Spring 2016 Addendum

To the 2014-16 CSUSM Catalog

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This Catalog Addendum supplements the information in the 2014-16 General Catalog.

Additions previously announced in the Spring and Fall 2015 Catalog Addendum, which are still in effect, are included in this Catalog Addendum.

LIST OF NEW AND CHANGED COURSES

Detailed course information begins on page 166 of this Addendum.

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OM 302, 305, 406, 428, 435, 440, 441, 442, 622
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PSCI 319, 340, 349, 369, 379, 392, 415, 465

PSYC 210, 215, 328, 330, 331, 333, 343, 345, 348, 349, 351, 356 395, 424
SLP 150, 175, 201, 222, 251, 320, 352, 357, 364, 391, 400, 401, 432, 450, 451, 452, 461, 462, 463, 471, 473, 491, 492, 494, 498, 499, 599, 602, 622, 631, 632, 641, 641A, 641B, 642A, 642B, 645, 651, 652, 653, 654, 661, 662, 663, 664, 665, 671, 672, 673, 673A, 673B, 681, 691, 692, 693, 694, 695, 698
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SOC 350, 425, 494, 495
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VSAR 122, 203, 321, 323, 329, 333, 409, 433
WMST 380

THE CALIFORNIA STATE UNIVERSITY

[Replace the information appearing in the 2014-16 Catalog, page 10]

Welcome to the California State University (CSU) – the world's largest comprehensive higher education system in the nation with 23 unique campuses serving more than 450,000 students with 45,000 employees statewide. Each year, the university awards nearly 100,000 bachelor's, master's and doctoral degrees. CSU graduates now total more than three million strong, and are serving as leaders in the industries that drive California's economy, including business, agriculture, entertainment, engineering, teaching, hospitality and healthcare. Learn more at *www.calstate.edu*.

More than 50-Year Tradition of Excellence

Since 1961, the CSU has provided an affordable, accessible, and high-quality education to nearly three million graduates around the state of California. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through leading-edge programs, superior teaching and extensive workforce training opportunities, CSU students graduate with the critical thinking skills, industry knowledge and hands-on experience necessary for employment and career advancement.

Facts

[Replace the information appearing in the 2014-16 Catalog, page 11]

- CSU faculty attract more than $580 million annually in research and education grants, and contracts by federal, state and regional agencies.
- Today, one of every 20 Americans with a college degree is a CSU graduate.
- 1 in every 10 employees in California is a CSU alumnus.
- The CSU awards 45 percent of the bachelor's degrees earned in California.
- More than half of all the nurses in the state earn their degrees from the CSU.
- The CSU awards 95 percent of the hospitality/tourism degrees in the state.
- Nearly half of all of the state's engineers earn their degrees from the CSU.
- The CSU is the leading provider of teacher preparation programs in the state.
- The CSU offers more than 115 fully online hybrid degree programs.
- The CSU offers 3,250 online courses to provide more educational options to students who may prefer an online format to a traditional classroom setting.
- The CSU's growing online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU system.
- The CSU serves more than 5,000 individuals annually through professional development certificate programs in educational health services, business and technology, leisure and hospitality, manufacturing, international trade, and many other industries.
- Nearly half of the CSU's 450,000 students are engaged in some type of community service, totaling 32 million hours of service annually.
- More than 9,000 students participate in STEM (science, technology engineering and mathematics) service-learning courses.

- For every $1 that the state invests in the CSU, the university generates $5.43 for California's economy.

CSU Historical Milestones
[Replace the information appearing in the 2014-16 Catalog, page 10]

- The individual California State Colleges was established as a system with a Board of Trustees and a Chancellor in 1960 by the Donahoe Higher Education Act. In 1972, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University (CSU). Today, the CSU is comprised of 23 campuses, including 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.

- In 1963, the State Academic Senate was established to act as the official voice of CSU faculty in systemwide matters. Also, the California State College Student Presidents Association—which was later renamed the California State Students Association—was founded to represent each campus student association on issues affecting students.

- Through its many decades of existence, the CSU has continued to adapt to address societal changes, student needs and workforce trends. While the CSU's core mission has always focused on providing high-quality, affordable bachelor's and master's degree programs, over time the university has added a wide range of services and programs to support student success – from adding health centers and special programs for veterans to building student residential facilities to provide a comprehensive educational experience.

- To improve degree completion and accommodate students working full- or part-time, the educational paradigm expanded to give students the ability to complete upper-division and graduate requirements through part-time, late afternoon, and evening study. The university also expanded its programs to include a variety of teaching and school service credential programs, specially designed for working professionals.

- The CSU marked another significant educational milestone when it broadened its degree offerings to include doctoral degrees. The CSU independently offers educational doctorate (Ed.D.), Doctor of Physical Therapy (DPT), and Doctor of Nursing Practice (DNP) degree programs. A limited number of other doctoral degrees are offered jointly with the University of California and private institutions in California.

- In 2010, in an effort to accommodate community college transfer students, the university, in concert with the California Community Colleges, launched the Associate Degree for Transfer, which guarantees transfer students admission to the CSU with junior status.

- Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU initiated another milestone in 2013, when it launched Cal State Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students also have access to fully online courses offered at other CSU campuses.

- By providing an accessible, hands-on education that prepares graduates for career success, the CSU has created a network of alumni that is so extensive and renowned that it spans across the globe. In 2014-15, the CSU will exceed three million alumni, which includes graduates from all CSU campuses as well as the Class of 2015.

- The CSU strives to continually developing innovative programs, services and opportunities that will give students the tools they need to meet their full potential. With 23 campuses, 450,000 students and 45,000 faculty and staff, the CSU is committed to providing a quality higher education that prepares students to become leaders in the changing workforce.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

[Replace the information appearing in the 2014-16 Catalog, page 552]

Ex Officio Trustees

The Honorable Edmund G. Brown, Jr.
Governor of California

The Honorable Gavin Newsom
Lieutenant Governor of California

The Honorable Toni G. Atkins
Speaker of the Assembly

The Honorable Tom Torlakson
State Superintendent of Public Instruction

Dr. Timothy P. White
Chancellor of The California State University

Officers of the Trustees

The Honorable Edmund G. Brown, Jr.
President

Lou Monville
Chair

Framroze Virjee
Secretary

Steve Relyea
Treasurer

Appointed Trustees

Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

Roberta Achtenberg (2015)
Talar Alexanian (2015)
Kelsey Brewer (2016)
Adam Day (2015)
Rebecca D. Eisen (2018)
Douglas Faigin (2017)
Debra S. Farar (2022)
Margaret Fortune (2016)

Lupe C. Garcia (2020)
Steven M. Glazer (2019)
Lillian Kimbell (2016)
Lou Monville (2016)
Hugo N. Morales (2020)
J. Lawrence Norton (2019)
Steven Stepanek (2015)

Correspondence with Trustees should be sent to: c/o Trustees Secretariat, The California State University, 401 Golden Shore, Long Beach, California 90802-4210.

OFFICE OF THE CHANCELLOR

[Replace the information appearing in the 2014-16 Catalog, page 550]

The California State University
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4000

Dr. Timothy P. White	Chancellor – CSU System
Mr. Steve Relyea	Executive Vice Chancellor and Chief Financial Officer
Dr. Ephraim P. Smith	Executive Vice Chancellor and Chief Academic Officer
Mr. Framroze Virjee	Executive Vice Chancellor and General Counsel
Mr. Garrett P. Ashley	Vice Chancellor, University Relations and Advancement
Ms. Lori Lamb	Vice Chancellor, Human Resources
Mr. Larry Mandel	Vice Chancellor and Chief Audit Officer

CAMPUSES – THE CALIFORNIA STATE UNIVERSITY

[Replace the information appearing in the 2014-16 Catalog, page 12]

California State University, Bakersfield
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Bakersfield, CA 93311-1022
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(661) 654-2782
www.csub.edu

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

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

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

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

California State University, Fresno
5241 North Maple Avenue
Fresno, CA 93740
Dr. Joseph I. Castro, President
(559) 278-4240
www.csufresno.edu

California State University, Fullerton
800 N. State College Boulevard
Fullerton, CA 92831-3599
Dr. Mildred García, President
(657) 278-2011
www.fullerton.edu

Humboldt State University
1 Harpst Street
Arcata, CA 95521-8299
Dr. Lisa Rossbacher, President
(707) 826-3011
www.humboldt.edu

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0115
Dr. Jane Close Conoley, President
(562) 985-4111
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California State University, Los Angeles
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Los Angeles, CA 90032
Dr. William A. Covino, President
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www.calstatela.edu

California Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
Rear Admiral Thomas A. Cropper, President
(707) 654-1000
www.csum.edu

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955-8001
Dr. Eduardo M. Ochoa, President
(831) 582-3000
www.csumb.edu

California State University, Northridge
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Northridge, CA 91330
Dr. Dianne F. Harrison, President
(818) 677-1200
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California State Polytechnic University, Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Dr. Soraya M. Coley, President
(909) 869-7659
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 92407-2318
Dr. Tomás D. Morales, President
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San Diego State University
5500 Campanile Drive
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Dr. Elliot Hirshman, President
(619) 594-5200
www.sdsu.edu

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Dr. Leslie E. Wong, President
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www.sfsu.edu

San José State University
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San Jose, CA 95192-0001
Dr. Mohammad H. Qayoumi, President
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www.sjsu.edu

California Polytechnic State University, San Luis Obispo
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San Luis Obispo, CA 93407
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Sonoma State University
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Rohnert Park, CA 94928
Dr. Ruben Armiñana, President
(707) 664-2880
www.sonoma.edu

California State University, Stanislaus
One University Circle
Turlock, CA 95382
Dr. Joseph F. Sheley, President
(209) 667-3122
www.csustan.edu

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

Changes to the
General Education Program

Change to Area B1
PHYS 101

Change to Area B2
[Added the following text to the end of the B-2 section, first column, page 109, 2014-16 Catalog]
Students who take and pass CHEM 150 and BIOL 210, with a C or better, can petition the BIOL Department and the General Education Committee for B2 credit.

Addition to B2 Courses:
BIOL 104
BIOL 105

Addition to B3 Courses:
BIOL 104
PHYS 101

Addition to BB Courses:
SLP 320

Addition to C1 Courses:
VPA 180-5
VSAR 131

Additions to C3 Courses:
CHIN 201
MLAN 220

Additions to CC Courses:
COMM 410
GBST 390-4
HIST 300-10
HIST 300-11
HIST 300-12
HIST 304B
LTWR 304
LTWR 334D
LTWR 340
PHIL 342
MLAN 351
MUSC 323

VSAR 433
WMST 300-23

Additions to D7 Courses:
ENVS 100
ID 170-3
LBST 100

Additions to D Courses:
ENVS 100
ID 170-2
ID 170-3
LBST 100
LING 121
SLP 251

Area D
[The footnote for PSCI 100 was inadvertently left out of the 2014-16 Catalog, page 112.]

Two courses (6 units)
GEOG 341, 347 (Dg)
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).*

Additions to DD Courses:
ANTH 360
EDUC 374
HIST 304A
ID 370-11
ID 370-12
ID 370-14
NATV 350
NATV 380-2
NATV 380-3
SOC 350
SOC 489-6
SOC 489-8
SSCI 301

WMST 351
WMST 347
WMST 380

The courses below no longer satisfy B4 requirement:

MATH 162
MATH 260

The course below no longer satisfies C2 requirement:
LTWR 208A

The course below no longer satisfies C3 requirement:
JAPN 201

The course below no longer satisfies DD requirement:
PSYC 356

Addition to E Courses:
NURS 210
NURS 211

The course below no longer satisfies E requirement:
PSYC 356
SOC 203

The course below no longer satisfies the Language than English Requirement (LOTER)
JAPN 201

COLLEGE OF BUSINESS ADMINISTRATION

Change to
B.S. IN BUSINESS ADMINISTRATION

Program of Study
The Bachelor of Science in Business Administration degree offers the following options:

- Accounting Option
- Finance Option
- Global Business Management Option
  - Information Systems Track
  - Marketing Track
  - Entrepreneurship Track
- Global Supply Chain Management Option
- Management Option
  - Management and Organizations Track
  - Entrepreneurship Track
- Management Information Systems 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 required and 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 CSUSM business graduates a distinctive advantage in today's job market.

Senior Experience is a one-semester, 3-unit capstone course. This course challenges students to integrate and apply their business education by participating in real-world consulting engagements. This project is conducted while working in a team with fellow students. The goals for the first 2 weeks of the semester are to have students form into teams, match teams with projects, and provide them with the tools needed to successfully complete projects during the remainder of the semester. Topics to be covered during these first 2 weeks are: the problem solving process, primary and secondary research, critical thinking, consultation, project management, and strategies for team effectiveness. Senior Experience is offered each semester, Fall and Spring.

For additional information, please contact the Director of Senior Experience at (760) 750-4266, or email *seniorexperience@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 CoBA is to ensure 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:

1. effectively and professionally communicate both orally and in writing;
2. demonstrate critical thinking and problem-solving skills;
3. demonstrate interpersonal and collaboration skills;
4. apply analytics to business situations;
5. demonstrate proficiency in the use of information technology;
6. apply ethical and socially responsible perspectives/view points and demonstrate an understanding of their consequences;
7. identify and apply global perspectives in making business decisions; and
8. describe and apply foundational business concepts, theories, processes, and strategies.

Program Requirements

The undergraduate program 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 major.

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/coba) to the CoBA Advising Office in person, or via online, 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., attain 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/or 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 content and depth at least equal to the equivalent of a 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 with complete copies of unofficial transcripts. This is in addition to the official transcripts that are required by the Office of Admissions.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

In order to receive a Bachelor of Science in Business Administration, a student must earn a minimum of 120 units. All courses counted toward the major must be completed with a grade of C (2.0) or better. The 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/coba) for an option checklist and a suggested course sequence for each option.

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)

	Units
ACCT 201	3
ACCT 202	3
BUS 202	3
BUS 203	3
BUS 204	3
ECON 201	3
ECON 202	3
MATH 132	3

ACCOUNTING OPTION
(51 Units)

Accounting has often been called "the language of business." Through its accounting system, an organization records its transactions and communicates its performance to stakeholders. In today's increasing complex and dynamic business environment, accounting professionals are an integral member of the team of business decision-makers. Our program emphasizes building strong technical knowledge, developing written and oral communication skills, fostering lifelong learning and critical thinking ability, and offering opportunities to interact with the local professional accounting community. The accountancy curriculum at CSUSM is designed, in part, to prepare students for careers as accounting professionals. Through its relevant and rigorous curriculum, the option prepares students for careers in public accounting, managerial accounting, government accounting, not-for-profit accounting, and other business-related areas.

Foundations of Business Courses (10 units)

	Units
BUS 302	2
BUS 322	2
MGMT 302	2
MKTG 302	2
OM 302	2

Note: Transfer credit for upper-division Accounting courses will not be accepted from any institution outside of CSUSM. Accounting courses can only be attempted a total of 2 times. Exceptions can be made on a case-by-case basis if a student submits a petition which explains what happened.

Accounting Option Core Courses (26 units)

ACCT 301	4
ACCT 302	2
ACCT 306	4
ACCT 307	4
ACCT 308	4
ACCT 416	4
FIN 304	4

Accounting Option Electives (8 units)
All 8 units must be selected from the following list of Accounting Courses.

ACCT 406	2
ACCT 407	2
ACCT 421	2
ACCT 422	2
ACCT 423	2
ACCT 481-484	1-4
ACCT 498	1-4

Capstone (7 units)

BUS 444	4
BUS 495	3

FINANCE OPTION
(51 Units)

Finance is the study of the interaction of firms and financial markets. Financial managers attempt to identify 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 optimal risk-return profiles, are major topics in finance. CSUSM students who choose the finance option are able to gain understanding in the study of corporate finance, investment analysis, and international finance. Students are provided an education that permits them to pursue careers such as financial analysts, financial managers, investment advisers, and portfolio/money managers.

Foundations of Business Courses (14 units)

	Units
BUS 302	2
BUS 324	4
MGMT 302	2
MKTG 302	2
MIS 302	2
OM 302*	2

**Equivalent 4-unit course (OM 305) can be substituted for this 2-unit course with 2 units applied toward electives.*

Required Courses (24 units)

FIN 304	4
FIN 321	4
FIN 331	4
FIN 341	4
FIN 404	4
FIN 422	4

Electives (8 units)
The remaining units must be taken only from the following list of approved courses:

ACCT 307	4
ECON 301	3
ECON 302	3
ECON 303	3
ENTR 422	2
FIN 432	2
FIN 481-484	1-4
FIN 498	1-4
OM 440	4

Note: Please check the prerequisites for elective courses in schedule planning.

Capstone (5 units)

BUS 442	2
BUS 495	3

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 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 are currently three tracks in the GBM Option: Marketing, Entrepreneurship, and Information Systems.

GBM students must complete a Foreign Academic Experience. The Foreign Academic Experience is completed through either an individual international business internship (GBM 495) 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 26 of 2014-16 Catalog) satisfy the Foreign Academic Experience through the CSUSM residence requirement (see page 106 of 2014-16 Catalog).

GBM students may substitute GBM 495 for the Senior Experience team-oriented project (BUS 495) required in other Business Administration options. All GBM students must complete either BUS 495 or GBM 495.

Global Business Management Option – Marketing Track

(51 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 of 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 (14 units)

	Units
BUS 302	2
BUS 322	2
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 toward GBM: Marketing Track Electives.*

GBM: Marketing Track Core Courses (16 units)

GBM 425	4
GBM 426	2
GBM 427	2
MGMT 461	4
MKTG 448	4

GBM: Marketing Track Electives (14 units)

GBM 351	1
GBM 430	2
MGMT 474	4
MKTG 315	2
MKTG 433	4
MKTG 442	4
MKTG 481-484	1-4
MKTG 498	1-4

Capstone (7 units)

BUS 444	4
BUS 495	3
Or	
GBM 495	3

Global Business Management Option – Entrepreneurship Track
(51 units)

The Entrepreneurship track is specifically designed to help students incubate a business idea, learn the different components essential to starting and managing a start-up business, and evaluate closely the viability of their idea. The program is designed to help students develop their ideas into a well-conceived business plan that can lead to a start-up business. In order to accomplish these objectives, students will move through a sequence of courses that build upon one another. Students begin by learning about the challenges of entrepreneurship, and by completing a first-level analysis of the viability of their business idea. Students then take courses in new venture marketing, management, and financing to increase their understanding and skills to further develop their business idea and determine its potential. Students will also benefit significantly from the experiences of entrepreneurs in the community, and learn from their successes and failures. The track concludes with the development of a business plan in the capstone course.

Foundation of Business Courses (14 units)

	Units
BUS 302	2
BUS 322	2
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 toward GBM: Marketing Track Electives.*

GBM: Entrepreneurship Track Core Courses (16 units)

GBM 425	4
GBM 426	2
GBM 427	2
MGMT 461	4
MKTG 448	4

GBM: Entrepreneurship Track Elective Courses (14 units)

ENTR 320	4
ENTR 420	2
ENTR 421	2
ENTR 422	2
ENTR 423	2
ENTR 481-484	1-4
GBM 481-484	1-4
MGMT 474	4

Capstone (7 units)

BUS 444	4
GBM 495	3
Or	
BUS 495	3

New Track:
Global Business Management Option – Information Systems Track
(51 units)

The Information Systems (IS) track in the Global Business Management (GBM) Option is designed to equip students who are interested in helping firms manage their information systems while working in an international or global environment. An increasing number of firms, both small and large are operating in foreign countries in various capacities: direct sales, sourcing of supplies, working through distributors, entering into joint ventures, performing market research, coordinating subsidiary units for more efficient operations, and so on. The significant demands on firms to manage their information systems in this increasingly complex and interesting global environment requires students who understand both information systems and global business demands. The IS track within the GBM Option will prepare students to perform well in this kind of an environment.

Foundations of Business Courses (14 units)

BUS 302	2
BUS 322	2
FIN 302*	2
OM 302*	2

MGMT 302*	2
MIS 302**	2
MKTG 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses. However, the excess units cannot count towards GBM electives.*
*** MIS 304 can be substituted for MIS 302. The two excess units may be used for electives.*

GBM: Information Systems Track Core Courses (16 units)

GBM 425	4
GBM 426	2
GBM 427	2
MGMT 461	4
MKTG 448	4

GBM: Information Systems Track Electives (14 units)

MIS 308	4
MIS 408	4
MIS 411	4
MIS 425	4
MIS 320	2
MIS 427	4
MIS 440	4
MIS 498	1
MIS 481-485	1

Capstone (7 units)

BUS 444	4
BUS 495	3
Or	
GBM 495	3

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)

	Units
BUS 302	2
BUS 324	4
FIN 302	2
MGMT 302	2
MIS 304	4
MKTG 302	2

GSCM Core Courses (10 units)

GBM 427	2
OM 305	4
OM 428	4

GSCM Electives (20 units)

ACCT 423	2
GBM 430	2
MKTG 448 or MGMT 461	4
MKTG 450	4
MKTG 451	4
OM 406	4
OM 435	2
OM 440	4
OM 441	4
OM 442	2
OM 481-484	1-4
OM 498	1-4

Capstone (5 units)

BUS 442	2
BUS 495	3

MANAGEMENT OPTION
(51 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. There are currently two tracks in the Management Option:

- Management and Organizations Track
- Entrepreneurship Track

Management Option – Management and Organizations Track
(51 units)

The Management and Organizations track is designed to help students become effective leaders and managers in any organizational context. Courses in the track relate specifically to developing leadership and management competencies, understanding essential human resources practices, as well as building effective teams and organizational cultures. Required and elective courses also expose students to business and cross-cultural issues that are common in the global business environment. Most courses focus on both theory and application of management and organizational principles. The courses draw on many facets of the social and behavioral sciences to guide students in their intellectual development. Common themes are the use of people skills, the ability to analyze complex situations, and make effective decisions to achieve success in today's competitive environment.

Foundation of Business Courses (10 units)

	Units
BUS 302	2
BUS 322	2
FIN 302	2
MIS 302	2
OM 302	2

Management Core Courses (20 units)

MGMT 305	4
MGMT 415	4
MGMT 452	4
MGMT 461	4
MKTG 305	4

Management and Organizations Track 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 courses in ACCT, ENTR, FIN, GBM, OM, MIS, MGMT, or MKTG. A maximum of 4 units may be taken outside the College of Business with prior approval from CoBA.

ENTR 320	4
ENTR 421	2

GBM 425	4
GBM 427	2
MGMT 420	4
MGMT 422	2
MGMT 425	2
MGMT 428	4
MGMT 432	2
MGMT 445	2
MGMT 465	4
MGMT 470	2
MGMT 474	4
MGMT 481-484	1-4
MGMT 498	1-4

Capstone (7 units)

BUS 444	4
BUS 495	3

Management Option – Entrepreneurship Track
(51 units)

The Entrepreneurship track is specifically designed to help students incubate a business idea, learn the different components essential to starting and managing a start-up business, and evaluate closely the viability of their idea. The program is designed to help students develop their ideas into a well-conceived business plan that can lead to a start-up business.

In order to accomplish these objectives, students will move through a sequence of courses that build upon one another. Students begin by exploring their personal creativity, turning creative thought into innovative new products and services, developing their idea, understanding the challenges of entrepreneurship, and completing a first-level analysis of the viability of their business idea. Students then take courses in new venture marketing, management, and finance to increase their understanding and functional skills to further develop their business idea and determine its potential. Students will also benefit significantly from the experiences of entrepreneurs in the community and learn from their successes and failures.

Foundation of Business Courses (10 units)

	Units
BUS 302	2
BUS 322	2
FIN 302	2
MIS 302	2
OM 302	2

Management Core Courses (20 units)

MGMT 305	4
MGMT 415	4
MGMT 452	4
MGMT 461	4
MKTG 305	4

Entrepreneurship Track Electives (14 units)

A minimum of 12 units must be selected from the list of courses below. The remaining 2 units can be taken from courses in ENTR, GBM, or MGMT. A maximum of 4 units may be taken outside the College of Business with prior approval from CoBA.

ENTR 320	4
ENTR 420	2
ENTR 421	2
ENTR 422	2
ENTR 423	2
ENTR 481-484	1-4

Capstone (7 units)

BUS 444	4
BUS 495	3

MANAGEMENT INFORMATION SYSTEMS OPTION

This option focuses on training business-oriented professionals for developing and managing information systems. Students will learn how to define organizational information requirements and employ technology-enabled solutions to meet the organization goals and objectives. They will also learn how to lead and manage mission-critical projects, especially those related to Internet applications. The themes of the option include principles of information systems, business systems analysis and design, and database management. The option also addresses subjects such as networking, web and mobile applications, enterprise systems and business intelligence. These topics provide students with knowledge and skills essential for enhancing organizational efficiencies and effectiveness. In addition, they prepare students for careers in business systems analysis, application development, social-networking driven business, entrepreneurship, and process design.

Foundations of Business Courses (12 units)

	Units
BUS 302	2
BUS 324	4
FIN 302*	2
MGMT 302*	2
MKTG 302*	2

**Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward MIS electives. However, only 4 excess units can be counted as MIS electives.*

MIS Core Courses (12 units)

MIS 304	4
MIS 411	4
OM 305	4

MIS Elective Courses (22 units)

A minimum of 16 units must be selected from the following approved MIS/OM courses. The remaining 6 units can be taken from electives in ACCT, ENTR, FIN, GBM, GSCM, MKTG, MGMT, or HIT. Students in the MIS option cannot take ACCT 308 for credit. Units outside of MIS may be substituted with prior approval from CoBA.

MIS 308	4
MIS 320	2
MIS 328	4
MIS 388	4
MIS 408	4
MIS 418	2
MIS 425	4
MIS 426	4
MIS 427	4
MIS 435	4
MIS 440	4
MIS 480	4
MIS 481-484	1-4
MIS 498	1-4
OM 406	4

Capstone (5 units)

BUS 442	2

Senior Experience (3 units)

BUS 495	3

MARKETING OPTION

Marketing has been defined as "an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders" (American Marketing Association). Effective marketing is very important for the long-term success of any organization because it focuses the organization on attracting and retaining customers through its combination of product, pricing, distribution, and promotion strategies.

All students in the Marketing Option will take a course that focuses on the foundational principles of marketing, and courses that explore the behavior of consumers, the process through which marketers conduct research to understand consumers, and the special challenges and opportunities marketers face in different cultures. In addition, students will take specialized elective courses that focus on developing appropriate strategies for targeting and serving customers. Through their coursework and other educational experiences, students can prepare for a variety of positions in areas such as marketing communication and advertising, sports marketing, customer relationship management, marketing research, sales, services marketing, and international marketing.

Foundations of Business Courses (10 units)

	Units
BUS 302	2
BUS 322	2
FIN 302*	2
MIS 302*	2
OM 302*	2

** Equivalent 4-unit course can be substituted for this 2-unit course with 2-units applied toward Marketing electives, however, only 4 excess units can be counted toward Marketing electives.*

Marketing Option Core Courses (20 units)

MGMT 305	4
MKTG 305	4
MKTG 442	4
MKTG 445	4
MKTG 448	4

Marketing Option Electives (14 units)

A minimum of 8 units must be selected from the list of electives below. The remaining 6 units may also be selected from the list below or from any 300- and 400-level course in the College of Business. Up to 4 units may be taken outside the College of Business with prior approval from the Marketing Department Chair.

MKTG 315	2
MKTG 433	4
MKTG 340	2
MKTG 446	2
MKTG 449	4
MKTG 450	4
MKTG 451	4
MKTG 452	2
MKTG 454	4
ENTR 420	2
MKTG 481-484	1-4
MKTG 498	1-4

Capstone (7 units)

BUS 444	4
BUS 495	3

CERTIFICATE OF ADVANCED STUDY IN PROFESSIONAL ACCOUNTING (CASPA)*

The State of California requires that all applicants for the Certified Public Accounting (CPA) license complete 150 semester units of education. The Certificate of Advanced Study in Professional Accounting (CASPA) provides a pathway for Accounting students and graduates to meet the 150-semester unit requirement for the CPA License in California. Students and accounting professionals who need additional units to meet the 150 unit requirement can complete a series of accounting and business courses and earn a CASPA.

The CASPA program offers a selection of graduate-level accounting courses that combine into a 12-semester unit certificate. The selection of courses offered in the CASPA program are based on a combination of the accounting courses required for licensure, required by regional Master's in Accounting programs, and courses addressing knowledge and skills beneficial to the careers of the region's accounting professionals. The classes have been developed and will be taught by accounting faculty members as well as practicing accounting professionals in the region. Each class is designed to engage students by integrating theories and real world applications.

Admission and Application Requirements

- The program is designed for those with a Bachelor's degree in Business or current students with senior standing in a college of business administration with relevant skills/experiences in accounting.
- Applicants must submit the online CASPA Program Application (http://www.csusm.edu/el/CASPA).
- Applicants must submit a current resume.
- Applicants must mail hard copy transcripts from all colleges and universities attended to:

California State University San Marcos
Extended Learning
Attn: Student Services/CASPA Program
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096

In order to earn the CASPA, students must have an average GPA of B (3.0) or higher for the 12 units completed and must have earned at least a C (2.0) in each of the courses.

Students will select 12 units of coursework from the following course options:

ACCT 513	3
ACCT 525	3
ACCT 531	3
ACCT 560	
ACCT 561	3
ACCT 591	1
ACCT 592	2
Total units	*12*

**The Certificate of Advanced Study in Professional Accounting is offered through Extended Learning.*

New Program:
CERTIFICATE OF SPECIALIZED STUDY IN MILITARY SCIENCE

The Army Reserve Officers Training Corps (ROTC) certificate is designed to develop future officers in the areas of leadership, management, foreign policy, national security, military history, military skills, diversity, cultural understanding, and physical fitness. The Army ROTC program offers a series of optional adventure outings and on/off campus activities during the school year. These include learning navigational skills, sports programs, social activities, mentorship programs, and community outreach/support programs.

Course Requirements:

MILS 101	3
MILS 102	3
MILS 201	3
MILS 202	3
MILS 301*	3
MILS 302*	3
MILS 401*	3
MILS 402*	3
Total	*24*

**These upper-division MILS courses are restricted to students officially accepted into the ROTC program.*

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 125 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) or BUS 204 (3) is a prerequisite*

Change to:

MASTER OF BUSINESS ADMINISTRATION, SPECIALIZED ACCELERATED*

- Certificate of Advanced Study in Business Foundations
- Certificate of Advanced Study in Core Business Knowledge
- Certificate of Advanced Study in Business Intelligence
- Certificate of Advanced Study in International Business
- Certificate of Advanced Study in Hospitality and Tourism Management
- Master of Business Administration, Business Intelligence Specialization
- Master of Business Administration, International Business Specialization
- Master of Business Administration, Hospitality and Tourism Management Specialization

**The MBA, Specialized Accelerated is offered through the Office of Extended Learning.*

Description of the Program

The program consists of 36-48 units in three discrete, stackable phases: the Foundation, the Core, and the Specialization in Business Intelligence (BI) or International Business (IB), or Hospitality and Tourism Management (HTM). This three-phased approach offers three entry and exit points into and out of the program. Only those completing or satisfying the requirements of all three phases will earn an MBA.

Program Schedule

The program has been designed for students with 0-3 years of work experience, and offered during weekday morning hours. This schedule accommodates students who work part-time. The length of the program is 12-15 months.

MBA Bridge (1 unit):

Before beginning the program, all students will be required to complete a 1-unit MBA Bridge program focused on basic skills including, business communication, and quantitative methods. Admission to the bridge requires admission to the MBA Program.

The Foundation (0-12 units) – Certificate of Advanced Study in Business Foundations

The Foundation is a multi-disciplinary 500-level pre-MBA program consisting of six 2-unit courses, offered during the 10 week summer session. It is designed as a refresher of basic business courses for those with undergraduate business degrees and as an introduction to business disciplines for those holding undergraduate degrees in non-business disciplines. This 12-unit sequence is required of all entering students. Domestic students with business degrees may petition to waive the Foundation. Admission to the Foundation requires successful completion of the MBA Bridge. Students receive a certificate of completion for the Foundation if they successfully complete all Foundation courses with a GPA of 2.5 or higher. Students who continue in the program to earn the MBA degree must complete the Foundation with a GPA of 3.0 or higher.

ACCT 502	2
FIN 502	2
MKTG 502	2
MGMT 502	2
OM 502	2
MIS 502	2

The Core (17 units) – Certificate of Advanced Study in Core Business Knowledge

The Core is a multi-disciplinary graduate 600-level set of eight 2-unit courses and a 500 level 1-unit career planning and development course. They are distinct from, and more advanced than the Foundation, and assume mastery of the basic business education. Admission to the Core requires successful completion of the Foundations with a GPA of 3.0 or higher, or a waiver of the Foundations and successful completion of the MBA Bridge. Students whose Foundations GPA falls below 3.0 may petition to move forward to the Core, but if approved, they will be placed on academic probation.

Students who successfully complete the Core but do not continue in the program may earn a Certificate of Advanced Study in Core Business Knowledge. Successful completion of this certificate requires a minimum GPA of 2.5 and a minimum grade of 2.0 in all courses. Students who continue in the program to earn the MBA degree must complete the Core with a GPA of 3.0 or higher.

BA 602	2
MGMT 602	2
BA 604	2
ACCT 602	2
MKTG 602	2
FIN 602	2
MGMT 604	2
MGMT 606	2
BA 502	1

Specialization (12 units) – Certificates of Advanced Study in BI/IB/HTM

The specialization has three specializations: Business Intelligence, International Business, and Hospitality and Tourism Management that each consists of six advanced-level 2-unit courses. In an information-driven global economy, there is a great need for MBA graduates with these specializations. Admission to the Specialization requires successful completion of Foundation and the Core with a cumulative GPA of 3.0 or higher. Students whose cumulative GPA falls below 3.0 may petition to move forward to the Specialization, but if approved, they will be placed on academic probation. Students who successfully complete the Core but do not continue in the program may earn a Certificate of Advanced Study in Core Business Knowledge. Successful completion of this certificate requires a minimum GPA of 2.5 and a minimum grade of 2.0 in all courses.

Business Intelligence Specialization

MIS 612	2
OM 612	2
OM 614	2
MIS 614	2
MIS 616	2
MKTG 612	2

International Business Specialization

GBM 612	2
OM 612	2
MKTG 614	2
FIN 612	2
OM 616	2
GBM 614	2

Hospitality and Tourism Management Specialization

MGMT 622	2
OM 622	2
MKTG 622	2
FIN 622	2
MKTG 624	2
MGMT 624	2

Culminating Experience (6 units)

After completing their specializations, students will be required to complete Strategic Management in Global Environment as a Capstone course. BI and HTM Specialization students will take a 4-unit Masters Project, tailored to their specialization. IB Specialization students will participate in a 4-unit international experience involving travel to a foreign country with a faculty member to participate in company visits and a project. International students will have the option to complete their international experience under the direction of a faculty member in the US who will guide them in local company visits and project work equivalent to that done by the US students overseas. Completion of the Culminating Experience will lead to the completion of the MBA Degree.

Business Intelligence/Hospitality and Tourism Management Specializations

BA 675	2
BA 685	4

International Business Specialization

BA 675	2
GBM 685	4

General Admissions 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, a 4.0 or higher score in the Analytical Writing section, and a score of 4.0 or higher in the Integrated Reasoning section.
- A Grade Point Average (GPA) of "B" (3.0) or better in the last 60 graded semester units from a regionally accredited 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.

Important notes:

- Students must satisfactorily meet the GMAT requirement before being admitted to the MBA Core. They may enter the Bridge and the Foundation prior to completing the GMAT. Students not meeting this requirement may not be admitted to the Core, but can receive a certificate for completing the Foundation.
- All graduate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. English proficiency may be demonstrated by tests such as TOEFL or IELTS. International graduate students must meet university proficiency minima as defined in this catalog. Students not meeting the graduate level proficiency but who meet the undergraduate minimum level may be admitted to the Bridge and Foundations, but must meet graduate level proficiency minimum requirements to be admitted to the Core.
- The admission committee reviews applications not meeting all minimum requirements for an admission decision.

Advancement to Candidacy – Business Intelligence /Hospitality and Tourism Management Specializations

In order to be considered for advancement, MBA students must be in good standing with an overall graduate GPA of at least a 3.0, have fulfilled the master's student Graduate Writing Assessment Requirement, and have no more than 6 units (including BA 675 and BA 685) remaining towards the completion of the MBA program. Students will be reviewed for advancement to candidacy before they are enrolled in BA 675.

Advancement to Candidacy – International Business Specialization

In order to be considered for advancement, MBA students must be in good standing with an overall graduate GPA of at least a 3.0, have fulfilled the master's student Graduate Writing Assessment Requirement, and have no more than 6 units (including BA 675 and GBM 685) remaining towards the completion of the MBA program. Students will be reviewed for advancement to candidacy before they are enrolled in BA 675.

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, (3) fulfillment of the master's student Graduate Writing Assessment Requirement, (4) advancement to candidacy and (5) fulfillment of the culminating experience requirement.

New Program:
MASTER OF SCIENCE IN HEALTH INFORMATION MANAGEMENT*

Office:
Markstein Hall 451

Telephone:
(760) 750-4220

Program Director:
Jack Leu, Ph.D.

Program Coordinator:
Erica Terry, M.A.

The Master of Health Information Management offered by the College of Business Administration is comprised of (i) a 12-unit certificate in Healthcare Information Technology (HIT), (ii) a 14-unit certificate in Healthcare Information Management (HIM), and (iii) a 4-unit Practicum serving as the CSU's required culminating experience project.

The objective of the master's program is to develop healthcare leaders who excel at using data to transform healthcare outcomes. The program emphasizes (1) best practices in and theoretical underpinnings of data analytics, (2) genomic data management, (3) health risk assessment, (4) information systems for big data, (5) project management, and (6) strategic thinking and leadership. With the wide adoption of electronic health record systems, the healthcare industry will be entering a new era in which disease prevention, diagnosis, and management are based on predictive analyses of health and genomic data. This program will equip students with the knowledge needed to meet the challenges of this new healthcare era.

Developed and taught by faculty and industry experts, the HIT certificate program provides participants with a broad introduction and overview of healthcare structure and process, as well as impactful healthcare technologies. This is followed by discussions of healthcare data analytics, process re-engineering, and management of change. The goal is to shape the vision of the future of healthcare and provide the knowledge needed to encourage healthcare evolution. The program prepares students to become agents of change, innovators, leaders, and entrepreneurs in healthcare.

The HIM certificate will take an in-depth approach to preparing students as domain specialists in data analytics, an area that will fundamentally alter the landscape of the healthcare industry and provide promising career opportunities for students. This certificate will address the needs of the "big data" era and will focus on "transforming and mining" data for healthcare innovation and process improvement. This will expand on and reinforce the HIT certificate in developing each student's strategic thinking and leadership ability in adopting and integrating new emerging technologies into the existing healthcare system.

**The M.S. in Health Information Management has received campus approval for implementation in Academic Year 2015-16, but is pending official authorization by the Office of the Chancellor of the California State University.*

The Practicum is the culminating experience for the master's program in the form of a project for a healthcare organization. Supervised by a faculty advisor and an industry mentor, a project must address a real need in the HIT/HIM arena. The deliverables include a proposal approved by the faculty advisor and

the industry mentor, a final written report meeting the master's project requirement, and an oral defense.

Student Learning Outcomes

Graduates with a Master of Health Information Management will be able to:

1. Recognize needs and opportunities for improving healthcare system delivery and performance.
2. Apply alternative technologies and methods for system improvements.
3. Collaborate with practitioners/healthcare providers to evaluate cost-effective approaches and advocate for system reform.
4. Manage technical and human resources in the design, development, and implementation of change.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

SCHOOL OF EDUCATION

New Program:
CERTIFICATE OF ADVANCED STUDY IN LEADERSHIP IN MIDDLE LEVEL EDUCATION

The School of Education offers a Certificate of Advanced Study in Leadership in Middle Level Education that is associated with its Master of Arts in Education programs.

The goals and objectives of the certificate are to provide practicing educators (teachers, administrators, counselors, etc.) with the knowledge, skills, and dispositions needed for effective school-based leadership at the middle school level. Completion of the program will signify an expertise in the education of young adolescents—typically those in grades six through eight.

The certificate is intended to serve currently credentialed teachers who either teach in middle schools or aspire to do so. It is designed to be appropriate both for CSUSM Middle Level Teacher Education Program graduates and those who have had no formal preparation in middle school instruction. Experienced educators will bring with them diverse classroom experience, which the program will build upon.

Students who earn a B or better in all four Middle Level Education courses will be eligible for the Certificate of Advanced Study in Leadership in Middle Level Education. The only prerequisite to enrolling in the courses associated with the certificate is the possession of a teaching credential.

Required Courses:

	Units
EDMI 661	3
EDMI 662	3
EDMI 663	3
EDUC 619	3
Total Units	*12*

Change to
M.A. IN EDUCATION

Educational Administration Option* (30 units)

Advanced Credential Certification Option
In addition to the General M.A. admissions requirements, candidates must also have the following:

- Five years of teaching or professional service experience;
- Completion of the CBEST or an equivalent basic skills examination;
- Completion of the CCTC prerequisite 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.

Administrative Services Tier I Credential

CCTC Prerequisite
A clear teaching credential

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*

**Note that changes in the M.A. – Educational Administration/Administrative Services Credential requirements to align the CSU San Marcos curriculum with the CCTC standards are under review at the time the addendum is being published. Once approved, the new requirements will be published in the next catalog addendum and/or the catalog at www.csusm.edu/catalog.*

Change to
Preliminary Administrative Services Credential – Tier I

This credential program prepares instructional leaders to serve effectively in a variety of public and private schools and school districts. The design of the program is based on sound rationale informed by theory and research and is aligned with the California Administrator Content and Performance Expectations, and principles of adult learning theory. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences design to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. The program includes both formative and summative assessments based on the California Administrator Performance Expectations (CAPE). The 24 units qualify the candidate for the Preliminary Administrative Services Credential, and an additional 6 units leads to the Master's degree in Educational Administration.

Admission to the program requires the ability to have a clear California credential in teaching or teacher-related services on completion, a minimum of five years of full-time teaching or equivalent on completion, and a passing score on a basic skills examination such as the CBEST. The M.A. in Education has requirements listed in the General Option application.

Course Requirements	**Units**
EDAD 610	3
EDAD 612	2
EDAD 614	3
EDAD 616A	2
EDAD 616B	2
EDAD 618A	2
EDAD 618B	2
EDAD 620	3
EDAD 624A	1
EDAD 624B	1
EDAD 626A	2
EDAD 626B	1
Program Total	*24*

Student Learning Outcomes

The Student Learning Outcomes (SLOs) for educational leaders are defined by the California Commission on Teacher Credentialing. *http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf.*

Candidates must maintain a grade point average of 3.0 and not receive a grade of less than B- in any course. Students completing the course of study and meeting the criteria will be recommended to the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential.

New Program:
MASTER IN PUBLIC HEALTH*

The Master in Public Health prepares students as practitioners of public health and as leaders in public and private sector agencies and organizations. Graduates are well-prepared to hold positions as public health professionals in local community organizations, hospitals, health management organizations, government agencies, the military, academia, and the private sector. Instructional faculty are leading teachers and researchers in the field of public health as well as local practitioners in the specialized fields that comprise each of the option areas. The program's rich and diverse curriculum provides students with the concrete tools they need to operate competently in the field after they graduate.

Program Goals

The major goal of this program is to develop a new cadre of culturally sensitive public health professionals with a population and health disparities focus. In accordance with the Council on Education for Public Health accreditation criteria, the program will broadly prepare graduates in five primary areas:

1. Biostatistics – Collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
2. Epidemiology – Distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;
3. Environmental health sciences – Environmental factors including biological, physical, and chemical factors that affect the health of a community;
4. Health systems organization – Planning, organization, administration, management, evaluation, and policy analysis of health and public health programs; and
5. Social and behavioral sciences – Concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

A unique feature of our program is the infusion of student learning outcomes related to health disparities/cultural sensitivity throughout the curriculum, particularly in the common core courses.

Program Student Learning Outcomes

In accordance with the standards developed by the Council on Linkages between Academia and Public Health Practice and the recommendations of the Association of Schools of Public Health, students will develop skills in eight major areas:

**The Master in Public Health has received campus approval for implementation in Academic Year 2015-16, but is pending official authorization by the Office of the Chancellor of the California State University.*

1. Analytical/assessment skills
2. Policy development/program planning skills
3. Communication skills
4. Health disparities/cultural sensitivity skills
5. Community dimensions of practice skills
6. Public health sciences skills
7. Financial planning and management skills
8. Leadership and systems thinking skills

Students who graduate with a Master in Public Health will be able to:

1. Assess community populations to identify public health status and needs.
2. Design programs and policies to address identified public health problems and needs, including budget proposals.
3. Describe the implementation of programs that address public health problems and needs, including barriers to implementation.
4. Develop program evaluation plans to measure the effectiveness of public health programs.

Program of Study

This 42 semester unit, cohort-based program requires two full years of study, including summer semesters. The program includes seven common core courses: Foundations of Public Health & Policy, Foundations of Health Systems Organization and Delivery, Social and Behavioral Determinants of Health, Biostatistics for Public Health, Epidemiology, Environmental Determinants of Health, and Research Methods and Proposal Writing. The remaining courses are specific to the two current program options:

Health Promotion & Education

Behavioral science applied to health-related behavior for the identification of risk factors for physical and mental health illnesses, and for the experimental evaluation of interventions aimed at changing risk practices or promoting healthy behaviors. Emphasis is placed on vulnerable populations, including low income families, minorities, women, and children. Graduates are employable by hospitals, health departments, social service and other governmental agencies, corporations, and colleges/universities.

Global Health

Focuses on identifying the determinants of global health problems and the design, implementation, and evaluation of global health programs and policies across socio-cultural boundaries. Graduates will be able to develop innovative approaches to address global health problems and will negotiate the complex interrelationship between health and political, economic, and human development. Requires internationally-focused field work that will either be performed abroad or will be focused on a U.S. immigrant community with strong international ties.

Change to

SINGLE-SUBJECT CREDENTIAL PROGRAM/ ENGLISH LEARNER AUTHORIZATION WITH OPTION FOR PRELIMINARY MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL

Admission

Admission requirements for the Single- Subject (Secondary) Credential Program and Preliminary Mild/Moderate Education Specialist Option are the same as the Multiple-Subject admission requirements.

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.

Information, test preparation, and registration are available online at www.ctcexams.nesinc.com.

Program Description

The Single-Subject Credential Program is offered as a day and evening program and may include weekends. The subject areas available are: English, Mathematics, Science, Social Science, Spanish, and Physical Education. A Concurrent Single-Subject and Preliminary Mild/Moderate Education Specialist Option is also available.

Single-subject (high school) teacher education candidates enroll in a program designed to prepare them to teach students in grades seven through twelve. Upon completion of the program, candidates receive a Preliminary Single-Subject Credential. Those who complete the concurrent option also receive the Preliminary Mild/Moderate Education Specialist Instruction Credential that also authorizes instruction to students in grades K through 12 and adults with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g., Attention Deficit Disorder), or specific learning disability.

In the day program two-semester curriculum, candidates take courses in teaching and learning in high schools, discipline and interdisciplinary specific methods, and multilingual/multicultural education. The evening program is designed for individuals who work during the day and take evening and weekend coursework with the exception of student teaching. 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 is comprised of faculty from both the College of Education, Health and Human Services and College of Humanities, Arts, Behavioral and Social Sciences and is assisted by educators from North County high schools who share expertise and experiences and model exemplary high school practices.

North County public secondary schools serve as sites for single-subject field experiences. Supervision of single subject clinical practice is a shared responsibility of a university faculty advisor and an on-site liaison (a full-time teacher at the school site). Two different opportunities at different school sites constitute the field experience. Within these experiences there are opportunities to practice teaching in a variety of subjects to diverse student populations with varying ability levels. During clinical practice, candidates are encouraged to participate in school faculty activities outside of the classroom in order to gain experience and expertise in the organizational and decision-making characteristics of a high school culture.

An important aspect of the program is the acquisition of the authorization to teach English learners in order to better serve the needs of students from diverse language and cultural backgrounds. Requirements

are met through the infusion of content and experience through specific courses and during clinical practice experiences.

The California Commission on Teacher Credentialing has adopted Subject Matter Authorizations as an alternative method to obtain an additional subject area authorization. It is recommended that candidates obtain additional authorizations.

Please attend a Supplementary Authorization and Subject Matter Authorization Workshop as indicated at www.csusm.edu/coe/advising/ CurrentStudentsInfo.html.

COURSE SEQUENCE FOR SINGLE-SUBJECT CREDENTIAL CANDIDATES

Units	
EDSS 511	3
EDSS 521	3
EDSS 530	3
EDSS 531	3
EDSS 541	3
EDSS 555	3
Total Core Common Coursework Units	***17***

Additional Single-Subject subject area methods course requirements. Each candidate enrolls in the appropriate subject area course for a total of 3 to 4 units.

EDSS 543A (2 units) & EDSS 543B (2 units)	4
EDSS 544A (2 units) & EDSS 544B (2 units)	4
EDSS 545A (2 units) & EDSS 545B (2 units)	4
EDSS 546A (2 units) & EDSS 546B (2 units)	4
EDSS 547	3
KINE 401	3
Total Subject Area Coursework Units	***3-4***

Single Subject Only Clinical Practice

EDSS 571	6
EDSS 572	7
Total Single-Subject Only Clinical Practice Units	*14*
Total Single-Subject Program Units	***34-35***

COURSE SEQUENCE FOR CONCURRENT SINGLE-SUBJECT AND MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL CANDIDATES

EDSS 511	3
EDMX 622	4
EDSS 530	3
EDSS 531	3
EDSS 541	3
EDSS 555	3
Total Core Common Coursework Units	***18***

Additional Single-Subject area methods course requirements. Each candidate enrolls in the appropriate subject area course for a total of 3 to 4 units.

EDSS 543A (2 units) & EDSS 543B (2 units)	4
EDSS 544A (2 units) & EDSS 544B (2 units)	4
EDSS 545A (2 units) & EDSS 545B (2 units)	4
EDSS 546A (2 units) & EDSS 546B (2 units)	4
EDSS 547	3
KINE 401	3
Total Subject Area Coursework Units 3-4	

Additional Preliminary Mild/Moderate Education Specialist Courses

EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 575	2
EDMS 521 or EDMX 521	3
EDMS 543 or EDMX 543	3
Total Additional Education Specialist Coursework Units	***20***

Concurrent Single-Subject and Education Specialist Candidates Clinical Practice

EDSS 572	7
EDMX 572	7
Total Concurrent Single Practice and Education Specialist Clinical Practice Units	***15***

Total Concurrent Single Subject and Mild/Moderate Education Specialist

Program Units ***56-57***

Candidates in the Concurrent Single-Subject and Education Specialist Option meet with Single-Subject and Education Specialist program coordinators on a regular basis for course sequence and clinical practice advisement and scheduling.

Candidate Learning Outcomes and TPA and TPE Assessment

Candidate learning outcomes are defined by SB 2042 as Teaching Performance Expectations. The CSUSM School of Education identifies additional TPEs beyond the state required TPEs in explicitly addressed concepts stated in the SOE Mission Statement. See details regarding TPEs in the single subject and special education clinical practice handbooks at the SOE web site, www.csusm.edu/SOE. Candidate must be successful in meeting Single-Subject and Education Specialist Teaching Performance Expectations to progress in clinical practice and to be recommended for a credential.

Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple- or Single-Subject Credential must pass all Teaching Performance Assessment (TPA) assessments before an online recommendation for the credential can be submitted to the California Commission on Teacher Credentialing (CCTC) by the Education Services Center.

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through course-work and verified clinical practice on the full range of Preliminary Education Specialist Teaching

Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements

Successful completion of the Single-Subject program results in issuance of a 5-year Preliminary Single-Subject Credential. Completion of an induction or clear credential program to qualify for a Clear Single-Subject Credential. CSUSM does not offer a clear credential at this time. Those who earn the 5-year Preliminary Mild/Moderate Education Specialist Instruction Credential also must complete an induction program is required to qualify for the Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the Education Specialist clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

The following is required to be recommended for the credential:

1. Certificate of Clearance.
2. Bachelor's Degree.
3. U.S. Constitution requirement.
4. Basic Skills requirement.
5. CSET or subject matter competence.
6. Successful completion of Teaching Performance Expectations (TPEs) and Teaching Performance Assessments (TPAs).
7. Tuberculin Clearance.
8. Professional Education Coursework.
9. Grades: Credit/No Credit (CR/NC) is given for student teaching/ intern teaching. The minimum acceptable final grade for the courses in the professional education sequence is C+ (2.3), but a B (3.0) average must be maintained.
10. Current infant, child, and adult CPR certification.
11. RICA Exam (Multiple-Subject and Education Specialist only).
12. Health Education course.
13. Finishing application submitted to Education Services Center during final semester.

SINGLE SUBJECT CREDENTIAL PROGRAM

First Semester Units	
EDSS 511	3
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	2
EDSS 548A	2
Semester Total	***17***

Second Semester Units	
EDSS 531	3
EDSS 541	3
EDSS 530	3
EDSS 572	7

Additional methods course requirements are listed below. Each candidate will enroll in the appropriate subject area course for a total of 2 or 3 units.

EDSS 543B	2
EDSS 544B	2
EDSS 545B	2
EDSS 546B	2
EDSS 547	3
EDSS 548B	2
Semester Total	***18-19***

Program Total	**35 – 36**

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 SOE web site at www. csusm.edu/education.

Please Note: 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 online recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Education Services Center.

Successful completion of the program results in issuance of a Preliminary 5-year 2042 credential. Candidates are required to complete a clear or induction program to qualify for the Clear Credential.

Change to
SPEECH-LANGUAGE PATHOLOGY PREPARATION PROGRAM (Formerly Communicative Sciences and Disorders Preparation Certificate)

Office: Extended Learning

Telephone: (760) 750-8729

Faculty:

Erika Daniels, Ed.D.
Elizabeth Garza, Ed.D.
Lori Heisler, Ph.D., CCC/SLP
Suzanne Moineau, Ph.D., CCC/SLP
Alison Scheer-Cohen, Ph.D., CCC/SLP
Stephen Tsui, Ph.D.

This preparation program provides the foundational coursework that is prerequisite for a student to apply to the Master of Science in Speech-Language Pathology (MS in SLP) at CSUSM. It is intended for those that do not hold a Bachelor's degree in speech-language pathology or communicative sciences and disorders. These courses may also be used as the prerequisite coursework for other master's programs in the field of speech-language pathology or communicative sciences and disorders, and interested students are recommended to consult with individual programs about their equivalency.

Thirty-three (33) units of undergraduate study are part of this preparation program:

Required Courses:

	Units
EDUC 380 or PSYC 330	3
MATH 242	3
SLP 150	3
SLP 201	3
SLP 251	3
SLP 320 or BIOL 320	3
SLP 364, EDUC 364 or ID 340	3
PHYS 357	3
SLP 391	3
SLP 450	3
SLP 491	3

Students should note that the American Speech-Language Hearing Association requires coursework in: Biological Sciences (preferably related to humans or animals), Physical Sciences (preferably physics or chemistry), Social Sciences (e.g., Psychology, Sociology, or Anthropology) and Statistics in order to apply for the Certificate of Clinical Competence (CCC). This certificate will provide students with the coursework to satisfy all of these requirements.

SLP 320 and BIOL 320 count as the Biological Science requirement. Please note that while these courses are specific to speech and hearing, they are considered General Education (GE) courses at CSUSM and therefore count towards the Biological Sciences requirement.

PHYS 357 counts as the Physical Requirement. It is also a GE Course at CSUSM and therefore counts toward the Physical Science requirement.

EDUC 380 or PSYC 330 counts as the Social Science Requirement.

MATH 242 is a course in Statistics.

New Program:
B.S. IN SPEECH-LANGUAGE PATHOLOGY

Office:
Extended Learning

Telephone:
(760) 750-8729

Chair and Program Director:
Suzanne Moineau, Ph.D.

Faculty:
Erika Daniels, Ed.D.
Elizabeth Garza, Ed.D.
Lori Heisler, Ph.D.
Deanna Hughes, Ph.D.
Suzanne Moineau, Ph.D.
Alice Quiocho, Ed.D.
Jodi Robledo, Ph.D.
Alison Scheer-Cohen, Ph.D.

Extended Learning offers a Bachelor of Science degree in Speech-Language Pathology (SLP) that provides foundational coursework necessary for application to graduate programs that lead to a career in speech-language pathology. Students who earn this Bachelor of Science in SLP will be eligible to apply to the Master of Science in Speech-Language Pathology*. The program will provide students with a broad education, covering content related to speech, language, communication, and cognitive and swallowing disorders across the lifespan. It will build important foundational skills in professional oral and written communication, evidence-based practice, and cultural sensitivity. As the coursework has both breadth and depth in related fields, the Bachelor's degree can lead to careers in related fields including communication, counseling, general education, health, human development, rehabilitation, social service, and special education.

**The coursework associated with the major will satisfy most other speech language pathology/communicative sciences and disorders master's program's admissions requirements, but this may differ from program to program, and applicants are encouraged to contact specific programs for additional information. Application to the speech language pathology master's program at CSUSM does not guarantee admission.*

Program Goals

1. The student must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
2. The student must have demonstrated knowledge of communication and swallowing disorders and differences and ability to communicate this knowledge in oral and written form;
3. The student must have demonstrated knowledge of processes used in evidence based research, ethical practice and contemporary professional issues.

Program Student Learning Outcomes

Students who graduate with a Bachelor of Science in Speech-Language Pathology will be able to:

1. Analyze a speech and language sample in terms of its acoustic, phonetic, phonological, morphological, syntactic, semantic, and pragmatic qualities in children and adults from diverse populations.

2. Apply knowledge of anatomy and physiology to normal communication and swallowing processes.

3. Synthesize information about anatomical/physiological, acoustic, psychological, developmental, linguistic and cultural correlates to differentiate swallowing and communication disorders, including differentiating disorders from differences and typical functions.

4. Evaluate assessment data to produce oral and written technical reports, diagnostic and treatment plans, and professional correspondence.

5. Synthesize scientific evidence and analyze its validity and reliability in order to gain a greater understanding of the nature of communication and swallowing disorders.

6. Evaluate the appropriateness of counseling, supervision, and behavior management practices according to the ASHA code of ethics and roles and responsibilities prescribed in the field of Speech-Language Pathology.

Degree Requirements

The courses are sequenced as a cohort model such that accepted students go through the same courses at the same time. Students must complete 15 units of lower-division preparatory coursework prior to beginning the major. The lower-division preparatory coursework can be satisfied at any college/university that offers this content.

B.S. IN SPEECH-LANGUAGE PATHOLOGY	
Lower-Division General Education	42
Preparation for the Major	15
Upper-Division General Education	9
Major Requirements	51

Preparation for the Major (18 units)

Required Lower-Division Preparatory Coursework (15 units)

	Units
MATH 242	3
SLP 150 or 175	3
SLP 201	3
SLP 222	3
SLP 251	3

Upper-Division General Education (9 units)

EDUC 380	3*
PHIL 345	3+
PHYS 357	3^

Major Requirements (51 units)

SLP 320	3
SLP 352	3
SLP 364	3
SLP 391	3
SLP 400	3
SLP 401	3
SLP 432	2
SLP 450	3
SLP 451	3
SLP 452	3
SLP 461	3
SLP 463	4
SLP 471	3
SLP 473	3
SLP 491	3
SLP 492	3
Elective	3

**If taken after students have completed 60 units, this course will satisfy the Upper-Division General Education requirement in area DD.*
+ If taken after students have completed 60 units, this course will satisfy the Upper-Division General Education requirement in area CC.
^ If taken after students have completed 60 units, this course will satisfy the Upper-Division General Education requirement in area BB.

All courses taken for the major, including preparation for the major, must be completed with a grade of C (2.0) or better.

Admission and Graduation Requirements

The Bachelor of Sciences in Speech Language Pathology has the same general undergraduate admission and graduation requirements and/or transfer policies/requirements described in California State University San Marcos' Catalog. Students must, however, complete the 15 units of lower-division preparatory coursework prior to the start of the major.

New Program:
M.S. IN SPEECH-LANGUAGE PATHOLOGY*
(76 Units)

Core Faculty:
Erika Daniels, Ed.D.
Lori Heisler, Ph.D., CCC/SLP
Suzanne Moineau, Ph.D., CCC/SLP
Alice Quiocho, Ed.D.
Jodi Robledo, Ph.D.
Alison Scheer-Cohen, Ph.D., CCC/SLP

Program Description

This Master's level program will prepare candidates for the professional practice of Speech-Language Pathology. The coursework and practicum experiences that comprise this degree enable candidates to simultaneously obtain the Master of Science in Speech-Language Pathology degree, fulfill the academic requirements for the American-Speech Language Hearing Association's (ASHA) membership and certification (CCC), the California Commission on Teacher Credentialing (CCTC) requirements for obtaining the Speech Language Pathology Services Preliminary Credential and apply for a temporary state licensure through the California Speech-Language Pathology & Audiology & Hearing Aid Dispenser's Board (SLPAB). To be admitted to this Master's program, a candidate must show evidence of successful completion of prerequisite courses in Speech and Language Sciences or Communicative Sciences and Disorders. After earning this Master of Science degree, in order to earn their permanent state license, speech-language pathology clear credential and national certification, candidates must (a) pass the National Exam (PRAXIS), and (b) complete the clinical fellowship year (CFY).

The Master's program in speech language pathology at CSUSM is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-Language and Hearing Association. In-Candidacy is a pre-accreditation status with the CAA, awarded to developing or emerging programs for a maximum period of five years. This program is approved by the CCTC.

For further details on state licensure, ASHA membership and certification, and CCTC credentialing, please refer to their web pages:

http://www.slpab.ca.gov/applicants/licensing.shtml
http://www.asha.org/certification/SLPCertification.htm
http://www.ctc.ca.gov/credentials/CREDS/speech-lang-path.html

**The M.S. in Speech-Language Pathology is offered through Extended Learning.*

Program Student Learning Outcomes

Students who graduate with a Master of Science in Speech-Language Pathology will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research, and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

Admission Requirements:

- Preparation for ASHA certification, which includes one Biological Science (human or animal), one Physical Science (Physics or Chemistry), one Social Science (Psychology, Sociology, Anthropology or Public Health), and a Statistics course. These courses must be outside of the domain of communicative Sciences and Disorders.
- Bachelor's Degree, including undergraduate preparatory coursework in basic science^
- A minimum undergraduate grade point average of 3.0.
- 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 satisfy the English language proficiency requirement.
- Two letters of recommendation.
- Personal Essay.

Candidates who meet the requirements will be invited for an interview with a panel of admissions advisors.

^Required Preparatory Undergraduate Coursework:

EDUC 380/PSYC 330	3
MATH 242	3
SLP 150	3
SLP 201	3
SLP 251	3
SLP 320 or BIOL 320	3
SLP 357/PHYS 357	3
SLP 364/EDUC 364 or ID 340	3
SLP 391	3
SLP 450	3
SLP 491	3

International Student Admissions Requirements

For all Extended Learning degree programs, international students include those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications. Students must submit academic

records from international institutions. The original international transcript must be on file and if they are not written in English, they must be accompanied by certified English translations. In addition, all international transcripts must be evaluated by one of the eight approved CSUSM international transcript evaluation agencies. Please visit this link to obtain the list of the eight approved CSUSM international transcript evaluation agencies.

Test of English as a Foreign Language (TOEFL): Please refer to the following link: *http://www.csusm.edu/global/gradadmiss/gradmreq.html*

Upon acceptance students must complete or provide evidence of the following:

1. Health Information Privacy & Portability Act (HIPPA) training
2. Background screening
3. Immunizations & TB
4. CPR Training
5. Malpractice & Health Insurance
6. Health Physical
7. Clinical Waiver
8. Proof of Certificate of Clearance
9. Proof of Passing the CBEST

Degree Requirements and Courses	**Units**
Foundation Courses:	
SLP 602	3
SLP 631	3
SLP 632	2
SLP 622	3
SLP 698	3
Total Units	*14*
Practicum/Professional Courses:	
SLP 641	2
SLP 642	8
SLP 645	10
SLP 651	2
SLP 652	1
SLP 653	1
SLP 654	4
Total Units	*28*

Core Content Courses:

SLP 661	3
SLP 662	2
SLP 663	2
SLP 664	3
SLP 665	1
SLP 671	3
SLP 672	3
SLP 673	4
Or SLP 673a (2 units)	
And SLP 673b (2) units)	
SLP 681	2
SLP 691	3
SLP 692	3
SLP 693	3
SLP 694	2
Total Units	*34*
Program Total	76
SLP 695*	1-3

**This is a special topics variable course by which the program can offer unique curriculum not covered in the current program.*

Clinical Hours

All students must complete a minimum of 400 direct clock hours, including 25 observation, and 375 direct service hours in a minimum of three different settings. All hours will be completed under the supervision of a Certified and Licensed Speech-Language Pathologist.

Master's Student Graduate Writing Assessment Requirement

Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy. Please refer to page 117 for more information regarding this requirement.

Advancement to Candidacy

The student will advance to candidacy upon successful completion of all academic coursework. All M.S. in SLP students must complete SLP 698 – Culminating Experience and Summative Assessment in Speech Language Pathology (3 units) as part of the culminating experience for Master's study. The culminating experience may be a thesis, project, or a comprehensive written examination. In addition, students must take the PRAXIS examination prior to graduation and must report their scores to the program.

Continuation

Graduate students must maintain an overall GPA of 3.0. Any student whose overall GPA falls below 3.0 will be put on Academic Probation and will be issued a Statement of Concern with a plan of action. If the overall GPA falls below 3.0 for two consecutive semesters the student will be dropped from the program. A full-time student should be enrolled in the predetermined course schedule and credit hours each semester for the program.

Culminating Experience

The culminating experience is completed in the final semester as part of SLP 698. Students complete their culminating experience which may take the form of a thesis, project, or written comprehensive examination. Students must complete an oral defense of their work. Students must continuously enroll in this course until completion of the culminating experience.

New Program:

APPLIED BEHAVIOR ANALYSIS CERTIFICATE OF ADVANCED STUDY PROGRAM*:
Board Certified Behavior Analyst (BCBA) Track
Board Certified Assistant Behavior Analyst (BCaBA)Track

Behavior analysts provide services to individuals, families, group homes, schools, mental health agencies, hospitals, industrial and business settings, and other agencies working with individuals who require intensive behavioral training and/or consultation. Special populations such as individuals with Autism Spectrum Disorder and other developmental disabilities have been shown to benefit greatly from Applied Behavior Analysis (ABA) services. Applied Behavior Analysis is also frequently used in the field of education for both neuro-typical students and students with disabilities. Behavior analyst professionals are strongly encouraged by the Behavior Analyst Certification Board (BACB) to pursue Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA) certification. BCBA and BCaBA certifications are considered the industry standard in this field and are nationally and internationally recognized.

The Applied Behavior Analysis Certificate of Advanced Study program provides coursework required by the BACB for those seeking either the BCBA or the BCaBA**. All courses are approved by the BACB as meeting coursework eligibility requirements for certification under the BACB's 4th Edition Task List core curriculum standards. Each online course is for 11 weeks, with a 2-week break in between courses. Courses must be taken in sequential order.

Candidates for the Board Certified Behavior Analyst (BCBA) Track enroll in a six-course sequence totaling 18 units of study. Admission requirements for this track include possession of a Master's degree (or concurrent enrollment) conferred in behavior analysis or other natural science, education, human services, engineering, medicine or a field related to behavior analysis and approved by the BACB from an accredited institution of higher education.

Applied Behavior Analysis Certificate of Advanced Study: Board Certified Behavior Analyst (BCBA) Track

Course Sequence:

	Units
ABA 601	3
ABA 602	3
ABA 603	3
ABA 604	3
ABA 605	3
ABA 606	3
Total Units	*18*

Candidates for the Board Certified Assistant Behavior Analyst Track enroll in a four-course sequence, totaling 12 units of study. The admission requirement for this track is a bachelor's degree from an accredited institution of higher education.

Applied Behavior Analysis Certificate of Advanced Study: Board Certified Assistant Behavior Analyst (BCaBA)Track

Course Sequence:

	Units
ABA 601	3
ABA 602	3
ABA 603	3
ABA 604	3
Total Units	*12*

**This program is offered through the Office of Extended Learning.*
***NOTE: CSUSM offers only the coursework to prepare candidates to receive BCBA or BCaBA certification. To become certified, candidates must complete additional requirements outlined by the Behavior Analyst Certification Board (BACB).*

Change to
B.S. IN KINESIOLOGY

Department Chair:
Jeff Nessler, Ph.D.

Faculty:
Todd Astorino, Ph.D.
Devin Jindrich, Ph.D.
Hyun Gu Kang, Ph.D.
Jeff Nessler, Ph.D.
Sean Newcomer, Ph.D.
Devan Romero, Dr.P.H.
Paul Stuhr, Ph.D.

Programs Offered:
• Bachelor of Science in Kinesiology, Options in:
- Applied Exercise Science
- Health Science
- Pre-Physical Therapy

Kinesiology, the study of human movement, integrates the biological, physical, behavioral and social sciences in the study of physical activity and sport, and their effect on 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 the Department of Health and Human Services' "Healthy People 2020" program.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Kinesiology will:

1. Demonstrate knowledge of fundamental principles of Kinesiology, including anatomy and physiology, teaching movement related skills, physiological response to exercise, and the mechanics and control of movement.

2. Apply Kinesiology related skills to empirical research, internships, field experience, and/or service learning.

3. Evaluate movement science questions through 1) the performance of health, fitness, and movement assessment, 2) the acquisition, analysis, and interpretation of original data, and 3) the procurement, appraisal, and application of information from current research literature.

4. Utilize oral and written communication that meets appropriate professional and scientific standards in Kinesiology.

5. Model professional and personal growth including 1) advocacy for a healthy, active lifestyle, 2) promotion of professional ethics and service to others, 3) shared responsibility and successful collaboration with peers, and 4) pursuit of learning beyond CSUSM.

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, rehabilitation, athletic training, corporate wellness, coaching, wellness coaching, and personal training. With an emphasis on rehabilitation and chronic disease, the major is also excellent preparation for those wishing to pursue advanced degrees in physical education, kinesiology, medicine, physical/occupational therapy, nursing, public health, and more.

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.

Kinesiology is an impacted program. This means that everyone desiring a Kinesiology degree will be admitted to the university first as a "Pre-Kinesiology" major. The following supplemental admission criteria will be used to determine acceptance into the Kinesiology degree program:

1. Cumulative GPA from all coursework of AT LEAST 2.50
2. Grade of "C" or better in the following four Pre-Kinesiology Core courses (or equivalent):
   - KINE 202: Introduction to Kinesiology
   - BIOL 104: Principles of Biology: Human Emphasis (with lab)
     (Note: an Intro or General Biology w/lab (4 semester units) is generally acceptable)
   - BIOL 177 Anatomy & Physiology I for KINE majors (with lab)
   - BIOL 178 Anatomy & Physiology II for KINE majors (with lab)
     (Note: 1 semester of Anatomy w/lab and 1 semester of Physiology w/lab is acceptable for A&P I/II)
3. Applicants meeting the criteria above will be rank-ordered by GPA and grades in the four courses listed above and then selected accordingly.

All students applying to the university desiring a Kinesiology degree are automatically designated as "Pre-Kinesiology" majors. Once admitted to the university, students who have not met the supplemental admission criteria above can enroll in the four classes in the Pre-Kinesiology Core. Students who have met the supplemental admission criteria above should apply to the Kinesiology program immediately.

Instructions and online application are located at: *http://www.csusm.edu/kinesiology*

Option in Applied Exercise Science

	Units
Option Requirements	
General Education*	51
Preparation for the Major*	29
Major Requirements	43-44

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

**Nineteen (19) units of lower-division General Education units in Area B (Mathematics and Science), D (Social Sciences), and E (Lifelong Learning and Information Literacy) are automatically satisfied by courses taken in the Preparation for the Major and Major Requirements.*

Preparation for the Major
(29 units)

BIOL 104	4
BIOL 175* or 177*	4
BIOL 176 or 178	4
CHEM 105* & 105L*	5
KINE 200	1
KINE 201	1
KINE 202	3
MATH 125*	4
PSYC 100*	3

Major Requirements
(43-44 units)

Upper-Division Core Requirements (40)

KINE 301	4
KINE 302	3
KINE 303	3
KINE 304	3
KINE 305	4
KINE 306*	3
KINE 326	4
KINE 336	3
KINE 406	3
KINE 425	4
KINE 426	3
KINE 495	3

Upper-Division Major Electives (3-4 units)*
Choose any additional 300 or 400 level KINE course or one of the following:

HIST 300D	3
PHYS 205	4
PSYC 330	3
PSYC 336	3
PSYC 356	3
SOC 314	4

Option in Health Science

	Units
Option Requirements	
General Education*	51
Preparation for the Major*	28
Major Requirements	41-42

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

**Fifteen (15) units of lower-division General Education units in Area B (Mathematics and Science), D (Social Sciences), and E (Lifelong Learning and Information Literacy) are automatically satisfied by courses taken in the Preparation for the Major and Major Requirements.*

Preparation for the Major
(28 units)

BIOL 104 or BIOL 160	4
BIOL 175* or 177*	4
BIOL 176 or 178	4
CHEM 105* & 105L*	5
KINE 200	1
KINE 201	1
KINE 202	3
KINE 204	3
PSYC 100*	3

Major Requirements
(41-42 units)

Upper-Division Core Courses (35-36 units)

KINE 301	4
KINE 303	3
KINE 306*	3
KINE 316	3
KINE 326	4
KINE 336	3
KINE 404	3
KINE 405	3
KINE 407	3
SOC 314 or HD 350	3-4
KINE 495	3

Upper-Division Major Electives (6 units)
Choose any two additional 300 or 400 level KINE courses or any of the following:

PHIL 345	3
PSYC 361	3
PSYC 428	3
PSYC 432	3

Option in Pre-Physical Therapy

	Units
Option Requirements	
General Education*	51
Preparation for the Major*	42
Major Requirements	34-36

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

**Sixteen (16) units of lower-division General Education units in Area B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in the Preparation for the Major Requirements.*

Preparation for the Major
(42 Units)

BIOL 104	4
BIOL 175* or 177*	4
BIOL 176 or 178	4
CHEM 105* & 105L*	5
CHEM 150	5
KINE 200	1
KINE 201	1
KINE 202	3
MATH 125*	4
PHYS 101 or 205	4
PHYS 102 or 206	4
PSYC 100*	3

Major Requirements
(34-36 units)

Upper-Division Core Requirements (28 units)

KINE 301	4
KINE 302	3
KINE 303	3
KINE 305	4
KINE 326	4
KINE 425	4
KINE 426	3
KINE 495	3

Upper-Division Major Electives (6-8 units)*
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

New Program:
M.S. IN KINESIOLOGY

The Master of Science Program in Kinesiology is a 36-unit program characterized by innovative coursework and robust laboratory experiences. The Program will prepare graduates to enter careers requiring a Master's Degree or initiate doctoral study in Allied Health (e.g. Physical Therapy), Exercise Physiology, Biomechanics, or other related fields. Led by top-notch faculty, students will actively participate in hands-on learning in the classroom and laboratory. The program requires students to complete a thesis and is designed to strengthen the breadth and depth of students' content knowledge and applied skills in Kinesiology and its sub-disciplines.

Graduates will be prepared for work in various fields including worksite health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, chronic disease prevention in community settings, teaching/coaching at the community college level, independent research in the field of specialization, or continued graduate study at doctoral-granting institutions.

Faculty in the Department of Kinesiology at CSU San Marcos are innovative, productive scholars dedicated to student-centered instruction as well as scientific investigation in various settings. Our state-of-the-art laboratories maintain all equipment needed to sustain such a program and provide students with various hands-on opportunities. The faculty consists of experts in exercise physiology, motor control and learning, biomechanics, physical education, and public health. Overall, this program will produce graduates who are independent learners prepared to initiate doctoral study, seek careers in health care or health and fitness, and become leaders in addressing health outcomes in the North San Diego County region.

Student Learning Outcomes

Students who graduate with a Master of Science in Kinesiology will be able to:

1. Formulate arguments and make decisions using evidence-based content.
2. Apply analytical and measurement skills commonly used in Kinesiology.
3. Communicate effectively in public speaking and scientific writing.
4. Synthesize and evaluate new information to advance the field of Kinesiology.

Admission Requirements and Application Materials:

Students will be required to submit official transcripts to the Graduate Coordinator describing all college coursework, three (3) letters of recommendation, as well as a letter of intent describing their rationale for applying to the Program, career goals, and desire to work with a specific faculty member

Applicants will also have an undergraduate GPA $\geq$ 2.80, GRE verbal and quantitative score $\geq$ 140 and analytical writing score $\geq$ 3, as well as an undergraduate degree in Kinesiology/Exercise Science or related field with prior coursework in Anatomy and Physiology, Exercise Physiology, Motor Learning or Biomechanics, and Statistics.

Please send all materials to:
Todd A. Astorino, Ph.D, Graduate Coordinator
Department of Kinesiology, CSU San Marcos

333 S. Twin Oaks Valley Rd
San Marcos, CA 92096-0001

Application Deadlines:
The Program only accepts fall admissions, with an application deadline of March 1. However, applications may be accepted for review at other times if vacancies exist.

Degree Requirements:

KINE 500	4
KINE 501	4
KINE 502	3
KINE 503	3
KINE 506	2
KINE 507	2
KINE 508	2
KINE 510	3
KINE 524	3
KINE 526	4
KINE 595	3
KINE 698	3

Continuation:

Students will be required to maintain a minimum GPA equal to 3.0. Students will be required to retake the coursework in which a grade less than B- was earned. If students retake courses and are still unable to meet this GPA, they will be disqualified from the program. For further information, refer to the University Catalog for the graduate repeat policy.

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 will be dropped from the program and must reapply.

All degree requirements are to be completed within five years after acceptance into the graduate program. Authorized leaves of absence do not extend the time limit for completion of the degree.

Advancement to Candidacy:
By the end of year 1 of the Program, students must select a primary advisor from the Kinesiology faculty whose interests align with those of the student. Students will choose two additional faculty members, at least one of whom must be Kinesiology faculty, to serve on their committee. To advance to candidacy, the student must:

1. Form a thesis committee and submit a thesis committee approval form to each member of the committee and the Graduate Coordinator.
2. Submit a thesis proposal to committee members which describes the topic, explains initial aims and anticipated results, and demonstrates that the project can be successfully completed by the end of year 2 of the program.
3. Receive approval of the proposal form from all committee members.
4. Write and submit a review of literature in support of his or her thesis topic to be evaluated for the Graduate Writing Assessment Requirement (GWAR). Students must receive a passing score in order to advance to candidacy.

SCHOOL OF NURSING
[Replace the information appearing in the 2014-16 Catalog, page 178-183]

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Programs Offered:

B.S. in Nursing
-Traditional Option
- Accelerated Baccalaureate Option
- RN-to-BSN Option*

M.S. in 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 traditional BSN option. Students who have completed an undergraduate degree in another discipline but who wish a second degree in Nursing complete the accelerated BSN (ABSN) 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 traditional program is a full-time program designed to be completed in five years (including the three intervening summers). The RN-to-BSN program is a part-time program designed for the working RN.

**The RN-to-B.S.N Option is offered fully on-line.*
***The M.S. in Nursing is offered through Extended Learning.*

Program Approval

The pre-licensure components of the CSUSM nursing program (traditional and accelerated BSN have been approved by the California Board of Registered Nursing (BRN).

Program Accreditation

All undergraduate nursing programs (traditional, accelerated BSN and RN-to-BSN) have been accredited by the Commission on Collegiate Nursing Education (CCNE).

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 traditional 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, students 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 7-item point system and selected for admission to the major based on the following supplemental criteria:

- GPA in pre-nursing core requisites (25 points)
- Overall cumulative GPA (5 points)
- Composite Score on the TEAS standardized exam (12 points)
- Proficiency in a second language (10 points)
- Applicable work and volunteer experience (5 points)
- Residency, based on college attended for the last 60 units (8 points)
- Completed 4 core science requirements in consecutive 12-month period (3 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 in acute and long term care, 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 professional nursing roles to provide care, coordinate care, deliver health education, and advocate for individuals, families, groups, and communities.

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 Bachelor of Science in Nursing Students (ABSN)

Admission requirements for the ABSN 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 (44 units) including pre-nursing core (29 units) and other supporting course work (15 units) required of other BSN students

The ABSN 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 35 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 equivalent 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 health insurance, pass a physical health examination, and be in compliance with immunizations consistent with the requirements of the School of Nursing and the health care agencies they are placed in for clinical experiences.

Students are required to complete a 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 the School of Nursing, 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.

Change to

B.S. Nursing – Traditional BSN Option (Formerly Generic Program Option)

	Units
General Education*	51
Preparation for the Major*	44
Major Requirements	61

The minimum number of units required for this degree is 120

Preparation for the Major (44 units)

Pre-Nursing Core (29 units)	
BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 105*	4
CHEM 105L*	1
GEO 102*	3
GEW 101*	3
MATH 200*	3
Lower-Division General Education	
Critical Thinking (A3) course*	3
Other Supporting Coursework (15 units)	
ANTH 200*	3
ANTH 301^*	3
BIOL 323^*	3
PHIL 345^*	3
PSYC 100*	3

**Up to 36 units of courses taken as Preparation for the Major may also be counted toward General Education requirements.*
^Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level coursework at time of completion.

Major Requirements (61 units)

Lower-Division Nursing Requirements (35 units)

	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 (26 units)

NURS 320	2
NURS 321	2
NURS 352	3
NURS 370	2
NURS 440	3
NURS 442	2
NURS 445	3
NURS 450	3
NURS 451	2
NURS 480	2
NURS 490	1
NURS 491$	1

+Approved as an Area E course for the Traditional Nursing major.
$May be substituted with NURS 493 (externship).

Change to

B.S. in Nursing – Accelerated BSN Option

Since students seeking this option are second degree students, many if not all general education units may have already been completed. Students must complete all graduation requirements (p. 105) to receive a second degree. Students must also meet all preparation for the nursing major courses or their equivalent (44 units). The major requirements include 65 nursing units.

	Units
General Education*	51
Preparation for the Major*	44
Major Requirements	65

The minimum number of units required for this degree is 120

Preparation for the Major (44 units)

Pre-Nursing Core (29 units)	
BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 105*	4
CHEM 105L*	1
GEO 102*	3
GEW 101*	3
MATH 200*	3
Lower-Division General Education	
Critical Thinking (A3) course*	3
Other Supporting Coursework (15 units)	
ANTH 200@	3
ANTH 301^	3
BIOL 323#*	3
PHIL 345^	3
PSYC 100*	3

**Up to 36 units taken as Preparation for the Major may also be taken as General Education requirements.*

@Students who have already met the General Education Interdisciplinary Social Sciences (D7) requirement with an introductory sociology course (SOC 101 equivalent) taken from another institution may substitute that course for ANTH 200.

^Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level course work at time of completion.

#Students who have taken a lower division course may substitute another Upper-Division Education Science and/or Mathematics (BB) course for BIOL 323.

Major Requirements (65 units)

	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	2
NURS 331	2
NURS 332	2
NURS 333	2
NURS 352	3
NURS 360	2
NURS 361	2
NURS 440	3
NURS 442	2
NURS 445	3
NURS 450	3
NURS 451	2
NURS 480	2
NURS 490	1
NURS 491$	1

$*May be substituted with NURS 493 (externship).*

Change to
B.S. in Nursing – RN-to-BSN Option

	Units
General Education*	51
Preparation for the Major*	44
Major Requirements	64

The minimum number of units required for this degree is 120

The minimum number of units required for the RN-to-BSN option 120 semester units. A maximum of 70 units can be transferred from the previous nursing program and includes general education, preparation for major courses, and 35 units of lower-division nursing. The number of units needed to be completed may vary depending on units previously completed in a community college. RN- to-BSN students must complete 9 units of upper-division electives and complete the second language requirement. Irrespective

of the number of courses previously attempted, RN-to-BSN students will need to complete the following courses or their equivalent(s):

Preparation for the Major (44 units)

Pre-nursing Core (29 units)	
BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 105*	4
CHEM 105L*	1
GEO 102*	3
GEW 101*	3
MATH 200*	3
Lower-Division General Education	
Critical Thinking (A3) course*	3
Other Supporting Coursework (15 units)	
ANTH 200*	3
ANTH 301*^	3
PHIL 345*^	3
PSYC 100*&	3
BB Upper-Division Science and Mathematics course*^	3

**Up to 36 units of courses taken as Preparation for the Major may also be counted toward General Education requirements. Most RN transfer students have required growth and development and nutrition content integrated into their previous nursing program. For those who wish additional nutrition content, BIOL 343 is recommended. BIOL 316 is recommended for a BB course.*

@ Students who have already met the General Education Interdisciplinary Social Sciences (D7) requirement with an introductory sociology course (SOC 101 equivalent) taken at another institution may substitute that course for ANTH 200.

^Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level course work at time of completion.

& 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 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 (64 units)

Lower-Division nursing Requirements** (34 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	3
Lower-Division equivalent of NURS 321	3

Upper-Division nursing Requirements *** (30 units)

NURS 310	2
NURS 311	1
NURS 312	4
NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	2
NURS 440	3
NURS 442	2
NURS 445	3
NURS 450	3
NURS 451	2
NURS 480	2

***The lower-division nursing course requirement is met by the nursing course work required for a RN licensure program completed at a BRN-approved nursing program.*
****To meet the unit requirements for a BSN, academic credit may be awarded using the NCLEX examination to demonstrate prior learning of the pre-licensure art and science of nursing required by the BRN.*

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	PSYC 352
ANTH 440	PSYC 356
BIOL 343	SOC 303
COMM 330	SOC 309
COMM 380	SOC 307
NURS 452	SOC 314
NURS 472	SOC 316
NURS 496	SOC 324
NURS 499	SOC 427
PSYC 341	SOC 429

COLLEGE OF HUMANITIES, ARTS, BEHAVIORAL AND SOCIAL SCIENCES

New Program:
CERTIFICATE IN APPLIED GEOGRAPHIC INFORMATION SYSTEMS*

Geographic Information Systems (GIS) are digital tools for analyzing and mapping spatial data in a whole range of fields from local planning to marketing and international aid. This certificate in Applied GIS provides professionals, students and job-seekers with an opportunity to acquire and document higher level analytical skills required for applying geospatial tools toward problem solving. This certificate combines skills and knowledge of four domains: i) substantive geography and basic geospatial analytical techniques; ii) GIS skills obtained through advanced GIS coursework; iii) ethics and decision making, and; iv) synthesizing GIS learning through completion of a real-world project.

In order to be eligible for this Certificate Program, students are required to show sufficient competency in GIS as evidenced by:

- Transcripts showing satisfactory completion of a minimum of 9 units undergraduate GIS coursework to include Introduction to GIS, GIS Database Management and Intermediate ArcGIS OR equivalents;
  OR
- Submission of a real-world project displaying their ability in GIS;
  OR
- Satisfactory completion of a competency assignment

Course Requirements:

GEOG 320	3
GEOG 330	3
GEOG 430	3
GEOG 435	3
Total units	12

**The Certificate of Applied GIS is offered through Extended Learning.*

Change to
MINOR IN BORDER STUDIES

Requirements

Completion of eighteen to nineteen (18-19) units of credit, fifteen to sixteen (15-16) of which must be at the upper-division level. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

	Units
Preparation (3 units):	
GEOG 201 or GEOG 202 (LDGE D)	3
Required Classes (9-10 units):	
Introductory: BRS 300	3
Methods	
Choose One:	
ANTH 390, BRS 301, HIST 301, SOC 360, SOC 361, WMST 490	3-4
Choose One:	
Capstone: BRS 400, BRS 490, BRS 495, BRS 498	3
Six (6) units selected from the following:	
BRS 330	3
BRS 335	3
BRS 364	3
BRS 430	3
BRS 453	3
BRS 499	3
GEOG 305*	3
GEOG 305S*	3
GEOG 320	3
GEOG 341	3
GEOG 460	3
LING 305	3
LING 341	3
LING 355	3
LING 371	3

**GEOG 305 and GEOG 305S cannot both be taken to fulfill this requirement*

Change to
B.A. IN CHILD AND ADOLESCENT DEVELOPMENT

Office: SBSB 3222

Telephone: (760) 750-4102

Program Director: Sharon B. Hamill, Ph.D.

Faculty:

Sara Bufferd, Ph.D.
Nancy G. Caine, Ph.D.
Dustin P. Calvillo, Ph.D.
Kimberly D'Anna-Hernandez , Ph.D.
Maureen J. Fitzpatrick, Ph.D.
Gerardo M. González, Ph.D.
Elisa J. Grant-Vallone, Ph.D.
Sharon B. Hamill, Ph.D.
Heike I. M. Mahler, Ph.D.
Kim Pulvers, Ph.D.
P. Wesley Schultz, Ph.D.
Miriam W. Schustack, Ph.D.
Marie D. Thomas, Ph.D.
Keith A. Trujillo, Ph.D.
Kimberly Vanderbilt, Ph.D.

Program Offered:

• Bachelor of Arts in Child and Adolescent Development

The Child and Adolescent Development (CHAD) major focuses on the developmental processes that occur from conception through the end of adolescence. Students gain a comprehensive overview of typical and atypical development through exploration of empirically derived milestones across biological, cognitive, and psychosocial developmental domains. Course topics focus on developmental trajectories, theories, developmental research methods, ethics, and contexts of development. Throughout the curriculum, special emphasis is placed on the interaction of the individual and environment in the unfolding of development. Students acquire knowledge through exposure to relevant scientific literature, research projects, observations, and fieldwork. The curriculum provides students with a variety of tools to acquire, communicate, and disseminate information so that they may develop a lifelong pursuit of developmental inquiry. Graduates receive an excellent foundation for subsequent careers working with children and adolescents in various fields including research, education, health care, public policy and advocacy, the law, and counseling.

Career Opportunities

The Child and Adolescent Development major provides an excellent preparation for careers in developmentally related public organizations, teaching institutions, service agencies, and mental and physical health facilities. Our undergraduate program provides appropriate background for graduate training in developmental psychology, including experimental, applied, and clinical programs. Coursework in CHAD is also relevant to graduate training in counseling, teaching, medicine, law, child advocacy, and public policy relating to children and adolescents.

Special Requirements for the Bachelor of Arts in Child and Adolescent Development

Students may be required to verify a clear background check including statewide, county, and federal screening (social security number, fingerprinting) before placement in the Center for Children and Families (CHAD 496 Observation and Assessment Lab). Background checks are also required for persons seeking to work with minors in a number of other contexts (e.g., schools, health care facilities). 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 major/career path. Students majoring in Child and Adolescent Development or Human Development may not satisfy the lab requirement for the Psychology Minor with PSYC 395.

B.A. IN CHILD AND ADOLESCENT DEVELOPMENT

	Units
General Education*	51
Preparation for the Major	15
Major Requirements	33
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120	

**Six units of Lower-Division General Education requirements are satisfied through Lower-Division Preparation coursework (PSYC 100 and PSYC 210).*

Preparation for the Major

Lower-Division (15 units)

	Units
PSYC 100*	3
PSYC 210*	3
PSYC 215*	3
PSYC 220	3
PSYC 230	3

Major Requirements

Upper-Division (33 units)

Upper-Division Core	**Units**
PSYC 331	3
PSYC 349	3
CHAD 370	3
CHAD 491	3

Laboratory Courses*
PSYC 395 3
CHAD 496 3

**Both laboratory courses have prerequisite courses. See catalog description for specific prerequisites for each lab course.*
^Child and Adolescent Development or Human Development Majors may not satisfy the lab requirements for the Psychology Minor with PSYC 395.

Cluster A: Atypical Child Development 3
Select one of the following courses:
CHAD 339
PSYC 328

Cluster B: Contexts of Child and Adolescent Development 3
Select one of the following courses:
CHAD 345
CHAD 347
PSYC 343
PSYC 345

Cluster C: Understanding Others 3
Select one of the following courses:
PSYC 332
PSYC 333
PSYC 341
PSYC 342
PSYC 344
PSYC 351
PSYC 356

Cluster D: Intrapersonal Development 3
Select one of the following courses:
PSYC 334
PSYC 360
PSYC 362
CHAD 365

Cluster E: Researching/Working with Children and Adolescents 3
Select one of the following courses:
CHAD 450
EDUC/HD 380
PSYC 340
PSYC 354
PSYC 495
PSYC 498
PSYC 499

Change to

B.A. IN CRIMINOLOGY AND JUSTICE STUDIES

(Added SOC 475 to the list in *Area 1*, and SOC 349 to the list in *Area 2* of the Area Requirements.)

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 418
SOC 321	SOC 443
SOC 322	SOC 444
SOC 323	SOC 445
SOC 324	SOC 448
SOC 327	SOC 449
SOC 406	SOC 475
SOC 417	SOC 490

Area 2: Communities, Inequalities, and Justice

SOC 307	SOC 403
SOC 313	SOC 413
SOC 314	SOC 416
SOC 316	SOC 419
SOC 331	SOC 424
SOC 339	SOC 437
SOC 345	SOC 439
SOC 347	SOC 463
SOC 348	SOC 465
SOC 349	SOC 489
SOC 375	

New Program:
CULTURAL COMPETENCY IN HEALTH CARE CERTIFICATE*

The Cultural Competency in Health Care Certificate (CCHCC) is an online academic certificate for health service professionals that focuses on the delivery of culturally- and linguistically-appropriate health care. The CCHCC arms health care professionals with the skills and knowledge to best serve an increasingly diverse community of patients, including transnational migrants, farm laborers, indigenous communities, refugees, and other minority populations, focusing not only on primary and preventative care, but also chronic, palliative, and end of life care. The CCHCC instructs nurses, hospital administrators, physicians, clinic directors, and other health service professionals on ethics, language access, cultural awareness, state and federal mandates on cultural competency, and institutional preparation for cultural competency accreditation.

Federal and state governmental bodies have developed a comprehensive set of regulatory mandates related to cultural and linguistic competency in health care including United States Executive Order 13166 and the National Standards for Culturally- and Linguistically-Appropriate Services in Health Care (CLAS). Additionally, accreditation agencies such as the Joint Committee for Accreditation of Healthcare Organizations (JCAHO) and the National Committee for Quality Assurance (NCQA) have established rigorous standards in the areas of cultural and linguistic competency and proficiency for health care organizations. The aim of the CCHCC Program at CSUSM is to develop a workforce that can excel in the planning and delivery of culturally competent health care. Cultural competency, when developed and implemented as a framework, enables systems, agencies, and groups of professionals to understand the needs of groups accessing health information and health care in an inclusive partnership where the provider and the user of the information meet on common ground. Cultural competence benefits consumers, stakeholders, and communities, leads to a reduction of health disparities, and supports positive health outcomes. Training in cultural and linguistic issues can provide those working in the health care fields with skills that can positively impact patient care through the delivery of services that are respectful and responsive to the health beliefs, practices, and cultural and linguistic needs of a diverse national population.

Admission and Application Requirements

- Applicants should be an undergraduate student with junior/senior status, or have completed a Bachelor's degree (in any field), or be a Registered Nurse (RN).
- Applicants must submit a current resume, a personal statement, and a CCHCC Program Application www.csusm.edu/EL/CCHCC.
- Applicants must be proficient in English.

Course Requirements:

CCHC 500	2
CCHC 510	2
CCHC 520	2
CCHC 530	2
CCHC 540	2
CCHC 550	2
Total Units	*12*

**The Cultural Competency in Health Care Certificate is offered through Extended Learning.*

Change to

B.A. IN ENVIRONMENTAL STUDIES

	Units
General Education	51
Preparation for Major	15
Major 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 Major
(15 units)

BIOL 105*	3
ENVS 100**	3
GES 101*** *or* GES 105****	3
ENVS 210	3
ES 100	3

*One of the following courses may be **recommended** for students with relevant research interests:*

PSYC 220	3
SOC 201	3
BIOL 215/215L	4
MATH 242	3

**BIOL 105 may also be used to meet the "B2 Life Sciences" lower-division General Education Requirement.*
***ENVS 100 may also be used to meet the "D7 Interdisciplinary Social Sciences" lower-division General Education Requirement.*
**** GES 101 may also be used to meet the "B1 Physical Sciences" and "B3 Laboratory" lower-division General Education requirements.*
***** GES 105 may also be used to meet the "B1 Physical Sciences" lower-division General Education Requirements.*

Upper-Division Requirements
(12 units)

ENVS 310	3
CHEM 311	3
PHIL 340	3
ENVS 490	3

Upper-Division Electives
(24 units)

24 units chosen from courses listed in Arts and Humanities, Social Science, and Natural Sciences with at least six units completed in each area. Courses listed in multiple areas can only be counted as part of the six units in one area.

Approved Course Lists

	Units
Arts and Humanities	
ANTH 325	3
ANTH 430	3
ANTH 480	3
HIST 340	3
LTWR 431	3
PHIL 342	3
VSAR 313	3
VSAR 330	3
VSAR 331	3
Social Sciences	
ANTH 370	3
ANTH 379	3
ANTH 430	3
ANTH 470	3
ANTH 481	3
BRS 453	3
ECON 325	3
ENVS 320	3
GEOG 320	3
GEOG 341	3
GEOG 352	3
GEOG 460	3
HIST 340	3
LBST 307	3
LBST 362	3

Social Sciences (Continued)

PSCI 396	3
PSCI 420	3
PSCI 462	3
PSYC 338	3
SOC 439	4
WMST 445	4

Physical/Life Sciences

BIOL 318	3
BIOL 336	3
BIOL 338	3
BIOL 339	3
BIOL 463	3
BIOL 388	3
CHEM 313	3
ES 314	3
PHYS 351	3

Change to

MINOR IN FILM STUDIES

[Replaced information that appears in the 2014-16 Catalog, Requirements, page 218]

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	VSAR 361	
COMM 400	VSAR 328	
FREN 380	VSAR 361	
LTWR 334	VSAR 422	
SPAN 380	VSAR 424	

b. Film and Production

Select one course:		3
VSAR 303	VSAR 306	
VSAR 304	VSAR 309	
VSAR 305	VSAR 317	

c. Film, Society, and Culture

Select one course:		3
COMM 410	LTWR 340	
COMM 480	LTWR 402	
COMM 485	LTWR 415	
ECON 327	MLAN 360	
GRMN 380	TA 328	
LTWR 336	VPA 320	
LTWR 337	VSAR 222	
LTWR 338	WMST 450	
PSCI 341		

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*

Change to
B.A. IN HISTORY

[Replaced text that appears in the 2014-16 Catalog, Major Requirements, page 229]

b. Courses must be taken from at least three areas that include: Africa, Ancient History, Asia, Europe, Latin America, Middle East, United States, and Comparative/Transnational History.

Change to
M.A. IN HISTORY
[Replaced text that appears in the 2014-16 Catalog, Degree Requirements, page 232]

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 coursework 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 must be completed with a grade of B or higher). 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 must continue to enroll in this course each semester while they are working on their thesis project. However, the additional units from HIST 620 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, and 699C toward the degree, although students may register for additional semesters of these courses. Students may include up to three units of 400-, 500-, and 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.

Master's Student Graduate Writing Assessment Requirement

Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy. As part of the Graduate Writing Assessment Requirement, students must complete HIST 602 with a grade of B or higher. Please refer to page 117 for more information regarding this requirement.

Change to
B.A. IN LITERATURE AND WRITING STUDIES
Literature Studies Concentration Requirements
[Add LTWR 334D to "Forms, Genres, and Authors" course listing in the 2014-16 Catalog]

[Add LTWR 304 and 345 to "Themes, Periods, Movements, and Interdisciplinary Studies" course listing in the 2014-16 Catalog]

Writing Studies Concentration Requirements
[Add LTWR 334D to "Forms, Genres, and Authors" course listing in the 2014-16 Catalog]

Change to
MINOR IN LITERATURE AND WRITING STUDIES

[Replaced information appearing in the 2014-16 Catalog, page 246]
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. It consists of three (3) units of lower, preparatory coursework and fifteen (15) units of upper-division coursework. 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)	
Any lower-division LTWR course	3
Upper-Division (9 units)	
LTWR 300A or 300B	3
Three (3) units of Literature from the following list: LTWR 308A, 308B, 309A, 309B, 310, 320, 331, 332, 333, 340, 345, 350, 400, 402, 410, 415, 420, 430, 431, 441, 450, 502, 503, 503, 513.	3
Three units of Writing Studies from the following list: LTWR 307,315, 317, 318, 325, 425, 465, 475, 501, 509, 512, 525, 545.	3
Six (6) units of upper-division LTWR electives	6
Total Units	*18*

New Program:
B.A. IN MUSIC

Office:
ARTS Building, Third Floor

Telephone:
760-750-4137

Program Director:
William Bradbury, DMA

Faculty:
William Bradbury, DMA
Ching-Ming Cheng, DMA
Merryl Goldberg, Ed.D.
Mtafiti Imara, Ph.D.

Programs Offered:

- Bachelor of Arts in Music
- Minor in Music
- Minor in Music Technology

The Music major presents all aspects of music as integral parts of a complete music education; students in the Major are expected to learn the language of music through the study of theory, history, performance, composition, and technology. While doing so, they will investigate various musical cultures, create their own original music or interpretations of others' music, communicate with an audience to present their completed work, and archive their work. Music is placed in a societal context and students will participate in their local music community.

Student Learning Outcomes

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

1. Articulate and demonstrate proficiency in the language of music including scales, chords, harmony, rhythm, analysis, counterpoint, form, instrumentation, reading skills, ear-training, and music technology.

Student Learning Outcomes (Continued)

2. Apply knowledge of musical culture in a global context including Western concert music, American popular music, and music from other global traditions.

3. Create work in performance, music technology, improvisation and/or composition and present work in a public forum either through recitals, installations, or presentations of technology or composition work.

4. Demonstrate proficiency with primary instrument or voice, in solo performance, and in small or large ensembles.

In addition, students will:
- Document work in the form of recordings, papers or videos.
- Provide community service through internships or concerts in the community.
- Learn skills for a career in music or admission to graduate school.

The curriculum is designed with maximum flexibility and allows the student to create his/her own course of study under advisement from one of the music faculty. Music majors might emphasize one of several areas, including performance, music technology, composition, and world music, or a combination of two or more of these areas. After completing a core of lower-division courses, the student becomes more focused in upper-division coursework. All students present a capstone project in their last semester of the senior year.

Educational and Career Opportunities

The Music major is designed so that graduates will be adequately prepared to pursue careers in music or to enter graduate school. Students graduating with a B.A. in Music have numerous employment opportunities upon graduation. These include private music teaching, sound or recording technology, performance, composition, teaching in primary and secondary school, or work in the music industry.

Admission to the Major

Students entering the program at the freshman level should have the skills expected of musicians who have studied music privately or in secondary school. Understanding of the fundamentals of music and music notation is expected. Students without these music skills can complete coursework at area community colleges.

The Music major is designed to integrate well with local community colleges' curriculum. Students entering the program at the junior level must have completed the lower-division core (either in community college or at CSUSM) before pursuing upper-division coursework. The core can easily be completed at any of the community colleges in the area; see the Music Program Director for more information.

Special Conditions for the Bachelor of Arts in Music

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

BACHELOR OF ARTS IN MUSIC

	Units
General Education*	51
Preparation for the Major*	32
Major Requirements	26
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120	

**Three (3) lower-division units in Area C1 (Arts) of General Education are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

Lower-Division (32 units)

MUSC 101	4
MUSC 102	4
MUSC 120*	3
MUSC 145	3
MUSC 189-196 (2 semesters)	2
MUSC 201	4
MUSC 202	4
MUSC 210	3
MUSC 220	3
MUSC 240 (2 semesters)	2

Major Requirements

Upper-Division (26 units)

The student in the Music major works with a faculty advisor to design a plan of coursework that addresses his/her individual needs. Courses are selected from the broad categories listed below. In some cases, independent study work may be substituted for courses not offered (under advisement).

Ensemble Courses	**Units**
Select two from ensembles MUSC 389-396 (1 unit courses)	2
Studio Courses	
Three or four semesters for a total of from advanced theory, composition, technology, instrumental instruction, ensembles. (Students emphasizing	6-9

performance will need four semesters of MUSC 340, and an additional two semesters of MUSC 389-396.)
MUSC 301-313, 340, 389-396, 402 6-9

Survey of World Music Course
MUSC 322 3

Survey Courses
Select one from MUSC 321-325, MUSC 422-427 3

Upper-Division Electives in Music 6-9

Capstone Project
MUSC 490 3

Change to
B.A. IN PSYCHOLOGY
[Change to Major Requirements course listing and Special Conditions for the B.A. and Minor in Psychology]

Major Requirements

Upper-Division (40 units)	
PSYC 331 or 349 or 356*	3
PSYC 332	3
PSYC 334 or 336	3
PSYC 360	3
PSYC 362	3
PSYC 402	4
PSYC 490	3

**Although PSYC 356 may satisfy the Developmental Core, it does not serve as a prerequisite for the PSYC 395 laboratory course.*

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 or minor. No more than three (3) units of PSYC 495 may be applied toward the major or minor. PSYC 356 may satisfy the Developmental Core, but it does not serve as a prerequisite for the PSYC 395 laboratory course. 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. Students majoring in Child and Adolescent Development (CHAD) or Human Development may not satisfy the lab requirement for the Psychology Minor with PSYC 395. Courses taken at other universities for which we do not have articulation agreements will not be counted toward the major or minor at Cal State San Marcos without the written permission of any member of the Psychology faculty listed above.

Change to
MINOR IN PSYCHOLOGY
[Change to Upper-Division course listing and minor introductory statement]

The Minor in Psychology consists of 21 units. Students majoring in Child and Adolescent Development (CHAD) interested in the Minor in Psychology will need to take 12 units in Psychology coursework that do not count for CHAD. This will provide CHAD students with additional breadth in Psychology.

Upper-Division (12 units)		
Choose one of the following courses:		3
PSYC 331	PSYC 360	
PSYC 332	PSYC 362	
PSYC 349		

Change to
B.A. IN SOCIAL SCIENCES

Office: SBSB 2222

Telephone: (760) 750-8054

Director: Linda Shaw, Ph.D.

Social Sciences Disciplinary Coordinators:

Border Studies
Joselyn Ahlers, Ph.D.

Communication
Joonseong Lee, Ph.D.

History
Jeffrey Charles, Ph.D.

Political Science
Elizabeth Matthews, Ph.D.

Psychology
Marie Thomas, Ph.D.

Sociology
Jill Weigt, Ph.D.

Women's Studies
Sheryl Lutjens, 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 learn the varied approaches and methodologies of these fields, as well as the interrelatedness of the social sciences disciplines.

In the major, the student chooses one Primary Field and two Secondary Fields. The Primary Field is chosen from seven disciplines: border studies, communication, history, political science, psychology, sociology, and women's studies. Secondary Fields are chosen from these seven disciplines and other fields in the social sciences.

Students interested in the Social Sciences major are encouraged to discuss their education and career objectives with the Program Director.

Career Opportunities

The Social Sciences Major is appropriate for students with career interests in human services and social work, education, counseling, business, law, and government.

Social Sciences Mission Statement

The mission of the Social Sciences B.A. degree program is to prepare students to be informed citizens who use multidisciplinary understandings of concepts, theories, and methods from the social sciences to respond a range of human experiences, events, and real world social problems. The major prepares students for employment in a varied fields and professions that include human services and social work, education, counseling, business, and government as well as the pursuit of advanced degrees in social science disciplines.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Social Sciences will be able to:

1. Demonstrate knowledge of the historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behavior and social issues.

2. Locate, analyze, assess, and communicate social science scholarship.

3. Assess and utilize concepts and theories from two social science disciplines to explore the varieties of social experience encountered by those of different nations, classes, races, genders, or sexual orientations.

4. Compare, contrast, and apply research strategies from two social science disciplines to the analysis of human experience, a social issue, or to the solution of a real world problem.

5. Articulate the ethical implications of social science inquiry.

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
Requirements for the Major	48-52

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 (3 units)

Choose one course from:
PSYC 220 (Those choosing a Psychology Primary Field must take PSYC 220)
Or
SOC 201

(Other introductory statistics courses may be accepted
upon approval of the Program Director.

Requirements for the Major (48-52)

Eighteen to twenty-two (18-22) units in one Primary Field*	18-22
Twelve (12) units in each of two Secondary Fields* (all but one course must be different from the primary field)	24
Upper-Division Social Sciences Requirements	6
Total Units	***48-52***

There are seven options for disciplinary Primary Fields: border studies, communication, history, political science, psychology, sociology, or women's studies. There are seven options for Secondary Fields: border studies, communication, history, political science, psychology, sociology, women's studies and on 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.*

Upper-Division Social Sciences Requirements (6 units)

SSCI 301	3
SSCI 495	3
Total Units	***6***

PRIMARY FIELD REQUIREMENTS (18-22 units)

Students must complete all the requirements for ONE Primary Field.

BORDER STUDIES

A Primary Field in Border Studies shall be distributed as follows:

	Units
Lower-Division Requirements (3 units)	3
Choose one course from: GEOG 201 GEOG 202	
Upper-Division Requirements (15-16 units)	
BRS 300	3
Choose one course (3-4 units) from: HIST 301 SOC 360 SOC 361	3-4
Elective Requirements (9 units) Choose three courses from: BRS 330 BRS 335 BRS 364 BRS 430 BRS 453 GEOG 305 GEOG 320 GEOG 341 GEOG 365 GEOG 460 GEOG 305 LING 305 LING 341 LING 371	9
Total Units	***18-19***

COMMUNICATION

A primary field in communication shall be distributed as follows:

	Units
Lower-Division Requirements (3 units)	
COMM 100	3
Upper-Division Requirements (15 units)	6
COMM 300	
COMM 390	
Elective Requirements (9 units)	9
Choose three courses with at least one course from each of the following areas:	
Communication, Culture, and Social Context	
COMM 320	
COMM 330	
COMM 430	
COMM 435	
COMM 450	
COMM 451	
COMM 454	
Mass Communication	
COMM 355	
COMM 360	
COMM 370	
COMM 455	
COMM 465	
COMM 410	
COMM 470	
COMM 480	
COMM 485	
Total Units	***18***

HISTORY

A primary field in history shall be distributed as follows:

	Units
Lower-Division Requirement (3 units)	
Choose one course from the following:	3
HIST 101	
HIST 102	
HIST 130	
HIST 131	
Upper-Division Requirements (15 units)	
HIST 301	3
Elective Requirements (12 units)	
Choose one course from each of the following areas:	
Diversity in Historical Perspective	3
HIST 316	
HIST 327	
HIST 331	
HIST 332	
HIST 334	
HIST 335	
HIST 337	
HIST 338B	
HIST 350	
HIST 355	
HIST 367	
HIST 383	
HIST 384	
History in Contemporary Society	3
HIST 306	
HIST 322	
HIST 323	
HIST 324	
HIST 339	
HIST 340	
HIST 341	
HIST 342	
HIST 343	
HIST 345	
HIST 347	
HIST 356	
HIST 379	
HIST 385	
HIST 387	
HIST 388	
HIST 390	

History of Politics and Policy 3

HIST 310B
HIST 311A
HIST 311B
HIST 322
HIST 330
HIST 333
HIST 336A
HIST 336B
HIST 336C
HIST 336D
HIST 336E
HIST 336F
HIST 338A
HIST 349
HIST 375

Global Histories and Social Issues 3

HIST 309
HIST 310A
HIST 313
HIST 317
HIST 318
HIST 352
HIST 359
HIST 362
HIST 363
HIST 370
HIST 371
HIST 374
HIST 379
HIST 380
HIST 382
HIST 386

Total Units ***18***

POLITICAL SCIENCE

A primary field in political science shall be distributed as follows:

Lower-Division Requirements (3 units)
PSCI 100 3

Upper-Division Requirements (15 units)
PSCI 301
PSCI 370

Choose one of the following courses: 3
PSCI 331
PSCI 350

Elective Requirements (6 units)

Choose one course from each of the following areas:

Inequalities 3
PSCI 305
PSCI 391
PSCI 396
PSCI 413A
PSCI 413B
PSCI 418
PSCI 420
PSCI 422
PSCI 445

Global Perspectives 3
PSCI 335
PSCI 337
PSCI 338
PSCI 339
PSCI 341
PSCI 342
PSCI 343
PSCI 345
PSCI 355
PSCI 356
PSCI 357
PSCI 358
PSCI 359
PSCI 361
PSCI 362
PSCI 364A
PSCI 364B
PSCI 365
PSCI 366

PSCI 368
PSCI 397
PSCI 431
PSCI 439
PSCI 463
PSCI 469

Total Units ***18***

PSYCHOLOGY
A primary field in psychology shall be distributed as follows:

	Units
Lower-Division Requirements (6 units)	6
PSYC 100	
PSYC 230	
Elective Requirements (12 units)	12
Choose one course from each of the following areas:	
Biopsychology and Cognitive Processes	
PSYC 360	
PSYC 361	
PSYC 362	
Developmental Psychology	
PSYC 330	
PSYC 332	
PSYC 342	
PSYC 348	
PSYC 356	
Personality and Abnormal Psychology	
PSYC 334	
PSYC 336	
Applied Psychology	
PSYC 333	
PSYC 338	
PSYC 341	
PSYC 343	
PSYC 344	
PSYC 350	
PSYC 352	
PSYC 354	
PSYC 432	
Total Units	***18***

SOCIOLOGY

A primary field in sociology shall be distributed as follows:

	Units
Lower-Division Requirements (4 units)	
SOC 101*	4
Upper-Division Requirements (8 units)	
SOC 320	8
SOC 360 or	
SOC 361	
Elective Requirements (10 units)	10

Choose at least one course from each of the following areas:

American Society and Institutions

SOC 303
SOC 308
SOC 314
SOC 316
SOC 317
SOC 321
SOC 324
SOC 331
SOC 413
SOC 415
SOC 416
SOC 417
SOC 419
SOC 429
SOC 485
SOC 486
SOC 487
SOC 488

**Students choosing Sociology as their Primary filed will take SOC 101 to satisfy their lower-division social sciences General Education requirement.*

Social Justice and Community Life
SOC 307
SOC 309
SOC 311
SOC 313
SOC 315
SOC 322
SOC 323
SOC 339
SOC 353
SOC 403
SOC 406
SOC 424
SOC 437
SOC 439
SOC 445
SOC 448
SOC 463
SOC 465
SOC 467
SOC 489

Total Units ***22***

WOMEN'S STUDIES

A Primary Field in Women's Studies shall be distributed as follows:

	Units
Lower-Division Requirements (3 units)	
WMST 101	3
Upper-Division Requirements (3 units)	
WMST 490	3
Elective Requirements (12 units)	12
At least one course from each of the following areas:	
Leadership, Politics, and Activism	
WMST 303	
WMST 330	
WMST 370	
WMST 375	
WMST 393	
WMST 445	
Gender, Culture, and Power	
WMST 341	
WMST 351	
WMST 343	
Bodies and Sexualities	
WMST 328	
WMST 345	
WMST 393	
WMST 407	
WMST 416	
WMST 424	
Total Units	***18***

INDIVIDUALIZED SECONDARY FIELD

The Individualized Secondary Field allows for a customized exploration of the theoretical and methodological approaches as well as substantive issues, topics, and themes from several social science disciplines. The courses taken in an Individualized Secondary Field must form a coherent unit focused on a theme, topic, or issue.

Individualized Secondary Field courses must be taken at the upper-division level from at least three different social science disciplines. Not more than one course selected for the Individualized Field may be from the same discipline as the Primary or other Secondary Field. A course may not be counted as fulfilling requirements in both the Individualized Secondary Field and the Primary Field or other Secondary Field disciplines. Courses meeting General Education social science (DD) requirements may

be selected, but courses selected for this Secondary Field may not be counted toward both the major and General Education requirements.

Courses taken for the Individualized Secondary Field must be approved through submission of Alternative Course Approval Forms by the Social Sciences Program Director.

Total Units ***12***

ADDITIONAL SOCIAL SCIENCES PROGRAM SECONDARY FIELDS

BORDER STUDIES

A Secondary Field in Border Studies shall be distributed as follows:

	Units
Lower-Division Requirements (3 units)	
Choose one from the following courses:	3
GEOG 201	
GEOG 202	
Upper-Division Requirements (3 units)	
BRS 300	3
Elective Requirements (6 units)	*6*
BRS 330	
BRS 335	
BRS 364	
BRS 400	
BRS 430	
BRS 453	
GEOG 305	
GEOG 320	
GEOG 341	
GEOG 365	
GEOG 460	
LING 305	
LING 341	
LING 371	
Total Units	***12***

WOMEN'S STUDIES

A Secondary Field in Women's Studies shall be distributed as follows:

	Units
Lower-Division Requirements (3 units)	3
WMST 101	
Elective Requirements (9 units)	9
One course from each of the following areas:	
Leadership, Politics, and Activism	
WMST 303	
WMST 330	
WMST 370	
WMST 375	
WMST 393	
WMST 445	
Gender, Culture, and Power	
WMST 341	
WMST 351	
WMST 343	
Bodies and Sexualities	
WMST 328	
WMST 345	
WMST 393	
WMST 407	
WMST 424	
Total Units	***12***

Change to
B.A. IN SOCIOLOGY – Health, Education, and Welfare Concentration

Requirements for Health, Education, and Welfare Concentration

SOC 314 or SOC 316	4
SOC 331	4
SOC 413	4

Select four (4) units from the following courses: 4

SOC 314*	SOC 419	SOC 425
SOC 316*	SOC 423	SOC 488
SOC 324	SOC 424	

**If not used to satisfy the requirement above.*

Total units *16*

Change to
B.A. IN SOCIOLOGY – Critical Race Studies Concentration
(Added SOC 349 to the list in the Requirements for Critical Race Studies Concentration section)

Requirements for Critical Race Studies Concentration
Select fifteen to sixteen (15-16) units (including two 400-level courses) from the following courses: 15-16

SOC 339	SOC 403
SOC 345	SOC 448
SOC 347	SOC 463
SOC 348	SOC 465
SOC 349	SOC 467
SOC 350	SOC 468
SOC 373	SOC 469
SOC 375	SOC 489

Total Units ***15-16***

Change to
B.A. IN SPECIAL MAJOR
[Changed office location and telephone number]

Office: Craven Hall 1300

Telephone: (760) 750-4027

COLLEGE OF SCIENCE AND MATHEMATICS

Change to
B.S. IN BIOCHEMISTRY

	Units
General Education*	51
Preparation for the Major*	47
Major Requirements*	34

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)

MATH 160**	5
MATH 162**	4
PHYS 201	4
PHYS 202	4

Lower-Division Biology/Chemistry Courses (30 units)

BIOL 210	4
BIOL 211**	4
CHEM 150** & 150L	5
CHEM 201 & 202	6
CHEM 201L & 202L	4
CHEM 250	3
CHEM 275	4

***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 (4-5 units)
Choose one of the following:

BIOL 351	5
BIOL 352	4
BIOL 353	4
BIOL 367	4

Upper-Division Chemistry (26 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 450	3

Upper-Division Science Elective (3-4 units)

CHEM 308	3
CHEM 398	1-2
CHEM 399	1-2
CHEM 402	3
CHEM 405	2
CHEM 455	3
CHEM 490	3
CHEM 491	3
CHEM 492	3
CHEM 493	3
CHEM 494	3
CHEM 498* or 499*	2
BIOT 355	4
BIOT 356	4
BIOL 368	3
BIOL 370	4
BIOL 374	3
BIOL 375	3
BIOL 476	3
BIOT 497	4

Or another science course with written approval from a Chemistry or Biochemistry faculty member.

**Course can be taken twice for a total of four (4) units.*

Change to
B.S. IN BIOTECHNOLOGY

	Units
General Education*	51
Preparation for the Major*	35-36
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 BB (Mathematics and Natural Sciences) are satisfied by students taking either CHEM 351 or CHEM 341.*

Preparation for the Major
(35-36 units)

CHEM 150 & 150L	5
CHEM 160	3
CHEM 201	3
CHEM 201L	2
CHEM 202	3
MATH 160	5
PHYS 205	4
PHYS 206	4
PSYC 100 or SOC 101	3-4
PHIL 315, 340, or 345	3

Major Requirements

Lower-Division (18 units)

ACCT 201	3
ACCT 202	3
BIOL 210	4
BIOL 211	4
BIOL 215	4

Upper-Division (20 units)

BIOT 355	4
BIOT 356	4
BIOT 357	2
BIOT 460	3
CHEM 341 or CHEM 351	3
MGMT 302	2
MKTG 302	2

Electives (At least 11 units) Select any of the following for at least eleven total units:	
BIOL 352	4
BIOL 353	4
BIOL 367	4
BIOL 477	3
BIOL 489	2
BIOL 503	4
BIOT 358	3
BIOT 420	3
BIOT 450	3
BIOT 497	4
BIOT 498	12
CHEM 351L	2
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

Change to

B.S. IN CHEMISTRY – Chemistry Option

	Units
General Education*	51
Preparation for the Major*	43
Option Requirements	32

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)	
MATH 160**	5
MATH 162**	4
MATH 260**	4
PHYS 201	4
PHYS 202	4

Lower-Division Chemistry (22 units)

CHEM 150** & 150L**	5
CHEM 160	3
CHEM 201 & 202	6
CHEM 201L & 202L	4
CHEM 275	4

***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 (32 units)

	Units
CHEM 300	3
CHEM 341+	3
CHEM 401, 402	6
CHEM 404	3
CHEM 404L	1
CHEM 405	2
CHEM 416	5
CHEM 498++ or 499++	4
Science Electives***	5

+Pre-health students who need two semesters of biochemistry should take the CHEM 351/CHEM 352 sequence to satisfy most medical school requirements.

++ Course can be taken twice for a total of four (4) units.

****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.*

Change to
B.S. IN CHEMISTRY – 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.

General Education^	51
Preparation for the Major^	56
Option Requirements	27

The minimum number of units required for this degree is 120

^Nine (9) lower-division General Education units in Area B (Math and Science) and three (3) upper-division General Education units in area BB are automatically satisfied by courses taken in Preparation for the Major.

Preparation for the Science Education Option

Non-Chemistry Supporting Courses (34 units)

ASTR 342	3
BIOL 210	4
BIOL 211^^	4
EDUC 350	3
ES 100	3
MATH 160^^	5
MATH 162^^	4
PHYS 201	4
PHYS 202	4

Lower-Division Chemistry (22 units)

CHEM 150^^ and 150L^^	5
CHEM 160	3
CHEM 201 and 202	6
CHEM 201L and 202L	4
CHEM 275	4

^^Some courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education. The courses fulfilling this double requirement are denoted by a ^^.

Proficiency in Spanish is strongly encouraged for the Science Education option and can be included as part of the Humanities Requirement of the General Education Requirement.

Option Requirements

Upper-Division Chemistry (27 units)

CHEM 300	3
CHEM 308	3
CHEM 341	3
CHEM 397	1
CHEM 401	3
CHEM 404	3
CHEM 404L	1
CHEM 499+	4
Science Electives*	6

+Course must be taken twice, for a total of four (4) units.
** Science major courses in the natural or mathematical sciences, chosen in consultation with the academic advisor, will be used to meet this requirement. A suitable set of electives may meet the certification requirements of the American Chemical Society.*
*** Science major courses in the natural or mathematical sciences, chosen in consultation with the academic advisor, will be used to meet this requirement.*

Change to
MINOR IN CHEMISTRY

Requirements (19 units)

	Units
CHEM 150 & 150L	5
CHEM 160	3
CHEM 175	1
CHEM 201 & 201L	5
CHEM 202 & 202L	5

Choice of 9 additional units from the following:

CHEM 308	3
CHEM 341 or 351	3
CHEM 351L	2
CHEM 352	3
CHEM 398	1-2
CHEM 399	1-2
CHEM 401	3
CHEM 402	3
CHEM 404	3
CHEM 404L	1
CHEM 405	2
CHEM 450	3
CHEM 455	3
CHEM 490	3
CHEM 491	3
CHEM 492	3
CHEM 493	3
CHEM 494	3

Note: Biochemistry majors may not minor in Chemistry.

New Program:
M.S. IN CYBERSECURITY*

The Master of Science in Cybersecurity is a professional science degree program designed to meet the needs of the computing industry and associated organizations. The program is a blend of technical courses and business courses with a capstone project. The objective of the program is to train an expertly skilled workforce to fulfill the imminent needs of the emerging and evolving cybersecurity industry. The program is designed to prepare those with strong background in computer science for management positions in cybersecurity such as the manager of the information security department, the director of risk assessment and compliance, the chief information security officer, the director of IT security, and project managers of security related projects

Throughout the program, students will be exposed to real-world problems/cases, leading-edge technologies, managerial/interpersonal skills, ethics and governance knowledge, and problem solving skills.

The rigorous program is taught in the evenings and on weekends to accommodate the working student. The program design is a cohort model that requires students to go through the program together over a five-semester period with a predetermined course sequence. It is a non-thesis degree program requiring a rigorous "Internship or Semester-In-Residence" project as culminating experience.

Each student will be guided and evaluated by an Advisory Committee that will be made up of university faculty, program instructors, and industry mentors, as well as program advisors.

Admission Requirements and Application

- Admission decisions will be made by the Admission Committee chosen by the Program Director in consultation with its faculty

- Admission decisions will be based on 1) undergraduate courses and GPA, 2) GRE scores, 3) TOEFL for some students **, and 4) the statement of purpose and recommendation letters.

- Admission to the program requires an undergraduate degree in computer science or closely related discipline, and should include upper-division courses in operating systems, networks and software engineering. Applicants with a baccalaureate degree in a related field may be able to meet pre-requisites with equivalent work experiences in computer science and will be considered for conditional admission.
- Admission requires a minimum of 3.0 grade point average in the upper-division computer science courses and at least a 2.5 undergraduate GPA in the last 60 semester units (or last 90 quarter units) attempted.

**The M.S. in Cybersecurity is offered through the Office of Extended Learning.*
***All applicants must have a TOEFL score of 80 iBT or above (213 on the computer-based examination, 550 paper-based), or an IELTS score of 6.0, unless they possess a bachelor's degree from a post-secondary institution where English was the principal language of instruction.*

- All applicants must submit general GRE scores when applying. Minimum GRE scores required are:
  - Verbal 143
  - Quantitative 155

- Analytical Writing 3.5 (this will also satisfy the Graduate Writing Assessment Requirement)

Applicants must submit:
  - The program application form.
  - The statement of purpose outlining the reason or pursuing the degree.
  - GRE scores.
  - TOEFL score if required.
  - One set of transcripts from all colleges/universities attended.
  - Two recommendation letters on a provided form.

- Applicants to the program will be subject to standard background checks in accordance with Defense Security Service reporting requirements.

Student candidates may apply at any time throughout the year. However, selection and admission will be completed by early May for the fall semester start. Later applications will be considered, as spaces remain available. Feedback to applicants, but not final admission decisions, will be provided on a timely basis regardless of the time of application.

Degree Requirements and Courses

The Master of Cybersecurity requires thirty-eight (38) semester hours of coursework. Students must complete a set of courses and the culminating experience project with a 3.0 GPA and earn at least a "C" (2.0) in each course.

Seven Required Technical Side Courses (23 units)

MCS 510	3
MCS 511	3
MCS 512	4
MATH 503	3
MCS 610	4
MCS 611	4
MCS 660	2

Four Required Business Side Courses (10 units)

MGMT 521	2
MIS 522	2
MIS 621	3
MIS 622	3

Culminating Experience Total (5 units)

MCS 680A	1
MCS 680B	4
Total Units	*38*

A student who has obtained a waiver for a required course may enroll in MCS 697 Directed Studies upon consent of the instructor.

Continuation

Graduate students must maintain an overall GPA of 3.0 and earn at least a C (2.0) in each course, except those taken for credit/no credit. Any student whose overall GPA falls below 3.0 for two consecutive semesters will be dropped from the program. A full-time student should be enrolled in the predetermined course schedule and credit hours each semester for the program

Advancement to Candidacy

The student will advance to Master's Degree candidacy upon the completion of MCS680A and approval of a Project Abstract by the student's Advisory Committee. The Advisory Committee is made up of a program faculty member, an industry mentor, and the Program Director.

Culminating Experience

All students must enroll in MCS 680A/B Internship/Semester in Residence and successfully complete a 16-week project in lieu of a research thesis. Completion and defense of the culminating experience project results in an oral defense and a substantial technically written report. Student projects will address and affect real-world challenges in cybersecurity. Students will demonstrate their ability to integrate principals of science and technology with fundamental business practices. The type of experience and nature of the project will vary, depending upon the student's background, employment, and right-to-work status. A substantive written project report must be submitted, orally defended, and approved at the end of the Internship/Semester-In-Residence. In unusual circumstances where project requirements are not completed, defended, and approved at the end of MCS 680B, a student may complete the requirements within six months under the guidance of the advisory committee. In such cases, enrollment in MCS 699 is required.

New Program:
MINOR IN ELECTRONICS

The Minor in Electronics includes the theory and practice of analog and digital electronics, embedded systems, sensors, and signals and systems. It covers foundational concepts in physics, as well as building, testing, and troubleshooting electronic systems through a laboratory-intensive curriculum.

Students majoring in Applied Physics cannot minor in Electronics.

Requirements

Completion of a minimum of twenty-two (22) units, eleven (11) of which must be at the upper-division level. Students must earn a grade of C (2.0) or better in each class in the minor.

	Units
Required lower-division courses (11 units)	
PHYS 201	4
PHYS 202	4
PHYS 280	3
Required upper-division courses (11units)	
PHYS 301	4
PHYS 402	4
PHYS 403	3
Total Units	*22*

New Program:
PRE-HEALTH PROFESSIONS CERTIFICATE*

Office:
FCB 6-108

Telephone:
(760) 750-3138

Faculty Coordinator:
Sajith Jayasinghe, Ph.D.

Pre-Health Advisor:
Thomas J. Pillsworth, Jr., Ph.D.

Faculty:

Biology
Tracey Brown, Ph.D.

Chemistry
Jose Mendoza, Ph.D.
Sajith Jayasinghe, Ph.D.

Mathematics
Olaf Hansen, Ph.D.

Physics
Ed Price, Ph.D.
Stephen Tsui, Ph.D.

Many undergraduates receive their degree (e.g., Anthropology, Kinesiology, Mathematics, Psychology, or English) and then later decide that they would like to enter a health profession. This two-year certificate program offers an opportunity for post-baccalaureate students to acquire and strengthen necessary scientific background prior to admission to a health professional school (such as medical, dental, veterinary, optometry, physician assistant, or pharmacy). The program is intended to make such post-baccalaureate students more competitive for admission to health professional schools.

The certificate program is reserved exclusively for post-baccalaureate students. The program has a cohort structure, with each cohort consisting of 48 students. Students may begin the certificate program only during the Fall Semester of an academic year.

**The Pre-Health Professions Certificate is offered through the Office of Extended Learning.*

A Pre-Health Advisor provides information to prospective applicants and advises applicants and students regarding possible paths to health careers. The successful applicant will have a Bachelor's degree with a GPA of at least 3.0 in the last 60 units completed for the degree; see *www.csusm.edu/el/certificateprograms* for more admissions requirements. Bundling the prerequisite courses and offering them as a certificate program provides students timely access to the courses they

need. Some health professional schools or standardized exams require knowledge of additional topics such as Psychology or Sociology. The Pre-Health Advisor will assist the student in identifying any additional courses that may be needed, which students can then take through Extended Learning or elsewhere on a space-available basis.

Course Requirements for the Pre-Health Professions Certificate:

Course	**Units**
BIOL 160	4
BIOL 210	4
BIOL 211	4
BIOL 321	3
CHEM 150	4
CHEM 150L	1
CHEM 250 & 250L	4
CHEM 201 & 201L	4
CHEM 202 & 202L	4
CHEM 341	3
MATH 132	3
MATH 242	3
PHYS 101	4
PHYS 102	4
Total	*51*

Change to
M.S. IN MATHEMATICS
[Change to **Admission Requirements and Application** section, page 333 of the 2014-16 Catalog]

Admission to the program requires an undergraduate major in mathematics or related field (such as computer science) which includes the equivalent of the following three key courses with a grade of B or higher: (1) MATH 374 (Linear Algebra), (2) MATH 430 (Foundations of Analysis), and (3) MATH 470 (Introduction to Abstract Algebra).

[Added the following paragraph at the end of the **Continuation** section, page 334 of the 2014-16 Catalog]

Students must satisfy the following breadth requirements by passing (with a C or higher) at least one course in each of the following broad areas: (1) Algebra, Number Theory, and Geometry (courses whose numbers fall in the range 520-529. MATH 550 is also approved for this area). (2) Analysis and Topology (courses whose numbers fall in the range 530-539, or the range 552-555). (3) Discrete, Numerical, Probabilistic and Applied Mathematics (courses whose numbers fall in the range 540-549, or 560-579. The courses 505, 620, 621 have variable content, and may be approved for one of these areas by the graduate advisor.

EXTENDED LEARNING

Dean, Extended Learning and Associate Vice President for International Programs: Mike Schroder
Associate Dean: Aaron Guy
Associate Dean, Southwest Riverside: Suzanne Lingold
Associate Dean and Executive Director, Global Education: Robert Carolin

Locations:

San Marcos Campus -Foundation Classroom Building (FCB-5107) Temecula Campus -43890 Margarita Road, Temecula, CA 92592 and 43200 Business Park Dr., Temecula, CA 92590 Telephone: (760) 750-4020 (800) 500-9377 Fax: (760) 750-3132 Email: el@csusm.edu www.csusm.edu/el

Extended Learning Mission
Extended Learning (EL) extends the academic and instructional resources of the University to the global community, and expands access for audiences that the University may not reach through traditional channels. Extended Learning develops and delivers quality, transformative educational programs, which are designed to anticipate and respond to the educational needs of diverse populations.

Extended Learning Programs
Extended Learning offers a variety of programs to meet the educational needs of citizens in North San Diego and Southwest Riverside Counties and beyond. For a current listing of classes and programs offered, visit the Extended Learning web site or retrieve a copy of the latest Extended Learning Course Catalog.

Academic Programs

Open University
Open University (OU) offers community access to CSUSM classes each semester. 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 the University Catalog are available for Open University enrollment. Individuals seeking to participate in the program should attend the first meeting(s) of the desired class and seek permission from the instructor to enroll.

Open University Registration Process
The Open University registration form must be completed by the student. Faculty will grant students permission to add a class via a PeopleSoft permission number given during class. Open University fees, drop/refund policies, and other information may be viewed at www.csusm.edu/el. Students receive academic credit for courses taken through Open University and are subject to the same conditions, requirements, and standards as regular CSUSM students.

Open University Policies
A maximum of 24 semester units earned through Open University may be applied to a CSUSM undergraduate degree, and a maximum of 9 semester units earned through Open University may be applied to a CSUSM graduate degree. 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 Division services regulations governing fees, refunds, transfers, change of program, and the use of university facilities. A student who has been denied admission or has been disqualified is not eligible for Open University.

Open University Fees
Students pay the same fees whether they are residents or non-residents in the State of California. Open University and Student fees are established in accordance with current CSU Chancellor's Office policies.

Open University Refunds
Refunds are calculated according to the provisions established in Title 5 of the California Code of Regulations. For additional information regarding the current refund schedule, please contact Extended Learning.

Degree Programs
Extended Learning offers a variety of self-supporting degree programs both on-and off-campus, and online.

Currently, Extended Learning offers the following University degrees:
• Accelerated Bachelor of Science in Nursing
• Registered Nurse to Bachelor of Science in Nursing (fully online)
• Registered Nurse to Master of Science in Nursing
• Master of Science in Nursing
• Bachelor of Science in Kinesiology (Temecula Campus)
• Master of Biotechnology
• Bachelor of Science in Speech Language Pathology
• Master of Science Speech Language Pathology
• Bachelor of Science in Business Administration (Temecula Campus)
• Specialized Accelerated Master of Business Administration
• Master of Social Work
• Master of Arts in Education, Focus on Literacy (fully online)
• Bachelor of Arts in Criminology & Justice Studies (Temecula Campus)
• Master of Cybersecurity

Degree program requirements are listed in the University Catalog by major. For more information about degree programs offered via Extended Learning, visit our web site or arrange for an advising appointment with an Extended Learning Advisor.

Academic Classes
Each fall, spring, winter, and summer, Extended Learning offers academic credit classes that augment the regular campus offerings at times, modalities, and locations that are more convenient for adult and non-traditional learners. All academic credit classes taken through Extended Learning fulfill CSUSM degree and residency requirements. For a current listing of academic credit classes visit the Extended Learning web site.

Certificate Programs
Extended Learning offers several academic credit and non-credit professional certificate programs for the full-time working professional, those in career transition, and for individuals seeking to enhance their skills.

Academic Credit Certificates

Currently, Extended Learning offers:

• Educational Technology (Open University certificate)
• Dual Language (Open University certificate)
• International Baccalaureate•
• Healthcare Information Technology
• Health Information Management
• Cultural Competency in Health Care
• Applied Behavior Analysis (fully online)
• Post-Masters of Science in Nursing
• Pre-Health Professions Program
• Professional Certificate in Accounting

Preparation Programs:
Speech Language Pathology Preparation Program
Pre-Health Profession Certificate

• Detailed information pertaining to Extended Learning academic certificate programs can be obtained via the Extended Learning web site or by contacting the Extended Learning office.

Teacher Education
Extended Learning, in partnership with the School of Education, offers a variety of continuing education and professional development classes and programs for prospective, new, and continuing teachers.

Credentialing
• CSUSM Credential Program Prerequisites (EDUC 350, EDUC 364, and EDUC 422)
• 5th Year of Study
• California Supplementary Authorization (CSA) in Computer Concepts & Applications
• Beginning Teacher Support & Assessment (BTSA) Year 1 and Year 2

University Credit for High School Students
Extended Learning has partnered with several local-area high schools to offer university credit for Chemistry and Mathematics.

Contact Extended Learning for a listing of high school courses, or if you are interested in offering courses at your high school.

University Credit for Professional Development
Extended Learning offers businesses, schools, organizations, and professional associations the opportunity to have their conferences, seminars, professional activities, and meetings eligible for participants to receive CEUs or academic credit through CSUSM. For more information about the contract credit process, contact Extended Learning.

Extension Credit

Extended Learning professional development courses, those numbered 1000 or above, are developed to meet the 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 appear on transcripts, and students may petition departments to allow the courses to be transferred/applied to degree programs.

Non-Credit Programs

Certificate Programs

Extended Learning offers several non-credit professional certificate programs for the full-time working professional, those in career transition, and for individuals seeking to enhance their skills. Below is a listing of current Extended Learning non-credit certificate program offerings.

Non-Credit Certificates

- Meeting and Event Planning
- Business Emergency Preparedness Planning
- Human Resource Management
- Supervising Employees
- Digital Arts
- Operations Resource Management
- Project Management
- Paralegal
- Environmental Leadership Academy
- Tasting room Management
- Professional Certificate for the Wine, Beer, and Spirits Specialist
- Business of Hospitality

Detailed information pertaining to Extended Learning non-credit certificate programs can be obtained via the Extended Learning web site or by contacting Extended Learning.

Osher Lifelong Learning Institute

The Osher Lifelong Learning Institute provides mature learners (50 years and older) with an intellectually challenging program of non-credit courses taught by CSUSM faculty and other experts in their respective fields. The program recognizes that an active mind fosters a general sense of well-being and challenges learners to stay intellectually alive and socially aware.

Customized Training and Business Development
Extended Learning partners with local-area businesses and industries to fulfill education and training needs. In today's rapidly changing workplace, the need to quickly adapt and change direction to stay competitive and successful is a necessity. All of our programs can be customized. Or, if you have an educational need that our current offerings do not address, please let us know and we will develop a customized program to specifically address your workplace issues. Programs can be delivered in a variety of formats, and continuing education units (CEUs) are available for all programs. Our courses are facilitated by a combination of faculty, independent consultants, and working professionals to ensure that theory, real-world applicability, and your specific needs are addressed.

Continuing Education Units (CEUs)
The Continuing Education Unit (CEU) is a nationally recognized unit of measurement for a variety of non-credit programs applied toward re-licensure, promotion, or career advancement. CEU credit is not applicable toward degrees, credentials, or credential renewal. Some re-licensing 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 .1 CEU.

Global Education
The Office of Global Education offers opportunities for: International students looking to apply to a degree program at CSUSM; CSUSM students missing to study abroad; those seeking exchange programs; and those seeking education in American Language and Culture. See Office of Global Education for more information on page 69, or www. csusm.edu/global.

Extended Learning Policies and Procedures

Registration

To register for non-credit classes, you may: (1) visit us in person at the San Marcos or Temecula locations, (2) call (760) 750-4020 or (800) 500-9377, or (3) use our online secure registration at www.csusm.edu/ el.
Fees for non-credit classes are due at the time of registration. We accept MasterCard, VISA, Discover Card, American Express, checks, and company purchase orders. Please read our policy on declined credit cards and dishonored checks on our web site. Rejected e-checks are subject to a $4.50 fee. You may also pay with a check or money order in person, or mail a check or money order made payable to Cal State San Marcos Extended Learning. For online registration, Extended Learning accepts MasterCard, Discover Card, American Express, and e-check payments securely. Cal State San Marcos Alumni Members receive a 15 percent discount on most non-credit programs.

To register for credit classes including Open University, academic credit Special Session classes, or degree programs, please follow the specific registration procedures outlined on our web site. If there is a hold on your student account, you will not be able to register until the hold is resolved. To clear your hold, please contact the Cashier's Office at (760) 750-4491.

For credit courses, you can drop your courses anytime via the MyCSUSM student portal at http://www.mycsusm.edu. You will need your student ID and password. If you do not know your student ID and password, you may contact the Student Help Desk at (760) 750-6505.

Refunds and Withdrawals

Students who wish to withdraw from all of their credit classes (after the end of the add/drop period) must petition for complete semester withdrawal through Registration and Records located in Cougar Central on the third floor of Craven Hall. If you do not formally withdraw from your class you will receive a "WU" (equivalent to an F in GPA calculation). All dropped or withdrawn classes are subject to the Extended Learning Credit Course Drop/Refund policy.

Extended Learning credit courses follow a different fee and refund schedule than the regular campus courses. Most Extended Learning credit courses follow the Special Sessions refund schedule below:

Date Dropped	**Refund**
Classes 16 weeks or more:	
Up to 11:59 pm of the 14th day of class	100%
After the 14th day of class	0%
Classes 15 weeks or less	
Up to 11:59 pm of the 7th day of class	100%
After the 7th day of class	0%

For Summer and Winter/Intersession Term courses, please refer to http://www.csusm.edu for details. There are no refunds for contract credit courses; however, for BTSA Credit, the Special Sessions refund policy applies.

In the case of extenuating circumstances, in which you feel you may be eligible for a refund outside of the normal refund schedule, please complete and submit (in person) a petition for refund to be reviewed by Student Financial Services. Please bring your completed petition form to Student Financial Services in Cougar Central.

For all non-credit classes, cancellation notifications must be made in writing (by e-mail to el@csusm.edu or by fax to (760)750-3132) at least three days before the first day of class in order to receive a full refund (less a $20 administrative fee). Unfortunately, no refunds will be issued after the first class meeting. Written notice may be made by e-mail, fax, or mailed with postmark date three days before the first day of class. Substitutions may be made with written notice at any time before the course begins. "No Shows" are responsible for payment in full.

Extended Learning reserves the right to cancel, postpone, or combine classes. Classes may be cancelled if fewer than the required number of students enroll. Every effort will be made to avoid canceling classes. However, Extended Learning receives no support from public funds and the necessity of operating on a self-supporting basis requires registration minimums. If a class is cancelled, a full refund will be issued.

Parking

Parking permits are required to park on campus. There is no grace period. New and continuing students must purchase semester parking permits online, at the Public Safety Building (PSB), or at the University Cashier, located on the third floor of Craven Hall. To inquire about current parking information and policies, please visit the Parking Services web site or call (760) 750-7500.

For non-credit classes, parking fees are included for most Extended Learning programs. More detailed information pertaining to your specific course will be e-mailed to you prior to the class start date. If your class does not include a parking permit, it will be noted in the online course description or class schedule. If you do not see information regarding parking in the course description, please contact our office at least three days prior to the course start date. If you are registering for a class within 24 hours of the class start date, we apologize that we are unable to guarantee paid parking. Please call the Extended Learning office for confirmation Monday - Friday, 8:00 a.m. -5:00 p.m., at (760) 750-4020.

Extended Learning Fee Structures

Extended Learning is a self-supporting division of Academic Affairs. Self-support student fees collected for academic and non-credit classes are used to pay for all operational and instructional expenses pertaining to Extended Learning classes and programs. In addition to self-supporting class fees, students may be required to pay other university fees, including but not limited to the: Academic Records Fee, Student Union, Health Center Fee, Associated Students Fee, Childcare Services Fee, Athletics Fee, Academic Technology Fee, Late Registration Fee, Drop Fee, and Academic Excellence and Student Success Fee, and Refund Processing Fee.

The currently approved Extended Learning fee structure for academic programs, which is subject to change, is as follows:

Program Approved Fee Structure
Academic Classes Range $200 to $1,000 per unit
Extension Range $150 to $900 per unit
Open University $195 to $300 per unit
Special Sessions Contract $40 to $250 per unit
Extension Contract $40 to $200 per unit
Academic Technology Fee $25 to $50 per semester

Extended Learning Student Services

Academic Advising

Extended Learning Academic Advisors can assist students with a number of student issues including general education requirements, degree planning and exploration, graduation requirements, academic probation and disqualification, and financial aid. To schedule an appointment with an Academic Advisor, please call (760) 750-4020.

Registration and Records

To request an official transcript (no fee required) for credit programs, please see:
https://www.csusm.edu/enroll/services/transcripts1/ordertranscripts.html
For non-credit programs, you may request a non-credit transcript through the Extended Learning office by calling (760) 750-4020.

For questions regarding enrollment and registration in Extended Learning courses and programs (both credit and non-credit), please call the Extended Learning office at (760) 750-4020.
Student Financials
For questions about billing and student accounts, please contact Extended Learning at (760) 750-4020.

Financial Aid

Extended Learning does not sanction any one lender; however, there are a multitude of private lenders that will fund programs for Extended Learning (non-matriculated) students. If you are a student who is matriculated (formally accepted to the campus) in an Extended Learning degree program and need additional information about financial aid options, please contact the Financial Aid Office at (760) 750-4850.

CHANGES TO ADMISSION REQUIREMENTS, FEES, AND ACADEMIC POLICIES

Lower-Division Transfer Requirements
[Replace the information appearing in the 2014-16 Catalog, page 25]

Generally, applicants will qualify for CSU admission consideration as a lower-division transfer if they have a cumulative grade point average of at least 2.0 in all transferable units attempted.

1. Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see "Freshman Requirements" section); or
2. Were eligible as a freshman at the time of high school graduation except for missing college preparatory subject requirements, have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subject requirements with a 2.0 or better GPA.

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

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

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

Please consult with the CSU campus admission office, to which you are applying for further information about alternative ways to satisfy the subject requirements.

Due to increased enrollment demands, most CSU campuses do not admit lower-division transfer applicants.

Upper-Division Transfer Requirements
[Replace the information appearing in the 2014-16 Catalog, page 25]

Generally, applicants will qualify for consideration for upper-division transfer admission if they meet all of the following requirements:

1. The have a cumulative grade point average of at least 2.0 in all transferable units attempted;

2. They are in good standing at the last college or university attended; and

3. They have completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade 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 at least 30 units of courses, which meet CSU general education requirement including 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.

**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 if the course is certified by a California community college or has an explicit intermediate algebra prerequisite.*

Associate Degrees for Transfer (AA-T OR AS-T)
[Replace the information appearing in the 2014-16 Catalog, page 25]

The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community Colleges (CCC) are designed to provide a California community college student a clear transfer preparation and admission pathway to the CSU degree majors.

California Community College students who earn an associate degree for transfer (AA-T or AS-T) are guaranteed admission with junior standing to a CSU and given priority admission over other transfer applicants when applying to a local CSU campus, or non-impacted CSU program. AA-T or AS-T admission applicants are given priority consideration to an impacted campus/program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester (90 quarter) units. It is the responsibility of the student who has earned an AA-S/AS-T to provide documentation of the degree to the CSU campus.

Intrasystem and Intersystem Enrollment Programs
[Replace the information appearing in the 2014-16 Catalog, page 25]

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space-available basis unless those campuses/programs are impacted or desired programs/admission categories are closed. 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 elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their specific 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 Enrollment Services.

CSU Concurrent Enrollment – matriculated students in good standing may enroll on a space available basis 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. Many online courses at CSU campus are available for concurrent enrollment.

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.

Change to
Undergraduate Application Procedures
[Replace the information appearing in the 2014-16 Catalog, page 27]

Prospective students applying for part-time or full-time undergraduate programs of study must submit a completed 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 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.

Change to
Application Filing Periods
(Not all campuses/programs are open for admission to every term.)
[Replace the information appearing in the 2014-16 Catalog, page 27]

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

Terms in 2015-2016	**Applications First Accepted**
Summer Semester	February 1, 2015
Fall Semester	October 1, 2014
Winter Quarter	June 1, 2015
Spring Semester	August 1, 2015

Systemwide Placement Test Requirements
[Replace the information appearing in the 2014-16 Catalog, page 28]

The CSU 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 (*www.csuenglishsuccess.org/ept*) and/or ELM (*www.csumathsuccess.org/elm_exam*). Campus may establish deadlines by which new students must register for and/or take placement exams as a requirement for enrollment.

Credit for Advanced Placement

[Replace the information appearing in the 2014-16 Catalog, page 34]

AP EXAM PASSED WITH A SCORE OF 3, 4, OR 5	GENERAL EDUCATION (GE) REQUIREMENTS SATISFIED	SEMESTER UNITS AWARDED
GOVERNMENT & POLITICS: UNITED STATES	DH (U.S. HISTORY) AND DC (U.S. CONSTITUTION)	3

Determination of Residency for Tuition Purposes

[Replace the information appearing in the 2014-16 Catalog, page 31]

University requirements for establishing residency for tuition purposes are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. 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. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code sections 68000-68085, 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*.

Each campus's Admissions Office is responsible for determining the residency 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 residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least 366 days prior to the residency 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 residency for tuition purposes. A minor normally derives residency 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.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial independence. Financial independence is required, along with physical presence and intent, to be eligible for reclassification. Financial independence is established if in the calendar year the reclassification application is made and in any of the three calendar years preceding the reclassification application the student:

- has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent;
- has not and will not receive more than seven hundred and fifty dollars ($750) per year in financial assistance from his/her parent; and
- has not lived and will not live longer than six (6) weeks in the home of his/her parent.

A nonresident student who has been appointed as a graduate student teaching assistant, a graduate student research assistant, or a graduate student teaching associate on any CSU campus and is employed on a 0.49 or more time basis is exempt from the financial independence requirement.

Non-citizens establish residency 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 residency requirements are contained in California Education Code sections 68070-68085 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.6, 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 or more years of high school in California and graduated from a California high school or attained the equivalent of graduation. 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.

Residency determination dates are set each term. They are:

Semester Term Campuses

Fall	September 20
Spring	January 25
Summer	June 1

CalState TEACH operates on a trimester system. The residency determination dates for CalState TEACH are as follows:

Fall	September 20

Spring	January 5
Summer	June 1

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residency 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 also 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 residency for tuition purposes in California between the time this information is published and the relevant residency determination date. Students are urged to review the statutes and regulations stated above.

SCHEDULE OF FEES, 2014/15
[Replace the information appearing in the 2014-16 Catalog, page 39]

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after fees are initially charged or initial fee payments are made, to increase or modify any listed fees. All listed fees, other than mandatory systemwide fees, are subject to change without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as **estimates** that are subject to change upon approval by the Board of Trustees, the Chancellor, or the Presidents, as appropriate. Changes in mandatory systemwide fees will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 - 66028.6 of the Education Code).

The following reflects applicable systemwide fees for semester campuses. These rates are subject to change.

		Per Semester	
		0.0-6.0 units	6.1+ units
Tuition Fee (Undergraduate)		$1,587.00	$2,736.00
Tuition Fee (Credential)		$1,842.00	$3,174.00
Tuition Fee (Graduate)		$1,953.00	$3,369.00
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
Clark FH Operations	$12.00		
ASI Campus Recreation	$12.00		
Track & Lower Recreation	$11.00		
Field Maintenance			
Student Union Fee		$315.00	$315.00
Student Health Services Fee		$70.00	$70.00
Mental Health Fee		$74.00	$74.00
Academic Records Fee		$12.00	$12.00
Athletics Fee		$100.00	$100.00
Childcare Services		$10.00	$10.00
Academic Excellence and			
Student Success Fee		$100.00	$100.00
Student Success Fee		$200.00	$200.00
Total for Undergraduate		$2,483.00	$3,632.00
Total for Credential		$2,738.00	$4,070.00
Total for Graduate		$2,849.00	$4,265.00

Graduate Professional Business Fee

$254 per unit in addition to mandatory fees and non-resident fees (if applicable).

The Graduate Business Professional Fee is paid on a per unit basis in addition to the mandatory tuition and campus fees for the following graduate business program: Master of Business Administration (M.B.A.).

Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to basic tuition fees and other system wide fees charged to all students) for all campuses: $372 per unit.

The total nonresident tuition paid per term will be determined by the number of units taken.

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 158).

Students are charged campus fees in addition to systemwide fees. Information on campus fees can be found by contacting the individual campus(es). Mandatory Campus fees for all students are $896 per term (in addition to the fees listed above).

PAYMENT ONLINE

Credit Cards

Pay online using American Express, MasterCard, Discover, or VISA. A 2.75% convenience fee will be applied.

E-check

Electronic checks have no convenience fee.

SCHEDULE OF FEES, 2015/16

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after fees are initially charged or initial fee payments are made, to increase or modify any listed fees. All listed fees, other than mandatory systemwide fees, are subject to change without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as **estimates** that are subject to change upon approval by the Board of Trustees, the Chancellor, or the Presidents, as appropriate. Changes in mandatory systemwide fees will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 - 66028.6 of the Education Code). The following reflects applicable systemwide fees for semester campuses.

These rates are subject to change.

		Per Semester	
		0.0-6.0 units	6.1+ units
Tuition Fee (Undergraduate)		$1,587.00	$2,736.00
Tuition Fee (Credential)		$1,842.00	$3,174.00
Tuition Fee (Graduate)		$1,953.00	$3,369.00
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
Clark FH Operations	$12.00		
ASI Campus Recreation	$12.00		
Track & Lower Recreation	$11.00		
Field Maintenance			
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Student Health Services Fee		$70.00	$70.00
Mental Health Fee		$74.00	$74.00
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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 158).

Students are charged campus fees in addition to systemwide fees. Information on campus fees can be found by contacting the individual campus(es). Mandatory Campus fees for all students are $896 per term (in addition to the fees listed above).

Student Involvement and Representation Fee (Optional Fee)

On January 28, 2015 at CSU Board of Trustees Meeting, a Voluntary Student Involvement and Representation Fee (SIRF) was approved that goes to the California State Student Association (CSSA). This fee is a $2 per term, twice a year fee that allows the student to opt out. The fee is charged in the Spring and Fall semesters only. Students may opt out each term up until census date regardless of payment. Implementation of this fee begins Fall 2015.

PAYMENT ONLINE

Credit Cards

Pay online using American Express, MasterCard, Discover, or VISA. A 2.75% convenience fee will be applied.

E-check

Electronic checks have no convenience fee.

USER FEES
[Replace the information appearing in the 2014-16 Catalog, page 40]

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
Administrative Refund Fee	$5.00
Alumni Placement Fee	$25.00
Application Fee for CSU Admission (nonrefundable)	$55.00
Bicycle Storage Fee-Per semester	$15.00
Biology 160, 175, 176, 351, 352, 353, 354 -Miscellaneous Course Fees (each)	$45.00
Biotechnology Course Fee: BIOT 355, 356 (each)	$45.00
Chemistry Lab Breakage Fee -Cost of broken lab equipment	Varies
Chemistry — Lower-Division Courses: CHEM 105L, 150L, 201L, 202L, 250L, 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
Health Services Augmented Fee	$8.00 - $15.00
Health Services Augmented Cancellation Fee	$20.00
Kinesiology 200, 201 (fee per class)	$15.00
Kinesiology 305, 406 (fee per class)	$25.00
Kinesiology 300	$30.00
Kinesiology 302, 326 (fee per class)	$35.00
Kinesiology 104	$45.00
Late Graduation Application Fee	$15.00
Late Registration Fee	$25.00
Mass Media Course Fee: MASS 302	$20.00
Mass Media Course Fee: MASS 457	$5.00
Music Course Fee: MUSC 120	$10.00
Music Course Fee: MUSC 304	$20.00
Music Course Fee: MUSC 402	$10.00
Music Course Fee: MUSC 427	$30.00
Nursing TEAS Exam Fee (non-refundable)	$60.00
Nursing Program Evaluation Fee	$50.00
School of Nursing LVN-BSN Skills Assessment Fee	$100.00
Orientation Fee -Family member full day (each, up to 2 guests per student)	$40.00
Orientation Fee -Incoming Freshman	$90.00

User Fees (Continued)

Orientation Fee - Transfer Student	$65.00
Orientation Fee - First-Year Student with Overnight	$160.00
Parking Fee - Auto per semester	$338.00
Parking – Other (*www.csusm.edu/parking*)	Varies
Payment Plan Fee (per semester)	$25.00
Late Payment Plan Fee (per month)	$15.00
Late Payment Plan (max 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
Psychology Course Fee: PSYC 402	$29.00
Student Laptop Computer Security Repair Fee	$30.00
Theatre Arts Courses: TA 305, 489 (each)	$20.00
Thesis Binding Fee	$65.00
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
Visual and Performing Arts Overdue Equipment Late Fee (per hour)	$2.00
Visual and Performing Arts: VPA 380-13	$20.00
Visual and Performing Arts: VPA 380-15	$5.00

Note: User fees are subject to change pending approval in accordance with university procedures. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University, available at www.csusm.edu/el.

Refund of Mandatory Fees, Including Nonresident Tuition
[Replace the information appearing in the 2014-16 Catalog, page 40]

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 systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University, available at www.csusm.edu/sfs. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University, available at www.csusm.edu/el.

In order to receive a full refund of mandatory fees, less an administrative charge established by the campus, 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 Schedule of Classes.

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 or drops all courses prior to the campus-designated drop period 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.

A student who, within the campus designated drop period and in accordance with the campus procedures, drops units resulting in a lower tuition and/or mandatory fee obligation shall be entitled to a refund of applicable tuition and mandatory fees less an administrative charge established by the campus.

For state-supported 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, in accordance with the university's established procedures and deadlines, prior to the first day of instruction for state-supported non-standard terms or courses or prior to the first meeting for courses of less than four (4) weeks.

University Fee Appeal

The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions. The Student Appeal Form may be found at: *https://www.csusm.edu/sfs/sfsdocs/Fee%20Appeal%20Form.pdf.*

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

- The fees were assessed or collected in error;
- The course for which the 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.
- Incapacitation due to medical issue.
- Death of immediate family member.

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.

For information concerning any aspect of the refund of fees, please e-mail *sfs@csusm.edu*.

Fee Waivers and Exemptions
[Replace the information appearing in the 2014-16 Catalog, page 44]

The California Education Code for the waiver of mandatory systemwide tuition fees as follows:

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 remarried 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 certain age and income restrictions;

Section 68120 – Qualifying 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 active law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships); and

Section 68121 – Qualifying 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.

The California Education Code provides for the following nonresident tuition exemptions:

Section 68122 – Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

Section 68130.5 – Students who are not residents of California are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus. In addition, students without lawful immigration status will be required to file an affidavit stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This exemption from paying nonresident tuition does not apply to students who are nonimmigrant aliens within the meaning of 8 U.S.C. 1101(a)(15), except as provided by Section 68122 above.

The California State University International Programs

[Replace the information for United Kingdom appearing in the 2014-16 Catalog, page 70]

United Kingdom	Bradford University, Bristol University, Hull University, Kingston University, Swansea University

Change to
Graduate Probation, Disqualification, and Reinstatement
[Replace the information appearing in the 2014-16 Catalog, page 119]

Probation

A student will be placed on academic probation if, during any academic term, the student fails to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted subsequent to admission to the program.

A student may also be placed on administrative-academic probation by the Dean of Graduate Studies for any of the following reasons:

1. 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).

2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit, when such failure appears to be due to circumstances within the control of the student.

3. 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).

The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed. Notification shall occur through one of the following actions, as appropriate:

1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator or designee prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).

2. Students shall be placed on administrative-academic probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/ program).

The Dean of Graduate Studies shall inform Registration and Records when students have been placed on or removed from administrative-academic probationary status so that student records can be updated.

When a student is placed on academic or administrative-academic probation, s/he must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative-academic probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.

Without the approval of the Dean of Graduate Studies, a student cannot be advanced to candidacy if s/he is on either academic or administrative-academic probation*.

**Advancement to candidacy occurs when a master's program has approved a student to proceed toward completing the final requirements for the master's degree, e.g., final coursework, and culminating experience (thesis, project, or comprehensive exam).*

Disqualification

A student who has been placed on administrative-academic probation may be disqualified from further attendance by the Dean of Graduate Studies if:

1. The conditions in the remediation plan (or removal of administrative-academic probation) are not met within the period specified; or

2. The student becomes subject to academic probation while on administrative-academic probation; or

3. The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken the student shall receive written notification including an explanation of the basis for the action.

In addition, the Dean of Graduate Studies, in consultation with the graduate program coordinator, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

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.

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.

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.

Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

Reinstatement

If the student is disqualified, either academically or administratively, s/he 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 her/his ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered.

Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with a recommendation from the student's graduate coordinator, will be forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The subcommittee will make recommendations to the Dean of Graduate Studies, who has final authority to approve reinstatement. The size of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have one member representing

each college at a minimum. The subcommittee must evaluate the probable impact of any medical condition on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

Reinstatement for credential students is handled by a separate process in the School of Education and is not governed by this document.

Average Support Cost per Full-Time Equivalent Student and Sources of Funds
[Replace the information appearing in the 2014-16 Catalog, page 556]

The total support cost per full-time equivalent student (FTES) 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 FTES. The total CSU 2014/15 budget amounts were $2,399,439,000 from state General Fund (GF) appropriations (not including GF debt service) and before adding $71.1 million CalPERS retirement adjustment, $1,592,256,000 from tuition fee revenue and after tuition fee discounts (forgone revenue), and $453,018,000 from other fee revenues for a total of $4,444,713,000. The 2014/15 resident FTES target is 346,050 and the nonresident FTES based on past-year actual is 15,568 for a total of 361,618 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load (e.g. 15 units per semester) (the figure used here to define a full-time student's academic load).

The 2014/15 average support cost per FTES based on GF appropriation and net tuition fee revenue only is $11,324 and when including all sources as indicated below is $13,396, which includes all fee revenue (e.g. tuition fees, application fees, and other campus mandatory fees) and debt service in the CSU Operating Fund. Of this amount, the average net tuition and other fee revenue per FTES is $5,643.

2014/15	Amount	Average Cost per FTES	Percentage
State Appropriation (GF)[1]	2,399,439,000	6,934	51.8%
General Fund Debt Service[2]	296,316,000	819	6.1%
Net Tuition Fee Revenue[3]	1,592,256,000	4,390	32.8%
Other Fees Revenue[3]	453,018,000	1,253	9.3%
Total Support Cost	**4,741,029,000**	**13,396**	**100.0%**

[1]Represents state GF appropriation in the Budget Act of 2014/15; GF is divisible by resident students only (346,050 FTES) and does not include General Fund Debt Service.
[2]A major change in the CSU budget appropriation beginning in 2014/15 is the fold in of state General Obligation bond debt service expense ($197.2M) into the CSU main appropriation and movement of CSU lease revenue bonds debt service from a separately identified appropriations item to the CSU main appropriation item ($99.1M).
[3]Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of tuition fee discounts) submitted in campus August 2014/15 final budgets. Revenues are divisible by resident and nonresident students (361,618 FTES).

The average CSU 2014/15 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the university is $6,759 ($5,472 tuition fee plus $1,287 average campus-based fees). 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.

Nondiscrimination Policy
[Replace the Nondiscrimination policy and Sexual Assault policy information appearing in the 2014-16 Catalog, page 558-561]

Race, Color, Ethnicity, National Origin, Age, Genetic Information, Religion and Veteran Status

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, genetic information, religion or veteran status in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Mr. Travis Gregory, Discrimination, Harassment and Retaliation Administrator has been designated to coordinate the efforts of *[campus]* to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at *[campus address and phone number]*. CSU Executive Order 1097 (*http://www.calstate.edu/EO/EO-1097.pdf*) is the systemwide procedure for all complaints of discrimination, harassment or retaliation ***made by students*** against the CSU, a CSU employee, other CSU students or a third party.

Disability

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Mr. Travis Gregory, Discrimination, Harassment and Retaliation Administrator has been designated to coordinate the efforts of [campus] to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at 4600C Craven Hall, or by calling (760) 750-4954. CSU Executive Order 1097 (*http://www.calstate.edu/EO/EO-1097.pdf*) is the systemwide procedure for all complaints of discrimination, harassment or retaliation ***made by students*** against the CSU, a CSU employee, other CSU students or a third party.

Sex/Gender/Gender Identity/Gender Expression/Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender identity, gender expression or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Dr. Bridget Blanshan, Associate Vice President for Student Engagement & Equity and Title IX Coordinator has been designated to coordinate the efforts of California State University San Marcos to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 3600 Craven Hall or by calling (760) 750-750-4056. The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Title IX of the Education Amendments of 1972 protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and violence:

- **Sexual discrimination** means an adverse act taken against an individual because of gender or sex (including sexual harassment, sexual violence, domestic violence, dating violence, and stalking) that is perpetrated against an individual on a basis prohibited by Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 (Title IX); California Education Code §66250 et seq., and/or California Government Code §11135.
- **Sexual harassment, a form of sex discrimination,** is unwelcome conduct of a sexual nature that includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, indecent exposure and other verbal, nonverbal or physical unwelcome conduct of a sexual nature, where such conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as limiting the individual's ability to participate in or benefit from the services, activities or opportunities offered by the university. Sexual harassment includes submission to, or rejection of, where the conduct is explicitly or implicitly used as the basis for any decision affecting an individual's academic status or progress, or access to benefits and services, honors, programs, or activities available at or through the University. Sexual harassment also includes gender-based harassment, which may include acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- **Sexual violence** is a form of sexual harassment and means physical sexual acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, domestic violence, dating violence, and stalking (when based on gender or sex) perpetrated against an individual against his or her will and without consent or against an individual who is incapable of giving consent due to that individual's use of drugs or alcohol, status as a minor, or disability. Sexual violence may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person's incapacitation (including voluntary intoxication). Men as well as women can be victims of these forms of sexual violence. Unlawful sexual intercourse with a minor (statutory rape) occurs even if the intercourse is consensual when the victim is under 18 years old, because the victim is considered incapable of giving legal consent due to age.
- **Sexual Assault** is a form of sexual violence and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex.
- **Sexual Battery** is a form of sexual violence and is any willful and unlawful use of force or violence upon the person of another because of that person's gender or sex.
- **Rape** is a form of sexual violence and is non-consensual sexual intercourse that may also involve the use of threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Any sexual penetration, however slight, is sufficient to constitute rape. Sexual acts including intercourse are considered non-consensual when a person is incapable of giving consent because s/he is incapacitated from alcohol and/or drugs, is under 18 years old, or if a mental disorder or developmental

or physical disability renders the person incapable of giving consent. The accused's relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant. (See complete definition of consent below.)

- **Acquaintance Rape** is a form of sexual violence committed by an individual known to the victim. This includes a person the victim may have just met; i.e., at a party, introduced through a friend, or on a social networking website. (See above for definition of rape.)
- **Consent** means an informed, affirmative, conscious decision by each participant to engage in mutually agreed-upon sexual activity.
  - Consent must be ***voluntary***, and given without coercion, force, threats, or intimidation. Consent requires positive cooperation in a particular sexual act, or expression of intent to engage in that sexual act through the exercise of free will.
  - Consent can be ***withdrawn or revoked***. Consent to one form of sexual activity (or one sexual act) does not constitute consent to other forms of sexual activity (or other sexual acts). Consent to sexual activity given on one occasion does not constitute consent to sexual activity on another occasion. The fact that two people are or were in a dating or sexual relationship does not constitute consent to engage in sexual activity. There must ***always*** be mutual and affirmative consent to engage in sexual activity. Consent to a sexual act may be withdrawn or revoked at any time, including after penetration. The victim's request for the perpetrator to use a condom or birth control does not, in and of itself, constitute consent. Once consent is withdrawn or revoked, the sexual activity must stop immediately.
  - Consent cannot be given by a person who is ***incapacitated***. For example, a person cannot give consent if s/he is unconscious or coming in and out of consciousness. A person is *incapacitated* if s/he lacks the physical and/or mental ability to make informed, rational judgments. Examples of incapacitation include unconsciousness, sleep and blackouts. Whether an *intoxicated* person (as a result of using alcohol or other drugs) is *incapacitated* depends on the extent to which the alcohol or other drugs impact the person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments. A person with a medical or mental disability may also lack the capacity to give consent.
  - Being intoxicated by drugs or alcohol does not diminish a person's responsibility to obtain consent from the other party before engaging in sexual activity. Factors to be considered include whether the person knew, or whether a reasonable person in the accused's position should have known, that the victim did not give, or revoked, consent; was incapacitated; or was otherwise incapable of giving consent.
  - Sexual intercourse with a minor is never consensual when the victim is under 18 years old, because the victim is considered incapable of giving legal consent due to age
- **Domestic Violence** is a form of sexual violence and is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has a child, someone with whom the abuser has or had a dating or engagement relationship, or a person similarly situated under California domestic or family violence law. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to (1) sexual relations between the

parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as husband and wife, (5) the continuity of the relationship, and (6) the length of the relationship.

- **Dating Violence** is a form of Sexual Violence and is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website.
- **Stalking** means a repeated course of conduct directed at a specific person that places that person in reasonable fear for his/her or others' safety, or to suffer substantial emotional distress.
- See further information in CSUSM's sexual violence prevention and education statement, Title IX Notice of Nondiscrimination (which includes facts and myths about sexual violence), and Victim's Rights and Options Notice, at *www.csusm.edu/title9*.

WHOM TO CONTACT IF YOU HAVE COMPLAINTS, QUESTIONS OR CONCERNS

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (for example, in cases of sexual violence); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. ***If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.***

DISCRIMINATION, HARASSMENT AND RETALIATION ADMINISTRATOR:

Mr. Travis Gregory
4600C Craven Hall; tgregory@csusm.edu; (760) 750-4954
Link to EO 1089: http://*www.calstate.edu/eo/EO-1089.pdf#EO%201089*

CAMPUS TITLE IX COORDINATOR:

- Dr. Bridget Blanshan, Associate Vice President for Student Engagement & Equity and Title IX Coordinator
- Craven Hall 3600; bblansha@csusm.edu; (760) 750-750-4056
- Monday - Friday, 8:00 a.m. – 5:00 p.m., excluding university holidays

Students may seek confidential support though Student Health and Counseling Services at:
333 S. Twin Oaks Valley Rd
San Marcos, CA 92096-0001
Phone: (760) 750-4915
Fax: (760) 750-3181
http://www.csusm.edu/shcs/
Email: *shcs@csusm.edu*

OTHER CSUSM RESOURCES:

• CSU San Marcos Police
• 425 La Moree Rd., San Marcos, CA 92078
• (760) 750-4567 (Non emergency)
• University Police Dispatch and Officers are available 24 hours/day, 365 days/year

Campus Equal Employment Opportunity Coordinator
Ms. Lisa McLean
CRA 1200J; *lmclean@csusm.edu*; (760) 750-4416
EEO webpage: *http://www.csusm.edu/hr/eeo/resolutionfilingcomplaints.html*

Office of Diversity, Educational Equity, and Inclusion
Mr. Arturo E. Ocampo
CRA 6201; *aocampo@csusm.edu*; (760) 750-4039
Link to ODEEI: web site: *http://www.csusm.edu/equity/*

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS:

- (800) 421-3481 or *ocr@ed.gov*
- If you wish to fill out a complaint form online with the OCR, you may do so at: *http://www2.ed.gov/about/offices/list/ocr/complaintintro.html*.

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of sex discrimination complaints, including sexual harassment and violence, as well as provide training, education and preventive measures related to sex discrimination. CSU Executive Order 1097 (*http://www.calstate.edu/EO/EO-1097.pdf*) is the systemwide procedure for all complaints of discrimination, harassment or retaliation ***made by students*** against the CSU, a CSU employee, other CSU students or a third party.

Except in the case of a privilege recognized under California law (examples of which include Evidence Code §§1014 (psychotherapist-patient); 1035.8 (sexual assault counselor-victim); and 1037.5 (domestic violence counselor-victim), any member of the University community who knows of or has reason to know of sexual discrimination allegations shall promptly inform the campus Title IX Coordinator. (See confidential reporting options outlined below.)

Regardless of whether an alleged victim of sexual discrimination ultimately files a complaint, if the campus knows or has reason to know about possible sexual discrimination, harassment or violence, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any sex discrimination/harassment, prevent its recurrence, and remedy its effects.

SAFETY OF THE CAMPUS COMMUNITY IS PRIMARY

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or violence; therefore, victims should not be deterred from reporting incidents of sexual violence

out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Student Conduct Code.

INFORMATION REGARDING CAMPUS, CRIMINAL AND CIVIL CONSEQUENCES OF COMMITTING ACTS OF SEXUAL VIOLENCE

Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

Students who are charged by the university with sexual discrimination, harassment or violence will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1098 at *http://www.calstate.edu/EO/EO-1098.pdf* or any successor executive order) and will be subject to appropriate sanctions. In addition, during any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include: immediate interim suspension from the university; a required move from university-owned or affiliated housing; adjustments to course schedule; and/or prohibition from contact with parties involved in the alleged incident.

Confidentiality and Sexual Violence, Dating Violence, Domestic Violence and Stalking

The University encourages victims of sexual violence, dating violence, domestic violence, or stalking (collectively sexual Violence) to talk to someone about what happened – so they can get the support they need, and so the University can respond appropriately. Whether – and the extent to which – a University employee may agree to maintain confidentiality (and not disclose information to the Title IX Coordinator) depends on the employee's position and responsibilities at the University. The following information is intended to make victims aware of the various reporting and confidential disclosure options available to them – so they can make informed choices about where to turn for help. The University strongly encourages victims to talk to someone identified in one or more of these groups.

Certain University employees, listed below, are required by law to maintain near or complete confidentiality; talking to them is sometimes called a "privileged communication." University law enforcement employees may maintain the victim's identity as confidential, if requested by the victim, but will report the facts of the incident to the Title IX Coordinator, including the identity of the perpetrator. Most other University employees are required to report all details of a Sexual Violence incident (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator so the University can take immediate action to protect the victim, and take steps to correct and eliminate the cause of Sexual Violence.

University Police, the Title IX Coordinator, University-employed physicians, professional counselors, sexual assault and domestic violence counselors and advocates, and certain other University employees are required to explain to victims their rights and options with respect to confidentiality.

Privileged and Confidential Communications

Physicians, Psychotherapists, Professional Counselors and Clergy – Physicians, psychotherapists, professional, licensed counselors, and clergy who work or volunteer on or off campus, and who provide medical or mental health treatment or counseling (including those who act in that role under their supervision) may not report any information about an incident of sexual violence to anyone else at the University, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, and clergy without triggering a University investigation that could reveal the victim's identity or the fact of the victim's disclosure. *However, see limited exceptions below regarding when health care practitioners must report to local law enforcement agencies. Health care practitioners should explain these limited exceptions to victims, if applicable.*

Sexual Assault and Domestic Violence Counselors and Advocates – Sexual assault and domestic violence counselors and advocates who work or volunteer on or off campus in sexual assault centers, victim advocacy offices, women's centers, and health centers (including all individuals who work or volunteer in these centers and offices, as well as non-professional counselors or advocates, and those who act in that role under their supervision) may talk to a victim without revealing any information about the victim and the incident of sexual violence to anyone else at the University, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from these counselors and advocates without triggering a University investigation that could reveal his/her identity or that a victim disclosed an incident to them. *However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.*

The University will be unable to conduct an investigation into a particular incident or pursue disciplinary action against a perpetrator if a victim chooses to (1) speak only to a physician, professional counselor, clergy member, sexual assault counselor, domestic violence counselor or advocate; and (2) maintain complete confidentiality. Even so, these individuals will assist victims in receiving other necessary protection and support, such as victim advocacy, disability, medical/health or mental health services, or legal services, and will advise victims regarding their right to file a Title IX complaint with the University and a separate complaint with local or University police. If a victim insists on confidentiality, such professionals, counselors and advocates will likely not be able to assist the victim with: University academic support or accommodations; changes to University-based living or working schedules; or adjustments to course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the University or report the incident to the police, and thus have the incident fully investigated. These counselors and advocates can provide victims with that assistance if requested by the victim. These counselors and advocates will also explain that Title IX includes

protections against retaliation, and that the University will not only take steps to prevent retaliation when it knows or reasonably should know of possible retaliation, but will also take strong responsive action if it occurs.

EXCEPTIONS: Under California law, any health practitioner employed in a health facility, clinic, physician's office, or local or state public health department or clinic is required to make a report to local law enforcement if he or she provides medical services for a ***physical condition*** to a patient/victim who he or she knows or reasonably suspects is suffering from (1) a wound or physical injury inflicted by a firearm; or (2) any wound or other physical injury inflicted upon a victim where the injury is the result of assaultive or abusive conduct (including Sexual Violence, Domestic Violence, and Dating Violence). This exception does ***not*** apply to sexual assault and domestic violence counselors and advocates. Health care practitioners should explain this limited exception to victims, if applicable.

Additionally, under California law, ***all*** professionals described above (physicians, psychotherapists, professional counselors, clergy, and sexual assault and domestic violence counselors and advocates) are mandatory child abuse and neglect reporters, and are required to report incidents involving victims under 18 years of age to local law enforcement. These professionals will explain this limited exception to victims, if applicable.

Finally, some or all of these professionals may also have reporting obligations under California law to (1) local law enforcement in cases involving threats of immediate or imminent harm to self or others where disclosure of the information is necessary to prevent the threatened danger; or (2) to the court if compelled by court order or subpoena in a criminal proceeding related to the Sexual Violence incident. If applicable, these professionals will explain this limited exception to victims.

Reporting to University or Local Police

If a victim reports to local or University Police about sexual violence, the police are required to notify victims that their names will become a matter of public record ***unless confidentiality is requested.*** If a victim requests that his/her identity be kept confidential, his/her name will not become a matter of public record and the police will not report the victim's identity to anyone else at the University, including the Title IX Coordinator. University Police will, however, report the facts of the incident itself to the Title IX Coordinator being sure not to reveal to the Title IX Coordinator victim names/identities or compromise their own criminal investigation. The University is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports. However, while the University will report the ***type*** of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

Reporting to the Title IX Coordinator and Other University Employees

Most University employees have a duty to report sexual violence incidents when they are on notice of it. When a victim tells the Title IX Coordinator or another University employee about a sexual violence incident, the victim has the right to expect the University to take immediate and

appropriate steps to investigate what happened and to resolve the matter promptly and equitably. ***In all cases, the University strongly encourages victims to report sexual violence directly to the campus Title IX Coordinator***.

As detailed above in the Privileged and Confidential Communications section of this policy, all University employees ***except*** physicians, licensed counselors, sexual assault counselors and advocates, must report to the Title IX Coordinator all relevant details about any sexual violence incidents of which they become aware. The University will need to determine what happened – and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.

To the extent possible, information reported to the Title IX Coordinator or other University employees will be shared only with individuals responsible for handling the University's response to the incident. The University will protect the privacy of individuals involved in a sexual violence incident except as otherwise required by law or University policy. A Sexual Violence report may result in the gathering of extremely sensitive information about individuals in the campus community. While such information is considered confidential, University policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual violence. In such cases, efforts will be made to redact the records, as appropriate, in order to protect the victim's identity and privacy and the privacy of other involved individuals. Except as detailed in the section on Privileged and Confidential Communications above, no University employee, including the Title IX Coordinator, should disclose the victim's identity to the police without the victim's consent or unless the victim has also reported the incident to the police.

If a victim requests of the Title IX Coordinator or another University employee that his/her identity remain completely confidential, the Title IX Coordinator will explain that the University cannot always honor that request and guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the University must weigh that request against the University's obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim's request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the particular case, including whether the University has a legal obligation to report the incident, conduct an investigation or take other appropriate steps. Without information about a victim's identity, the University's ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited. See Executive Order 1095 for further details around confidential reporting, and other related matters (*http://www.calstate.edu/EO/EO-1095.pdf*).

ADDITIONAL RESOURCES

- CSUSM's sexual violence prevention and education statement, which includes facts and myths about sexual violence, at *[http://www.csusm.edu/title9/Myths%20and%20Facts.html]*.
- U.S. Department of Education, regional office:
    - Office for Civil Rights
    - 50 Beale Street, Suite 7200

    - San Francisco, CA 94105
    - (415) 486-5555
    - TDD (877) 521-2172
- U.S. Department of Education, national office:
    - Office for Civil Rights
    - (800) 872-5327
- Know Your Rights about Title IX
    - *http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html*
    - California Coalition Against Sexual Assault (*http://calcasa.org/*)
    - 1215 K. Street, Suite 1850
    - Sacramento, CA 95814
    - (916) 446-2520
- Domestic and Family Violence, Office of Justice Programs, United States Department of Justice
- National Institute of Justice: Intimate Partner Violence, Office of Justice Programs, United States Department of Justice
- National Domestic Violence Hotline: 1-800-799-SAFE (7233)
- Office of Violence against Women, United States Department of Justice
- Centers for Disease Control and Prevention: Intimate Partner Violence
- Defending Childhood, United States Department of Justice
- Center for Community Solutions (CCS); *www.ccssd.org*
  Provides *free* & *confidential* services for victims of sexual assault and domestic violence.
  24-HOUR TOLL FREE CRISIS LINE: 1-888-385-4657

Civil and Criminal Penalties for Violation of Federal Copyrights Laws
[Replace the information appearing in the 2014-16 Catalog, page 103]

Anyone who is found to be liable for copyright infringement may be ordered to pay either actual damages suffered as a result of the infringement along with any profits of the infringer attributable to the infringement that are not already taken into account in computing the actual damages, or "statutory" damages between $750 and $30,000 per work infringed. In the case of a "willful" infringement, a court may award up to $150,000 per work infringed. (See 17 U.S.C. §504.) Courts also have discretion to award costs and attorneys' fees to the prevailing party. (See 17 U.S.C. §505.) Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. Criminal penalties may vary depending on the nature of the offense and whether the infringer has previously been convicted of criminal copyright infringement under 18 U.S.C. §2319. (See 17 U.S.C. §506 and 18 U.S.C. §2319.)

ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

ABA 601 (3)
[New Course]
Foundations and Concepts in Behavior Analysis
Conceptual and empirical factors underlying the science of behavior. Basic concepts in the science of behavior; in selecting, in defining and measuring behavior; and in evaluating and analyzing behavior change.

ABA 602 (3)
[New Course]
Behavior Analysis Processes for Behavior Change
Essential processes involved in changing behavior based on the main concepts of behavior analysis. Includes reinforcement, punishment, antecedent variables, developing new behavior, and decreasing behavior with non-punishment procedures. *Prerequisite: ABA 601.*

ABA 603 (3)
[New Course]
Applied Behavior Analysis Applications for Complex Procedures and Promoting Behavior Change
Covers area of functional analysis, verbal behavior, special applications of applied behavior analysis, promoting generalized behavior change, and ethical considerations for Applied Behavior Analysis. *Prerequisites: ABA 601 and 602.*

ABA 604 (3)
[New Course]
Classroom Management, Instructional Methods, and Ethical Consideration in Behavior Analysis
Applications of behavior analysis in school settings. Covers areas of conducting functional behavior assessment, the main instructional principles documented in evidenced-based instructional methodologies, and ethical considerations. *Prerequisites: ABA 601, 602, and 603.*

ABA 605 (3)
[New Course]
Applied Behavior Analysis in Autism Spectrum Disorder
Applying behavior analysis across the Autism Spectrum. *Prerequisites: ABA 601, 602, 603, and 604.*

ABA 606 (3)
[New Course]
Ethics and Professional Conduct in Behavior Analysis
Covers the ethical and professional guidelines and responsibilities for behavior analysis. Areas of application range from classroom instruction, experimental research, and applying behavioral concepts and procedures to a variety of settings. Including educational institutions, business and industry, state agencies, clinical settings, and in-home treatment models. *Prerequisites: ABA 601, 602, 603, 604, and 605.*

ACCT 201 (3)
[Change in course description]
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.

ACCT 302 (2)
[Change in prerequisites*: Prerequisites: ACCT 301 with a grade of C (2.0) or better.*
Intermediate Accounting II

ACCT 306 (4)
[Added prerequisites: *Prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.*
Cost Accounting

ACCT 307
[Added prerequisites: *Prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.*
Tax Accounting

ACCT 308 (4)
[Change in prerequisites: *Prerequisite: ACCT 301 with a grade of C (2.0) or better. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*]
Accounting Information and Systems

ACCT 421 (2)
[Change in course description and prerequisites]
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, special funds and government-wide financial statements will be covered. *Prerequisite: ACCT 302 with a grade of C (2.0) or better. 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)
[Change in prerequisites: *Prerequisite: ACCT 302 with a grade of C (2.0) or better.*]
Advanced Accounting

ACCT 483 (3)
[Reactivated Course]
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)
[Reactivated Course]
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 513 (3)
[New Course]
International Financial Reporting Standards
Introduction to financial reporting with an emphasis on application of core concepts of International Financial Reporting Standards (IFRS). Discussion of the history of the International Accounting Standards Board (IASB) from its origin to recent developments. Includes financial statements, cash flow statements, revenue, financial assets and liabilities, inventories, intangible assets, income taxes, leases, earnings per share and consolidated financial statements. *Prerequisite: ACCT 302 with a grade of C (2.0) or better.*

ACCT 525 (3)
[New Course]
Assurance Services and Information Technology
Examination and discussion of issues related to information technology and its impacts on auditing tasks, including audit planning, risk assessment, internal controls evaluation, analytical procedures, and substantive test procedures. Explores information technologies available to business organizations and accounting professionals, and how information technology affects accuracy, relevancy, reliability, and completeness of financial statements. Discusses Computer-Assisted Audit Tools and Techniques (CAATTs) to attest clients' financial statements. *Prerequisite: ACCT 416.*

ACCT 531 (3)
[New Course]
Tax Research and Communication
Introduces methodologies for researching United States tax law. Includes internet-based research programs used to access tax law, as well as tools used to locate relevant tax authorities in statutory sources, administrative sources, judicial sources, secondary sources, and tax services. Also emphasizes the skills needed to communicate the results of tax law research. *Prerequisites: ACCT 302, 306, 308 and 407.*

ACCT 560 (3)
[New Course]
Accounting Ethics
Explores ethical decision making and obligations of accounting professionals. Examines issues related to ethical reasoning; the creation of ethical and effective corporate governance structure; professional ethical codes; legal, regulatory, and professional obligations; and corporate social responsibility. *Prerequisites: ACCT 302, 306, 307 and 308.*

ACCT 561 (3)
[New Course]
Current Professional Issues in Accounting
Examination of current issues facing the accounting profession. Emphasis on development and demonstration of the problem-solving skills necessary to address current and future issues facing accounting professionals. *Prerequisites: ACCT 302, 306, 307 and 308.*

ACCT 591 (1)
[New Course]
Accounting Internship
Application and development of accounting knowledge and skills outside of the classroom setting by working for private or public business organizations. Involves a minimum of 80 hours worked at the internship site. *Prior approval of internship by instructor required. Graded Credit/No Credit. May be taken with maximum of four units for academic transcript credit. Internships cannot be taken for credit towards degree requirements. Prerequisite: ACCT 301.*

ACCT 592 (2)
[New Course]
Accounting Internship
Application and development of accounting knowledge and skills outside of the classroom setting by working for private or public business organizations. Involves a minimum of 160 hours worked at the internship site. *Graded Credit/No Credit. Prior approval of internship by instructor required. May be taken with maximum of four units for academic transcript credit. Internships cannot be taken for credit towards degree requirements. Prerequisite: ACCT 301.*

AH 111 (3)
[Change to course description]
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 taken for either C1 or C2 credit, but not both. May not be taken for credit by students who have received credit for GEH 101 or GEH 102.*

BA 500 (1)
[Change in unit value and course description]
MBA Bridge
Quantitative skills, and business communications. Quantitative skills provides a refresher in basic business calculus and probability used in quantitative courses of the MBA Program. Business communications provides strategies for effective written and oral business communications. *Graded Credit/No Credit. Enrollment Requirement: Admission to the Master of Business Administration or Certificate of Business Foundations.*

BA 502 (1)
[New Course]
Career Planning and Development
Provides opportunities to learn about strategies designed to enhance individual career success in 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. Career planning involves in-class discussions, group activities, personal assessment and analysis, and video illustrations. *Enrollment Requirement: Admission to the Master of Business Administration or Certificate of Business Foundations.*

BA 600 (3)
[Change in prefix (Formerly offered as ECON 600) and course description change]
Managerial Economics
Covers applications of microeconomics in business. Subjects include: demand, managerial revenue and elasticity, demand estimation, short-run and long-run cost behaviors, competitive marked decision-making with market power, and regulation of business. *May not be taken for credit by students who have received credit for ECON 600. Enrollment restricted to students enrolled in the Master of Business Administration, Fully Employed Program.*

BIOL 105 (3)
[Change in prefix (Formerly offered as ENVS 105)]
Introduction to Biology/Ecology

BIOL 463 (3)
[Added statement to course description: *May not be repeated for credit by students who have received credit for BIOL 363*]
Principles of Conservation Biology

BIOL 486 (1-3)
[New Course]
Topics in Advanced Biology
Selected advanced topics in Biological Sciences with emphasis on current problems and advances in sub-disciplines of biology. *Prerequisites: BIOL 210 and 211. Note: There may be other prerequisites depending on topic. Students should check the Class Schedule for listing of actual topics.*

BIOL 487 (1)
[New Course]
Topics in Advanced Biology Lab
Advanced laboratory experience that explores phenomena and techniques in the biological sciences. *Prerequisites: BIOL 210 and 211. Note: There may be other prerequisites depending on topic. Note: There may be corequisites if companion lecture is offered. Students should check the Class Schedule for listing of actual topics.*

BIOL 489 (2)
[Correction to unit value and course description change]
Introduction to Laboratory/Field Research
A research project in the laboratory or field, generated in collaboration with a faculty member. *May be repeated, but no more than 4 units of credit may be applied to the major. Enrollment restricted to students who have obtained consent of instructor.*

BIOT 340 (3)
[New Course]
Biotechnology Basics
Provides a broad overview of the field of biotechnology and explores the underlying science and ethical issues involved. Basic concepts in molecular biology, recombinant DNA technology, gene cloning, and gene therapy will be introduced. Explores the specific applications of biotechnology in Medicine, agriculture, forensic, and genetically modified organisms.

BIOT 388 (1-3)
[New Course]
Topics in Biotechnology
Selected topics in biotechnology. *May be repeated for credit as topics change for a total of six (6) units. Prerequisites: BIOL 210 and 211. Students should check the Class Schedule for listing of actual topics.*

BIOT 697A (1) 697B (2) 697C (3) 697D (4) 697E (5) 697F (6)
[Change in course description]
Directed Studies
Industrial or academic research directed or sponsored by industry and Professional Science Masters faculty. Enrollment limited to students who have Graduate Standing and who expect to use the facilities and resources of industry or CSUSM. *May be repeated one time. Graded Credit/No Credit. Units may be applied to the required units for the Master's degree. Enrollment restricted to students who have obtained consent of instructor.*

BUS 204 (3)
[New Course]
Business Statistics
Examines how to distill useful business information by collecting, organizing, and processing data to support business decision-making. Covers descriptive statistics (graphical representation and numerical measurements), discrete/continuous probability distributions (e.g. binomial distribution, normal distribution, etc.), and inferential statistics (e.g. confidence interval estimation, hypothesis testing, simple regression, etc.). Students will learn how to use statistical software such as Microsoft Excel to solve real world business problems. *Enrollment restricted to students with at least sophomore standing.*

BUS 322 (2)
[New Course]
Introduction to Data Analytics
Studies the use of statistical data in order to understand and solve business problems. Reviews descriptive statistics tools and inferential statistics topics including hypothesis testing, simple and multiple regression analysis. Additionally, statistical data mining models will be introduced. *Prerequisites: BUS 204 or 304.*

BUS 324 (4)
[New Course]
Introduction to Business Analytics
Introduces business analytics concepts and tools that are used in various business functions. Consists of two distinct parts: predictive and prescriptive modeling/analytics. The predictive analytics section covers the use of statistical data in order to understand and solve business problems. Subjects include a review of descriptive statistics tools, hypothesis testing, ANOVA and simple/multiple regression analysis. Statistical data-mining models are also discussed. Prescriptive analytics section covers deterministic optimization models. Statistical software and spreadsheet optimization are introduced. *Prerequisites: BUS 204 or 304.*

BUS 442 (2)
[New Course]
Business Strategy
Introduces the concepts of strategic management and competitive analysis to develop critical management skills. Addresses the basic conceptual models and applications of strategic management, and covers the dynamics of competition in various industrial contexts. *Prerequisite: BUS 302.*

BUS 495 (3)
[New Course]
Senior Experience
Applies projects involving working in teams with local organizations on actual business problems. Includes the problem solving process, primary and secondary research, critical thinking, consultation, project management, and strategies for team effectiveness. Each team develops a project, completes their project, prepares a final project report, and presents their findings. *Prerequisites: BUS 302, and BUS 322, or BUS 324 or BUS 304, and FIN 302 or FIN 304, and MIS 302 or MIS 304 or ACCT 301, and OM 302 or OM 305, and MGMT 302 or MGMT 305, and MKTG 302 or MKTG 305.*

CCHC 500 (2)
[New Course]
Clinical Care and Cultural Competency
Explores how cultural backgrounds of patients and providers impact the healthcare encounter. Examines how clinical healthcare settings and organizations can act as barriers to providing effective services to diverse communities. Reviews standards, laws, and accreditation mandates relevant to the health care of culturally- and linguistically diverse communities.

CCHC 510 (2)
[New Course]
Special Populations and Health Care
Examines the ways in which special populations are defined, their access to care, and questions of health equity. Covers major issues influencing health services and delivery to special populations, focusing on disparities and strategies to address healthcare needs. Focus includes special populations' service provision, advocacy, patient/client-centered care, social aspects of disease and wellness, health promotion, and education. Reviews history of health and social welfare programs. Examines social and environmental determinants of health as well as the health service needs of special population.

CCHC 520 (2)
[New Course]
Ethics and Culture in Medicine
Reviews the concepts, principles, and methods of medical ethics, emphasizing issues of cultural difference, identity, and cross-cultural translation. Examines mainstream ethical principles through case studies involving diverse cultural settings, belief systems, and moral traditions. Themes include practitioner-patient communication, informed consent, end-of-life issues, family

dynamics, standards of medical decision-making, normative concepts of medicine, appropriate treatment, and ethical intervention and care.

CCHC 530 (2)
[New Course]
Cross Cultural Health Communication
Examines how language and communication impact delivery of health care services to culturally- and linguistically-diverse communities. Reviews standards, policies, and accreditation mandates impacting language access. Focuses on strategies for cross-cultural communication, effective ways to ensure language access, and health literacy for diverse communities.

CCHC 540 (2)
[New Course]
Palliative Care in Diverse Communities
Explores palliative care and end-of-life issues as manifested in culturally-diverse communities. Examines how diverse communities perceive, use, and assess palliative care. Addresses barriers to palliative care in relation to language, social, and cultural needs, and introduces best practices to improve access and utilization of services.

CCHC 550 (2)
[New Course]
Practicing Cultural Competency in Health Care
Covers the design, delivery, and evaluation of strategies that promote cultural competence and increase health promotion and illness prevention in diverse communities. Concepts of community assessment, program planning, and illness prevention are applied to develop a cultural competency plan for a particular area of the healthcare system.

CHAD 339 (3)
[Change in enrollment requirements]
Exceptional Children and Adolescents
Enrollment Requirements: PSYC 100, 331 or 349 with a grade of a C (2.0) or better.

CHAD 345 (3)
[Change in prerequisites]
Perspectives on Child-Rearing
Child-rearing takes many different forms depending on the unique characteristics of the children, the parents, and their environments. Examines these different perspectives on child-rearing, focusing on parenting over the life span, cultural aspects of parenting, child rearing in special circumstances, parents and children with special needs, and the role of the entire family in child-rearing. *Prerequisites: PSYC 100 and 210 or 100 and 331 or 349.*

CHAD 347 (3)
[Change in enrollment requirements]
Peer Relationships in Childhood and Adolescence
Enrollment Requirements: PSYC 100 and 210 or 100 and 331 or 349.

CHAD 370 (3)
[Change in enrollment requirements]
Risk and Resiliency in Childhood and Adolescence
Enrollment Requirements: PSYC 100, 331, 349 and PSYC 328 or CHAD 339 with a grade of a C (2.0) or better.

CHAD 491 (3)
[Change in enrollment requirements]
Children, Adolescents, and Social Policy
Enrollment Requirements: PSYC 100, 220, 215, 331, 349 and 395 or CHAD 496 with a grade of C (2.0) or better as well as Senior standing.

CHAD 496 (3)
[Change to enrollment requirements: *PSYC 100, 220, 230, 331, and 349 with a grade of C (2.0) or better*.]
Observation and Assessment Laboratory in Child and Adolescent Development

CHEM 160 (3)
[Change in course number (Formerly offered as CHEM 250), title, co/prerequisite; added enrollment requirement: *Co/Prerequisite: MATH 125 or MATH 132 with enrollment in the Pre-Health Certificate Program. Enrollment Requirement: CHEM 150 and CHEM 150L with a minimum grade of C (2.0).*] *May not be taken for credit by students who received credit for CHEM 250.*
General Chemistry II

CHEM 175 (1)
[Change in course number (Formerly offered as CHEM 250L) and course description]
General Chemistry Lab II – Pre-Health
A laboratory designed to support and illustrate chemical concepts studied in CHEM 160, as well as to introduce quantitative laboratory techniques and encourage analytical thinking. Not intended for Chemistry and Biochemistry majors, who should take CHEM 275. *May not be taken for credit by students who received credit for CHEM 250L. Corequisite: CHEM 160. Enrollment Requirement: CHEM 150 and CHEM 150L with a minimum grade of C (2.0).*

CHEM 201 (3)
[Change in Prerequisites: CHEM 160 with a minimum grade of C (2.0)]
Organic Chemistry

CHEM 405 (2)
[Change in unit value and course description]
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. *One hour of lecture and three hours of laboratory per week. Co/Prerequisite: CHEM 401.*

CHIN 101 (4)
[New Course]
Beginning Chinese I
An introduction to the Chinese language and Chinese speaking cultures with emphasis on the development of communicative skills and grammar structures. *Though no prior knowledge of Chinese is assumed, to promote language acquisition, this course is conducted in Chinese. May not be taken for credit by students who received credit for MLAN 101-1.*

CHIN 102 (4)
[New Course]
Beginning Chinese II
Further study of the Chinese language and Chinese speaking cultures, with an emphasis on the development of communicative skills and grammatical structures. At time of enrollment, basic knowledge of Chinese (equivalent to that demonstrated upon successful completion of CHIN 101) is mandatory. *May not be taken for credit by students who received credit for MLAN 102-1. Conducted in Chinese. Enrollment Requirement: CHIN 101.*

CHIN 201 (3)
[New Course]
Intermediate Chinese I
Further study of the Chinese language and Chinese speaking cultures, with an emphasis on the development of communicative skills and grammatical structures, reading, writing, and culture. At the time of enrollment, basic knowledge of Chinese (equivalent to that demonstrated upon successful completion of CHIN 102) is mandatory. *May not be taken for credit by students who received credit for MLAN 201-1. Enrollment Requirement: CHIN 102 with a grade of C (2.0) or better.*

CJRN 401A (1) 401B (2) 401C (3)
[New Course]
Convergent Journalism Practicum
Provides support for reporting, editorial, and leadership positions in campus student news outlets (e.g., the student newspaper, hard copy and online) and provides opportunities to apply advanced skills in convergent journalism, with special emphasis on producing convergent content for student news outlets. *May be repeated for credit for a total of nine (9) units.*

COMM 402 (3)
[Added Prerequisite: *Prerequisite: COMM 200*]
Rhetorical Criticism

COMM 444 (3)
[Course was inadvertently left out of catalog]
Narratives in Organizations
Develops understanding of the role of narratives in contemporary workplaces and cultivates narrative appreciation. Students gain familiarity with concepts from organizational narratology such as action, motivation and morality; sequence and locale; character and identity; interest and memory; complexity and control; point of view and verisimilitude, and aesthetics. Students construct their own narratives describing organizational experience, analyze narratives, improve storytelling ability, and apply their knowledge of narratives to improve communication in organizations. *May not be taken for credit by students who have received credit for COMM 350-1. (CCSC)*

CS 301 (3)
[Course was inadvertently left out of catalog]
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++
B. PERL for Biological Sciences and Chemistry majors
J. Java
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 481 (3)
[New Course]
Introduction to Mobile Programming
Introduces students to the fundamentals of developing applications for mobile devices including smart phones and tablets. Common issues and special consideration for programming on mobile devices will be discussed. Software engineering principles in project design and human-computer interaction will be applied. Students will also learn about the development cross-platform mobile Web applications. *May not be taken for credit by students who have received credit for CS 497-2. Prerequisites: CS 351 or CIS 444.*

ECON 401 (3)
[New Course]
Behavioral Economics
Examines how people deviate from the standard, explore the psychological evidence, construct the behavioral economics model, and analyze how we can test the predictive power of the behavioral economics model. *May not be taken for credit by students who have received credit for ECON 481-6. Prerequisite: ECON 301.*

ECON 446 (3)
[New Course]
Economics and Wellbeing
Provides an overview of the historical and philosophical underpinnings of different definitions of wellbeing. Examines the extent to which they support or challenge standard economic theory and the assumption of economic rationality. Examines recent theoretical and applied aspects of wellbeing studies and their policy implications. Students will research the policy implications of using different notions of wellbeing within an overall development strategy adopted by specific countries around the world. *May not be taken for credit by students who received credit for ECON 481-4. Prerequisite: ECON 202.*

EDAD 610 (3)
[Change in course title and course description; deleted enrollment consent restriction]
Leading School Communities in a Diverse Society
Focuses on advocacy for the students, school, and community across multiple audiences by collaborating with others in achieving the school's vision and goals. Develops skills in examining supports and barriers in the school to better provide effective instruction and equitable access for all students. Identify, analyze and minimize personal bias; how policies and historical practices affect institutional bias; and how leaders address and monitor institutional-level inequity.

EDAD 612 (2)
[Change in course title, course description, deleted enrollment consent restriction]
Development of Professional Leadership Perspectives
Development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills at both the macro and micro-organizational levels. Provides opportunities to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political, environmental, organizational, and behavioral contexts and implications. Builds leadership perspective to support the vision and mission of the school and district. *May not be taken for credit by students who have received credit for EDAD 630.*

EDAD 614 (3)
[Change in course title, course description, deleted enrollment consent restriction]
Leading Instruction
Addresses California student academic content and curriculum standards; research-based instructional and assessment practices; and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. Develops candidates' knowledge of how

to integrate creativity, collaboration, communication and critical thinking skills with the content standards. Provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership. *May not be taken for credit by students who have received credit for EDAD 632.*

EDAD 616A (2)
[Change in course title, course description, deleted enrollment consent restriction]
The Role of Schooling in a Democratic Society
Explores how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. Reviews federal and state laws, local policies, and contracts that impact school leaders, teachers, parents, community partners, and all students. *May not be taken for credit by students who have received credit for EDAD 634A.*

EDAD 616B (2)
[Change in course title, course description, deleted enrollment consent restriction]
School Finance and Resource Allocation
Understanding, aligning, effectively managing, and integrating all the organizational structures, processes, and policies of school system that impact the school's ability to achieve its vision and goals. Covers the regulatory and financial contexts involved with the management of human, fiscal, and material resources for equitable distribution in support of all students' learning. *May not be taken for credit by students who have received credit for EDAD 634B.*

EDAD 618A (2)
[Change course number, unit value, course description, deleted enrollment consent restriction]
Culture of Teaching and Learning: Leading for Assessment and Accountability
Explores how school leaders identify, generate, and use data to make decisions about pedagogy and adjustment of instructional policies and procedures through the lenses of student success and equity. Addresses the effective use of assessment data from the classroom, as well as from system-wide sources, in establishing and using accountability systems. *May not be taken for credit by students who received credit for EDAD 618.*

EDAD 618B (2)
[New Course]
Leading School Improvement
Builds skills and knowledge in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for school improvement. Provides multiple opportunities to learn, practice, and reflect on school improvement leadership. *May not be taken for credit by students who have received credit for EDAD 636.*

EDAD 620 (3)
[Change in course title, course description, deleted enrollment restriction]
Visionary Leadership
Develops an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency. Includes the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Involves reflecting upon and articulating knowledge, skills, and dispositions in leading diverse school

communities in the 21st Century. *May not be taken for credit by students who have received credit for EDAD 638.*

EDMI 663 (3)
[New Course]
Middle Level Teacher Leadership
Presents a theoretical framework for critical reflection on the characteristics of effective middle level school and leadership. Promotes an understanding of how to implement, and advocate for, effective strategies for meeting young adolescents' intellectual, social, and emotional needs. Introduces and applies action research that impacts practices in schools in light of middle level philosophy and young adolescent development. Addresses deeper leadership skills and strategies as a teacher leader in order to shape middle level students' learning and development. *Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDMX 635 (4)
[Added enrollment requirement and prerequisites: *Enrollment Requirement: Successful completion of Mild/Moderate Education Specialist Coursework and Clinical Practice. Prerequisites: EDMX 572, 575, 622, 627, 632, and 633.*]
Education Specialist - Curriculum and Instruction: Moderate/ Severe Disabilities

EDSS 531 (3)
[Change in unit value and course description]
The Reflective Practitioner
Discussion approach to the art of reflective teaching, with a focus on socially just practices and empathetic responses. Support for addressing the EdTPA assessment, required for credentialing, is also included.

EDSS 572 (7)
[Change in unit value]
Clinical Practice in Secondary Schools II

EDST 450 (1)
[New Course]
Undergraduate Mathematics and Science Teaching and Learning, Theory and Practice
Designed for students serving as Learning Assistants (LA), Teaching Assistants (TA), mathematics or science tutors, or Supplemental Instructors (SI) in undergraduate STEM courses. Integrates educational theory, pedagogy, and practice as well as touching on theoretical issues such as conceptual development, conceptual change, collaborative learning, technology in education, and students' conceptions of various topics in mathematics and science. Focuses on practical issues encountered in facilitating learning, managing the classroom, formative and summative assessment, curricula, and differentiating instruction in collaborative environment. *May be repeated for a total of two (2) units. May not be taken by students who received six (6) units of credit for EDUC 494-1. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.*

FIN 302 (2)
[Change in prerequisites: *Prerequisites for CIS students: ACCT 201, ACCT 202, ECON 201, ECON 202, MATH 160, and either PSYC 100 or SOC 101 with grades of C (2.0) or better in all courses. Prerequisites for BIOT students: ACCT 201, ACCT 202, MATH 160 with grades of C (2.0) or better in all courses.*]
Foundations of Finance

FIN 622 (2)
[New Course]
Real Estate Finance and Hotel Asset Management
Preparation for senior positions in hospitality real estate finance and asset management. Covers foundation knowledge of real estate finance, management contracts, franchise agreements, and hotel asset management. Focuses on the strategic role of real estate in the hospitality industry, and the essence of financial management in hospitality real estate. Presents the latest techniques in hotel asset management, and builds competence in using quantitative tools of financial economics. *Prerequisite: FIN 602.*

GBM 495 (3)
[New Course]
Global Business Experience
An internship in a for-profit firm, non-government organization (NGO), or government agency, consisting of a minimum of 192 hours. *Enrollment Requirement: An application must be filled out and approved by the GMB Option Director. Enrollment restricted to students who have completed the lower-division pre-business core (major status in Business Administration – i.e. attained business status), Foundations of Business courses. Recommended preparation for students in the Marketing Track of the GBM Option: MKTG 448. Prerequisites: MGMT 461 and GBM 425 with grades of C (2.0) or better.*

GEOG 430 (3)
[New Course]
Geo Visualization
Introduces principles of cartography and geographic visualization. Includes overviews of the relevant software and current trends in information technology (e.g. interface design, animation, multimedia, sound, multivariate displays, 3D, etc.). Introduces cognitive factors important to the design of cartographic animation and hypermedia. *Corequisite: GEOG 435. Prerequisites: GEOG 320 and 330.*

GEOG 435 (3)
[New Course]
Research in Geographic Information Systems
Capstone experience focused on completion of a real world project showing understanding of the basic tenets of GIS and application of geo-spatial analysis to demonstrate competency in spatial decision- making as well as demonstrate the ability to recognize, analyze and address ethical issues in geographic information science, technology and research methods. *Corequisite: GEOG 430. Prerequisites: GEOG 320 and 330.*

GRMN 410 (3)
[Added statement to course description: *May not be taken for credit by students who have received credit for GRMN 390.]*
Topics in German Literature

HIM 610 (1)
[New Course]
Genomic Medicine and Health Informatics
Introduction to genomics and its increasing importance to healthcare and medical practice. Presentation of genomic technologies and management of genomic data, including ethical, privacy, legal, and social issues of genomic medicine.

HIM 620 (2)
[New Course]
Analytics for Healthcare Outcome Improvement I
Methods of statistical analysis and descriptive methods. Communicating statistical and study results to general audiences. Statistical models and methods including experimental design, ANOVA, single and multivariate regression, market-basket analysis, cluster analysis, and decision trees. Emphasis on applications to improve health outcomes and effectiveness. Exercises use real data, computer-based tools, and case studies. Sessions include presentations of applications by industry experts.

HIM 621 (2)
[New Course]
Analytics for Healthcare Outcome Improvement II
Introduction to and application of new and evolving analytic methods including k-nearest neighbor, logistic regression, neural nets, principal component analysis, and support vector machine. Role of professionals in analytical applications such as actuaries, statisticians, and management scientists. Students conduct studies using complex datasets and develop management-oriented presentations.

HIM 630 (3)
[New Course]
Healthcare Project and Information Management
Introduction to project management principles and tools for managing the development of healthcare analytic projects and information systems. Database fundamentals, data management, data warehouses, and massive parallel storage structures. Students conduct projects using industry-standard database systems and open source software for large-scale healthcare data.

HIM 640 (1)
[New Course]
Patient Risk Assessment
Introduction to health quality metrics; methods for assessing patient health risk and application to premium risk adjustment. Assessing effectiveness of healthcare systems. Applications of risk management by Medicare, ACA (Affordable Care Act), healthcare exchanges, healthcare purchasers, and insurers.

HIM 650 (1)
[New Course]
Cases in eHealth
Delivered in a seminar type format. Develop student abilities to assess/adopt/implement new technologies for enhancing care coordination, system integration, workflow streamlining, patient care, and disease management.

HIM 660 (2)
[New Course]
Strategic Leadership in Healthcare
Covers strategic leadership skills required to transform health care organizations into patient-focused and cost-effective dynamic systems. Develops ability to inspire collaboration, design processes that support the organization vision, and motivate teams to implement informatics solutions for the delivery of better health care outcomes. Enhances capability to gain a strategic perspective based on results of rigorous data analysis.

HIM 670 (1)
[New Course]
Seminar in HIM
Presentations by area experts with student interaction. Sessions use actual applications related to course content during the semester, and explore their challenges and opportunities.

HIM 680 (1)
[New Course]
Seminar: Developments in HIM
Healthcare visionaries, academic thought leaders, and influential policy makers will engage students in discussions of emerging healthcare information management issues, challenges, and trends. Emphasis on opportunities and applications of analytics and strategic thinking.

HIM 690 (4)
[New Course]
Practicum
Requires each student to conduct a project involving an actual HIM/HIT problem or the need of a sponsoring healthcare organization. The work shall be guided and evaluated by a mentor from the organization and a faculty adviser. Students are expected to spend a minimum of 100 hours on the practicum project, prepare a written report, and defend their work in an oral presentation. Teams of up to two students may work together on a specific study.

HIM 691A (1) 691B (2) 691C (3) 691D (4)
[New Course]
Independent Study in HIM
Independent study under the direction of a faculty member. Students must prepare a study proposal approved by the appropriate faculty member and the program director prior to registration. *May be repeated for credit for a total of eight (8) units.*

HIST 102 (3)
[Change in course number (Formerly offered as HIST 202)]
World Civilizations to Present
Surveys the history of the world from the 16th Century to the present. Examines transcultural interactions, colonialism, revolutions, industrialization, the world wars and the origins of the modern world. *May not be taken for credit by students who have received credit for HIST 202.*

HIST 304A (3)
[New Course]
Ancient Rome: City and Empire
Intensive, three-week, travel-study summer course in the city of Rome. Focuses on the history of ancient Rome through its capital city. Consists of in-class lectures/discussions and visits to sites and museums of historical and cultural interest including the Forum, Colosseum, and Pantheon along with excursions to Florence and Pompeii. *Corequisite: HIST 304B.*

HIST 304B (3)
[New Course]
The Cultural Legacy of Ancient Rome
Intensive, three-week, travel-study summer course in the city of Rome, this course will focus on the cultural legacy of ancient Rome up to modern times. Consists of lectures/ discussions and visits to sites and museums of historical and cultural interest, including the Piazza Navona, Trevi Fountain, and the Vatican, along with an excursion to Florence. *Corequisite: HIST 304A.*

HIST 601 (3)
[Change in course description and prerequisite]
The Philosophy and Practice of History
Exploration of the nature of historical inquiry, including historiography, different genres of history, and methods of research used in advanced historical writing. Introduction to core philosophical debates about historical methods and to texts exemplifying different kinds of historical writing. Students must earn a grade of B (3.0) or higher to apply toward a Master's degree in History. *May be repeated for a total of six (6) units. Only three (3) units may be applied toward the Master's degree in History. Enrollment restricted to students enrolled in the Master of Arts in History Program, or to other graduate students who have obtained consent of instructor.*

HD 381 (3)
[New Course]
Youth Violence: A Cultural and Interdisciplinary Understanding
Explores and develops the epidemiology, etiology, prevention and intervention of violence among multicultural youth. Examines the role of social, psychological and cultural factors in youth violence. Readings and lectures reflect knowledge coming from such disciplines as public health, sociology, psychology and anthropology. The class will visit, assess and contribute knowledge helpful to a local violence prevention program, which works with multicultural youth affected by violence. *May not be taken for credit by students who have received credit for HD 370-6. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

ID 170 (3)
[Reactivated Course]
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.*

KINE 121 (1)
[New Course]
Disc Golf
Beginning level knowledge and motor skills in disc golf. Techniques and strategies of game play with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in disc golf. *May be repeated for a total of four (4) units.*

KINE 122 (1)
[New Course]
Fitness Walking
Knowledge of fitness performance through walking. Walking for fitness indoors and outdoors and/or using treadmills. Self-paced class where programs vary depending upon each individual's fitness level. *May be repeated for a total of four (4) units.*

KINE 123 (1)
[New Course]
Hatha Yoga
Beginning level of knowledge and skills in hatha yoga for successful participation in recreational yoga as a lifelong activity. Principles, techniques and safe practices of yoga will be taught throughout the class. Emphasis on physical and mental strength building exercises and postures. *May be repeated for a total of four (4) units.*

KINE 124 (1)
[New Course]
Jogging
Principles of wellness, exercise behavior, and conditioning through jogging. Focuses primarily on cardio respiratory endurance training as it relates to the proper techniques associated with jogging. *May be repeated for a total of four (4) units.*

KINE 125 (1)
[New Course]
Mountain Biking
Introduction to proper Mountain Biking techniques terminology, single tracking regulations, and maintenance necessary for participation in off-road Mountain Biking. *May be repeated for a total of four (4) units.*

KINE 126 (1)
[New Course]
Pilates
Beginning level of knowledge and skills for successful participation in Pilates. Principles, techniques and safe practices of Pilates will be taught throughout the class. Emphasis placed on flexibility and strength exercises. *May be repeated for a total of four (4) units.*

KINE 127 (1)
[New Course]
Self-Defense
Knowledge and skill for personal self-defense. Focuses on improved general physical fitness and skill performance. Principles, techniques and safe practices of self-defense will be taught. *May be repeated for a total of four (4) units.*

KINE 128 (1)
[New Course]
Speedminton
Beginning level knowledge and motor skill in Speedminton. Techniques and strategies of gameplay with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in Speedminton. *May be repeated for a total of four (4) units.*

KINE 129 (1)
[New Course]
Strength Training
Knowledge of fitness performance through core strength training exercises. Strength Training for fitness through use of resistance and weight equipment. Self-paced class where programming depends upon each individual's fitness level. *May be repeated for a total of four (4) units.*

KINE 130 (1)
[New Course]
Surfing
Beginning level of knowledge and skills in surfing for successful participation in recreational surfing as a lifelong activity. Principles, techniques and safe practices of surfing will be taught throughout the class. *May be repeated for a total of four (4) units.*

KINE 131 (1)
[New Course]
Tag Rugby
Acquisition of motor skills including philosophy, techniques/tactics, and safety of Tag Rugby and the role this sport plays as lifetime recreational movement activity. *May be repeated for a total of four (4) units.*

KINE 132 (1)
[New Course]
Tai Chi
Beginning level of knowledge and skills in beginning Tai Chi. Focuses on general physical fitness and skill performance as it relates to Tai Chi. Principles, techniques, safe practices and strategies of Tai Chi will be taught. *May be repeated for a total of four (4) units.*

KINE 133 (1)
[New Course]
Team Handball
Beginning level knowledge and motor skill in Team Handball. Techniques and strategies of gameplay with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in Team Handball. *May be repeated for a total of four (4) units.*

KINE 134 (1)
[New Course]
Ultimate Frisbee
Beginning level knowledge and motor skill in Ultimate Frisbee. Techniques and strategies of gameplay with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in Ultimate Frisbee. *May be repeated for a total of four (4) units.*

KINE 202 (3)
[Change in title]
Introduction to Kinesiology

KINE 301 (4)
[Change in unit value, course description, and prerequisites]
Motor Control and Learning
Principles of motor control and skill acquisition, with an emphasis on relevance to sport, rehabilitation, physical education, human factors and performance. Specific topics include: properties of moving segmented systems; musculoskeletal physiology; basic control systems theory; organization of the nervous system; capabilities and limitations of neural compensations; interactions between neural and musculoskeletal system; development of motor function; neurophysiological principles of learning; principles of effective learning at the behavioral level; principles of effective learning at the behavior level; principles for maximizing performance. *Prerequisites: KINE 303 or 403.*

KINE 303 (3)
[Change in unit value (Formerly offered as KINE 403), title, course description, and prerequisites]
Statistics and Research Methods
Principles and techniques of construction, organization, administration, interpretation, and evaluation of health-related research. Includes an introduction to the scientific method, use of human subjects in research, norm- and criterion-referenced reliability and validity, and

quantitative research design. Use of SPSS and Excel to perform statistical tests including descriptive statistics, correlation, regression, and inferential statistics through 2-way ANOVA. Interpretation and presentation of data will also be emphasized. *May not be taken for credit by students who have received credit for KINE 403. Enrollment restricted to students who have completed the lower-division General Education requirement in Mathematics/Quantitative Reasoning (B4). Enrollment restricted to Kinesiology majors.*

KINE 305 (4)
[Change in unit value, course description, and prerequisites]
Movement Anatomy
The role of the muscular, skeletal, and nervous system in the generation of human movement. Focus on muscle origins and insertions, myokinematics, osteokinematics, arthrokinematics, electromyography, and nervous system innervations. Special emphasis will be placed on movement screening, with the goal of identifying incorrect posture and movement patterns, as well as the possible reason for each. Students will be asked to demonstrate their knowledge of these ideas in a final project that describes the muscles involved in a particular movement and a training program to improve performance of that movement. *Prerequisites: KINE 303 or 403.*

KINE 307 (3)
[Change in title]
Techniques and Analysis of Court Sports

KINE 311 (4)
[New Course]
Movement Pedagogy
The critique, design, instruction, implementation, and evaluation of sport pedagogy curriculum and teaching methodologies. Subjects include various types of sport pedagogy curriculum models, evidence-based instructional practices, and the application of such content within various movement settings. *Enrollment restricted to Pre-Kinesiology and Kinesiology majors.*

KINE 326 (4)
[Change in prerequisites: KINE 303 or 403]
Introductory Exercise Physiology

KINE 390 (1-4)
[Change in unit value. Added *prerequisite: KINE 303*]
Topics in Kinesiology

KINE 404 (3)
[Change in prerequisites: KINE 303 or 403]
Introduction to Epidemiology

KINE 405 (3)
[Change in prerequisites: BIOL 177, 178, and PSYC 100]
Health and Drug Education

KINE 407 (3)
[Change in prerequisites: BIOL 177 and 178]
Principles of Health Promotion and Education

KINE 415 (3)
[New Course]
Eating Disorders and Weight Control in Sports
An introduction to the definition, health consequences, prevalence, risk factors, and management and treatment strategies of weight issues leading to clinical and subclinical disorders eating behaviors in sport. Discusses healthy weight management practices for athletes. Reviews current peer-reviewed research on topics related to athlete eating disorders, disordered eating, and the Female Athlete Triad. *May not be taken for credit by students who have received credit for KINE 390-7.*

KINE 425 (4)
[Change in course number (Formerly Offered as KINE 300) and prerequisites]
Biomechanics of Human Movement
Principles of mechanics applied to anatomical structure, function and gross human movement. The mechanics of selected implements and mechanical systems. The analysis of selected motor skills and applications. *May not be taken for credit by students who have received credit for KINE 300. Three hours of lecture and three hours of laboratory. Prerequisites: KINE 303 or KINE 403, MATH 125 or MATH 160, and PHYS 101 or PHYS 205.*

KINE 495 (3)
[Deleted prerequisites; modified restriction: *Enrollment restricted to students with Senior standing in last year of Program who have applied for graduation and have obtained consent of their faculty advisor.*]
Internship in Kinesiology

KINE 500 (4)
[New Course]
Advanced Biomechanics
Methods of research and quantitative application of concepts in biomechanical analysis of human movement with special focus towards movement in individuals with disease. In-depth analysis of specific movements using three-dimensional motion capture instrumentation, electromyography, and acquisition of force-related data.

KINE 501 (4)
[New Course]
Motor Control
Explores how the physical and mechanical properties of organisms and their environment affect biological tissues, structures, and motor control.

KINE 502 (3)
[New Course]
Research Methods
Research design and methodology in human health and performance. Current issues in locating, reading, evaluating, and conducting scientific studies. Application of statistics in Kinesiology.

KINE 503 (3)
[New Course]
Advanced Statistical Analysis
Reviews the implementation, calculation, and interpretation of statistics commonly used in Kinesiology research. A review of correlation, regression, t-test and ANOVA, as well as reliability analyses and multivariate techniques with a focus on recognizing when to implement each technique based on research design. *Prerequisite: KINE 500.*

KINE 506 (2)
[New Course]
Seminar in Kinesiology
Practical application and discussion of content knowledge and experiences in Kinesiology, starting with classroom discussion of theoretical knowledge across the field of Kinesiology as well as thorough review of pertinent literature. *May be repeated for a total of six (6) units. Graded Credit/No Credit.*

KINE 507 (3)
[New Course]
Physical Education Methods
Introduction to assessment strategies and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program. *May be repeated for a total of six (6) units.*

KINE 508 (2)
[New Course]
Seminar III in Kinesiology
Continued application and discussion of content knowledge in Kinesiology progressing into preparation of the Methods section and preliminary results for the thesis. *Graded Credit/No Credit. Prerequisite: KINE 507.*

KINE 524 (3)
[New Course]
Public Health
Introduces the major domains of public health related to the five public health disciplines, including Health Services, Epidemiology, Social and Behavioral Sciences, Environmental Health, and Biostatistics. Includes the biomedical basis of public health, historical developments, the role of health ethics in research, and the future challenges to public health. Also presents the fundamentals of social and behavioral science with an emphasis on theoretical foundations as

well as an introduction to advocacy, informatics, diversity and culture, leadership, and public health biology.

KINE 526 (4)
[New Course]
Advanced Exercise Physiology
Provides an in-depth, advanced study of Exercise Physiology including neuromuscular and cardiovascular function and bioenergetics with special focus to individuals with chronic disease. Includes a laboratory component to the course with an emphasis on independent investigation and data collection.

KINE 590 (3)
[New Course]
Special Topics in Kinesiology
Contains theoretical and applied content pertaining to Kinesiology. *Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have obtained consent of Department Chair.*

KINE 595 (3)
[New Course]
Practicum in Kinesiology
Practical application of principles related to Kinesiology to be executed in independent research or in related activities. Appointment must be approved by student's faculty advisor. Graded Credit/no Credit or Report in Progress (RP). *Enrollment restricted to M. S. in Kinesiology students in their first year of the program. Prerequisites: KINE 502 and 503.*

KINE 698 (3)
[New Course]
Thesis
The culminating experience for graduates of the M.S. Program in Kinesiology. Students will complete a substantive project, allowing them to demonstrate their mastery of the material and to contribute to the body of knowledge in the field of Kinesiology. Graded Credit/no Credit or Report in Progress (RP. *Enrollment restricted to students who have obtained consent of instructor.*

LING 121 (3)
[New Course]
History of English Words
Examines the history of English words of classical (Latin and Greek) origin. Includes coverage of pronunciation, meaning, and usage associated with socio-historical events and processes. No knowledge of classical languages required.

LTWR 303 (3)
[Course was inadvertently left out of the catalog]
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
C. California Stories

LTWR 304 (3)
[New Course]
The Fairy Tale
Examines the development of fairy tales from oral traditions to assorted print formats and their persistence as a genre for diverse audiences. Covers various literary critical approaches to fairy tales such as feminist theories, disability studies, and cultural studies, among others.

LTWR 334D (3)
[New Course]
Native American Cinema
Examines film traditions that tell stories of Native American characters and also feature Native American actors, directors, or producers. Surveys a range of significant cinematic works to showcase the changing role of Native American characters in film and the dynamic role played by Native filmmakers and actors in telling stories of both the mythic American west and more contemporary urban stories from the silent era to the present. Examines how Native artists use cinema as a tool of cultural preservation, social statement, and artistic expression.

MATH 142 (3)
[New Course]
Basic Statistics
Covers types of data; descriptive statistics; types of studies; probability and sampling distributions; statistical inference; correlation and linear regression; chi-square, t-tests, and F-test; interpretation of the relevance of the statistical findings. Includes the application of technology for statistical analysis from disciplines including business, social sciences, psychology, life science, health science, and education. *Enrollment restricted to students who completed the entry-level mathematics requirement (ELM).*

MATH 200 (3)
[Change in course description]
Mathematical Statistics for Nursing
Introduction to descriptive and inferential statistics and basic probability theory. Focuses on examples from life and health sciences. Includes histograms, stem- and dotplots, measuring center and spread, scatterplots, correlation, regression, two-way tables, parameter estimation,

confidence intervals, t-test, and chi-square test. Introduces discrete and continuous probability model, random variables, normal, binomial, and Poisson distribution, and basic counting principles. Provides the necessary properties of exponential and logarithmic functions. *Enrollment restricted to Pre-Nursing students who have completed the Elementary-Level Mathematics (ELM) requirement.*

MATH 242 (3)
[Change in course description]
Introduction to Statistics
Introduces basic concepts of probability theory such as sample space, discrete, and continuous probability models, counting principles, random variables, conditional probability, discrete probability distributions, normal probability distribution, joint and marginal distributions. Subjects in statistics include types of data, measures of central tendency and variations, visualizing data, 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 314 (2)
[Change in unit value]
Workshop for Future Mathematics Educators

MATH 440 (4)
[Added equivalency statement; change from Enrollment Requirement to Prerequisite]
Introduction to Mathematical Probability and Statistics
May not be taken for credit by students who received credit for MATH 441. Prerequisite: MATH 260 with a grade of C (2.0) or better

MATH 441 (3)
[Added equivalency statement; change in prerequisites. *May not be taken for credit by students who received credit for MATH 440. Prerequisite: MATH 260 with a grade of C (2.0) or better.*]
Introduction to Probability

MATH 503 (3)
[New Course]
Cryptography
Fundamentals of protecting confidentiality, integrity and availability of information in computer systems. This course covers the fundamentals of cryptographic concepts and methods. Several encryption/decryption algorithms will be discussed. The topics include an introduction to the mathematics behind cryptography including number theory, group theory, and probability theory; cryptographic algorithms including classical methods, symmetric key systems, public key systems, hash functions, digital signatures and certificates; cryptanalysis and attacks; and access control including authentication and authorization. Assignments include programming labs to apply public keys, dictionary attacks, digital signatures, and certificates. *May not be counted towards the Master's degree in Mathematics.*

MCS 510 (3)
[New Course]
Security in Computer Networks
Theoretical and practical aspects of security in computer networks, including wired and wireless networks. Topics will include: the basic concepts of communication networks and an introduction to TCP/IP architecture, the fundamental techniques and protocols used to insure secure communications, the common attacks and defenses, and the vulnerability assessment of network systems. Students will learn various aspects of security in computer networks, and the best techniques and tools against network attacks. *Prerequisite: MATH 503.*

MCS 511 (3)
[New Course]
Secure Features in Operating Systems
An overview of the current security of most commercial operating systems and examines the fundamental concerns of security in modern operating systems. Analysis of the operating systems model for computer system security criteria as it pertains to overall system vulnerability is covered. Based upon the security requirements and general architecture of secure operating systems publically available security enhanced operating systems are examined and evaluated.

MCS 512 (4)
[New Course]
Development of Secure Software
Introduction to the development of secure software during all phases of the software development life cycle. An emphasis is placed upon the secure code implementation and the most common pitfalls and security bugs found in programming languages. Risk assessments, threat modeling and secure code analysis of existing systems are also considered one of the primary topics. Hands-on exercises will be required in laboratory sessions. *Three hours of lecture and two hours of laboratory.*

MCS 610 (4)
[New Course]
Offensive Security and Penetration Testing
Introduction to the latest penetration testing techniques. Covers pre-engagement interactions, intelligence gathering, threat modeling, vulnerability analysis, exploitation, post-exploitation, and reporting in penetration testing. Methodologies for web applications will be covered, including choosing the best techniques and tools for security situations. *Three hours of lecture and two hours of laboratory. Prerequisites: MCS 510, 511, 512.*

MCS 611 (4)
[New Course]
Intrusion Detection and Investigation
Focuses on investigating threats against computers and network systems. Covers principles and techniques of intrusion detection such as network traffic analysis, packet analysis, application protocol layer for common protocols and log analysis. Evaluates the use of intrusion detection tools and services. *Three hours of lecture and two hours of laboratory. Prerequisites: MCS 510, 511, 512.*

MCS 660 (2)
[New Course]
Communication in a Technical Industry
Provides insight and practice in the forms of communication between technical and non-technical audiences, including presentations, proposals, organizational reporting/reports, and other communication demands found in industry. Students will differentiate between objectives of the various communication purposes and understand key steps and ingredients for effective communication. *Enrollment is restricted to students who have been admitted to the Master of Cybersecurity Program.*

MCS 680A (1)
[New Course]
Semester in Residence Project Writing Workshop
Provides tools and a focused pathway to develop and complete their Semester in Residence Project. *Enrollment is restricted to students who have been admitted to the Master of Cybersecurity Program. May not be repeated. Prerequisites: MGMT 521, MIS 522, MCS 510, 511, 512.*

MCS 680B (4)
[New Course]
Internship/Semester in Residence/Project
Provides industry experience in the Cybersecurity field under the guidance of a graduate committee consisting of a faculty member, an industry representative and the Program Director. Leads to establishing/accomplishing goals, communicating work/project progress, acquiring broad organizational insight and demonstrating core competencies required for the degree. Culminates in a written project document and an oral presentation to fellow students, faculty and industry representatives. *Enrollment is restricted to students who have been admitted to the Master of Cybersecurity Program. Prerequisite: MCS 680A.*

MCS 697A (1) 697B (2) 697C (3) 697D (4), 697E (5), 697F (6)
[New Course]
Directed Studies
Industrial or Academic research directed or sponsored by Industry and a PSM faculty. *May be repeated one time for the total of eight (8) units. Graded Credit/No Credit. Units may be applied to the required units for the Master's degree. Enrollment restricted to students who have obtained consent of instructor. Enrollment is restricted to students who have been admitted to the Master of Science in Cybersecurity Program.*

MCS 699A (1) 699B (2) 699C (3) 699D (4), 699E (5), 699F (6)
Semester-in-Residence Project Extension
Extension of MSC 680B. *May not be repeated more than two times. Graded Credit/No Credit. Enrollment Requirement: prior registration in MCS 680B with an assigned grade of Report in Progress (RP). Units may not be applied to the required units for the Master's degree. Enrollment is restricted to students who have been admitted to the Master of Science in Cybersecurity program and have obtained consent of the Program Director.*

MGMT 302 (2)
[Change in title and prerequisites: *Prerequisites for CIS students: ACCT 201, ACCT 202, ECON 201, ECON 202, MATH 160 with grades of C (2.0) or better in all courses. Prerequisites for BIOT students: ACCT 201, ACCT 202, MATH 160, and either PSYC 100 or SOC 101 with grades of C (2.0) or better in all courses.*]
Foundations of Organizational Behavior

MGMT 474 (4)
[New Course]
Business Sustainability
Explores the role of business in building a sustainable world. Focuses on what sustainability means to business, how it is measured and reported, as well as how to formulate and implement actionable strategies. *May not be taken for credit by students who have received credit for MGMT 484-4. Prerequisite: BUS 302.*

MGMT 521 (2)
[New Course]
Principles of Organizational Behavior and Leadership for Security Management
Covers the key topics in organizational behaviors and leadership seeking to explain people's behavior and experiences in various types of organizations, as well as how to effectively lead people to accomplish shared goals. Explores how research and knowledge of these topics can be applied in managing information systems and security related projects specifically, and in organizations more generally. Issues in contractual negotiations and effective communication inside organizations will also be addressed.

MGMT 622 (2)
[New Course]
Employment Practices, Culture and Employee Engagement
Examines human resource management practices within the hospitality industry. Focuses specifically on best employment practices, unionization, risk management, information technology, employment branding/talent acquisition, training/ development, and culture and engagement. Goals include ability to identify/develop employee competencies critical to success in hospitality industry. Assumes a basic level of knowledge of general human resource management practices/concepts. *Prerequisite: MGMT 604.*

MGMT 624 (2)
[New Course]
Global Hospitality Leadership
Educates managers and leaders to work effectively with employees from different cultures and backgrounds that are different from their own, in the context of the hospitality industry. Builds on students' knowledge of organizational behavior and leadership issues and addresses subjects such as cross-cultural differences in communication, motivation, ethics, team management, and leadership. *Prerequisite: MGMT 602.*

MILS 101 (3)
[New Course]
Introduction to Leadership I
Structure, organization and mission of the U.S. Army. Development of leadership styles. Preparation and development for officer status.

MILS 102 (3)
[New Course]
Introduction to Leadership II
Officer leadership, development and functions emphasizing command responsibilities for basic foundation of military fundamentals. Skills and techniques required to be an effective leader in today's rapidly changing world.

MILS 201 (3)
[New Course]
Foundations of Leadership I
Scientific approach to leadership theory and its applicability to military settings through study of human behavior and leadership models at individual and group levels using simulations, case studies, and diagnostic instruments.

MILS 202 (3)
[New Course]
Foundations of Leadership II
Leadership at organizational level with applications to military settings with an emphasis on developing leader skills and examination of civil-military relations. Individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Uses simulations, case studies, and diagnostic instruments.

MILS 301 (3)
[New Course]
Military Decision-Making Process
Emphasizes the study, practice, and application of the fundamentals of Army leadership, Officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. *Enrollment Requirements: MILS 101, 102, 201 202, prior military service or successful completion of Cadet Initial Entry Training (CIET).*

MILS 302 (3)
[New Course]
Adaptive Team Leadership
Emphasizes the application of the basic tenets of small-unit leadership and mission-accomplishment. Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. *Enrollment Requirements: MILS 301, and prior military service or successful completion of Cadet Initial Entry Training (CIET).*

MILS 401 (3)
[New Course]
Developmental Leadership
Focuses on duties and responsibilities cadets need to become Army staff officers. Includes applying the Military Decision Making Process, Army writing style, and the Army's Training Management and METL Development processes during weekly Training Meetings that plan, execute, and assess battalion training events. *Enrollment Requirements: MILS 301 and 302, prior military service or successful completion of Cadet Initial Entry Training (CIET) would waive the following lower-division requirements: MILS 101, 102, 201, 202.*

MILS 402 (3)
[New Course]
Leadership in a Complex World
Explores the dynamics of leading in complex situations of current military operations in full spectrum operations (FSO). *Enrollment Requirements: MILS 401, prior military service or successful completion of Cadet Initial Entry Training (CIET) would waive the following lower division requirements: MILS 101, 102, 201, 202.*

MIS 302 (2)
[Change in prerequisites: *Prerequisites for BIOT students: ACCT 201, ACCT 202, and MATH 160 with grades of C (2.0) or better in all courses.*]
Foundations of Management Information Systems

MIS 388 (4)
[Correction to title]
Java Programming for Business Applications

MIS 411 (4)
[Correction to title and change in Recommended Preparation]
Database Management
Recommended Preparation: MIS 302 or MIS 304 or ACCT 308 with a grade of C (2.0) or better.

MIS 418 (2)
[New Course]
Information Security Management
Explores information security issues in the areas most commonly encountered in the business environment, using real-life situations. Illustrates how information security addresses current legal requirements, technical threats, and social environments. Examines information security history and purpose, legal issues, development and enforcement of policies and standards, risk management, current threats, technologies, and security program implementation. *May not be taken for credit by students who have received credit for MIS 482-1. Prerequisite: MIS 302 or 304 with a grade of C (2.0) or better.*

MIS 426 (4)
[Change in course title, description, and prerequisites]
Telecommunication and Network Security for Management
Introduces telecommunications and network security issues typically encountered in management. Focuses on network technologies used by the majority of businesses today along with the information security concepts and practices necessary to implement a secure networking environment for an organization's desktop and data center operations. *Enrollment restricted to students who have completed all lower- division pre-business core (major status in Business Administration -- i.e. obtained business status) or Biotechnology majors. Prerequisites: MIS 302 or MIS 304 with a grade of C (2.0) or better; students who have instead taken ACCT 308 may register with consent of the instructor.*

MIS 427 (4)
[Change in prerequisites: *Prerequisites: MIS 302 or MIS 304 with a grade of C (2.0) or better; students who have instead taken ACCT 308 may register with consent of the instructor.*]
Multimedia in Business

MIS 435 (4)
[Change in prerequisites: *Prerequisites: MIS 302 or MIS 304 with a grade of C (2.0) or better.*]
Web Business Applications

MIS 522 (2)
[New Course]
Information Systems and Security Management
Overviews the fundamental principles and components of information systems. Introduces the concepts and topics of Information Technology Security and Risk Management at the organizational level. Studies incentives and the requirements for information security, the integration of security into the systems design process, and life cycle of information security management.

MIS 621 (3)
[New Course]
Information Security Governance
Covers the fundamentals of developing business rationales for information security (assurance) governance. Studies the development and implementation of IT strategies to integrate assurance functions to improve security, and ensure the preservation of the organization and its ability to continue to operate. Offers a comprehensive view of information security policies in business context and the psychology of implementation. Provides insight into governance, privacy, regulator mandates, business incentives, legal issues. *Prerequisites: MGMT 521 and MIS 522.*

MIS 622 (3)
[New Course]
Technology Assessment and Security Risk Management
Examines variety of quantitative models, including financial, economic and business models, to analyze real managerial problems for technology assessment and investment that affect all types of institutions. Introduces the concept of risk and risk management and discusses up-to-date

methods for both qualitative and quantitative risk analysis. Focuses on training future information technology or security managers to make better risk decisions. *Prerequisites: MGMT 521 and MIS 522.*

MKTG 302 (2)
[Change in prerequisites: *Prerequisites for CIS students: ACCT 201, ACCT 202, ECON 201, ECON 202, MATH 160 with grades of C (2.0) or better in all courses. Prerequisites for BIOT students: ACCT 201, ACCT 202, MATH 160 with grades of C (2.0) or better.*]
Foundations of Marketing

MKTG 315 (2)
[Change in prerequisites: *Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*]
Services Marketing

MKTG 433 (4)
[Change in prerequisites: *Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*]
Marketing Communication

MKTG 442 (4)
[Change in prerequisites: *Prerequisites: BUS 202 or BUS 304, and either MKTG 302 or MKTG 305 with grades of C (2.0) or better.*
Marketing Research

MKTG 446 (2)
[Change in prerequisites: *Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*]
Sales Management

MKTG 448 (4)
[Change in prerequisites: *Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*]
Global and Cross Cultural Marketing

MKTG 449 (4)
[Change in prerequisites: *Prerequisites: BUS 204 or BUS 304 and either MKTG 302 or MKTG 305 with grades of C (2.0) or better.*]
Database Marketing

MKTG 450 (4)
[Change in prerequisites: *Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*]

MKTG 451 (4)
[Change in title, course description, and prerequisites]
Customer Lifecycle Marketing
Focuses on the analytical skills used to identify the consumers that are the best market for a specific product, the promotions that can be used to reach these consumers, establishing a relationship with them, and assessing the impact of marketing activities. *Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*

MKTG 452 (4)
[Change in title, unit value, and course description]
Sports Marketing and Sponsorship
Provides an overview of the issues faced by marketing managers within the sports industry. Examines how any organization can use sports to achieve its marketing objectives by addressing topics like licensing, stadium naming rights, and a special emphasis on sponsorship. Addresses the unique characteristics of the sports product and marketing mix strategies as they relate to the domestic and global sports industry. *May not be taken for credit by students who have received credit for MKTG 482-1. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration --- i.e. attained business status). Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*

MKTG 454 (4)
[Added restriction; change in prerequisites]
Using Social Media for Marketing
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 with a grade of C (2.0) or better.

MKTG 622 (2)
[New Course]
Brand Stewardship in the Hospitality Industry
Designed for hospitality professionals wishing to learn more about corporate-level strategic brand management. Introduction to the complex issues brand managers face against the backdrop of rapidly changing technological, demographic, and legal environments. *Prerequisite: MKTG 602.*

MKTG 624 (2)
[New Course]
Managing Services Marketing
Examines how services marketing can work to achieve company objectives from the top executive perspective. Subjects include setting service goals, allocating budget for training, monitoring service delivery, assessing the level of service delivered, and evaluating how well goals were achieved.

MLAN 220 (3)
[New Course]
English and Cross-Cultural Skills for University Success for International Students
Develops oral and written communication skills, allowing international students to compare and contrast diverse cultures for the development of cross-cultural understanding in individual institutional, and global contexts. Emphasizes the values, customs and practices within U.S. academic culture. *Enrollment restricted to students who have obtained consent of instructor.*

MLAN 351 (3)
[New Course]
Animation Film and the Comparative Global Imagination
Comparative study of animated film narratives from various countries (focus on Asia, Europe, and the Middle-East). Introduces concepts central to the study of multiculturalism and multi-bilingualism. Elements of narrative, film and cultural analysis, and socio-linguistics. *Enrollment restricted to students with upper-division standing.*

MUSC 101 (4)
[Change in course number, title, unit value, and course description]
Music Theory I
Introductory course designed to develop a thorough foundation in aural and music reading skills. Includes key signatures, time signatures, intervals, major and minor scales, triads, and other essential elements for music study. *May not be taken for credit by students who received credit for MUSC 203.*

MUSC 102 (4)
[Change in course number, title, unit value, and course description]
Music Theory II
Provides more advanced work in aural and music reading skills. Includes triads, formal analysis, basic harmonic analysis and other elements for music study. *Prerequisite: MUSC 101 or consent or instructor. May not be taken for credit by students who received credit for MUSC 205.*

MUSC 145 (3)
[Change in course number (Formerly offered as MUSC 130)]
Beginning Piano

MUSC 146 (3)
[New Course]
Intermediate Piano
Continuation of the study of piano performance. Completion of intermediate work in piano technique, scales, chord-building and sight-reading skills. The course assumes mastery of all the work in MUSC 145 and will continue with more advanced repertoire. *May not be taken for credit by students who received credit for MUSC 180-1. Enrollment Requirement: MUSC 145 or consent of instructor.*

MUSC 194 (1)
[New Course]
Vocal Ensemble
Vocal ensemble specializing in many different musical styles. Performances will include works from jazz, traditional, popular and classical repertoires. Emphasis placed on correct vocal and performance techniques and improvement of musical skills. *May be repeated; a total of four (4) units may be counted toward graduation requirements.*

MUSC 195 (1)
[New Course]
Javanese Gamelan Ensemble
Exploration of performance practice in traditional Javanese Gamelan music through organized performances of select musical types and forms. Introduces various techniques as a basis for the integration of music, dance, and drama in traditional Indonesian societies. *May be repeated; a total of four (4) units may be counted toward graduation requirements.*

MUSC 196 (1)
[New Course]
Jazz Ensemble
Performance group consisting of both traditional and 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, transcription, and listening assignments. Students must be able to read music. *May be repeated for a total of four (4) units. Enrollment Requirement: MUSC 101 or consent of instructor.*

MUSC 201 (4)
[New Course]
Music Theory III
Introduction to counterpoint, and advanced chromatic harmony. *Enrollment Requirement: MUSC 102, or equivalent. Prerequisite: MUSC 102.*

MUSC 202 (4)
[New Course]
Music Theory IV
An extension of topics presented in Music 201. Introduction to arranging, composing and analysis - with an emphasis on 20th Century techniques. *Enrollment Requirement: MUSC 201 or equivalent.*

MUSC 210 (3)
[Change in course number (Formerly Offered as MUSC 302) and title]
Introduction to Music Technology

MUSC 220 (3)
[New Course]
Survey of Western Music
Chronological survey of the concert music of Western Europe with emphasis on the Baroque, Classical and Romantic Periods. Includes study of composers and their works, instrumentation, form, performance practices and historical context.

MUSC 240 (1)
[Change in course number, unit value, and course description]
Vocal and Instrumental Instruction
Private or small group music lessons. Students approved for MUSC 240 must be co-enrolled in appropriate ensembles at CSUSM. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 301 (3)
[New Course]
Orchestration
Study of the instruments of the orchestra and their use in the orchestral repertoire. Covers instrument ranges, transposition, technical capabilities, and scoring of vocal ensembles, band, and orchestra instruments. Projects include arranging of piano and chamber pieces for orchestra. *Enrollment Requirement: MUSC 202 or equivalent.*

MUSC 303 (3)
[Change in course title and course description]
Music Analysis
Advanced work in the analysis of music and the application of current and historical theories. Study of the elements, genre and structures of music using examples drawn from a broad historical and cultural spectrum. *Enrollment Requirement: MUSC 202 or equivalent.*

MUSC 305 (3)
[New Course]
Songwriting
Study of classic forms of songwriting, including Tin Pan Alley and the Blues. Conducted as workshop sessions in which works of students are examined and discussed in depth, then performed utilizing student ensembles. Analysis of important contemporary works, trends, and techniques. Utilizes current music software. *Enrollment Requirement: MUSC 202 or equivalent.*

MUSC 306 (3)
[New Course]
Studio Composition
Study and analysis of 20th Century and more recent compositional techniques and trends. Students compose works for chamber ensemble and present them in a final concert. *Enrollment Requirement: MUSC 202 or equivalent.*

MUSC 307 (3)
[New Course]
Scoring for Film
Composition in the context of music for film. Includes a short history of film music, study of composers' approaches and current technology involved in composing for film. *Enrollment Requirement: MUSC 202 and 210.*

MUSC 308 (3)
[New Course]
Arranging Music
Introduction to the study of techniques used in arranging music for jazz, pop, and chamber ensembles, including orchestration, notation, rhythmic embellishment, melodic ornamentation, chord substitution, and harmonization techniques. *Enrollment Requirement: MUSC 202 or equivalent.*

MUSC 310 (3)
[Change in course number (Formerly offered as MUSC 304)]
Recording Techniques

MUSC 311 (3)
[New Course]
Advanced Recording Techniques
Continuation of the study of recording techniques. Includes advanced use of Pro Tools editing software and WAVES plug-in effects, microphone placement, and recording in both a studio and concert setting. Particular attention to advanced editing, mixing and mastering techniques. *Enrollment Requirement: MUSC 310.*

MUSC 312 (3)
[New Course]
Electronic Music Synthesis
Covers the elements of analog and digital synthesis with emphasis on additive, FM and wavetable synthesis. Includes a history of the use of synthesizers in the creation of music in the 20th and early 21st Centuries. *Enrollment Requirement: MUSC 210 or equivalent*.

MUSC 313 (3)
[New Course]
Sampling and Sound Design
Covers the elements of digital sampling technique with emphasis on proper mic techniques, sampling editing, sample instrument design and implementation. Includes a history of the use of sampling in the creation of music and sound design in the 20th and early 21st Centuries. *Enrollment Requirement: MUSC 210 or equivalent.*

MUSC 321 (3)
[Reactivated Course]
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 322 (3)
[Change in course number (Formerly offered as MUSC 421)
Survey of World Music I

MUSC 340 (1)
[Change in course number (Formerly offered as MUSC 393), unit value, and course description]
Advanced Vocal and Instrumental Instruction
Private or small group music lessons. Students approved for MUSC 340 must be enrolled in an ensemble at CSUSM. *May be repeated; a total of eight (8) units may be counted toward graduation requirements. Enrollment Requirement: Normally open only to Music Majors with at least one year of lower-division studio music study. By audition only. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 389 (3)
[New Course]
Chamber Ensemble
Performance of chamber (or small group) music literature from different periods of Western music history, and an exploration of music from non-western sources. Includes instrumental groupings of orchestral instruments, keyboard, guitar, early music instruments, percussion and voice. Explores some strategies for developing a career as a soloist or chamber musician. *By audition only. May be repeated for a total of eight (8) units. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 390 (1)
[Change in unit value]
Andean Ensemble

MUSC 391 (1)
[Change in unit value]
African Ensemble

MUSC 392 (1)
[Change in unit value]
World Music Ensemble

MUSC 394 (1)
[Change in unit value]
Vocal Ensemble

MUSC 395 (1)
[Change in unit value]
Javanese Gamelan Ensemble

MUSC 396 (1)
[Change in unit value, description change, added prerequisite]
Jazz Ensemble
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. *Highly recommended: MUSC 101. May be repeated; a total of eight (8) units may be counted toward graduation requirements. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 423 (3)
[Change in course title]
Music of the African Diaspora

MUSC 430 (3)
[New Course]
Survey of Ethnomusicology
Survey of the history of ethnomusicology, as well as various methodologies evolving from its practice from the 19th Century to contemporary trends. Provides an overview of the world's musical traditions by examining case studies from each of nine musical world regions: Pacific, East Asia, Southeast Asia, South Asia, Middle East, Africa, Europe, Latin America, and the U.S. and Canada. *Prerequisite: MUSC 322.*

MUSC 431 (3)
[New Course]
Research Methods in Ethnomusicology
Introduces notions of "non-Western" or "world music" theory, aesthetics, and musicianship. Study and engagement with musical systems of selected world cultures through aural and written notations, vocal and instrumental skills, melodic and rhythmic dictation, improvisation, and composition. Examines the history and current state of audiovisual archiving, with an emphasis upon such issues as ethics, copyright, contracts, fieldwork techniques, preservation, and access and issues related to technology, space, and budgets. *Prerequisite: MUSC 322.*

MUSC 490 (3)
[New Course]
Senior Capstone
Senior project that demonstrates mastery in a chosen area of study. Required of all music majors. Comprises independent study work with a faculty mentor who meets regularly with the student and approves and oversees the capstone work. Presented to the campus community during the student's last semester in residence. *Enrollment restricted to students with Senior standing in Music Major. Enrollment restricted to students who have obtained consent of instructor.*

NATV 350 (3)
[New Course]
Imagining Indians: American Indians, Mass Media, Film, and Society
Provides students with a critical analysis and deeper understanding of American Indian cultures at the intersection of the Mass Media. Examines American Indians in media from the very first instances in America through contemporary media and critically examines the effects of media on American Indian identity, politics, sovereignty, ethnic identity, environment, economic development, health disparities, human rights, spirituality, religious freedom, language and art and the very existence of Indian Country in the 21st Century. Examines American Indian cultures as part of the American entertainment cinema, television, and as mascots for team sports. *Also offered as SOC 350. Students may not receive credit for both. May not be taken for credit by students who received credit for NATV 380-1.*

NURS 212A (2)
[Change in unit value]
Pathophysiology and Pharmacology of Nursing Practice I

NURS 316A (2)
[Change in unit value]
Pathophysiology and Pharmacology for Accelerated BSN Students I

NURS 320 (2)
[Change in unit value]
Nursing Care of Adults III

NURS 321 (2)
[Change in unit value]
Nursing Care of Adults III Laboratory

NURS 370 (2)
[Change in unit value]
Health Promotion and Patient Education Strategies

NURS 445 (3)
[Change in unit value]
Practicum: Community-Oriented Nursing and Case Management

NURS 491 (1)
[Course description change; added prerequisites]
Transition to Nursing Practice Internship
Designed for traditional and accelerated BSN 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. Allows for acquisition of additional clinical practice in a real work setting. *Prerequisites: NURS 320 and 321 for traditional BSN students; NURS 324 and 325 for accelerated BSN students.*

NURS 493 (2)
[Change in unit value and course description]
Nurse Externship
Designed for traditional and accelerated BSN 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. Allows for acquisition of additional clinical practice in a real work setting. *Prerequisites: NURS 320 and 321 for traditional BSN students; NURS 324 and 325 for accelerated BSN students. For both traditional BSN and accelerated BSN programs, enrollment is restricted to students who have obtained consent of the Extern Program Coordinator. NURS 493 may be substituted for NURS 491 if a student has an externship the final semester of the program. This course is an optional senior-level experience. May be repeated three times for a total of six (6) units. Graded Credit/No Credit.*

NURS 497A (1)
[New Course]
Nurse Externship in Quality Improvement in Patient Care
Work in a clinical setting with a focus on current practices and quality improvement and patient safety. *Graded Credit/No Credit. Prerequisites: NURS 320 and 321 for traditional BSN students; NURS 324 and 325 for accelerated BSN students. Requires consent of QI Externship Program Coordinator.*

NURS 497B (2)
[New Course]
Nurse Externship in Quality Improvement in Patient Care
Work in a clinical setting with a focus on current practices and quality improvement and patient safety. *Graded Credit/No Credit. May not be taken for credit by students who received credit for NURS 496-11. Prerequisites: NURS 320 and 321 for traditional BSN students; NURS 324 and 325 for accelerated BSN students. Requires consent of QI Externship Program Coordinator.*

NURS 532A (3)
[Change in prerequisites: NURS 502, 503A, 504, and 506]
Advanced Practice Management of Clients and Families Across the Life Span I

NURS 532B (3)
[Change in prerequisites: NURS 502, 503A, 504, and 506]
Advanced Practice Management of Mental Health Clients and Families Across the Lifespan I

NURS 533A (4)
[Change in unit value, description, and prerequisites]
Advanced Field Study: Advanced Practice Management of Clients and Families Across the Life Span I – CNS
Clinical practicum allows for immersion of the Clinical Nurse Specialist in the role of the advanced practice nurse in the acute care setting. Using foundations of theory, research and other evidence, and tools for case management, students will manage clients across the life span in their area of clinical expertise. Students will be mentored by experienced advanced practice nurses in activities expected in the role. The minimum requirement for this practicum is 180 hours. *Enrollment Requirement: NURS 532A must be taken concurrently*. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533C (4)
[Change in unit value, description, and prerequisites]
Advanced Field Study: Management of Mental Health Clients and Families Across the Life Span I – NP
Clinical practicum allows for the immersion of the Psychiatric Family Nurse Practitioner student in the role of the advanced practice nurse in the acute care setting. Using foundations of theory, research, and other evidence-based practice principles, students will address the complex needs of individuals with psychiatric disorders in acute care settings. Students will be mentored by an experienced Psychiatric Nurse Practitioner or psychiatrist in the activities expected in the role. The minimum requirement for this practicum is 180 hours. *Enrollment Requirement: NURS 532B must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533D (4)
[Change in unit value, description, and prerequisites]
Advanced Field Study: Management of the Clients and Families Across the Life Span I - FNP
Clinical practicum allows for immersion into the Family Nurse Practitioner (FNP) role of the advanced practice nurse in the primary care setting. Using foundations of theory, research, and other evidence, students will manage common acute illnesses in individuals throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice nurse practitioners or physicians in activities expected of the role. The minimum requirement for this practicum is 180 hours. *Enrollment Requirement: NURS 532A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533E (4)
[Change in title, unit value change, description, and prerequisites]
Advanced Field Study: Management of Clients and Families Across the Life Span I – APHN
Clinical practicum allows for immersion into the Clinical Nurse Specialist (CNS) role of the advanced practice nurse in public health. Students will manage individual clients and aggregates in the arena of public health in a variety of settings. This practicum emphasizes the use of health promotion and disease prevention strategies to improve the health of the community and the nation. Activities at the individual level include: health screening, counseling, education, and evaluation of immunity and infectious disease. Activities at the aggregate level include: emergency response, disaster planning, community health assessment, and program implementation and evaluation. Students will be mentored by an experienced advanced practice nurse in activities expected of the role. The minimum requirement for this practicum is 180 hours. *Enrollment Requirement: NURS 532A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 534A (2)
[Added prerequisites. *Prerequisites: NURS 502, 503A, 504, and 506*]
Advanced Practice Management of Clients and Families Across the Life Span II

NURS 534B (2)
[Added prerequisites. *Prerequisites: NURS 502, 503A, 504, and 506*]
Advanced Practice Management of Mental Health Clients and Families Across the Lifespan II

NURS 535A (4)
[Change in unit value, course description, and prerequisite]
Advanced Field Study: Advanced Practice Management of Clients and Families Across the Lifespan II – CNS
The clinical practicum allows for immersion of the Clinical Nurse Specialist (CNS) in the role of the advanced practice nurse in the community setting. Using foundations of theory, research and other evidence and the tools for case management, students will manage clients across the life span in their area of clinical expertise. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 180 hours. *Enrollment Requirement: NURS 534A must be taken concurrently. Prerequisites: NURS 502, 503A, 504 and 506.*

NURS 535C (4)
[Change in unit value, course description, and prerequisite]
Advanced Field Study: Management of Mental Clients and Families Across the Lifespan II – NP
This clinical practicum allows for the immersion of the Psychiatric Family Nurse Practitioner in the role of the advanced practice nurse in a variety of community settings. Using foundations of theory, research, and other evidence-based practice principles, students will address the complex needs of individuals, groups, and families with psychiatric disorders. The emphasis will be on the application of sound clinical decision making and diagnostic reasoning skills. Students will be mentored by an experienced Psychiatric Nurse Practitioner in the activities expected in the role. The minimum requirement for this practicum is 180 hours. *Enrollment Requirement: NURS 534B must be taken concurrently. Prerequisites: NURS 502, 503A, 504 and 506.*

NURS 535D (4)
[Change in unit value, course description, and prerequisite]
Advanced Field Study: Management of Clients and Families Across the Lifespan II for the Family Nurse Practitioner
This clinical practicum allows for the immersion into the Family Nurse Practitioner (FNP) role of the student advanced practice nurse in the primary care setting and community setting. Using foundations of theory, research, and other evidence, students will manage acute and chronic illness in individuals throughout the lifespan in a variety of clinical sites in the community. Concepts of primary, secondary and tertiary care will be incorporated into plans of care. Students will be mentored by licensed advanced practice nurse practitioners or physicians in activities expected of the role. A minimum of 180 clinical hours is required. *Enrollment Requirement: NURS 534A must be taken concurrently. Prerequisites: NURS 502, 503A, 504 and 506.*

NURS 535E (4)
[Change in unit value, course description, and prerequisite]
Advanced Field Study: Management of Clients and Families Across the Life Span II – PHN
This clinical practicum allows for continued immersion into the Clinical Nurse Specialist (CNS) role in the community. Using the foundations of Nursing, Public and Community Health, and strategies of case and care management students will manage individuals, families, and groups that have been historically marginalized and described as "vulnerable." Individuals and groups served may include the poor, the homeless, migrant workers, immigrants, pregnant adolescents, and people with mental illness, substance abusers, and people with communicable disease (e.g., HIV/AIDs). The minimum requirement for this practicum is 180 hours. *Prerequisites: NURS 502, 503A, 504 and 506.*

NURS 539A (4)
[New Course]
Advanced Practice Externship – CNS
Designed for the Clinical Nurse Specialist (CNS) to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse as a role model. Advanced assessment skills and advanced nursing practice will be performed. Students will complete 180 clinical hours. *Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 539C (4)
[New Course]
Advanced Practice Externship – FPMHNP
Designed for the Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse or physician as a role model. Advanced assessment skills and advanced nursing practice in the FPMHNP role will be performed. Students will complete 180 clinical hours. *Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 539D (4)
[New Course]
Advanced Practice Externship – FNP
Designed for the Family Nurse Practitioner (FNP) to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse or physician as a role model. Advanced assessment skills and advanced nursing practice in the FNP role will be performed. Students will complete 180 clinical hours. *Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 539E (4)
[New Course]
Advanced Practice Externship – APH CNS
Designed for the Advanced Public Health Clinical Nurse Specialist (APH CNS) to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse as a role model. Advanced assessment skills and advanced nursing practice in the APH CNS role will be performed. Students will complete 180 clinical hours. *Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 597A (1) 597B (2) 597C (3)
[New Course]
Independent Study in Advanced Nursing
Independent research, study, and/or directed reading in an area beyond what is directly covered in the nursing program. *May be repeated for credit for a total of six (6) units. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 598A (1) 598B (2) 598C (3)
[Added prerequisite: *Prerequisite: NURS 510, 512, and advancement to candidacy*]
Directed Graduate Project

NURS 599A (1) 599B (2) 599C (3)
[Added prerequisite: *Prerequisite: NURS 510, 512, and advancement to candidacy*]
Graduate Thesis

NURS 600 (1)
[New Course]
Thesis/Project Extension
Registration is limited to students who have received a grade of Report in Progress (RP) in NURS 598A, 598B, 598C, 599A, 599B, or 599C, and who expect to use the facilities and resources of the University to work on or complete the thesis or project. *May be repeated. Units may not be applied to the required units for the Master's degree. Enrollment is restricted to students who have obtained consent of the Director of the School of Nursing.*

OM 302 (2)
[Change in prerequisites: *Prerequisite for Business Administration students: BUS 304 or BUS 204 with a grade of C (2.0) or better. Prerequisites for CIS students: ACCT 201, ACCT 202, ECON 201, ECON 202, MATH 160, either MATH 242 or MATH 440 with grades of C (2.0) or better in all courses. Prerequisites for BIOT students: ACCT 201, ACCT 202, MATH 160, BIOL 215 with grades of C (2.0) or better in all courses.*]
Foundations of Operations Management

OM 305 (4)
[Change in prerequisites: *Prerequisites: BUS 304 or BUS 204 with a grade of C (2.0) or better.*]
Operations Management

OM 406 (4)
[Change in prerequisites and course description]
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. *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 or BUS 204 with a grade of C (2.0) or better.*

OM 428 (4)
[Change in prerequisites: *Prerequisites: BUS 304 or 204 with a grade of C (2.0) or better.*]
Supply Chain Management

OM 435 (2)
[Change in prerequisites: *Prerequisite: BUS 304 or BUS 204 with a grade of C (2.0) or better.*]
Project Management

OM 440 (4)
[Change in prerequisites: *Prerequisites: BUS 304 or BUS 204 with a grade of C (2.0) or better.*]
Pricing and Revenue Management

OM 441 (4)
[Change in prerequisites: *Prerequisites: BUS 304 or BUS 204 with grades of C (2.0) or better.*]
Business Logistics Management

OM 442 (2)
[Change in prerequisites: *Prerequisites: BUS 304 or BUS 204 with grades of C (2.0) or better.*]
Procurement and Supplier Management

OM 622 (2)
[New Course]
Hospitality Revenue Management
Introduces a systematic process designed to increase revenue by leveraging tools as well as market supply and demand indicators to apply effective pricing and inventory management strategies. Provides an overview of revenue management applications to the hotel industry designed to manage revenue per available room using different pricing models and applying duration management strategies. Examines revenue management issues in forecasting, group management, overbooking, as well as search engine optimization. *Prerequisite: BA 602.*

PH 501 (3)
[New Course]
Foundations of Public Health & Policy
Introduces the major domains of public health related to the five public health disciplines, including Health Services, Epidemiology, Social and Behavioral Sciences, Environmental Health, and Biostatistics. Includes the biomedical basis of public health, historical developments, the role of health ethics in research, and the future challenges to public health. Also presents the fundamentals of social and behavioral science with an emphasis on theoretical foundations as well as an introduction to advocacy, informatics, diversity and culture, leadership, and public health biology. *Restricted to students admitted to the MPH program and the MS in Kinesiology program.*

PH 502 (3)
[New Course]
Foundations of Health Systems Organization and Delivery
Introduces concepts and practices of health care and public health, with an emphasis on the structure and functions of the health system as well as planning, implementation, management, and evaluation of health-related programs. Includes the mission/vision, history, core functions, infrastructure, processes, and outcomes of the health system. Theoretical and practical perspectives are presented to illustrate how the health system works. Introduces current trends in health care delivery, including medical and legal issues, health policy, labor relations, managed care, group practice management, and long term care. *Enrollment restricted to students admitted to the MPH Program.*

PH 503 (3)
[New Course]
Social and Behavioral Determinants of Health
Examines current issues in health from a social science and behavioral perspective. Determinants of health are explored using an ecological approach to identify multilevel influences, risk factors, and health prevention and promotion strategies. A foundation for understanding of public health concepts, tools and approaches, and a critical examination of health and disease within populations is provided. *Enrollment restricted to students admitted to the MPH Program.*

PH 504 (3)
[New Course]
Biostatistics for Public Health
Covers biostatistical methods needed in the design and analysis of biomedical and public health investigations. Includes descriptive statistics and plots, types of data, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. Introduces correlation, univariate linear regression, and the use of statistical software. *Enrollment restricted to students admitted to the MPH Program.*

PH 505 (3)
[New Course]
Epidemiology
General principles, methods, and applications of epidemiology for public health, research, clinical practice, and evaluation of public policy. Includes methods of outbreak investigations, measures of disease frequency, standardization of disease rates, research methods and study design, measures of risk, causal inference, disease screening, surveillance, and evaluation of health services and screening programs. Emphasizes the critical analysis of current studies in the public health literature and the identification of epidemiologic resources, databases, and problems. *Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 504.*

PH 506 (3)
[New Course]
Environmental Determinants of Health
Provides an introduction to the environmental factors which affect the health of a community. Primary focus is on biological, physical, and chemical exposures associated with human health. Also covers the health-associated effects of global warming, occupational hazards, and other environmental problems. *Enrollment restricted to students admitted to the MPH Program.*

PH 507 (3)
[New Course]
Research Methods and Proposal Writing
Emphasizes research design, data collection, statistical analysis, computer application, and writing of research reports. Unique problems associated with data collection in public health settings such as public health departments, neighborhood health centers, and community-based organizations will be addressed. Quantitative, qualitative, and mixed research designs will be explored. Considerable emphasis is placed on evaluation of public health research published in scholarly publications. A research proposal is written as one of the course requirements. *Enrollment restricted to students admitted to the MPH Program.*

PH 515 (3)
[New Course]
Fundamentals of Emergency Management
Examines the functions of emergency management through the study of natural, man-made, and health-related disasters and emergencies. Explores the history of emergency management relative to current and future risk factors and identifies strategies to promote disaster-resilient communities. Emphasizes the integration of various sectors of emergency management (fire, law, public health) with an "all-hazards" approach, as well as the importance of emergency preparedness training. *Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 501, 502.*

PH 516 (3)
[New Course]
Public Health Preparedness and Response
Explores the role of public health in disasters and emergencies, including agents of terrorism, bioterrorism, and intentional mass threats. Areas of emphasis include: bio-surveillance, detecting and monitoring public health threats, rapid-needs assessments, public health emergency incident management system (ICS), emergency operations planning and exercises, infectious disease emergencies, outbreak investigation, environmental health risk assessment, and emergency planning for medically fragile/vulnerable populations. *Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 502, 515.*

PH 517 (3)
[New Course]
Evolution of Public Health Biosecurity
Overview of the global system of epidemic alert and response network, international public health security, and long-term preparedness and capacity-building as it relates to public health emergencies. Analyzes cases of biosecurity incidents; public health laboratory testing; biosecurity regulations; preventative measures to mitigate weapons of mass destruction threats; health data security; animal, plant, food, and environmental monitoring systems; food and agriculture safety and defense; medical countermeasures; and Centers for Disease Control goals and strategies. *Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 515.*

PH 518 (3)
[New Course]
Public Health Leadership and Risk Communication
Intensive introduction to crisis leadership during public health emergencies. Covers public health leadership principles, leadership styles and practices, management skills and competencies, risk communication and perception before and after disease epidemics, health communication strategies, health guidance and emergency public information, crisis communications and the media, role of the Joint Information System (JIS) in public health Incident Command System (ICS), communication and cultural sensitivity, public health case analysis, and ethics in emergency preparedness and response. *Enrollment restricted to students admitted to the MPH Program.*

PH 530 (3)
[New Course]
Health Disparities, Diversity, and Culture
Examines the importance of ethnic and cultural factors for community health practice, as well as the essential theories, models, and culturally-appropriate practices for working with ethnicity, gender, and social issues. Explores the health implications of community demographics, disparities, multicultural populations, communication, aging, sexual orientation, children, and future challenges. *Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 501, 503.*

PH 531 (3)
[New Course]
Methods of Community Health Education
Focuses on the assessment and analysis of community-based health needs, the application of a wide range of health education methods, and program implementation. The development of partnerships through advocacy, coalitions, and community engagement will be explored. Emphasizes the need for health communication, theoretical frameworks, and social media in community-based settings. Introduces professional and ethical standards for community-based methods and programs. *Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 501, 503.*

PH 532 (3)
[New Course]
Health Program Planning, Implementation, and Evaluation
Provides an overview of the development of public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Introduces the process of public health programming, including assessment, design, planning, implementation, and evaluation. Also includes an overview of effective public health interventions using the socio-ecologic framework (individual/behavioral, environmental/social community and policy) as a foundation to explore various levels of program planning and evaluation. *Enrollment restricted to students admitted to the MPH Program.*

PH 533 (3)
[New Course]
Health Promotion and Health Education Strategies
Provides foundational information, tools, and teaching methodologies for health promotion, disease prevention, and health education. Explores theoretical and practical perspectives to illustrate how healthcare professionals can positively influence the ability of patients, families, and diverse communities to prevent and manage their health and wellness. *Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 531.*

PH 560 (3)
[New Course]
Principles of Global Humanitarian Emergencies
Introduces the comprehensive nature of global public health preparedness and humanitarian response efforts for natural or human-made disasters. Includes the preparedness elements necessary for adequate responses to population shifts caused by natural and human-made disasters. Theoretical, ethical, and legal issues associated with all phases of humanitarian emergencies, including resettlement, will be presented. Methods to evaluate infectious disease and cultural epidemiologic data will be explored as resources for key decision-making. *Enrollment restricted to students admitted to the MPH Program.*

PH 561 (3)
[New Course]
Global Health: Chronic & Infectious Diseases
Provides an overview of current knowledge on mechanisms of major chronic and infectious diseases causing death and disability globally. Unique epidemiologic features, risk factors, relevant technical challenges, resource limitations, and cultural barriers that have shaped current approaches will be discussed. Successful evidence-based strategies designed to prevent and control these diseases will be reviewed. Introduces the Millennium Development Goals for reducing childhood mortality, improving maternal health, and combating diseases such as HIV*I*AIDS and malaria. *Enrollment restricted to students admitted to the MPH Program.*

PH 562 (3)
[New Course]
Global Health Policy and Practice
Integrates key concepts, theories, and methods related to socio-cultural, political, and economic determinants of health and health status from a global perspective. Includes global health inequalities, social determinants of health, links between development and health, international health systems, global health diplomacy, human rights, health system reforms, and global health governance. Explores the methodological challenges of developing policy responses to global health issues, the implementation of health policy, and best practices in the delivery of effective, ethical, and culturally-appropriate health interventions for various settings. *Enrollment restricted to students admitted to the MPH Program.*

PH 563 (3)
[New Course]
Community-Based Participatory Research
Introduces a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each partner brings. Addresses the theories, principles, and strategies of community-based participatory research, the advantages and limitations to using this approach, and some of the skills necessary for participating effectively in community-based participatory research. *Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 504.*

PH 690 (1-3)
[New Course]
Special Topics in Public Health
Various topics in public health and public health research. *Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students admitted to the MPH Program.*

PH 695 (3)
[New Course]
Capstone Seminar in Public Health
Application of all prior coursework to a "real life" case study involving many of the major health service functions within a community. Emphasis on strategic planning, developing a business plan, marketing, advertising, financial and demographic analysis, and program implementation within health care organizations serving the community. Addresses the role and function of planning and marketing, community needs, administration and the medical staff, hospital and physician relations, governance, economic and political forces, and government regulations. *Enrollment restricted to students admitted to the MPH Program. Enrollment requirement: completion of all prior required courses in the MPH program.*

PH 697A (1), 697 B (2), 697C (3)
[New Course]
Independent Study in Public Health
Independent study in a public health area as outlined and agreed upon by the instructor and student. May include assistance on a faculty research project or mentored study/travel abroad experience. *Enrollment restricted to students admitted to the MPH Program. Enrollment restricted to students who have obtained consent of instructor required. May be repeated for credit for a total of six (6) units.*

PH 698A (1), 698 B (2), 698C (3)
[New Course]
Culminating Experience in Public Health (Project or Thesis)
Independent research thesis or graduate project related to an approved public health area. *Graded Credit/No Credit or Report in Progress (RP). Prerequisite: advancement to candidacy and consent of department. Enrollment restricted to students admitted to the MPH Program. May be repeated for credit for a total of three (3) units.*
Enrollment requirement: Advancement to candidacy.

PSCI 319 (3)
[New Course]
Special Topics in American Politics
Selected topics in American 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. (USGP)*

PSCI 340 (3)
[Reactivated Course]
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 349 (3)
[New Course]
Special 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. (CP)*

PSCI 369 (3)
[New Course]
Special 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. (INP)*

PSCI 379 (3)
[New Course]
Special 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. (PT)*

PSCI 392 (3)
[Reactivated Course]
Religion and Politics
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. *(GP)*

PSCI 415 (3)
[Change in course description; deleted enrollment requirement]
State Politics
Politics and policy-making at the state level. Subjects include the constitutional foundations of state-level political systems, institutions of state and local government, direct democracy, state and local policy debates, and relations between federal and state governments. Emphasis on California government and politics.

PSCI 465 (3)
[New Course]
Genocide and Crimes Against Humanity
Focuses on the emergence, evolution, varieties, underlying causes, and responses to genocide and other crimes against humanity. Covers the emergence of genocide and the subsequent conceptualization of this phenomenon, the evolution of genocide through historical case studies, and the emergence of new human rights standards that have arisen in response to these crimes against humanity. *May not be taken for credit by students who have received credit for PSCI 469-2.*

PSYC 210 (3)
[Change in title]
Child Growth and Development

PSYC 215 (3)
Change in title]
Child, Family, Community

PSYC 328 (3)
[Change in enrollment requirements]
Developmental Psychopathology
Enrollment Requirements: PSYC 100, 331 or 349.

PSYC 330 (3)
[Change to course description]
Developmental Psychology: Infancy and Childhood
Examination of development from conception through childhood with emphasis on sociocultural contexts of development, physical growth and health, social-emotional cognitive, and language development. Examines issues of family gender, ethnicity, culture, and class in the context of their effects on development. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or interdisciplinary Social Sciences (D). Students may not take both PSYC 330 and 331.*

PSYC 331 (3)
[New Course]
Infancy and Childhood: Theories and Research
Focuses on theories, methods, and research in developmental psychology from conception through childhood. Includes biological, genetic, and physical development; social-emotional development, cognitive and language development; perception and brain development. Analysis and synthesis of scholarly articles are integral parts of this course. *Enrollment Requirement: PSYC 100. Enrollment restricted to PSYC majors and minors, and CHAD majors only, or consent of instructor.*

PSYC 333 (3)
[Added enrollment requirement]
Psychology of Prejudice
Enrollment Requirement: *Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 343 (3)
[Change in enrollment requirements]
Psychology of Work and the Family
Focuses on the impact of parental employment on the physical, cognitive, and socioeconomic development of children and adolescents. Subjects will include parental labor force participation, work/family conflict and balance, effects of employment and daycare, and cross-cultural, ethnic, and social class differences. Additionally, the course will address "family friendly organizations" and how businesses are responding to work-family issues. *Enrollment Requirements: PSYC 100 and 331 or 349 or 356.*

PSYC 345 (3)
[New Course]
The Psychology of Caregiving Across the Lifespan
Explores family caregiving relationships and experiences across the lifespan with a focus on the physical, psychological, and emotional impact on caregivers. Includes critical analysis of the nature of family caregiving and considers how cultural, societal, and global contexts impact how caregiving is delivered. *May not be taken for credit by students who have received credit for PSYC 440-1. Enrollment Requirements: PSYC 100 and 331 or 349 or 356 or consent of instructor.*

PSYC 348 (3)
[Change to course description]
Developmental Psychology: Adolescence
Examines development in adolescence (ages 10-22). Emphasis on sociocultural contexts of development (gender, class, culture) and their effect on development. Includes 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). Students may not take both PSYC 348 and 349.*

PSYC 349 (3)
[New Course]
Adolescence: Theories and Research
Covers theories, methods, and research in development from early adolescence through emerging adulthood. Includes biological and physical development; social-emotional development, cognitive development; and social influences on adolescent behavior. Focus on analysis and synthesis of scholarly articles and application of theories and methods to the study of adolescence. *Enrollment Requirement: PSYC 100. Enrollment restricted to PSYC majors and minors, and CHAD majors, or consent of instructor.*

PSYC 351 (3)
[Change in course number (Formerly offered as PSYC 422) and enrollment requirement]
Social Cognition
Enrollment Requirement: PSYC 100 or consent of instructor.

PSYC 356 (3)
[Change in enrollment requirement]
Developmental Psychology: Adulthood and Aging
Enrollment Requirement: PSYC 100.

PSYC 395 (3)
[Change in enrollment requirements: PSYC 100, 220, 230 and either 331 or 349 must be completed with a grade of C (2.0) or better]
Laboratory in Developmental Psychology

PSYC 424 (3)
[Correction to course description]
Advanced Psychological Statistics
Advanced statistical methods for analysis of data in psychology. Sampling distributions, hypothesis testing, analysis of variance techniques. Applications to research design and evaluation of data in psychology. *Two hours of lecture and two hours of activities. Prerequisites: PSYC 100 and 220 must be completed with a grade of C (2.0) or better.*

SLP 150 (3)
[Change in prefix (Formerly offered as EDSL 150 and 350)]
Introduction to Communicative Sciences and Disorders
An orientation to a career in speech-language pathology. An overview of the numerous speech, language, cognitive, swallowing and hearing disorders that speech-language pathologists diagnose and treat. *May not be taken for credit by students who have received credit for SLP 350.*

SLP 175 (3)
[New Course]
Communication Disorders in Literature and Media
Explores communication disorders as they are portrayed in literature and media. Disorders will be discussed from two perspectives; first the scientific perspective that includes etiology, diagnosis, and treatment as it relates to practice in the field of Speech-Language Pathology. Portrayal of communication disorders in literature and media will be used to explore society's perceptions. Exploration of psychological and functional implications of the disorders on individuals and their families. Reflections on misalignments between stereotypical views, scientific information about disorders and individual experiences portrayed in literature and media.

SLP 201 (3)
[Change in prefix (Formerly offered as EDSL 201)]
Hearing Disorders and Measurement
Reviews the anatomy of the auditory and vestibular systems and explores peripheral and central disorders which can affect hearing and balance. Classification of disorders of hearing by etiology, location within the auditory systems, and effect on communication. Investigates the current assessments available to evaluate hearing and balance and the results provided by the assessments. *May not be taken for credit by students who have received credit for EDUC 496-2.*

SLP 222 (3)
[New Course]
Evidenced-Based Practice in Speech-Language Pathology
Provides students with an exploration of EBP in the assessment and treatment of communication and swallowing disorders. Students will learn of the benefits and limitations of EBP in case management.

SLP 251 (3)
[Change in prefix and course number (Formerly offered as EDSL 251 and 351)]
Language Development and Assessment for Practitioners

SLP 320 (3)
[Change in prefix and course number (Formerly offered as EDSL 320)]
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. *Also offered as BIOL 320. Students may not receive credit for both. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

SLP 352 (3)
[New Course]
Literacy Development and Assessment for the Speech-Language Pathologist
Provides a speech language pathology perspective on the development, assessment and instruction of reading and writing in English language learners. Focuses on knowledge and skills related to: a culture of literacy, the components and strategies of literacy instruction, literacy assessment to meet individual needs, curriculum-based literacy, and second language literacy development.

SLP 357 (3)
[Change in prefix (Formerly offered as EDSL 357)]
The Science of Speech and Hearing
Provides a foundation in the science of sound as applied to speech and hearing with applications in the field of communicative disorders. Students will learn the fundamental science of the production and perception of sound. The physical and physiological aspects of speech and its measurement will be reviewed. Normal physical processes and principles serve as a framework for understanding abnormal functioning. Clinical

applications are used to demonstrate the importance of the science of sound to the clinician. *May not be taken for credit by students who have received credit for PHYS 490-3. Also offered as PHYS 357. Students may not receive credit for both.*

SLP 364 (3)
[Change in prefix (Formerly offered as EDSL 364)]
The Role of Cultural Diversity in Schooling
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. Required of all credential candidates. *Also offered as EDUC 364. Students may not receive credit for both.*

SLP 391 (3)
[Change in prefix (Formerly offered as EDSL 391)]
Clinical Phonetics and Analysis of Disordered Speech for Speech Language Pathologists
Description, analysis, and transcription of typically produced and disordered speech sounds. The importance and application of phonetic transcription in the assessment of individuals with communication disorders is examined. Students will learn techniques for citation and intelligibility assessment. Knowledge of typical and disordered development is incorporated to aid in diagnostic and therapy decisions. Students analyze child and adult speech samples to differentially diagnose articulation and phonological disorders.

SLP 400 (3)
[New Course]
Professional Speaking and Presentations in Speech Language Pathology
Focuses on the construction and delivery of informative professional conversations, speeches and presentations in a public arena, as relevant to speech-language pathologists.

SLP 401 (3)
[New Course]
Professional Report Writing for Speech-Language Pathologists
Focuses on the construction and writing of professional and technical correspondence and reports for various SLP professional practice settings. Emphasis will be placed on writing conventions, style, design and format for all aspects of clinical practice.

SLP 432 (2)
[Change in unit value]
Augmentative and Alternative Communication for Speech Language Pathologists
Survey of technologies and assistive/adaptive devices used for working with individuals with communication disorders across the lifespan. Covers best practices in assessment as well as appropriate ways to differentially identify interventions for effective communication utilizing state-of-the-art technology and other augmentative communication devices.

SLP 450 (3)
[Change in course number (Formerly offered as EDSL 260 and 450)]
Consideration of the general role of evaluation in speech and language therapy with intensive study of diagnostic tests and procedures used to assess communication disorders. *May not be taken for credit by students who have received credit for EDSL 360.*
Diagnostics in Speech-Language Pathology

SLP 451 (3)
[New Course]
Professional Aspects of Communicative Sciences and Disorders
Survey of professional issues that are central to the practice in the field of speech language pathology. Includes theory in counseling, supervision, and behavior management as a basis for reflective clinical experience. Introduces the code of ethics, which governs the practice of speech language pathology and explores ways in which these ethical principles guide practice across the lifespan.

SLP 452 (3)
[New Course]
Introduction to Clinical Practice
Provides an in depth understanding of the expertise and professional skills required to become a Speech-Language Pathologist. Reviews the roles and responsibilities of the SLP, as well as professional and ethical responsibilities for certification and licensure. Will aid in the first steps of career planning to become a speech-language pathologist.

SLP 461 (3)
[New Course]
Speech Development and Disorders
Applies knowledge of articulation and phonological development to the assessment and intervention of children with speech delay/disorder. Covers theoretical constructs relevant to how we conceptualize developmental speech disorders, explores assessment issues and procedures, and reviews current evidence-based intervention approaches. *Prerequisite: SLP 391.*

SLP 462 (2)
[New Course]
Communication Disorders in Individuals with Craniofacial Anomalies
Covers the biological and neurological aspects of craniofacial anomalies leading to speech disorders. Addresses etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated with cleft lip and palate and other craniofacial disorders. *Prerequisites: SLP/BIOL 320 and SLP 391.*

SLP 463 (3)
[New Course]
Voice and Fluency Disorders
Reviews theories and principles in the onset, development and maintenance of stuttering and voice disorders in children and adults. Current best practices in prevention,

assessment and treatment will be reviewed through reading research literature for populations across the lifespan. *Prerequisite: SLP/BIOL 320.*

SLP 471 (3)
[New Course]
Developmental Language and Literacy Disorders
Reviews current theories regarding the underlying etiology of language disorders in infants and children. Uses knowledge and principles from typical communication development to inform assessment and treatment. Emphasis on gathering and analyzing diagnostic information to develop evidence-based treatment plans for infants and children. *Prerequisite: SLP 251.*

SLP 473 (3)
[Change in prefix (Formerly offered as EDSL 473)]
Adult Neurogenic Communication Disorders
Covers the neuroanatomical and neurophysiological bases of adult human communication and discuss types of brain injuries (i.e. diagnoses) that lead to acquired communication disorders in adults. Covers the linguistic and cognitive-communicative disorders of aphasia, right brain dysfunction, traumatic brain injury and dementia. A survey of historical and contemporary literature related to the nature of these communication disorders, including prominent theories will be covered.

SLP 491 (3)
[New Course]
Neural Correlates for Speech, Language and Swallowing Functions
Covers the neurological underpinnings of typical speech, language and swallowing functions across the lifespan. Introduces the role of the peripheral and central nervous system in communication and swallowing functions.

SLP 492 (3)
[New Course]
Swallowing Disorders
Covers the anatomy and physiology of typical swallowing function across the lifespan. Introduces common etiologies that result in swallowing disorders and reviews the assessment and treatment of these disorders. *Prerequisites: SLP/BIOL 320.*

SLP 494 (3)
[New Course]
Introduction to Autism Spectrum Disorders
Explores the nature of autism spectrum disorders across the lifespan. The neurological, genetic, and anatomic underpinnings of the disorder will be reviewed based upon current research and compared to typically developing populations. Current and best practices for evaluation, treatment and behavior management will be discussed. Reviews the disorder from the perspective of a multidisciplinary team. *Prerequisite: SLP 251.*

SLP 498 (3)
[New Course]
Special Topics in Speech-Language Pathology
Covers special topics in the field of Speech-Language Pathology. *Students should check the Class Schedule for list of actual topics.*

SLP 499 (3)
[New Course]
Senior Seminar in Speech-Language Pathology
An advanced seminar in the field of Speech-Language Pathology designed to allow in-depth investigation of a particular disorder area. *Enrollment restricted to students with Senior standing.*

SLP 599 (3)
[Change in prefix (Formerly offered as EDSL 599)]
Independent Study in Communicative Sciences and Disorders
Independent library study or research under the direction of a faculty member. Study plan must be approved by the fourth week of classes. *May be repeated. Enrollment restricted to students who have obtained consent of instructor. Prerequisite: SLP 150.*

SLP 602 (3)
[Change in prefix (Formerly offered as EDSL 602)]
Bilingual and Bicultural Practice Issues in Speech-Language Pathology
The nature of language development and processing in bilingual individuals, including the manifestation of speech and language impairment in these populations. Students will learn assessment and intervention practices with bilingual children. Students will also gain knowledge and skills related to ASHA Code of Ethics regarding "Cultural Competence."

SLP 622 (3)
[Change in prefix (Formerly offered as EDSL 622)]
Research and Evidence-Based Practice in Speech-Language Pathology
Introduce students to the framework and principles of Evidence-Based Practice (EBP), and its use in clinical decision-making. Students will learn to identify and present the best current evidence to support clinical practice. Introduces students to the foundations of scientific reasoning and the various forms of scientific research in the field of communicative sciences and disorders. Students will learn about the principles of underlying quantitative and qualitative research designs,

SLP 631 (3)
[Change in prefix (Formerly offered as EDSL 631)]
Law and Ethics for the Speech-Language Practitioner
Introduction to state and federal special laws regarding special education, ethical issues in special education; 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.

SLP 632 (2)
[Change in prefix (Formerly offered as EDSL 632)]
Augmentative and Alternative Communication (AAC)
Covers augmentative and alternative approaches to communication (e.g. aids, symbols, techniques and strategies) for use with individuals across the lifespan with communication disorders. Participants will gain knowledge and skills in decision-making in selecting these components, and the application of these systems and strategies.

SLP 641 (2)
[Change in prefix (Formerly offered as EDSL 641)]
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 not be taken for credit by students who have received credit for EDSL 641. May be repeated for a total of four (4) units. Co/Prerequisite: SLP 652.*

SLP 641A (2)
[New Course]
Supervised Off-Campus Clinical Experience I: Children/Adults
Development of emerging clinical skills in the diagnosis and treatment of a variety of communication disorders in children and/or adults through off-campus supervised clinical practice. Activities may include case history review, interview, test administration and interpretation, treatment plan design, treatment implementation, data collection and oral/written reporting. *Graded Credit/No Credit.*

SLP 641B (2)
[New Course]
Supervised Campus-Based Clinical Experience I: Children/Adults
Development of emerging clinical skills in the diagnosis and treatment of a variety of communication disorders in children and/or adults through campus-based supervised clinical practice. Activities may include case history review, interview, test administration and interpretation, treatment plan design, treatment implementation, data collection and oral/written reporting. *Graded Credit/No Credit.*

SLP 642A (4)
[New Course]
Supervised Off-Campus Clinical Experience II: Children/Adults
Development of intermediate clinical skills in the diagnosis and treatment of a variety of communication disorders in children and/or adults through supervised off-campus clinical practice. Activities may include case history review, interview, test administration and interpretation, treatment plan design, treatment implementation, data collection and oral/written reporting. *Graded Credit/No Credit. Prerequisite: SLP 641A or 641B.*

SLP 642B (4)
[New Course]
Supervised Campus-Based Clinical Experience II: Children/Adults
Development of intermediate clinical skills in the diagnosis and treatment of a variety of communication disorders in children and/or adults through campus-based clinical practice. Activities may include case history review, interview, test administration and interpretation, treatment plan design, treatment implementation, data collection and oral/written reporting. *Graded Credit/No Credit. Prerequisite: SLP 641 or 641B.*

SLP 645 (10)
[Change in prefix (Formerly offered as EDSL 645)]
Supervised Clinical Experience: Clinical Internship
Development of clinical skills through supervised clinical placement in a full-time internship. Includes a minimum of 200 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. *Graded Credit/No Credit.*

SLP 651 (2)
[Change in prefix (Formerly offered as EDSL 651)]
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. *Graded Credit/No Credit.*

SLP 652 (1)
[Change in prefix (Formerly offered as EDSL 652)]
Professional Seminar II
Introduce students to the clinical process associated with diagnosing and treating clients with a wide variety of communication disorders. This includes practice in administering, scoring, interpreting and writing up test results. Students will practice collecting baseline data, and writing treatment goals based on the baseline data. Students will write-up a lesson plan including

goals and methods. *Graded Credit/No Credit. Enrollment Requirement: Lower-Division requirement in Life Sciences. Prerequisite: SLP 651.*

SLP 653 (1)
[Change in prefix (Formerly offered as EDSL 653)]
Professional Seminar III
Introduces students to clinical case management, problem solving, reflective practice, treatment methodologies and techniques, progress monitoring, professional report writing, interpersonal communication, and issues related to professional career development in the field of speech-language pathology. *Graded Credit/No Credit. Co-requisite: SLP 642. Prerequisites: SLP 652 Professional Seminar, and admission to the MA in Education Option in Communicative Sciences and Disorders.*

SLP 654 (2)
[Change in prefix (Formerly offered as EDSL 654)]
Grand Rounds in Speech-Language Pathology
Exposes students to reflective practice and problem solving in client case management. Students will present client cases in the audience of peers and faculty. Discussion will center around chosen course of treatment, and question/answer. Students will be taught to and encouraged to reflect on their practice. *Graded Credit/No Credit. Co-requisite: SLP 641 or 642. May be repeated for credit for a total of four (4) units.*

SLP 661 (3)
[Change in prefix (Formerly offered as EDSL 661)]
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.

SLP 662 (2)
[Change in prefix (Formerly offered as EDSL 662)]
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.

SLP 663 (2)
[Change in prefix (Formerly offered as EDSL 662)]
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.

SLP 664 (3)
[Change in prefix (Formerly offered as EDSL 664)]
Motor Speech Disorders
Exploration of the nature of motor speech disorders in children and adults, including symptomatology 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: SLP 691.*

SLP 665 (1)
[Change in prefix (Formerly offered as EDSL 665)]
Speech-Language Pathology Services for Cleft Palate and Craniofacial Anomalies
Anatomy and physiology of craniofacial features, in addition to etiology, principles of speech-language pathology assessment and treatment, and care of disorders associated with clefts and craniofacial anomalies.

SLP 671 (3)
[Change in prefix (Formerly offered as EDSL 671)]
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.

SLP 672 (3)
[Change in prefix (Formerly offered as EDSL 672)]
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.

SLP 673 (4)
[Change in prefix (Formerly offered as EDSL 673)]
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: SLP 691.*

SLP 673A (2)
[Change in prefix (Formerly offered as EDSL 673A)]
Language Disorders in Adults
Exploration of acquired language 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 of the nature of language breakdown. *Prerequisite: SLP 691.*

SLP 673B (2)
[Change in prefix (Formerly offered as EDSL 673B)]
Cognitive-Linguistic Disorders in Adults
Exploration of acquired cognitive-linguistic, communicative and pragmatic 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 of the nature of language breakdown. *Prerequisite: SLP 691.*

SLP 681 (2)
[Change in prefix (Formerly offered as EDSL 681)]
Aural Rehabilitation
Applied and theoretical aspects of aural rehabilitation. Includes the effects of hearing loss on communication and daily life in child and adult populations, models for intervention techniques to each group, counseling processes for families and clients, understanding strategies used with children with hearing loss, and prosthetic management of hearing loss, including amplification, sensory aids and assistive devices.

SLP 691 (3)
[Change in prefix (Formerly offered as EDSL 691)]
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.

SLP 692 (3)
[Change in prefix (Formerly offered as EDSL 692)]
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: SLP 691.*

SLP 693 (3)
[Change in prefix (Formerly offered as EDSL 693)]
Seminar in Counseling in Speech-Language Pathology
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.

SLP 694 (2)
[Change in prefix (Formerly offered as EDSL 694)]
Seminar in Autism Spectrum Disorders
Exploration of the nature of autism spectrum disorders across the lifespan. Current trends in assessment and diagnostic criteria for the disorder will be discussed in addition to specific diagnostic tools. Treatment, data collection, and ongoing assessment techniques will be applied based on evidence-based practice. *May not be taken for credit by students who have received credit for EDUC 696-1. Prerequisites: SLP 671 and 672.*

SLP 695 (1-4)
[Change in prefix (Formerly offered as EDSL 695)]
Special Topics in Communicative Sciences and Disorders
Study of special issues in the field of communicative sciences and disorders. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for list of actual topics. Enrollment restricted to students who have obtained consent of instructor.*

SLP 698 (3)
[Change in prefix (Formerly offered as EDSL 698)]
Culminating and Summative Experience in Speech-Language Pathology
Students complete their culminating experience which may take the form of a thesis, project, or written comprehensive examination. Students must complete an oral defense of their work. Students must continuously enroll in this course until completion of the culminating experience. *Graded Credit/No Credit. May be repeated for a total of nine (9) units.*

SPAN 250 (3)
[Change in title]
Spanish for Heritage Spanish Speakers

SPAN 301B (3)
[Change in title]
Advanced Spanish for Heritage Spanish Speakers

SOC 350 (3)
[New Course]
Imagining Indians: American Indians, Mass Media, Film, and Society
Provides students with a critical analysis and deeper understanding of American Indian cultures at the intersection of the Mass Media. Examines American Indians in media from the very first instances in America through contemporary media and critically examines the effects of media on American Indian identity, politics, sovereignty, ethnic identity, environment, economic development, health disparities, human rights, spirituality, religious freedom, language and art and the very existence of Indian Country in the 21st Century. Examines American Indian cultures as part of the American entertainment cinema, television, and as mascots for team sports. *Also offered as NATV 350. Students may not receive credit for both. May not be taken for credit by students who received credit for SOC 489-5.*

SOC 425 (4)
[New Course]
Sociological Mindfulness
Explores the joint application of sociological insights and mindfulness practices as a means to enhance well-being and social relationships over a lifetime. Covers how thoughts, emotions, behaviors, and circumstances shape and are shaped by the web of social relations linking people across time and space. Explores the integration of these insights within mindfulness practices to improve the quality of their own and others' lives. *May not be taken for credit by students who have received credit for SOC 485-1.*

SOC 494 (4)
[Correction to title]
Internship in Criminology and Justice Studies
Internship that allows for a consideration of crime, law, social control, and/or social justice. Requires 100 hours of supervised service in a government agency, community, or grassroots organization, and attendance in a weekly seminar. Focuses upon the analysis of internship experiences in light of criminological and justice studies theories and concepts, issues of professionalization, and methods of social change. *Restricted to Criminology and Justice Studies majors. Enrollment restricted to students who have obtained consent of instructor. Prerequisites: SOC 311 or 313 or 315, and 325.*

SOC 495 (4)
[Correction to title]
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 restricted to students who have obtained consent of instructor. Prerequisites: SOC 320 or 325 and either SOC 311 or 313 or 315.*

SSCI 301 (3)
[New Course]
Introduction to the Social Sciences: Riddles and Challenges in Making of Everyday Life
Introduction to the history, theories, and methods of the social sciences. Compares and contrasts the contributions of the social science disciplines to understandings and responses to the central riddles, challenges, and milestones encountered over the life course. Focuses on how these issues are shaped by contemporary societal processes addressed by the social sciences, including gender, race and class, and sexual preference.

SSCI 495 (3)
[New Course]
Capstone in the Social Sciences
Capstone for Social Sciences majors that draws upon multiple disciplines to understand the contributions of the social sciences to preventing, responding to, and solving contemporary social problems. *Prerequisite: SSCI 301 and senior status.*

VSAR 122 (3)
[Change in course number (Formerly offered as VSAR 222)]
Survey of World Cinema

VSAR 203 (3)
[New Course]
Introduction to Audio and Video
Teaches the basics and integration of audio, video, and motion graphics production for the web or other screen-based media. *May not be taken for credit by students who have received credit for VPA 180-3.*

VSAR 321 (3)
[New Course]
Digital Photo Sketchbook
Investigates a broad range of artistic practices and contemporary artists who use digital media as a tool for contemporary photographic practices. Students experiment with a different conceptual or technical approach to art making and develop aesthetic strategies for engaging audiences using digital cameras and mobile devices. Lectures, screenings, group discussions, research. Projects may include blogs, photo books, and gallery or online exhibitions of work. *May not be taken for credit by students who have received credit for VPA 380-17.*

VSAR 323 (3)
[Change in title]
Chicana/o Art of the Border Region

VSAR 329 (3)
[New Course]
Documentary Production
Develops an understanding and appreciation of the documentary genre. Covers conceptual and technical aspects of documentary production. Students will be encouraged to develop their unique voice and style in executing their own productions. *May not be taken for credit by students who have received credit for VPA 380-13.*

VSAR 333 (3)
[New Course]
Visual Culture Studies
Introduction to theories of visual culture, ways of seeing, and practices of looking. Uses a visual/cultural studies approach focusing on objects of visual culture including art, objects of mass/consumer culture, and photography and design in journalism and advertising. Explores the importance of critical media literacy in contemporary society, and roles that images play in developing a sense of self. Students develop a grammar of visual design, practice creative use of images in developing a visual glossary, and learn to analyze images critically. *May not be taken for credit by students who have received credit for VPA 380-16.*

VSAR 409 (3)
[New Course]
Advanced Graphic Design and Visual Media
Investigates a broad range of contemporary artists who use digital media for visual communications and graphic design. Explores a broad range of perspectives and experiment with different conceptual approaches working with emerging digital media trends and technologies. Uses lectures, screenings, discussions, readings, and a series of visual communication and design projects to examine visual hierarchies for text and image, color, typography, page layout and optimization of visual communication. *May not be taken for credit by students who have received credit for VPA 380-11. Prerequisite: VSAR 316 or consent of instructor.*

VSAR 433 (3)
[Change in title]
Story Writing for Media

WMST 380 (3)
[New Course]
Women and Social Movements in the United States
Analysis of women's involvement in social movements in the U.S., from the 19th Century to the present. Explores the intersections of race, class, gender, and sexuality in relation to these movements.