. The content of each course is reflected by its sub-title. *Together with LTWR 440, may be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

A. The Modern Subject in Literature, Art, Film and Psychoanalysis

LTWR 450 (3)
Comparative American Ethnic Literature
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 (3)
Theories, Methods, and Themes in Cultural Studies
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. Prerequisites: LTWR 300A and 300B.*

LTWR 465 (3)
Theory and Practice of K-12 Writing Instruction
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 (3)
The Writing Process
A workshop in advanced expository writing as a creative process. Current research on creativity and the writing process will also be discussed. *May be repeated for a total of six (6) units. May not be taken for credit by students who have received credit for LTWR 515.*

LTWR 485 (3)
Collaborative Writing and Theory
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 (3)
Senior Seminar
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.*

LTWR 495A (1) 495(B) 495C (3) 495D (4) 495E (5) 495F (6)
Internship
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. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 499A (1) 499(B) 499C (3) 499D (4) 499E (5) 499F (6)
Supervised Independent Study
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 once for a total of up to six (6) units of credit. Graded Credit/No Credit. Note: This course cannot be substituted for other courses in the major without petition approval by the Literature and Writing Studies Curriculum Committee. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 501 (3)
Advanced Topics in Writing Studies
Selected Topics in Writing Studies. *May be repeated for a total of (6) units with new course content. Students should check the Class Schedule for listing of actual topics. Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level.*

LTWR 502 (3)
Advanced Topics in Literature
Selected topics in literature. May be repeated for a total of (6) units with new course content. Students should check the Class Schedule for listing of actual topics. *Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level.*

See "How to Read a Course Description" on page 264.

LTWR 503 (3)
Literary Period or Movement
Advanced, historically oriented study of a literary period such as the Renaissance, or a movement such as Post Modernism. The content of each course is reflected by its sub-title. *Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level. Together with LTWR 603, may be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) may be applied toward major requirements or the Master's degree in Literature and Writing Studies.*

A. Renaissance to Romanticism
B. Postmodern Narratives Identity
C. Marxism and Literature
D. The Literature of Witchcraft

LTWR 504 (3)
Advanced Author Studies
Advanced critical studies of a major author or authors. Special attention will be given to the cultural production of the text(s) as well as the historical reception of the author. The content of each course is reflected by its sub-title. *Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level. Together with LTWR 604, may be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) may be applied toward major requirements or the Master's degree in Literature and Writing Studies.*

A. Collin/Victorian Novel
B. Johnson and Boswell

LTWR 509 (3)
Classical Rhetoric
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. May not be taken for credit by students who have received credit for LTWR 609. *Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level.*

LTWR 511 (3)
Literature in Translation
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 Language Other than English Requirement for graduate students in Literature and Writing Studies. *May be repeated for a maximum of six (6) units. May not be taken for credit by students who have received credit for LTWR 611. Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level.*

LTWR 512 (3)
Modern Rhetoric
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. May not be taken for credit by students who have received credit for LTWR 610. *Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level.*

LTWR 513 (3)
Studies in Contemporary Literature
Focuses on literature produced within the last 20-25 years, including fiction, poetry, drama, and mixed genre work. Explores narrative, poetic, and dramatic structures (both conventional and non-conventional) and the relationship between literary conventions and cultural context. Course assignments can be creative, analytical or some combination of both. Specific geographical focus varies, but in some semesters, the course will emphasize world or non-western literature. Students may also be required to attend several public literary readings. *Together with LTWR 502A, may be repeated as issues/themes change for a total of six (6) units. Prerequisite for undergraduates: LTWR 308B and 309B.*

LTWR 525 (3)
Theory and Practice of College Writing Instruction
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 for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level..*

LTWR 545 (3)
Advanced Creative Writing
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 for undergraduates: LTWR 325.*

LTWR 600 (3)
Research and Critical Methodology
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 (3)
Literary Study in a Multicultural World
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 (3)
Composition Theories and Practices I
An introduction to current debates and crucial issues in rhetoric and composition, with special attention to the relationships between theories and practices of writing, between rhetoric and culture, between ideology and pedagogy, and between composition studies and other disciplines. Prepares students to teach composition at the post-secondary level, such as the CSUSM GEW program. *Enrollment Restriction: Open only to students accepted into the LTWR Master's program; serves as a prerequisite for applying for Teaching Assistanships in the GEW program.*

LTWR 605 (3)
Seminar in Thematic Studies
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. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 606 (3)
Seminar in Genre Studies
An examination of one or more genres, for example satire, utopian fiction, autobiography, travel narrative, landscape poetry, the essay, film. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 607 (3)
Seminar in Comparative Studies
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). *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 608 (3)
Seminar in Critical and Theoretical Studies
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. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 612 (3)
Seminar in Rhetorical Theories and Cultures
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. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 613 (3)
Seminar in Creative Writing
For students who wish to continue refining their skills in poetry, short stories, novels and/or screen writing. Content to be decided by collaboration between the student and the instructor. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree. Enrollment Requirement: LTWR 325, 545 or equivalent experience in creative writing.*

LTWR 615 (3)
Scholarly Publishing in Literature and Writing
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. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree. Prerequisites: LTWR 525. Enrollment Requirement: One 600-level course. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 690A (1) 690B (2) 690C (3) 690D (4) 690E (5) 690F (6)
Graduate Research
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. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 695A (1) 695B (2) 695C (3) 695D (4) 695E (5) 695F (6)
Internship
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. Graded Credit/No Credit. Only three (3) units may be applied toward the Master's degree. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 699 (3)
Graduate Thesis
Enrollment Requirement: Completion of twenty-four (24) units in the graduate program prior to enrollment. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.

LTWR 699X (1) 699Y (2) 699Z (3)
Thesis Extension
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 for LTWR 699X, 699Y, or 699Z. Graded Credit/No Credit. May be repeated, but credit will not be applied toward the Master of Arts in Literature and Writing Studies degree. Enrollment Requirement: Prior registration in LTWR 699 with a satisfactory grade.*

MASS MEDIA (MASS)

College of Arts and Sciences

MMP = Mass Media Production

MOS = Media Organizations and Systems

MUE = Media Uses and Effects

MASS 302 (3)
Media Production and Context
Introduction to the critical study of media representation and digital video production. Students learn critical media literacy aimed at analyzing mainstream representations of Otherness while exploring the concepts of voice, style and structure using alternative productions that challenge dominant images. Students make short media productions in which they turn the critical lens on the Other-izers by occupying and interrogating producer, subject and audience positions. Students explore content around identity by creating analytical media memoirs about aspects of their personal history. *(MUE, MOS, MMP)*

MASS 303 (3)
Mass Media and Technology
A critical and historical examination of 19th, 20th, and 21st century analog and digital mass media/communication technologies. Introduces the role of media technology in human creative activity and examines the contexts in which new technologies come into use. Students will examine economic and political issues that have (and do) influence the selection of some technologies and standards over others. Students may have the opportunity to create media projects applying course concepts. *[COMM 480B may be substituted for this course] (MMP, MOS, MUE)*

See "How to Read a Course Description" on page 264.

MASS 304 (3)
Global Media
An exploration of "globalization" as an historical – as well as a contested – process, and of cultural, social, technological economic political processes at work in "mass media globalization". Case studies link discussions of specific forms (i.e., music, radio, video, journalism, internet/web cell phones, broadcast satellites, and points of origin) to old and new audiences. These case studies are contextualized in a consideration of specific communication processes associated with trade, war, community development, policy making and reform, and privatization/deregulation. *(MUE, MOS, MMP)*

MASS 306 (3)
Media Distribution
Examines the distribution of media products, and focuses on identifying and critiquing distribution patterns, structures, practices, and the institutions that offer mediated experience. Highlights two parallel trends in the context of technological advances and convergences: consolidation of mass media industries, and the simultaneous empowerment of independent and guerilla distribution. Students will be able to examine and work within a number of distributor models and strategies including grassroots/community media, self-publishing, viral marketing, festivals, trade shows, pod and web casting, and learn about the communication processes used to create distribution networks. *(MUE, MOS, MPP)*

MASS 315A (3)
The News: Print Journalism
Introduces students to print journalism, specifically news writing and reporting. The fundamentals of journalism (e.g., accuracy, objectivity and fairness, interviewing, etc.), basic news writing skills (e.g., AP style), and reporting skills (e.g., database research) are presented. May also examine the development, technologies, professions, and conventions of print journalism. Students will have the opportunity to submit stories related to a campus or local beat to The Pride, the university newspaper. *May be repeated for up to nine (9) units of credit, six (6) of which may be applied to the Mass Media major as major electives. (MMP, MOS)*

MASS 315B (3)
The News: Electronic Journalism
Examines the development, technologies, professions, and conventions of news in regard to film, radio, TV, and the WWW. Explains the processing of information during the creation of broadcast news. Considers various influences on electronic journalism. Compares electronic and print journalism. Students have the opportunity to create media projects applying course concepts, and to submit stories related to a campus or local beat to the university newspaper's web news site. *Prerequisite: MASS 315A. (2nd of two-semester sequence) (MMP, MOS)*

MASS 322 (3)
Media Power
Illustrates how media power operates in culture through discourse in local and global contexts. Students examine the power dynamics among producers, subjects and audiences in and around mass media: who makes what for whom and how. Readings and discussions will explore power-inflected relations in mass media, along with discovering possibilities in how to reclaim media power. What happens when historical others make work about themselves, their cultures and communities? *(MUE, MOS)*

MASS 324 (3)
Media Effects
Explores theories and methods used in scholarly and commercial industrial research on media uses, interpretations and effects. Focus on communication structures, contexts and processes that influence the connections between receiving information, constructing meaning and attitudes and individual and social behavior. Students may have the opportunity to create media projects applying course concepts. *(MUE)*

MASS 424 (3)
Media Genres
Examines how media production participants develop products that fit common formats (e.g., sitcoms, soaps, heavy metal, rap, action films, comedies); how production participants and audiences develop recognition and understandings of genres and their conventions; and how production processes differ for various formats. Students consider the persistence and change of common cultural forms. Students have the opportunity to create media projects applying course concepts. *Prerequisite: MASS 302. [COMM 400 may be substituted for this course] (MMP)*

MASS 430 (1-4)
Topics in Mass Media Production
Focused study on a specific aspect of mass media production. *Students should check the Class Schedule for listing of actual topics. Topics vary by semester. May be repeated for credit as topics change for a total of six (6) units. (MMP)*

MASS 431 (3)
Politics and Practice of Editing
Develops the creative and technical skills involved in the editorial choices imposed on the moving image. Students learn how to build arguments and create political ideologies through the juxtaposition of images or alterations of soundtracks. Students develop proficiency in the creative use of the digital editing station and hone their analytical skills in understanding the politics of film/video editing strategies. All work will be discussed from aesthetic, theoretical, and technical points of view. *May not be taken for credit by students who have received credit for MASS 405B.*

MASS 450 (1-4)
Topics in Media Organizations and Systems
Focused study on a specific aspect of media organizations and systems. *Students should check the Class Schedule for listing of actual topics. Topics vary by semester. May be repeated for credit as topics change for a total of six (6) units. (MOS)*

MASS 456 (3)
Media Critique
Critical analysis of a variety of modes of production and explores alternative options. Devoting considerable critical attention to the relationship between production practices and the texts which result from them, students will hone their technical, aesthetic, and media literacy skills by producing one media project. The instruction will be conceptually based and reflects on media styles as well as offering students the opportunity to critique each other's work. *Prerequisite: MASS 302. (MMP)*

MASS 457 (3)
Video Studio Production
Focuses on integrating political and social analysis with studio production. Discussions of community-based media and independent media makers will be used in creating alternatives to corporate commercial media. The course provides the technical means and creative encouragement to make alternative studio productions. All work will be produced in the studio and transmitted to on and off-campus audiences while encouraging dialogue about difference and power, media representation and reception. *Prerequisite: MASS 302. (MMP)*

MASS 460 (3)
Political Economy of Mass Media
Theories and problems concerning systems of support and control of the mass media, with special reference to the role of special interest groups and the political state. Emphasis on allocations of spectrum, time, money, energy, materials, and humanre-sources among agencies of mass communi-cation systems. Consideration is given to questions of access to media institutions and the operations of such institutions in light of governmental regulations and policies. Some focus on the significance of mass communication in conducting foreign affairs, as well as the role of mass communication in developing nations. *(MC)*

MASS 470 (1-4)
Topic in Mass Media
Focuses on a specific aspect of mass media which involves mass media production and/or media organization and systems and/or media uses and effects. *Topics vary by semester. Students should check the Class Schedule for listing of individual topics and the areas (MMP, MOS and/or MUE). May be repeated for credit as topics change for a total of six (6) units.*

MASS 480 (1-4)
Topics in Media Uses and Effects
Focuses on a specific aspect of media uses and effects. Students should check the Class Schedule for listing of actual topics. Topics vary by semester. *May be repeated for credit as topics change for a total of six (6) units. (MUE).*

MASS 490 (3)
Capstone Project
Students plan, develop, and complete a mass media production (MMP) or research project that includes multimedia materials (MOS, MUE). Capstone Projects will integrate the particular areas of study that students have emphasized during their respective upper-division careers. *Enrollment Requirement: Completion of all Mass Media required courses. Enrollment restricted to students with Senior status. (MMP, MOS, MUE)*

MASS 495 (3)
Communication Internship
Provides students with opportunities to examine organizational, intercultural, mediated, and other modes of communica-tion during routine work activities in private and public enterprises outside of the classroom setting. Students complement classroom and laboratory learning with that of the work world. Internships may be paid or unpaid. *May be repeated for credit for a total of six (6) units toward the COMM or MASS major in any combination from 495 and 499. Also offered as COMM 495. Students may not receive credit for both. Corequisite: Internship placement. Enrollment restricted to students who have obtained consent of instructor. Enrollment Requirement: COMM 100. Prerequisite: 300, 330, 360, 390 or MASS 302, 303, 304 or 306. Enrollment restricted to Communication or Mass Media majors with Junior or Senior status (more than 60 completed units) who have obtained consent of instructor.*

MASS 499A (1) 499 (2) 499 (3)
Independent Study
May be used by students who desire to do individualized projects with a professor. *May be repeated for a total of six (6) units. MASS 495 and MASS 499 may total no more than six (6) units applied toward the major. Enrollment restricted to students who have obtained consent of instructor.*

MATHEMATICS (MATH)

College of Arts and Sciences

MATH 022 (1)
Supplemental Instruction in MATH 051
Peer-facilitated learning session focused on development of skills needed to succeed in MATH 051 and subsequent math courses. Intended to provide a collaborative learning environment where students can work on problem solving, general study skills, and MATH 051 course content. *May be repeated for a total of two (2) units. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.*

MATH 051 (4)
Entry Level Mathematics
Algebra: Operations with numbers, poly-nomials, 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, but it is counted in determining financial aid and VA benefits. A grade of C or better fulfills the Entry Level Mathematics (ELM) requirement. Enrollment Requirement: Highest ELM score between 40 and 48 inclusive, or a highest ELM score below 40 and completion of a college beginning algebra class with a minimum grade of C (2.0). Students that have satisfied the ELM requirement may not enroll.*

MATH 051C (4)
Computer Aided Entry Level Mathematics
Algebra: Operations with numbers, polyno-mials, 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; simple statistics. *Note: MATH 051C does not count towards any graduation requirement to be completed at CSUSM, but is counted in determining financial aid and VA benefits. A grade of C or better fulfills the Entry Level Mathematics (ELM) requirement. Enrollment Requirement: Highest ELM score between 40 and 48 inclusive, or highest ELM score below 40, and completion of a college beginning algebra course with a grade of C (2.0) or better.*

MATH 110 (3)
Critical Thinking
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.

See "How to Read a Course Description" on page 264.

MATH 115 (3)
College Algebra
Equations and inequalities, functions, graphs, polynomials, exponential and logarithmic functions, conics, sequences and series, counting principles, binomial theorem, and systems of linear equations. *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 or MATH 125. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 125 (4)
Pre-Calculus
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. *May not be taken for credit by students who have received credit for MATH 115. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 132 (3)
Survey of Calculus
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. *Enrollment Requirement: MATH 115 with a grade of C (2.0) or better.*

MATH 160 (5)
Calculus with Applications, I
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 graphing calculators. *Enrollment Requirement: A strong background in high school mathematics (Algebra I and II, Geometry, and Trigonometry) or MATH 125 with a grade of C (2.0) or better.*

MATH 162 (4)
Calculus with Applications, II
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 graphing calculators. *Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.*

MATH 210 (3)
Math for K-8 Teachers I: Number Sense
Designed to reinforce mathematical concepts for those teaching in grades K-8. 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. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 212 (3)
Mathematics for K-8 Teachers II: Geometry, Measurement, and Reasoning
Designed to reinforce mathematical concepts for those teaching in grades K-8. Emphasis on patterns and functional relationships; geometric concepts in two- and three-dimensional space: points, lines, planes, curves, triangles, convex figures, parallelism, congruence, similarity, symmetry, perimeter, area, volume; problem-solving strategies; appropriate use of technology; historical/cultural perspectives. *Credit may not be counted toward the mathematics major. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement. Enrollment Requirement: MATH 210 with a grade of C (2.0) or better.*

MATH 242 (3)
Introduction to Statistics
Types of data, measures of central tendency and variation, visualizing data, counting principles, standard random variables, probability, conditional probability, standard discrete probability distributions, normal probability distribution, tests for normality, sampling distribution, central limit theorem, hypothesis tests for means and proportions, correlation and regression. *May include computer software such as Excel, Minitab, or courseware. Credit may not be counted toward the mathematics major. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement. Enrollment Requirement: MATH 115.*

MATH 260 (4)
Calculus with Applications, III
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. *Enrollment Requirement: MATH 162 with a grade of C (2.0) or better.*

MATH 262 (3)
Introduction to Differential Equations
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. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes. Enrollment Requirement: MATH 162 with a grade of C (2.0) or better.*

MATH 264 (3)
Introduction to Linear Algebra
Matrix algebra, systems of linear equations, vector spaces, independence, linear transformations, eigenvalues and eigenvectors, applications. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment Requirement: MATH 115 with a grade of C (2.0) or better.*

MATH 270 (3)
Basic Discrete Mathematics
Exposure to fundamental discrete mathematical skills and knowledge: basic logic and applications in computer science, methods of proof, functions, relations, sets, basic counting techniques, graphs, trees, applications in computer science. *Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.*

MATH 303 (3)
Themes for Society
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. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Mathematics/ Quantitative Reasoning (B4).*

MATH 304 (3)
Women and Mathematics
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. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

MATH 308 (3)
Non-Statistical Mathematics in the Social Sciences
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. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

MATH 311 (3)
Mathematics for K-8 Teachers, III: Algebra, Probability, Statistics, and Data Analysis
Designed to reinforce mathematical concepts for those teaching grades K-8. Emphasis on linear and quadratic equations and inequalities; collection, organization, and representation of data; inferences, predictions, and arguments based on data; basic notions of chance and probability; appropriate use of technology; historical/cultural perspectives. *May not be taken for credit by students who have received credit for MATH 311B. Credit may not be counted toward the mathematics major. Enrollment Requirement: MATH 212 with a grade of C (2.0) or better.*

MATH 311B (3)
Mathematics for K-8 Teachers III: Algebra, Probability, Statistics, and Data Analysis
Designed to reinforce mathematical concepts for those teaching grades K-8. Emphasis on linear and quadratic equations and inequalities; collection, organization, and representation of data; inferences, predictions, and arguments based on data; basic notions of chance and probability; appropriate use of technology; historical perspectives. *Credit may not be counted toward the mathematics major. May not be taken for credit by students who have received credit for MATH 311. Enrollment Requirement: MATH 212 with a grade of C (2.0) or better. Corequisite: EDMS 512B, EDMS 522B, EDMS 543B. Enrollment restricted to students participating in the Integrated Credential Program.*

MATH 314 (1)
Workshop for Future Mathematics Educators
Provides a discussion forum for students pursuing the Mathematics Single-Subject CSET Waiver Program, while co-enrolled in EDUC 350, Foundations of Teaching as a Profession. Discussions focus on various mathematical subject matters typically presented in secondary-level classrooms which students visit and observe in EDUC 350. Students link their observations from the field experience to their own study of relevant mathematical skills and knowledge. *Credit may not be counted towards the mathematics major. Enrollment Requirement: MATH 162 with a grade of C (2.0) or better. Corequisite: EDUC 350.*

MATH 315 (3)
Finite Mathematics
Sets, permutations, combinations, probability, linear equations and inequalities, matrices, linear programming, finance. *Credit may not be counted toward the mathematics major. May not be taken for credit by students who have received credit for MATH 130. Enrollment restricted to students who have completed the lower-division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

MATH 330 (3)
Introduction to the History of Mathematics
Major currents in the evolution of mathematical thought from early civilization to modern times. *Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.*

MATH 340 (3)
Stochastic Modeling in Business and Economics
Introduction to stochastic modeling with emphasis on application in business and economics. Discrete probability distributions including uniform, Bernoulli, binomial, hypergeometric, multinomial, and geometric. Random variables, expected value, and standard deviation. Joint distributions, conditional distributions, independence, and conditional expected value. Laws of large numbers. Discrete time Markov chains and martingales. Applications to include queuing models, cash and inventory management models, and stock option pricing. *May not be taken for credit by students who have received credit for MATH 440, 441 or 571. Enrollment Requirement: MATH 132 or 160, or 264 with a grade of C (2.0) or better. Prerequisite: MATH 315 or 374 with a grade of C (2.0) or better.*

MATH 346 (3)
Mathematical Methods for Physics
Survey of mathematical methods applicable to physics. Includes series, complex analysis, ordinary and partial differential equations, and special functions and transforms. *Recommended Preparation: MATH 260. Enrollment Requirement: MATH 162 with a grade of C (2.0) or better.*

MATH 350 (3)
Foundations for Theoretical Mathematics
Bridge course between computation-driven mathematics and theoretical mathematics. Designed to familiarize the student with the language and process of rigorous mathematical thought, speech, and writings through the introduction of typical and important examples from algebra, analysis, combinatorics, and geometry. Covers elementary logic, methods of proof, mathematical induction, sets, relations, including order relations and equivalent relations, functions and inverse functions, and binary operations. Mathematics majors are encouraged to take this course as early as possible. *Enrollment Requirement: MATH 160 with a minimum grade of C (2.0).*

MATH 362 (3)
Differential Equations
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. *Enrollment Requirement: MATH 162 with a grade of C (2.0) or better.*

See "How to Read a Course Description" on page 264.

MATH 370 (3)
Discrete Mathematics
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. *Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.*

MATH 374 (3)
Linear Algebra
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. *Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.*

MATH 378 (3)
Number Systems
Numbers: natural, rational, real, complex. Algebraic laws: commutative, associative, distributive. Brief introduction to groups, rings and fields. Divisibility and unique factorization for integers and polynomials. Integers modulo n as finite rings and fields. The rational numbers as a non-complete countable ordered field. The real numbers as a complete uncountable ordered field. Sequences and limits including Cauchy sequences, lim inf and lim sup. Complex numbers including De Moivre's theorem and related trigonometric identities. Factoring polynomials over the various number systems. The Fundamental Theorem of Algebra. *Prerequisite: MATH 350 or MATH 370 with a grade of C (2.0) or better.*

MATH 390 (1)
Mathematics Colloquium
Guest lecturers present seminars on mathematical topics, e.g., recent advances in mathematics research, interesting applications of mathematics, or fun and challenging math problems. Students must attend each seminar, prepare a journal summarizing the content of each presentation, and write a follow up paper on one of the topics that they found particularly interesting. *May be repeated for credit for a total of three (3) units. Graded Credit/No Credit. Enrollment Requirement: MATH 162 with a grade of C (2.0) or better.*

MATH 401 (3)
Number Concepts for Teachers
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 major. Enrollment Requirement: MATH 210 and 212 with a grade of C (2.0) or better.*

MATH 403 (3)
Geometry for Teachers
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 mathematics major. May not be taken for credit by students who have received credit for EDUC E596S. Enrollment Requirement: MATH 210 and 212 with a grade of C (2.0) or better.*

MATH 405 (3)
Statistics and Probability for Teachers
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 mathematics major. Enrollment Requirement: MATH 210 and 212 with a grade of C (2.0) or better.*

MATH 407 (3)
Problem Solving for Teachers
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 mathematics major. Enrollment Requirement: MATH 210 and 212 with a grade of C (2.0) or better.*

MATH 409 (1-3)
Topics in Mathematics for Teachers
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 mathematics major. Enrollment Requirement: MATH 210 and 212 with a grade of C (2.0) or better.*

MATH 410 (3)
Modern Geometry
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 370 with a grade of C (2.0) or better.*

MATH 422 (3)
Introduction to Number Theory
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. *May not be taken for credit by students who have received credit for MATH 372. Prerequisite: MATH 378 with a grade of C (2.0) or better.*

MATH 430 (3)
Foundations of Analysis
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. *May not be taken for credit by students who have received credit for MATH 360. Prerequisite: MATH 378 with a grade of C (2.0) or better.*

MATH 440 (4)
Introduction to Mathematical Probability and Statistics
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, confidences intervals, simple linear regression. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *Enrollment Requirement: MATH 260 with a grade of C (2.0) or better.*

MATH 441 (3)
Introduction to Probability
Discrete and continuous probability spaces, axiomatic formulation, combinatorics, conditional probability and independence, standard discrete and continuous probability distributions (including uniform, Bernoulli, binomial, Poisson, geometric, normal, and exponential), random variables, expectation and variance, joint distributions, limit theorems. Emphasis on modeling. Simple proofs required. Additional topics may include random walks, branching processes, and generating functions. *Enrollment Requirement: MATH 162 with a grade of C (2.0) or better. Co/prerequisite: MATH 260.*

MATH 442 (3)
Introduction to Mathematical Statistics
Data analysis and inferential statistics: random samples, estimation, sufficient statistics, confidence intervals, hypothesis tests, curve fitting, linear regression, least squares, goodness of fit. Covers both theory and applications, with emphasis on applications. Simple proofs required. *Prerequisite: MATH 441 with a grade of C (2.0) or better.*

MATH 464 (3)
Numerical Analysis and Computing
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 CS 464. Students may not receive credit for both. Enrollment Requirement: CS 111 and MATH 162.*

MATH 470 (3)
Introduction to Abstract Algebra
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 378 with a grade of C (2.0) or better.*

MATH 472 (3)
Introduction to Graph Theory
Fundamental concepts of undirected and directed graphs, trees, connectivity and traversability, planarity, colorability, networks, matchings; emphasis on modern applications. *Prerequisite: MATH 350 or 370 with a grade of C (2.0) or better.*

MATH 474 (3)
Introduction to Combinatorics
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 with a grade of C (2.0) or better.*

MATH 480 (3)
Introduction to Optimization
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. *Also offered as CS 480. Students may not receive credit for both. Prerequisite: MATH 374.*

MATH 490 (3)
Senior Seminar
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. Enrollment Requirement: Twelve (12) units of upper-division mathematics. Other requirements to be determined by instructor.*

MATH 491 (3)
Senior Seminar with Lab
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. Enrollment Requirement: Twelve (12) units of upper-division mathematics. Other requirements to be determined by instructor.*

MATH 495 (1-3)
Internship in Mathematics
Faculty-sponsored academic internship in business, industrial, government, research firm, or university labs and centers. *Enrollment restricted to students who have obtained consent of instructor.*

MATH 498A (1) 498B (2) 498C (3)
Individual Study in Mathematics
Individually directed reading and study in mathematical sciences literature. *May be repeated for a maximum of three (3) units. Enrollment Requirement: Twelve (12) units of upper-division in Mathematics. Enrollment restricted to students who have obtained consent of instructor.*

MATH 499A (1) 499B (2) 499C (3)
Independent Research in Mathematics
Designed for students capable of independent and original research. *May be repeated for a maximum of three (3) units. Enrollment Requirement: Twelve (12) units of upper-division mathematics. Enrollment restricted to students who have obtained consent of instructor.*

MATH 505 (3)
Readings from Original Sources
Mathematics studied through the reading, analysis and discussion of original papers. *May be repeated once for credit with consent of instructor. Enrollment requirements to be determined by instructor.*

MATH 510 (3)
Mathematical Communication
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350. Additional enrollment requirement for all students: At least nine (9) other units of upper-division mathematics.*

See "How to Read a Course Description" on page 264.

MATH 520 (3)
Algebra
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. *Prerequisite for undergraduate students and enrollment requirement for graduate students: MATH 470.*

MATH 521 (3)
Computational and Applied Algebra
Introduction to algebraic tools and ideas that have applications in such fields as cryptography, coding theory, number theory, algebraic geometry, integer programming, computing modeling, and robotics. Includes some of the following: finite fields, Gröbner bases, resultants, algebraic curves and their codes. *Prerequisite for undergraduate students and enrollment requirement for graduate students: MATH 470.*

MATH 522 (3)
Number Theory
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. *Prerequisite for undergraduate students and enrollment requirement for graduate students: MATH 470.*

MATH 523 (3)
Cryptography and Computational Number Theory
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. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370.*

MATH 528 (3)
Advanced Linear Algebra
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374.*

MATH 530 (3)
Measure Theory
Lebesgue measure, measurable functions, the Lebesgue integral, Fubini's Theorem, Lp-spaces, and differentiation. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430.*

MATH 532 (3)
Ordinary Differential Equations
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 534 (3)
Partial Differential Equations
Theory and applications of partial differential equations. Cauchy problems, boundary problems, the Cauchy-Kovalevsky Theorem, Fourier Series, harmonic functions, elliptic equations, hyperbolic equations. *Enrollment Requirement: MATH 260. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 535 (3)
Multivariable Advanced Calculus
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. *Enrollment Requirement: MATH 260. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 536 (3)
Complex Analysis
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 for undergraduates and enrollment requirement for graduate students: MATH 430.*

MATH 538 (3)
Applicable Analysis
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. *Prerequisites for undergraduates and enrollment requirement for graduate students: MATH 362, 374 and 430.*

MATH 540 (3)
Concrete Mathematics
Blend of continuous and discrete topics including sums, recurrences, elementary number theory, binomial coefficients, generating functions, discrete probability, and asymtotic methods. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 470 or 472 or 474.*

MATH 542 (3)
Advanced Graph Theory
Graphs and digraphs; traversability; factorization; planarity and embedding; coloring; graph Ramsey theory; probabilistic methods; extremal graph theory; algebraic graph theory. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 470 or 472 or 474.*

MATH 544 (3)
Advanced Combinatorics
Enumeration; combinatorial set systems; combinatorial designs; Ramsey theory; combinatorial optimization; matroids; axiomatic social choice. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 470 or 472 or 474.*

MATH 550 (3)
Geometry
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 470.*

MATH 552 (3)
Introduction to Differential Topology and Geometry
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, isoperimetric 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). *Enrollment Requirement: MATH 260. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 555 (3)
General Topology
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430.*

MATH 561 (3)
Computational Linear Algebra
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. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374.*

MATH 564 (3)
Nonlinear Programming
Theory and techniques for solving constrained and unconstrained nonlinear programming problems. Techniques include Quasi-Newton Secant Methods, Broyden's Method, conjugate gradient methods, and line search methods. Theoretical aspects include convexity, Lagrangian Multipliers, optimality conditions, convergence, primal problem, duality, saddle points, and line searches. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 or 480 or CS 480.*

MATH 570 (3)
Introduction to Stochastic Processes
Elements of stochastic processes, discrete-time and continuous-time Markov chains, random walks, branching processes, birth and death processes, and Poisson point processes. Applications to queues and stochastic networks, resource management, biology and physics. May include optimal stopping, hidden Markov models, renewal processes, martingales, Brownian motion and Gaussian processes. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430 and 440.*

MATH 571 (3)
Probability and Random Processes
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. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430 or 440.*

MATH 620 (3)
Seminar in Advanced Mathematics
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. Enrollment restricted to students who have obtained consent of instructor.*

MATH 621 (3)
Seminar in Advanced Mathematics with Lab
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. Enrollment restricted to students who have obtained consent of instructor.*

MATH 697 (1)
Workshop in the Teaching of Mathematics
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. Enrollment restricted to students with Graduate standing in mathematics.*

MATH 699 (3)
Thesis
Preparation of a thesis for the master's degree. *Graded Credit/No Credit. Students may enroll in only one section per semester. Enrollment requires approval of the graduate coordinator.*

MANAGEMENT (MGMT)

College of Business Administration

MGMT 302 (2)
Foundations of Management
Important concepts and applications in management including motivation, leadership, group dynamics, organization design, decision-making, communication, and organization change. *MGMT 302 may not be taken for credit by students who have received credit for SSM 304 or MGMT 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

MGMT 305 (4)
Organizational Behavior
Theoretical and applied behavioral aspects involved in the effective management of organizations. Includes 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 or SSM 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status)..*

See "How to Read a Course Description" on page 264.

MGMT 315 (2)
Services Management
An overview of major organizational behavior concepts and their relationship to the management of complexities and challenges faced by service organizations. Concepts include understanding the role of services in the modern economy, managing conditions for excellent service delivery, creating value through service, and integrating management with marketing and operations in the service environment. *May not be taken for credit by students who have received credit for SSM 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MGMT 302 or 305.*

MGMT 415 (4)
Human Resource Management
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. *May not be taken for credit by students who have received credit for SSM 415. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MGMT 302 or 305, or SSM 304.*

MGMT 432 (2)
In The Executive's Chair
A unique course that provides students opportunities to learn from and network with 10-12 business executives each semester in an interview format. The guest executives share insights about their careers, their companies and industries, diverse functional areas and business concepts, and critical business decisions they have made. Course emphasis is on learning from the successes and failures of these effective business leaders. *May not be taken for credit by students who have received credit for SSM 432 or SSM 482D. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302.*

MGMT 445 (2)
Career Development
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 445. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MGMT 302 or 305, or SSM 304.*

MGMT 452 (4)
Leadership in Organizations
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. *May not be taken for credit by students who have received credit for SSM 452. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MGMT 302 or 305, or SSM 304.*

MGMT 461 (4)
Management in Different Cultures
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. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MGMT 302 or MGMT 305 or SSM 304.*

MGMT 465 (4)
Developing Management Skills
Globalization, increased workforce diversity, and technological change require managerial skills that are effective in a changing workplace environment. This advanced organizational behavior course integrates theory and practice with understanding and application. Management skills at the personal level include personal awareness, management of stress and creative problem solving. At the interpersonal level, the focus is on communicating effectively, gaining power and influence, motivating others, and managing conflict. At the group level, the emphasis is on empowerment skills and effective team building. *May not be taken for credit by students who have received credit for SSM 465 or SSM 484A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MGMT 302 or 305, or SSM 304.*

MGMT 481 (1)
Selected Topics in Management
A survey course of selected topics in 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 482 (2)
Selected Topics in Management
A survey course of selected topics in 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 483 (3)
Selected Topics in Management
A survey course of selected topics in 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 484 (4)
Selected Topics in Management
A survey course of selected topics in 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 485 (4)
Selected Topics in Management with Lab
A survey course of selected topics in 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 498 (1-4)
Independent Study in Management
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. *Enrollment restricted to students who have obtained consent of instructor.*

MANAGEMENT INFORMATION SYSTEMS (MIS)

College of Business Administration

MIS 302 (2)
Foundations of Management Information Systems
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. *MIS 302 may not be taken for credit by students who have received credit for HTM 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), and the Computer Competency Requirement.*

MIS 304 (4)
Management Information Systems
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. *May not be taken for credit by students who have received credit for HTM 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), and the Computer Competency Requirement.*

MIS 329 (4)
Introduction to Object-Oriented Business Systems
Provides foundations and skills for the development of business software applications. The emphasis is on modern and powerful "object-oriented" application design models such as the Unified Modeling Language (UML) and an object-oriented programming language such as Java. Students use these tools to acquire experience in the development of business-oriented applications. *May not be taken for credit by students who have received credit for HTM 484D and HTM 429. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

MIS 411 (4)
Database Management Systems
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. *May not be taken for credit by students who have received credit for HTM 411. Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status who have obtained consent of instructor. Prerequisites: MIS 304, HTM 304, MIS 302 or ACCT 308 with consent of instructor.*

MIS 420 (4)
Supply Chain Information Management
Provides students with an in-depth analysis of how information technology and information systems are utilized in modern organizations to guide data movement through an information supply chain. Focuses on the modeling of data gathering, representation, processing, and distribution as a flow. Topics include supply chain information sharing, collective demand forecasting including trends and seasonality, data mining and total data quality management, simultaneous material-data process redesign, system development and security/risk management with strategic alliance. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: Either MIS 304 or MIS 302 or OM302 or HTM 304 or HTM 302, and OM 428 or HTM 428.*

MIS 425 (4)
Systems Analysis and Design
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. *May not be taken for credit by students who have received credit for HTM 425. Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Enrollment restricted to students who have obtained consent of instructor. Prerequisites: MIS 304 or HTM 304 or MIS 302 or ACCT 308.*

MIS 426 (4)
Telecommunications for Management
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 and HTM 426. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status) and who have obtained consent of instructor. Prerequisites: MIS 304 or HTM 304 or MIS 302 or ACCT 308.*

See "How to Read a Course Description" on page 264.

MIS 427 (4)
Multimedia in Business
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 and HTM 427. Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status) and who have obtained consent of instructor. Prerequisite: MIS 304 or HTM 304 or MIS 302 or ACCT 308.*

MIS 430 (4)
Wireless Communications for Business
Students learn the principles and the emerging technologies of wireless communications. Focus on the wireless wide area networks, the wireless local networks, and their applications to improve business effectiveness. *May not be taken for credit by students who have received credit for HTM 484E and HTM 430. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), and the Computer Competency Requirement. Prerequisite: MIS 304 or HTM 304, or MIS 302.*

MIS 435 (4)
Internet Applications in Business
Examines the design, management, and application of Internet-based e-business transaction systems. Specifically, students will learn how to tackle dynamic and database-enabled e-business problems. The introduction of Web programming and client-server solutions will also be addressed in real business settings. *May not be taken for credit by students who have received credit for HTM 484G. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: HTM 304 or MIS 302 or MIS 304.*

MIS 440 (4)
Electronic Commerce: Applications and Strategies
Examines the current status and emerging trends of Electronic Commerce, including the policies, strategies, technologies, and its impact on traditional business. Teaches students the basic technology components for the most important forms of Ecommerce (i.e. B2C, B2B, C2C, and mobile commerce, et al.), strategies and profit analysis of a typical online storefront, and the resolutions of channel coordination between online and offline selling. Students will also learn the scope of public policies on Ecommerce activities. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: HTM 304 or MIS 302 or MIS 304.*

MIS 481 (1)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 482 (2)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 483 (3)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 484 (4)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 485 (4)
Selected Topics in Management Information Systems with Lab
A survey course of selected topics in management information systems 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 498 (1-4)
Independent Study in Management Information Systems
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. *Enrollment restricted to students who have obtained consent of instructor.*

MARKETING (MKTG)

College of Business Administration

MKTG 302 (2)
Foundations of Marketing
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. *MKTG 302 may not be taken for credit by students who have received credit for SSM 305 or MKTG 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

MKTG 305 (4)
Principles of Marketing
Foundation course providing an overview of the role and process of marketing as a system of exchanges within society, the economy, and business organizations. Includes strategic planning, market segmentation, environmental scanning, marketing strategies, marketing mix elements, consumer and business buying behaviors and marketing research. *May not be taken for credit by students who have received credit for MKTG 302 or SSM 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

MKTG 315 (4)
Services Marketing
An overview of service quality with marketing frameworks and strategies used by manufacturing and service firms to compete effectively through service. Includes: gap analysis of service quality, services marketing triangle, marketing mix for services, service blueprinting, consumer behavior, service encounter analysis, services research methods and demand management. *May not be taken for credit by students who have received credit for SSM 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: MKTG 302 or 305.*

MKTG 433 (4)
Marketing Communication
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. *May not be taken for credit by students who have received credit for SSM 333. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302, and either MKTG 302 or MKTG 305 or SSM 305.*

MKTG 442 (4)
Customer Analysis
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 442. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302 and BUS 304, and either MKTG 302 or MKTG 305 or SSM 305.*

MKTG 446 (4)
Sales Management
A key component of a firm's business-to-business marketing effort is the sales force. Focuses on the management of sales forces by examining how to plan, implement and evaluate the sales effort. Key responsibilities of sales managers are examined. These include planning, recruiting, training, motivating and evaluating the sales force. Attention is also given to sales forecasting, territory design and quota setting methods. *May not be taken for credit by students who have received credit for SSM 446 or SSM 484C. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302, and either MKTG 302 or MKTG 305 or SSM 305.*

MKTG 448 (4)
Global and Cross Cultural Marketing
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 have received credit for SSM 448. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302, and either MKTG 302 or MKTG 305 or SSM 305.*

MKTG 449 (4)
Database Marketing
Database Marketing involves systematic collection, analysis, and application of customer information to build long-term customer relationships. Draws upon database management, statistics, finance, and marketing skills. Discussion focuses on what critical customer information should be collected and how to maintain it in relational databases. Students learn to analyze databases to predict customer behaviors, retention rates, and levels of spending. Students use these databases to make informed choices concerning which customers to target and how to develop long-term relationships with them. *May not be taken for credit by students who have received credit for SSM 449 or SSM 485A or HTM 485A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 304, and either HTM 304 or MIS 302 or MIS 304, and either MKTG 302 or MKTG 305 or SSM 305.*

MKTG 450 (4)
Consumer Demand and Channel Collaboration
Meeting consumers' needs while operating the most efficient supply chain possible is a paradox. Students will examine the role of consumer demand as part of a project to analyze consumer data and participate in collaborative discussions to identify a solution that improves supply chain activities. The objective is to create a plan to get the right product to the right consumer at the right time with the right price to meet consumer needs and create an efficient supply chain process. *May not be taken for credit by students who have received credit for MKTG 482A or MKTG 484A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302, and either MGMT 302 or SSM 304 or MGMT 305 and either MKTG 302 or SSM 305 or MKTG 305.*

See "How to Read a Course Description" on page 264.

MKTG 451 (4)
Category Management
Both retailers and manufacturers want to ensure that the right product is at the right place at the right price for consumers to purchase. Retailers identify the way consumers group products (e.g., pet food) and create categories (e.g., beverages) around which suppliers and retailers develop joint strategies. Strategic decisions involve partners working collaboratively analyzing data to determine the role and importance of the category, the best placement of products on the shelves, and the promotions to be used. *May not be taken for credit by students who have received credit for MKTG 482A or 484A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302, and either MGMT 302 or SSM 304 or MGMT 305, and either MKTG 302 or SSM 305 or MKTG 305.*

MKTG 481 (1)
Selected Topics in Marketing
A survey course of selected topics in marketing 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 482 (2)
Selected Topics in Marketing
A survey course of selected topics in marketing designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 483 (3)
Selected Topics in Marketing
A survey course of selected topics in marketing 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 484 (4)
Selected Topics in Marketing
A survey course of selected topics in marketing designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 485 (4)
Selected Topics in Marketing with Lab
A survey course of selected topics in marketing 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 498 (1-4)
Independent Study in Marketing
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. *Enrollment restricted to students who have obtained consent of instructor.*

MUSIC (MUSC)

College of Arts and Sciences

There is a Music Option in the Visual and Performing Arts major.

MUSC 120 (3)
Introduction to Music
Comparative study of various musical styles and cultures. Emphasis on basic musical materials, how music is constructed and performed, and the social and cultural milieu in which it is created. Includes concert, folk and popular music from Western Europe, America, Indonesia, North India, Japan, and West Africa, among others. Through listening and analysis, students will learn the fundamentals of music and search for relationships between and commonalities among musical cultures.

MUSC 130 (3)
Beginning Piano
An introduction to piano performance. Students will learn to read, write, and perform piano music of progressive difficulty. Emphasis on basic music theory, different levels of piano technique, scales, chord-building and sight-reading skills. *May not be taken by students who have received credit for VPA 380M.*

MUSC 140 (3)
Beginning Guitar
An introduction to guitar performance. Students will learn to read, write, and perform guitar music of progressive difficulty. Emphasis on basic music theory, different levels of guitar technique, scales, chord-building and sight-reading skills. *May not be taken by students who have received credit for VPA 380L.*

MUSC 203 (3)
Elements of Music I
Development of aural skills (sight singing, dictation, transcription), scale/cord theory, and part-writing.

MUSC 205 (3)
Elements of Music II
Development of aural skills (sight singing, dictation, transcription), diatonic harmony, modal systems, chromaticism, and elementary composition. *Recommended Preparation: MUSC 203, or passing score on Theory Diagnostic Exam.*

MUSC 293 (2)
Vocal and Instrumental Instruction
Private or small group music lessons. *Prerequisites: Normally open only to Visual and Performing Arts Music Option 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. May be repeated for a maximum of eight (8) units. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 302 (3)
Computers and Music
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 303 (3)
Materials and Structure of Music
Advanced work in the analysis of music 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 Process of Art I. *Enrollment Requirement: MUSC 205.*

MUSC 304 (3)
Recording Techniques
A technical review of the art of studio and field recording techniques. Students will learn basic and advanced microphone techniques, the uses of analog and digital recording devices, special signal processing, and digital and analog mixing. *Enrollment restricted to students who have obtained consent of instructor.*

MUSC 320 (3)
Critical Listening
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 (3)
Survey of World Folk Songs
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 (3)
Music in Ritual and Religion
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 (3)
Survey of World Popular Music
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 325 (3)
History of Rock Music
An exploration of the history of rock music from its origins in early jazz, blues and country to the present. Course will not be strictly chronological but rather an investigation of various rock genres (primarily from the U.S. and Great Britain), their forms and elements, their development, and their placement in history. Includes discussion of the elements of musical language and basic music analysis. Music is studied in the social and political context in which it was created.

MUSC 390 (2)
Andean Ensemble
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; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 391 (2)
African Ensemble
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; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 392 (2)
World Music Ensemble
Systematical study of the literature, instruments, and techniques of a selected style of music. Includes research and performance. The topic and style of music is variable. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 393 (2)
Advanced Vocal and Instrumental Instruction
Private or small group music lessons. *Students approved for MUSC 393 must be enrolled in appropriate ensembles at CSUSM. May be repeated; a total of eight (8) units may be counted toward graduation requirements. Enrollment Requirement: Normally open only to Visual and Performing Arts Music Option students with at least one year of lower-division studio music study.*

MUSC 394 (2)
Vocal Ensemble
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; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 395 (2)
Javanese Gamelan Ensemble
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. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 396 (3)
Jazz Orchestra
A performance group consisting of both traditional to contemporary instrumentation and "jazz" literature, e.g. Ellington, Gillespie, Nestico, Monk, and Davis. Organized performances on CSUSM campus and the broader San Diego County. Study of "jazz" theory and improvisation, transcriptions, and listening assignments. *Students must be able to read music. Recommended Preparation: MUSC 203. May be repeated; a total of twelve (12) units may be counted toward graduation requirements.*

MUSC 402 (3)
Advanced Composition With Computers
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 304.*

MUSC 421 (3)
Survey of World Music I
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.

See "How to Read a Course Description" on page 264.

MUSC 422 (3)
Andean Music and Culture
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. *May not be taken for credit by students who have received credit for MUSC 422S.*

MUSC 423 (3)
Roots to Reggae: African Music in Dispersion
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 (3)
African Music and Culture
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 (3)
Latin American Music and Society
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 (3)
Japanese Music and Culture
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 (3)
Music and Culture in the United States
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 (3)
Music Activities for Children and Adults
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 Studio Arts.*

MUSC 495A (1) 495B (2) 495C (3)
Internship
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. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 498A (1) 498B (2) 498C (3)
Independent Study
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. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 499A (1) 499B (2) 499C (3)
Independent Research
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. Enrollment Requirement: Upper-division courses appropriate to area of proposed study. Enrollment restricted to students who have obtained consent of instructor.*

NATIVE STUDIES (NATV)

College of Arts and Sciences

NATV 380 (3)
Topics in Native Studies
Examination of a topic of study of interest to students in Native Studies. Please see the current course schedule for posting of particular topics offered in a given term. *May be repeated for credit three times as topics change.*

NATV 390 (3)
Independent Study in Native Themes
Allows students to explore historical, cultural, social, and environmental questions significant to native communities under the supervision of a faculty member in the appropriate discipline. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor and the Native Studies Coordinator.*

NATV 480 (3)
Local Archaeological Practice
Students perform archaeological research relating to local cultural resource management (CRM) and documentation. Students engage with professional archaeologists and Native American communities to learn site research methods and identification and documentation of material culture. Primary goals of this class include providing students with a general understanding of CRM and the legislation that drives CRM; exposing students to archaeological practice in a CRM context, and exposing students to various cultural viewpoints regarding recovered archaeology. Also offered as ANTH 480. *Students may not receive credit for both. Service Learning course. Enrollment Requirement: ANTH 200.*

NATV 481 (3)
Native American Archaeological Monitoring
Students work with local Native American bands concerning cultural preservation and the monitoring of archaeological sites threatened by development. Students examine traditional land use management and the traditional knowledge associated with specific sites. Students learn site research methods, identification and documentation of material culture, interpretation of federal, state, county, city, and private documents including Environmental Impact Reports, California Environmental Quality Act, land use legislation, and assessment of cultural significance. Covers preservation options, ethics, and specific case studies. Also offered as ANTH 481. *Students may not receive credit for both. Service Learning course. Enrollment Requirement: ANTH 200.*

NATV 498 (3)
Internship in a Native Community
Capstone of the Native Studies minor. Designed to equip students for service to native communities. Students will be expected to provide faculty-monitored service with institutions serving reservation or urban native communities, such as (but not limited to) schools, libraries, clinics, urban service centers, youth programs, and study projects supervised by native entities (such as environmental studies). Students will turn in a portfolio reporting on all their activities during their internship. *Enrollment restricted to students who have obtained consent of Native Studies Coordinator.*

NURSING (NURS)

School of Nursing

NURS 200 (4)
Introduction to Nursing Practice
An overview of nursing, including the philosophy and organizing theory of the nursing program. Introduces the core concepts and clinical skills common to all levels of nursing practice. Familiarizes the student with the use of the nursing process and of nursing care based on the Orem Self-Care Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession. *Corequisites: NURS 201, 210, and 211. Enrollment Requirement: All Pre-Nursing Core courses, and PSYC 210 or SOC 204. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 201 (2)
Introduction to Nursing Practice Laboratory
Application of basic therapeutic nursing interventions in the clinical setting within the context of Orem's Self-Care Theory. Includes clinical experiences in the ambulatory and/or acute or long-term health care settings, as well as simulated experiences in the Nursing Skills Laboratory. Nine hours of laboratory. *Enrollment Requirement: All Pre-Nursing Core courses, and PSYC 210 or SOC 204. Corequisites: NURS 200, 210, and 211. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 210 (2)
Nursing Communication and Assessment
Introduction to the components of health assessment, therapeutic communication, and interview techniques with an emphasis on cultural and community variables. Introduces the student to the role of the nurse as teacher and health promoter. *Enrollment Requirement: All Pre-Nursing Core courses, and PSYC 210 or SOC 204. Corequisites: NURS 200, 201, and 211. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 211 (1)
Nursing Communication and Assessment Laboratory
Practice of health assessment techniques and basic therapeutic communication skills in the Nursing Skills Laboratory and community settings. Includes practice in patient education and health promotion. *Three hours of laboratory. Enrollment Requirement: All Pre-Nursing Core courses, and PSYC 210 or SOC 204. Corequisites: NURS 200, 201, and 210. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 212A (2)
Pathophysiology and Pharmacology of Nursing Practice I
Introduction to the basics of pharmacology with a focus on specific pharmacological agents in relation to pharmacokinetic effects on the integumentary, sensory, musculoskeletal, gastrointestinal and cardiovascular body systems. Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions. *Enrollment Requirement: NURS 230, 231, 260, and 261. Corequisites: NURS 220 and 221. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 212B (2)
Pathophysiology and Pharmacology of Nursing Practice II
Introduction to the basics of pharmacology with a focus on specific pharmacological agents in relation to pharmacokinetic effects on the endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems. Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. *Provides rationale for nursing interventions. Enrollment Requirement: NURS 200, 210, and 211. NURS 212A, 220, 221. Corequisites: NURS 222 and 223. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 220 (2)
Nursing Care of Adults I
Principles of nursing care delivery for patients and families experiencing medical-surgical health care problems and mild to moderate self-care deficits involving disorders of the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, and immune systems. Uses the nursing process as the foundation for standard therapeutic interventions. *Enrollment Requirement: NURS 230, 231, 260, 261. Corequisites: NURS 212A and 221. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 221 (3)
Nursing Care of Adults I Laboratory
Application of nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Orem Self-Care model. Uses an increasing emphasis on the professional roles of the nurse. *Nine hours of laboratory. Enrollment Requirement: NURS 230, 231, 260, 261. Corequisites: NURS 212A and 220. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 222 (2)
Nursing Care of Adults II
Continuation of the study of principles of nursing care delivery for patients and families experiencing medical-surgical health care problems and moderate self-care deficits involving disorders of the endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems and those with acute cardiac and oncological conditions. Uses the nursing process as the foundation for standard therapeutic interventions. *Enrollment Requirement: NURS 212A, 220, 221. Corequisites: NURS 212B and NURS 223. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 223 (3)
Nursing Care of Adults II Laboratory
Application of nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Orem Self-Care model. Uses an increasing emphasis on the professional roles of the nurse. *Nine hours of laboratory. Enrollment Requirement: NURS 212A , 220, 221. Corequisites: NURS 212B and 222. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

See "How to Read a Course Description" on page 264.

NURS 230 (2)
Nursing Care of the Childrearing Family
Nursing concepts and theory related to the dynamics of the growing family. Focuses on the care of families during childrearing years and includes both normal and high-risk conditions. Nursing process is stressed in addressing both self-care requisites and deficits. *Delivered in an eight-week term. Enrollment Requirement: NURS 200, 201, 210, 211, PSYC 210. Corequisites: BIOL 323, NURS 230, and PYSC 210 or SOC 204. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 231 (2)
Nursing Care of the Childrearing Family Laboratory
Application of the nursing process in the direct care of the normal and high-risk childrearing population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Delivered in an eight-week term. Twelve hours of laboratory. Enrollment Requirement: NURS 200, 201, 210, 211, PSYC 210. Corequisites: BIOL 323, NURS 230, and PYSC 210 or SOC 204. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 232 (2)
Nursing Care of Children
Nursing concepts and theory related to health care of the infant, toddler, school-age, and adolescent. Focuses on care of children within the family, emphasizing acute illness, health promotion, and growth and development. The nursing process is stressed in addressing both self-care requisites and deficits. *Enrollment Requirement: NURS 212B, 221, 222. Corequisites: NURS 233 and SOC 303. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 233 (2)
Nursing Care of the Childbearing Lab
Application of nursing process in the direct care of infant, toddler, pre-school, school-age, and adolescent population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Twelve hours of laboratory. Enrollment Requirement: NURS 212B, 221, 222. Corequisites: NURS 232 and SOC 303. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 260 (2)
Psychiatric and Mental Health Nursing
Theories and concepts related to the dynamics of individuals undergoing acute and chronic psychosocial self-care deficits. Focuses on use of self, therapeutic communication, and nursing process. *Enrollment Requirement: NURS 200, 201, 210, 211, PSYC 210. Corequisites: BIOL 323, NURS 261, PSYC 210 or SOC 204. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 261 (2)
Psychiatric and Mental Health Nursing Laboratory
Therapeutic interventions for individuals exhibiting self-care deficits related to psychiatric disorders. Focuses on promotion of mental health in diverse clinical settings. *Twelve hours of laboratory. Enrollment Requirement: NURS 200, 201, 210, 211, PSYC 210. Corequisites: BIOL 323, NURS 260, and PYSC 210 or SOC 204. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 300 (4)
Fundamentals of Nursing Communication and Skills
Introduction to professional and clinical issues in nursing. Theoretical and conceptual approaches to nursing, the nursing process, basic nursing skills, therapeutic communication, legal/ethical issues, basic leadership and cultural issues are included within the context of Orem's Self-Care Nursing model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession. *Enrollment restricted to students admitted to the accelerated entry-level baccalaureate (ELB) option. Corequisites: NURS 301, NURS 314, and NURS 315. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 301 (3)
Practicum: Fundamentals of Nursing
Structured simulated experience in the Nursing Skills Laboratory and clinical activities in long-term nursing settings. Focuses on application of clinical skills and techniques, medication administration, therapeutic communication and use of nursing process. *Corequisites: NURS 300, NURS 314, and NURS 315. Enrollment restricted to students admitted to the accelerated entry-level baccalaureate (ELB) option. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 310 (2)
Nursing Assessment for the RN
Health assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health promotion across the life span for the RN-to-BSN student. *Corequisite: NURS 311. Prerequisites: NURS 350 and 351. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 311 (1)
Nursing Assessment for the RN Laboratory
Clinical practice of health assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health promotion across the life span for the RN-to-BSN student. *Three hours of laboratory. Corequisite: NURS 310. Prerequisites: NURS 350 and 351. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 312 (4)
Pathophysiology and Pharmacology
Systematic review of the principles of pharmacology with a focus on specific pharmacological agents in relation to pharmacokinetic effects on all body systems. Reviews related pathophysiological disruptions to normal system functioning, provides pathophysiological rationale for nursing interventions and the impact of these alterations on the individual throughout the life span. *Enrollment Requirement: BIOL 160, 175, 176, CHEM 100, 100L. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 314 (4)
Health Assessment, Teaching, and Health Promotion
Introduction to health assessment including history-taking, physical examination of body systems, and documentation of findings across the life span. Includes the principles of patient education and health promotion and concept integration into the formation of nursing care plans. *Corequisites: NURS 300, 301, and 315. Enrollment restricted to students admitted to the accelerated entry-level baccalaureate (ELB) option. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 315 (2)
Practicum: Health Assessment and Teaching
Clinical application of health assessment techniques across the life span including history-taking, physical examination of body systems, and documentation in the simulated environment of Nursing Skills Laboratory. Application of assessment skills and the formation and implementation of patient education/health promotion nursing care plans in long term care settings. *Corequisites: NURS 300, 301, and 314. Enrollment restricted to students admitted to the accelerated entry-level baccalaureate (ELB) option. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 316A (2)
Pathophysiology and Pharmacology I
Introduction the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, respiratory and cardiovascular systems and the common pharmacological agents used in for treatment of system dysfunction. *Corequisites: NURS 322 and 323. Prerequisites: NURS 300, 301, 314, and 315.*

NURS 316B (2)
Pathophysiology and Pharmacology II
Introduction to the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of the endocrine, hematological, renal/genitourinary, and neurological systems and the common pharmacological agents used for treatment of system dysfunction. *Corequisites: NURS 324 and 325. Prerequisites: NURS 316A, 322, and 323.*

NURS 320 (2)
Nursing Care of Adults III
Continues the study of principles of nursing care delivery for patients and families experiencing more complex medical-surgical health care problems and severe self-care deficits. Uses the nursing process as the foundation for standard therapeutic interventions. *Delivered in an eight-week term. Corequisite: NURS 321. Enrollment Requirement: NURS 212B, 222, and 223. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 321 (2)
Nursing Care of Adults III Laboratory
Application of nursing theory and concepts in the delivery of health care to acutely ill adults with increasingly complex medical-surgical problems using the nursing process and the Orem Self-Care model. Employs an increasing emphasis on the professional roles of the nurse. *Delivered in an eight-week term. Twelve hours of laboratory. Corequisite: NURS 320. Enrollment Requirement: NURS 212B, 222, 223. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 322 (4)
Nursing of Adults in the Acute Care Setting I
Principles of nursing care delivery focusing on adults and older adults experiencing health deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, respiratory and cardiovascular, endocrine, hematological, renal/genitourinary systems in acute care settings. Focus on chronic system dysfunction where applicable. Uses nursing process as the foundation for standard nursing interventions. *Corequisites: NURS 316A and 323. Prerequisites: NURS 300, 301, 314, and 315.*

NURS 323 (4)
Practicum: Nursing of Adults in the Acute Care Setting I
Clinical practice focusing on adults and older adults in acute care settings experiencing health deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, endocrine, hematological, renal/genitourinary, respiratory, and cardiovascular systems. Focus on chronic dysfunction where applicable. Nursing care is provided through the use of Orem's Self-Care model. *Corequisites: NURS 316A and 322. Prerequisites: NURS 300, 301, 314, and 315. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 324 (4)
Nursing of Adults in the Acute Care Setting II
Principles of nursing care delivery focusing on adults in the acute care and critical care settings experiencing health deviations of neurological and immune systems including neoplastic diseases and trauma. Focus is on patients experiencing acute neurological, neurovascular, cardiovascular and respiratory conditions and those with complex, multi-system failure. *Corequisites: NURS 316B and 325. Prerequisites: NURS 316A, 322, and 323. Enrollment restricted to students who have obtained consent of School of the Director of the School of Nursing.*

NURS 325 (4)
Practicum: Nursing of Adults in the Acute Care Setting II
Clinical practice focusing on adults in acute care and critical care settings experiencing health deviations of neurological and immune systems including neoplastic diseases and trauma. This also includes those experiencing acute neurological, neurovascular, cardiovascular and respiratory conditions and those with complex, multi-system failure. *Corequisites: NURS 316B and 324. Prerequisites: NURS 316A, 322, and 323. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 330 (4)
Nursing Care of Women, Childrearing Families, and Children
Introduction to the principles of nursing care and assessment of women and infants in obstetrical settings with normal childbearing experiences, women in gynecological settings and infants and children in pediatric settings experiencing health deviations of the various body systems. Introduction to family nursing and health promotion in childrearing families. *Corequisites: NURS 316B 324, 325, and 331. Prerequisites: NURS 316A, 322, and 323. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 331 (4)
Practicum: Nursing Care of Women, Childrearing Families, and Children
Clinical practice focusing on women and infants and the application of family nursing concepts and health promotion with childrearing family in obstetrical and community settings. Application of nursing care for women in gynecological and infants and children in pediatric settings with acute health deviations of the various body systems. *Enrollment Requirement: PSYC 210 or SOC 204. Corequisite: NURS 330. Prerequisites: NURS 322, 323. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 350 (2)
Role Transition for the RN
Provides the Registered Nurse with the conceptual base for the practice of nursing, built around a core of theories and related concepts which will facilitate transition of the Registered Nurse to the baccalaureate nursing curriculum. Focus is on the roles of the professional nurse as advocate, educator, provider and coordinator of care. *Corequisite: NURS 351. Enrollment restricted to students with RN license and admission to the RN-to-BSN nursing major. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

See "How to Read a Course Description" on page 264.

NURS 351 (1)
Role Transition Seminar for the RN
Returning Registered Nurses will apply, review, and validate concepts and theories related to medical-surgical, mental health, pediatrics and obstetrical nursing practice that are the basis for the upper-division baccalaureate nursing major courses. Seminar discussions of the application of these concepts to patient care in clinical settings. *Corequisite: NURS 350. Enrollment restricted to students with RN license and admission to the RN-to-BSN nursing major. Enrollment restricted to students who have obtained consent of Program Director.*

NURS 352 (3)
Nursing Research
An understanding of the research process and research utilization in clinical practice. Students develop skills in reading, analyzing and critiquing research related to nursing. *Enrollment Requirement: BIOL 215 NURS 222 and 223 (generic nursing students only) Prerequisites: NURS 350 and 351 (RN-to-BSN students only). Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 360 (2)
Psychiatric-Mental Health Nursing
Principles of nursing care delivery to individuals demonstrating acute and chronic deviation in social and psychological functioning, behavioral dysfunction and/or substance abuse/dependence. *Corequisite: NURS 361. Prerequisites: NURS 300, 301, 314, and 315. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 361 (2)
Practicum: Psychiatric-Mental Health Nursing
Clinical experience in a variety of settings implementing the nursing process with clients demonstrating acute and chronic deviation in social and psychological functioning, behavioral dysfunction and/or substance abuse/dependence. *Corequisite: NURS 360. Prerequisites: NURS 300, 301, 314, and 315. Enrollment restricted to students who have obtained consent of School of Nursing Director.*

NURS 370 (3)
Health Promotion and Patient Education Strategies
Integration, application and evaluation of specific information regarding health education and health promotion theory, research, and practice, which is essential to the professional nursing role, and critical to improving the health of individuals and the population at large. Explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion. *Corequisites: NURS 222 and 223 (generic nursing students) or NURS 350 and 351 (RN-to-BSN students). Enrollment Requirement: NURS 220 and 221 (generic students only). Enrollment restricted to students admitted to RN-to-BSN nursing major. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 396 (3)
Special Topics in Nursing
Introductory topics of interest to nursing and/or health science majors. *Enrollment restricted to students with upper-division standing.*

NURS 440 (3)
Community Health Nursing
Focuses on the professional nurse's role in working with aggregates in the community, exploring contemporary public health problems, and working collaboratively with the community as part of the interdisciplinary team. Includes the frameworks that guide community-based, population-focused practice and research to assist the student in developing skills in community assessment, program planning and practice interventions to help identified populations within the community maintain their optimum level of health. *Corequisites: ANTH 301 and NURS 441. Prerequisite: NURS 370. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 441 (3)
Community Health Nursing Laboratory
Clinical experience within an official local governmental agency illustrative of the public health system. Students work as a member of an interdisciplinary team, applying the frameworks that guide community-based and population-focused public health nursing practice to help identified populations within the community maintain their optimum level of health. Focuses on care management of clients receiving services from community agencies, allied clinical experiences and community assessment and planning. *Nine hours of laboratory. Must be taken concurrently with NURS 440. Corequisites: ANTH 301 NURS 440, and 470. Prerequisite: NURS 370. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 442 (3)
Nursing Case Management of Vulnerable Populations
Development of skills in managing the care of chronically ill patients in the acute care setting and in the community in order to maintain maximum levels of function and self care ability, to reduce hospitalization, manage symptoms, and increase quality of life for persons at risk. Focuses on nursing case management models, roles and strategies used for managing high-risk client populations and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions. *Corequisite: NURS 443 or 445. Prerequisites: NURS 440 and 441. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 443 (3)
Nursing Case Management of Vulnerable Populations Laboratory: Acute Care
Application of skills to manage the chronically ill or patients identified as members of a high-risk population in the acute care setting from admission through discharge. Focuses on maintenance of maximum levels of function and self-care ability, to reduce hospitalization, manage symptoms, and increase quality of life for persons at risk. Implementation of nursing case management strategies and intervention will be used for managing high-risk client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring, discharge planning. *Nine hours of laboratory. Corequisite: NURS 442. Prerequisites: NURS 440 and 441. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 445 (3)
Nursing Case Management of Vulnerable Populations Laboratory: Community-Based
Application of skills to manage the chronically ill or patients identified as members of a high-risk or vulnerable population in the community setting. Focuses on the maintenance of maximum levels of function and self-care ability, to reduce the need for hospitalization, manage symptoms, and increase quality of life for persons at risk. Implementation of nursing case management strategies and intervention will be used for managing high-risk or vulnerable client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring, and patient education. *Nine hours of laboratory. Corequisite: NURS 442. Prerequisites: NURS 440 and 441. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 447 (4)
Practicum: Community Health Nursing and Nursing Case Management
Clinical experience is provided by rotation through two settings, one in community settings such as public health, home health, and/or hospice and the other in an acute care setting. In the community settings, students perform population-focused public health nursing practice with identified high-risk or vulnerable populations. In the acute care settings, the student identifies high-risk clients and initiates early discharge planning and implements nursing care management interventions. *Corequisites: NURS 440 and 442. Prerequisites: NURS 324, 325, 330, and 331.*

NURS 450 (3)
Nursing Leadership and Professional Issues
Organizational theory and management practices applied to health care systems. The role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Contemporary issues affecting the delivery of health care and discipline and professional practice of nursing. *Corequisite: NURS 451. Prerequisites: NURS 440 and 441. Enrollment restricted to students who have obtained consent of instructor.*

NURS 451 (2)
Nursing Leadership and Management Laboratory
Application of organizational theory and management practices in health care settings. Development of skills and competencies for the frontline nurse manager within and beyond the walls of the acute care setting. Operationalizes the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. *Six hours of laboratory. Corequisite: NURS 450. Prerequisites: NURS 440 and 441. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 452 (3)
Legal Aspects of Health Care Delivery
Explores the legal issues related to health care delivery and health care providers. Includes negligence, malpractice, liability, informed consent, confidentiality, treatment of vulnerable persons, ethical dilemmas, advanced health directives, and licensure and practice acts. *Open to non-nursing majors. Enrollment restricted to students with upper-division standing.*

NURS 472 (3)
Complementary Approaches to Health and Healing
Explores complementary approaches to health and healing including acupuncture, acupressure and therapeutic touch, homeopathic remedies, holistic, chiropractic and osteopathic approaches, nutrition, mind/body interactions and herbal/botanical products. Examines various culturally based health practices such as Latin American, Native American, Mexican, and traditional Oriental practices and healers. *Enrollment restricted to students with upper-division standing.*

NURS 490 (1)
Transition to Nursing Practice Seminar
Clinical decision making in a variety of patient care situations and case scenarios with emphasis on utilization of the steps of the nursing care process. Reviews the essentials of assessment, nursing diagnosis, goal setting, implementation and evaluation in multiple health deviations and across the life span. Assessment of the student's basic nursing knowledge will be performed using a standardized nursing examination. *Corequisite: NURS 442. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 491 (2)
Transition to Nursing Practice Internship
Enhancement of clinical skills in acute care settings. Designed for the generic nursing student to work in a clinical setting under the supervision of a clinical preceptor and to reinforce clinical skills. *Graded Credit/No Credit. Prerequisites: NURS 320 and 321. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 493 (2)
Senior Nursing Internship
Designed for generic nursing students to work in a clinical setting and strengthen their professional nurse identity by working under the supervision of a clinical preceptor as a role model. Additional clinical practice in a real work setting. *May be repeated for a total of four (4) units. Graded Credit/No Credit. Prerequisite: NURS 491. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 495 (2)
Externship for Accelerated ELB Students.
Designed for the accelerated nursing student to work in a clinical setting and enhance clinical skills under the supervision of a clinical preceptor as a role model. Assessment of the student's basic nursing knowledge and use of the nursing care process will be performed using a standardized nursing examination. *Graded Credit/No Credit. Prerequisites: NURS 324, 325, 330 and 331. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 496 (3)
Special Topics in Nursing
Advanced topics of interest to nursing and/or health science majors. *Enrollment restricted to students with upper-division standing.*

NURS 499 (3)
Independent Study in Nursing
Independent study in nursing. Project must be approved by the faculty sponsor/instructor prior to registration. *Enrollment restricted to students with upper-division standing who have obtained consent of instructor.*

See "How to Read a Course Description" on page 264.

OPERATIONS MANAGEMENT (OM)

College of Business Administration

OM 302 (2)
Foundations of Operations Management
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. Students need to refer to their option checklist for the appropriate introductory production and operations management requirement. *May not be taken for credit by students who have received credit for HTM 305 and POM 302. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: BUS 304.*

OM 305(4)
Operations Management
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. Students need to refer to their option checklist for the appropriate introductory production and operation management requirement. *May not be taken for credit by students who have received credit for HTM 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: BUS 304.*

OM 406 (4)
Decision Models: A Computer Integrated Approach
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, HTM 406, 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. Prerequisite: BUS 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), and the University Computer Competency Requirement.*

OM 428 (4)
Supply Chain Management
A systems approach to manage the entire flow of information and materials to enable an organization to provide products/ services better than the competition. Focus on the following three areas and their interrelationships: (1) strategic role of the supply chain and its key performance drivers, (2) role of E-Commerce technologies on managing and improving a supply chain, and (3) analytical models for supply-chain analysis. *May not be taken for credit by students who have received credit for HTM 428, 482A or HTM 484B. Prerequisite: HTM 305 or HTM 302 or OM 305 or OM 302. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

OM 435 (2)
Project Management
Provides students with skills to work successfully in a project environment and accomplish project objectives by explaining concepts and techniques. Real-world case studies are used to show how these techniques can be efficiently implemented in practice. *Prerequisite: HTM 302 or HTM 305, or OM 302 or OM 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

OM 440 (4)
Pricing and Revenue Management
Pricing and revenue management is concerned with dynamic pricing and product availability decisions across various selling channels of a firm. The objective is to develop optimal decisions that will maximize the firm's profit. Within the broader area of pricing theory, the course emphasizes optimization of pricing and capacity allocation decisions, using quantitative models of consumer behavior, demand forecasts and market uncertainty, and the tools of constrained optimization. *May not be taken for credit by students who have received credit for HTM 484F. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: BUS 304.*

OM 441 (4)
Business Logistics Management
Business logistics management is concerned with the physical movement and storage of goods and the associated managerial activities that are important for effective control. Covers the science and art of modeling the economic tradeoffs involved in supply chain and logistics management, the data requirements and operating parameters required by supply chain models. Topics such as vehicle route design, warehouse size and location decisions, strategic supply chain design, cross-docking locations, and optimal operational strategies are modeled and examined. *Prerequisites: HTM 305 or OM 305 and HTM 428 or OM 428. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

OM 442 (2)
Procurement and Supplier Management
The purchase of goods and services by most organizations represents a significant level of spending. Consequently in every organization there should be a serious concern over value received for spending these funds and how supply management can contribute effectively to organizational goals and strategies. Case studies and exercises will be used. The topics include: Strategic role of purchasing, supplier selection, supplier relationship management, international sourcing, E-procurement, price determination, purchasing services, and auctions. Negotiation skills will be developed throughout the course. *Prerequisites: HTM 305 or OM 305, and HTM 428 or OM 428. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

OM 481 (1)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

OM 482 (2)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

OM 483 (3)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

OM 484 (4)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

OM 485 (4)
Special Topics in Operations Management with Lab
A survey course of selected topics in operations 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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites may vary depending on topic.*

OM 498 (1-4)
Independent Study in Operations Management
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. *Enrollment restricted to students who have obtained consent of instructor.*

PHYSICAL EDUCATION (PE)

College of Arts and Sciences

PE 182 (3)
Topics in Physical Education
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 200 (1)
Intercollegiate Athletics
Advanced practice in performance techniques in preparation for intercollegiate athletic competition. *Only NAIA-eligible student-athletes may enroll in this course.* *A maximum of eight (8) units of intercollegiate athletics courses may be applied toward a baccalaureate degree. Graded Credit/No credit. Enrollment restricted to students who have obtained consent of coach.*

PE 203 (3)
Physical Education for Elementary School Children
Survey of physical education programs for elementary school children. Addresses the role of, and need for, physical education programs in the elementary school level; examines the California content standards for physical education instruction; and develops skills in applying that content in the elementary school setting. Specific attention is given to motor skill and movement concepts; fitness, wellness, exercise physiology and disease prevention; drugs/narcotics, alcohol, tobacco, and nutrition; and to the social, historical, and cultural significance of physical education. *May not be taken for credit by students who have received credit for PE 201.*

PHILOSOPHY (PHIL)

College of Arts and Sciences

PHIL 110 (3)
Critical Thinking
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 (3)
Symbolic Logic
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 (A3) requirement.*

PHIL 310 (3)
Western Philosophy: Ancient Greece and Rome
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.*

See "How to Read a Course Description" on page 264.

PHIL 311 (3)
Western Philosophy: The Middle Ages and the Renaissance
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 (3)
Western Philosophy: The Early Modern Period
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 (3)
Western Philosophy: Late Modern and Post-Modern
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 (3)
Ethics: Theory and Application
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 (3)
Non-Western Philosophy: Theories of Value and Action
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 335 (3)
Social and Political Philosophy
A survey of classical social and political thinkers of Western world. Intends to heighten critical awareness of the basic conceptual presuppositions of life in political society, the fundamental issues and problems that arise from political life, and the values underpinning democratic political traditions. Theses include: the basic nature of social existence, the purposes of government, the role of the state, and the dissemination of political power.

PHIL 340 (3)
Ethics and the Environment
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 345 (3)
Bioethics and Medical Ethics
A survey of ethical issues in biological and medical research and practice. Offers and introductory survey of ethical and moral theory, and investigates the application of moral and ethical theory to issues such as animal and human research, the doctor-patient relationship, reproductive technologies, and biotechnology.

PHIL 355 (3)
Philosophy of Religion
A philosophical investigation of the religious dimension of human experience. Explores the standard, classic texts in the philosophy of religion, discussing a range of viewpoints regarding the significance of religious experience. Subjects include phenomenology of religious experience, the intelligibility of religious belief and disbelief, and various approaches to the nature of divinity and its meaning for human life.

PHIL 390 (3)
Topics in Philosophy
Selected topics of study drawn from the sub-disciplines 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 (1)
Exit Seminar for the Minor
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. Enrollment restricted to students who have obtained consent of Program Director.*

PHIL 499 (3)
Supervised Independent Study
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. Enrollment restricted to students who have obtained consent of instructor.*

PHYSICS (PHYS)

College of Arts and Sciences

PHYS 101 (4)
Introduction to Physics I
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. Enrollment Restriction: Completion of the Lower-Division General Education requirement in Mathematics/Quantitative Reasoning (B4). Enrollment Requirement: Completion of a course in trigonometry at the high school or university level.*

PHYS 102 (4)
Introduction to Physics II
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. Enrollment Requirement: PHYS 101.*

PHYS 201 (4)
Physics of Mechanics and Sound
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. *Three hours of lecture and three hours of laboratory. Recommended Preparation: High school physics. Enrollment Requirement: Completion of MATH 160 with a minimum grade of C (2.0).*

PHYS 202 (4)
Physics of Electromagnetism and Optics
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. Enrollment Requirement: PHYS 201 or 205, and MATH 162 with a minimum grade of C (2.0) in each.*

PHYS 203 (4)
Modern Physics
An overview of the fundamental ideas of modern physics and coverage of the principles of fluids and thermodynamics. The areas covered include: fluids, temperature, heat, the kinetic theory of gases, entropy, and the laws of thermodynamics, along with the theory of special relativity, wave particle duality, an introduction to quantum mechanics and atomic physics, the electronic properties of solids, nuclear physics, and a descriptive introduction to the standard model and cosmology. *Three hours of lecture and three hours of laboratory. Enrollment Requirement: PHYS 202 or 206.*

PHYS 205 (4)
Physics for the Biological Sciences I
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 Preparation: High school physics or an introductory college level physics course. Co/prerequisite: MATH 160.*

PHYS 206 (4)
Physics for the Biological Sciences II
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. Enrollment Requirement: Completion of PHYS 201 or 205, and MATH 160 with a minimum grade of C (2.0) in both courses.*

PHYS 210 (1)
Problem Solving in Physics
Problem solving sessions focused on interpreting physical situations and applying physics concepts to solve problems. Students will practice using graphical and mathematical representations, planning and carrying out solutions, and assessing answers. Participation in these sessions can improve student performance in traditionally difficult courses. Strongly recommended for all students enrolled in lower-division physics courses. *Corequisite: Enrollment in the appropriate lower-division Physics course. The content of each course is reflected by its sub-title. May be repeated as course number (below) changes for a maximum of three (3) units.*

A. Problem solving for PHYS 201
B. Problem solving for PHYS 202
C. Problem solving for PHYS 203
D. Problem solving for PHYS 205
E. Problem solving for PHYS 206

PHYS 280 (3)
Introduction to Electronics
Introduction to the design and measurement techniques of modern electronics. Includes AC circuit theory, passive filters, semiconductor diodes, transistors, operational amplifiers, including active filters, and a general introduction to digital circuits. The activities provide students with an opportunity for hands-on experience with a wide range of electronic circuits. *Two hours of lecture and two hours of activity. Recommended completion or concurrent enrollment: PHYS 203. Enrollment Requirement: PHYS 202.*

PHYS 301 (4)
Digital Electronics
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. *Enrollment Requirement: CS 231, PHYS 202 or 206. Prerequisite: MATH 370.*

PHYS 306 (3)
Introduction to Physics Education Research
An introduction to research in physics education and research-based physics teaching. Subjects include how people learn and understand physics concepts and the nature of science. Additional subjects will include research-based curricula, pedagogical approaches, and challenges associated with implementing novel teaching methods. Useful for students interested in teaching and learning physical sciences. *Enrollment Requirement: PHYS 203.*

PHYS 315 (3)
Science in Film and TV
Intended for the non-science major, the goal of this course is to introduce students to the fundamental concept in the physical and life sciences. Popular motion pictures, television programs and commercials, and video documentaries that contain scientific themes will be used to introduce relevant concepts, and will also serve as a common background from which students can expand their scientific understanding. Also offered as CHEM 315. *Students may not receive credit for both.*

PHYS 320 (3)
Classical Mechanics
Classical mechanics and associated mathematical and numerical techniques: Principles of Newtonian mechanics, an introduction to Hamiltonian and Lagrangian Dynamics. Applications to central force problems and small vibrations, and other selected topics in mechanics, including applications in engineering and biological systems. *Enrollment Requirement: PHYS 203.*

PHYS 321 (3)
Electromagnetism
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. *Enrollment Requirement: PHYS 202, 203, and MATH 162 and 260.*

See "How to Read a Course Description" on page 264.

PHYS 322 (3)
Solid State Physics
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. *Enrollment Requirement: PHYS 203.*

PHYS 323 (3)
Quantum Physics
A survey of quanta based physical theories, their experimental foundations and applications: quantum physics of atoms, molecules, nuclei and electrons; introduction to condensed matter physics. *Recommended Preparation: MATH 346. Enrollment Requirement: PHYS 203.*

PHYS 324 (3)
Statistical Mechanics and
Thermodynamics
Covers the laws of thermodynamics with applications to ideal and non-ideal systems. Includes elementary kinetic theory of gases, entropy, classical and quantum statistical mechanics. Other topics covered may include magnetism and low-temperature physics. *Enrollment Requirement: PHYS 203.*

PHYS 350 (3)
Revolutions in Science: Ideas That Shook The World
Explores the ideas of conservation of energy, the second law of thermodynamics, the theory of relativity and quantum mechanics from both a scientific and humanistic perspective. Together, these concepts form the foundation on which the industrial and technological revolutions of the past two centuries were based. The influence of these four landmark ideas has extended far beyond the natural sciences. *Intended for non-science majors.*

PHYS 351 (3)
How Things Work
An examination of the everyday objects and technologies that surround us. Familiar objects are used as a context for exploring basic physical principles. Among other topics, the course will explore how microwave ovens, cameras, hard drives, and photocopiers work. *No previous coursework in science or technology is assumed; intended for science and non-science majors.*

PHYS 356 (3)
The Science of Sound and Music
An introduction to the physics of sound. Various aspects of the science of sound are covered including the nature of sound waves, their production, recording, and reproduction. The physics of musical instruments, digital synthesis of sounds, and the basics of room and auditorium acoustics are also studied. *Enrollment restricted to students who have completed the Entry Level Mathematics (ELM) Requirement.*

PHYS 380 (2)
Applied Laboratory Techniques
Experimental work including an introduction to the equipment and techniques used in mechanics, electromagnetism, optics, electronics, quantum physics, nuclear physics, biophysics, medical physics, and/or geophysics. An emphasis will be placed on experimental design and data analysis. Six hours of laboratory. Enrollment Requirement: PHYS 203.

PHYS 402 (4)
Computer Interfacing and Control
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. May not be taken for credit by students who have received credit for PHYS 302. Prerequisite: PHYS 301 with a minimum grade of C (2.0).*

PHYS 403 (3)
Signals and Systems Processing
Introduction to signals and digital processing including: fundamentals of signals, signal processing, filter synthesis, discrete-time systems, discrete fourier transforms and FFT, Z-transforms, sampling quantization, and image processing. *Enrollment Requirement: PHYS 203 with a minimum grade of C (2.0).*

PHYS 407 (2)
Investigations in Physical Science for Teachers
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 with 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. Enrollment Requirement: MATH 115 and completion of a lower-division physical science course.*

PHYS 408 (3)
Investigations in Physical Science for Teachers
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 with 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. Enrollment Requirement: MATH 115 and completion of a lower-division physical science course.*

PHYS 421 (3)
Applied Electromagnetic Waves and Optics
Includes radiation and propagation of electromagnetic waves, ray optics, physical optics, optical devices, laser optics, holography, and optics of vision. *Enrollment Requirement: MATH 162. Prerequisites: PHYS 321 and MATH 346.*

PHYS 422 (3)
Applied Solid State Physics
Selected topics in solid-state physics. Includes crystal structure, thermal, electrical, and magnetic properties of solids, elementary band theory, semiconductors, and solid-state devices. May not be taken for credit by students who have received credit for PHYS 322. *Enrollment Requirement: PHYS 203, and an upper-division non-GE mathematics course.*

PHYS 423 (3)
Quantum Mechanics
A study of the concepts and theories of nonrelativistic quantum mechanics. Includes the Schroedinger equation, operators, angular momentum, the hydrogen atom, and applications to simple quantum mechanical systems. *Prerequisites: PHYS 323 and MATH 346.*

PHYS 480 (2)
Advanced Applied Physics
Laboratory
Experimental work including in-depth experimentation in mechanics, electromagnetism, optics, electronics, quantum physics, computational physics, biophysics, medical physics, and/or geophysics. An emphasis will be placed on experimental design and data analysis. Six hours of laboratory. *Enrollment Requirement: PHYS 203 and 280.*

PHYS 490 (3)
Topics Seminar
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. Enrollment Requirement: At least nine (9) units of upper-division Physics.*

PHYS 498A (1) 498B (2) 498C (3)
Senior Library Thesis
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. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

PHYS 499A (1) 499B (2) 499C (3)
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. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

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 (3)
U.S. Government and Politics
The principles of the U.S. Constitution, and a survey of political institutions and processes that developed under it, including the legislature, the executive, the courts, state and local government, federalism, and civil liberties.

PSCI 301(3)
The Practice of Political Research
Introduction to methods of inquiry and analysis in political research. A variety of qualitative and quantitative approaches will be explored, including case studies, field research, archival studies, elite interviewing, surveys, and experimentation. *Enrollment restricted to students with declared major in Political Science.*

PSCI 305 (3)
Race, Ethnicity, Power and Politics in the U.S.
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 321 (3)
Making Public Policy
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 (3)
World Political Systems
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 (3)
European Politics
Study of the political systems of selected European nations that represent the various forms of government in the region. *(CP)*

PSCI 336 (3)
Russian Politics
Analysis of the transition to post-Soviet political institutions in Russia and the other Soviet successor states. Influence of nationalism, economics, and western values on emerging structures and policies. (CP)

PSCI 337 (3)
African Politics
Focus on the political systems of Africa. Problems of political development in the region; relations among selected African states, and relations with non-African systems. *Together with PSCI 449D, may be repeated for a total of six (6) units with consent of instructor (CP)*

PSCI 338 (3)
Government and Politics of Selected Latin America Nation-State(s)
Detailed analysis of the government and politics of a particular Latin American nation-states. The content of each course is reflected by its title. *Students should check the Class Schedule for listing of actual topics. May be repeated as countries change for a total of six (6) units. (CP)*

PSCI 339 (3)
Introduction to the Politics of the Arab World
Introduction to the politics and societies of the Middle East and North Africa with emphases on dispelling common misconceptions about the Arab and Islamic world, the impact of European colonialism, and detailed analysis of the government and politics of particular Arab countries.

PSCI 340 (3)
Asian Politics
Focus on China, Japan, Korea, and the ASEAN states. Political behavior, ideas, and institutions of East Asia. Role of competing ideologies and systems of behavior, interaction of domestic and foreign policies. *(CP)*

PSCI 341 (3)
Latin American Politics Through Film
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. *Together with PSCI 449C, may be repeated for a total of six (6) units with consent of instructor. (CP)*

See "How to Read a Course Description" on page 264.

PSCI 342 (3)
Issues in Latin American Politics
Analysis of selected contemporary issues affecting the processes of political and economic development in Latin America, including similarities and differences in the experiences of various Latin American states. The content of each course is reflected by its title. *May be repeated as issues/themes change for a total of six (6) units. (CP)*

A. Democratization
B. Economic Development
C. Environmental Politics of Latin America

PSCI 348 (3)
Government and Politics of a Selected Nation-States
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 (3)
Global Governance
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 (3)
U.S. Foreign Policy
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. *Prerequisite: PSCI 350. (INP)*

PSCI 356 (3)
Russia and the World
Analysis of the changes in international politics resulting from the breakup of the Soviet Union and the emergence of the Commonwealth of Independent States. *Focuses on changes from Soviet period, relations among former republics, and impact on international security. (INP)*

PSCI 357 (3)
Foreign Policy of a Selected Nation-State
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. Students should check the Class Schedule for listing of actual topics. (INP)*

PSCI 358 (3)
America in Vietnam – The Vietnam War
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 359 (3)
The United States and the Arab World
Historical analysis of relations between the United States and various Arab countries with particular emphases on the geo-strategic politics of oil, the United States' response to the increasing role of religion in the politics of the Middle East and North Africa, and the regional impact of Great Power rivalries like those between Britain and France, and the United States and the Soviet Union. *Recommended Preparation: PSCI 339 or HIST 385. Prerequisite: PSCI 350.*

PSCI 361 (3)
U.S.-Latin American Relations
Relations among Latin American states, U.S.-Canadian-Latin American relations, and Latin American role in global affairs. *(INP)*

PSCI 362 (3)
International Relations in a Selected Region
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. Students should check the Class Schedule for listing of actual topics. (INP)*

PSCI 363 (3)
Historical Transformation of Money and Power
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. (INP)*

PSCI 364A (3)
Arab-Israeli Conflict: Origins to 1948
Detailed study of relations between Jews, Muslims, and Christians in the Middle East from ancient times to the establishment of the State of Israel in 1948. *May not be taken for credit by students who have received credit for PSCI 362A. (CP)*

PSCI 364B (3)
Arab-Israeli Conflict: 1948 to the Present
Detailed study of relations between Israelis and Palestinians, Israel and the Arab countries, and United States policy towards the Middle East, from the establishment of the State of Israel in 1948 to the present day. *May not be taken for credit by students who have received credit for PSCI 362A. (CP)*

PSCI 365 (3)
International Organization and Law
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 (3)
Foundations of Political Thought
Analysis of basic concepts and principal political theorists from the Greeks to the present, including Plato, Aristotle, Machiavelli, Locke, and Marx. *(PT)*

PSCI 371 (3)
Ancient and Medieval Political Theory
Detailed analysis of political thought from Plato to Aquinas. Major themes include citizenship, justice, equality, and democracy. *(PT)*

PSCI 390 (3)
Topics in Political Science
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 for listing of actual topics. (GP)*

PSCI 391 (3)
Gender and Public Policy
Using gender as a lens, examines women and men as actors in variety of policy settings ranging from economic policies, education, equal opportunity, child care to reproductive rights in the U.S. Analyzes how policies have differently affected women and men socially, politically, and economically and across racial and ethnic lines. Considers social construction of gender, feminism and men's studies, as they relate to political and policy issues, such as Title IX, ERA, and issues of educational and economic equity. *(USGP)*

PSCI 392 (3)
Religion and Politcs
Analysis of religion as a political force; religion as a shaper of culture and ideology; religion as a force of stability and change; religion as an influence on political behavior and public policy. Analysis is cross-national, but focus is on U.S. society. *(CP)*

PSCI 394 (3)
Political Corruption and Ethics
Examines both outright misconduct by public officials and potentially unique ethical dilemmas that may confront individuals in the public realm. Attention will be given to various political institutions and levels of government. Possible underlying causes of misconduct and potential reforms will also be examined. *(GP)*

PSCI 396 (3)
Green Planet Politics
Environmental problems respect no political boundaries; their resolution depends on successful collaboration among political players at many levels. Analyzes how these political players - ranging from world leaders to grassroots activists - struggle to solve global environmental problems within both formal and informal political structures. It uses case studies and other active learning methods to examine the controversial nature of protecting and managing natural resources on a global scale. *(INP)*

PSCI 397 (3)
Comparative Social Policy: U.S. and Europe
Compares social welfare policies in the U.S. and Western Europe, including an historical survey of the development of the social welfare state, as well as an examination on how ethnicity, gender, socioeconomic status, and levels of political efficacy, power, and alienation affect the social welfare policy process and how policy solutions have had different consequences for affected groups. Explores how the concept of welfare changes when focused on the individual or on other entities, such as corporations. *(USGP or CP; see advisor.)*

PSCI 401 (3)
Campaigns and Elections
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. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 402 (3)
Public Opinion and U.S. Politics
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. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 405 (3)
U.S. Interest Group Politics
Interest group organization, methods, funding, and influence in U.S. politics. Considers effect of interest groups, especially PACs, on democratic government. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 406 (3)
Party Politics in the U.S.
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. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 410 (3)
Congress and the Legislative Process
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. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 412 (3)
Constitutional Law: Powers of Government
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. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 413 (3)
Constitutional Law: Individual Rights
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. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP)*

PSCI 414 (3)
U. S. Judicial Process
Politics of U.S. federal and state judiciaries, including judicial behavior and judicial policy development. Also addresses debates over judicial philosophy and the selection of judges. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP)*

PSCI 415 (3)
State Politics
Politics and policy making at the state level, relations between federal and state governments. Emphasis on California government and politics. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in U.S. Constitution (Dc) (USGP)*

PSCI 416 (3)
Urban Politics
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. *Enrollment restricted to students who have completed the Lower-Division General Education requirements in United States and California Government (Dc and Dg). (USPG)*

PSCI 417 (3)
Presidency in the U.S.
Examines the U.S. Presidency, including roles, public expectations, powers and institutions of the federal executive. Includes attention to executive relations with the legislative and judicial branches and presidential decision-making. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP)*

See "How to Read a Course Description" on page 264.

PSCI 419 (3)
Topics in U.S. Politics
Selected topics in U.S. politics. *May be repeated for credit as topics change for a total of six (6) units. Enrollment requirement: One upper-division U.S. government course. Students should check the Class Schedule for listing of actual topics. (USGP)*

PSCI 420 (3)
U.S. Environmental Policy
Examination of the development and evolution of environmental policy in the United States. Emphasis on the various institutions, political leaders and social movements active in the creation and evolution of landmark environmental legislation and environmental policy. Analyzes the impact of such policies on various stakeholder groups, especially across racial and ethnic and class lines. Uses case studies to understand controversial nature of protecting and managing natural resources in U.S. *May not be taken for credit by students who have received credit for PSCI 390f. nrollment restricted to students who have completed the Lower-Division General Education requirements in United States and California Government (Dc and Dg). (USPG)*

PSCI 431 (3)
Global Development
Analysis of the process and problems of political development in the Third World. Influence of economic problems, international relations, and cultural factors.
Recommended Preparation: PSCI 331 (CP)

PSCI 434 (3)
Comparative Public Policy
Cross-national analysis of public policies, such as welfare, housing, and health care in different types of political systems.
Prerequisite: PSCI 331. (CP)

PSCI 439 (3)
Special Topics in Middle East Politics
Analysis of selected contemporary issues affecting the processes of political and economic development in the Middle East, including similarities and differences in the experiences of various Middle Eastern states. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for a listing of actual topics. Prerequisite: PSCI 339 or HIST 385.*

PSCI 445 (3)
Gender and Development
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 (3)
Topics in Comparative Politics
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 for listing of actual topics. Prerequisite: One upper-division comparative politics course. (CP)*

PSCI 450 (3)
Theories of International Relations
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. *Recommended Preparation: PSCI 350. (INP).*

PSCI 455 (3)
National Security Institutions and Policy
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. (INP)

PSCI 460 (3)
Global Money and Power
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. *(INP)*

PSCI 461 (3)
International Conflict, War, and Peace
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. (INP)*

PSCI 462 (3)
Resource Wars
Provides comprehensive exposure to international debates/conflicts arising from global environmental decline and competition for scare and vital resources. Resource issues are likely to play an increasingly important role in international affairs, and unless given greater attention by the international community, will provide a significant and growing source of friction and conflict at the international and intra-national levels. Using case studies, students explore environmental security, resource scarcity, global governance and interdependence in the Middle East, Africa, Latin America and Asia. *May not be taken for credit by students who have received credit for PSCI 390J.*

PSCI 469 (3)
Topics in International Relations
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 for listing of actual topics. Enrollment Requirement: One (1) upper-division international relations course. (INP)*

PSCI 470 (3)
American Political Thought
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 479 (3)
Topics in Political Theory
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 for listing of actual topics. Enrollment Requirement: One (1) upper-division political theory course. (PT)*

PSCI 493 (3)
Senior Seminar in Political Science (Supervision Setting)
Capstone course–offered in an individual, supervision-course setting–for political science which integrates previous work in the major. Students write a series of thought papers, and complete a research project and senior portfolio. This course or PSCI 494 is required for all Political Science majors and must be taken in the last semester of the major. *Prerequistes: PSCI 301, 331, 350, and 370. Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor.*

PSCI 494 (3)
Senior Seminar in Political Science
Capstone course for political science which integrates previous work in the major. Students write a series of thought papers, and complete a research project and senior portfolio. This course or PSCI 493 is required for all Political Science majors and must be taken in the last semester of the major. *Prerequistes: PSCI 301, 331, 350, and 370. Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor.*

PSCI 495A (1) 495B (2) 495C (3) 495D (4) 495E (5) 495F (6)
Internship
Program of study, research, and work in connection with a government agency or private group concerned with public policy. *May be repeated for credit for a total of nine (9) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor. (GP)*

PSCI 498A (1) 498B (2) 498C (3)
Independent Study
Individual study or special project under the direction of a faculty member in political science. *May be repeated for credit for a total of six (6) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C. Enrollment restricted to students who have obtained consent of instructor. (GP)*

PSCI 499A (1) 499B (2) 499C (3)
Independent Research
Individual research under the direction of a faculty member in political science. *May be repeated for credit for a total of six (6) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C. Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor. (GP)*

PSYCHOLOGY (PSYC)

College of Arts and Sciences

PSYC 100 (3)
Introduction to Psychology
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 104 (3)
Psychology for Living
Psychological principles, theory, and research are discussed in the context of applied situations and self-improvement. Areas covered include stress and anger management, sexuality and relationship issues, drugs abuse, choosing a career, improving study and test-taking skills, changing unwanted behaviors, parenting concerns, and selecting mental health services.

PSYC 110 (3)
Critical Thinking in Psychology
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.

PSYC 210 (3)
Introduction to Developmental Psychology
An introductory survey course that utilizes a chronological approach to examine human development from birth through adolescence. Includes a study of physical development and health; developmental issues of children with special needs; cognitive and moral development; social and personality development; and genetic, sociocultural, and other influences on development.

PSYC 215 (3)
Psychosocial Influences on Child Development
Study of child and adolescent development within the psychosocial worlds of family, school, and community. Bidirectional effects and interactions among these influences will be explored. Age, gender, diverse abilities, ethnicity, socioeconomic, and public factors that affect development of values, attitudes, morals, and behavior of children and youth will be considered within an ecological framework.

PSYC 220 (3)
Introductory Statistics in Psychology
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 (3)
Research Methods in Psychology
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. Enrollment Requirement: PSYC 100 and 220 must be completed with a grade of C (2.0) or better.*

PSYC 300 (3)
Computer Applications in Psychology
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. Enrollment Requirement: PSYC 220.*

PSYC 330 (3)
Developmental Psychology: Infancy and Childhood
Theories, methods and research on development from conception through childhood. Includes biological, genetic, and physical development; social-emotional development, cognitive and language development; perception and brain development. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

See "How to Read a Course Description" on page 264.

PSYC 332 (3)
Social Psychology
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. *Enrollment Requirement: PSYC 100.*

PSYC 333 (3)
Psychology of Prejudice
Examines psychological theory and research on prejudice, discrimination, and stereotyping from the perspectives of both the holders and targets of prejudice. In particular, the course emphasizes the cognitive, motivational, and social bases of prejudice, racism, sexism, as well as prejudice reduction. *May not be taken by students who have received credit for PSYC 440J. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 334 (3)
Psychology of Personality
Theory and assessment techniques in personality research. Subject matter includes study of personality structure, development, personality dynamics, and determinants of personality. *Enrollment Requirement: PSYC 100.*

PSYC 336 (3)
Abnormal Psychology
Causes, symptoms, prevention, and treatment of mental disorders. Regular visits to local psychiatric facilities may be required. *Enrollment Requirement: PSYC 100.*

PSYC 338 (3)
Environmental Psychology
Examines human behaviors associated with environmental problems, including global warming, ozone depletion, acid rain, destruction of the rainforests, and depletion of natural resources. Covers such subjects as the commons dilemma, rational choice, values, and incentives. Examines interventions designed to change human behavior such as conservation, public transportation, recycling, and environmental education. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 340 (3)
Survey of Clinical Psychology
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. *Enrollment Requirement: PSYC 100. Prerequisite: PSYC 336.*

PSYC 341 (3)
Multicultural Perspectives in Psychology
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. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 342 (3)
Group Dynamics
Study of small group behavior and team effectiveness. Examines subjects such as group membership, systems theory, communication, group decision-making, group development and performance, and conflict management. Focuses on diverse perspectives in organizations and work groups. Cross-cultural work settings, and gender differences in leadership and group behavior. Theory and research about group dynamics will be applied to organizational, educational, and counseling settings. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 348 (3)
Developmental Psychology: Adolescence
Addresses the theories, methods, and research on the development of adolescence (ages 10-22). It emphasizes empirical research on physical, cognitive, and social development and considers the gender, ethnic and socioeconomic differences found in such development. Subjects include the timing of pubertal development, teen pregnancy, parent-adolescent relations, identity development, peer relations, the transition to adulthood, and adolescent psychopathology (suicide, depression, eating disorders). *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 350 (3)
Psychology of Women
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. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 352 (3)
Human Sexuality
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. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 353 (3)
Industrial/Organizational Psychology
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. *May not be taken for credit by students who have received credit for PSYC 418. Enrollment Requirement: PSYC 100.*

PSYC 354 (3)
Educational Psychology: Psychological Perspectives
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. Enrollment Requirement: PSYC 100.*

PSYC 356 (3)
Developmental Psychology: Adulthood and Aging
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. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 360 (3)
Biopsychology
Introduction to the biological bases of behavior, including material central to physiological psychology, comparative psychology, behavioral genetics, and sensory psychology. Issues to be addressed include but are not limited to neuroethology, behavioral endocrinology, evolutionary theory, sociobiology, and sensory systems. *Enrollment Restriction: PSYC 100 or BIOL 211.*

PSYC 361 (3)
Brain and Mind
Examines the relationship between the brain, and how the brain produces behavior. Intended for non-majors, this course will review basic neuroanatomy and physiology, and consider mind/brain relations in the context of psychoactive drugs, brain development, neurological disorders, sexual behavior, and cognitive abilities such as language, memory, thinking, and consciousness. *Also offered as BIOL 348. Students may not receive credit for both. May not be counted toward the Psychology Major or Minor. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

PSYC 362 (3)
Cognitive Processes
Theoretical and research approaches to the study of thinking, problem-solving, language, concept learning, decision making and judgment, cognitive development, and cognitive structure. *Enrollment Requirement: PSYC 100.*

PSYC 363 (3)
Drugs, Brain, Behavior and Society
An introduction to the use of drugs in modern society. Emphasizes psychoactive drugs, including psychotherapeutic drugs and drugs of abuse. Explores the effects of drugs on the brain and behavior, psychological and biological factors responsible for their use and misuse, as well as social, cultural, historical and legal aspects of drug use. The content will range from general principles of drug action to focused information on specific classes of drugs. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 390 (3)
Laboratory in Animal Learning
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. Enrollment Requirement: PSYC 100, 220, and 230. Prerequisite: PSYC 360 must be completed with a grade of C (2.0) or better.*

PSYC 391 (3)
Laboratory in Physiological Psychology
Advanced research methods in physiological processes underlying brain function and behavior. Application of methodological principles to research in such areas as neuroanatomy, physiology, behavioral neuroscience and psychopharmacology. *Two hours lecture and three hours laboratory. Enrollment Requirement: PSYC 100, 220, and 230. Prerequisite: PSYC 360 must be completed with a grade of C (2.0) or better.*

PSYC 392 (3)
Laboratory in Sensation and Perception
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. Enrollment Requirement: PSYC 100, 220, 230. Prerequisites: PSYC 360 or 362 must be completed with a grade of C (2.0) or better.*

PSYC 393 (3)
Laboratory in Cognitive Psychology
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. Enrollment Requirement: PSYC 100, 220, and 230. Prerequisite: PSYC 362 must be completed with a grade of C (2.0) or better.*

PSYC 394 (3)
Laboratory in Comparative Animal Behavior
Advanced research methods in animal behavior, including human behavior. Application of methodological principles to research in such areas as predator/prey interactions, communication, aggression, and mating behavior. *Two hours lecture and three hours laboratory; one or more field trips required. Enrollment Requirement: PSYC 100, 220, and 230. Prerequisite: PYSC 360 must be completed with a grade of C (2.0) or better.*

PSYC 395 (3)
Laboratory in Developmental Psychology
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. Enrollment Requirements: PSYC 100, 220, and 230. Prerequisites: PSYC 330, 348, or 356 with a grade of C (2.0) or better.*

PSYC 396 (3)
Laboratory in Social Psychology
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. Enrollment Requirements: PSYC 100, 220, and 230. Prerequisite: PSYC 332 must be completed with a grade of C (2.0) or better.*

PSYC 402 (4)
Psychological Testing
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. *Enrollment Requirement: PSYC 100, 220, and 230.*

PSYC 424 (3)
Advanced Psychological Statistics
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. Enrollment Requirement: PSYC 100 and 220. Prerequisite: PSYC 300.*

See "How to Read a Course Description" on page 264.

PSYC 428 (3)
Community Psychology
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. Enrollment Requirement: PSYC 100 and three (3) units of upper-division psychology courses.*

PSYC 432 (3)
Health Psychology
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. *Enrollment Requirement: PSYC 100, 220, 230 and three (3) units of upper-division psychology courses. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 440 (3)
Topics in Psychology
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: Vary according to the topic.*

PSYC 461 (3)
Neuropsychopharmacology
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. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 465 (3)
Human Neuropsychology
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. *Prerequisite: PSYC 360 or 362. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 490 (3)
History of Psychology
Historical, philosophical, and scientific background of Psychology; major traditions and conceptual issues. *This is a capstone course and should be taken by psychology majors in their final semester at CSUSM. Enrollment Requirement: Completion of nine (9) units of upper-division psychology courses.*

PSYC 495 (3)
Field Experience in Psychological Settings
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. Enrollment Requirement: Nine (9) units of upper-division psychology courses. Enrollment restricted to students who have obtained consent of instructor. Specific sections of this course may carry additional prerequisites.*

PSYC 498A (1) 498B (2) 498C (3) 498D (4)
Independent Study
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. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 499A (1) 499B (2) 499C (3) 499D (4)
Independent Research
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. Enrollment Requirement: Completion of at least one upper-division laboratory course in psychology. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 520 (3)
Graduate Statistics
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. Enrollment Requirement: PSYC 424. Restricted to students who have obtained consent of instructor.*

PSYC 530 (3)
Advanced Research Methods
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. *Enrollment Requirement: PSYC 424 or 520. Restricted to students who have obtained consent of instructor.*

PSYC 550 (3)
Proseminar in Social/ Personality Psychology
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. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 552 (3)
Proseminar in Developmental Psychology
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. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 554 (3)
Proseminar in Cognitive Psychology
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. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 556 (3)
Proseminar in Comparative/Physiological Psychology
Advanced study of the biological bases of behavior. Critical examination of current research articles and theoretical models in one or more areas of biological psychology such as neuroanatomy and physiology, psychopharmacology, endocrinology, evolutionary theory, and the adaptive significance of behavior. Students will make formal oral and written presentations of individual or group projects. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 558 (3)
Proseminar in Counseling/ Clinical Psychology
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. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 600 (3)
Contemporary Issues in Psychology
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. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 680 (3)
Teaching of Psychology
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. Enrollment Requirement: Completion of fifteen (15) units in the graduate program. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 681 (3)
Field Placement
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. Enrollment Requirement: Completion of nine (9) units in the graduate program. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 690 (3)
Graduate Research
Faculty-supervised research. *May be repeated, but no more than six (6) units of credit may be applied toward the Master's degree. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 699 (3)
Graduate Thesis
Preparation of the thesis. *Graded Credit/No Credit. Enrollment Restriction: Approved thesis proposal, and completion of twenty-seven (27) units in the graduate program. Enrollment restricted to students who have obtained consent of thesis advisor.*

PSYC 700A (1) 700B (2) 700C (3)
Thesis Extension
Registration in this course is limited to students who have received a grade of Report in Progress (RP) in PSYC 699. Also, student must be registered in PSYC 700, GRAD 699_EX, or some other course when the completed thesis is granted final approval. May be repeated. Graded Credit/No Credit. Enrollment Requirement: Prior registration in PSYC 699 with an assigned grade of Report in Progress (RP).

SOCIOLOGY (SOC)

College of Arts and Sciences

SOC 101 (4)
Introduction to Sociology
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 105 (4)
Introduction to Justice Studies
An introduction to the interdisciplinary field of Justice Studies. Explores economic, social, and criminal justice issues by means of sociological, philosophical, and legal perspectives and methodologies. Students will critically assess the obstacles and opportunities central to the pursuit of justice in the United States and abroad. Topics of analysis may include formal legal systems, institutionalization of injustice, environmental justice, and genocide.

SOC 201 (3)
Introductory Statistics for the Social Sciences
Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing.

SOC 202 (3)
Critical Thinking in Sociology
An introduction to critical thinking skills using the logic and reasoning of the social sciences and how these skills can be transferred to other fields. Emphasis on learning the criteria for analyzing and evaluating the validity of complex arguments. Includes causal reasoning, logical inferences and fallacies, distinction between knowledge and belief and ways in which different cultures reason from different assumptions with identifications and comparisons of these assumptions. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

See "How to Read a Course Description" on page 264.

SOC 203 (3)
The Child in Society
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, and institutions which socialize and control children.

SOC 204 (3)
Human Relationships Across the Life Course
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 (3)
Exploring Social Problems
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 (3)
American Society and Institutions
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 (4)
Social Psychology: Sociological Perspective
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 303 (3)
Families and Intimate Relationships
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 (4)
Sociology of Women
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 307 (3)
Human Sexuality
Sexuality viewed as a normative and institutional pattern of human behavior. Analysis of research on contemporary attitudes and practices.

SOC 308 (4)
Morality and the Law
An analysis of the complex relationships between law and morality. Includes a consideration of contemporary controversies related to the use of law to regulate morality in the United States.

SOC 309 (3)
Aging and Society
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 of aging experiences across race/ethnic, sex, socioeconomic, cultural, and national lines. In addition, students may pursue a service-learning activity benefiting elder members of the local community.

SOC 310 (3)
Sociology of Mass Communication
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 (4)
Inequality
An 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 313 (4)
Race/Ethnic Relations
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 (4)
Health and Society
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 (4)
Gender in Society
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 (4)
Mental Health and Society
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 (3)
Youth and Society
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, and institutions which socialize and control youth.

SOC 318 (4)
Sociology of Sport
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.

SOC 319 (3)
Socialization and Personal Change
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 (4)
Sociological Theory
Exploration of the nature of theory in sociology, and an analysis of selected social theorists. *Enrollment Requirement: SOC 101.*

SOC 321 (4)
Sociology of Deviance
An analysis of sociological theories of deviance, conformity, and social control.

SOC 322 (4)
Youth Gangs
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 (3)
Juvenile Delinquency
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 (4)
Drugs and Alcohol in Society
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 (4)
Criminology
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 (4)
Law Enforcement
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 (4)
Sociology of Violence
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 (4)
Victims and Criminals
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 (4)
Social Welfare Policies and Services
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 333B (2) 333C (3)
Human Service Field Work
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. Enrollment restricted to students who have obtained consent of instructor.*

SOC 335 (3)
Sociology of Work and Occupations
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 (4)
Women and Organizations
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 339 (4)
Social Inequality and Civil Rights
Examines the struggle for civil rights, equality, and justice. It discusses the differential treatment of people on the basis of race, class, gender, and sexual orientation. Using the Civil Rights Movement in the United States as a touchstone, this course will compare various struggles for human rights such as slavery, abolitionism, territorial expansion, immigration, segregation, the anti-Imperialist struggles of Ghandi, and affirmative action.

SOC 345 (4)
Latino Communities
Comparative analysis of selected Latino communities, with a special emphasis on Chicano communities in California. Formation and change; new immigrants; adaptation; and response.

SOC 347 (3)
African American Communities
Historical, demographic, and cultural examination of the social communities of African-Americans.

SOC 351 (3)
Sociology of Religion
Analysis of the interplay of society and religion; the clergy as an occupational group; the relationship of religious ideology to social change.

SOC 353 (4)
Social Change and Social Movements
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 (4)
Quantitative Research Methods
The logic of procedures of social science methodology. Range of types of methods available for various types of quantitative social research. Problem formulation, design, data collection, and analysis of a research project. *Enrollment Requirement: SOC 201.*

See "How to Read a Course Description" on page 264.

SOC 361 (4)
Qualitative Methods in Sociology
Provides an introduction to qualitative research methods. Readings and course activities focus on the range of qualitative methods which may include participant observation, qualitative interviewing, and textual and visual analysis. The course also considers the applicability of qualitative methods to particular research questions as well as the theoretical, ethical, and practical issues that arise in conducting qualitative research. Students will engage in qualitative research that includes intensive collection and analysis of qualitative data.

SOC 373 (4)
Race, Gender and Work
The impact of race and gender as dimensions of social structure and personal experience is explored in the world of work. Sociological theories are presented for analyses of race and gender consequences for economic location, occupational race and gender segregation, workplace discrimination in hiring, promotion, and severance, experiences of workplace culture and social policy to address inequalities.

SOC 375 (3)
Race and Identity
Examines the impact of race upon the social construction of the self through sociological theory and a series of narratives and studies of racial identity, asking: How does race matter in the perennial questions of "who am I?" How does racial identity get constructed externally and internally through social interactions and in social institutions? How is racial identity attached to other categories of self (e.g., woman, student, and worker) and how do people negotiate conflicted valuations of racial identity?

SOC 395 (4)
Current Issues in Sociology
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 401 (4)
History of Social Theory
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 403 (3)
Children's Human Rights in a Global Society
Examines the U.N.'s Convention on the Rights of the Child and its call for children's rights to survive, to develop, to be protected from harm, and to participate. Students engage in learning about issues such as child labor, education, war, childcare, trafficking, sexual exploitation, homelessness, health, poverty, and play. The themes for the course are: globalization and social processes; children's agencies; and, the diversity of children's experiences based on gender, ethnicity, race, and social class.

SOC 406 (4)
Women and Crime
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. *May not be taken for credit by students who have received credit for SOC 306.*

SOC 411 (4)
Social Stratification and Classes
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 (4)
Sociology of Education
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 (4)
Divorce and Remarriage
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 416 (4)
Families in Poverty
Considers the contemporary intersections of poverty and families in the U.S. Explores definitions of poverty, prevalent theoretical understandings of poverty, the impact of poverty on families and the strategies they use to cope, demographics, existing and proposed policies designed to mitigate poverty and their relationships to families. Pays particular attention to systems of race, class, and gender, to questions of causes vs. symptoms of poverty, and to political economic issues. *May not be taken for credit by students who have received credit for SOC 486A. Recommended Preparation: SOC 303.*

SOC 417 (4)
Family Violence
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—child abuse, domestic violence, and elder abuse—will be considered with emphasis on both the interpersonal dynamics and broader sociopolitical forces involved.

SOC 419 (4)
Inequalities and Health
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 (4)
Public Health and Disease Prevention
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 (4)
Sociology of Emotions
Examines how emotions like pain, anger, love, envy, jealousy, shame, joy, anxiety, and happiness motivate human behavior. Emphasis on social aspects of emotions that are shaped by social interaction and social structure. Social construction of emotions and the interchange between social rules and affect is examined.

SOC 424 (3)
Women and Health
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: 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 Preparation: Previous course-work in the area of health and illness. Also offered as WMST 424. Students may not receive credit for both.*

SOC 427 (4)
Social Gerontology
Demographic trends, economic status, family relationships, physical and social needs of the elderly.

SOC 429 (4)
Death and Dying
Comparative analysis of the social, psychological, and organizational study of dying; ethical issues, cultural practices.

SOC 433 (4)
Urban Sociology
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 437 (4)
Feminism and Justice
Through the lens of feminist theories of Marxism, Socialism, Critical Race Theory, and Post-Modernism, this class will explore issues of justice related to social, legal, ideological, and material conditions. Issues of education, health, public policy, children, labor and a critique of the feminist movement by women of color may be discussed.

SOC 439 (4)
Social Justice and the Environment
Explores some of the predominant contemporary issues in society raised by environmental activists and scholars. Upon completion of the course, students will recognize the importance of the environment and environmental issues for our understanding of issues of justice in society.

SOC 442 (4)
Analysis of the Justice System and Criminal Law
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. *Enrollment restricted to students with Senior status (90 units).*

SOC 443 (4)
Sociology of Law
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 (4)
Perspectives on Corrections and Penology
Critical analysis and evaluation of different institutional and community-based punishment and correction models, examined both historically and in contemporary American society.

SOC 445 (4)
White Collar Crime
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 (4)
Comparative Analysis of Criminal Justice Systems
Global examination of selected criminal justice systems comparing differences in the delivery of legal, correctional and political/cultural objectives across different nations.

SOC 463 (2)
Seminar in White Privilege
Critically examines the construction of whiteness in terms of privilege, racism, and notions of supremacy. A range of interdisciplinary texts address the meaning of "whiteness" in U.S. society as a privileged identity, group, culture, and status. The reproduction of white privilege through institutional practices and social interactions is emphasized. Intensive reading and a research project are required. *May not be taken for credit by students who have received credit for SOC 485C. Prerequisite: SOC 313.*

SOC 465 (2)
Critical Race Theory
Critically assesses racial theory from essentialist constructions to social constructionist and finally, post-structural and post-modern perspectives. In addition, class, gender and social movement factors are also discussed in reference to the "racializing" process. *Prerequisite: SOC 313.*

SOC 467 (3)
Media, Race and Representations
Critically assesses the discourse of race as it concerns the representation of race in the media. Students will complete work at the following signal points of the course: Racial history, stereotypes, "authentic" colonized cultural products and their appropriations by the colonizer; and, the later re-presentations of these products for global consumer consumption. *May not be taken for credit by students who have received credit for SOC 485H. Prerequisite: SOC 313.*

SOC 469 (2)
Colonial and Post-Colonial Theory
Explores the colonial process from the classical period through neo-colonialism to post-colonialism. Places this theory within the context of Neo-Marxist, feminist and poststructuralist theory. In addition, the course introduces the student to World Systems and race theories that have marked the colonial moments of transformation. *Prerequisite: SOC 313.*

SOC 470 (1-4)
Topics in Advanced Research Methods
In-depth examination of selected research methods used in the social sciences. Emphasis is on in-depth understanding of methodologies not covered in SOC 360 or SOC 361. *Course may not be substituted for SOC 360 or 361. May be repeated for credit as topics change for a total of eight (8) units. Prerequisites: SOC 360 and 361.*

SOC 471 (1-4)
Advanced Topics in Sociological Theory
Seminar of in-depth study of advanced topics in sociological theory. *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.*

SOC 480 (4)
Capstone Seminar in Sociological Scholarship
A capstone course for majors, in which students review sociological scholarship on a topic that varies across semesters. Students will produce a written report demonstrating their mastery of key learning objectives in the major. *Entrollment Requirements: SOC 360, 361 and either SOC 311 or 313 or 315. Prerequisites: SOC 320.*

See "How to Read a Course Description" on page 264.

SOC 485 (2-4)
Seminar on Sociological Topics
In-depth consideration of selected topics in Sociology. *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.*

SOC 486 (2-4)
Topics in Children, Youth, and Families
A seminar on selected topics for 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 for listing of actual topics.*

SOC 487 (2-4)
Topics in Aging and the Life Course
A seminar on selected topics for 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 for listing of actual topics.*

SOC 488 (2-4)
Topics in Health, Education and Welfare
In-depth consideration of special topics in health, education, and welfare in a seminar format. Topics will depend on student interest and contemporary health, education, and welfare issues. *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.*

SOC 489 (2-4)
Topics in Critical Race Studies
A seminar on selected topics for in-depth consideration in critical race studies. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: SOC 313. Enrollment restricted to students who have obtained consent of instructor.*

SOC 490 (2-4)
Topics in Criminology and Criminal Justice
In-depth examination of selected and timely topics in the field of criminology and criminal justice. *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.*

SOC 495 (4)
Capstone Seminar in Community Service.
Selective placement of students in work-study situations in organizations which provide service to the local community. Includes participation in a coordinating seminar and producing a written analysis of the organization that demonstrates mastery of learning objectives for the major. *Enrollment Requirements: SOC 320, 360, 361 and either SOC 311 or 313 or 315. Enrollment restricted to students who have obtained consent of instructor.*

SOC 496 (3)
Internship in Research
Selective placement of students in work-study situations in social research settings. Includes participation in a coordinating seminar. *Enrollment Requirement: SOC 201. Prerequisite: SOC 360. Enrollment restricted to students who have obtained consent of instructor.*

SOC 498A (1) 498B (2) 498C (3) 498D (4)
Independent Study
Selected studies for an in-depth consideration. *Enrollment restricted to students with Senior standing who have obtained consent of instructor.*

SOC 499A (1) 499B (2) 499C (3) 499D (4)
Independent Research
Selected research for an in-depth consideration. *Enrollment restricted to students with Senior standing who have obtained consent of instructor.*

SOC 501 (2)
Pro-Seminar in Sociological Practice
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 515 (4)
Social Research Process
Focuses on applied and evaluation social research. Addresses actual problems of conducting social research in diverse communities. 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 ethnicity, gender, class, and age will be emphasized. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 517 (2)
Seminar in Sociology of the Life Course I
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 519 (2)
Seminar in Sociology of the Life Course II
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 521 (2)
Seminar in Health Institutions and Policies
Examines health care institutions and policies in the United States and abroad, focusing on the cultural and socioeconomic environments that shape them. Focuses on the following issues: 1) historical and contemporary developments; 2) impact of technological innovation and governmental regulation; 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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 523 (2)
Seminar in Community Mental Health
Examines community based mental health treatment. 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 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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 525 (3)
Seminar in the Community and the Family
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 527 (4)
Seminar in Social Welfare and Social Policies
The underlying antecedents to the historical development of social welfare systems and policies in the United States will be examined, and comparisons made to welfare systems in other countries. The development of social policies applied to families, children, and the aged will be analyzed with a special focus on the impact of social welfare and policies on diverse populations. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 529 (2)
Seminar in Criminological Theories and Policies
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 575 (4)
Qualitative Research Methods
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 610 (4)
Social Theory and Public Policy
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 620 (4)
Quantitative Research Methods
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 630 (4)
Critical Perspectives in Human Services Delivery
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 640 (2)
Sociological Advocacy
Trains advanced students to effectively communicate sociological theory and research to non-sociologists. Prepares students to share their sociologically informed observations with various constituencies, including: 1) employers and co-workers; 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 emphasized. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

See "How to Read a Course Description" on page 264.

SOC 650 (3)
Seminar in Current Issues in Criminal Justice and Juvenile Justice
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 652 (2)
Seminar in the Evaluation of Crime Prevention and Delinquency Programs
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. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 654 (2)
Seminar in the Sociology of Education
Focuses on the role of education in American society, particularly the ways in which schools create and maintain gender, race, and class inequalities. Explores advanced sociological theories, empirical studies, policies related to schooling as related to K-12, higher education, and international comparisons. Subjects include, but are not limited, to the sociological examination of school practices, working life of teachers, specific groups' experience of schooling and school reform. *May not be taken for credit by students who have received credit for SOC 685A. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 660 (2)
Teaching Sociology
Focuses on pedagogical concerns and strategies for teaching sociology at the college level. Designed as a workshop to enable students to actively participate in creating and cultivating a teaching self. The professional role is a dual one involving both the creation of knowledge through research and the dissemination of that knowledge through teaching. Designed to acquaint students with some of the major educational and professional issues associated with college and university teaching. *May not be taken for credit by students who have received credit for SOC 685B.*

SOC 670 (4)
Field Placement Preparation
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 (4)
Thesis Research
Continuation of the efforts initiated in SOC 670 and completion of a thesis. Theses may include qualitative and quantitative analyses, evaluation studies, design of educational or training materials, and grant proposal writing. *Enrollment Requirement: Advancement to candidacy. Prerequisites: SOC 501, 515, 620, 630 and 670.*

SOC 680 (2)
Writing for Sociology Graduate Students
Designed to assist graduate students with various aspects of scholarly and professional sociological writing at the graduate level. Students will work throughout the semester to refine drafts of a major project or paper with attention to topics such as: defining a problem; reviewing the literature to find a focus; drawing upon sociological theory; and writing introductions and conclusions. Attention will be given to developing analytic strategies and organizational skills as well as to the mechanics of sentence structure and punctuation. *May not be taken for credit by students who have received credit for SOC 685E. May be repeated for credit, along with SOC 685E for a total of four (4) units. Only two (2) units may count toward the M.A. in Sociological Practice. Enrollment Restriction: Enrollment in the Master of Arts in Sociological Practice Program.*

SOC 685 (2-4)
Seminar in Topics
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. Enrollment Restriction: Enrollment in the Master of Arts in Sociological Practice Program.*

SOC 690A (1) 690B (2) 690C (3) 690D (4)
Independent Thesis Proposal Preparation
Independent research in preparation for the thesis, develops an in-depth understanding of the thesis proposal. Students will work closely with their thesis chair to plan research activities and complete thesis proposal. *Prerequisites: SOC 501, 515, 610, 620 and 630.*

SOC 695A (1) 695B (2) 695C (3) 695D (4)
Independent Thesis Research
Continuation of the efforts in SOC 690 and completion of a thesis. Research may include qualitative or quantitative analysis. *Enrollment Requirement: Advancement to candidacy. Prerequisites: SOC 501, 515, 610, 620, 630 and 690.*

SOC 698A (1) 698B (2) 698C (3) 698D (4)
Independent Research
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. Enrollment restricted to students who have obtained consent of faculty advisor.*

SOC 699A (1) 699B (2) 699C (3) 699D (4)
Thesis Extension
Registration in this course is required for students who have received a grade of Report in Progress (RP) in SOC 675 or 695. Graded Credit/No Credit. Prerequisite: SOC 675 or 695 with an assigned grade of Report in Progress (RP).

SPANISH (SPAN)

College of Arts and Sciences

SPAN 101 (4)
Beginning Spanish I
An introduction to the Spanish language and Spanish-speaking cultures, with emphasis on the development of communicative skills and grammatical structures. Language laboratory practice is a mandatory component of the course. *Though no prior knowledge of Spanish is assumed, to promote language acquisition this course is conducted in Spanish.*

SPAN 102 (4)
Beginning Spanish II
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. *At time of enrollment in course, basic knowledge of Spanish (equivalent to that demonstrated upon successful completion of Spanish 101), is mandatory. Conducted in Spanish. Enrollment Requirement: SPAN 101.*

SPAN 150 (5)
Accelerated Beginning Spanish
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 Preparation: At least two years of high school Spanish. Enrollment restricted to students who have obtained consent of Foreign Language Proficiency Assessor to enroll.*

SPAN 199 (1)
Intensive Spanish Practice
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. Enrollment Requirement: SPAN 102. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 201 (3)
Intermediate Spanish I
Continuation of Spanish language fundamentals. Emphasis on the development of the skills of reading, listening comprehension, speaking, writing, and on culture. Language laboratory practice is a mandatory component of the course. *At time of enrollment in course, basic communicative skills (reading, writing, speaking, listening) in Spanish, equivalent to those demonstrated upon completion of Spanish 102, are mandatory. Conducted in Spanish. Enrollment Requirement: SPAN 102.*

SPAN 202 (3)
Intermediate Spanish II
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. Enrollment Requirement: SPAN 201.*

SPAN 210 (3)
Intermediate Reading and Composition
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. Enrollment Requirement: SPAN 202.*

SPAN 250 (3)
Spanish for Spanish Speakers
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 266 (1-6)
Intermediate Spanish in a Study Abroad Setting
Study of Spanish language and/or Hispanic culture, at an intermediate level. Course completed in a study abroad setting, where students complement their in-class lessons with real-life opportunities to use Spanish in practical, every day situations. *Conducted in Spanish. May fulfill the graduation requirement for a Language Other than English only with prior consent of Spanish faculty advisor. May be repeated for credit. Enrollment Requirement: SPAN 102.*

SPAN 301A (3)
Advanced Spanish for Non-Native Spanish Speakers
Designed to assist non-native Spanish speakers in their continued development of Spanish language skills necessary for upper-division study. Intensive review of grammar with emphasis on contrastive features, interference from English and other specific areas of Spanish typically problematic for non-native speakers. Through reading and viewing of modern texts and media, special attention is paid to oral and written language development across a number of Spanish language registers. *May not be taken for credit by students who received credit for SPAN 311A. Conducted in Spanish. This course should be taken concurrently with SPAN 302. Enrollment Requirement: SPAN 202.*

See "How to Read a Course Description" on page 264.

SPAN 301B (3)
Advanced Spanish for Native Spanish Speakers
Designed to assist native speakers of Spanish in the refinement of Spanish language skills necessary for upper-division study. Intensive review of grammar with specific emphasis on areas typically problematic for native speakers. Through reading and viewing of modern texts and media, special attention is paid to oral and written language development across a number of Spanish language registers. *May not be taken for credit by students who have received credit for SPAN 311B. Conducted in Spanish. This course should be taken concurrently with SPAN 302. Enrollment Requirement: SPAN 202 or 250.*

SPAN 302 (3)
Basic Theory and Practice of Composition
Focuses on the principles of writing and the development of basic composition skills. Through analysis of literary genres (such as academic and literary essays, journalistic prose, and short prose narratives) students will learn of Spanish grammatical, rhetorical, and literary devices essential to developing a written voice and writing with coherence and clarity in Spanish. Extensive writing assignments will also focus on expansion of vocabulary and syntax, and learning techniques for revision. *Course conducted in Spanish. Should be taken concurrently with SPAN 301A or SPAN 301B. Enrollment Requirement: SPAN 202.*

SPAN 303 (3)
Advanced Theory and Practice of Written Composition
Develops advanced skills in composition specifically for academic writing. Through analysis of a variety of literary genres (such as argumentative and critical essays, research papers, journalistic prose and prose fiction) students will sharpen critical thinking skills, develop a further understanding of Spanish grammatical, rhetorical and literary devices essential to developing a written voice and writing with coherence and clarity in Spanish. Extensive writing assignments will focus on further developing and refining vocabulary and syntax, as well revision skills. *Course conducted in Spanish. Prerequisite: SPAN 302.*

SPAN 305 (3)
Advanced Oral Communication
Intensive practice of oral communication skills at the advanced level. Through group discussions, oral presentations, skits, role-playing, and other communicative activities, students will develop skills and strategies for effective oral communication in Spanish. Course includes introduction to cultural factors affecting verbal and non-verbal communication in Spanish. Intended for non-native speakers of Spanish. *May not be taken for credit by students who have received credit for SPAN 205. Conducted in Spanish. May include a service learning component. May be repeated for credit for a total of six (6) units, but only three (3) units may be applied toward the Spanish major. Enrollment Requirement: SPAN 202.*

SPAN 314B (3)
Advanced Spanish for Business
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. Prerequisite: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 314C (3)
Advanced Spanish for Medical Personnel
Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the medical professions. *Prerequisites: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 314D (3)
Advanced Spanish for Social Services
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. Prerequisites: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 314E (3)
Advanced Spanish for Law Enforcement
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. Prerequisites: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 315 (3)
Reading and Analysis of Hispanic Literary Texts
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. Prerequisites: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 316 (3)
Advanced Spanish for the Professional
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. Prerequisites: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 317 (3)
Spanish Sociolinguistics
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 301A or 301B, 302, and 303.*

SPAN 330 (3)
Techniques for Professional Translation and Interpretation in Spanish
Lexical, syntactical, stylistic, cultural, and practical applications in Spanish/English, English/Spanish translation. *Conducted in Spanish. Enrollment Requirement: Completion of a college-level English composition. Prerequisites: SPAN 301A or 301B, 302, and 303.*

SPAN 331 (3)
Introduction to Spanish Linguistics
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 301A or 301B, 302, and 303.*

SPAN 350A (3)
Spanish Civilization
Analysis of the character and personality of the Spanish people as revealed through literary and artistic works. *Conducted in Spanish. Prerequisites: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 350B (3)
Spanish American Civilization
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. Prerequisites: SPAN 301A or 301B, and 302. Co/prerequisite: SPAN 303.*

SPAN 366 (1-6)
Advanced Spanish in a Study Abroad Setting
Study of Spanish language and/or Hispanic culture, at an advanced level. Course completed in a study abroad setting, where students complete their in-class lessons with real-life opportunities to use Spanish in a practical, everyday situations. *Conducted in Spanish. May be repeated for credit. Enrollment Requirement: SPAN 202. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 380 (3)
Narrative to Film
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.*

SPAN 395A (1) 395B (2) 395C (3)
Independent Study
Students will study their own field of interest in Spanish language, literature, and/or culture. Readings, written papers, and oral discussions will be guided by the instructor. Activity will be created on an individual basis. Students must meet weekly with the instructor. *May be repeated for a total of nine (9) units of credit. Conducted in Spanish. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 398A (1) 398B (2)
Community Service Project
Supervised projects in community service that involve use of Spanish. *May be repeated for a total of four (4) units. May not be counted toward the major or minor. Graded Credit/No Credit. Prerequisites: SPAN 301A or 301B, and 302.*

SPAN 399 (3)
Internship/Field Work in Community and University Service
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. Conducted in Spanish. Prerequisites: SPAN 301A or 301B, 302, and 303.*

SPAN 400A (3)
Hispanic Prose Fiction
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. Prerequisites: SPAN 301A or 301B and 302, 303, and 315.*

SPAN 400B (3)
Hispanic Poetry
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. Prerequisites: SPAN 301A or 301B and 302, 303, and 315.*

SPAN 400C (3)
Hispanic Theatre
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. Prerequisites: SPAN 301A or 301B and 302, 303, and 315.*

SPAN 400D (3)
Hispanic Essay
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. Prerequisites: SPAN 301A or 301B and 302, 303, and 315.*

SPAN 410A-Z (3)
Author Studies
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. Prerequisites: SPAN 301A or 301B and 302, 303, and 315.*

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

SPAN 415 (3)
Hispanic Women Authors
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. Prerequisites: SPAN 301A or 301B and 302, 303, and 315.*

SPAN 421 (3)
Viva el Teatro — Spanish Theatre in Performance
An active interdisciplinary approach to the study of theatre. Following the presentation of a historical and theoretical background, students will approach and analyze a variety of Spanish and Latin American plays both as works of literature and as theatre in performance. Students will acquire basic acting techniques as well as develop skill in literary analysis. Issues of gender, class, community, and sexuality contained in the plays will be explored within an aesthetic context. *Conducted in Spanish. Also offered as TA 421. Students may not receive credit for both. Two hours of lecture and two hours of theatre activities.*

See "How to Read a Course Description" on page 264.

SPAN 422 (3)
Chicano/a Literature
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 1950s and extending to the present. Major contemporary works began being published during these decades. *May not be taken for credit by students who have received credit for SPAN 422S. Does not count for Liberal Studies Special Field in Spanish. Prerequisite: SPAN 315 or LTWR 300.*

SPAN 422S (3)
Literatura Chicano/a
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. Prerequisites: SPAN 301A or 301B and 302, 303, and 315.*

SPAN 423 (3)
Contemporary Mexican Novel
Explores contemporary Mexican novel. Analyzes narrative strategies, construction of identity at an individual as well as national level, social constructions, the function of parody, feminist approaches, historicity, and the family myth. Conducted in Spanish. *Prerequisite: SPAN 315.*

SPAN 450A (3)
Seminar in Language
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, or on pedagogical ramifications/applications. *May be repeated for a total of six (6) units. Conducted in Spanish. Prerequisites: SPAN 301A or 301B and 302 and 303. Additional enrollment requirement: One upper-division Spanish linguistics course.*

SPAN 450B (3)
Seminar in Literature
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. *May be repeated for a total of six (6) units. Conducted in Spanish. Prerequisites: SPAN 400A, 400B, 400C, or 400D.*

SPAN 450C (3)
Seminar in Civilization
Seminar in a specialized area pertaining to the civilization of Spain or Latin America. Focuses on a particular aspect of the culture, history, politics, or arts of the Hispanic world within a specific regional or chronological framework. *May be repeated for a total of six (6) units. Conducted in Spanish. Prerequisite: SPAN 350A or 350B.*

SPAN 460 (3)
Advanced Spanish for Teachers
Intensive, individualized oral and written practice at the advanced level. Focuses on linguistic skills and cultural knowledge specific to the needs of future teachers of Spanish. *Intended for students preparing for the Single Subject Waiver in Spanish and/or the Spanish Special Field. No more than (3) units may be applied toward the major. May be repeated for a total of (6) units. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 466 (1-6)
Advanced Seminar in Spanish in a Study Abroad Setting
Seminar in Spanish language and/or Hispanic literature, linguistics, or culture, at an advanced level. Course completed in a study abroad setting, where students complete their in-class lessons with real-life opportunities to use Spanish in practical, every day situations. *Conducted in Spanish. May be repeated for credit. Prerequisite: SPAN 301A or 301B. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 510 (3)
History of the Spanish Language
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 511 (3)
Spanish Dialectology
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 512 (3)
Spanish in the United States
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 513 (3)
Acquisition of Spanish as a First and Second Language
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 514 (3)
The Teaching of Spanish to Child and Adolescent Learners
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 515 (3)
The Teaching of Spanish to Adult Learners
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 520 (3)
Theory and Practice of Literary Criticism in Spanish
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 521 (3)
Pre-Columbian Spanish American Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 522 (3)
Colonial Latin American Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 523 (3)
19th and 20th Century Latin American Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 524 (3)
Latin American Literature of the "Boom"
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 525 (3)
Contemporary Latin American Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 526 (3)
Chicano/Latino Literature in Spanish
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 531 (3)
Medieval Spanish Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 532 (3)
Golden Age Spanish Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 533 (3)
18th and 19th Century Spanish Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 534 (3)
20th Century Spanish Literature
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 540 (3)
Contemporary Mexican Society
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 541 (3)
Contemporary Spanish Society
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 542 (3)
Contemporary Central-American Society
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 543 (3)
Contemporary Caribbean Society
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 544 (3)
Contemporary Andean Society
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 545 (3)
Contemporary Southern Cone Society
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 546 (3)
Contemporary U.S. Latino Society
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. Enrollment restricted to students with graduate standing in Spanish.*

See "How to Read a Course Description" on page 264.

SPAN 551 (3)
Cinema of the Spanish-Speaking World
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 552 (3)
The Hispanic Image in U.S. Film, Television, and Advertising
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 566 (1-6)
Graduate-Level Spanish in a Study Abroad Setting
Graduate-level work in Spanish language and/or Hispanic literature, linguistics, or culture, at a graduate level. Course completed in a study abroad setting, where students complement their in-class lessons with real-life opportunities to use Spanish in a practical, everyday situations. *Conducted in Spanish. May be repeated for credit. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 599 (3)
Internship in Community Service
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. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 601 (3)
Seminar in Hispanic Civilization
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 602 (3)
Seminar in Applied Linguistics
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 603 (3)
Seminar in Author Studies
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 604 (3)
Seminar in Genre Studies
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 605 (3)
Seminar in Regional Studies
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 with new course content. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 606 (3)
Seminar in Gender Studies
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 610 (3)
Multimedia in Spanish Instruction
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. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 695 (3)
Supervised Teaching of Spanish at the University Level
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. Enrollment restricted to students with graduate standing in Spanish. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 696 (3)
Directed Individual Study or Research
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. Enrollment restricted to students with graduate standing in Spanish who have obtained consent of instructor.*

SPAN 698A (1) 698B (2) 698C (3) 698D (4) 698E (5) 698F (6-12)
Preparation for Graduate Examinations
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. Enrollment restricted to students with graduate standing in Spanish who have obtained consent of instructor, faculty advisor, or Department Chair.*

THEATRE ARTS (TA)

College of Arts and Sciences

There is a Theatre Arts Option in the Visual and Performing Arts major.

TA 120 (3)
Introduction to Theatre
An introduction to the language of theatre through a comparative study of various theatre styles and cultures. Emphasis will be placed on production design, acting, direction, how theatre is constructed and performed, and the social and cultural context in which it is created. Includes theatre from across the globe including that of Europe, Asia, Africa, and Americas. Through watching plays and analysis, students will learn the fundamentals of theatre and search for relationships between and commonalities among the cultures studied.

TA 300 (3)
Storytelling in Society
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 (3)
Acting
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. *Course may be repeated for credit for a total of nine (9) units.*

TA 302 (1)
Movement for Actors
Through Western and non-Western approaches, student will work on developing a physical awareness for stage work, including spatial awareness, directing energy, and ensemble development.

TA 305 (4)
Design and Production for Theatre
An introduction through lecture, demonstration, and practical hands-on experience of all four areas of theatrical design: scenic, costume, lighting, and sound. Students will serve as designers and technical crew for this semester's CSUSM theatre. *May repeated for a total of twelve (12), including any previous enrollment in VPA 380F. Course meets for four hours (4) per week.*

TA 320 (3)
Modern World Theatre in Europe and Latin America
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 (3)
Power and Popular Culture
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 (3)
Latino/Chicano Theatre in the United States
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 328 (3)
Stage to Film
Through play readings, viewing selected films of plays and occasional attendance at performances, students will analyze and examine distinctions between theatre and film as they pertain to film adaptation. Students will compare and contrast aesthetic, economic, social, and political issues involved in the translation and adaptation of stage plays to film. Addresses the relevance of theatre as a medium focused on the delivery of human energy in relationship to film as a mechanized counterpart in an increasingly technologically focused society.

TA 401 (3)
Play and Screenwriting I
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.*

See "How to Read a Course Description" on page 264.

TA 410 (3)
Contemporary American Theatre — Society's Taboos
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 420 (3)
Bilingual Theatre — Spanish/English
Through study and performance of bilingual texts, students will acquire practical and critical skills that will enable them to understand and employ techniques for working with a Mexican/American bilingual population. The phenomenon of bilingualism (English/Spanish) in the American Southwest will serve as the foreground for this interdisciplinary approach to theatre and performance. Plays will be examined within a historical context accounting for factors and perspectives that have shaped the use of language in our society including colonialism, migration, assimilation, acculturation, and cross-cultural interaction. *Two hours lecture and two hours theater activities. Enrollment Requirement: SPAN 202.*

TA 421 (3)
Viva el Teatro — Spanish Theatre in Performance
An active interdisciplinary approach to the study of theatre. Following the presentation of a historical and theoretical background, students will approach and analyze a variety of Spanish and Latin American plays both as works of literature and as theatre in performance. Students will acquire basic acting techniques as well as develop skill in literary analysis. Issues of gender, class, community, and sexuality contained in the plays will be explored within an aesthetic context. *Conducted primarily in Spanish. Also offered as SPAN 421. Students may not receive credit for both. Two hours of lecture and two hours of theatre activities. Recommended Preparation: TA 301.*

TA 480 (3)
Theatre Activities for Children and Adults
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. *This course satisfies the Liberal Studies requirement for work in Studio Arts. Two hours lecture and two hours theatre activities. May be repeated for a total of six (6) units of credit.*

TA 489 (4)
Production and Performance
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 including analysis acting, play development, library research, technical theatre, and audience development. Stage work includes rigorous interaction between student, professor, and the text. *Together with TA 489S may be repeated for a total of twelve (12) units.*

TA 489S (4)
Theater Production in Spanish
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 including analysis acting, play development, library research, technical theatre, and audience development. Stage work includes rigorous interaction between student, professor, and the text. *Together with TA 489 may be repeated for a total of twelve (12) units.*

TA 495A (1) 495B (2) 495C (3)
Internship
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. Enrollment restricted to students who have obtained consent of instructor*

TA 498A (1) 498B (2) 498C (3)
Independent Study
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. Enrollment restricted to students who have obtained consent of instructor*

TA 499A (1) 499B (2) 499C (3)
Independent Research
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. Enrollment restricted to students who have obtained consent of instructor*

VISUAL AND PERFORMING ARTS (VPA)

College of Arts and Sciences

VPA 101 (3)
Introduction to Interdisciplinary Arts
Introduction to the visual and performing arts: visual art, arts and technology, music, theatre, and dance. Attention is given to the aesthetic and formal issues of art-making alongside historical, cultural, political, and social issues. Discussions focus on race, class, gender, and sexuality in order to contextualize the historical and cultural significance of each artist and their work. Students experience creating art directed towards self and cultural expression. Taught through a variety of artistic mediums in dialogue with one another.

VPA 180 (3)
Topics in the Arts
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 (3)
Studio Work in the Arts
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 (3)
The Process of Multidisciplinary Art
Exploration of 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. *Enrollment Requirement: Completion of the lower-division VPA track requirements. Enrollment restricted to VPA majors who have obtained consent of instructor.*

VPA 311 (3)
Arts of World Cultures
Explores contemporary world cultural practices ranging from indigenous expressions to new electronic forms in a global and multi-disciplinary 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 (3)
Culture of India through Dance, Music, and Film
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 321 (3)
Learning Through the Arts
Seeks to develop the student both personally and professionally, recognizing the interrelationship between these two elements in art instruction. Three areas of focus include introducing arts experiences to children, integrating arts into classroom content, and providing a framework for the (elementary) student to experience the process of art. *May not be taken for credit by students who have received credit for VPA 380D.This course satisfies the Liberal Studies requirement for work in Studio Arts.*

VPA 380 (3)
Topics in the Arts
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 (3)
Studio Work in the Arts
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 (3)
Multidisciplinary Collaborative Projects
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.

VPA 403 (3)
Art in the Community
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.

VPA 425 (3)
Capstone Workshop
Workshop/class designed for Visual & Performing Arts graduating seniors who will be working on their culminating projects. *May not be taken for credit by students who have received credit for VPA 380K.*

VPA 495A (1) 495B (2) 495C (3)
Internship
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. Enrollment restricted to students who have obtained consent of instructor*

VPA 498A (1) 498B (2) 498C (3)
Special Projects in the Arts
Special independent projects in the arts. *May be in research or studio area. May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor*

See "How to Read a Course Description" on page 264.

VISUAL ARTS (VSAR)

College of Arts and Sciences

There is a Visual Arts Option in the Visual and Performing Arts major.

VSAR 102 (3)
The Computer and the Visual Arts
Introduces the student to the computer as a tool for making art. Includes elementary two-dimensional design principles. Students will evaluate the work of contemporary artists utilizing the computer and digital imagery in a variety of formats. Students will create work utilizing text and image in a number of art projects. *Two hours of lecture and two hours laboratory.*

VSAR 110 (3)
Introduction to Sculpture
Introduction to the fundamental principles of three-dimensional design. Includes a brief survey of traditional and contemporary media, ideas, history and sculpture as a means of cultural expression. A variety of techniques and materials are used. Includes training with basic tools and equipment in a wood and metal shop. Emphasis on development of the ideas and methods of art expression. *Two hours of lecture and three hours of laboratory.*

VSAR 120 (3)
Introduction to Visual Arts
Introduction to the language of the visual arts through a comparative study of various artistic styles, cultures and ways of seeing. Emphasis on sculpture, painting, installation art, photography, architecture, film and multimedia, and their cultural contexts. Explores art from across the globe, including Europe, Asia, Africa and the Americas. Through various participatory visual and written exercises in class and visits to art sites, students will learn the fundamentals of the visual arts and how the arts relate to their lives.

VSAR 130 (3)
Visual Arts Fundamentals
Introduction to the fundamentals of design in the visual arts with a focus on two dimensional design. Students create projects that allow first-hand exploration of basic elements of design, such as line, shape, balance, texture, scale, and proportion. While intended to build basic skills and develop problem solving strategies, this course will also emphasize the way in which the fundamentals of design contribute to the overall content and meaning of visual works. Through slide lectures, readings, and field-trips students will be exposed to historical and contemporary examples of how the principles of design play out in a wide variety of art including film, video, and new media. *Fieldtrips outside of class may be required.*

VSAR 131 (3)
Drawing I
Focuses on developing drawing skills and the application of these skills to conceptually more complex projects. The first part of the course will emphasize practicing the ability to see and to render observations with the help of line, value, and other visual elements. As students develop these skills, they will be encouraged to reach beyond traditional drawing methods into areas of collage, mixed media and narrative media. *Recommended Preparation: Completion of VSAR 130. Course meets for four hours per week.*

VSAR 222 (3)
Survey of World Cinema
Introduces the student to a diverse selection of film, video and digital media from around the world. Covers such subjects as indigenous aesthetics, the political and social force of Third Cinema within revolutionary societies, changing ethnographic cinematic practice, and various approaches to narrative structures within particular cultures. Questions the ethical implications of a Hollywood-dominated film industry. Addresses how particular countries undertake production and distribution within their economies.

VSAR 293 (3)
Studio Art Instruction
Private or small group instruction in studio art. *Enrollment Requirement: Normally open only to Visual and Performing Arts Visual Arts Option students with less than one year of lower-division studio art study or who are placed at t his 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 (3)
Materials and Structure of Art
Advanced work in the analysis and production of the visual arts and the application of current and historical theories of art to the process of art making. A study of materials, elements, genre and structures using examples drawn from a broad historical and cultural spectrum. *Enrollment Requirement: Completion of twenty-one (21) units of Lower-Division art courses.*

VSAR 302 (3)
The Computer and the Visual Arts
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 (3)
Introduction to Video Arts
Introduction to video art practice and theory. All phases of videotape production from conception to finished product utilizing experimental, narrative and documentary techniques. Includes digital and electronic time-based video production, video installation art, field production, non-linear computer based editing, lighting and sound design. Lectures, demonstrations, hands-on projects, video screenings, discussions, research and field trips. Public screening of work. *Two hours of lecture and three hours laboratory.*

VSAR 304 (3)
Advanced Video Production
Offers students the opportunity to continue to develop and hone skills in video production and post-production including narrative, experimental, documentary and installation utilizing digital audio and video tools and software. Includes lectures, screening, and lab. 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 visual arts. Public screening of *work. Two hours of lecture and three hours of laboratory. May be repeated for a total of six (6) units. Prerequisite: VSAR 303, 305 or 306.*

VSAR 305 (3)
Art and Digital Video for the Web
Designed for those interested in experimenting with streaming media including video, audio and other moving images on the web within theoretical and practical contexts of artmaking. Covers basic desktop digital video and audio applications, video and audio streaming and basic web design. Integrates reading and writing on various aspects of new media within the context of art and society, including self-publishing, game theory, gender and cyberspace, copyright issues, narrative, and interactivity. Final production results in public presentation of live internet video or radio performance, and public web site. *Two hours of lecture and three hours of laboratory. Recommended Preparation: COMM 370, VSAR 302, 303, 304, 405.*

VSAR 306 (3)
Video in the Community
Explores video, art, activism and community service. Students learn the latest in video production technology while using video within the community as a tool for social or political change, indigenous expression, cultural understanding, community organization, or advancement of social causes. Video projects relevant to communities will be identified, developed, and produced by the students in collaboration with members of that community and faculty. *Public screening or broadcast of work. Two hours of lecture and three hours of laboratory. May be repeated for a total of six (6) units.*

VSAR 307 (3)
Holocaust Art, Photography and Film
Interdisciplinary course confronts the problems and promises involved in artistic, photographic and filmic attempts to represent the European Holocaust during WWII. Investigates artworks and artifacts (i.e., family photos and museum displays) from the 1940s to contemporary work, focusing on aesthetic, documentary, memorial and political approaches to representing the history and memories of the Holocaust. Offers a theoretical and visual foundation to approaching and researching the representation of other traumatic historical events. *May not be taken for credit by students who have received credit for ID 360A.*

VSAR 308 (3)
Audio Art and Sound Design
An introductory studio course in sound art from the 19th century to present day computer-based experiments in audio. Investigates audio art and sound design as it relates to public space and performance arts, and integrates sculpture, audio electronics, video and sound design software. Hands-on projects may include audio for sculptural installations, soun design for theater or performance, surround sound design for video or film, and computer/electronic interactive audio art. No musical experience necessary. *Public exhibition, screening or performance of work. Two hours of lecture and three hours laboratory. May be repeated for a total of six (6) units.*

VSAR 309 (3)
Generating Narrative in Video and New Media
A studio course explores narrative or storytelling structures in video and new media through hands-on research and writing projects. Projects may include creating a narrative video, rich media web project, an interactive CD or DVD, an internet radio show, or an interactive 3-D art installation. Sound, video, web or multimedia applications and technologies will be covered, as well as methods and theories of story structures across cultures. *Results in public presentation of student work. Two hours of lecture and three hours laboratory.*

VSAR 310 (3)
Performance Art
An introductory studio course in performance art. Emphasis will be placed on, the body as the primary medium of performance, improvisational structures, site-specific performances, and creating performances from a cross disciplinary perspective. This theory and practice course will consist of intensive practical experience, critiques of student work, and lectures and class discussions on contemporary and historical practices in performance art. The structure of the course is assignment-based with one public performance planned at the end of the semester. *Two hours of lecture and two hours laboratory.*

VSAR 311 (3)
Drawing II
An in-depth exploration of drawing as a medium of observation, expression and narrative. Provides exposure to historical and contemporary examples of drawing. Students will enhance their drawing skills and learn to experiment with the medium through hands-on studio practice. Development of conceptually strong and layered work is emphasized. *Recommended Preparation: VSAR 130 and/or VSAR 131. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 312 (3)
Sculpture II
Provides exposure to historical and contemporary examples of sculpture and an understanding of three-dimensional language as a medium of communication and expression. Students will expand their knowledge of sculptural techniques and engage in experimentation in order to explore the vocabulary of materials, space, and time. Students will be challenged to develop conceptually layered work and encouraged to try mixed media. *Recommended Preparation: VSAR 110 and/or VSAR 131. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 320 (3)
Public Expression in the Arts
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 (3)
Women Artists in the 20th Century
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 (3)
Chicano Art in the Border Region
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 324 (3)
Critical History of Twentieth Century Art and Theory
Examines crucial artistic production and debates that developed in the 20th Century in areas including the United States, Europe and Mexico through a re-examination of the traditional concept of the static "art object." Explores the provocative intersections between supposed high art and other visual forms of culture including cartoons, film, design, advertising and museum display. Focused consideration of gender, cultural, political and artistic issues that involve the relationship of the avant-garde to everyday life, changing concepts of modernism in contest with developing technologies, and the interconnections between dominant "art movements," little-studied examples of artistic production, developments in the larger visual culture and which peoples' histories are left out of the frame of art history. Course is based on discussions, lectures, on-site critical viewing, research papers and collaborative projects.

See "How to Read a Course Description" on page 264.

VSAR 325 (3)
Pre-Columbian Mesoamerican Art and Society
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.

VSAR 326 (3)
Feminist Art and Motherhood
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 327 (3)
Modern and Contemporary Art Movements
Covers the modern and contemporary movements in visual, performance, time-based and audio art, including Russian Futurism, European Dada and Surrealism, International Fluxus, Experimental Cinema and video and performance art globally. Fosters understanding of these art movements within their social, political, historical, and cultural contexts. Emphasis is on the experimental, revolutionary and transformative effects of these movements. Students will attend performances, film and art events.

VSAR 328 (3)
Video Art History and Theory
Covers the history and theory of video as a global art form while linking it to other significant art movements in painting, sculpture, music and performance art. Includes understanding video genres such as narrative, experimental, documentary, installation, web-based and commercial. Analyzes the relation of counter-culture media to television and mainstream film. Screenings, discussion, research and hands-on projects.

VSAR 393 (2)
Advanced Studio Art Instruction
Private or small group instruction in studio art. *May be repeated for maximum of eight (8) units. Enrollment Requirement: At least one year of lower-division studio art study. Enrollment restricted to Visual and Performing Arts Visual Arts Option students who have obtained consent of instructor.*

VSAR 403 (3)
Interactive Multimedia
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: MUSC 302, VSAR 302 or VSAR 303.*

VSAR 404 (3)
Art and Web Design
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 on the web 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.*

VSAR 405 (3)
Critical Theories of the Arts in Cyberspace
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 406 (3)
Installation Art
Installation art creates meaning through the interaction of various elements (objects, images, projections, etc.) with each other and their surrounding place. This hands-on studio course serves as an introduction to the history of installation and site-specific art. Students will be encouraged to experiment with multimedia approaches often employed in contemporary installations. *At least one Lower-Division and one upper-division course in studio art and/or art and technology is recommended. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 420 (3)
Contemporary Artists
A survey examining the multiple worlds of the contemporary art world. Current issues, ideas, and intuitions which contribute to the shaping of today's art are analyzed through the individual and collaborative works of African-Americans, Asian-Americans, Chicanos, feminists, gays and lesbians, "the mainstream," and other artists. Cross-influences, dialogue and debates of the last 40 years will be emphasized. Lectures and discussions will be supplemented with field trips to museum exhibitions, public art sites, private collections, and artists' studios.

VSAR 422 (3)
Art and Technology of the Moving Image
Hands-on survey of the history and theory of filmmaking, video production, new media, 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.

VSAR 423 (3)
Critical History of Photography
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 (3)
Advanced Computer Art
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.*

VSAR 480 (3)
Art Activities for Children and Adults
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 495A (1) 495B (2) 495C (3)
Internship
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. Enrollment restricted to students who have obtained consent of supervising faculty member or faculty advisor.*

VSAR 498A (1) 498B (2) 498C (3)
Independent Study
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. Enrollment restricted to students who have obtained consent of faculty advisor.*

VSAR 499A (1) 499B (2) 499C (3)
Independent Research
Designed for students with demonstrated capacity for independent research, field, creative and studio work. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of faculty committee and academic advisor.*

WORLD LANGUAGES AND HISPANIC LITERATURES (WLAN)

College of Arts and Sciences

WLAN 101 (4)
Beginning Study of a Second Language
Basic concepts of a language other than English, Spanish, French, German, or Japanese. Designed to develop oral and written communication skills and enhance cultural knowledge. *May be repeated for credit as language changes.*

WLAN 102 (4)
Beginning Study of a Second Language
Continuation of WLAN 101. Further study of basic concepts of a language other than English, Spanish, French, German, or Japanese. Designed to develop oral and written communication skills and enhance cultural knowledge. *May be repeated for credit as language changes. Enrollment Requirement: WLAN 101 (in the same language).*

WLAN 115 (3)
Introduction to Literatures of the World in Translation: 1600 to Present
Introduction to literature as a universal artistic human expression, found throughout all times and all cultures. Readings from several broad regions of the world, and from before the 16th century, will be studied to determine what is both particular and universal about literature, how literature is an interpretation of life, and how that interpretation provides meaning.

WLAN 116 (3)
Introduction to Literatures of the World in Translation: 1600 to Present
Introduction to literature as a universal artistic human expression, found throughout all times and all cultures. Readings from several broad regions of the world, from 15th century to the present time, will be studied to determine what is both particular and universal about literature, how literature is an interpretation of life, and how that interpretation provides meaning.

WLAN 201 (3)
Intermediate Study of a Foreign Language I
Further study of a language other than English, Spanish, French, German, or Japanese. Emphasis on development of the skills of reading, listening, comprehension, speaking, and writing. *Conducted in the appropriate language other than English. May be repeated for credit as language changes. Enrollment Requirement: WLAN 102 (in the same language).*

WLAN 202 (3)
Intermediate Study of a Foreign Language II
Continuation of WLAN 201.
Further development of the four skills in a language other than English, Spanish, French, German, or Japanese. Emphasis on oral and written composition, communication, and review of grammatical structures. *Conducted in the appropriate language other than English. May be repeated for credit as language changes. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment Requirement: WLAN 201 (in the same language).*

WLAN 216 (1-6)
Intermediate Second Language for Special Purpose
Intermediate study of a language other than English, Spanish, French, German, or Japanese. Designed to develop oral and written communication skills, with special emphasis on vocabulary, conversational practice, and cultural background necessary for successful communication within a specialized context. *This course does not fulfill the graduation requirement for a language other than English. Course maybe repeated for credit as language and/or subject matter changes. Enrollment Requirement: WLAN 102.*

WLAN 316 (1-6)
Advanced Second Language for Special Purpose
Advanced-level study of a language other than English, Spanish, French, German, or Japanese. Designed to develop oral and written communication skills, 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. Enrollment Requirement: WLAN 216.*

See "How to Read a Course Description" on page 264.

WLAN 331 (3)
World Languages and Their Speakers
Designed to introduce students to the variety of language and linguistic phenomena in the world today, this course examines the history, pronunciation, alphabets, and speakers of languages greater and lesser known that have helped to shape the contemporary sociopolitical context. *This course requires no knowledge of any language other than English and can be a great introduction to future second language study. Recommended Preparation: A course in Introductory Linguistics.*

WLAN 350 (3)
The Origins and Contemporary Aspects of Latino Culture
Influences and results of mixed background are examined in the literature, the arts and the ideas of major figures throughout the centuries. The course seeks to allow students to make connections, examine and question theories, and draw conclusions about heritage and the meaning of self. It also seeks to educate Latinos and non-Latinos as to major artistic and literary movements, and important historical developments as manifested in writings, arts and music so they can reach their own conclusions about what it means to be Latino.

WLAN 370 (3)
Literature of the Spanish and Portuguese-Speaking World
A survey, in English, of literary works originally written in Spanish or Portuguese. Works selected for their cultural, historical, and/or literary significance. Includes exploration of how literature can reflect (or distort) culture. Special emphasis on the works of marginalized authors (women, indigenous writers, etc.). *May not be taken for credit by students who received credit for SPAN 370. Conducted in English. Knowledge of Spanish/Portuguese not required.*

WOMEN'S STUDIES (WMST)

College of Arts and Sciences

WMST 101 (3)
Introduction to Women's Studies
An introduction to the scholarship on women, both disciplinary and interdisciplinary, 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 180 (3)
Introductory Topics in Women's Studies
Introductory special topics in Women's Studies. *The course title and description will vary by offering. 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.*

WMST 201 (3)
Women: Contemporary Issues
Surveys contemporary issues in women's lives from the standpoints of diverse groups of women. Subject matter includes, but is not limited to images of women, reproductive rights, sexuality, economic justice, political empowerment, family relations, and cultural practices. Subject matter is introduced in a variety of ways, including case studies, narratives, novels, film, and music. *Students may do cross-cultural research on the Internet and Lexis/Nexis for their final project. This course is not currently offered at Cal State San Marcos. It is listed for transfer-credit and course equivalency purposes. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

WMST 205 (3)
Gender and Identity in Pop Culture and the Media
Examines the ways in which gender and social identity have been portrayed in popular culture and the media, as well as the economic, political, and historical conditions that affect and inform these images. Focuses special attention on the economic, political, and historical conditions that have shaped representations of gender, race, class, and sexual identity in popular culture.

WMST 300 (3)
Topics in Women Studies
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 (3)
Gender and Race in Contemporary Society
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 303 (3)
Education, Gender and Race
Explores the relationships between education, gender, and race/ethnicity. Course content will include such issues as identity development in girls and boys, controversies about gender, race, and education, feminist theories about learning and teaching, social stratification in schools, and pedagogical methods designed to empower all students through education. Using contemporary case studies, students will examine multiple dimensions of school life—such as formal and informal curricula, student-teacher relationships, and the social construction of teaching—for their gendered and racialized components. *May not be taken for credit by students who have received credit for WMST 300K.*

WMST 320 (3)
Introduction to Feminist Pedagogies
Focuses on the study of feminist approaches to university learning. Special emphases on feminist theories of student-centered learning, innovative teaching methods in higher education, and social change through higher education. *Designed for students who are preparing to serve as Peer Discussion Leaders in WMST 101. Enrollment Requirement: WMST 101, or other introductory Women's Studies course.*

WMST 321 (4)
Feminist Pedagogies in Practice
Feminist theory is used to reflect upon classroom leadership and experience. *Designed for students who are serving as Peer Discussion Leaders in WMST 101, under faculty supervision. May be repeated for a total of eight (8) units. Enrollment Requirement: WMST 101, or other introductory Women's Studies course. Enrollment restricted to students who have obtained consent of instructor*

WMST 323 (3)
Women in Performance: Choreographics of Resistance
Explores issues of power, representation, and access in relation to the female body in dance, performance art, body art and the staging of political empowerment. Examines crucial historical figures and moments when the body in a motion ruptures or destabilizes normalized expectations. *Also offered as DNCE 323. Students may not receive credit for both.*

WMST 330 (4)
Women as Leaders
Internationally, women contribute to a growing share of public activity, the labor market, and civic leadership. Based on recent feminist research on leadership development, this course will address the challenges of and opportunities for leadership as they affect women from different cultural backgrounds. Subjects include cultural perceptions of leadership, traditional stereotypes of femininity, and the evaluation of leadership and coaching skills. Biographies of women leaders will be used to explore some of the key factors that have shaped women's success. *Three hours of lecture plus required off-campus Service Learning activities. May not be taken for credit by students who have received credit for WMST 300G.*

WMST 341 (3)
Men and Masculinity
Focuses on various meanings of male identify and the effects that notions of masculinity have had on both men and women. Examines cultural beliefs, values, and representations of masculinity and male identities. Explores distinct perspectives on the meanings of masculinity—past, present, and future—in relation to socialization, work, family, race and ethnicity, class, culture, sexuality, and technological change. Focuses primarily on the United States, with cross-cultural comparisons to the construction of masculinity in other countries. *May not be taken for credit by students who have received credit for WMST 300H.*

WMST 350 (4)
Chicana and Latina Feminist Thought
Introduction to the foundational writings in Chicana and Latina feminist theory with close attention to how race, class, gender, and sexuality affect Chicana and Latina lives. Includes triple oppressions theory, identity politics, mestiza consciousness, Chicana subjectivity (agency), lesbian identities, and media analysis.

WMST 375 (3)
Women Changing Our World
Explores women's international movement, giving attention to the relationship between U.S. women's movements for social change and global feminist struggles. Interdisciplinary readings, including fiction and feminist theory, focus on women's activism in various countries and regions of the world.

WMST 398 (3)
Independent Study
Directed readings and research under the guidance of an instructor. Semester project, paper, or performance required. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

WMST 401 (3)
Seminar in Women's Studies
Topic announced each semester prior to registration. Explores readings in feminist theory and scholarship. Includes a cross-cultural or cross-national perspective. *May be repeated for a total of six (6) units as topics change.*

WMST 407 (3)
Women United, Women Divided
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 psychosocial impact of heterosexism in society.

WMST 416 (3)
Sex Work
Examines a variety of issues related to sex work, such as prostitution, trafficking in women and children, pornography, sex tourism, and erotic shows. Material will include material from communications, economic, feminist, health, socio-political, and other perspectives with an emphasis on the global nature of the sex industry.

WMST 424 (3)
Women and Health
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 Preparation: previous coursework in the area of health and illness. Also offered as SOC 424. Students may not receive credit for both.*

WMST 445 (3)
Gender and Development
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 (3)
Cinema and Gender
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 (3)
Feminist Perspectives: Theories and Research
Examines major schools of feminist theory and feminist approaches to research on women and gender across an array of academic disciplines. The application of feminist perspectives and reassessments of social theory in the humanities, social sciences, and sciences may be included. Student research projects may include bibliographies, archival research, ethnographic, survey, literary analysis or other formats.

WMST 495 (3)
Internship in Women's Studies
Combines readings with placement in an appropriate women's advocacy organization. *May be repeated for a total of nine (9) units.*

WMST 499 (3)
Independent Research in Women's Studies
In consultation with a faculty advisor, students develop an extended research project using primary and/or secondary sources. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

See "How to Read a Course Description" on page 264.









Academic & Administrative Listing

ACADEMIC AND ADMINISTRATIVE LISTING

Aboolian, Robert (2002)
Assistant Professor, Operations Management
B.S., Iran University of Science and Technology
M.S., Iran University of Science and Technology
Ph.D., University of Toronto

Ahlers, Jocelyn (2001)
Associate Professor, Liberal Studies (Linguistics)
B.A., Occidental College, Los Angeles
M.A., University of California, Berkeley
Ph.D., University of California Berkeley

Aitken, Wayne (1994)
Professor, Mathematics
B.S., Brigham Young University
Ph.D., Harvard University

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

Andrews, Evelyn (2007)
Director of Registration and Records
B.A., California State University, East Bay
M.S., California State University, East Bay

Añover, Verónica (1999)
Associate Professor, World Languages and Hispanic Literatures
B.A., Universidad Complutense de Madrid, Spain
M.A., Florida State University
Ph.D., Florida State University

Arciniega, Carmen (1993)
University & Community Liaison, University Advancement
B.A., California State University San Marcos

Arnade, Peter (1992)
Professor, History
B.A., New College of Florida
M.A., New York University
Ph.D., State University of New York, Binghamton

Arnold, Roger A. (1990)
Professor, Economics
B.S., University of Birmingham, England
M.A., Virginia Polytechnic Institute
Ph.D., Virginia Polytechnic Institute

Arriaga, Manuel (2001)
Associate Professor, Philosophy
B.A., Anteneo de Davao University, Philippines
M.A., Anteneo de Manila University, Philippines
Ph.D., Duquesne University, Pittsburgh

Astorino, Todd (2004)
Associate Professor, Kinesiology
B.A., California State University, Sacramento
M.S., Arizona State University
Ph.D., University of New Mexico, Albuquerque

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M.A., California State University San Marcos
Ph.D., Pennsylvania State University

Avalos, David (1991)
Professor, Visual and Performing Arts
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M.F.A., University of California, San Diego

Bade, Bonnie L. (1994)
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Baker-Degler, Therese L. (1989)
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Barrett, Donald C. (1996)
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Associate Professor, Mathematics
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Ph.D., Rutgers University

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Basu, Ranjeeta (1994)
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M.A., University of Bombay
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Bates, Kristin A. (1998)
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Bell, Tina (1992)
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University Advancement
B.A., University of California, San Diego

Benigno, Grace (2007)
Assistant Professor, Education
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Bennett, David M. (1999)
Director of Outreach, College of Business Administration
B.B.A., California Lutheran University
A.M.P., Harvard Graduate School of Business

Bennett, Tom R. (1995)
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Professor, Education
B.A., San Diego State University
M.A., United States International University, San Diego
Ph.D., University of California, Los Angeles

Bennett, Vivienne (1994)
Professor, Liberal Studies (Latin American Studies)
B.A., University of Wisconsin
M.A., University of Texas
Ph.D., University of Texas

Berghof, Oliver (1995)
Associate Professor, Literature and Writing Studies
B.A., Oxford University
MA., University of Konstanz
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B.A., McGill University
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Bills, Timothy A. (1996)
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M.A., Bowling Green State University
Ph.D., Bowling Green State University

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Director of Educational Opportunity Program
A.A, Mira Costa College
B.A., California State University San Marcos
M.A., San Diego State University

Blanshan, Bridget K. (2001)
Dean of Students and Associate Vice President, Student Affairs
B.B.A., Iowa State University, Ames
M.Ed., University of San Diego
Ed.D., University of La Verne

Boehning, Rochelle L. (1990)
Professor, Computer Science
B.S., Pittsburg State University
M.S., Pittsburg State University
M.S., University of Missouri-Rolla
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Human Resources Manager
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B.A., The University of Chicago
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Brown, Katherine (2001)
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J.D., Louisiana State University
L.L.M., University of Miami
M.B.A., University of Florida
Ph.D., University of Florida

Rider, Robert L. (1992)
Professor, Economics
B.A., University of California, Berkeley
M.A., University of Southern California
Ph.D., University of Southern California

Richardson, Tracey (2002)
University Events Scheduling Manager
B.A., University of Southern California

Roberts, Robert E. L. (1992)
Professor, Sociology
B.A., San Diego State University
Ph.D., University of Southern California

Rocha, Victor (1991)
Professor, Biological Sciences
B.A., California State University, Los Angeles
M.A., California State University, Los Angeles
Ph.D., University of California, Riverside

Rolison, Garry L. (1996)
Professor, Sociology
B.A., University of California, San Diego
M.A., University of California, Santa Cruz
Ph.D., University of California, Santa Cruz

Rolle-Rissetto, Silvia (1996)
Associate Professor, World Languages and Hispanic Literatures
B.A., California State University, Long Beach
M.A., California State University, Long Beach
Ph.D., University of California, Riverside

Rossmann, Liliana Castañeda (1998)
Associate Professor, Communication
B.A., University of Missouri
M.A., University of Notre Dame
Ph.D., University of Massachusetts

Rostam-Kolayi, Jasamin (2003)
Assistant Professor, History
B.A., Wellesley College
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Saferstein, Barry (1995)
Professor, Communication
B.A., University of California, Berkeley
M.A., San Francisco State University
M.A., University of California, San Diego
Ph.D., University of California, San Diego

Santamaría, J. Lorri (2002)
Associate Professor, Education
B.A., University of Arizona
M.A., University of Arizona
Ph.D., University of Arizona

Schaffman, Karen (2001)
Associate Professor, Visual and Performing Arts
B.A., University of Massachusetts
Ph.D., University of California, Riverside

Schmidt, Michael (1992)
Associate Professor, Chemistry and Biochemistry
B.A., Princeton University
Ph.D., Stanford University

Schon, Isabel (1989)
Director, Barahona 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

Schultz, P. Wesley (1997)
Professor, Psychology
B.A., University of California, Irvine
M.A., University of Maine, Orono
Ph.D., The Claremont Graduate School

Schustack, Miriam W. (1991)
Professor, Psychology
B.A., Princeton University
M.S., Yale University
Ph.D., Carnegie-Mellon University

Scott, Linda (2002)
Director, Academic Technology
B.A., University of California, Berkeley
M.A., Stanford 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

Sepinwall, Alyssa (1998)
Associate Professor, History
B.A., University of Pennsylvania
M.A., Stanford University
Ph.D., Stanford University

Shaw, Linda L. (1993)
Professor, Sociology
B.A., California State University, Long Beach
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Sheath, Robert G. (2001)
Professor, Biological Sciences
B.Sc., University of Toronto
Ph.D., University of Toronto

Shore, Ted (2006)
Professor, Human Resources and Organizational Behavior
B.A., State University of New York at Buffalo
M.A., City College/City University of New York
Ph.D., Colorado State University

Schuster, Camille (2005)
Professor, Marketing
B.A., Arizona State University
Ph.D., Ohio State University

Shydian, Joanne (2003)
Associate Vice President,
Human Resources & Risk Management
B.A., University of Montana

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)
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

Stall, Patricia H. (2002)
Assistant Professor, Education
B.A., North Western Oklahoma State University
M.A., University of New Mexico
M.A., University of New Mexico
Ph.D., University of New Mexico

Styles, Alan (2006)
Associate Professor, Accounting
B.A., University Brighton, United Kingdom
M.S., University of North Texas
Ph.D., University of North Texas

Stivers, Mary Elizabeth (1998)
Associate Vice President for Academic Resources
B.S., Morehead State University
M.S., University of Tennessee
Ph.D., University of Tennessee

Stoddard Holmes, Martha (2000)
Associate Professor, Literature and Writing Studies
B.A., Cornell University
M.A., University of Colorado, Boulder
Ph.D., University of Colorado, Boulder

Stowell, Laurie P. (1992)
Professor, Education
B.A., Capital University
M.A., The Ohio State University
Ph.D., The Ohio State University

Stricker, Pamela (2002)
Assistant Professor, Political Science
B.A., California State University, Northridge
M.A., University of California, Riverside
Ph.D., University of California, Riverside

Strother, Darci L. (1993)
Professor, World Languages and Hispanic Literatures
B.A., University of Pennsylvania
M.A., University of California, Irvine
Ph.D., University of California, Irvine

Suarez, Nancy (2000)
Assistant Director, Student Financial Services
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M.B.A., California State University San Marcos

Sun, Qi (2006)
Assistant Professor, Finance
B.A., Peking University
M.A., Chinese University of Hong Kong
Ph.D., University of Wisconsin-Milwaukee

Sun, Yi (2003)
Assistant Professor, Decision and Information Sciences
B.A., Foreign Affairs College, China
M.A., University of Florida
Ph.D., University of Florida

Svatora, Greg (1994)
Business Manager, Foundation
B.S., San Diego State University

Swan, Richelle (2003)
Assistant Professor, Sociology
B.A., University of California, Los Angeles
M.S., Arizona State University
Ph.D., University of California, Irvine

Taylor, David (2007)
Procurement Services Manager
B.A., Western Illinois University
M.S., Western Illinois University

Thomas, Marie (1995)
Professor, Psychology
B.A., College of Mount St. Vincent
M.A., Fordham University
Ph.D., Fordham University

Thomas, William (2004)
Risk Manager
B.S., Keene State College

Thompson, Kaine (2007)
Senior Director of Communications
B.A., University of Oregon
M.A., California State University, Northridge

Thompson, Susan M. (1998)
Associate 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

Trischman, Jacqueline A. (1995)
Professor, Chemistry and Biochemistry
B.S., Virginia Polytechnic Institute State University
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Trujillo, Keith A. (1994)
Professor, Psychology
B.A., California State University, Chico
Ph.D., University of California, Irvine

Tsay, Wenyuh (1998)
Associate Professor, Finance
B.B.A., National Chiao Tung University, Hsinchu, Taiwan
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Ph.D., University of Utah

Ummel, Martha (2006)
Director of Development
B.A., University of California, Los Angeles

Valadez, Gilbert (2001)
Associate Professor, Education
B.A., Pitzer College
M.A., Brown University
M.A., University of San Francisco
Ed.D., University of San Francisco

Veres, Wayne (1992)
Dean, Instructional and Information Technology Services and Chief Information Officer
B.S., National University
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Vielma-Schouwe, Cecilia (2005)
Director, Financial Aid and Scholarships
B.A., Pomona College, Claremont, California

Vourlitis, George Luis (1998)
Associate Professor, Biological Sciences
B.A., University of California, Santa Barbara
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Wahlund, Thomas M. (1997)
Professor, Biological Sciences
B.S., Southern Illinois University, Carbondale
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Ph.D., Southern Illinois University, Carbondale

Wallace, Mark (2005)
Assistant Professor, Literature and Writing Studies
B.A., George Washington University
M.A.., State University of New York, Buffalo
Ph.D., State University of New York, Buffalo

Wang, Zheng (2007)
Assistant Professor, Accounting
B.S., Peking University
M.S., London School of Economics
Ph.D., University of Maryland

Watters, Steve (2002)
Assistant Director of Operations

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Associate Dean,
Telecommunications and Network Operations
B.S., Utah State University

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Ph.D., University of Arizona

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Ph.D., University of Washington

Whitehorse, David (1992)
Professor Emeritus, Education
B.A., University of California, San Diego
M.P.A., San Diego State University
M.A., University of Hawaii, Manoa
Ph.D., Northern Arizona University

Whittlesey, Marshall (2001)
Associate Professor, Mathematics
B.S., Trinity College, Connecticut
Sc.M., Brown University, Rhode Island
Ph.D., Brown University, Rhode Island

Wierenga, Vanessa (2007)
Distinguished Teacher in Residence
B.A., California State University Fullerton
M.A., Chapman University

Witzke, Kara (2006)
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B.S., Biola University
M.S., California State University, Fullerton
Ph.D., Oregon State University, Corvallis

Woo, Kimberley (2001)
Assistant Professor, Education
B.A., University of California, Berkeley
M.A., San Francisco State University
Ed.D., Teachers College, Columbia University

Worden, Patricia E. (1989)
Vice President, Student Affairs
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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)
Associate Professor, History
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M.A., College of Saint Rose
Ph.D., University of California, San Diego

Yamashita, Robert C. (1997)
Associate Professor, Liberal Studies (Science and Society)
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)
Associate Librarian
B.A., Shanghai Foreign Language Institute
M.A., Vanderbilt University, Nashville
M.L.S., University of Kentucky

Yoshii, Rika (1993)
Professor, Computer Science
B.S., University of California, Irvine
M.S., University of California, Irvine
Ph.D., University of California, Irvine

Yuan, Yuan (1991)
Professor, Literature
and Writing Studies
B.A., Shandong University
M.A., Shandong University
Ph.D., University of Wisconsin-Milwaukee

Young, Sandra (2004)
Communications Manager

Zera, Stephen P. (1996)
Associate Professor, Finance
B.S.B.A., Shippensburg University of Pennsylvania
Ph.D., Florida Atlantic University

Zhang, Xiaoyu (2002)
Assistant Professor, Computer Science
B.S., University of Science and Technology of China
M.S., University of Science and Technology of China
M.S, University of Texas, Austin
Ph.D., University of Texas, Austin

Zorn, Daniel (2001)
Director, Systems Operations
B.S., University of Santa Clara

Zwick, Peter R. (1990)
Director of Global Education
B.A., Grinnell College
M.A., Duke University
Ph.D., Duke University

Academic Senate

(760) 750-4058

The Academic Senate acts as the representative body within the faculty through which the responsibilities of the faculty to share in the governance of the University 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 Cal State San Marcos.

University Council

The President's University Council is a community advisory board consisting of leaders from the University's geographic service area who represent a wide range of professional interests to the development and welfare of the University. The purpose of the University Council is to further the purposes and objectives of the University by providing advise and support to the University's community engagement objectives.

University Council Members

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Tsahai Studio

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Palomar Pomerado Health

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San Diego Workforce

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Martinez and Associates

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Transportation Consultant

Tamara Moravec
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Civic Volunteer

Emily Wichmann
Oceanside Unified School District Board

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Alejandro Orfila
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Robert Spanjian
Spanjian Enterprises

Office of the Chancellor

The California State University
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4000

Dr. Charles B. Reed
Chancellor – CSU System

Dr. Gary Reichard
Executive Vice Chancellor and Chief Academic Officer

Mr. Richard P. West
Executive Vice Chancellor and Chief Financial Officer

Ms. Gail Brooks
Interim Vice Chancellor, Human Resources

Ms. Christine Helwick
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Cal State San Marcos Native Advisory Council

Community Members

Patricia Dixon
Palomar College

Geneva Lofton-Fitzsimmons
Indian Health Council, Inc

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Wendy Schlater
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Tishmall Turner
CSUSM - Tribal Liaison

Jan Jackson
Associate Vice President, Community Engagement

Cal State San Marcos Foundation

The Cal State San Marcos Foundation is a non-profit, public-benefit corporation chartered as an auxiliary organization to support the mission of Cal State 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 San Marcos Foundation should be directed to the Foundation Office, (760) 750-4700.

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Sacramento 95814

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Sacramento 95814

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Long Beach 90802-4210

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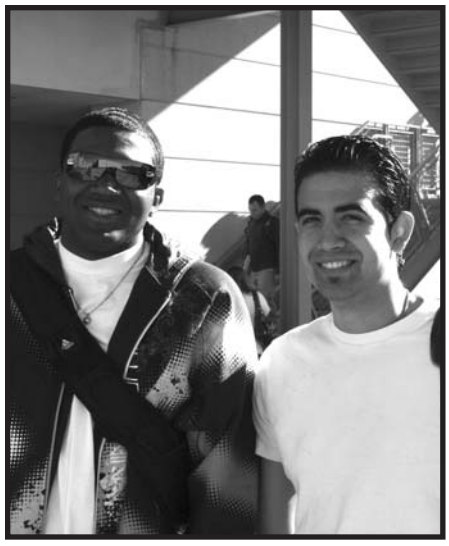
Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

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Carol Chandler (2012)
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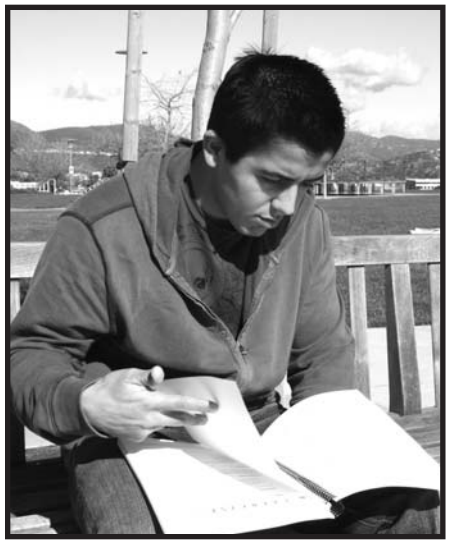
Correspondence with Trustees should be sent to:

c/o Trustees Secretariat
The California State University
401 Golden Shore
Long Beach, California 90802-4210









Official Notices & Policies

OFFICIAL NOTICES AND POLICIES

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 Cal State San Marcos 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 Cal State San Marcos for the return of unearned tuition and fees or other refundable portions of institutional charges.

Jeanne Clery Crime Disclosure Act

Chief of Police

(760) 750-4567

- Information concerning California State University San Marcos policies, procedures, and facilities for students and others to report criminal actions or other emergencies on campus.
- The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff. The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the California State University, and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Police Department of each campus, or by accessing the following web site: *www.calstate.edu/clery/*.

Dean of Students

(760) 750-4935
(TDD 750-4909)

The Office of the Associate Vice-President for Student Affairs and 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 Cal State 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. Policies most referenced by students can be accessed at: *www.csusm.edu/student_affairs/consumer-info.html.*

Counseling 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

- A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSUSM;
- For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
- A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
- The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
- The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
- The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
- The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
- The responsibility of CSUSM for providing and collecting exit counseling information for all student borrowers under the federal student loan programs;
- The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service; and
- Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation.

- 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.*

Financial Aid Business Office

(760) 750-4492

- Disbursement of any financial aid funds.
- Information concerning Cal State San Marcos' policies regarding the return of federal Title IV student assistance funds as required by regulation.

Provost and Vice President for Academic Affairs

(760) 750-4050
www.csusm.edu/aa/

The Provost and Vice President for Academic Affairs provides leadership for the university in the areas of teaching and learning, scholarship and creative activities, and academic service. The Provost is responsible for overseeing the Colleges of Arts and Science, Business Administration and Education, School of Nursing, as well as Academic Programs, Academic Resources, Extended Studies, Research and Graduate Studies, Global Education, Instructional and Information Technology, and the Library. The Provost functions as the President's designee in such matters as retention, tenure and promotion of faculty, and also acts as the administrator in charge of the campus in the absence of the President.

- 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
www.csusm.edu/student_affairs/

The Office of the Vice President for Student Affairs provides executive leadership for three major areas: Student Development Services (including the Dean of Students), Student Academic Support Services, and Enrollment Management Services. The Office of the Vice President administers policies and procedures; addresses general inquiries and provides referrals; and supports Student Affairs.

The mission of the Student Affairs Division is to promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community.

- 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.
- Transportation costs.

Average Support Cost per Full-Time Equivalent Student and Sources of Funds

The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total CSU 2007/08 final budget amounts were $2,985,874,000 from state General Fund appropriations (not including capital outlay funding), $1,130,641,000 from State University Fee (SUF) revenue, $369,741,000 from other fee revenues and reimbursements for a total of $4,486,256,000. The number of projected 2007/08 full-time equivalent students (FTES) is 356,296. 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 2007/08average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is $11,553 and when including all sources as indicated below is $12,567. Of this amount, the average student fee support per FTE is $3,864, which includes all fee revenue in the CSU Operating Fund (e.g. State University Fee, nonresident tuition, application fees, and other miscellaneous fees).

2006/2007	Amount	Average Cost per FTE Student	Percentage
Total Support Cost	$4,486,256,000	$12,591	100%
• State Appropriation	2,985,874,000	8,380	66%
• Student Fee Support[1]	1,130,641,000	3,173	24%
• Other Income & Reimbursements[2]	369,741,000	1,038	10%

[1]Student fee support represents campus 2007/08 final budget submitted State University Fee revenue.

[2]The other income and reimbursements represent campus other fee 2007/08 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.

The average CSU 2007/08 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is $3,521. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

University Store
(760) 750-4730

- Estimated costs of books and supplies.

College of Education - Student Services Center
Credential Office 760) 750-4277

- Information concerning teacher preparation programs at CSUSM, including the pass rate on teacher certification examinations.

Drug-Free Campus Information

Legal Sanctions

There are numerous Federal, State, and local statutes and ordinances relating to the manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol. These statutes impose legal sanctions for both felony and misdemeanor convictions related to violations of applicable laws and ordinances. Detailed information regarding these statutes, which may change over time, is available from the University Police Department. Scheduled drugs considered to be controlled substances are listed in Schedules I through V of the Controlled Substances Act (21 U.S.C. 812), and are further defined by regulations 21 CFR 1308.11 through 1308.15. Copies of the Act and regulations are available for review via the internet at leginfo@ca.gov.

According to Federal and/or State Laws:

1. The manufacture, sale, or distribution of all scheduled drugs is a felony, which could result in serving time in prison; simple possession of controlled substances can be punished by civil fines of up to $10,000 per violation and a jail sentence.
2. Distribution or possession with the intent to distribute a controlled substance on University property requires a sentence up to twice the prescribed sentence for the original offense, and twice the prescribed parole time.
3. The cultivation, possession for sale, or sale of marijuana is a felony.
4. Possession of one ounce or more of marijuana for personal use is a misdemeanor, which could include payment of a fine or serving time in jail; possession of less than one ounce for personal use is a misdemeanor, which could include a fine up to $100.00.
5. It is a misdemeanor to sell, furnish, give, or cause to be sold, furnished or given away, any alcoholic beverage to a person under 21 or any obviously intoxicated person, and no one under 21 may purchase alcoholic beverages.
6. It is unlawful for any person under 21 to possess alcoholic beverages on any street or highway or in any place open to public view.

Health Risks Associated with Substance Abuse

Substance abuse dependence may result in a wide spectrum of extremely serious health and behavioral problems. Substance abuse results in both short-term and long-term effects upon the body and mind.

Acute health problems may include heart attack, stroke, and sudden death -- which, in the case of some drugs such as cocaine, can occur after first-time use. Long-lasting health effects of drugs and alcohol may include disruption of normal heart rhythm, high blood pressure, leaks of blood vessels in the brain, bleeding and destruction of brain cells and permanent memory loss, infertility, impotency, immune system impairment, kidney failure, cirrhosis of the liver, and pulmonary damage. Drug use during pregnancy may result in fetal damage and birth defects causing hyperactivity, neurological abnormalities, and developmental difficulties.
In addition to the problem of toxicity, contaminant poisoning often occurs with illegal drug use. HIV infection associated with intravenous drug use is a prevalent hazard.

Information and literature about the health risks associated with substance abuse are available from the Office of Human Resources and Equal Opportunity, Counseling and Psychological Services, and Student Health Services. The Student Health Services web site contains more detailed information regarding health risks associated with substance abuse at *http://csusm.edu/shs/AOD.html.*

Alcohol and Other Drug Programs and Assistance

A variety of services have been designed to help prevent or treat substance abuse. Students are encouraged to seek assistance for substance abuse or dependency problems voluntarily (self-referral). These services include workshops regarding substance abuse; individual case evaluation, counseling, referral to outside counseling and treatment providers, treatment follow-up, and assistance in dealing with health care providers.

On-site and/or referral services are available through Student Health and Counseling Services. Counseling and Psychological Services staff members are available for consultation with University employees regarding students with possible substance abuse problems.

Information disclosed by a student participating in counseling services is considered confidential, in accordance with Federal and State laws and University policies.

Disciplinary Sanctions

Consistent with procedures established pursuant to Section 41304 of Title V of the California Code of Regulations, any student at Cal State San Marcos may be expelled, suspended, placed on probation or given a lesser sanction for violating University policies and campus regulations. Students found to be in violation of this program may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

Policy Distribution Requirement

The publication of this Drug-Free Campus Information in the catalog is a partial fulfillment of a U.S. Department of Education requirement of institutions of higher learning. For more information regarding this policy, please visit: *http://lynx.csusm.edu/policies.*

HIV/AIDS Policy and Guidelines

For information regarding this policy and guidelines, visit the following web sites:

http://www.csusm.edu/student_affairs/consumerinfo.htm

http://www.csusm.edu/student_affairs/Policies/index.html

Immigration Requirements For Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes 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 Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning these requirements is available from the Associate Vice President of Enrollment Management Services, Cal State San Marcos, San Marcos, CA 92096-0001, (760) 750-4809.

Nondiscrimination Policy

Sex/Gender

The California State University does not discriminate on the basis of sex or gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination (including harassment) on these bases in education programs and activities operated by CSUSM. Such programs and activities 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.

Race, Color, and National Origin

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination (including harassment) in any program of the California State University.

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 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and various state laws 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.

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. Cal State San Marcos 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.

Sexual Assault Policy

Philosophy

Concern for others is the standard for personal interaction in the University. Cal State San Marcos 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

Cal State 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 University Police, 750-3111. This office will be responsible for notifying appropriate University offices.

University Police 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 University Police. 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

For more information regarding this policy visit:
http://www.csusm.edu/faculty_affairs/
http://www.csusm.edu/HR

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. Cal State 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

Cal State 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 includes behavior such as sexual advances, request for sexual favors and other objectionable verbal, visual 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.
- submission to or rejection of the conduct of the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the educational institution.

The following examples illustrate some forms of sexual harassment. This list is not intended to be exhaustive:

- unwanted sexual advances or propositions;
- offering employment benefits in exchange for sexual favors;
- making or threatening reprisals after a negative response to sexual advances;
- intentional unwanted physical conduct (touching, patting, hugging, or brushing against a person's body, impeding or blocking movement, assault);
- visual conduct – leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons or posters;
- verbal conduct – making or using derogatory comments, epithets, slurs, jokes, verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters/notes or invitations, sexually explicit statements, questions, or anecdotes.

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

Individuals believing that they have either witnessed or been subjected to discrimination and/or sexual harassment may choose to attempt an informal resolution of the matter.

Satisfactory informal resolution of the matter may result from such consultation. However, informal resolution may not be appropriate even on a voluntary basis in some cases, such as sexual assaults.

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 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.

The complaint form and copies of all procedures relating to this policy can be obtained from Human Resources and Equal Opportunity, (760) 750-4416, or from the following individuals:

1. Faculty, Staff and Administrators

- Faculty:

  Associate Vice President for Academic Resources, (760) 750-4052

- Staff Administrator:

  Assistant Vice President, Human Resources and Legal Compliance, (760) 750-4416

2. Students

- Student

  Dean of Students and Assistant Dean of Students, (760) 750-4935

Filing a Complaint

If an individual chooses to file a formal complaint he or she shall complete the university complaint form obtained from Human Resources and Equal Opportunity which:

1. States the applicable federal/state law/regulation or the term(s) of the California State University (CSU) system-wide policy, and, when applicable, the appropriate collective bargaining agreement provision that has been violated;
2. Contains a detailed description, including the date(s) and time(s) of the factual events giving rise to the complaint, including all identified witnesses and other evidence for consideration in connection with an investigation. The complainant shall include all issues and evidence known, or which could reasonably have been known, related to the complaint;
3. The name of an employee representative (representative of the appropriate collective bargaining unit) or another individual (not an attorney) who may serve as a representative at the complainant's request to be present during interviews with the complainant; and,
4. The name and classification of the complainant, his/her signature, and date of the complaint submission.

The completed complaint form shall be submitted to Academic Resources, Student Development Services and Dean of Students, or to Human Resources and Equal Opportunity. The office receiving the complaint shall immediately, but no later than five (5) working days from receipt, forward it to the Human Resources and Equal Opportunity.

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, smoking is prohibited in all state buildings and vehicles where California State University San Marcos employees work or ride. To diminish possible health effects and indoor air quality issues from second-hand smoke, Cal State San Marcos chooses to limit smoking on campus to specific, designated official smoking areas. These locations comply with State of California law effective 01/01/04, requiring a minimum of 20 ft. distance from any public building entrances, exits, and all operable windows. The locations are also based upon recognized current smoking gathering areas and areas that will limit smoke-filled airstreams from entering campus buildings. Changes to designated smoking areas will only be made after careful review and to support the campus' efforts to mitigate second-hand smoke. Consideration will be given to reasonableness of smoking gathering areas in proximity to non-smoking areas and to allow for proximity, in support of operations, of break areas for employees who smoke. Additionally, Cal State San Marcos will collaborate with any property owners or managers who are in a formally recognized agreement with the institution. Any University student or employee smoking in non-smoking areas will be subject to appropriate discipline and/or other personnel action in accordance with the relevant collective bargaining agreement and the Education Code. Additionally, any person willfully violating this policy may receive a misdemeanor citation as authorized by Education Code section 89031.

Use of Cameras to Deter Theft of Property

Closed circuit video cameras may be used on campus to deter the theft of property and to assist the further investigation of crimes occurring on campus. A copy of the University Policy and Procedure regarding video cameras is available from http://www.csusm.edu/fas/Policies&Proc/









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