







2016-2018 CATALOG

California State University
SAN MARCOS

VALUES

California State University San Marcos is an academic community dedicated to the values of:

Intellectual Engagement

Learning, teaching, discovery, and application of knowledge

Community

Shared commitments to service, teamwork, and partnership

Integrity

Respect, honesty, trust, fairness, academic freedom, and responsibility

Innovation

Creativity, openness to change, flexibility, responsiveness, and future focus

Inclusiveness

Individual and cultural diversity, and multiple perspectives

MISSION

California State University San Marcos focuses on the student as an active participant in the learning process. Students work closely with a faculty of active scholars and artists, whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. Cal State San Marcos provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, Cal State San Marcos grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

VISION

In its second decade, California State University San Marcos will become a distinctive public university known for academic excellence, service to the community, and improving learning through creative uses of technology. In its teaching and student services, Cal State San Marcos will combine the academic strengths of a large university with the close personal interactions characteristic of smaller institutions. Our curriculum will build upon its strong foundation in the liberal arts and sciences to increase student achievement of the knowledge, skills, and competencies needed in a global society experiencing accelerated technological, social, and environmental change. Students also will select from a growing array of specialized programs responsive to state and regional needs. All members of the campus will work to provide an environment that supports the work of students and faculty. Cal State San Marcos will celebrate and capitalize on its diversity to form a learning community committed to this shared vision.



Class size facilitates close associations between classmates and faculty members

CALIFORNIA STATE UNIVERSITY SAN MARCOS

Founded in 1989, California State University San Marcos opened its doors to students in fall 1990, and became the 20th campus to be established in the 23-campus CSU system. Today, more than 14,000 students attend the 304-acre campus, which is located in the foothills of northern San Diego County, just a short distance from some of Southern California's best beaches and an hour from the U.S.-Mexico border. CSUSM is a dynamic university with a global vision. A distinctive feature of the university curriculum is its emphasis on hands-on experiences. The campus's modern, state-of-the-art facilities provide students access to science and computer labs featuring some of the finest equipment available today. Cal State San Marcos prepares students to become life-long learners and productive contributors to a global society by helping them acquire knowledge and develop skills and values. CSUSM is one of 34 public universities in the U.S. recognized by the Carnegie Foundation in the Community Engagement Classification for both Curricular Engagement and Outreach & Partnerships.

California State University
SAN MARCOS



Over 90 percent of alumni say that if they could choose again, they would choose CSU San Marcos



CSUSM
THE UNIVERSITY OF CHOICE

In just 25 years, CSUSM has become the University of Choice for an increasing number of students from all over southern California, including Los Angeles, Orange, Riverside and San Diego counties. The campus's success is built on the foundation of its core mission which ensures students will become the leaders of tomorrow. The university's five strategic priorities - academic excellence, student life, campus climate, community partnerships and educational equity - keep it on track in meeting today's challenges while building a legacy of access to quality education. Here's what graduating seniors say about their CSUSM education:

- 96.6% say they use computers and information technology
- 95.5% say they can think critically and analytically
- 90.8% say they acquired a broad general education
- 89.8% say they can write clearly and effectively
- 85.7% say they have worked collaboratively

Find out more for yourself. Visit the web at www.csusm.edu. Then visit the campus. Your choice of a university is one of the most important investments you'll ever make. Take the time now to make the right decision for tomorrow.

MAJORS

Anthropology, B.A.
Applied Physics, B.S.
Biochemistry, B.S.
Biological Sciences, B.S.
Biotechnology, B.S.
Business Administration, B.S.
Chemistry, B.S.
Child and Adolescent Development, B.A.
Communication, B.A.
Computer Science, B.S.
Criminology and Justice Studies, B.A.
Economics, B.A.
Environmental Studies, B.A.
Global Studies, B.A.
History, B.A.
Human Development, B.A.
Kinesiology, B.S.
Liberal Studies, B.A.
Literature and Writing Studies, B.A.
Mass Media, B.A.
Mathematics, B.S.
Music, B.A.
Nursing, B.S.
Political Science, B.A.
Psychology, B.A.
Social Sciences, B.A.
Sociology, B.A.
Spanish, B.A.
Speech Language Pathology, B.S.
Special Major, B.A.
Visual and Performing Arts, B.A.
Women's Studies, B.A.



CSU San Marcos is located 30 miles north of downtown San Diego, just 10 miles from some of Southern California's best beaches.

MINORS

American Indian Studies
Anthropology
Art History
Arts and Technology
Biological Sciences
Border Studies
Business Administration
Chemistry
Cognitive Science
Communication
Computer Science
Criminology and Criminal Justice
Critical Intercultural Communication
Dance
Economics
Electronics
Ethnic Studies
Film Studies
French
Geography
German
Global Studies
History
Linguistics
Literature and Writing Studies
Mathematics
Music
Music Technology
Philosophy
Physics
Political Science
Psychology
Quantitative Biology and Biostatistics
Social Sciences
Sociology
Spanish
Theatre
Video/Film Production
Visual and Performing Arts
Visual Arts
Women's Studies

GRADUATE PROGRAMS

Biological Sciences, M.S.
Biotechnology, MBt
Business Administration, M.B.A.
Computer Science, M.S.
Cybersecurity, M.S.
Education, M.A.
Educational Leadership, Ed.D.
Health Information Management, M.S.
History, M.A.
Kinesiology, M.S.
Literature and Writing Studies, M.A.
Mathematics, M.S.
Nursing, M.S.
Psychology, M.A.
Public Health, M.P.H.
Social Work, M.S.W.
Sociological Practice, M.A.
Spanish, M.A.
Speech Language Pathology, M.S.

WHAT SETS CSUSM APART FROM OTHER CAMPUSES:

- Interact directly with faculty
- Develop critical thinking skills
- Write in every class
- Learn a second language
- Master technology
- Serve the community
- Learn team-building skills



STUDENT PROFILE

GENDER

Male	39%
Female	61%

ETHNICITY

African American/Black	3.3%
Asian & Pacific Islander	10.4%
Latino	41.4%
Native American	.3%
White	30.8%
Other/Unknown	8.4%
Multiple Race	5.5%

CAMPUS COMMUNITY

Undergraduate	95.2%
Credential	1.7%
Graduate	3.1%

NEW FRESHMEN COME FROM

North San Diego County	32%
Other San Diego County	22.5%
Riverside County	25.7%
Orange County	6.1%
Los Angeles County	3.2%
San Bernardino County	2.1%
Elsewhere in California	3.5%
Out of State	2.3%
Foreign Countries	1.9%
Other- Military/GED	0.7%

MOST POPULAR MAJORS

Business Administration
Psychology
Nursing
Kinesiology
Biology
Human Development
Criminology and Justice Studies
Computer Science
Communications
Liberal Studies

CAMPUS LIFE

Students at CSU San Marcos can choose from over 100 student organizations, Greek affiliations, and a variety of multicultural programs. Students have the opportunity to enjoy leadership development, build a support network, and plan activities. The diverse array of student organizations offers students numerous opportunities to enhance their academic and social life on campus. Every student who is motivated can take a leadership role in a student organization.

HOUSING

CSUSM offers two unique apartment communities for students: University Village Apartments and The QUAD. The fully-furnished, modern apartments offer single-level floor plans with private and shared room options. Amenities at each complex include a multi-system game cave, recreation areas, a fitness center and a resort-style pool.



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Welcome to California State University San Marcos. Today, more than 14,000 students attend our 304-acre, state-of-the-art main campus in northern San Diego County, and hundreds more attend CSUSM at Temecula in adjacent southwest Riverside County. We are a dynamic, community-engaged University dedicated to teaching the leaders and change-makers of tomorrow via hands-on experiential learning, cutting-edge facilities, and relevant coursework with a global perspective. All of us here, from faculty to staff and administrators, are committed to your success.

Whether you come to Cal State San Marcos directly from high school, transfer from a community college, or arrive after years of working and/or raising a family, you will find abundant opportunities to learn and grow here. I invite you to explore our offerings through this catalog, and we look forward to welcoming you as part of our University community.

Karen S. Haynes, Ph.D.
President



Alyssa Goldstein Sepinwall, Ph.D.

Harry E. Brakebill Distinguished Professor Award, 2014-2015

I am deeply honored to have been chosen as the 2014/2015 recipient of the Harry E. Brakebill Distinguished Professor Award. The award is especially meaningful for me since my students nominated me. Their passion for learning makes my job exciting every semester. I love building their skills, mentoring them, and helping point their way toward meaningful careers.

I am fortunate to be the child of two first-generation college students, one of whom was an immigrant and the other the daughter of immigrants. My parents deeply appreciated the value of an education – not only for its potential for improving one's status in life but also for the intrinsic joy of learning. They always encouraged my intellectual curiosity, and taught me that learning was a good in and of itself.

When I entered college, I thought I wanted to be a lawyer or a journalist. But I was blessed to encounter smart, engaged professors, who ignited in me a love for research. I found that I loved learning and discussing the great ideas of the past with others. After graduating and spending a year abroad doing volunteer work, I pursued my doctorate in history at Stanford University. After a postdoctoral fellowship at the University of Pennsylvania, I began teaching at CSUSM in 1999. While I am an active scholar and have published books and articles on numerous topics, I get even greater satisfaction from a lively class session. I am passionate about teaching students about history and helping them better understand the world around them. I relish creating an environment where they feel comfortable with each other and can carry their discussions outside the classroom into new friendships.

One thing I learned in my undergraduate experience was not to be afraid of professors! By seeking them out in office hours, I deepened my knowledge and received essential mentorship and professional advice. I also made lifelong friendships with fellow students. In addition, I encourage students to seek every possible opportunity outside the classroom to learn and to meet others! CSUSM hosts special lectures and performances throughout the semester. Even if no one can attend all of them, making sure to attend a few every semester is one secret to feeling energized and enlightened amidst the crush of homework and exams. You may also learn something that will change your life. College is a special time to learn new things, chart future directions (which can always change!), challenge yourself and build relationships with classmates and teachers alike.

In addition to my students, I am fortunate to have brilliant and engaged colleagues at CSUSM, who make my job a joy. I am very grateful to the Brakebill family for creating this award and for continuing to support quality education at CSUSM.



Sharon B. Hamill, Ph.D.

Harry E. Brakebill Distinguished Professor Award, 2015-2016

It is our choice that show what we truly are, far more than our abilities.
-- Albus Dumbledore, JK Rowling's Harry Potter and the Chamber of Secrets.

Do good anyway.
--Mother Teresa of Calcutta

I am deeply moved the by honor of being named the Harry E. Brakebill Distinguished Professor for 2015-2016.

Entering college as a 17 year-old, first-generation freshman at CSU Long Beach, I would never have dreamed that I would someday find myself teaching in the CSU system. As I scooped ice cream at Thrifty Drug Store to pay for my college education, I tried to envision what path my life would take… and wondered whether a first-generation college student like me could possibly succeed. Thankfully, I had the good fortune of being mentored by two extraordinary professors from CSULB and UC Irvine who pushed me to perform to the very best of my ability, held me accountable for my actions, and set me on a path that would ultimately lead me to CSU San Marcos. Their unwavering commitment to their students, and their respect for students' lives outside of the classroom, convinced me that I could achieve what I thought was impossible. Their actions taught me about the importance of faculty members in students' pursuits of academic goals. It was because of their influence that I chose a career as a CSU Professor. This vocation has provided so many opportunities for which I am truly grateful, among them the chance to work with and support students in the CSU so that they too, can achieve their academic dreams.

To our CSUSM students, I offer this personal message: The role of faculty members in your education is invaluable. They will inspire and challenge you. At times, they will irritate you, perhaps because you will think they are asking too much. But their goal is to help you to find those qualities in yourself that will lead to your success. We all possess various abilities, however it is easy to get weighed down with doubts when faced with obstacles. This path will ask a lot of you, but you will always have the choice as to how you want to use your abilities… and it is your choices that will define who you are. My advice for you is that even when faced with significant challenges while chasing your dreams, "do good anyway." Focus on both your values and your goals, and you will end up where you are meant to be. Your faculty will help you to get there.

Finally, no one among us succeeds without the love and support of important people in our lives. I wish to thank my husband and three sons who, through their words and deeds, show me, every day, what is truly important in life. I am indebted to my parents and eight siblings who established a solid foundation for working hard while maintaining a sense of humor. I am incredibly thankful for the support of my colleagues – the staff, faculty and administrators with whom I've worked. They have inspired me with the good works they perform every day. Lastly, I would like to thank the Brakebill family for establishing this award to acknowledge faculty contributions to students' education. Their recognition validates the work of all of us and their support is greatly appreciated.



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HISTORY OF CAL STATE SAN MARCOS

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

Legislative, educational, and business leaders continued to plan for a permanent state university in the region. In 1989, two decades after local citizens had begun the process, a new state university – California State University San Marcos—was approved through legislation (SB360) and signed into law by then-Governor George Deukmejian. Initial academic planning and the first two years of classes took place at "Cal State Jerome's," as students nicknamed the shopping mall campus, while the initial buildings were under construction.

Cal State San Marcos is a fully accredited state university, recognized for quality in undergraduate and graduate academic offerings, hands-on research, and community service learning. Built with an eye towards the needs of the future, CSUSM gives its students the benefits of access to the newest science labs, cutting-edge multimedia computer technology, and the energy of some of the brightest and most enthusiastic faculty in the country.

These faculty members enforce a rigorous writing requirement across the curriculum, as well as computer and second language competencies that give students an advantage with graduate school training or the job market. The emphasis at Cal State San Marcos is on community-based learning opportunities that integrate the classroom with real world experiences.

The campus has more than one million square feet of facilities, all of which have been constructed since 1990. The primary academic facilities include Kellogg Library, a 200,000-square-foot facility that opened in 2003 and can accommodate 840,000 volumes and seat 1,600 students, two science laboratory buildings, and classroom space for more than 7,000 students. Markstein Hall, home of the College of Business Administration, opened in spring 2006 and features 1,300 classroom seats that are "wired" for laptops, Harvard style case-study rooms, and tiered "Smart" classrooms. The Social and Behavioral Science Building, which opened in 2011, is the largest classroom/office building on campus. This 106,000-square-foot facility earned Silver LEED Certification for its environmentally-friendly and sustainable features.

In early 2014, CSUSM opened its University Student Union. The University Student Union is the "heart beat" of campus and features food and retail shops, meeting space, and study areas. CSUSM also features a growing athletics program which includes volleyball and men's and women's basketball, soccer, golf, cross country, and track and field, along with baseball and softball. Currently part of the NAIA, CSUSM has its sight set on becoming a member of the NCAA.

While growing its facilities, the campus also continues to add in-demand majors such as biotechnology, kinesiology, criminology and justice studies, nursing, and global studies. CSUSM will continue to add to its academic offerings in order to meet the needs of the region.

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

HISTORY OFTUKWUT AT CAL STATE SAN MARCOS

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

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

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

THE CALIFORNIA STATE UNIVERSITY

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 470,000 students with 47,000 employees statewide. Each year, the University awards more than 100,000 degrees. CSU graduates now total more than 3 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-YearTradition of Excellence

Since 1961, the CSU has provided an affordable, accessible, and high-quality education to 3 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

- CSU faculty attract nearly $540 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.

- One in every 10 employees in California is a CSU alumnus.
- The CSU awards 43 percent of the bachelor's degrees earned in California.
- Almost 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 104 fully online and 69 hybrid degree programs and concentrations.
- The CSU offers 3,253 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.
- Over the past four years, the CSU has issued nearly 50,000 professional development certificates in education, health services, business and technology, leisure and hospitality, manufacturing, international trade and many other industries.
- Nearly half of the CSU's 470,000 students are engaged in some type of community service, totaling 32 million hours of service annually.
- More than 11,000 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.

Governance

The system is governed by the Board of Trustees, most of whom are appointed by the governor and serve with faculty and student representatives. The CSU Chancellor is the chief executive officer, reporting to the Board. The campus presidents serve as the campus-level chief executive officers. The Trustees, Chancellor and presidents develop systemwide educational policy. The Presidents, in consultation with the Academic Senate and other campus stakeholder groups, render and implement local policy decisions.

CSU Historical Milestones

The Donahoe Higher Education Act established the individual California State Colleges as a system with a Board of Trustees and a Chancellor in 1960. In 1972, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University. 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 an effort to accommodate community college transfer students, the CSU, in concert with the California Community Colleges, launched the Associate Degree for Transfer, which guarantees admission to the CSU with junior status for transfer students who earn the AA-T or AS-T degrees.

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 CalState 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 celebrated The Class of 3 Million, the year-round campaign celebrating the 3 million alumni from all of CSU's campuses, including the Class of 2015.

The CSU strives to continually develop innovative programs, services and opportunities that will give students the tools they need to meet their full potential. With 23 campuses, 470,000 students and 47,000 faculty and staff, the CSU is committed to providing a quality higher education that prepares students to become leaders in the changing workforce.

CAMPUSES OF THE CALIFORNIA STATE UNIVERSITY

California State University, Bakersfield

9001 Stockdale Highway
Bakersfield, CA 93311-1022
Dr. Horace Mitchell, President
(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
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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

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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 Garcia, President
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Humboldt State University

One Harpst Street
Arcata, CA 95521-8299
Dr. Lisa A. 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
www.csulb.edu

California State University, Los Angeles

5151 State University Drive
Los Angeles, CA 90032
Dr. William A. Covino, President
(323) 343-3000
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
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18111 Nordhoff Street
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www.sjsu.edu

California Polytechnic State University, San Luis Obispo
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San Luis Obispo, CA 93407
Dr. Jeffrey D. Armstrong, President
(805) 756-1111
www.calpoly.edu

California State University San Marcos
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Dr. Karen S. Haynes, President
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www.csusm.edu

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
Dr. Judy K. Sakaki, President
(707) 664-2880
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California State University, Stanislaus
One University Circle
Turlock, CA 95382
Dr. Joseph F. Sheley, President
(209) 667-3122
www.csustan.edu



CAMPUS MAP & INFORMATION ON THE 23 CSU CAMPUSES



California State University, Bakersfield • S
www.csub.edu

California State University, Channel Islands • S
www.csuci.edu

California State University, Chico • S
www.csuchico.edu

California State University, Dominguez Hills • S
www.csudh.edu

California State University, East Bay • Q
www.csueastbay.edu

California State University, Fresno • S
www.fresnostate.edu

California State University, Fullerton • S
www.fullerton.edu

Humboldt State University • S
www.humboldt.edu

California State University, Long Beach • S
www.csulb.edu

California State University, Los Angeles • S
www.calstatela.edu

California Maritime Academy • S
www.csum.edu

California State University, Monterey Bay • S
www.csumb.edu

California State University, Northridge • S
www.csun.edu

California State Polytechnic University, Pomona • Q
www.cpp.edu

California State University, Sacramento • S
www.csus.edu

California State University, San Bernardino • Q
www.csusb.edu

San Diego State University • S
www.sdsu.edu

San Francisco State University • S
www.sfsu.edu

San José State University • S
www.sjsu.edu

California Polytechnic State University, San Luis Obispo • Q
www.calpoly.edu

California State University, San Marcos • S
www.csusm.edu

Sonoma State University • S
www.sonoma.edu

California State University, Stanislaus • S
www.csustan.edu

S - Semester System
Q - Quarter System

2016-2017 ACADEMIC CALENDAR

SUMMER 2016 Term

June 6 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Mon)	Independence Day holiday — campus closed
July 9 (Sat)	Last day of classes for classes in first half-Summer block
July 11 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Mon)	Initial Period for filing applications for Spring 2017 begins
August 13 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 18 (Thur)	Grades due from instructors; last day of Summer term

FALL 2016 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
August 25 (Thur)	Convocation for faculty and staff
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday — campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2017 begins
October 21 (Fri)	Last day of class for first session of Fall half-semester classes*
October 22 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Fri)	Veterans Day — campus closed
November 24-25 (Thur-Fri)	Thanksgiving holiday — campus closed (No classes scheduled for Saturday, November 26)
December 10 (Sat)	Last day of classes
December 12-17 (Mon-Sat)	Final examinations
December 22 (Thur)	Grades due from instructors; last day of Fall semester
December 26-January 2 (Mon-Mon)	Staff accumulated holidays — campus closed

SPRING 2017 Semester

January 18-20 (Wed-Fri)	Faculty pre-instruction activities
January 23 (Mon)	First day of classes
March 17 (Fri)	Last day of class for first session of Spring half-semester classes*
March 18 (Sat)	First day of class for second session of Spring half-semester classes*
March 20-25 (Mon-Sat)	Spring break
March 31 (Fri)	Cesar Chavez Day — campus closed
May 12 (Fri)	Last day of classes
May 13-18 (Sat-Thur)	Final examinations
May 19-20 (Fri-Sat)	Commencement
May 25 (Thur)	Grades due from instructors; last day of Spring semester

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

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

2017-2018 ACADEMIC CALENDAR

SUMMER 2017 Term

June 5 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Tue)	Independence Day holiday — campus closed
July 8 (Sat)	Last day of classes for classes in first half-Summer block
July 10 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Tue)	Initial Period for filing applications for Spring 2018 begins
August 12 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 17 (Thur)	Grades due from instructors; last day of Summer term

FALL 2017 Semester

August 22-25 (Tue-Fri)	Faculty pre-instruction activities
August 24 (Thur)	Convocation for faculty and staff
August 28 (Mon)	First day of classes
September 4 (Mon)	Labor Day holiday — campus closed
October 1 (Sun)	Initial period for filing applications for Fall 2018 begins
October 20 (Fri)	Last day of class for first session of Fall half-semester classes*
October 21 (Sat)	First day of class for second session of Fall half-semester classes*
November 10 (Fri)	Veterans Day (observed) — campus closed (No classes scheduled for Saturday, November 11)
November 23-24 (Thur-Fri)	Thanksgiving holiday — campus closed (No classes scheduled for Saturday, November 25)
December 9 (Sat)	Last day of classes
December 11-16 (Mon-Sat)	Final examinations
December 21 (Thur)	Grades due from instructors; last day of Fall semester
December 25-January 1 (Mon-Mon)	Staff accumulated holidays — campus closed

SPRING 2018 Semester

January 17-19 (Wed-Fri)	Faculty pre-instruction activities
January 22 (Mon)	First day of classes
March 16 (Fri)	Last day of class for first session of Spring half-semester classes*
March 17 (Sat)	First day of class for second session of Spring half-semester classes*
March 19-24 (Mon-Sat)	Spring break
March 30 (Fri)	Cesar Chavez Day (observed) — campus closed
May 11 (Fri)	Last day of classes
May 12-17 (Sat-Thur)	Final examinations
May 18-19 (Fri-Sat)	Commencement
May 24 (Thur)	Grades due from instructors; last day of Spring semester

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

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

ACADEMIC PROGRAMS

California State University San Marcos offers academic programs in the College of Business Administration; the College of Education, Health and Human Services; the College of Humanities, Arts, Behavioral and Social Sciences; and the College of Science and Mathematics.

COLLEGE OF BUSINESS ADMINISTRATION

Undergraduate Programs

MAJOR

Business Administration, B.S.

- Accounting Option
- Business Administration, Option^
- Finance Option
- Global Business Management Option
  - o Information Systems Track
  - o Marketing Track
  - o Entrepreneurship Track
- Global Supply Chain Management Option
- Management Information Systems Option
- Management Option
  - o Management and Organizations Track
  - o Entrepreneurship Track
- Marketing Option

MINOR

Minor in Business Administration

Certificate Program

- Certificate of Advanced Study in Professional Accounting
- Healthcare Information Technology Program
- Certificate of Specialized Study in Military Science

Graduate Program

Business Administration, M.B.A.

- Accelerated Specialized^^
- Fully Employed Option

^ Only offered at Temecula campus.

^^ Offered on a self-support basis through Extended Learning.

COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

Undergraduate Programs

MAJORS

Human Development, B.A.

- Counseling Services Concentration
- Health Services Concentration

Kinesiology, B.S.

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

Nursing, B.S.

- Traditional BSN Option
- Accelerated Bachelor of Science in Nursing Option^
- RN-to-BSN Option^

Speech Language Pathology, B.S.^

^ Offered on a self-support basis through Extended Learning.

Graduate and Post-Baccalaureate Programs

Credential Programs

- Multiple-Subject/English Learner Authorization (Elementary)
- Integrated Bachelor of Arts and Multiple-Subject/English Learner Authorization
- Multiple-Subject/Middle Level Certificate/English Learner Authorization
- Concurrent Multiple-Subject and Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Master of Arts in Education Option
- Single-Subject Credential Program/English Learner Authorization (Secondary) with Option for Preliminary Mild/Moderate Education Specialist
- Multiple-Subject/BLA (Bilingual/Authorization): Spanish Emphasis
- Integrated Bachelor of Arts and Multiple-Subject/BLA: Spanish Emphasis
- Multiple-Subject/Middle Level/BLA: Spanish Emphasis
- Concurrent Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple-Subject/BLA: Spanish Emphasis
- Single-Subject/BLA: Spanish Emphasis
- Preliminary Administrative Services Credential Tier I
- Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with English Learner Authorization
- Reading Specialist Credential

Certificate Programs

- CTEL/CLAD Certificate
- Certificate of Advanced Studies in Multicultural Education
- Certificate of Advanced Study in Biliteracy Education: Spanish
- Certificate of Advanced Study in Education Technology
- Certificate of Advanced Study in Leadership in Middle Level Education
- Certificate of Advanced Study in Middle Level Education
- Certificate of Advanced Study in Science Teaching
- Certificate of Advanced Study in Video Production in Education
- Communicative Sciences and Disorders Preparation Certificate
- Computer Concepts and Applications Supplementary Application
- Dual Language Certificate
- Global Teacher Studies and Preparation Certificate
- Reading and Literacy Added Authorization

Master's Programs

Education, M.A.

- General Option
- Educational Administration Option
- Preliminary Special Education Credential Option

Kinesiology, M.S.

Nursing, M.S.^

- Accelerated RN-to-BSN-to-MSN Option
- Nursing Option

Public Health, M.P.H.^

Social Work, M.S.W.^

- Behavioral Health
- Children, Youth, and Families

Speech Language Pathology, M.S.^

^ Offered on a self-support basis through Extended Learning.

Doctoral Program

Educational Leadership, Ed.D.

(Joint program offered by California State University San Marcos and University of California San Diego)

COLLEGE OF HUMANITIES, ARTS, BEHAVIORAL AND SOCIAL SCIENCES

Undergraduate Programs

MAJORS

Anthropology, B.A.

- Medical Anthropology Concentration
- Indigenous Anthropology Concentration

Child and Adolescent Development, B.A.

Communication, B.A.

Criminology and Justice Studies, B.A.

Economics, B.A.

Environmental Studies, B.A.

Global Studies, B.A.

History, B.A.

- History Option
- Single Subject Preparation for Teaching Option

Liberal Studies, B.A.

- Border Studies Option
- Elementary Subject Matter Preparation Option
- Integrated Credential Program Option

Literature and Writing Studies, B.A.

- Literature Concentration
- Writing Concentration

Mass Media, B.A.

Music, B.A.



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

Psychology, B.A.

Social Sciences, B.A.

Sociology, B.A.
- Standard Concentration
- Aging and the Life Course Concentration
- Children, Youth, and Families Concentration
- Health, Education, and Welfare Concentration
- Critical Race Studies Concentration

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

Special Major, B.A.

Visual and Performing Arts, B.A.
- Arts and Technology Option
- Music Option
- Theatre Arts Option
- Visual Arts Option

Women's Studies, B.A.

Subject Matter Preparation Programs for Teaching

- Elementary Subject Matter Preparation Certificate (See Liberal Studies)
- Single-Subject Matter (Secondary) Program in Social Science (See History)
- Single-Subject Matter (Secondary) Program in Spanish

MINORS

Minor in American Indian Studies
Minor in Anthropology
Minor in Art History
Minor in Arts and Technology
Minor in Border Studies
Minor in Cognitive Science
Minor in Communication
Minor in Criminology and Justice Studies
Minor in Critical Intercultural Communication
Minor in Dance
Minor in Economics
Minor in Ethnic Studies
Minor in Film Studies
Minor in French
Minor in Geography
Minor in German
Minor in Global Studies
Minor in History
Minor in Linguistics
Minor in Literature and Writing Studies
Minor in Music
Minor in Music Technology
Minor in Philosophy
Minor in Political Science
Minor in Psychology
Minor in Social Sciences
Minor in Sociology
Minor in Spanish
Minor in Theatre
Minor in Video/Film Production
Minor in Visual and Performing Arts
Minor in Visual Arts
Minor in Women's Studies

Certificate Programs
- Certificate in Applied Geographic Information Systems
- Cultural Competency in Health Care

Graduate Programs

History, M.A.

Literature and Writing Studies, M.A.

Psychology, M.A.

Sociological Practice, M.A.

Spanish, M.A.
- Hispanic Literatures and Linguistics Option
- Hispanic Civilization and Language Option
- Foreign Language Teaching Option

COLLEGE OF SCIENCE AND MATHEMATICS

Undergraduate Programs

MAJORS

Applied Physics, B.S.
- Applied Physics Option
- Applied Electronics Option

Biochemistry, B.S.

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

Biotechnology, B.S.

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

Computer Science, B.S.
- Computer Information Systems Option
- Computer Science Option

Mathematics, B.S.

Subject Matter Preparation Program for Teaching
- Single-Subject (Secondary) Preparation Program in Mathematics

MINORS

Minor in Biological Sciences
Minor in Chemistry
Minor in Computer Science
Minor in Electronics
Minor in Mathematics
Minor in Physics
Minor in Quantitative Biology and Biostatistics

Graduate Programs

Biological Sciences, M.S.
Biotechnology, M.Bt.^
Computer Science, M.S.
Cybersecurity, M.S.^
Mathematics, M.S.

^ Offered on a self-support basis through Extended Learning.



Admission and Application

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ADMISSION AND APPLICATION

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

Electronic versions of the CSU undergraduate and graduate applications are accessible at www.csumentor.edu. The CSUMentor system allows students to browse through general information about CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in "hard copy" form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications [paper applications should be mailed to the campus admission office(s)].

Reservation

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

Importance of Filing Complete, Accurate, and Authentic Application Documents

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

Admissions and Recruitment

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

All pre-enrollment services are housed in Cougar Central. Admissions and Recruitment is responsible for processing admission applications and for the evaluation of high school and transfer credits, but also offers a wide variety of services to prospective students who have not yet applied. Admissions information sessions, and campus tours are available to students seeking information about the University. Questions about majors offered, support services available, or the future development of the campus can also be addressed. In addition to the professional staff, the Pride Ambassadors are a group of continuing CSU San Marcos students who are available for these services.

Enrollment Management Services Operations/ Registrar

The Office of EMS Operations/Registrar is responsible for registration, grade reporting, maintenance of the official academic record, name, address, and major changes, outgoing transcripts, incoming transcript evaluation, class rosters, enrollment verification, registration status, leaves of absence, and graduation processing. Application for services related to the above may be obtained from Cougar Central in Craven Hall. The official name, address, and major changes for a student must be requested in Cougar Central. All official academic records for students are maintained in EMS Operations/Registrar, including academic transcripts, academic status, degree information, grade changes, and petitions for exceptions to academic regulations.

Undergraduate Admission Requirements

Freshman Requirements

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

1. Have graduated from high school, have earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination; and:
2. Have a qualifiable minimum eligibility index (see section on Eligibility Index); and
3. Have completed, with grades of C or better, in each of the courses in the comprehensive pattern of college preparatory subject requirements, also known as the "a-g" pattern (see "Subject Requirements").

Eligibility Index

The eligibility index is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements, and bonus points for approved honors courses.

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

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

The University has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

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

An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are *urged to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission.* Campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs. **Impacted CSU campuses require SAT or ACT scores of all applicants for *freshman* admission.**

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

High School Students

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

Transfer Policies of CSU Campuses

Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency is accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General Education-Breadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum (IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

"Certification" is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed at www.assist.org.

CSU campuses may enter into course-to-course or program-to-program articulation agreements with other CSU campuses and any or all of the California community colleges, and other regionally accredited institutions. Established CSU and CCC articulations may be found on www.assist.org. Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution which does not offer bachelor's degrees or their equivalents, for example, community colleges. Given the university's 30-semester (45-quarter) unit residency requirement, no more than a total of 90-semester (135-quarter) units may be transferred into the University from all sources.

Transfer Requirements

Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for first-time freshman admission. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

Provisional Admission First-Time Freshman

California State University San Marcos may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the final two terms of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to the deadline set by the University. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts, and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.



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

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

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

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

Subject Requirements

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

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

Foreign Language Subject Requirement

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

Subject Requirement Substitution for Students with Disabilities

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

Undergraduate Transfer Applicants

Transfer Requirements

Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for admission. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

Lower-Division Transfer Requirements

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

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

1. Cumulative grade point average of at least 2.0 in all transferable units attempted;
2. In good standing at the last college or university attended; and
3. 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)

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 California Community College students a clear transfer preparation and admission pathway to those CSU degree majors deemed similar. Those students who complete these transfer degrees and who are admitted to a similar CSU major program or option for that discipline will be able to complete the Baccalaureate Degree within 60 semester or 90 quarter units providing that all remaining required courses are completed successfully without a break in attendance and providing that no supplemental courses for minors or areas of emphasis are undertaken.

California Community College students who earn an associate degree for transfer (AA-T or AS-T) are guaranteed admission with junior standing to the California State University but not to any particular campus or program. Because several CSU campuses are receiving more transfer applications from eligible students than can be accommodated, these campuses have declared impaction resulting in higher admission criteria. See more on impaction at www.calstate.edu/SAS/impactioninfo.shtml. However, transfer students who earn the AA-T or AS-T degrees, are given priority admission over other transfer applicants when applying to a non-impacted CSU campus or to a non-impacted program from a community college within the local admission area of the campus. These students are also given priority admission consideration when applying from a community college that is outside the local admission area of an impacted CSU campus or when applying to a similar program that is impacted at any CSU campus. A current list of CSU degree programs that have been deemed similar to the associate degrees for transfer can be found at www.calstate.edu/transfer/adt-search.

Those students who earn associate degrees for transfer and apply to a CSU campus but cannot be admitted due to impaction will be redirected to another CSU campus and offered admission for the same term. In order to qualify for the priority admission guarantee, transfer applicants must be conferred an approved Associate Degree for Transfer (AA-T/AS-T) by a California Community College, must apply for admission to California State University campuses for an open term by the published deadline, submit all requested transcripts and documents, meet CSU admission eligibility requirements for the campus and/or program, and must comply with any other prescribed admission requirements. It is the responsibility of these transfer students to provide documentation about the completion of the degree to each CSU campus that has received an application for admission.

Provisional Admission Transfer Applicants

California State University San Marcos may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college-level work completed. Campuses may rescind admission for any student who is found not to be eligible after the final transcript has been evaluated. In no case may such documents be received and validated by the University any later than a student's registration for their second term of CSU enrollment.

Adult Students

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

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

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

Other Applicants

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

International Student Admission Requirements

The California State University must assess the academic preparation of international students. For this purpose, international students include those who hold U.S. temporary visas as students or exchange visitors or in other nonimmigrant classification.

The CSU uses separate requirements and application filing dates in the admission of international students. Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file at least four weeks before registration for the first term and, if not in English, must be accompanied by certified English translations. Complete information can be found at www.csusm.edu/global/.

Insurance Requirement

Effective August 1, 1995, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and for continued enrollment in the CSU. Such insurance must be in amounts as specified by the California State University System. Information about required coverage and which insurance policies meet these criteria may be obtained from the Office of Global Education.

Returning Students

Undergraduate students in good standing may re-enroll in the University after an absence of one term by notifying Records & Registration, (760) 750-4814, or email to registrar@csusm.edu (see Out-One Term, Page 86 of 2016-18 Catalog).

The application for admission and fee of $55 are required if the student was not enrolled in any of the two terms (not including summer) prior to the term for which the student is seeking admission, or if the student was enrolled in another institution during the absence from CSU San Marcos (see Leave of Absence, Page 91 of 2016-18 Catalog). Returning students who must reapply must be fully eligible as an upper-division transfer student before they will be admitted to CSU San Marcos. Students must reapply through http://csumentor.edu during the following period for the semester they plan to attend.

Fall semester: *October 1 – November 30*
Spring semester: *August 1 – August 31*

Students should send official transcripts to the Office of Admissions & Recruitment from all schools attended since their last semester at CSU San Marcos.

Readmission of Previously Disqualified Students

Students who have been academically disqualified must submit a Petition for Reinstatement and may be required to reapply for admission. The petition for reinstatement, as well as important deadlines and instructions, can be found online.

Intrasystem and Intersystem Enrollment Programs

Fully matriculated students enrolled at any CSU campus have access to courses at other CSU campuses on a space available basis unless those campuses/programs are impacted. This access is offered without students being required to be formally admitted to the host campus and in most cases without paying additional fees. 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 Fully Online Courses – Matriculated students in good standing may request enrollment in one course per term, offered by a CSU host campus. Enrollment requests will be granted based on available space, as well as completion of any stated prerequisites. Credit earned at the host campus is electronically reported to the student's home campus to be included on the student's transcript at the home campus.

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

Intersystem Cross Enrollment – Matriculated CSU, UC, or community college students may enroll on a "space available" basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from the Office of Registration and Records.

CSU Concurrent Enrollment

CSU Visitor Enrollment — matriculated students in good standing enrolled at one CSU campus may enroll on a space-available basis at another CSU campus for one term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment — matriculated CSU, UC, or community college students may enroll on a space-available basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

Admission to Teaching Credential Programs

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

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

Second Bachelor's Degree Admission Requirements

Students who have a previous bachelor's degree from a regionally accredited institution of higher education may apply to receive a second bachelor's degree (on a space-available basis). Applicants must have a cumulative undergraduate grade point average of 2.5, or a grade point average of 2.5 in the last 60 units attempted. Due to campus enrollment demands, enrollment of students seeking a second bachelor's degree may be limited to majors designated as "areas of critical need" by the CSU Chancellor's Office. Please note that students may not receive a second bachelor's degree by taking a second concentration within a previous degree program.

Undergraduate Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study 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.

Application Filing Periods

(Not all campuses/programs are open for admission to every term)

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.

Undergraduates are encouraged to apply during the initial filing period to facilitate the campus' early review and response. If applying after the initial filing period, the student should consult with the Office of Admissions for current information.

Semester/Session

Terms	*Applications First Accepted*
Summer	*February 1*
Fall	*October 1*
Winter	*June 1*
Spring	*August 1*

Application Acknowledgement

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

Notification of Admission

Applicants who have received an application acknowledgment and have submitted all required admission materials will begin to receive admission decisions electronically. If the processing schedule permits, some applicants may be notified in advance of these dates.

Cancellation of Admission

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

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

Filing Official Transcripts

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

1. Freshmen – May be required to submit seventh semester high school transcripts prior to graduation but must send final official transcripts with graduation date listed by July 15 for Fall admission.
2. Transfers – Request official transcripts be sent directly from all colleges or universities previously attended (even if no coursework was completed at the time of application). Transcripts must be received in sealed envelopes from each institution attended. Official score reports from Advanced Placement (AP), International Baccalaureate (IB), or CLEP, or CLEP exams must also be submitted. Applicants should keep personal copies of all transcripts and test scores to complete the admission application and for academic advising sessions. Applicants may be asked to submit high school transcripts if admissibility cannot be determined on the basis of college or university transcripts. Final official transcrips must be received by July 15 for Fall admission.
3. Photocopy of the military separation form DD-214, evaluation of military training form DD-295, or SMART transcript if applicant wants transfer credit for active military service.

A transcript will be considered official and accepted to meet the regulations governing admission only if forwarded directly to California State San Marcos by the institution attended, or if delivered to the Office of Admissions and Recruitment in an original sealed, official envelope. Transcripts or documents labeled "Unofficial" are not accepted. All records or transcripts received by the University become the property of the university and will not be released to a third party.

Student Identification Numbers

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

Use of Social Security Number

Applicants are required to include their correct Social Security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, *California Code of Regulations,* and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the Social Security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's Social Security number and other information, such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit are strongly encouraged to submit scores, unless exempt (see "Eligibility Index" on page 24), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than November or December. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office. Or, students may write to or call:

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

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

English Language Admission Requirement for Undergraduate Applicants

All undergraduate applicants whose native language is not English, and who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction, must present a score of 61 or above on the internet-based Test of English as a Foreign Language (TOEFL) with a score no lower than 19 on the Writing section, and no section score below 14.

Alternatively, applicants may present a score of 500 or above on the paper-based TOEFL, or an International English Language Testing System (IELTS) score of 5.5 or above.

Individual degree programs may require a higher score.

Systemwide Placement Test Requirements

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.

For more information about EPT and ELM exams, see page 61.

English Placement Test (EPT)

The English Placement Test (EPT) is designed to assess the reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including developmental courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion of a course that transfers to a CSU and satisfies the requirement in Qualitative Reasoning, provided such a course was completed with a grade of C or better
- A result of Standard Exceeded: Ready for CSU college-level coursework in English on the California Assessment of Student Performance and Progress (CAASPP) exam

The following Conditionally Ready statuses require students to continue their preparation in the 12th grade by completing an approved English course with a grade of C or better. Students that do not meet the conditional requirement will need to participate in the CSU's Early Start Program, unless exemption was met through another pathway.

- 460-490 on the Critical Reading portion of the SAT Reasoning Test
- 19-21 on the English portion of the ACT Test
- A result of Standard Met: Conditionally Ready for college-level coursework in English on the CAASPP exam

Entry Level Mathematics (ELM) Examination

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University (CSU). The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including developmental courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of 550 or above on the Mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative reasoning, provided such a course was completed with a grade of C or better
- A result of Standard Exceeded: Ready for CSU college-level coursework in mathematics on the California Assessment of Student Performance and Progress (CAASPP) exam

The following Conditionally Ready statuses require students to continue their preparation in the 12th grade by completing an approved math course with a grade of C or better. Students that do not meet the conditional requirement will need to participate in the CSU's Early Start Program, unless exemption was met through another pathway.

- 490-540 on the Mathematics portion of the SAT Reasoning Test
- 20-22 on the Mathematics portion of the ACT exam
- A result of Standard Met: Conditionally Ready for college-level coursework in mathematics on the CAASPP exam

English and Mathematics Proficiency Requirements

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

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

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

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

Early Start Program

Entering resident freshmen who are not proficient in math or English will need to start the remediation process before their first regular term.

The goals of the Early Start Program are to:

- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students' chances of successful completion of a college degree.

Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

CSU Immunization Requirements

Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment.

Measles and Rubella: All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment. Full immunization is two (2) doses of measles/rubella vaccine that has been given after 12 months of age and at least one month apart. If you need further details or have special circumstances, please consult CSUSM Student Health and Counseling Services (760/750-4915; for the deaf: 760/750-4924; or shcs@csusm.edu).

Hepatitis B: All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months period. If you need further details or have special circumstances, please consult CSUSM Student Health and Counseling Services (760/750-4915; for the deaf: 760/750-4924; or shcs@csusm.edu).

Meningococcal Disease Information: Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. Students must sign the response form prior to returning it with all housing documents to the campus housing office. If you need further details or have special circumstances, please consult University Village Apartments – 760/750-3711; uva@csusm.edu or The Quad – 760/750-3730; quad@csusm.edu.

The immunization requirements are not admission requirements, but are required of students as conditions of enrollment in CSU. Students can submit their documentation of compliance with the Measles and Rubella and/or Hepatitis B requirement to Student Health and Counseling Services during normal business hours, by faxing the documentation to 760/750-3181, or via email to shcs@csusm.edu. For documentation submitted via fax or email, the documents must include student name, date of birth, student ID number, and student contact phone number. Documentation that is not received prior to priority registration will result in a registration hold. First time freshman who will reside in university housing, must submit their meningococcal disease information form with their housing contract documents to campus housing.

Immunization Holds

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

Veterans and Veterans' Dependents

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

The programs administered by the Department of Veterans Affairs are:

Post 9/11 GI Bill. Veterans who served after 9/11 may be eligible to receive all or a portion of this benefit. The benefit will include tuition and fees paid directly to the school, a monthly housing allowance based on the Basic Allowance for Housing for an E-5 with dependents at the location of the school, and an annual books and

supplies stipend of $1000 paid proportionately based on enrollment. For more information and instructions on how to apply, visit the GI Bill web site at www.gibill.va.gov/.

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

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

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

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

California Department of Veterans Affairs

College Fee Waiver Program for Veterans' Dependents (CALVET). Dependents of deceased or disabled veterans may have all state-mandated tuition and fees waived at Cal State San Marcos. Not included are any campus-based, non-resident, or Extended Education course fees. Those wishing to apply for the College Fee Waiver Program may contact the County of San Diego Veterans Service Office, Tom Splitgerber, County Veterans Service Officer, 5560 Overland Ave., Suite 310, San Diego, CA 92123, or the veterans' representative in the Veterans Center.

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

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

Students wishing to apply for the programs administered by the Department of Veterans Affairs can obtain an application. Veterans who enroll at CSU San Marcos are encouraged to call or visit the veterans representative in the Veterans Center for instructions prior to signing up for benefits. Dependents of deceased or disabled veterans who wish to apply for the fee waiver program may contact the County of San Diego Veterans Service Office, 5560 Overland Ave., Suite 310, San Diego, CA 92123, or the veterans' representative in the Veterans Center.

Determination of Residency for Tuition Purposes

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, 68120-68133, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900- 41916. Residency material can be viewed on the internet by accessing the website at www.calstate.edu/sas/residency.

Each campus' 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 a residence 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, in addition to 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, 41910 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 (grades 9-12) in California and graduated from a California high school or attained the equivalent of graduation. Whether an exception applies to a particular student can only be determined after 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

Cal State TEACH operates on a trimester system. The residency determination dates for the Cal State 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.

Impacted Programs

Office of Admissions and Recruitment
(760) 750-4848
www.csusm.edu/admissions/how-to-apply/impaction/index.html

The CSU designates programs as impacted when more applications from regularly eligible applicants are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at a few campuses. Candidates for admission must meet all of the campus' specified supplementary admission criteria if applying to an impacted program or campus.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and program impaction will be available at the following web sites:

- www.csumentor.edu
- www.csusm.edu/admissions/how-to-apply/impaction/index.html
- http://www.calstate.edu/sas/impaction-campus-info.shtml

Campuses will communicate their supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information will also be published at the CSU campus individual web site and made available online at www.calstate.edu.

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

Supplementary Admission Criteria

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

The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplemental admissions criteria are also published at http://www.calstate.edu/sas/impaction-campus-info.shtml.

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Evaluation of Academic Records

Transfer Credits

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

Undergraduate Tests and Examinations

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

Credit for Advanced Placement

CSU San Marcos grants credit towards its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit. The table, on the following page, indicates which General Education and other university requirements are satisfied by students who present scores of 3, 4, or 5 on Advanced Placement examinations.

Placement Examination Exemptions Students receiving a score of 3, 4, or 5 on either the English Language and Composition or the English Literature and Composition AP examinations are exempt from the requirement of taking the CSU English Placement Test (EPT).

Students receiving a score of 3, 4, or 5 on either the Calculus AB, Calculus BC, or Statistics AP examinations are exempt from the requirement of taking the CSU Entry Level Mathematics (ELM) Examination.

Recording of Credit

Credit earned by examination will be identified as such on the student's permanent record. The name of the examination and the score earned will be included as well.

Hardship Petitions

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the Office of Admissions and Recruitment regarding specific policies governing hardship admission.

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires that the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted, and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus web site.



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

**0 if the Calculus BC exam is also passed*

***0 if the Computer Science AB exam is also passed*

AP EXAM PASSED WITH A SCORE OF 3, 4, or 5	GENERAL EDUCATION (GE) REQUIREMENTS SATISFIED	SEMESTER UNITS AWARDED	CSUSM COURSE EQUIVALENT (IF APPLICABLE)	OTHER UNIVERSITY REQUIREMENTS SATISFIED (IF APPLICABLE)
Japanese Language & Culture	C (Arts and/or Humanities)	6	JAPN 201	Satisfies LOTER (Language Other Than English Requirement)
Latin Literature	C (Arts and/or Humanities)	6		Satisfies LOTER (Language Other Than English Requirement)
Latin: Vergil	C (Arts and/or Humanities)	6		Satisfies LOTER (Language Other Than English Requirement)
Music Theory	C1 (Arts)	6		
Physics B	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	8***	PHYS 101	
Physics C: Electricity & Magnetism	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	PHYS 202	
Physics C: Mechanics	B1 (Physical Science). Also satisfies B3 (laboratory) only if the AP course was taken with a lab.	6	PHYS 201	
Psychology	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	3	PSYC 100	
Spanish Language (score of 3)	C (Arts and/or Humanities)	6	SPAN 201	Satisfies LOTER (Language Other Than English Requirement)
Spanish Language (score of 4 or 5)	C (Arts and/or Humanities)	6	SPAN 202	Satisfies LOTER (Language Other Than English Requirement)
Spanish Literature	C (Arts and/or Humanities)	6	SPAN 315	Satisfies LOTER (Language Other Than English Requirement)
Statistics	B4 (Mathematics/Quantitative Reasoning)	3	MATH 242	Exemption from ELM (Entry Level Mathematics) examination
Studio Art: 2-D Design	C1 (Arts)	3		
Studio Art: 3-D Design	C1 (Arts)	3		
Studio Art: Drawing	C1 (Arts)	6		
United States History	Dh (U.S. History) and Dc (U.S. Constitution)	6	HIST 130 & 131	
World History	D (Discipline-Specific or Second Interdisciplinary Social Science Course)	6		

**** 4 if one Physics C exam is passed, and 0 if both Physics C exams are passed*

Credit for College Level Examination Program (CLEP)

Graduation Credit

Students receive units of credit toward graduation. The total credit earned through CLEP examinations and all other external examinations (excluding Advanced Placement and International Baccalaureate) that may be applied to a baccalaureate degree shall not exceed 30 units.

A student may not receive graduation credit for subsequently taking a course which is articulated with the CLEP credit that s/he has received, nor for a course which is a prerequisite to such a course.

Recording of Credit

A student who has taken CLEP examinations should request that scores be sent to the Office of Admissions.

Credit earned by examination will be identified as such on the student's permanent record. The name of the examination and the score earned will be included as well.



EXAMINATION	PASSING SCORE	CREDIT GRANTED
BUSINESS		
Accounting, Principles of	50	6
Business Law, Introductory	50	3
Information Systems and Computer Applications	50	3
Marketing, Principles of	50	3
Mangement, Principles of	50	3
COMPOSITION AND LITERATURE		
American Literature	50	6
Analyzing and Interpreting Literature	50	6
Composition, Freshman College	50	6
English Composition with or without Essay (score of 3)	50	6
English Literature (score of 4 or 5)	50	6
Humanities	50	6
MODERN LANGUAGES		
French	50	6
	59	12
German	50	6
	60	12
Spanish	50	6
	63	12
SOCIAL SCIENCES AND HISTORY		
American Government	50	3
Educational Psychology, Introduction to	50	3
History of the United States I	50	3
History of the United States II	50	3
Human Growth and Development	50	3
Macroeconomics, Principles of	50	3
Microeconomics, Principles of	50	3
Psychology, Introductory	50	3
Social Sciences and History	50	6
Sociology, Introductory	50	3
Western Civilization I	50	3
Western Civilization II	50	3
SCIENCE AND MATHEMATICS		
Algebra, College	50	3
Algebra — Trigonometry, College	50	3
Biology	50	6
Calculus	50	3
Chemistry	48	3
	50	6
Mathematics, College	50	6
Natural Sciences	50	6
Precalculus	50	3
Trigonometry	50	3

Credit for International Baccalaureate Certificates or Diplomas

CSU San Marcos awards six units of credit for each International Baccalaureate Higher Level subject examination passed with a score of 4 or better (except that three units of credit are awarded for the Psychology examination).

A student may not receive graduation credit for subsequently taking a course which is articulated with the IB credit that s/he has received, or for a course that is a prerequisite to such a course.

IB credit may not be awarded when course credit has been granted at a level more advanced than that represented by the examination.

To receive credit, applicants who plan to enroll at CSUSM should request that a copy of their IB transcript of grades be sent to the Office of Admissions for evaluation. IB examinations not covered by the IB course articulation table will be reviewed on a case-by-case basis, via petition to the Director of Registration and Records.

Credit for Noncollegiate Instruction

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

Community College Credit

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

Open University/Special Session Credit

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

Catalog Rights for Degree Requirements

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





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SCHEDULE OF FEES, 2016/17

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 initial fee payments are made, to increase or modify any listed fee. 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	Per Semester 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 Field Maintenance	$11.00		
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		$250.00	$250.00
Total for Undergraduate		$2,533.00	$3,682.00
Total for Credential		$2,788.00	$4,120.00
Total for Graduate		$2,899.00	$4,315.00

Graduate Business Professional 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 45).

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 began Fall 2015.

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.

LIBRARY FEES

Circuit	
Overdue books (fee per day up to $25 maximum)	$1.00
Replacement cost	140.00
Note: Circuit fees apply to students and faculty.	
General Circulation	
Overdue material	
Late (fee per day)	0.25
Lost Books/Damaged Materials*	71.71
Interlibrary Loan	
Overdue Books (fee per day up to $25 maximum)	1.00
Lost Books (based on average cost)	71.71
Book strap removal	1.50
Items not picked	5.00
Note: Interlibrary Loan fees apply to students and faculty.	
Media Services	
Overdue Media (fee per day up to $25 maximum)	1.00
Unrewound video/cassette tapes	1.00
Overdue Media Equipment (fee per day, up to replacement cost)	5.00
Lost inserts/booklets from CDs & videos	10.00
Lost Media (minimum of 71.71 up to replacement cost)	71.71
Reserves	
Overdue Materials (fee per loan period, hourly/day/week, $25 maximum)	1.00
Lost reserve items (based on average cost)	71.71

*Other Changes or other fee schedules are posted at Check-Out/Circulation & Reserves Desk. * Items with replacement cost over $150 will be charged actual cost.*

USER FEES

Academic Technology Services Equipment Fee (See equipment checkout fee schedule)	Varies
Administrative Late Fee (Failure to meet administratively required appointment or time limit fee)	$15.00
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 104	$20.00
Biology 210, 211	$25.00
Biology 160, 175, 176, 177, 178, 351, 352, 353, 354, 367 - 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	$91.00
General Education, Science (GES) 102	$20.00
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)	$45.00
Orientation Fee - Incoming Freshman	$95.00
Orientation Fee - Transfer Student	$70.00
Orientation Fee - First-Year Student with Overnight	$165.00
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 Fee (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.

Student Health Insurance

Starting in January 2014, most people over the age of 18 will be required to have public or private health insurance according to the federal law, The Patient Protection and Affordable Care Act. This is to provide coverage for health care services outside those provided by SHCS. Individuals who do not have this insurance will be subject to a federal financial penalty. Information about insurance plans may be found on the clinic's website: http://www.csusm.edu/shcs/generalinfo/healthinsurance.html. All international students are required to have health insurance coverage. International students desiring additional information should contact the Office of Admissions and Recruitment. Please call the clinic for questions.

Refund of Mandatory Fees, Including Nonresident Tuition

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those 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 University canceled the course for which the fees were assessed or collected;
- 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.

Fees and Debts Owed to the Institution

Should a student or former student fail to pay a fee or a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381).

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

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency, and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the Cashier Office in Student Financial Services to submit a University Fee Appeal. The Fee Appeal Committee, after receipt of appeals from the Cashier's Office or another office on campus to which the Cashier's 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.

Procedure for the Establishment or Abolishment of Campus-Based Mandatory Fees

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

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum as established by Executive Order 1102, Section III. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees but must request the Chancellor to establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

Student Financial Aid

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

Application Procedures

Students should complete a Free Application for Federal Student Aid (FAFSA) each year between January 1 and March 2 to be considered for aid during the following Fall semester through the following Summer term. A FAFSA may be completed on-line at www.fafsa.gov. The FAFSA must be used to apply for California and federal financial aid, including loans.

AB540 students should complete the Dream Application at www.csac.ca.gov between January 1 and March 2 to be considered for state aid the following Fall semester through the following Summer term.

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

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

Eligibility

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

Students must be U.S. citizens or "eligible non-citizens" in order to be considered for federal and state student aid. AB50 students may be considered for state aid. Students holding "F" visas or other non-resident visas are not eligible for state or federal financial aid funds.

Recipients of federal, state, and institutional funds must be admitted to and enrolled in a program leading to a degree to be eligible for disbursement of funds.

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

For additional information, please visit the Financial Aid and Scholarships Office web site. Students may access all of their Cal State San Marcos financial aid records at MyCSUSM. Inquiries may also be made by e-mail or fax. The fax number is (760) 750-3047. The e-mail address is: finaid@csusm.edu

Financial Aid Programs

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

Financial aid is available in four basic types of programs.

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

Federal Grants

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grants (FSEOG)

The FSEOG program provides grant assistance for undergraduates who are eligible for a Pell Grant and who demonstrate the greatest financial need.

State Programs

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

Cal Grant A Entitlement Awards

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

Cal Grant B Entitlement Awards

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

Cal Grant Community College Transfer Entitlement Awards

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

Competitive Cal Grant A & B Awards

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

Middle Class Scholarship

The Middle Class Scholarship provides undergraduate California residents of middle income families a scholarship of up to 10-14% of the State University Tuition Fee for any portion not covered by other grants. Percentage rates will increase annually until reaching 40%: (2015-16: 10-20%); (2016-17: 30%); and (2017-18: 40%). Percentages vary depending on income ranges of up to $150,000.

Grant Programs Administered by the California State University

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

These grant programs are:

State University Grant (SUG)

The State University Grant provides need-based awards to assist in covering the tuition fee for eligible undergraduate, graduate, and post-baccalaureate students who are California residents. Priority is to award a SUG to eligible students who apply for financial aid by March 2, who have an expected family contribution (EFC) within the annual designated range, and who are not receiving a Cal Grant or other award designated to cover fees.

Educational Opportunity Program (EOP) Grant

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

Federal Loans

William D. Ford Federal Direct Student Loan Program Federal Direct Subsidized Loan

Provides government insured, long-term, low-interest loans for eligible undergraduate. Interest on this loan is paid by the federal government while the student is enrolled at least half-time. Students must demonstrate financial need through the FAFSA application process to be eligible for this loan. An undergraduate student may borrow up to

$3,500 for the first year of study, up to $4,500 for the second year, and up to $5,500 for the third and fifth years. Aggregate undergraduate borrowing may not exceed $23,000.

Federal Direct Unsubsidized Loan

Provides long-term, low-interest loans for eligible undergraduate and graduate students who generally do not qualify for other need-based financial assistance or students who need loan assistance beyond the maximums provided by the subsidized loan program. The student pays all interest charges on the loan while enrolled in college. The combined total of the Direct Subsidized Loan and Direct Unsubsidized Loan may not exceed lifetime borrowing aggregates of $31,000 for dependent undergraduates, $57,500 for independent undergraduates, and $138,500 for graduate students.

Federal Graduate Plus Loan

Provides government-insured, long-term, low-interest loans or graduate students who need loan assistance beyond the maximum provided by the Direct Unsubsidized Loan. Graduate students may borrow up to the total cost of education minus any other aid for which the student is eligible.

Federal Parent Loan for Undergraduate Students

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

Employment

Federal Work-Study Program (FWS)

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

Withdrawals and Financial Aid

If a financial aid recipient withdraws or reduces units, all or a portion of financial aid which was received may need to be repaid. The amount of the required payment will be determined by the date the student officially withdraws.

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

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

Student Emergency Loan
Student Financial Services
(760) 750-4490

As a result of gifts from the Spicer Loan Fund, Bank of America, and the Cal State San Marcos Associated Students, Inc., a short-term emergency loan is available to enrolled students. Up to $1,000 per semester may be borrowed by students who have unexpected short-term needs. A service charge of $2 is assessed. No interest is charged for loans which are repaid on time. All loans unpaid by the due date will be assessed a $40 late fee. Applications are available online at www.csusm.edu/sfs.

Fee Waivers and Exemptions

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

Section 66025.3 –Dependent eligible to receive assistance under Article 2 of Chapter 4 of Division 4 of the Military and Veterans Code; child of veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability, and meets specified income provisions; dependent, or surviving spouse (who has not remarried) of a member of the California National Guard who, in the line of duty, and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state; and undergraduate student who is a recipient of or child of a recipient of a Medal of Honor, under 27 years old, meets the income restriction and California residency requirement.

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 68075.7 – Nonresident students are exempt from paying nonresident tuition or any other fee that is exclusively applicable to nonresident students if they (1) reside in California, (2) meet the definition of "covered individual" as defined in subsection (c) of Section 3679 of Title 38 of the United States Code, as that provision read on July 1, 2015; and (3) are eligible for education benefits under either the

federal Montgomery GI Bill-Active Duty program or the Post-9/11 GI Bill program.

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 non-immigrant aliens within the meaning of 8 United States Code 1101(a)(15), except as provided by Section 68122 above.

Scholarships

Financial Aid and Scholarships Office
(760) 750-4855

The following scholarships are available to students attending Cal State San Marcos. Some scholarships do not require financial need. Unless indicated otherwise, the vast majority of scholarship programs require that recipients are U.S. Citizens or eligible non-citizens who are in the United States on a non-temporary status. Students holding "F" visas or other non-resident visas are not eligible for scholarship programs administered by CSU San Marcos. Cal State San Marcos has a general scholarship application which is available from the Financial Aid and Scholarships Office. Students who complete this application, which includes an essay, will automatically be considered for several of the scholarships. Students are also urged to regularly check the scholarship bulletin board in the Financial Aid and Scholarships Office.

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

A free scholarship search service is available in the financial aid section of Cal State San Marcos website and is free of charge.

Scholarships that are administered by Cal State San Marcos Financial Aid and Scholarships Office (Annual Scholarships are subject to funding availability):

General Scholarship Opportunities:

African American Scholarship

A scholarship is awarded to an African- American student with a GPA of 3.0 or higher and who is financially needy as determined by the Financial Aid and Scholarships Office.

Peggy Adams Memorial Scholarship

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

Ina Mae Akinson Endowed Scholarship

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

Alumni Association Scholarship

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

Assistance League of Inland North County Scholarship

Created in 2008 to support CSUSM Nursing students, the Assistance League of Inland North County provides annual scholarship support to students enrolled at the CSUSM School of Nursing. Requirements include financial need, and a 3.00 GPA or higher.

ASI American Indian Scholarship in Honor of Lee Dixon

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

Solomon Atighi Memorial Scholarship

This scholarship was created to honor CSUSM Student Solomon Atighi which supports students who have a GPA of 3.00 or higher, as well as experience and employment in the restaurant industry.

The Burnham Foundation Scholarship

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

Cal State San Marcos AVID Scholarship

Funded by an anonymous donor, scholarships are awarded to former AVID students who have overcome past obstacles and are financially needy.

Carol Cox Endowed Re-entry Scholarship

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

College of Business Administration MIS/HIT Department Scholarship

Funded by faculty from the College of Business Administration, scholarships are awarded to support students who are juniors or seniors, enrolled in the Business Administration Management Information Systems, or Healthcare Information Technology programs. Must have a 3.00 GPA and are financially needy.

CSU Graduate Equity Fellowship

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

CSU San Marcos Alliance Four-Year Fellowship

The Alliance Four-Year Fellowship is designated to support new fall admits w ho are part of the Memorandum of Understanding with local high schools. The fellowship provides $1,500, per year, toward the costs of fees and tuition. Financial need and full-time enrollment is required.

Deanna Delaney Memorial Scholarship

This scholarship was created to honor Deanna DeLaney to assist students enrolled in the College of Humanities, Arts, Behavioral and Social Sciences as Sociology majors. Students must demonstrate financial need, and have a 3.00 or higher GPA.

John Durkee Scholarship for Disabled Students

Funded by John Durkee, a scholarship is awarded to a financially needy undergraduate student who has completed at least 24 units at Cal State San Marcos with a GPA of 3.0 or higher, and who has a verified disability.

Leonard and Jean Evers Memorial Endowed Computer Scholarship

Established by Leonard Evers, a retired businessman and former North County resident, this scholarship provides 40 laptop computers to entering freshmen and incoming transfer students with high financial need and a minimum 3.0 high school GPA.

Fenstermaker Foundation Scholarship

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

Catherine Goldsmith Nursing Scholarship

Funded by an annual gift from Mr. and Mrs. Robert Goldsmith, this scholarship was created to support students from the CSUSM School of Nursing. This scholarship is awarded to Nursing majors who have a 3.25 GPA or higher.

Robert H. and Catherine H. Goldsmith Endowed Scholarship

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

Joel Grinolds Memorial Scholarship

Created to honor Dr. Joel Grinolds who was our first medical doctor on campus, this scholarship assists students enrolled as Nursing or Health Sciences majors with a GPA of 3.00 or higher. Priority is given to students who have a physical or learning disability.

Sandra Haasis Visual Arts Scholarship

This scholarship is awarded to students who are enrolled as Visual and Performing Arts majors with a demonstrated financial need and a minimum GPA of 3.00. Students must reside in North San Diego County to qualify.

Hearst/CSU Trustees' Award for Outstanding Achievement

Four non-renewable awards in the amount of $3,000 each are awarded annually to currently enrolled full-time students of the CSU. The selection is based on financial need and merit.

Hein Family Fellowship

Endowed by a gift from Mr. and Mrs. Rick Hein, the first ever Graduate Fellowship was created in 2012 to support students within the College of Humanities, Arts, Behavioral & Social Sciences. Students must possess a 3.00 or higher GPA with preference given to students who are low-income and/or first-generation college students.

Charles J. Heller, M.D. Scholarship

The Charles J. Heller, M.D. Scholarship is awarded to students who demonstrate an interest in going into the medical or health related field. Applicants must be an undergraduate student enrolled full-time, and maintain a minimum GPA of 3.2.

Frank D. Hernandez Scholarship

The Frank D. Hernandez Scholarship is awarded to students who demonstrate an interest and service to Native American or Mexican American causes, culture or communities, and personal experience or family history in farm labor. Applicants must be an undergraduate student enrolled full-time, and maintain a minimum GPA of 3.2.

Madison Dexter Howe Scholarship

Endowed by the parents of a CSUSM student, Madison Dexter Howe, who tragically passed away in 2012. Madison was pursuing a double major in Political Science and Economics. This scholarship honors Madison by supporting Political Science and Economic majors who have a 3.0 GPA or higher.

Major General Anthony Jackson Scholarship

Created in 2012 by Major General and Mrs. Jackson to support military veterans or active duty military students. Offered to students who are either History majors or majoring in a History related program. Financial need is a criterion and students should be enrolled full-time.

Anne Kay Endowed Scholarship

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

Karnick Family Scholarship

The Karnick Family Scholarship is awarded to students who demonstrate financial need, and have a minimum GPA of 3.00, with a preference for incoming freshmen.

Kellogg Endowed Scholarships

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

Keogh-Yoshii Scholarship

Scholarships are awarded to students who are Computer Science or Computer Information Systems majors, who are juniors or seniors, and enrolled at least part-time as undergraduates.

Jim Kuden Family Scholarship

This scholarship is provided to students who are enrolled in the College of Business Administration with an interest in entrepreneurship. Students must demonstrate financial need, and have a GPA of 3.00 or higher.

Edmond Kwan Memorial Scholarship

An award will be offered to a Finance major with a 3.0 or better GPA. The student must be an enrolled Senior who is of Asian or Pacific Islander descent, and must have financial need as determined by the Financial Aid and Scholarships Office.

Mary Lesko Family Scholarship

Created to honor Mary Lesko, this scholarship is awarded to students enrolled as Nursing majors with a GPA of 3.00 or higher.

LPL Financial Scholarship

Created by a donation from LPL Financial, this scholarship is for juniors or seniors who are enrolled in the College of Business Administration, with a preference to Finance majors who have a 3.25 or higher GPA. Though financial need will be reviewed, it is not a requirement of the scholarship.

Jane Lynch Endowed Scholarship

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

Carolyn R. Mahoney Endowed Scholarship

Endowed in honor of Dr. Carolyn R. Mahoney, former Cal State San Marcos mathematics professor, this scholarship is awarded to a full-time Cal State San Marcos mathematics major with a GPA of 3.0 or higher.

Jeremy Mancilla Memorial Scholarship

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

Louis V. Messner Memorial Scholarship in Accounting

Established by the family of Louis V. Messner in his memory. Louis V. Messner served as a state employee for over 35 years. His last position was Vice Chancellor of Business Affairs for the California State University System. The scholarship will be awarded to a Cal State San Marcos student majoring in Accounting. The student must be a junior with financial need and have a GPA of 3.0 or above. Preference is given to a student involved in community service. The scholarship may be renewable.

Tosh Nomura Scholarship

Created to support students in the College of Business Administration. This scholarship is for students at the junior or senior level only, and are enrolled full-time with a 3.50 or higher GPA.

North County Women in Networking

Scholarships are awarded to female students who are undergraduate juniors or seniors, or graduate students. 2.80 GPA and financial need are required. Applicants cannot be affiliated with North County Women in Networking.

Clifford S. Northway Memorial Scholarship

Created to honor Clifford S. Northway who received his teaching credential from CSUSM in 1996. Students who are teaching credential candidates or Liberal Studies majors qualify. This scholarship is for students returning to college after a significant break, who have a 3.00 GPA or higher, and demonstrate financial need. Preference is given to single parents.

The Bernard Osher Foundation Scholarship Program for California Community College Transfer Students at CSUSM

Created 2012, the Osher Foundation Scholarship Program aims to support students who transfer from the California Community College system. Students must have financial need, a 3.00 GPA or higher, and be enrolled at the junior or senior level.

Lt. Colonel AJ Pack Veterans Scholarship

The Lieutenant Colonel AJ Pack Veterans Scholarship was established by Joshua Pack to honor students who have been or are currently serving in the U.S. Military. The scholarship is open to students who have a minimum 3.0 GPA. Preference will be given to students who have been in combat duty. Students in any major or College are encouraged to apply.

J. Douglas and Marian Pardee Scholarship

Established by a generous gift from the Pardee Family, (50) $2,000 scholarships will be provided to qualified CSUSM students. Twenty-five scholarships will be awarded to freshmen and twenty-five will be given to transfer students. Applicants must have financial need, a 3.25 GPA or higher, and be enrolled in at least 6 units. These scholarships have the potential for a one year renewal based on students maintaining at least a 3.0 GPA. Forty scholarships will be selected from each of the four colleges (College of Business Administration, College of Science and Mathematics, College of Humanities, Arts, Behavioral and Social Sciences, and College of Education, Health and Human Services), and an additional 10 awards will be granted to students who are returning to pursue their education after a break.

Patrons Of Husbandry San Marcos Grange Scholarship

The scholarship is awarded to students enrolled in the College of Education, Health and Human Services, with a demonstrated financial need, and a GPA of 2.00 or higher. Preference is given to California residents.

President's Circle Scholarship

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

Raymond Family Scholarship

Created in 2012 by Mr. and Mrs. Jack Raymond to support students who demonstrate academic promise and performance, based on a 3.00 or higher GPA, have demonstrated moderate to high financial need, and have either prior or current community service experience.

San Diego Kiwanis Scholarship

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

Dr. Jerry Sepinwall DREAM Scholarship

Scholarships are awarded to AB540 students who have submitted an affidavit to the Admissions Office. Financial need, 2.00 GPA, and full-time enrollment are required. Scholarships are available for undergraduate students in any major. Preference to first-generation college students.

Laura E. Settle Scholarship

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

Lillian C. Sherman Scholarship

One scholarship is awarded to a Native American Indian student who has demonstrated service or involvement in a tribe or American Indian community. Students must demonstrate financial need and be enrolled at least half-time.

STAND Scholarship

Scholarships are awarded to first-generation and ondocumented AB540 CSUSM students who have submitted an affidavit to the Admissions Office. Awards are for undergraduates in any major. STAND is operated by university students and CSUSM graduates.

Ella J. Thedinga Memorial Scholarship Endowment

Established by Ella J. Thedinga, priority is given to entering first-year Cal State San Marcos students with financial need and academic merit, and returning students who received one of these scholarships the prior year.

Bree Tinney Endowed Women's Studies Scholarship

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

Bree Tinney Re-entry Scholarship

A scholarship is awarded to a female undergraduate student who is a single parent resuming her studies after an extended break. The recipient must have a 3.0 transfer GPA and demonstrated financial need as determined by the Cal State San Marcos Financial Aid and Scholarships Office.

University Ball - Science Scholarship

One $400 scholarship is awarded to a Science major with a 3.0 or higher GPA. Students must demonstrate financial need and be enrolled at least half- time.

Veterans Support Scholarship

This scholarship is awarded to veteran or current active duty military students. Funds are used to apply towards CSUSM Bookstore purchases, CSUSM Food Plans/Dining, CSUSM tuition, and CSUSM childcare expenses. Awards are provided to students, who have a 3.00 or higher GPA, and demonstrate financial need.

Margaret Toppel Memorial Scholarship

Created in 2005 to honor Mrs. Margaret Topple, this scholarship supports teaching credential students enrolled in the College of Education, Health & Human Services. A minimum GPA of 3.00 and financial need are required.

Thomas M. Wahlund Memorial Scholarship

One scholarship is awarded to a student with a minimum GPA of 2.5. Student must major in the sciences with a priority given to students majoring in Biological Sciences. Financial need is considered.

Christopher L. Whitman Scholarship

This scholarship was created to honor Christopher L. Whitman, who lost his life at a very young age. Scholarships are awarded to students with a minimum of 3.0 GPA, who are incoming freshmen and business majors. Low to moderate need is preferred and priority is given to those students who express an interest in music, sports, or charity/ social work.

Estelle Wiener Memorial Scholarship

Created to honor Estelle Wiener, this scholarship is awarded to graduate students enrolled in the Master's of Social Work program. Students must have a 3.50 or higher GPA, and demonstrate financial need.



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SERVICES AND RESOURCES

ACE Scholars Services

Craven Hall 3400
Director: Jim Mickelson
Phone: (760) 750-4223
www.csusm.edu/ace
Email: ace@csusm.edu

ACE Scholars Services is a program for former foster youth. The mission of ACE is to transform the lives of foster youth through education. Our philosophy is to provide an opportunity for foster youth to obtain a four year college degree through individualized services that move the student from a highly dependent state to a self-sustaining confident individual who is integrated into the college community.

ACE Scholars Services works to encourage and assist foster youth to prepare for college, facilitate the transition from high school to college, provide support services needed to ensure success in college, and facilitate the transition from college to workforce.

The CSUSM campus has year-round apartment style housing, on-campus daycare services, and light rail and bus transportation, making CSUSM an excellent choice for former foster youth. CSUSM has MOU agreements with the Counties of San Diego and Riverside to ensure that all capable foster youth who are eligible have access to higher education though a guaranteed admission. ACE Scholars Services is a top-tier program as CSUSM serves more former foster youth per capita than any other university.

ACE Scholars Services defines a former foster youth as an individual who was placed in the foster care system on or after their 13th birthday and remained in the system for more than two years, and is under the age of 26.

ACE Scholars Services web site has a step-by-step guide for admissions, application, financial aid, and other information needed to help foster youth obtain a college education at California State University San Marcos: http://www.csusm.edu/ace/prospective-students/application-steps-freshmen.html, http://www.csusm.edu/ace/prospective-students/application-steps-transfers.html.

Arts and Lectures

(760) 750-8272
www.csusm.edu/al

The College of Humanities, Arts, Behavioral and Social Sciences produces the Arts and Lectures Series, a wide-range of curriculum-linked events.

Each year, Arts & Lectures engages the support and advice of CSUSM faculty, staff, students and the community in developing a series of 20-30 events including lectures across various fields, film/video screenings, visual art talks, dance and theatre performances, music concerts, scientific discussions, book readings and more.

The series has become an integral part of campus life and offers eye-opening perspectives on multiple topics, issues, and disciplines by bringing in exceptional guests who are experts in various fields creatively and intellectually. The program not only supplements and complements curricular needs but it also enriches cultural life on the campus and within the community.

Athletics

Office of the President
Department of Athletics: Field House, Suite 106J
Telephone: (760) 750-7100
E-mail: athletics@csusm.edu
www.csusmcougars.com

The Purpose

The objectives of the intercollegiate athletic programs at Cal State San Marcos include:

- Student emphasis. To emphasize the student component of student-athlete, seeking not only successful teams for the university but also 100% graduation rates of team members.
- Academic enrichment. To augment the academic programs of the university with experiential learning that takes place through sports, striving to develop confidence, discipline, perseverance, and teamwork in student-athletes.
- Community linkages. To establish new linkages and strengthen existing linkages with all members of the surrounding communities.

The Administrative Staff

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Head Men's & Women's Golf Coach
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E-mail: ghutton@csusm.edu

Steve Scott
Head Men's and Women's Cross-Country and Track & Field Coach
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E-mail: sscott@csusm.edu

Jim Saia
Head Men's Basketball Coach
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E-mail: jsaia@csusm.edu

Renee Jimenez
Head Women's Basketball Coach
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Andrea Leonard
Head Women's Volleyball Coach
Telephone: (760) 750-7117
E-mail: aleonard@csusm.edu

The Teams

The Cal State San Marcos Department of Athletics has achieved steady growth since its inception in the late 1990's. In 1998-99, the department started with the men's and women's golf, cross country, and track & field teams, which became perennial contenders in the National Association of Intercollegiate Athletics (NAIA). In 2006, CSUSM added baseball, softball, and men's and women's soccer, all of which have developed into highly successful programs. In 2011, the University added women's volleyball and men's and women's basketball. In 2014-15, CSUSM Athletics was accepted into candidacy by NCAA Division II and now competes in the California Collegiate Athletic Association (CCAA) conference. The department's goal is to complete the three-year transition process and be accepted as a full NCAA Division II member in 2017-18.

BASEBALL

CSUSM has experienced steady improvement since its inception in 2007. In 2015, CSUSM won 23 of its last 28 games on its way to a record-breaking 36-win season. The Cougars won their third A.I.I. title in the past five seasons and qualified for the NAIA Opening Round.

CSUSM baseball wrapped up its NAIA stint with an NAIA All-American, 29 all-conference honorees and 15 A.I.I. All-Tournament selections.

Basketball

The Cal State San Marcos men's and women's basketball teams have held their own since their arrival in 2011.

The CSUSM men put together their second straight 30-win season in 2014-15, won their second Association of Independent Institutions (A.I.I.) Conference title and advanced to the NAIA Quarterfinals for the second consecutive year. In the past two seasons, the Cougars have gone 62-6 overall and been ranked No. 1 nationally, a whopping 11 times. CSUSM looks forward to its first season competing in NCAA DII and the CCAA in 2015-16.

CSUSM women's basketball won its third A.I.I. Conference title in four years and second competing at the NAIA Division I level. The Cougars concluded their NAIA campaign with a two NAIA All-America awards, 14 all-conference accolades and eight A.I.I. All-Tournament selections.

Cross Country

Endurance and desire are the name of the game for Cal State San Marcos Cross-Country, and those traits are personified by Coach Steve Scott. A member of the National Track & Field Hall of Fame and 2009 NAIA Women's Cross-Country Coach of the Year, Coach Scott fields a team of roughly 30 young men and women each fall, and has taken that squad to the NAIA National Championships since the program began in 1999.

Between 2009 and 2011, the CSUSM women's cross-country team brought the University three NAIA national titles, the first three national championships in the department's history. The CSUSM men's team has won the A.I.I. title for seven consecutive seasons. In its final appearance at the NAIA Championships, the cross country teams placed fourth in the combined team competition after both squads collected seventh-place finishes.

Running for the first time as a NCAA Division II squad in 2015, three members of the women's squad earned All-CCAA honors after finishing in the top 15 at the conference championships. On the men's side, three Cougars finished in the CCAA top-20 with two adding their names to the CSUSM record books after running personal-bests.

Golf

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

The Cougar men closed out live in the NAIA in style, capturing the A.I.I. Conference title in the spring of 2015. Dylan Healey became the first player in program history to win the conference's individual title. In their first semester competing in NCAA Division II in the fall of 2015, the Cougars won two of their three tournaments and upset then-No. 1 Chico State at the Wildcats' home tournament.

Vanessa Chap captured the women's individual title at the A.I.I. Conference Championships in the spring of 2015. The Cougars look forward to competition in NCAA Division II.

Soccer

The Cougar men's soccer team closed out life in the NAIA by setting a program record with 13 wins in route to an appearance in the A.I.I. Semifinals in 2014. In its first year of NCAA Division II competition in 2015, CSUSM upset first-place Stanislaus State and made quite an impression in the CCAA.

CSUSM women's soccer ended life in the NAIA with an A.I.I. Conference title and its second consecutive appearance in the NAIA National Championships second round in 2014.

Softball

In a short period of time, Cal State San Marcos softball became one of the top programs in the NAIA. Led by Laurie Nevarez, the Cougars have put together six consecutive seasons of 30 or more victories. They made the NAIA tournament six straight years as well.

Track & Field

Consisting of over 50 student-athletes, the CSUSM men's and women's track & field teams continually compete nationally. In 2015, the teams combined for 13 NAIA All-Americans. Kate Bouvatte won the national title in the women's marathon.

Volleyball

Head coach Andrea Leonard has set a strong foundation in the first five seasons of the Cal State San Marcos volleyball program. From 2011-2014, the Cougars tallied a 16-0 record at the A.I.I. Conference Championships and captured four consecutive tournament titles. The program has produced six NAIA All-Americans, 17 All-Conference selections and 14 A.I.I. All-Tournament team honorees.

Playing for the first time on campus in Hunter Gymnasium in 2015, the Cal State San Marcos volleyball team's inaugural season competing in the California Collegiate Athletic Association (CCAA) was a bit of a rollercoaster with half the team consisting of freshmen. The season was highlighted with a come-from-behind five-set victory over Cal State East Bay in front of the Cougars' home crowd, marking the first CCAA victory in program history.

Cougar Shops

ATM Services

A full range of ATM services are available to the campus community via the ATM machines located in Kellogg Library, University Village Apartments (UVA), and the University Student Union. The ATMs offer 24 hour access to cash withdrawals, and are a member of the STAR and PLUS system ATM networks.

Food Services

(760) 750 - 4757 – CSUSM Starbucks
(760) 750 - 4762 – Jazzman's Café & Bakery
(760) 510 - 3824 – Panda Express
(760) 750 - 4769 – Wow Café
(760) 750 - 4769 – Wholly Habaneros
(760) 750 - 4769 – Sub Versions
(760) 750 - 3131 – Flavours, CSUSM Catering
(760) 703 - 3515 – Campus Coffee (The Coffee Cart)
(760) 750 - 4764 – Sodexo, University Food Services

The University Food Services are operated by Sodexo, through an agreement with the University Auxiliary and Research Services Corporation (UARSC), a non-profit corporation, with university proceeds being used to further the educational mission of Cal State San Marcos.

Located in the University Student Union (USU) Building is the dining area with Panda Express, Wow Café, Wholly Habaneros, Sub Versions and the Market. Jazzman's Café & Bakery is located next to the USU Information counter, with assorted snack and beverage vending machines located on the same level. Hours vary throughout the year, please call individual stores for hours. Additional snack and beverage vending machines are located in the University Commons, Academic Hall, Arts Building, University Hall, Science II, Kellogg Library, Markstein Hall, Social and Behavioral Sciences (SBSB) Building, the Clarke Fieldhouse, University Village Apartments, and the Foundation Classroom Building.

University Store and CSUSM Bookstore

(760) 750-4730
(760) 750-4737
www.csusmshop.com

Located on the Cal State San Marcos campus, the University Store and CSUSM Bookstore provide a wide array of products and services both in store and online, including new and used traditional, rental and e-Book textbooks for classes. Additional offerings are special class orders, reference books, class related office supplies, educationally priced software, Fed Ex services, gift cards, and Cal State San Marcos emblematic apparel and gifts.

Disabled Student Services

CRA 4300
(760) 750-4905 (TDD 750-4909)
www.csusm.edu/dss/

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

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

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

For further information on reasonable accommodations and required paperwork, please contact the Office of Disabled Student Services.

Instructional Computing Laboratories

(760) 750-6505

The University has both instructional computer labs and a 90-seat open access lab. Assisted access software is available in each lab. Most instructional labs, are available to students when the room is not scheduled for classes or special events. Additional information about the labs can be viewed at http://www.csusm.edu/iits/support/computer-labs/index.html.

International Student Services

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

International student services are provided by the Office of Global Education. International student services include initial orientation and advising on matters such as housing, registration, visa regulations, work authorization, taxes, health insurance requirements, health services, safety issues, and other campus services.

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

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

Library

(760) 750-4330

The 200,000 square foot Kellogg Library has over 300 computers, over 40 group study rooms, thousands of journals, and a quarter million books. Kellogg Library is the primary learning resource outside the classroom. You can enter the Library by either the main entrance on the 3rd level or at the 2nd level. To reach the 1st floor classrooms, use the stairwell or elevator in the Starbucks Tower.

Web Access

http://biblio.csusm.edu

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

Hours

Monday – Thursday – 6:00 a.m. – 12:00 a.m.
Friday – 7:00 a.m. – 5:00 p.m.
Saturday – 9:00 a.m. – 5:00 p.m.
Sunday – 10:00 a.m. – 8:00 p.m.

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

Any exceptions for Library hours will be posted in advance on the Library web site: https://biblio.csusm.edu/hours_calendar

Library Card and Borrowing Policy

(760) 750-4348

The University ID card issued by the Media Library serves as a Library card for checking out books and other materials. Cards must have a current semester sticker to be valid. Validation stickers are issued at the 2nd or 3rd floor Check Out Circulation & Reserves Desks or at Parking Services throughout the semester.

Library users are responsible for the return of all materials checked out on their ID cards. All Library materials are subject to recall after two weeks. With a current CSUSM ID card, faculty, staff, and students may borrow books directly from other California State University libraries. An agreement with MiraCosta and Palomar Colleges allows Cal State San Marcos students, faculty and staff to check out materials at these libraries as well.

Reserves

(760) 750-8363

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

Resource Sharing

(760) 750-4345

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

San Diego Circuit

The San Diego Circuit is a book-sharing consortium in which CSUSM partners with SDSU, UCSD, USD, the San Diego Public Library, and the San Diego County Library. Books not available at CSUSM can be requested from other Circuit libraries and typically arrive within 1-3 business days.

Interlibrary Loan

Interlibrary Loan is a system through which libraries worldwide can share research materials. Materials not available at CSUSM can be requested through Interlibrary Loan. Loaned items (books, etc.) generally arrive within 5-10 business days and are held at the Library Check Out Desk for pickup. Articles are delivered electronically and typically arrive within 3-5 business days.

Research Assistance

(760) 750-4391

Research assistance is one of the missions of the Library. Research assistance is available at the Research Help Desk, by appointment with subject specialist librarians, and by email, phone, or real time chat. Visit http://biblio.csusm.edu/research-assistance to find out more.

Information Literacy

(760) 750-4375

Developing the skills and knowledge necessary to thrive in an information-rich environment is an essential part of your education. The Information Literacy Program (ILP) works with students to ensure that all become successful lifelong learners. The ILP provides course-integrated instruction within General Education and specific fields of study. Through Context: Library Series and other programs, the ILP provides outreach to target student groups on campus and in the community.

Collections

The California State University San Marcos (CSUSM) Library makes available over 500,000 titles, including print and electronic books, media (video, DVD, CD's), print and electronic journals, and government documents. You will find research materials to support all areas of the CSUSM curriculum, from Accounting to Women's Studies. Whether you need resources for a research paper, background materials to support a thesis, or guidance on field research methods, the Library collections are available to you.

The catalog also lists materials instructors have put on reserve for their classes.

Subject access to periodicals and newspapers is provided over the Web and full text databases. The "Get It!" system helps users locate the full-text of an article, whether online or in print.

The Library is a selective depository for United States and California State documents. In addition, the Library houses a small collection of curriculum materials and the University Archives. Visit https://biblio.csusm.edu/ to find out more.

Media Library

(760) 750-4370

The Media Library is located on the second floor of the Kellogg Library and provides access to the collection of non-print materials including video tapes, DVDs, spoken and musical audio tapes, and CDs. A complete listing is available through the Library catalog. Individual listening and viewing facilities are located in the Media Library. Visit http://biblio.csusm.edu/media_library to find out more.

Photo Identification Cards

(760) 750-4370

Student identification cards are issued by the Media Library in the Kellogg Library building. The identification cards, which have the student's photo and ID number imprinted on them, are required to check out library and IITS materials, to receive health services, write checks on campus, gain access to secure areas, and for identification purposes if requested by a University representative acting in an official capacity. A computer based photo ID system is used to take individual photographs and print the cards. To obtain a Cougar ID card, students must be prepared to present a valid picture ID and payment of $5.00.

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

For additional information, call the Media Library at (760) 750-4370, or visit https://biblio.csusm.edu/media_library.

Off Campus Access

(760) 750-4391

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

Lifelong Learning and Development

Alumni and Annual Giving

(760) 750-4416
alumni@csusm.edu

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

Alumni Association

The Cal State San Marcos Alumni Association provides alumni with opportunities to enhance their cultural, personal, and professional development through their continued involvement with the University. For more information or to join the Cal State San Marcos Alumni Association, please call (760) 750-4416 or check out the association's web site at www.csusmalumni.org

Career Center

(760) 750-4900
www.csusm.edu/careers
Craven Hall, 1400

The University maintains a centralized Career Center as a part of the Division of Student Affairs. This office, located on the First Floor of Craven Hall, provides services and programs on career development and planning, and job-related services in business, community organizations, government, and educational fields.

Career Services

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

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

- counsel students one-on-one on choosing a field of study, deciding on a career, selecting a program for advanced studies, or finding employment and internships;
- conduct a wide range of workshops and seminars, such as résumé writing, effective interviewing, and professional etiquette, which will prepare students for careers or graduate study;
- coordinate job listing services, which include career-related positions for Cal State San Marcos students, along with part-time and temporary positions;
- create opportunities for students to "network" and interview with prospective employers on-campus;
- provide "user friendly" computer guidance programs which explore interests, values, and skills in relation to career choice;
- maintain a computer lab and library of career information, including labor-market data, graduate school programs, and resources on career fields and job search techniques;
- assist students individually in all phases of finding employment, including assistance with resumes, interviewing, employer research, and acceptance offers;
- guide students through the process of applying for graduate or professional school; and
- provide CSU Alumni Association members with services for free.

Career Placement

The Career Center may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. Any such data provided must be in a form that does not allow for the identification of any individual student. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

Outreach Programs

Craven Hall 3300
http://www.csusm.edu/outreach
(760) 750-4870 Grades K-8 Early Outreach
(760) 750-4887 Grades 9-12 TRiO Programs

The mission of Outreach Programs is to identify and serve K-12 low-income and/or first-generation college bound students from our diverse regional community to promote, advocate, and facilitate access to higher education. Outreach Programs accomplishes this by providing academic services and diverse enrichment programs to support K-12 students and schools, and families. Services range from K–8th grade campus visits, workshops, and presentations to 9th–12th grade tutoring, academic advising, mentoring, college application assistance, summer programs, college visits, and cultural/career educational events. Outreach Programs includes Early Outreach, TRiO Talent Search, and TRiO Upward Bound.

Early Outreach

(760) 750 4870 Grades K-8

The Early Outreach Program seeks to prepare and increase the number of economically, educationally, physically, and environmentally disadvantaged students entering and graduating from postsecondary education. Specifically, K-8th grade students from the Alliance K-12 Partner School Districts that have established formal guaranteed admission agreements with CSUSM: Carlsbad Unified School District, Escondido Union High School District, Fallbrook Union High School District, Lake Elsinore Unified School District, Murrieta Valley Unified School District, Oceanside Unified School District, San Marcos Unified School District, Temecula Valley Unified School District, Valley Center-Pauma Unified School District, and Vista Unified School District.

TRiO Talent Search (TS)

(760) 750-4887 Grades 9-12

TRiO Talent Search (TS) is a federally funded grant program through the U.S. Department of Education. The goal of TRiO TS is to encourage our program participants to complete high school and enroll in and complete their postsecondary education within six years. CSUSM TRiO TS is an academic preparation program designed to identify and assist 9th–12th grade students from disadvantaged backgrounds who have the potential to succeed in higher education. CSUSM TRiO TS serves 500 students from El Camino and Oceanside High Schools in Oceanside, CA. Services provided by TRiO TS include: academic, financial, and career advising to postsecondary programs; career exploration; information on postsecondary education; exposure to college campuses; information on student financial assistance; assistance in completing college admissions and financial aid applications; and assistance in preparing for college entrance exams.

TRiO Upward Bound (UB)

(760) 750-4887 Grades 9-12

TRiO Upward Bound (UB) is a federally funded grant program through the U.S. Department of Education. The goal of TRiO UB is to increase the rate at which program participants complete high school and enroll in postsecondary education and attain either an associate's or bachelor's degree within six years following graduation from high school. CSUSM TRiO UB provides fundamental support to 9th–12th grade participants from low-income families and from families in which neither parent holds a bachelor's degree. CSUSM TRiO UB serves 75 students from Escondido and Orange Glen High Schools in Escondido, CA. Services provided by TRiO UB include: academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages; academic advising and support; tutorial services at each target school; mentoring; summer program; cultural enrichment; local and extended college visits; college entrance exam preparations; and assistance in completing college admissions and financial aid applications.

Parking and Commuter Services

(760) 750-7500 - University Police Building
www.csusm.edu/parking

All faculty, staff, students, and visitors are required to properly display a valid CSUSM parking permit at all times while parked on campus. Parking regulations are posted in parking lots and roadways; these areas are closely monitored. The following reminders will assist users of the California State University San Marcos parking facilities:

- Display a valid California State University San Marcos parking permit before parking your vehicle;
- Daily permits can be obtained in general parking lots: B, C, F, K, N, Z, and Parking Structure I (PSI);
- Park only in lots where the permit is valid;
- Do not park in disabled parking spaces, unless a current validated DMV plate/placard is displayed along with a valid California State University San Marcos parking permit;
- Park only in clearly marked parking spaces, not along fences, red curbs, reserved spaces, and /or undeveloped areas.

Parking Refunds

Parking refund forms are available in Parking and Commuter Services in the University Police Building. Refunds will not be processed until after the fifth week of instruction and are calculated on a prorated schedule.

Commuter Options

Other alternative modes of transportation Parking and Commuter Services promotes are bicycling, carpooling/ridesharing, and public transportation.

Bicycling to Campus

There are bike racks around the campus perimeter as well as bike lockers that may be rented for the semester. Register your bike to help UPD locate it if it is stolen.

Carpooling or Ridesharing

Registered carpoolers (with carpool permits) have access to proximity reserved parking spaces.

To find a ride, there is a complimentary online ride-match program. Sign up for ride-matching at www.icommutesd.com. This is a secure and confidential way to find a ride. Use your CSUSM e-mail to stay within the campus community.

Public Transportation

The SPRINTER commuter train stops on campus at the corner of Barham Drive and La Moree as it travels to/from Escondido and Oceanside.

The BREEZE bus stops on campus at Craven Circle and the SPRINTER station on the same time schedule as the SPRINTER. A limited number of discounted passes are available through Parking and Commuter Services.

Pre-printed information may be subject to change. Please call Parking and Commuter Services at (760) 750-7500, Monday – Friday 8:00 am – 5:00 pm, to inquire about current parking information, or visit the Parking and Commuter Services web site at: www.csusm.edu/parking.

Campus Safety

Emergency Procedures

(760) 750-4567

To ensure everyone's safety in an emergency, please take the time to review the emergency evacuation plans posted throughout all University buildings. In the event of a fire, dial 9-1-1 to report the fire, activate the emergency alarm, and evacuate the building immediately. When outside of the building, move upwind and away from the building. In any emergency, elevators are not to be used as part of an emergency evacuation route plan. Pre-plan your emergency evacuation by being familiar with at least two emergency evacuation routes from wherever you are in the University. You may also obtain information about emergency procedures by contacting University Police. For more information on emergency or safety tips and procedure, visit the University Police Department's web site at: http://www.csusm.edu/police/

Injury and Illness Prevention Program

(760) 750-4502

Cal State San Marcos has an Injury and Illness Prevention Program (IIPP) intended to provide a carefully controlled, safe, and healthy work environment for all employees and students. The IIPP is based on the concept that safety is a grass-roots program and is required per the California Code of Regulations. The IIPP policy assures that any employee may refuse to participate in any activity that the person, in good conscience, believes could cause harm to his/her well-being. Mandatory IIPP training is offered by Safety, Risk, and Sustainability for all employees of Cal State San Marcos. A schedule of training opportunities is published each semester. Please call, (760) 750-4502, or visit the web site at http://www.csusm.edu/srs/ for a listing of training events or further information.

University Police Department

(760) 750-4567
911 — Emergency

The University Police Department, a full service police department, is located in the Public Safety Building at 425 La Moree Road. The main telephone number is (760) 750-4567. The University Police operates 24-hours a day, 7 days a week, 365 days a year with statewide jurisdiction. Its primary responsibilities include crime prevention, law enforcement, criminal investigation, traffic enforcement, and disaster preparedness. If you are a victim of a crime or witness of a suspicious activity, report the incident immediately to the University Police. Since calls to 911 from cellular phones are received by the California Highway Patrol, we recommend that you program (760) 750-4567 into your cell phone for on-campus emergencies.

The University Police Department provides the following campus community services:

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

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

Skateboarding

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

Weapons on Campus

It is the policy of California State University San Marcos to provide a safe environment for all students, employees, visitors, and guests by enforcing all laws pertaining to firearms, weapons, or destructive devises on campus. The restrictions pertaining to these devices are:

- It is a violation of Penal Code section 626.9 for any person, except as defined in Penal Code Section 12031, to bring or possess any firearm onto any property owned, controlled, or operated by the University without the prior written permission of the President or designee.
- It is a violation of Penal Code section 626.10, with specific exceptions as noted within 626.10 of the Penal Code, for any person to bring or possess and dirk, dagger, ice pick, knife having a fixed blade longer than two and one half (2 Ω) inches, stun gun or "Less Lethal Weapon" on any property owned, controlled, or operated by the University without prior written permission of the President.

  A "Less Lethal Weapon" means any device that is designed to, or that has been converted to expel or propel less lethal ammunition by any action, mechanism, or process for the purpose of incapacitating, immobilizing, or stunning a human being through the infliction of any less than lethal impairment of physical condition, function, or senses, including physical pain or discomfort. It is not necessary that a weapon leave any lasting or permanent incapacitation, discomfort, pain, or other injury or disability in order to qualify as a less lethal weapon. Examples would include, but not limited to, BB guns, pellet guns, Airsoft guns, and paint ball guns.
- No person may openly display or expose any imitation firearm, as defined in Penal Code Section 12550, in a public place.
- No person shall possess for any reason any fireworks, explosives or destructive device as enumerated in the California Health and Safety Code without prior written permission of the President.
- No person shall possess any tear gas weapon to include Mace, CN gas, or CS Gas, pepper spray, or other similar gas weapon containing more than 2.5 ounces net weight of aerosol spray.
- No person shall possess any weapon enumerated in 12020 of the Penal Code, to include, but not limited to, billy clubs, metal or plastic knuckles, belt buckle knife, shurikins (AKA Chinese throwing stars), nunchaku, blackjack, sap, or any metal or replica practice hand grenade.
- It is a violation of Penal Code 653k to possess or keep in a vehicle a switchblade or gravity knife (A "butterfly knife" for example).

This policy applies to all members of the campus community and visitors or guests on property owned, controlled or operated by the University except as expressly enumerated in the Penal Code and Health and Safety Code.

Hazing

Cal State San Marcos considers hazing a serious matter and will thoroughly investigate all reports of hazing. In addition to being a violation of campus policy, hazing incidents may also be referred to the San Diego District Attorney's Office for criminal prosecution.

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

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

For further information regarding prevention, reporting, and education can be obtained from the University Hazing Education Team at: http://www.csusm.edu/sll/resources/hazing.

EPT and ELM Exams

College Access and Readiness Success Services provide the EPT (English Placement Test) and ELM (Entry-Level Mathematics) examination through EPT/ELM Proficiency Services. For more information, students can visit the following link: [http://www.csusm.edu/readiness/], email ELM-EPT@csusm.edu, or call (760) 750-6060.

Retention and Academic Assistance

Accountancy/Statistics Laboratory

(760) 750-4214

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

Undergraduate Advising Services

Academic Advisors are available by college to assist undergraduate students with general education, major, minor and graduation requirement planning. In addition, major/minor specific advising may be supported by faculty of the respective discipline. Students are encouraged to refer to the department websites for faculty advising information. Academic Advising information can be found at www.csusm.edu/academicadvising.

TRiO Student Support Services

Craven Hall, 4100
http://www.csusm.edu/sss/index.html
(760) 750-4861
Director: Heather Northway
E-mail: northway@csusm.edu

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

Support services offered through TRIO SSS include:

- Academic advising
- Academic coaching
- Personal counseling
- Peer tutoring
- Peer mentoring
- Learning community
- Mid-semester evaluations/Early intervention
- Cultural enrichment activities
- Specialized advising for skill-building and academic guidance
- Tutoring
- Priority registration
- Limited free printing and copying
- Financial literacy
- One-unit class
- Community services projects
- Graduation recognition ceremony
- Graduate school preparation
- Community building activities for first and second years

Educational Opportunity Program

Craven Hall, 4100
http://www.csusm.edu/eop/
(760) 750-4861
Director: Andres Favela
E-mail: afavela@csusm.edu

The mission of Educational Opportunity Program is to serve historically low-income and first-generation college students with academic support services that lead to a university degree. An array of support services are available to EOP students to assist them in making the most of their educational opportunities. EOP grants are also available to those students who are eligible through Financial Aid and are in good standing with the program.

Support services offered through EOP include:

- Peer Mentoring
- Academic planning
- Personal counseling
- Financial aid (assistance)
- Priority registration
- Summer Bridge
- Leadership opportunities
- Academic workshops and conferences
- First-year Learning Cohorts

Applications are taken for Fall Admittance only.

Summer Bridge

Summer Bridge is a program that is available through the EOP Program.

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

The Center

Craven Hall, 4100

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

- Access to computers
- Free limited copies and printing

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

Early Assessment Program (EAP)

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

Faculty Mentoring Program

Coordinator: Sonia M. Perez
Kellogg Library, 2400
(760) 750-4017
www.csusm.edu/fc/mentoring/index.html
Email: fmp@csusm.edu

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

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

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

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

Personalized Academic Success Services (PASS)

Personalized Academic Success Services (PASS) works with students by holistically assessing each individual situation to provide appropriate support and resources (on-campus or in the community) to help students achieve academic and personal success.

Services Include:

- Academic Goal Development
- Academic and Personal Development Workshops (i.e. Time Management, Test-Taking, Note-Taking, etc.)
- Support for Students on Academic Probation/Disqualification
- Student Support and Transition Counseling
- Resource Referral Services
- Help for new freshmen and transfer students transitioning/adjusting from high school or transfer college/university to CSUSM

Contact Information:
Arlene Toya, Student Academic Success Coordinator
Phone: (760) 750-6056
E-mail: pass@csusm.edu
Location: Kellogg Library 1105
www.csusm.edu/readiness/pass/

Note: If you are in ACE, CAMP, EOP, or SSS, you will need to contact your program counselor/advisor for assistance instead of PASS.

Language Learning Center

Kellogg Library 1107
(760) 750-8058
www.csusm.edu/llc
www.csusm.edu/loter

The Language Learning Center works closely with students and faculty to help students become strong and confident in another language. The LCL supports all languages taught on campus, some popular languages studied at nearby colleges, and English for students who hear or speak another language at home. The LLC offers: tutoring, study tips, textbook loans, resources, workshops, technological support, and classroom support. In addition, the LLC advises on CSUSM's graduation Language Other Than English Requirement (LOTER) and administers the Foreign Language Proficiency Exam and the Spanish Placement Exam as ways to meet the LOTER.

Math Lab

Kellogg Library, KELL 1109
(760) 750-4101
Director: Jennifer Brich
E-mail: jbrich@csusm.edu
www.csusm.edu/mathlab

The Math Lab provides academic support, tutoring, and assistance to undergraduate Cal State San Marcos students taking B4 requirement math courses, fulfilling General Education requirements in mathematics, or preparing for the CBEST, ELM and other standardized tests. The Math Lab also offers computers and resources on math for students in B4 classes and faculty use.

Writing Center

Kellogg Library, 1103
(760) 750-4168
www.csusm.edu/writingcenter
writing@csusm.edu

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

Student Health and Counseling Services

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

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

Also available are laboratory, radiology, and immunization services. Students will have access to pharmacy services for low cost prescriptions and over-the-counter medications. Students may seek visits with a health educators at the HOPE & Wellness Center for information, educational counseling, support, resources, and/or referral services for: Alcohol and other drugs, contraception, HIV and other sexually transmitted infections, nutrition and fitness, relationships, sexual assault and rape, sexual harassment, sexual health, smoking cessation, stress management, and other health issues. Free anonymous HIV testing is available. Please call us for dates and time. Short-term individual, couple, family, and group counseling services are available to help students cope with issues that can affect them personally and academically.

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

Peer Health Education

(760) 750-4917

Through the Healthy Cougars (PAWS) program, there are opportunities available for students to become certified peer health educators. These volunteers are committed to promoting awareness and advocating health and wellness related issues to the Cal State San Marcos community. This includes giving up-to-date information about health related issues through various programs, workshops, events and presentations, and referral of students to appropriate offices and resources on campus as needed. These students receive formal, direct training from the staff of Student Health and Counseling Services, as well as ongoing education and support. For information about these and other volunteer opportunities, contact Student Health and Counseling Services.

Student Health Advisory Council
(760) 750-4917

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

Family PACT
(760) 750-4968

Family PACT is a state planning, access, care, and treatment program that provides free family planning services to low income individuals who qualify, as well as education, counseling and treatment to protect your reproductive health. Please contact us today about eligibility.

Sexual Violence Advocate
(760) 750-4915

A confidential sexual violence advocate and educator is available for students to support with dating and domestic violence, sexual assault, rape, sexual harassment, and stalking. Support with discussing options, possible accompaniment to medical, university administrative, and legal proceedings is available.

Student Life

Associated Students, Inc. (ASI)
University Student Union, Suite 3700
ASI Gender Equity Center
University Student Union, Suite 3200
ASI LGBTQA Pride Center
University Student Union, Suite 3100

Phone: (760) 750-4990
Fax: (760) 750-3149
www.csusm.edu/asi

Mission Statement

To serve, engage, and empower students.

Background

Associated Students, Inc. (ASI) is a nonprofit auxiliary organization that exists to provide services to students. This organization's goals are to participate in shared governance of the University and offer programs and services which enrich the co-curricular experiences of students. ASI is governed by a student Board of Directors that is elected each spring and serves for one year beginning in May.

Programs and Services

Each student pays a fee each semester to Associated Students, Inc. This money is allocated to provide quality experiences for students outside of the classroom. ASI operates the ASI Community Centers (Gender Equity Center and LGBTQA Pride Center), which provide programs, education, advocacy, and community space for students. Campus Activities Board provides students with a wide variety of activities and programs geared toward increasing the quality of life on campus, including annual traditions such as The Ball, Alternative Spring Break, and Undie Run. The Board of Directors serves as the official voice to express student opinions and protect the rights and interests of students. ASI also offers banking services to recognized student organizations, event funding for student organizations, funds for students attending professional conferences, and free faxing for students.

Get Involved!

Associated Students, Inc. offers many opportunities for students to get involved through participation in our programs and services, student employment, and service on the ASI Board of Directors. For more information, visit our web site at www.csusm.edu/asi or stop by our offices and centers in the University Student Union.

Student Life & Leadership
(760) 750-4970
University Student Union, 3600
www.csusm.edu/sll

Mission

The mission of Student Life & Leadership is to further the holistic education of California State University San Marcos students in preparation for their role as active participants in a diverse global community. In all endeavors, Student Life & Leadership seeks to embody our primary values of Student-Centered Service, Inclusiveness, Teamwork, and Innovation.

Vision

Student Life & Leadership will promote a rich co-curricular agenda to further student education, wellness, and retention from admission through graduation. Department programs and services will enable students to practice the concepts and skills they learn in the classroom as they engage a myriad of campus involvement opportunities. Students will build self-awareness and expand their worldview as they engage their peers amidst the diversity of the campus community. By engaging the intentional learning experiences offered by Student Life & Leadership, students will expand their skills in critical thinking, communication and leadership, thus maximizing their university experience and preparation for life after college.

Student Organizations

Students can choose to get involved with over 100 recognized student organizations- or they can start their own! As a result of getting involved, Student Organization leaders develop a campus support

network, grow their leadership skills, and plan fun activities for their groups and the campus at large. Student Organizations offer a wide variety of opportunities for students to enhance their academic and social life on campus.

Student Organizations provide a unique and supportive setting where students grow and learn from each other. Current student leaders report that their communication, interpersonal, and social skills have improved as a result of being involved on campus and in the San Marcos community.

Fraternity & Sorority Life

Fraternity & Sorority Life at California State University San Marcos is a vibrant community based on the values of leadership development, intellectural development, service to others and community impact, diversity and inclusion, lifelong membership, and organizational standards. Fraternities and sororities offer unique opportunities for students to become involved in building campus traditions during their college years, and then continue to be connected to their organizations beyond graduation. Our community operates under a deferred recruitment model, which means students must have completed 12 college units before they can join a chapter.

To learn more about Fraternity & Sorority Life, please attend any of the recruitment events scheduled in mid-September and mid-February, or contact SLL.

Multicultural Programs

Multicultural Programs provides intentional learning experiences that educate and support students in the various stages of their own identity development and encourages students to embrace a variety of world views.

Multicultural Programs also strives to establish and support programs that affirm the diversity of the campus community in its many forms by embracing a broad definition of culture to include world views formed by race, ethnicity, gender, national origin, abilities, sexual orientation, and religion.

Cross-Cultural Center

Established in 2003, the Cross-Cultural Center (CCC) is a space for all students to use. The CCC is a space where students can connect with others, increase awareness, and engage in dialogue. Students may also relax between classes, browse the multicultural library collection, and schedule meetings for their organizations. The CCC is located in University Student Union, 3400.

Leadership

Grounded in CSUSM's Integrated Co-Curricular Model, the Tukwut Leadership Circle is a program designed to support student leadership, interpersonal, career, and professional development through weekly workshops and campus and community engagement. Students can do this by engaging in our multidimensional leadership certificate program. The program is open to all students, and is designed for students to complete within one year. The program takes approximately 30 hours to complete.

Tukwut Leadership Circle Program Components:

- 7 Leadership Workshops
- 7 Hours of Campus Engagement
- 7 Hours of Civic Engagement
- Type Focus Self-Assessment
- Résumé
- Leadership Reflection Paper
- Exit Panel Interview
- LinkedIn portfolio

Students can also participate in the LEAD retreat, Leadership Fast-Track, or Peer Mentoring Program.

Off-Campus Housing

Student Life & Leadership offers a limited number of off-campus housing services to Cal State San Marcos students, faculty, and staff. You can place an ad or search the web site for a variety of living arrangements, including roommate finders, apartment listings, and rooms in private residences. Take the time to check out all the information we have, including educational materials, by visiting our web site at www.csusm.och101.com.

Civility Campaign

The Civility Campaign defines civility to reflect the community values of CSUSM. The university strives to be a community demonstrating respect for oneself and for others, treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure and supportive climate enabling all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed. The campus definition of Civility is as follows "Conducting oneself with care, respect, and empathy while acknowledging the culture and humanity of others." For more information, please visit www.csusm.edu/civility.

Orientation & New Student Programs

New Student Programs works hard to provide an exciting transition experience for all incoming students and their families. The transition process for new students begins at Orientation, where they learn about the campus community and build connections with their fellow students, as well as faculty and staff. New Student Programs also offers additional programs throughout the academic year to continue the support for new students as they begin their journey at CSUSM. Visit our web site to find specific information about Orientation and other transition programs for new students: www.csusm.edu/sll/onsp.

If you are interested in an exciting leadership opportunity that will allow you to assist incoming students and their families, check out the Orientation Team. The recruitment and selection for this team occurs in early Spring.

Clarke Field House

(760) 750-7400
www.csusm.edu/rec

The M. Gordon Clarke Field House, home to Campus Recreation, Intercollegiate Athletics, and Kinesiology (non-lecture courses), is a place to build community and enhance student life through programs, activities, and events.

The Clarke Field House serves the student and campus community in a variety of ways, including, but not limited to:

- As a venue for students to recreate and participate in fitness and wellness programs. Visit the section about "Campus Recreation" for more details.
- As home to CSUSM's intercollegiate athletic teams, and an athletic support staff and administration made up of over 40 employees. Visit the "Athletics" section for more information about our programs. Contact us at (760) 750-7100 or www.csusmcougars.com.
- As a supporting facility for Kinesiology courses that are activity-based in nature.

Campus Recreation

(760) 750-7400
www.csusm.edu/rec

Campus Recreation (REC) is dedicated to promoting holistic wellness and enriching the CSUSM experience by providing inclusive recreation services, facilities and opportunities. REC, funded by the Recreation Fee and a portion of the USU fee, supports the following:

Facilities

- Clarke Field House (fitness center, locker rooms, outdoor basketball court, gymnasium with volleyball and half-court basketball).
- Mangrum Track & Field
- Lower Field
- Disc Golf Course (18 holes)

Programs

- Fitness (personal training and group fitness)
- Outdoor Adventures
- Intramurals
- Sport Clubs
- Special Events

REC offers a rich and rewarding student-employment experience, with positions ranging from operations, programming, leadership positions, personal training and more. Visit our website or our Information Desk at the Clarke Field House for more details.

University Student Union

(760)750-7450
http://www.csusm.edu/usu/

The University Student Union (USU) serves as the center of campus life by providing welcoming and innovative spaces that foster community engagement and campus pride. Hosting over 300 student events annually, the USU has become the hub of campus life. CSUSM now has a deeper sense of community which supports enduring campus loyalty for our present and future Cougar Alumni. Student employees are at the core of the USU, with over 25,000 hours annually provided in support of building operations and programming alone.

The University Student Union includes the following features:

- Five food concepts where students can meet, dine and relax
- A large market for the student on-the-run that includes a Jamba Juice location inside
- Outdoor amphitheater with seating for over 400
- USU Activity Centers where students can play pool, air hockey, foosball & console gaming
- Small and intimate lounge spaces for a more subdued atmosphere
- Commuter Lounge for students who don't live on campus
- Cross Cultural Center, LGBTQA Pride Center, Gender Equity Center, Latin@ Center
- 9,000 square foot ballroom with 2 additional meeting rooms
- Associated Students Inc., Student Life & Leadership and the Dean of Students
- A rooftop patio that includes a Green Roof to support energy conservation
- Computers, print stations, and an ATM for convenience
- Leadership in Energy and Environmental Design (LEED) Gold Certification
- The best student employment opportunities on campus

For more information about the USU, please visit the Information Desk on the 4th Floor or visit our web site at www.csusm.edu/usu.



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SPECIAL ACADEMIC OPPORTUNITIES

First-Year Programs

(760) 750-4186
www.csusm.edu/fyp

First-Year Programs designs, implements, and supports programs to help first-year students achieve academic excellence and develop a deeper understanding of, and commitment to, long-term academic goals. The primary mission of First-Year Programs is to assist students with making a successful transition from the high school classroom to the academic world of higher education.

GEL 101 (Fall and Spring)

The main course offered in First-Year Programs is GEL 101 (The Student, The University, The Community). This is a comprehensive college success course open only to first-year students, and strongly recommended to be taken in the first semester. Examples of topics covered include time management, assessing personal learning styles, college level study/test taking skills, information literacy and technology for doing college-level research, academic and career planning, wellness, values and ethical decision making, campus life, and campus resources. The course fulfills the lower-division general education requirement in Area E "Lifelong Learning and Information Literacy."

Students who complete a GEL course are more likely to satisfy proficiency requirements within the first year of attending CSUSM and are more likely to graduate.

First-Year Learning Communities (Fall)

First-Year Programs coordinates a range of first-year learning communities in which first-year students enroll in at least two linked courses, one of which is a section of GEL 101. Each first-year learning community addresses a unique theme, both in and outside of the classroom. Examples of first-year learning communities include:

- San Marcos Experience (SME): A civic-engagement learning community for students living on campus. Emphasis is on development of leadership skills, serving the community, and involvement in campus life.
- First-Year Business Learning Community (FYBLC): A learning community for students planning to major in Business Administration.
- Athlete Learning Community (ALC): A learning community for First-year student athletes.
- Global Learning Community (GLC): A learning community for students that emphasizes global and cultural diversity.
- Undeclared/Undecided Learning (ULC): A learning community with an emphasis on researching and choosing an academic major and career path for students who have not yet chosen a major.

Early Start (Summer)

First-Year Programs coordinates the delivery of a range of Early Start Mathematics (ESM) and Early State Writing (ESW) courses designed to meet the proficiency needs of incoming students who must complete the CSU Early Start requirement (see page 30).

Early Start offerings include a pair of "Summer Academy" courses in which students can complete the lower-division general education requirement in Area E "Lifelong-Learning and and Information Literacy" while satisfying the CSU Early Start requirement. Summer Academy courses are specialized versions of GEL 101:

- GEL 110/ESM 111 (Quantitative Skills and College Success) taken together with a mathematics laboratory GEL 10A/ESM 11, and
- GEL 120/ESW 120 (Writing and Reading for College Success)

Summer Academy courses are open only to incoming first-year students who will be attending Cal State San Marcos in the Fall. CSUSM also offers additional ESM and ESW courses that are open to students who will be incoming first-year students at *any* CSU campus. All of the other ESM and ESW courses will satisfy the CSU Early Start requirement, and some will enable students to demonstrate proficiency, but only the Summer Academy courses will allow students to earn credit that counts toward graduation requirements. Students cannot participate in both Summer Academy and a First-Year Learning Community because ESM 111 and ESW 120 are both based on GEL 101, and GEL 101 is a part of every First-Year Learning Community.

Office of Internships

Telephone: (760) 750-7005
Fax: (760) 750-3537
http://www.csusm.edu/community/internships/

The Office of Internships facilitates opportunities for students to earn academic credit while gaining career-related work experience in business, government, non-profit and educational settings. Internships enrich classroom learning by giving students opportunities to work with professionals in a chosen field where they apply academic concepts and principles to real-world problems and issues that perhaps are not found in textbooks; showcase their talents and capabilities to a prospective employer; gain résumé-building experiences; and make valuable industry contacts that can be essential to landing the ideal job upon graduation. Given that employees increasingly use internships as a tool to hire graduates, we encourage students to incorporate one or more internships during the college experience.

Office of Service Learning

Telephone: (760) 750-4003
Fax: (760) 750-3537
https://www.csusm.edu/community/servicelearning/index.html

Service learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, educational, and environmental needs of people in the community. Students learn while doing and reflecting on their contributions and experiences.

The Office of Service Learning facilitates opportunities for our students, faculty and staff to contribute to the public good by designing service projects that both meet the most pressing needs of our community and provide powerful learning opportunities for those involved. By doing so, the office supports the CSU wide goal of offering every CSU student an opportunity to engage in service learning prior to graduation.

The Office of Service learning serves as the principal liaison between the community, the students, and the faculty, working to strengthen campus/community partnerships and linking service placements with the academic goals of instructors and students. The office maintains and continually updates a database of over 200 placement sites. Access to placement information is available to faculty and students on the service learning and internship database.

Reserve Officer Training Corps

Air Force ROTC

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

Two- to four-year scholarships are available on a competitive basis, but it is not mandatory to have a scholarship to participate in Air Force ROTC. Scholarships may be applied toward tuition and various laboratory, textbook, and incidental fees, plus a monthly nontaxable $150 allowance during the school year. As a freshman and sophomore, an AFROTC student takes one academic class and leadership laboratory once a week. In the freshman course, students receive an introduction to AFROTC and to the Air Force. In the sophomore course, students learn the history of the U.S. Air Force. The leadership laboratory includes physical activity. Students must attend a four-week field training (officer boot camp) in the summer between the sophomore and junior year (those students who have not completed all lower-division AFROTC courses with a grade of "C" or better in each course must attend a 5-week encampment).

Field training sharpens students' leadership and followership abilities along with communication, organization, and time management skills. The last two years of AFROTC lead to a commission in the Air Force. At the beginning of their junior year, students not already on contract must decide whether to leave the program or sign a contract to serve in the Air Force. Those signing contracts receive AFROTC scholarships (if they had not already been receiving them).

Junior year academic requirements include a Leadership and Management course that meets for 2.5 hours per week and a leadership laboratory. Senior year academic requirements include a Preparation for Active Duty course that meets for 2.5 hours per week and a leadership laboratory.

In addition to academic classes and leadership laboratories, cadets receive officer training through a variety of other sources. Each semester, cadets visit an Air Force base to learn about life as an officer. Cadets are given a tour of the base and briefings on different careers, and are housed on Visiting Officer Quarters.

Other extra-curricular training events include shadowing officers at an Air Force Base for two weeks in the summertime (stateside and overseas, parachuting, and combat survival training). Upon completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned as Second Lieutenants in the Air Force with a four-year service commitment (10 for pilots, 6 for navigators).

For information about the agreement between Cal State San Marcos and San Diego State University, contact the Veterans Affairs Representative at (760) 750-4808. Additional information can be obtained from AFROTC Detachment 075 at (619) 594-5545. (www.det075.sdsu.edu).

Army ROTC

The Army ROTC program is designed to develop confident, competent, versatile and resilient leaders with the basic military science and leadership foundations necessary to lead small units in nearly any Operational Environment (OE) and to evolve into the Army's future senior leaders. These attributes and core leader competencies are taught in the following six Army Learning Areas:

- The Army Profession
- Professional Competence
- Adaptability
- Teamwork
- Life Long Learning
- Comprehensive Fitness

The Army ROTC program consists of one course per semester, a weekly scheduled leadership laboratory, and one weekend field training event. The program also offers a series of optional activities including physical training, orienteering, rappelling, sports programs, and social activities.

CSUSM students can join the courses by enrolling at CSUSM Office of Registration and Records. Students matriculated at CSU, UC, or community college may enroll in the class using CSU Intrasystem form (on a space-available basis). There is no advance application needed for the freshmen and sophomore classes. Students need to contact the Department of Military Sciences at (760) 750-4874 to enroll in the Army ROTC program, and to receive information on lab schedule and other activities.

The four-year program is divided into two parts: the basic course and the advanced course. The basic course is usually taken in the freshman and sophomore years. No military commitment is incurred during this time, and students may withdraw at any time through the end of the second year. The design of the Basic Course is to enhance student interest in ROTC, Army, and the six Army learning areas while providing an overview of military resource programs designed to support Soldiers and their Family members. The Basic Course intent is to heighten student awareness of ROTC and the Army, thereby helping retain Cadets in the ROTC program.

By the end of the Basic Course, Cadets should possess a basic understanding of the unique aspects of the officer corps, fundamentals

of leadership, critical thinking, and decision-making, the Army's institutional values, and principles of individual fitness and a healthy lifestyle. The design of the lessons is to maximize Cadet participation, inspire intellectual curiosity, stimulate self-study, and encourage Cadets to become good representatives of the Army profession.

Cadet progress will be evaluated to manage the student's growth throughout the ROTC program as well as to monitor each Cadet's understanding of the content. Uniforms and Military equipment will be provided to contracted cadets. After completing the basic course, students who have demonstrated officer potential, have met physical and academic standards, and agree to contract are eligible to enroll in the advanced course. The Advanced Course is designed to be progressive and sequential; students learning leadership and doctrinal theory through individual preparation and classroom instruction. Students are then required to apply their knowledge outside the classroom during leadership labs and situational exercises in a field environment. The Army Reserve Officer Training Course (ROTC) Advanced Course is an academically rigorous two-year college program comprised of four college courses, Leadership Labs (two sets, Fall/Spring), and the Cadet Leader Course (CLC) conducted at Fort Knox, KY.

All students in the advanced course receive uniforms, necessary military science textbooks, pay for the Advanced Camp, and a living allowance of up to $4,500 each school year. Upon completion of the advanced course, students are commissioned Second Lieutenants in the US Army. The available options after commissioning are active duty for a minimum of three years, four years if a scholarship cadet, or three months active duty for training followed by part time participation in the US Army Reserve or US Army National Guard. Several special programs are available for students who have previous ROTC training or active military service. These programs allow for part or full placement credit for the basic course. In addition, a program is available for simultaneous participation in both Army ROTC and the Army Reserve or Army National Guard.

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

The Two-Year Commissioning Program offers students the opportunity to be commissioned officers after two years of Army ROTC. This program is designed for community college graduates and students who did not take Army ROTC during their first two years or who have prior military experience.

All students have the opportunity to compete for two, three, four, and five-year scholarships (nursing). These scholarships cover all tuition, laboratory, and book fees, and provide a $300-500 monthly subsistence allowance during the school year. Scholarship applications are processed by the Department of Military Science.

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

Navy ROTC

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

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

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

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

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

CSUSM at Temecula

(951) 676-9254, or (760) 750-8730
43200 Business Park Dr.
Temecula, CA 92590
www.csusm.edu/temecula

California State University San Marcos at Temecula is a state-of-the-art off-campus instructional facility providing Riverside County residents convenient access to select upper-division and baccalaureate post-baccalaureate CSUSM certificates and degrees, as well as noncredit professional development certificates and the Osher Lifelong Learning Institute program. All credit courses and programs are offered by the colleges through Extended Learning and taught by CSUSM approved faculty. Full program information can be found at www.csusm.edu/temecula. The campus is a full-service campus and offers student advising.

Global Programs and Services

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

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

International Students and Scholars

The Office of Global Programs and Services provides support services for international students (i.e., students on a non-immigrant student visa such as F-1 or J-1). The international student services provided by the Office of Global Programs and Services include advising on housing, registration, enrollment, visa regulations, health insurance requirements, health services, and other campus support services. All newly admitted international students should report to the international student advisor in Craven 3200 and should then attend the international student orientation session at the beginning of the semester in which they first enroll.

Study Abroad

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

All students considering study abroad as part of their educational experience should visit the Study Abroad Resource Center in the Office of Global Programs and Services and consult with the study abroad advisor. Students must complete the "Cal State San Marcos Credit Approval for Study Abroad" form, including signatures from their faculty advisor, before embarking on any study abroad program to guarantee the acceptance of study abroad credit. These forms are available from the Office of Global Programs and Services in CRA 3200.

International Student Exchange Program (ISEP)

California State University San Marcos is a proud member of the International Student Exchange Program (ISEP)–a network of over 300 post-secondary institutions in 50 countries cooperating to provide affordable international educational experiences for a diverse student population. Through ISEP, CSUSM students are able to take advantage of the opportunities for international study offered through their many programs. Please visit www.isep.org for additional details and contact the study abroad advisor to set up an advising appointment.

The California State University International Programs

Developing intercultural communication skills and international understanding among its students is a vital mission of the California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 20,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 50 recognized universities and institutions of higher education in 18 countries, the International Programs also offers a wide selection of study abroad destinations and learning environments.

Australia

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

Canada

Concordia University

Chile

Pontificia Universidad Católica de Chile (Santiago)

China

Peking University (Beijing)

Denmark

Danish Institute for Study Abroad

France

Institut Catholique de Paris, Université d'Aix-Marseille (Aix-en-Provence), Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines

Germany

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

Ghana

University of Ghana

Israel

University of Haifa

Italy

CSU Florence Study Center, Accademia di Belle Arti Firenze

Japan

Waseda University, University of Tsukuba

Korea

Yonsei University

Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

South Africa

Nelson Mandela Metropolitan University

Spain

Universidad Complutense de Madrid, Universidad de Granada, University of Jaén

Sweden

Uppsala University

Taiwan

National Taiwan University

United Kingdom

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

Students participating in International Programs pay CSU tuition and program fees, and are responsible for airfare, accommodations, meals and other personal expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students and limited scholarship opportunities are also available. Most International Programs require students to have upper-division standing at a CSU campus by the time of departure; several programs are open to sophomores or Graduate students. California Community College transfer students admitted to a CSU campus are eligible to apply (to select programs) directly from their community colleges. Students must possess a current cumulative grade point average of 2.75 or 3.0, depending on the program, and must fulfill all coursework prerequisites.

Additional program information and application instructions can be found on campus in the Office of Global Education, or at www.calstate.edu/ip.

American Language and Culture Institute (ALCI)

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

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



Extended Learning

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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 (fullly 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 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 Arts in Education, Focus on Literacy (fully online)
- Master of Science in 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 https://my.csusm.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/el 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: http://www.csusm.edu/enroll/Transcripts.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.

















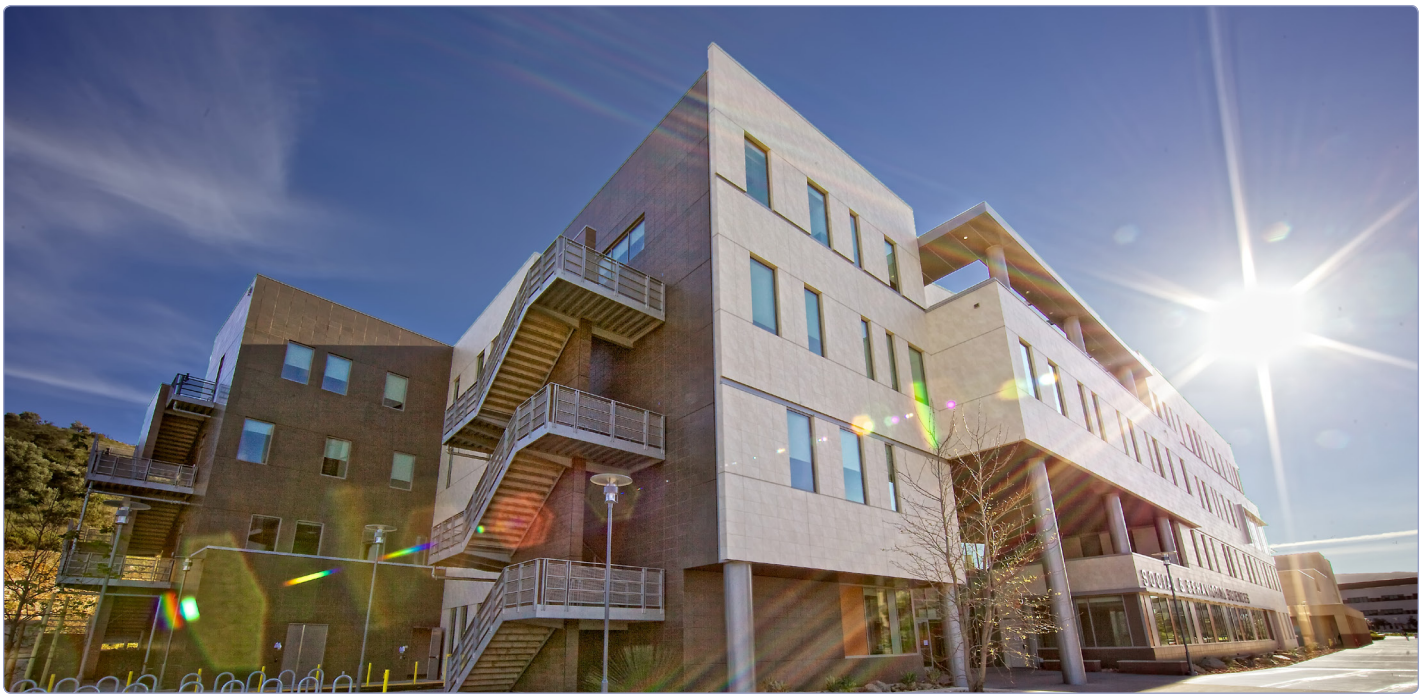






photos courtesy of Extended Learning





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RESEARCH CENTERS

California Indian Culture and Sovereignty Center (CICSC)

Director: Joely Proudfit, Ph.D.
SBSB 1118
(760) 750-3535
www.csusm.edu/air/cicsc.html

Mission: The California Indian Cultural and Sovereignty Center will foster collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of local Tribal communities, for the purpose of developing and conducting research projects which support the maintenance of sovereignty and culture within those communities.

The Center aims to focus on:

Research

Conducting and supporting research and analysis of Tribally identified concerns and questions.

Community

Providing a space for campus representatives and Tribal members to meet and discuss Native American graduates in the context of Tribal needs; finding and retaining the support of American Indian students, faculty and staff while creating a sense of togetherness and belonging among the Indian population both on and off campus.

Guidance

Preparing CSUSM graduates who can serve Indian communities well by helping them support the multiple and complex needs of being sovereign nations.

Education

Establishing new courses and academic programs to meet the changing needs of our students, Tribal communities and stakeholders; serving to amplify the existing academic program connections between CSUSM and Tribal communities through programs in CHABSS, SOE, COBA, Nursing and OBERT; fulfilling an ethical responsibility to local Tribal communities to provide a pathway to higher education for native students.

Outreach

Helping CSUSM continue to recognize and set an example to other universities regarding the importance of cultivating relationships with local Tribal communities; sending a message to Tribes regarding CSUSM's commitment to the creation and maintenance of such ties.

To learn more about CICSC development, research projects and activities, please contact (760) 750-3535.

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

Arts Building, Room 302
Telephone: (760) 750-4322
http://www.csusm.edu/centerartes
Director: Merryl Goldberg, Ed.D.

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

The major activities of Center ARTES are:

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

Professional Development for Teachers and Student Teachers

Center ARTES conducts hands-on arts education and arts integrated workshops with local arts and cultural institutions. In addition, we offer classroom residencies designed to train teachers how to implement arts education, both as core curriculum and as a vehicle for teaching other subjects. Partners include (but are not limited to):

San Diego County Office of Education
California Center for the Arts, Escondido
CSUSM Visual and Performing Arts Department
CSUSM faculty from School of Education and College of Business Administration
CSUSM student arts clubs
CSUSM TRIO Program
Museum of Making Music
Playwrights Project
San Diego Guild of Puppetry
Old Globe Theater
North County Professional Development Federation
Rincon All Tribes Charter School
North County School Districts

Access to the Arts for Children and their Families

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

- Performances by arts organizations at CSUSM and other venues
- In-class residencies by professional artists/arts educators
- Performances in cooperation with arts partners at a minimum cost to children and their families
- The ARTSmobile, bringing arts activities and outreach performances directly into schools
- Performances by our Young Artist in Residence

Advocacy and Strategic Planning with School Districts

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

Leadership and State-Wide Advocacy

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

Center ARTES is supported through the generous donations of individuals and through memberships and grants. For information concerning membership, planned giving, and endowments please contact Center ARTES directly at (760) 750-4322.

Center for Leadership Innovation and Mentorship Building (CLIMB)

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

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

Speaker Series

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

In the Executive's Chair

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

Outstanding Business Leader Awards

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

CLIMB Executive Mentoring Program

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

The James R. Meindl Student Leadership Award

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

CLIMB Distinguished Fellows Program

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

Leadership Development and Research

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

National Latino Research Center (NLRC)

SBSB 2142
(760) 750-3500
www.csusm.edu/nlrc
Research Director: Arcela Nuñez-Alvarez, Ph.D.

Faculty Director: Bonnie Bade, Ph.D.

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

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

Research:

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

Training:

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

Clearinghouse:

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

Services:

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

Data Collection

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

Needs Assessment

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

Program Evaluation

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

Surveys

Specialists conduct moderate to large studies using optional sampling strategies.

Technical Assistance and Data Analysis

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

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

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

RESOURCE CENTERS

Faculty Center

Director: Elisa Grant-Vallone, Ph.D.
Coordinator: Sonia M. Perez
Kellogg Library, 2400
(760) 750-4019
www.csusm.edu/fc
Email: facctr@csusm.edu

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

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

Faculty Center Goals

Effective Teaching:

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

Successful Research and Creative Activities:

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

Effective Service and Leadership Activities:

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

W.M. Keck Foundation Center for Molecular Structure (CMolS)

Science Hall 1, 121
(760)750-7200
E-mail: kkantard@csusm.edu
Website: http://www.csusm.edu/csm/points-of-pride/wmkeckcenter/
Director: Katherine Kantardjieff, Ph.D.

The W.M. Keck Foundation Center for Molecular Structure (CMolS) is a full-service and comprehensive X-ray diffraction laboratory serving the 23-campuses of the California State University as a core facility of the California State University Program for Education and Research in Biotechnology. CMolS instruments, software and databases are dedicated to structure determination and analysis at or near the atomic level of detail. These resources are available in and outside of the Cal State system by remote Internet access.

CMolS also provides scientific user access to extremely bright X-rays through its long-standing research partnership with the Stanford Synchrotron Radiation Lightsource (SSRL). In addition, STEM outreach to primary and secondary classrooms in our region is enhanced by remote access to instruments at CMolS.

Groundbreaking for its time, CMolS remains one of only a handful of laboratories that enable remote access to scientific instruments, and which are located at predominantly undergraduate institutions.



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ACADEMIC REGULATIONS AND CATALOG RIGHTS

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

Election of Graduation Requirements and Catalog Rights for Undergraduate Students

I. A student may elect to meet the graduation requirements in effect:

A. at the time the student began his/her college program at any one of the California State University (CSU) campuses or California Community Colleges;

B. when the student entered the CSU campus from which s/he intends to graduate;

C. at the time the student applies for graduation or at the time the student graduates from CSU San Marcos;

D. at the time the student declares or changes his/her Major/Concentration/Option/Track/Minor; or

E. at the time changes in Major or Minor requirements are found to affect the student.

By choosing the catalog term(s) [year and semester] for the graduation requirements, a student is claiming his/her catalog rights.

There are three types of graduation requirements:

1. General University Requirements: Total Units; Campus Residency; GPA; U.S. History, Constitution and American Ideals; Writing Requirement; Language Other Than English;
2. General Education Requirements: Lower-Division Areas A-E, Upper-Division BB,CC, DD; and
3. Major or (optional) Minor Requirements.

A student's catalog terms may or may not be the same for all three types, as described below in Sections II and III.

As long as a student maintains continuous attendance at CSU San Marcos, or a combination of CSU campuses and California Community Colleges, his/her catalog rights are protected, and thus his/her catalog term(s) for the graduation requirements listed above, are protected. See Section V for the definition of continuous attendance.

II. Typical Circumstance for Transfer Students

Transfer students attending a California Community College follow requirements in effect at the beginning of their study at a community college for General University and General Education. But the catalog rights (and thus the catalog term) for the Major or (optional) Minor are established when the Major or Minor is declared at CSU San Marcos; and, at that time, the student may also select the catalog term for General University and General Education requirements to be the same as that of the Major or Minor requirements.

III. Special Circumstances for Major and (Optional) Minor Requirements

Discontinued/Modified Courses

If a student is following an earlier version of a Major/Minor in which his/her Department has discontinued or modified required courses, the department will authorize appropriate substitutions.

Changes in the Curriculum

If the Major/Minor requirements change, a student may select the catalog term for Major/Minor requirements in effect at the time the student requests the change. The student may also select the catalog term for General University and General Education requirements to be the same as that of the Major or Minor requirements.

Changing the Major/Concentration/Option/Track/Minor

If while enrolled, a student declares or changes his/her Major/Concentration/Option/Track/Minor, the student may select the catalog term for the Major or Minor requirements in effect at the time of the declaration or change. The student may also select the catalog term for General University and General Education requirements to be the same as that of the Major or Minor requirements.

IV. Graduating Students

Regardless of the previously declared catalog term(s) when a student applies for graduation, s/he may select the catalog term for any of the graduation requirements in effect (1) at the time the student applies for graduation or (2) at the time the student graduates.

V. Continuous Attendance and Out-One Term for Undergraduate Students

Continuous Attendance

Continuous attendance/enrollment as it refers to attendance by a student at any campus of The California State University means enrollment in at least one course for at least one regular semester or two quarters in each calendar year. Absence due to an approved educational leave or for attendance at another regionally accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

Out-One Term

An "out-one term" for an undergraduate student is a regular semester (either spring or fall) of any calendar year in which s/he does not enroll in any course or drops from all courses by the end of the add/drop period, and which immediately follows a semester in which s/he was enrolled in at least one course beyond the add/drop period. A student maintains catalog rights during the out-one term. After exhausting the "out-one" allowance, if a student does not enroll and attend the subsequent term, the student must reapply for admission and may forfeit catalog rights, unless the student is granted an Educational Leave of Absence (see page 91). There is no automatic "out-one" allowance for graduate students; see page 118 for the Continuous Enrollment Requirement and Time-Limit to Degree, and page 118 for Graduate Student Leave of Absence.

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



ENROLLMENT

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

Student Class Level

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

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

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

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

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

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

Declaration of Major and Specialization

Every student must declare a major; students pursuing multiple majors must declare all of them and which one is the student's primary major. When a major has specializations (e.g., options or concentrations), these must also be declared. Students are strongly encouraged to make these declarations before achieving junior standing (i.e., completion of 60 units).

Students who have not declared a major and chosen a specialization (for majors with specializations) by the time that they have completed 80 units will have a hold placed on their registration until they meet with an advisor or submit a declaration of major/emphasis form. Certain students, such as student athletes, may be required to declare a major earlier than this stipulated above.

Certain programs, especially impacted programs, may have additional requirements for declaring a major/specialization, such as satisfactory performance in prerequisite courses and/or a petition process.

Registration

Students register for classes online, from any computer with Internet access, at home or on campus through MyCSUSM.

Continuing students normally register in November for the spring semester and in April for the fall semester. New students, transfer students, and returning students have the opportunity to register before the beginning of the term. Students should refer to their admission letter and the online Registration Calendar for more details.

Student Course Load

Since every undergraduate degree requires a minimum of 120 units, a student who intends to graduate after eight semesters of study will need to average at least fifteen (15) units every semester. For this reason, a normal course load in a semester is fifteen (15) units. Undergraduates who are taking at least 80% of the normal load, that is, at least twelve (12) units in a regular fall or spring semester, are classified as full-time students. Students enrolled in nine (9) units or more in a summer term are classified as full-time. Undergraduates who are enrolled in fewer units are classified as part-time students.

Note that classification as a full-time or part-time student is different from the two levels of Tuition Fees: up to 6.0 units, and above 6.0 units (see page 39). For questions about course load requirements related to student financial aid, contact the Financial Aid and Scholarships Office, (760) 750-4855. For questions about course load requirements related to Veterans Benefits, contact the veterans representative in the Veterans Center, (760) 750-4827 or email veterans@csusm.edu.

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

Maximum Number of Units

Each unit of credit represents approximately 45 hours of student effort per academic term (both inside the classroom/laboratory and in work outside of class). In a traditional semester-length lecture course, students are expected to devote two additional hours outside of class for each hour of lecture, for a total of three hours per unit in every week of the semester (See the Credit Hour section on page 91.)

Fall and Spring Semester

A student whose academic record justifies a study program in excess of nineteen (19) units in a Fall or Spring semester may be allowed to enroll for extra units. Undergraduates who request to enroll for more than nineteen (19) units must obtain the approval of their academic advisor. If such requests are denied, appeals may be made to the appropriate college dean. In general, only students with superior academic records and a demonstrated need for such excess enrollment will be allowed to enroll beyond the nineteen (19) unit limit. Note that a 19-unit course load carries with it a commitment of 57 hours each week. Students unable to devote this much time to their classes and study should register for fewer units.

Summer Session

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

Undergraduates taking classes only in the five-week format may enroll in up to six (6) units in each five-week block without needing approval for a higher course load. Undergraduates taking classes only in the ten-week format may enroll in up to thirteen (13) units without needing approval. Students taking courses in both formats must complete the Summer Overload Worksheet on page 87 to determine whether they need approval for the overload. In Summer Session, students obtain approval from the dean of the college (or designee) of their major. Undeclared majors obtain approval from the Dean of the College of Humanities, Arts, Behavioral and Social Sciences (or designee).

Prior to enrollment period for Winter Intersession, the maximum student course load will be determined and published with the Winter Intersession Class Schedule.

Summer Overload Worksheet for Undergraduates

Complete for each five-week block in which you are taking courses.

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

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

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

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

Administrative Course Drop, Student Attendance, and Enrollment Requirements

Students registered in a course but not present at the first class session, or who do not demonstrate participation during the add/drop period for online courses, will not be guaranteed a place in the class. Instructors have the option of making enrollment in a course contingent upon the following:

1) attendance at specified class meetings, and/or

2) proof of having satisfied the Enrollment Requirements.

Instructors are not required to drop students for non-attendance or having not met the Enrollment Requirements. Therefore, students should not assume that they will be automatically dropped for non-attendance, and should confirm their enrollment status before the add/drop deadline.

Students absent from the first class meeting, or not participating in the online course, may be administratively dropped from the course at the instructor's request. In addition, instructors may stipulate that attendance/participation at other specified class meetings before the add/drop deadline is required for the students to remain enrolled in the course; these dates must be specified in the course syllabi (for example, in some science laboratory courses, student attendance

PROCEDURES FOR DROPPING OR WITHDRAWING FROM COURSES

Students should consult with advisors, the Office of Enrollment Management Services Operations/Registrar's Office, or the Class Schedule for current course withdrawal procedures.

*Deadlines**	*Requirements and Procedures*
On or before the Add/Drop deadline: end of the second week of semester (end of approximately 10% of the academic term).	• Student may use my.csusm.edu or visit Cougar Central if assistance is required. • No record of the course appears on student records. • No signature approval required.
After the Add/Drop deadline, and on or before the 19th day of the semester.	• Student may use my.csusm.edu or visit Cougar Central if assistance is required. • A grade of "W" appears on student records. • No signature approval required.
After the 19th day of the semester, and on or before the last day of the twelfth week of the semester (end of approximately 80% of instruction).	• Student must demonstrate that the need to withdraw from the course is due to serious and compelling reasons beyond the student's control, and that a grade of "I" (where acceptable to the instructor) is impractical, given these circumstances. • See the withdrawal policy for examples of typical situations for which there is a serious and compelling justification for approving withdrawals, and for examples which do not meet the intent of "serious and compelling". • Reasons for withdrawal request must be verifiable; appropriate documentation is required. • Course Instructor, Department Chair, and Dean/Director of the College/School offering the course (or designee) must sign the Course Withdrawal Form. • After obtaining signature approval, student must submit the completed Course Withdrawal Form according to the instructions on the form. • Given approval, a grade of "W" appears on student records, and the withdraw counts toward the maximum of 18 semester-units that undergraduate students may withdraw from during their undergraduate career at CSU San Marcos.
Beyond the last day of the twelfth week of the semester (beyond the end of approximately 80% of instruction).	• Requests for withdrawals after the twelfth week of the semester are seldom granted. • Withdrawals will be considered only for accident or serious physical or mental illness, or serious personal or family problems where the cause of the withdrawal is beyond the student's control, and that a grade of "I" (where acceptable to the instructor) is impractical, given these circumstances. • Extenuating circumstances must be presented which prevented the student from withdrawing by the end of the twelfth week of the semester; lack of awareness of the withdrawal procedure is not an extenuating circumstance. • Reasons for withdrawal request and the extenuating circumstance must be verifiable; appropriate documentation is required. • Course Instructor, Department Chair, and Dean/Director of the College/School offering the course (or designee), and the academic administrator appointed by the President to handle review of such requests must sign the Course Withdrawal Form. • After obtaining signature approval, student must submit the completed Course Withdrawal Form according to the instructions on the form. • Given approval, a grade of "W" appears on student records, but the withdrawal does not count toward the maximum of 18 semester-units that undergraduate students may withdraw from during their undergraduate career at CSU San Marcos.

** Deadlines are strictly enforced. Students wishing to petition for an exception to a deadline based on circumstances beyond their control may do so in writing on a petition form available in Cougar Central.*

at safety instruction sessions is mandated by state law). Students who are unable to attend the first class meeting, or class meetings where attendance/participation is required for enrollment, should make every effort to communicate their interest in remaining enrolled in the course; however, notification of the instructor may not be sufficient to ensure enrollment in the course, i.e., students may be administratively dropped from courses for failure to attend first class meetings or other mandatory meetings, even when the instructor is given prior notification.

Students who cannot provide evidence of having satisfied the Enrollment Requirements for the course may be administratively dropped from the course at the instructor's request.

Students will not be administratively dropped after the add/drop period. For an administrative drop to occur, instructors must send the request to the Office of Registration and Records at least two working days before the end of the add/drop deadline.

Where students have been administratively dropped from a course, and where the absence or inability to contact the instructor was caused by mitigating circumstances, students should appeal to the instructor to regain enrollment in the course prior to the 20th day of classes in the semester (note that a different cut-off date applies to Summer sessions). After the 20th day of classes, reinstatements cannot be made, so any student who wishes to appeal an administrative drop must make the petition early enough to allow the instructor to consider it and to contact the Office of Registration and Records to have the reinstatement processed.

Withdrawal from Courses

Students may withdraw on or before the Add/Drop deadline (end of the second week of semester, end of approximately 10% of the academic term) and the course will not appear on their permanent records. No symbol need be recorded in such instances. After the second week of instruction and prior to the 19th day of the semester, students may withdraw with a "W" for reasons such as inadequate preparation. In connection with all other approved withdrawals, the "W" symbol shall be used. Undergraduate students may withdraw from no more than 18 semester-units attempted at CSU San Marcos during their undergraduate career.

Withdrawals After the 19th Day of the Semester and Prior to the End of the Twelfth Week of Instruction:

Withdrawal during this period is permissible only for serious and compelling reasons (see below). Permission to withdraw during this time shall be granted only with the approval of the instructor and the department chair, school director, or college dean or dean's designee. All requests to withdraw under these circumstances and all approvals shall be documented as prescribed by the campus. The requests and approvals shall state the reasons for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record retention policy.

Serious and Compelling Reasons: The following situations are typical of those for which "serious and compelling" is appropriate justification for approving withdrawals.

- An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from the University.
- An extended absence due to a death in the immediate family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
- A necessary change in employment status which interferes with the student's ability to attend class. The student's employer must verify this change in employment status in writing for the term in which the withdrawal is being requested.
- Other unusual or very special cases, considered on their own merit.

The following situations do not fall under the intent of "serious and compelling."

- Grade anticipated in class is not sufficiently high, or student is doing failing work.
- Failure to attend class, complete assignments, or take a test.
- Dissatisfaction with course material, instructional method, or instructor.
- Class is harder than expected.
- Pressure of other classes, participation in social activities, or simple lack of motivation.
- A change of major.

Documentation: All requests for withdrawals after the 19th day of the semester must be for verifiable reasons and require appropriate documentation.

Withdrawals after the Twelfth Week or Retroactive Withdrawal:

Requests for withdrawal from courses after the twelfth week of instruction (retroactive withdrawal) are seldom granted. Students are expected to formally withdraw from classes or the University prior to the end of the twelfth week of instruction if work, personal, or health reasons interfere with class attendance or ability to complete work or exams.

Withdrawals from classes or the University after the twelfth week of instruction will be considered only for accidents or serious physical or mental illness, or serious personal or family problems where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an incomplete grade is not practicable. In addition, extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Students may not request a late withdrawal for poor academic performance. Lack of awareness of the withdrawal procedures is not an extenuating circumstance. Requests for permission to withdraw after the twelfth week of instruction shall be handled and filed as indicated in the section for withdrawals after the 19th day of the semester and prior to the end of the twelfth week of instruction, except that such requests must also be approved by the academic administrator appointed by the President. Such withdrawals will not count against the 18 units maximum allowable to withdraw.

Withdrawals from Courses for Extenuating Circumstances

Complete Withdrawal for Medical Reasons: The University may allow a student to withdraw without academic penalty from all classes if the following criteria are met:

- A completed Withdrawal Form, including any required medical documentation, is submitted to Cougar Central before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

A grade of "W" will be used for withdrawal from all courses for the term due to medical reasons, and will not be counted toward the maximum 18 units allowable for withdrawals.

Repeat Complete Medical Withdrawal: If the student has been granted a complete medical withdrawal in the preceding term, then additional medical withdrawal requests must consider the question of whether or not the student can complete appropriate educational objectives, and must be reviewed on a case-by-case basis.

After a repeat medical withdrawal is granted, the student may be required to obtain a clearance from an appropriate medical or psychological professional that states the student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives.

Withdrawal Procedures for Students Mobilized for Active Military Duty: Students called for active military duty may withdraw from courses throughout the term without restriction or penalty with the appropriate documentation. For clarification of Veterans Administration policies on withdrawals, incompletes, course repeats, etc., please contact the veterans representative located in Cougar Central.

Cancellation of Registration or Withdrawal from the Institution

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term **are required** to follow the University's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees, as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. During the academic term, permission to withdraw from all classes must be sought according to the deadlines, requirements, and procedures detailed below. Where such permission is not granted, students who withdraw from the University will receive grades other than "W" for all classes attempted during the term. Grades will be determined on the basis of coursework completed during the term. Information on cancelling registration and withdrawal procedures is available from Enrollment Management Services Operations at (760) 750-4814.

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

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

Students who receive financial aid funds **must consult** with the Financial Aid and Scholarships Office prior to withdrawing from the University regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

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

Permission to withdraw from all classes retroactively must be obtained according to the procedures outlined in the final row of the chart on page 88, and a completed form must also be submitted. Details of the retroactive withdrawal process are outlined on the Withdrawal Form.

Credit Hour

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses for which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Educational Leave of Absence

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

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

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

Graduate students should refer to Graduate Student Leave of Absence on page 118.

Application for Graduation

Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative to apply. Upon completion of 85 units, the student is eligible to file an application for graduation in Cougar Central or online in your MyCSUSM. The Registration Calendar each semester specifies the filing date.

The degree is granted upon completion of all requirements by the graduation date. Candidates for graduation are eligible to register for terms subsequent to the graduation date only if an application for readmission as a post-baccalaureate or graduate student has been filed with the Office of Admissions. Students not completing the requirements must reapply for graduation. Graduation requirements will be determined by the continuous enrollment regulations defined in this catalog. After the degree is granted, no changes can be made to the undergraduate record.

Excess-Units Seniors

Students seeking a first baccalaureate degree who have earned 150 or more units and who have not yet graduated are considered to be "excess-units seniors" (exception: Nursing majors and Integrated Credential Program students are not subject to this policy). The records of such students will be reviewed and advising will be provided in order to facilitate their graduation. This may include such actions as

- Automatic graduation of students who have met all graduation requirements;
- Identification of possible course substitutions that would make it possible for students to graduate;
- Early priority registration for the purpose of being able to register in courses needed for graduation; and
- Additional advising and the development of a graduation plan that the student would be expected to follow.

Students choosing to appeal their automatic graduation must submit a Degree Conferral Appeal. The appeal must include a narrative statement elaborating how excess units were accumulated, their educational intent, and completion timelines. The appeal will be reviewed by a committee consisting of Dean or Designee from the College of the student's major, a designated academic advisor from the student's major, and an appropriate faculty representative from the student's academic department/program.

Students with more than 130 attempted units may only change their majors if the change of major allows for graduation at a date no later than the earliest date possible with the current major. Similarly, students with more than 130 attempted units may only declare additional majors or minors if the additional majors or minors allow for graduation at a date no later than the earliest date possible with the first major. In these cases, approval from a staff advisor in Advising Services will be needed. Exceptions can be granted by an appropriate faculty advisor such as the department chair or designee.

Special Enrollment Situations

Concurrent Enrollment

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

Enrollment Within the CSU System

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

Enrollment Outside The CSU System

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

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

Enrollment as a Visitor

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

GRADING SYSTEM AND POLICIES

Grades are assigned in accordance with the following policies.

Definitions of Letter Grades

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

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

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

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

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



Plus/Minus Grading

The use of plus/minus grading is not required. It is used at the discretion of the individual instructor. The following decimal values of plus/minus grades are used in the calculation of grade point averages:

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

Nontraditional Grading

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

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

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

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

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

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

An Incomplete must normally be made up within one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment (see definition under Definition of Terms section). Failure to complete the assigned work will result in an Incomplete being changed to an IC symbol, unless:

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

RP (Report in Progress): The RP symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Except for graduate degree theses and projects, work is to be completed within one calendar year immediately following the end of the term in which the RP was assigned. Failure to complete the coursework within the prescribed time period will result in the RP being changed to an F (or NC, if the class was taken for Credit/No Credit). In graduate thesis and project courses, the RP grade will not change to an F or NC until the student has exceeded the time-to-degree limit of the graduate program.

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

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

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

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

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

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

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

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

SP *Satisfactory Progress*

U *Unauthorized* Incomplete

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

SP (Satisfactory Progress): The SP symbol is used in connection with courses whose work extends beyond one academic term. It indicates that work is in progress and that it has been evaluated and found to be satisfactory to date, but that assignment of a precise grade must await completion of additional work. Except for graduate degree theses and projects, work is to be completed within one calendar year immediately following the end of the term in which it was assigned. Failure to complete the additional work within the prescribed time period will result in the SP being changed to an F (or NC, if the class was taken for Credit/No Credit). In graduate thesis and project courses, the SP grade will not change to an F or NC until the student has exceeded the time-to-degree limit of the graduate program.

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

Grade Point Average

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

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

Dean's List Policy

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

Grade Changes

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

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Students may obtain their grades through my.csusm.edu system. These grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or re-examination beyond the specified course requirements.
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor. A student must initiate contact with the instructor during the first couple of weeks of classes of the regular semester following the award of the grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Enrollment Management Services Operations. Forms are not to be handled by the student. If the instructor determines that there is not a valid basis for the change, and denies the student's request, the instructor's decision can be appealed to the instructor's Department Chair and then the appropriate College Dean. Meetings with the instructor of record, Department Chair, and College Dean are considered a part of the informal resolution process in a grade appeal. If resolution is not met through these channels, the decision can be appealed to the Student Grade Appeal Committee in cases where the student believes a grade was issued on the basis of capricious or prejudicial treatment by the instructor. If a student decides to file a formal grade appeal, the grade appeal must be postmarked or stamped as received by the university no later than March 15 (for courses taken during the previous Fall semester) or October 15 (for Spring and Summer semesters).

Course Repeat and GPA Adjustment

Grade Forgiveness: The repetition of a course for the sake of improving upon an earlier unsatisfactory performance in which the new grade replaces the old grade in the calculation of the student's grade point average (GPA).

Grade Averaging: The repetition of a course for the sake of improving upon an earlier unsatisfactory performance in which the new grade does not replace the old grade(s) in the calculation of the student's grade GPA, and instead all grades are used in the GPA calculation. Courses are repeated for grade averaging after the limit of repetitions for grade forgiveness has been exhausted.

Upon completion of grades, the PeopleSoft student information system will identify all courses academically renewed and apply the corrected value to designate them as repeated courses, along with re-calculation of students' GPA.

Undergraduate students may repeat courses taken at CSUSM only if they earned grades lower than a C (2.0). A course repeated at another institution will not be used to adjust the CSUSM resident GPA.

Individual Course Repeat Limit: Except in unusual circumstances no course may be repeated more than two times.

Overall Grade Forgiveness Limit: A maximum of 16 semester units of Course Repeats can be used for "Grade Forgiveness". With regard to the limits on repeats, all such running totals begin with zero (0) with Fall 2009. There are no exceptions to the Overall Grade Forgiveness Limit.

Overall Grade Averaging Limit: A maximum of 12 additional semester units (beyond the 16 units that may be repeated for "Grade Forgiveness") may be repeated for "Grade Averaging." With regard to the limits on repeats, all such running totals begin with zero (0) at the beginning of the Fall term of 2009. When a course is repeated for grade averaging, both the new grade and the former grade(s) enter into the GPA calculation.

Petition Process for Exceeding the Individual Course Repeat Limit and/or the Overall Grade Averaging Limit

A student who is a senior in good standing and at most 3 courses away from completing the requirements for their major may file a written petition with the Dean of the College of their major to repeat upper division courses required for their major for grade averaging for a third repeat and/or beyond the 12 units repeated for grade averaging. In this petition the student must:

1. give a detailed explanation why they failed the course(s) being petitioned;
2. submit clear evidence that they know the prerequisite material for the course(s) and are a senior student in good standing who has no more than 3 courses (including the courses being petitioned) remaining for completing the requirements of the major. This evidence should include all relevant transcripts, and the narrative of the petition should clearly state the student's GPA and how prerequisite requirements are satisfied;
3. give a clear plan indicating how they will make sure that they will pass the course(s) on their next attempt.

The final decision on the petition is made by the Dean or designee in consultation with the chair(s) of the department(s) or program(s) offering the course(s). If the petition is approved, the repeats are considered to be for grade averaging.

Courses designated in the catalog as "May be repeated" can be repeated up to the maximum indicated in the course description and all grades received will be included in the calculation of the grade point average. A student may repeat such a course for the purpose of GPA Adjustment, but the completion of the course will not result in the earning of additional units of credit.

Limits on repeated courses apply to courses taken in matriculated status as well as coursework completed via self support, e.g., extended learning, open university, etc.

Academic units such as Colleges and Departments have the right to impose stricter requirements on repeats of courses under their purview than those described in this policy.

All grades for a given course, regardless of whether it is retaken for grade forgiveness or grade averaging, will be maintained as a part of the student record and will appear on the student's transcript. Earned credit for a repeated course – other than a course designated as "May be repeated" which is not repeated for GPA Adjustment – will be given only once.

Undergraduate Probation, Disqualification, and Reinstatement

Academic Probation

An undergraduate student will be placed on academic probation if, during any academic term, the overall GPA or the cumulative Cal State San Marcos GPA falls below 2.0 (a C average). The student shall be advised of probation status promptly.

An undergraduate student shall be removed from academic probation when the overall GPA and the cumulative Cal State San Marcos are both 2.0 or higher.

Administrative-Academic Probation

A student may also be placed on administrative-academic probation by the Office of the Registration and Records 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-academic 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 NC (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 CSU or campus 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).

Academic Disqualification

Undergraduate students on academic probation shall be subject to academic disqualification when:

- As a freshman (less than 30 semester units completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at CSUSM;
- As a sophomore (30-59 semester units completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at CSUSM;
- As a junior (60-89 semester units completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at CSUSM; or
- As a senior (90 or more semester units completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at CSUSM.

Academic Disqualification of Students not on Probation

Undergraduate students not on academic probation shall be disqualified when:

- At the end of any term, the student has a cumulative grade point average below 1.0 (a grade of D), and
- The cumulative grade point average is so low that it is unlikely, in light of their overall education record, that the deficiency will be removed in a reasonable period.

Administrative-Academic Disqualification

An undergraduate student who has been placed on administrative academic-probation may be disqualified if any of the following occur:

- The conditions for removal of administrative academic-probation are not met within the period specified.
- The student becomes subject to academic probation while on administrative academic-probation.
- The student becomes subject to administrative academic-probation for the same or similar reason that the student has previously been placed on administrative academic probation, although the student is 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.

Special Cases of Administrative-Academic Disqualification

In addition, an appropriate campus administrator, in consultation with the Office of Registration and Records, 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.

Consequences of Disqualification

Students who have been disqualified, either academically or administratively may not enroll in any regular campus session (e.g., open university) without permission from the Office of Registration and Records and may be denied admission to other educational programs operated or sponsored by the University.

Reinstatement

Students who have been disqualified, either academically or administratively, may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete the degree program. Petitions are reviewed by the Office of the Dean of the college or the Director of the school of the student's major program, or, in the case of undeclared majors, the Office of the Dean of the College of Humanities, Arts, Behavioral and Social Sciences. The review must consider the probable impact of any medical condition on previous unsatisfactory academic performance. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

Credit by Challenge Examination

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

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

The following courses are approved for credit by challenge examination at the time of the catalog printing:

ECON 201	JAPN 102
ECON 202	JAPN 201
GBM 425	MKTG 302
GRMN 101	SPAN 101
GRMN 102	SPAN 102
GRMN 201	SPAN 201
GRMN 202	SPAN 301A
JAPN 101	SPAN 301B

Check http://www.csusm.edu/academic_programs/catalogcurricula/creditbychallengeexam.html for any additions to this list.

Academic Renewal Policy

A student whose graduation will be delayed by a grade point average deficiency may petition to have up to two semesters or three quarters of undergraduate coursework taken at any institution disregarded from all considerations associated with requirements for the baccalaureate degree. All coursework attempted during the term(s) approved for academic renewal will be disregarded in computing the student's cumulative GPA. In addition, any coursework successfully completed during term(s) approved for academic renewal will no longer count toward fulfillment of any degree requirements. Students may not selectively eliminate coursework. When such action is taken, the student's permanent academic record is annotated so that it is readily evident to the users of the record that no work taken during the disregarded term(s), even if satisfactory, has been applied towards the meeting of degree requirements. The record will show the adjusted grade point average, but all coursework will remain legible on the transcripts.

If another institution has acted to remove coursework from consideration, such action shall be honored in terms of that institution's policy. But, elimination of any coursework's consideration shall reduce by one term the two semester maximum on the application of academic renewal to an individual CSU student's record.

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

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

- The student has formally requested such action and presented evidence that substantiates that the work in question is not representative of the student's current academic ability and/or performance level.
- The previous level of performance was due to extenuating circumstances.
- All degree requirements except the earning of at least a "C" (2.0) grade point average have or will soon have been met.
- The student must present evidence that if the petition is not approved the student will be required to enroll in additional coursework involving one or more additional terms to qualify for the degree.

- At least five years must have elapsed since the term or terms to be disregarded.
- Since the most recent work to be disregarded, the student must have achieved the following academic record at Cal State San Marcos:
  – at least 15 semester units with a GPA of 3.00 or higher
  or
  – at least 30 semester units with a GPA of 2.50 or higher
  or
  – at least 45 semester units with a GPA of 2.00 or higher

Petitions for academic renewal are obtained from and submitted to the Office of Registration and Records. Final decisions on petitions shall be based on careful review of evidence by a committee appointed by the president, which shall include the designee of the Provost and consist of at least three faculty members.

Administrative Academic Disqualification

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

Graduation with Honors

Latin Honors

The following grade-point average (GPA) criteria are used to identify undergraduate students eligible for the honors earned with the first baccalaureate degree:

Cum Laude – at least 3.5, but less than 3.7

Magna Cum Laude – at least 3.7, but less than 3.9

Summa Cum Laude – at least 3.9

The GPA used to determine graduation with honors is the lower of the institutional (i.e., CSUSM) GPA and the Overall GPA (which includes baccalaureate-level transfer courses) when the degree is awarded. Second baccalaureate degree candidates are not eligible for Honors at Graduation.

Notification

Latin honors will be noted on the diploma and transcript.

Recognition at Commencement

Students who complete their graduation requirements in the fall semester prior to Commencement will have their GPAs determined before the Commencement program is printed and their designated honors will be identified in the program.

Students who complete their graduation requirements in the spring or summer will not have their final GPAs determined until after Commencement. In order to recognize these students at Commencement, honors will be based on coursework completed before the semester of the commencement ceremony. The final honor is determined when the degree is awarded.

Sealed Academic Record

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

OTHER ACADEMIC POLICIES

Academic Freedom

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

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

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

Academic Honesty

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

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, *Title 5, California Code of Regulations*, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

I. Student Responsibilities

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

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

II. Faculty Responsibilities

A. Faculty must report all incidents of student dishonesty and the actions taken to the Office of the Dean of Students.

The reporting must include:

- Student name
- Student ID number as it appears on the class roster
- Class Code, CRN, and Semester taken
- The issues of dishonesty that occurred
- The actions or consequences taken by the professor

B. Each faculty should include a statement on Academic Honesty in their syllabi such as:

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

C. Faculty should keep accurate records and documents regarding the case and their own resolution and consequences for one year from the end of the term.

D. Faculty should have a discussion of academic honesty, expectations, and consequences within the first two or three class meetings in order to maintain consistency and uniformity with all classes and students.

E. Faculty are encouraged to include creative assignments that require original thought in order to reduce the incidents of student dishonesty.

F. Faculty have the ultimate responsibility and discretion when grading students who have been dishonest in class; however, faculty also have the responsibility to be fair and equitable to all students within the same class. Therefore, consequences for similar offenses must be consistent.

G. Grading Policy: It is suggested that each faculty member have a consistent grading policy which will be applied in all cases of academic dishonesty. For example, if an assignment where a student is caught cheating is worth more than 15% of the grade, the student may receive a "FAIL" in the class. If the assignment is worth less than 15%, then the assignment can be given a grade of "0."

IV. Administrative Responsibilities:

A. Administrators are responsible for knowing and understanding the rules of Academic Honesty to include fabrication, cheating, facilitating academic dishonesty, plagiarism and to take administrative action where necessary.

B. Administrators should facilitate a discussion of Academic Honesty at student orientation to ensure that all students are aware of the Academic Honesty issues on campus and how they will be dealt with.

C. The Dean of Students shall provide a report each semester to the Executive Committee of the Academic Senate to include aggregated data for that semester which includes the number and type of cases reported and the disciplinary actions taken.

V. Student Sanctions

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

(a) Disciplinary Probation
(b) Suspension
(c) Expulsion

VI. Definitions

Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes the following.

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

Guidelines:

1. Faculty members are strongly encouraged to make every reasonable effort to foster honest academic conduct. This includes adequate communication of expectations about what kinds of collaboration are acceptable within the course. Instructors should state in course syllabi their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the instructors of both courses.

B. Fabrication: Falsification or invention of any information or citation in an academic exercise.

Guidelines:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on the single experiment for several more required analyses.
2. One must use/acknowledge the actual source from which cited information was obtained. For example, a student may not reproduce sections from a book review and indicate that the section was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

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

Guidelines:

1. For example, a student who knowingly allowed copying from his or her paper during an examination would be in violation of this section.
2. Providing information about the contents of an examination to a student who will later take the examination, or taking an examination on behalf of another student, are violations of academic honesty.

For more information and resources, visit the Office of the Dean of Students web site at: www.csusm.edu/dos.

D. Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise, including:

(a) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work;

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

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

Guidelines:

1. Direct Quotation: Direct Quotation: Every direct quote must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be properly cited with author(s) name(s), year of publication, page number(s), footnotes and/or endnotes, depending on the citation style used. Proper citation style for academic writing is outlined by such manuals as the MLA handbook for writers of research papers, APA: Publication manual of the American Psychological Association, or Chicago manual of style.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.
4. Material which contributes only to the student's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation format must be used and prompt acknowledgment is required. Inquiries and assistance in reporting student misconduct is available through the Office of the Dean of Students, Coordinator, University Student Conduct.

Technology Use at CSUSM

Students at Cal State San Marcos are required to use a variety of technologies in order to complete their coursework. Such technologies can be accessed in the open access lab (KEL 2000) and also via CougarApps, which allows access to the campus computer lab environment from anywhere at any time, via the internet. For more information about CougarApps, visit http://www.csusm.edu/iits/support/cougarapps.

Students are required to comply with CSU-wide and campus responsible use policies. These can be found at http://www.csusm.edu/security/policiesandstandards/rups.html.

The Student Technology Help Desk (STH) provides technical support for students. STH hours and types of assistance are detailed at http://www.csusm.edu/iits/students. Degree programs may have specific technology skills requirements. Students are expected to inquire with faculty and/or advisors to identify these requirements and seek out assistance if needed.

Course Syllabi

Course expectations and requirements will be communicated in the course syllabus, which will be made available to students no later than the first class meeting, and which will be placed on file in the program/department office and/or the Dean's office, by the fourth week of classes. Each syllabus will also contain a statement on the instructor's scheduled office hours.

Final Examinations

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

Privacy Rights of Students in Education Records (FERPA)

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus, and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student.

Cal State San Marcos has adopted a set of policies and procedures governing implementation of the statutes and the regulations. Copies of these policies and procedures may be obtained at the Office of the Registrar in Cougar Central, CRAVEN 3700. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may be defined by a campus to include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student.

CSUSM defines the following items as directory information:

- Student's name
- Assigned university e-mail address
- Major field of study
- Dates of attendance
- Full-time or part-time status
- Degrees, awards, and honors received
- Dates degrees conferred

Unless a student objects in writing, directory information as defined above, is subject to release at any time. Written objections should be sent to the Office of the Registrar in Cougar Central, CRAVEN 3700.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus' academic, administrative, or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring). When information from a student's education record is disclosed, the recipient is obliged to maintain the confidentiality of the information received.

Student Conduct

Title 5, California Code of Regulations, § 41301. Standards for Student Conduct

Campus Community Values

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

Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

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

2) Unauthorized entry into, presence in, use of, or misuse of University property.
3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8) Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
9) Use, possession, manufacture, or distribution of illegal drugs or drug- related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
11) Theft of property or services from the University community, or misappropriation of University resources.
12) Unauthorized destruction or damage to University property or other property in the University community.
13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15) Misuse of computer facilities or resources, including:
    i) Unauthorized entry into a file, for any purpose.
    ii) Unauthorized transfer of a file.
    iii) Use of another's identification or password.
    iv) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
    v) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
    vi) Use of computing facilities and resources to interfere with normal University operations.
    vii) Use of computing facilities and resources in violation of copyright laws.
    viii) Violation of a campus computer use policy.
16) Violation of any published University policy, rule, regulation or presidential order.
17) Failure to comply with directions or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
19) Violation of the Student Conduct Procedures, including:
    i) Falsification, distortion, or misrepresentation of informati related to a student discipline matter.
    ii) Disruption or interference with the orderly progress of a student discipline proceeding.
    iii) Initiation of a student discipline proceeding in bad faith.
    iv) Attempting to discourage another from participating in the student discipline matter.
    v) Attempting to influence the impartiality of any participant in a student discipline matter.
    vi) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
    vii) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Procedures for Enforcing This Code

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

Application of This Code

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

Title 5, California Code Of Regulations, § 41302. Disposition Of Fees: Campus Emergency; Interim Suspension.

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

Civil Or Criminal Penalties For Violation Of Federal Copyrights Law

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).





Graduation Requirements

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GRADUATION REQUIREMENTS FOR BACCALAUREATE DEGREES AND ACADEMIC CERTIFICATE PROGRAMS

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

Degree Characteristics

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

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

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

Degree Requirements

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

- Complete enough units of coursework, the Unit Requirement (see immediately below);
- Complete the requirements for a major, Major Requirements (see below; a list of majors offered can be found on pages 17-20);
- Complete all General Education Requirements (see page 108)
- Complete enough units at Cal State San Marcos, the Residence Requirements (see page 107);
- Maintain a sufficiently high grade point average, the Grade Point Average Requirements (see page 107);
- Complete the American Institutions and Ideals Requirements (see page 107);
- Complete the Graduation Writing Assessment Requirement and All-University Writing Requirement (see page 107); and
- Complete the Language Other Than English Requirement (see page 108).

Unit Requirement

Every baccalaureate degree (i.e., Bachelor of Arts or Bachelor of Science) requires completion of a minimum of 120 semester units. Some choices of majors will require more than 120 semester units; the descriptions of each major specify how many units are required. Regardless of the major requirements, a student must complete at least forty (40) units of upper-division coursework to earn a Bachelor of Arts degree.

No more than seventy (70) units may be transferred from a community college.

Major Requirements

Every baccalaureate degree must include an approved major; see pages 17-20 for a list of majors and whether they lead to a Bachelor of Arts or a Bachelor of Science degree. A major for a Bachelor of Arts degree must include at least twenty-four (24) units exclusive of units used to meet the General Education requirement and a major for a Bachelor of Science degree must include at least thirty-six (36) units exclusive of units used to meet the General Education requirement. For a Bachelor of Arts degree, at least twelve (12) units required in the major shall be upper-division courses, and for a Bachelor of Science degree, at least eighteen (18) units required for the major shall be upper-division. Most majors require more than these minima. Please refer to the descriptions of the majors in this catalog for specific major requirements.

Multiple Majors

It is possible for a student to complete more than one major within one degree (for example, a B.A.). Each major after the first major must consist of at least 24 semester units that are not counted toward any other major's requirements. To be recognized as graduating with multiple majors, a student must declare the additional major(s) with the appropriate discipline or program no later than the beginning of the student's final year of study. The completion of additional majors within one degree will be noted at the time of graduation by appropriate entries on the student's transcript and on the diploma. Majors appear on the diploma in the order in which the student has designated them to be the first major, second major, etc.

It is also possible for a student to complete a major (or majors) in one degree concurrently with additional majors from a different degree (for example, a major in a B.S. concurrently with another major from a B.A.). Each major after the first major must consist of at least 24 semester units that are not counted toward any other major's requirements. By declaring which major is the first major, second major, etc., the student also declares the order in which the degrees, and the majors leading to these degrees, appear on the diploma and transcript. Students must make this declaration no later than the beginning of the student's final year of study.

Graduation Requirements for Second Bachelor's Degree

Students who hold a bachelor's degree from regionally accredited institutions of higher education; or students who have completed equivalent academic preparation, as determined by the appropriate campus authority, are exempt from all general education requirements (including U.S. History, Constitution and American Ideals requirement). In order to receive a second bachelor's degree, students must complete the following:

1. A minimum of thirty (30) units in residence at CSU San Marcos beyond the first bachelor's degree.
2. The major requirements for the second degree. Units from the first degree may be counted, but a minimum of twenty-four (24) upper-division units in residence in the major for the second bachelor's degree must be earned subsequent to earning the first bachelor's degree.
3. All other CSU San Marcos graduation requirements other than general education and U.S. History, Constitution and American Ideals requirement in effect at the time of catalog selection. Exception: Second bachelor's candidates returning for a degree in Nursing are exempt from any other CSU San Marcos requirements that are not specifically required for the Nursing major.

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

Minors

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

Academic Certificates and Certificate Programs

Cal State San Marcos grants certificates to individuals who complete certificate programs that enhance major requirements or credential programs. A certificate is issued upon the successful completion of an academic certificate program. The university acknowledges the completion of a certificate by recording it on the student transcript, but not on the diploma.

Residence Requirements

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

Grade Point Average Requirements

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

A. A cumulative grade point average, which includes both transferred and Cal State San Marcos coursework;
B. A Cal State San Marcos grade point average;
C. A grade point average in the major, at Cal State San Marcos and in coursework accepted as transfer credit for the major from other institutions.

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

California law (Section 40404 of Title 5, Education, of the California Code of Regulations) establishes as a graduation requirement that students demonstrate competence in the fields of American history and government, the Constitution of the United States, and the processes of state and local government as established in California. This requirement is embedded in the General Education Area, Area D requirement (See page 113).

Graduation Writing Assessment and All-University Writing Requirements

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students will vary by course units, as follows:

3 units and up = 2,500 words (approximately 10 pages)

2 units = 1,700 words

1 unit = 850 words

Thus, each undergraduate student will write a minimum of 850 words for a one-unit course, a minimum of 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All writing will be in English or a written language that meets the university's "Language other than English requirement" (LOTER).

Language Other Than English Requirement

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

- having completed the equivalent of an intermediate-level course (excluding courses focused solely on oral conversation skills) in a language other than English at the college level, with a C grade or better or CR grade (including study abroad). Certain courses used to meet this requirement may be used to satisfy the C (Arts and/or Humanities) General Education requirement;
- demonstrating intermediate-level language proficiency according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines;
- successfully challenging the equivalent of an intermediate-level course in a language other than English at the college level;
- having successfully received a score of 3 or better on an Advanced Placement Foreign Language Examination;
- having successfully received a score of 4 or better on an International Baccalaureate (IB) Higher-Level Language Examination;
- having taken a College Level Examination Program (CLEP) Language Examination and received the following minimum score:
  French Level II: 58
  German Level II: 59
  Spanish Level II: 62
- having been required to take the TOEFL or other CSUSM-approved English language exam as a condition for admission into the University;
- having completed at least three years full-time at a high-school or university where English was not the principal language of instruction;

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

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

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

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

A fee is required for proficiency testing. Please see page 41 for fee information.

GENERAL EDUCATION REQUIREMENT

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

Upon completion of General Education coursework, students will be able to:

1. Describe and/or apply principles and methods that are necessary to understand the physical and natural world.
2. Compare and contrast relationships within and between human cultures.
3. Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
4. Use oral communication to effectively convey meaning to various audiences.
5. Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
6. Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
7. Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study.
8. Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.
9. Apply knowledge gained from courses in different disciplines to new settings and complex problems.

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

Required Earned Units to Enroll in Upper-Division General Education Courses

In order to satisfy any Upper Division General Education (UDGE) requirement (BB, CC, DD) by taking an UDGE course, a student must have earned at least 60 units (total overall units to include CSUSM and transfer coursework) towards their first bachelor's degree at CSUSM prior to taking that course.

Restrictions on Upper-Division General Education Courses

No student may use a course from their major area, or any course cross-listed with their major area, to satisfy upper- division general education (UDGE) requirements BB, CC, DD.

For majors with a primary field, students are prohibited from using courses in their primary field or any course cross-listed with their primary field. For majors in which students take courses from a variety of fields and no primary field is named, students are not prohibited from taking courses in these fields (e.g., Human Development majors take courses in Biological Sciences, Psychology, and Sociology; they are not prohibited from taking courses that are cross-listed with these fields).

Area A: Basic Skills

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

A1 Oral Communication.

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

- GEO 102 (3 units)

A2 Written Communication.

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

- GEW 101 (3 units)

A3 Critical Thinking.

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

- Three (3) units. Select among:

LTWR 115 PHIL 110
MATH 110 PSYC 110

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

Area B: Mathematics and Natural Sciences

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

B1 Physical Science.

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

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

The following B1 courses are intended primarily for non-science majors:

CHEM 101 GES 101
CHEM 105 GES 105
GES 100

The following B1 courses are intended primarily for science majors:

CHEM 150* PHYS 101* PHYS 201*

** Some science majors may require some of these courses as part of Preparation for the Major. Students are encouraged to check their majors for more detailed information.*

Additionally, CHEM 101, which is a course to prepare students for CHEM 105 and CHEM 150, will count as a B1 course for those students who do not continue on to take either CHEM 105 or CHEM 150.

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

B2 Life Science.

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

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

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

The following B2 course is intended primarily for science majors: BIOL 104, 105, 211*

** Some science majors may require this course as part of Preparation of the Major. Students are encouraged to check their majors for more detailed information.*

The following B2 courses are restricted to Kinesiology and Nursing majors (including Pre-Kinesiology and Pre-Nursing): BIOL 175, 177

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.

B3 Laboratory.

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

BIOL 104
BIOL 175
BIOL 177
BIOL 211
CHEM 105L
CHEM 150
CHEM 150L
GES 101
GES 102
GES 110
PHYS 101
PHYS 201

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

B4 Mathematics/Quantitative Reasoning.

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

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

CS 105, 111*
MATH 100, 115, 125, 132*, 160*, 200, 212

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

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

BB Upper-division Science and/or Mathematics.

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

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

ASTR 342
BIOL 309, 316, 318, 320, 321, 323, 325, 326, 327, 328, 329, 336, 338, 339, 348
BIOT 340
CHEM 311, 312, 313, 315, 316, 318
CS 301, 305, 306, 307
ES 314
ID 381
MATH 303, 304, 308, 315
PHYS 315, 350, 351, 356
PSYC 361
SLP 320

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

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

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

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

Area C: Arts and Humanities

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

All Students must take one course in each of the four areas: C1, C2, C3, and CC.

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

C1: Arts

- Select one course from:

AH 111*
DNCE 101, 124, 200
FMST 100
LTWR 225
MUSC 120
TA 101, 120, 222
VPA 101
VSAR 102, 110, 120, 123, 130, 131, 222

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

**AH 111* can be taken for C1 or C2 credit, but not for both.*

C2: Humanities

- Select one course from:

AH 111*
HIST 101, 102
LTWR 100, 105, 107, 203, 206, 208B, 210, 211
MLAN 115, 116
WMST 205, 211

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

**AH 111* can be taken for C1 or C2 credit, but not for both.*

C3: Arts and/or Humanities

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

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

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

CC Upper-division arts and/or humanities

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

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

ANTH 325
DNCE 321, 323
FMST 300, 375
GBST 301
HIST 304B, 308, 312, 318, 323, 341, 343, 344, 348, 356, 361, 364, 370, 382, 388
HUM 300, 301
LTWR 303A, 303B, 303C, 304, 310, 320, 334A, 334D, 336A, 336B, 336C, 336D, 336E, 337, 338, 340, 345, 350, 415, 431
MLAN 350, 351, 360, 370
MUSC 320, 321, 323, 324, 421, 422, 423, 424, 425, 427
PHIL 310, 312, 315, 318, 335, 340, 342, 345, 355
SPAN 421
TA 300, 320, 323, 325, 328, 410, 421
VPA 311, 320, 321
VSAR 307, 320, 322, 323, 325, 326, 327, 361, 405, 420, 422, 423, 433
WMST 301, 323, 326, 450

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

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

Notice to Transfer Students.

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

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

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

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

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

Area D: Social Sciences

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

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

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

- Two courses (6 units)

GEOG 341, HIST 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).*

D7 Interdisciplinary Social Sciences

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

- One course (3 units)

Select from among:

AIS 101
ANTH 200
ENVS 100
GBST 100
GESS 101
GESS 102
HD 101
LBST 100
LING 255
PSYC 210
SOC 105
SOC 205
WMST 101

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



D Discipline-Specific or Second Interdisciplinary Social Sciences Course

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

- One course (3 units)^

Select from among:

AIS 101
ANTH 200
ANTH 215
ECON 202
ENVS 100
GBST 100
GEOG 201
GEOG 202
GESS 101
GESS 102
HD 101
HIST 130
HIST 131
LBST 100
LING 121
LING 255
PSCI 100
PSYC 100
PSYC 210
PSYC 215
SLP 251
SOC 101
SOC 105
SOC 205
WMST 101

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

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

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

DD Upper-Division Social Sciences

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

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

AIS 348, 350, 370, 400, 468
ANTH 301, 310, 311, 328, 360, 370, 375, 379, 380, 470
BRS 300, 330, 364, 430, 453
COMM 330, 333, 360, 410, 435
ECON 306, 311, 341, 445
EDUC 364, 374, 380
GBST 300
GEOG 305, 305S, 320, 330, 340, 341, 365, 460
HD 380
HIST 304A, 330, 335, 338B, 346, 350, 352, 362, 371, 375, 379, 389, 390
ID 301, 340, 340B, 371, 406, 410
KINE 318
LBST 307, 361, 361B, 362, 375
LING 304, 305, 331, 341, 351, 355, 360, 371, 381
MLAN 331
PSCI 305, 331, 339, 341, 343, 345, 350, 355, 358, 361, 363, 364A, 364B, 366, 391, 413A, 413B, 414, 415, 417, 418, 422, 445, 460, 462
PSYC 330, 338, 341, 342, 344, 348, 350, 352, 356, 363
SLP 364
SOC 300, 303, 309, 310, 317, 323, 348, 350, 370, 400, 468
SSCI 301
WMST 303, 328, 330, 338, 341, 343, 345, 350, 351, 370, 375, 380, 407, 416, 445

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

Courses used to satisfy this requirement may not be double-counted in any other category of the GE program and may not be double-counted in the student's major, except for the special case in the next paragraph.

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

Area E: Lifelong Learning and Information Literacy

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

- One course (3-4 units). Select from among:

CHEM 312
GEL 101, 110, 120, 200
HSCI 200
KINE 306, 310
NURS 210, 211
PE 203
PSYC 104,
SOC 204, 303, 307, 309, 315, 317



Graduate Studies

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GRADUATE STUDIES

Office of Research and Graduate Studies

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

General Information

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

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

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

Graduate Programs at Cal State San Marcos

Master Degrees:

Biological Sciences, M.S.
Biotechnology M.Bt.
Business Administration, M.B.A.
- Fully Employed
- Specialized Accelerated

Computer Science, M.S.
Cybersecurity, M.S.
Education, M.A.
- General
- Educational Administration
- Literacy Education
- Special Education

Health Information Management, M.S.
History, M.A.
Kinesiology, M.S.
Literature and Writing Studies, M.A.
Mathematics, M.S.
Nursing, M.S.
Psychology, M.A.
Public Health, M.P.H.
Social Work, M.S.W.
Sociological Practice, M.A.
Spanish, M.A.
Speech-Language Pathology, M.S.

Doctor of Education, Ed.D.:
- Doctorate in Education, Educational Leadership

Admission Requirements for Graduate and Post-Baccalaureate Students

Admission to the University

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

General Requirements — The minimum requirements for admission to graduate and post-baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

Admission to the Department or Program

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

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

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

Applicants who do not address deficiencies or other conditions within the time specified by the program (usually 1 to 2 semesters) may be discontinued from the program.

- Graduate Classified — To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

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

English Language Admission Requirement for Graduate and Post-Baccalaureate Applicants

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the principal language of instruction must receive a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL), a minimum score of 550 on the paper-based TOEFL, or an International English Language Testing System (IELTS) minimum score of 6.0.

Individual degree programs may require a higher score.

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., Ed.D., joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or certificates, and where premitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission unless specifically requested to do otherwise.

Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available at http://www.csumentor.edu. Specific program applications may be found at www.csusm.edu/gsr/.

Graduate and post-baccalaureate applicants are encouraged to submit applications to the University during the initial filing periods (November for fall semester admission and August for spring semester admission). Graduate applicants to masters and credential programs must apply to both the University and the program intended. Individual masters and credential programs may have specific deadlines for program applications; check the relevant departmental catalog section for program deadlines. Official transcripts from each college or university attended must be filed with both the Office of Admissions and the program office.

International Students

All applicants who wish to enter the United States on a student visa or who are in the U.S. on a non-immigrant, student visa must file a completed "International Student Application" accompanied by a financial affidavit with the Office of Admissions. An electronic version of this form is available on the Web at www.csumentor.edu/admissionapp/intl_apply.asp. In addition, a department application form must be submitted directly to the graduate program. Official transcripts (with certified English translations) must be submitted both to the department and the Office of Admissions. For more information regarding International (Foreign) Student Admission Requirements, see page 26.

Special Regulations and Requirements for Graduate Students

Repeat of Graduate Courses and GPA Adjustment Policy

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

Graduate and Post-Baccalaureate Student Course Repeat Policy

1. A course taken at CSU San Marcos in which a grade of B- (2.7) or less is received may be repeated once for purposes of omitting the original grade from the GPA calculation and satisfying GPA requirements. A course taken at CSU San Marcos in which a grade of NC is received may also be repeated. All course repeats should involve consultation with the graduate program advisor.
2. When a course is repeated, both the original grade and the grade earned in the repetition will appear on the transcript.
3. If a course previously taken for a letter grade (including plus/minus grading) is repeated for a grade of CR/NC, the original grade(s) will be calculated in the GPA.
4. Unless a student submits a Graduate Student Course Repeat Request Form to Cougar Central, both grades will be used to calculate the student's GPA.
5. If a student submits a Graduate Student Course Repeat Request Form to Cougar Central, the original grade earned will be omitted from the GPA calculation. Since CR/NC grades do not enter into the GPA calculation, it is not necessary to submit this form when repeating a course in which a grade of NC was earned.
6. A Graduate Student Course Repeat Request Form cannot be filed until the student has completed the repeat. A Graduate Student Course Repeat Request Form cannot be filed if the student received a grade of CR, NC, F, I, RD, SP, U, WU, RP, W, or IC when the course was repeated.
7. A maximum of two (2) different courses may be repeated within an approved graduate program of study at CSU San Marcos. The graduate program offering the degree may approve substitute graduate-level courses that may be taken in lieu of a graduate-level course that the student wishes to repeat, when the original course is not scheduled to be offered again within the term of the student's expected time to degree. The substitute course must be taken after completion of the original course.
8. Both the original course and the repeated course must be taken at CSU San Marcos.

Continuous Enrollment Requirement and Time-Limit to Degree

Conditionally Classified or Classified graduate students must be continuously enrolled unless an authorized Request for Graduate Student Leave of Absence has been granted by the program and filed with the Office of Registration and Records. No more than two (2) semesters can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the graduate program and must reapply to the university and the graduate program to be considered for reinstatement.

Requirements for the master's degree are to be finished within five (5) years following admission as a Conditionally Classified or Classified graduate student at CSUSM. Authorized leaves of absence do not extend the time limit for completion of the master's degree.

Graduate Student Leave of Absence

Graduate degree students may take an authorized leave of absence for up to two (2) semesters leaves of absence can be authorized for conditionally classified or classified graduate students providing the student is: (1) in good academic standing (as defined by the program's requirements), (2) has completed at least six credit hours of CSUSM coursework toward the graduate degree in the program, and (3) has filed a completed Request for Graduate Student Leave of Absence form. The completed form, including signatures of the student's faculty advisor (where applicable) and the graduate program coordinator, must be filed with the Office of Enrollment Management Services Operation/Registrar before the end of the add/drop period of the term for which the leave has been requested. A leave of absence will not be authorized if the student has completed all requirements except the culminating experience. Unauthorized leaves and failures to return from an authorized leave of absence will result in the student being dropped from the graduate program. In such cases, the student must reapply to the university and the graduate program to be considered for reinstatement.

An authorized leave of absence preserves curriculum rights regarding catalog requirements. A student on a leave of absence may not have access to or use of university resources. Students submitting the completed thesis or final project must be regularly enrolled or enrolled for thesis or project extension credit through the Office of Extended Learning; the completed thesis or final project will not be accepted during the term of an authorized leave of absence.

Authorized leaves of absence do not extend the time limit for completion of the master's degree.

Students with exceptional circumstances that fall outside this policy may petition the Dean of Graduate Studies for special consideration. A petition must include the recommendation of the graduate program coordinator.

Graduate Writing Assessment Requirement

This Graduation Writing Assessment Requirement (GWAR) applies to graduate students enrolled in master's programs.

The writing requirement must be completed before a graduate student advances to candidacy. A student may satisfy the graduate writing requirement in one of two ways:

- an acceptable standardized test score, such as the Analytical Writing subtest of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GRE), or
- a paper(s) that receive(s) a passing score.

The College/Department/Program from which the student will receive the graduate degree determines the manner by which a student satisfies or does not satisfy the graduate writing requirement.

The Culminating Experience

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

A finished Master's thesis or Master's project is a scholarly work that is the product of extensive research and related preparation. The University will make Master's theses and Master's projects publicly available online in the University's institutional repository, ScholarWorks at CSUSM. Electronic theses and projects provide increased visibility of research produced at the University. The immediate and widespread availability provides worldwide access to scholarship. Students should consult the University's guidelines for electronic Master's theses and Master's projects at the University Library web site.

Graduate Student Course Load

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

Use of Undergraduate Courses in Master's Degree Programs

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

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

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

Withdrawal Policy for Credential and Graduate Students

Withdrawal from Courses

Students may withdraw on or before the Add/Drop deadline (end of the second week of semester or end of approximately 10% of the academic term) and the course will not appear on their permanent records. No symbol need be recorded in such instances. After the second week of instruction and prior to the 19th day of the semester, students may withdraw with a "W" for reasons such as inadequate preparation. In connection with all other approved withdrawals, the "W" symbol shall be used. Students may withdraw from no more than 18 semester-units attempted at CSU San Marcos during each of their respective undergraduate, credential, or graduate studies.

Withdrawals After the 19th Day of the Semester and Prior to the End of the Twelfth Week of Instruction. Withdrawal during this period is permissible only for serious and compelling reasons (see below). Permission to withdraw during this time shall be granted only with the approval of the instructor, and the department chair or dean or dean's designee. Permission to withdraw during this time from graduate or credential courses shall be granted only with the approval of the appropriate graduate or credential program coordinator or the Dean of Graduate Studies (or designee). All requests to withdraw under these circumstances and all approvals shall be documented as prescribed by the campus. The requests and approvals shall state the reasons for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record retention policy.

Serious and Compelling Reasons. The following situations are typical of those for which "serious and compelling" is appropriate justification for approving withdrawals.

- An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from the University.
- An extended absence due to a death in the immediate family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
- A necessary change in employment status which interferes with the student's ability to attend class. The student's employer must verify this change in employment status in writing for the term in which the withdrawal is being requested.
- Other unusual or very special cases, considered on their own merit.
- For graduate and credential courses, level of academic preparation may be considered as a factor for justification in approving withdrawals.

The following situations would not fall under the intent of "serious and compelling."

- Grade anticipated in class is not sufficiently high, or student is doing failing work.
- Failure to attend class, complete assignments, or take a test.
- Dissatisfaction with course material, instructional method, or instructor.
- Class is harder than expected.
- Pressure of other classes, participation in social activities, or simple lack of motivation.
- A change of major.

Documentation. All requests for withdrawals after the 19th day of the semester must be for verifiable reasons and require appropriate documentation.

Withdrawals after the Twelfth Week or Retroactive Withdrawal. Requests for withdrawal from courses after the twelfth week of instruction (retroactive withdrawal) are seldom granted. Students are expected to formally withdraw from classes or the University prior to the end of the twelfth week of instruction if work, personal, or health reasons interfere with class attendance or ability to complete work or exams.

Withdrawals for Extenuating Circumstances

Complete Withdrawal for Medical Reasons. The University may allow a student to withdraw without academic penalty from all classes if the following criteria are met:

- A completed Withdrawal Form, including any required medical documentation, is submitted to Cougar Central before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

A grade of "W" will be used for withdrawal from all courses for the term due to medical reasons, and will not be counted toward the maximum 18 units allowable for withdrawals.

Repeat Complete Medical Withdrawal. If the student has been granted a complete medical withdrawal in the subsequent preceding term, then additional medical withdrawal requests must consider the question of whether or not the student can complete appropriate educational objectives, and must be reviewed on a case-by-case basis.

After a repeat medical withdrawal is granted, the student may be required to obtain a clearance from an appropriate medical or psychological professional that states the student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives.

Withdrawal Procedures for Students Mobilized for Active Military Duty. Students called for active military duty may withdraw from courses throughout the term without restriction or penalty with the appropriate documentation. For clarification of Veterans Administration policies on withdrawals, incompletes, course repeats, etc., please contact the veterans' representative located in the Office of Registration and Records.

Graduate Probation, Disqualification, and Reinstatement

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.

A student cannot be advanced to candidacy or continue in candidate status if s/he is on either academic or administrative probation.

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.



College of Business Administration

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VISION

CoBA aspires to be recognized as an engine for innovation and excellence in business education and research through collaboration with stakeholders to advance the economic vitality of the region.

MISSION

We are committed to providing rigorous and relevant educational programs using a balance of theoretical, experiential, and applied learning to educate a diverse body of students to become responsible, engaged citizens with a global mindset who contribute positively to their communities and organizations. We achieve this through collaborative relationships among faculty, staff, students and the community guided by faculty involved in a combination of academic scholarship, applied scholarship, and professional experience.

COLLEGE OF BUSINESS ADMINISTRATION

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Kathleen Watson, Ph.D.
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Faculty Emeritus, Management Science

Martin Gannon, Ph.D.
Faculty Emeritus, Strategic and International Management

Sheldon X. C. Lou, Ph.D.
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John R. Montanari, D.B.A.
Faculty Emeritus, Management

Gary Oddou, Ph.D.
Faculty Emeritus, Organizational Behavior

Alan Omens, Ph.D.
Faculty Emeritus, Management and Organizational Behavior

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Program of Study

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

- Accounting Option
- Business Administration 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

^Only offered at Temecula campus.

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

See page **126** for the Accounting Option requirements.

See page **127** for the Finance Option requirements.

See page **128** for the Global Business Management Option requirements.

See page **130** for the Global Supply Chain Management Option requirements.

See page **130** for the Management Option requirements.

See page **131** for the Management Information Systems Option.

See page **132** for the Marketing Option requirements.

See page **133** for the Minor requirements.

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)

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)

	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

BUSINESS ADMINISTRATION OPTION

(51 Units)

This option is only available to students earning their degree at CSUSM Temecula. The coursework of this option provides a broad exposure to all the business disciplines with the intention of giving the student a general background in business. Further study in three additional disciplines provides greater depth in certain areas, thus preparing students for a variety of career opportunities.

Foundations of Business (26 units)

BUS 302	2
BUS 324	4
FIN 304	4
MIS 304	4
MGMT 305	4
MKTG 305	4
OM 305	4

Business Administration Option Electives
Electives chosen from the Core, Elective and/or Track Requirement courses in at least three of the other Business Administration options 18

Capstone (7 units)

BUS 444	4
BUS 495	3

** The B.S. in Business Administration – Business Administration Option is offered at the CSUSM Campus in Temecula through Extended Learning.*

FINANCE OPTION

(55 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)

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 mission of the Global Management Option is to develop talent for a sustainable world. The GBM program has been designed to develop professionals with a global worldview. 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" satisfy the Foreign Academic Experience through the CSUSM residence requirement.

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
GBM 428	2
MGMT 461	4
MKTG 448	2

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 446	2
MKTG 450	4
MKTG 451	4
MKTG 452	4
MKTG 454	4
MKTG 481-484	1-4
MKTG 498	1-4

Capstone (7 units)

BUS 444	4
BUS 495	3
Or	
GBM 495	3

A Foreign Language Proficiency Exam

Students will be required to demonstrate proficiency at the advanced level in at least one foreign language. For details, see www.csusm.edu/gbm.

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: Entrepreneurship Track electives.*

GBM: Entrepreneurship Track Core Courses (16 units)

GBM 425	4
GBM 426	2
GBM 427	2
GBM 428	2
MGMT 461	4
MKTG 448	2

GBM: Entrepreneurship Track Required 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

Foreign Language Proficiency Exam

Students will be required to demonstrate proficiency at the advanced level in at least one foreign language. For details, see www.csusm.edu/gbm.

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 Information System Track 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
GBM 428	2
MGMT 461	4
MKTG 448	2

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 (51 Units)

The business model for leading companies has significantly changed over the last ten years to focus on creating a seamless supply chain that will use company assets more efficiently, take cost out of the supply chain, and create value for the consumers. The Global Supply Chain Management Option emphasizes the understanding of the complexity of the global supply chain and the competence to satisfy consumer demand in the global marketplace by getting the right product to the right consumer at the right time at the right price in a cost effective manner. The option provides students with knowledge of cross disciplinary models and theories, as well as the ability to apply those concepts in today's constantly changing marketplace.

Foundations of Business Courses (16 units)

BUS 302	2
BUS 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
MIS 420	4
MKTG 448 (2 units) or MGMT 461 (4 units)	2-4
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

**Equivalent 4-unit courses can be substituted, but the excess units cannot count towards electives.*

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 (12 units)

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

Management Core Courses (16 units)

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

**Equivalent 4-unit courses can be substituted, but the excess units cannot count towards electives.*

Management and Organizations Track Electives
(16 units)

A minimum of 10 units must be selected from the list of electives below. The remaining 6 units can be taken from courses in ACCT, FIN, GBM, OM, MIS, MGMT, or MKTG. Students in the track cannot take ACCT 308 for credit. 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 432	2
MGMT 445	2
MGMT 465	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 (12 units)

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

**Equivalent 4-unit courses can be substituted, but the excess units cannot count towards electives.*

Management Core Courses (16 units)

	Units
MGMT 305	4
MGMT 415	4
MGMT 452	4
MGMT 461	4

Entrepreneurship Track Required Courses (14 units) + 2 units of CoBA Electives*

ENTR 320	4
ENTR 420	2
ENTR 421	2
ENTR 422	2
ENTR 423	2
ENTR 430	2

**The remaining 2 units can be taken from courses in ACCT, FIN, GBM, OM, MIS, MGMT, or MKTG*

Capstone (7 units)

BUS 444	4
BUS 495	3

MANAGEMENT INFORMATION SYSTEMS OPTION

(51 Units)

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. The track concludes with the creation of a business plan through the capstone course.

Foundations of Business Courses (12 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 (7 units)

BUS 444	4
BUS 495	3

MARKETING OPTION

(51 Units)

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 personal branding, 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 (14 units)

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

** Equivalent 4-unit course can be substituted for these 2-unit courses. However, the excess units cannot count toward Marketing electives.*

Marketing Option Core Courses (12 units)

MKTG 310	2
MKTG 442	4
MKTG 445	4
MKTG 448	2

Marketing Option Electives

(18 units)

A minimum of 14 units must be selected from the list of electives below. The remaining 4 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 340	2
MKTG 433	4
MKTG 446	2
MKTG 449	4
MKTG 450	4
MKTG 451	4
MKTG 452	4
MKTG 454	4
ENTR 420	2
MKTG 481-484	1-4
MKTG 498	1-4

Capstone (7 units)

BUS 444	4
BUS 495	3

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 126 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.*

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.

- 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.
- 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***

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 Units	***24***

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

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

MASTER OF BUSINESS ADMINISTRATION

Philosophy

The fundamental mission of the College of Business Administration is to educate the leaders of tomorrow's business and non-profit organizations. The objective of our Master of Business Administration is to provide graduates with the skills and knowledge essential for management and leadership in 21st century organizations. We use a variety of pedagogical techniques in the classroom to facilitate learning. Our curriculum integrates traditional business disciplines and recognizes the importance of both theory and practice. The program emphasizes skills and values that are essential to effective leadership, including:

- Ethics
- Communication
- Global and Environmentally Conscious Viewpoint
- Problem Recognition and Solving
- Teamwork
- Use of Technology

The program makes use of information technologies in the delivery of the courses and requires that students develop a significant level of proficiency in the application of technology. Information literacy and library research skills are salient in the dynamic world of global business and are emphasized in the program. The curriculum stresses the importance of good communication skills for successful management; thus written and oral presentations are part of every course.

Student Learning Outcomes

Graduates of this program will be able to:

Knowledge

- Demonstrate knowledge of core business concepts, models, and theories in the areas of management, marketing, operations management, management information systems, accounting, and finance.
- Select the proper tactical tools, theories and methodologies to use for approaching solutions to strategic problems.

Skills

- Apply knowledge of tactical tools, theories, and methodologies in solving business problems through rigorous case studies and projects.
- Analyze quantitative and qualitative data to critical argument and decisions.
- Present data-driven decisions through effective oral and written communication.

Behaviors

- Demonstrate the ability to work collaboratively in team projects as participants and as leaders.
- Identify potential areas of ethical conflicts and offer solutions to them.
- Evaluate the ramifications of strategic decisions in a global context.

MASTER OF BUSINESS ADMINISTRATION, FULLY EMPLOYED

Description of the Program

The Master of Business Administration, Fully Employed Option is designed for the employed student who has several years of work experience as a professional and is either preparing to enter management or has moderate management experience.

Program Schedule

The program is designed for working professionals in a cohort format. Groups of 25-35 students take courses in a predetermined sequence. The full Master's Program can be completed in 18 months. Students attend a Summer-Fall-Spring-Summer-Fall term sequence.

Admission Requirements

1. 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 score of 4.0 in the Analytical Writing section, and a score of 4.0 in the Integrated Reasoning section.
2. A Grade Point Average (GPA) of "B" (3.0) or better in the last 60 graded semester units, from a WASC-equivalent university. Only regular courses from four-year colleges and/or universities will be used in calculating an applicant's GPA–no extension courses or community college courses will be included.
3. The Work Experience requirement is at least three years of full-time, professionally relevant work experience.

The primary data for assessment includes the following required items:

- Transcripts from all colleges and universities previously attended.
- The Graduate Management Aptitude Test (GMAT), taken within the last 5 years.
- Resume documenting at least 3 years of professionally relevant work experience.
- Two essays, one discussing the anticipated rewards and challenges of attending the program, and the other outlining your past achievements as an indicator of your potential for a successful management career.
- Three letters of recommendation.

The admissions committee will also evaluate the applicant's skills in quantitative methods (including basic calculus), communication, and computer applications. Where deficiencies are identified, the applicant may be required to complete equivalent courses or workshops.

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 118 for more information regarding this requirement.

Advancement to Candidacy

In order to be considered for advancement, FEMBA 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 11 units (including BA 650, BA 671, BA 673, and BA 680) remaining towards the completion of the FEMBA program.

Graduation Requirements

Completion of the FEMBA 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 master's project culminating experience requirement.

The program requires a total of 41 units. Required Courses (41 units):

BA 600
BA 611
BA 615
BA 616
BA 617
BA 621
BA 625
BA 626
BA 630
BA 635
BA 645
BA 650
BA 671
BA 673
BA 680

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

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 program can be completed in 12-15 months if studied full-time, or 2-3 years for part-time students.

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

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 U.S. 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.

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 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.

**The M.S. in Health Information Management is offered through the Office of Extended Learning.*

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.

Admission Requirements and Application

HIT Certificate

- A Bachelor's degree from an accredited institution;
- Mathematical proficiency at a minimum level of college algebra;
- Online HIT Program Application (http://www/csusm.edu/HIT);
- Personal statement;
- Current resume; and
- Hard copy transcripts mailed directly from each college and university attended to:

California State University San Marcos, Extended Learning

333 S. Twin Oaks Valley Rd.
Attn: Student Services/HIT Program
San Marcos, CA 92096

HIM Certificate

- A Bachelor's degree from an accredited institution;
- Completion of the HIT Certificate with overall minimum GPA of 3.0 and no course grade below C;
- An essay identifying three significant HIT issues, analyzing how various healthcare organizations address these issues, and summarizing your perspective and recommendations for resolving these issues. A grade of C or better on this essay will satisfy the graduate writing assessment requirement.

Degree Requirements and Courses

The Master of Health Information Management requires thirty (30) semester hours of coursework and Practicum with a healthcare organization. Students must complete a set of courses and Practicum with a 3.0 GPA and earn at least a "C" (2.0) in each course. Predetermined advanced level courses and credit hours are:

HIT Certificate

	Units
HIT 500	2
HIT 510	2
HIT 520	2
HIT 530	2
HIT 540	2
HIT 550	2

HIM Certificate

HIM 610	1
HIM 620	2
HIM 621	2
HIM 630	3
HIM 640	1
HIM 650	1
HIM 660	2
HIM 670	1
HIM 680	1

Practicum

HIM 690	4

Master's Student Graduate Writing Assessment Requirement

A satisfactory evaluation of the essay required for HIM admission will be used to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy. Please refer to page 118 for more information regarding this requirement.

Advancement to Candidacy

The student will advance to Master's Degree candidacy upon the completion of 23 semester credit hours, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of the Practicum proposal.

Continuation

Graduate students must maintain an overall GPA of 3.0 and earn at least a C (2.0) in each course. Any students whose overall GPA falls below 3.0 for two consecutive semesters will be dropped from the program. This is a cohort-based program. Students must enroll in the predetermined course schedule. Except in special circumstances, the practicum report must be submitted, defended, and approved at the end of the HIM 690 experience. In all situations the practicum requirements must be completed within six (6) months under the guidance of the faculty advisor.

HEALTHCARE INFORMATION TECHNOLOGY (HIT) CERTIFICATE PROGRAM*

The United States' healthcare system is undergoing a fundamental transformation to address ballooning costs while improving access, quality, safety, and efficiency. A critical element of this revolution is the replacement of archaic medical and health record and reporting paper-based systems with modern information technologies. These changes will provide new and expanding professional opportunities. The CSUSM Healthcare Information Technology (HIT) Certificate program will focus on providing participants with a broader vision of the future of healthcare and the knowledge needed to encourage its evolution and serve as agents of change, innovators, leaders, and entrepreneurs.

The graduate-level CSUSM HIT program has been specifically designed to address these needs and challenges. The program emphasizes information technology, application of analytical methods, re-engineering, innovation, and change management. The program has been developed and taught by faculty and industry experts. It engages students by integrating theory and real world applications, drawing from a variety of organizations and industry groups. The program will also showcase HIT startups. Students will acquire skills relevant to a range of healthcare industry sectors including providers, insurers, government agencies, plan sponsors, HIT support and training organizations, and HIT new ventures.

Admission and Application Requirements

- A bachelor's degree or a senior standing in college with relevant skills or experiences in information systems or healthcare
- Mathematical proficiency at a minimum level of college Algebra
- Submission of the online HIT Program Application (http://www.csusm.edu/el/certificateprograms/healthhs/hit/index.html)
- Submission of a personal statement
- Submission of current resume
- Hard copy transcripts from each college and university attended mailed to:

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

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

**The Healthcare Information Technology (HIT) Certificate Program is offered through Extended Learning.*



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VISION

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

MISSION

The mission of the School of Education community is to collaboratively transform education.

We:

Create community through partnerships
Promote and foster social justice and educational equity
Advance innovative, student-centered practices
Inspire reflective teaching and learning
Conduct purposeful research
Serve the School, College, University, and Community

SCHOOL OF EDUCATION

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Manuel Vargas, Ph.D.
Laura Wendling, Ph.D.

Dean Emeritus:

Steve Lilly, Ed.D.

Faculty Emerita:

Katherine Hayden, Ed.D.

Programs Offered:

The School of Education offers the following credential programs, which are approved by the California Commission on Teacher Credentialing:

Credential Programs

- Multiple-Subject/English Learner Authorization (Elementary)
- Integrated Bachelor of Arts and Multiple-Subject/English Learner Authorization
- Multiple-Subject/Middle Level Certificate/English Learner Authorization
- Concurrent Multiple-Subject and Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Master of Arts in Education Option
- Single-Subject Credential Program/English Learner Authorization (Secondary) with Option for Preliminary Mild/Moderate Education Specialist
- Multiple-Subject/BLA (Bilingual/Authorization): Spanish Emphasis
- Integrated Bachelor of Arts and Multiple-Subject/BLA: Spanish Emphasis
- Multiple-Subject/Middle Level/BLA: Spanish Emphasis
- Concurrent Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple-Subject/BLA: Spanish Emphasis
- Single-Subject/BLA: Spanish Emphasis
- Preliminary Administrative Services Credential Tier I
- Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with English Learner Authorization
- Reading Specialist Credential

Certificate Programs

- CTEL/CLAD Certificate
- Certificate of Advanced Studies in Multicultural Education
- Certificate of Advanced Study in Biliteracy Education: Spanish
- Certificate of Advanced Study in Education Technology
- Certificate of Advanced Study in Leadership Middle Level Education
- Certificate of Advanced Study in Middle Level Education
- Certificate of Advanced Study in Science Teaching
- Certificate of Advanced Study in Video Production in Education
- Communicative Sciences and Disorders Preparation Certificate
- Computer Concepts and Applications Supplementary Application
- Dual Language Certificate
- Global Teacher Studies and Preparation Certificate

Master of Arts

- Master of Arts in Education, Options:
  - General
  - Education Administration
  - Special Education

Doctor of Education

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

The School of Education also offers:

- Prerequisite courses required for entry into credential programs
- Elective courses of interest to both area educators and undergraduate students who intend to enter the teaching profession

GRADE REQUIREMENTS AND ACADEMIC PROBATION

For all credential candidates in the Multiple-Subject, Integrated Credential Program, Special Education, Concurrent Special Education, BCLAD, Middle Level Certificate, and Single-Subject programs, the following grade requirements must be met:

Grading

All courses, except clinical practice, are graded A, B, C, D, F. Credit/No Credit (CR/NC) is given for clinical practice. The minimum acceptable final grade for the courses in the professional education sequence, including prerequisite courses, is C+ (2.3), but a B (3.0) average must be maintained.

For all School of Education programs, including teaching credential, specialist, and advanced credential, and the master's programs, the following academic probation policy is in effect:

Academic Probation, Disqualification and Disenrollment.

A credential candidate will be placed on academic probation if, during any academic term:

1. The cumulative GPA in all coursework in the professional education sequence (prerequisites, credential program, or clear credential courses) falls below 3.0; or
2. The credential candidate has been assigned grades of No Credit, Incomplete, or a letter grade below C+ in any two or more professional courses;
3. Further, a credential candidate will not be allowed to enter the advanced clinical practice if the candidate is (1) on academic probation, or (2) has not successfully completed all professional coursework, or (3) has a grade of "incomplete" for beginning clinical practice, or (4) has not completed subject matter competency, or (5) has not been issued a Commission on Teacher Credentialing (CCTC) Certificate of Clearance, (6) does not provide TB clearance, (7) has not made successful progress in passing the Teaching Performance Assessment (TPA).

Disqualification

A candidate in a credential program may be disqualified for any of the following:

- A Certificate of Clearance is not obtained.

- Teaching Performance Expectations (TPEs) are not met.
- Candidate has not made satisfactory progress in passing the TPA.
- During the academic probation period, the candidate fails to achieve a 3.0 GPA, and a minimum letter grade of C+ or better in all professional coursework.
- Other Considerations. Post-baccalaureate candidates may repeat a course in which a grade of lower than C+ was received. Courses may be repeated only once.

Policy on Length of Time to Complete Teacher Credential Program

Due to the dynamic nature of changes in all academic disciplines, the School of Education requires candidates in full-time teacher credential programs to complete their coursework and clinical practice within a three-year time limit, commencing from the beginning of coursework in that program. There is a four-year time limit for candidates in part-time teacher credential programs, commencing at the beginning of coursework in that program. After reaching the time limit, candidates will be terminated from the program and will have to reapply to the program to be reinstated. Candidates may appeal to School of Education, Student Appeals Committee.

Disenrollment

A candidate may be disenrolled from a credential program if it is determined that the candidate will not likely achieve minimum academic requirements for the credential.

ADMISSION REQUIREMENTS

Step One: Admission to School of Education (SOE).

Step one applies to graduate credential applicants new to CSUSM or CSUSM graduates that have NOT completed prerequisite courses.

1. Submit a Graduate application for California State University San Marcos online at: www.csumentor.edu.
2. Send official transcripts to Office of Admissions from each university and college attended.
3. Submit an application to the School of Education at www.csusm.edu/cehhs/studentservices/admission/index.html with the following supporting documentation:
   - An official transcript with bachelor's degree posted.
   - Grade-Point Average. A student must have a cumulative grade point average (GPA) of 2.67 to be accepted into any credential program offered at CSUSM. If you do not have the required 2.67 GPA, conditional admission is available on a limited basis.
   - Certificate of Clearance. The Certificate of Clearance is a professional fitness requirement set by the Commission on Teacher Credentialing for all individuals participating in activities in K-12 schools. Candidates must apply for a valid Certificate of Clearance online. Please contact the CEHHS, Student Services Office for specific directions on application.
   - One Letter of Recommendation. A recommendation from classroom faculty and/or others knowledgeable about the candidate's personal qualities and potential must be submitted with the application to the School of Education.

Step Two: Admission to a Specific Program.

Program admission applies to all graduate credential applicants seeking admission to a SOE basic teacher training program. Please note: If you did not need to complete step one, you will be required to complete all program admission requirements listed below. If you completed Step One of the admission process, you will be credited with requirements met in the step one process.

1. Two (2) Applications. Application to both the University and School of Education. If admitted as a CSUSM graduate student in Step 1, admission to university does not need to be repeated in Step 2.
2. Application Fees. A $25 credential application fee is due upon application to a credential program. A university application fee is also required.
3. Bachelor's Degree. A Bachelor's degree or all undergraduate academic subjects must be satisfied before entering a teacher education program. Candidates may enter the credential program as an undergraduate and use the units in the credential program as electives to obtain a bachelor's degree. A bachelor's degree is a requirement for teacher certification. A candidate may petition for 12 units concurrent postbaccalaureate credit the first week of instruction during the last semester before graduation ONLY. Petitions are available in the Office of Registration and Records. Please note: completion of a bachelor's degree from CSU San Marcos requires submission of a graduate application to enroll in postbaccalaureate or graduate coursework.
4. Subject Matter Competency. Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Subject matter competency must be completed prior to admission to the program. Please note: Conditional admission will be considered on a limited basis; however, state program standards prohibit advanced clinical practice until CSET is passed.

   Information, test preparation, and registration is available online at: www.cset.nesinc.com.

5. Basic Skills Examination. Candidates must take one of the options for satisfying the Basic Skills Requirement prior to entering a teacher education program. Candidates must pass one of the basic skills options to qualify for advanced student teaching.

Basic Skills Options:

- Pass all three subtests of the CSET Multiple Subject examination in addition to the CSET Writing Skills examination, Subtest IV: Writing Skills, Test Code 142

OR

- CBEST (California Basic Skills Examination)
- Passing scores on ELM and EPT
- Passing score on EAP. For additional information concerning the basic skills requirement please contact the CEHHS, Student Services Office.

6. Prerequisite Courses in Education. If taken at Cal State San Marcos, the courses must be completed within seven (7) years prior to beginning the program. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.
   a) EDUC 350 – This required course serves as an orientation to careers in education. During this course, candidates participate in forty-five (45) hours of supervised fieldwork assignments in classroom settings.

      Candidates must submit a recommendation letter from a K-12 classroom teacher. A Certificate of Clearance must be obtained as a requirement of this course.
   b) EDUC 364 – This required course must be taken prior to enrollment in the credential program.
   c) EDUC 422 – Before admission to program, candidates must have completed a basic computer course or passed an assessment. In addition, candidates must obtain competency in using a set of education specific electronic tools by completing EDUC 422 or portfolio.
7. One Set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to CSU San Marcos Office of Admissions. If admitted as a CSUSM graduate student in Step 1, an additional set of transcripts is not required in Step 2.
8. Grade-Point Average. A student must have a cumulative grade point average (GPA) of 2.67 to be accepted into any credential program offered at CSU San Marcos. If you do not have the required 2.67 GPA, conditional admission is available on a limited basis.
9. Three Letters of Recommendation. Recommendations from classroom faculty and/or others knowledgeable about the candidate's personal qualities and potential must be submitted with the program application. One recommendation must be from a K-12 classroom teacher. Go to www.csusm.edu/soe/currentstudents/formsandresources.html for letter of recommendation guidelines.
10. Personal Interview. Qualified candidates are interviewed by an education faculty committee. Candidates are notified by mail to make arrangements for the interview after the application deadline.
11. Writing Samples. Writing samples are required and are program-specific.

Please note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) before Multiple Subject or Special Education certification. Passing one of two components of RICA, either a comprehensive examination or a performance assessment, is a requirement for the initial issuance of a Multiple Subject or Special Education Credential. Candidates cannot take the RICA until they have successfully completed the language and literacy courses which are part of the credential program. The CSU San Marcos School of Education RICA pass rate is posted on the SOE web site.

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple- or Single- Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an online recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the CEHHS, Student Services Office.

Successful completion of the program results in issuance of a Preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program.

STATEMENT OF CONCERN AND PERFORMANCE IMPROVEMENT CONTRACT

According to the California Commission on Teacher Credentialing, candidates in professional programs must demonstrate competence in knowledge, skills, and attitudes/dispositions as outlined in the program standards. The Statement of Concern (SOC) procedure is designed to support candidate success by identifying issues early and providing a course of action.

Should a candidate perform unsatisfactorily in coursework or clinical practice field experiences by failing to meet one or more program standards by the end of the semester, she/he will receive a grade less than a C+ in a course or a "no credit" grade in clinical practice.

A Statement of Concern and Performance Improvement Contract is issued during coursework or clinical practice when informal means of coaching have not been successful. No more than two Statements of Concern and Performance Improvement Contracts will be issued to any single candidate in any program under any circumstances. If a candidate is determined to possibly warrant a third Statement of Concern and Performance Improvement Contract, in either coursework or clinical practice, a conference must be held with the Candidate, Course Instructor (if applicable), University Supervisor (if applicable), Clinical Practice Coordinator, Program Coordinator, and Associate Dean to determine an immediate and appropriate course of action, which may include immediate disqualification from the program.

A Statement of Concern and Performance Improvement Contract will immediately be issued when a Candidate:

1. Endangers students or others;
2. Violates recognized codes of conduct, e.g. CSUSM Student Code of Conduct, CSUSM Academic Honesty Policy NEA Code of Ethics, CA Education Code Section 44932;
3. Is dismissed from the classroom or school site by the Cooperating Professional or district administrator.

Because of the variation in program standards and candidate performance, there is no one outcome for a Statement of Concern and Performance Improvement Contract. Rather, the outcome is individualized to address candidate needs, meet credential requirements, and maintain program integrity.

Further information about the SOC may be found in the Statement of Concerns Guidelines posted on the School of Education web site.

FULL TIME MULTIPLE-SUBJECT CREDENTIAL PROGRAM/ENGLISH LEARNER AUTHORIZATION

The Multiple-Subject Credential Program is designed to prepare teachers to work with students in grades K-12 with responsibility for all subject areas in a self-contained and core classroom. Teachers holding a Multiple-Subject Credential are most often assigned to preschool and elementary school classrooms.

This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the Multiple-Subject Program, as well as additional coursework. Candidates successfully completing this program receive the Preliminary Multiple-Subject Credential with authorization to teach English learners.

A two semester program, the Multiple-Subject Program provides coursework in learning and instruction, content area methodology correlated with field experiences, and clinical practice in conjunction with the authorization to teach English learners. The School of Education is specifically committed to providing candidates with opportunities to learn innovative teaching practices and put these methods to work with children.

Student Learning Outcomes:

The teacher candidate learning outcomes are defined by SB 2042 as Teaching Performance Expectations (TPEs). CSUSM School of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts in the SOE Mission Statement. The full text of the TPEs can be found at: www.csusm.edu/soe/currentstudents/tpe.html.

Course Sequence

First Semester	**Units**
EDMS 511	3
EDMS 521	3
EDMS 543	3
EDMS 555	3
EDMS 571	7
Total	***19***

Second Semester	**Units**
EDMS 512	3
EDMS 522	3
EDMS 544	3
EDMS 545	3
EDMS 572 or EDMS 573	7
Total	***19***

Program Total **38**

Note: Only take EDMS 573 once.

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple- or Single- Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an online recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the CEHHS, Student Services Office. Successful completion of the program results in issuance of a Preliminary 5-year credential. SB 2042 Standards require employment as a full-time teacher and completion of an induction program to qualify for the Clear Credential.

PART-TIME MULTIPLE-SUBJECT CREDENTIAL PROGRAM ENGLISH LEARNER AUTHORIZATION

The Part-time Multiple-Subject Credential Program is intended for those candidates who are unable to pursue a full-time program. The curriculum is the same as the full-time program but offered in the evenings and/or weekends. Some classes may be offered in the summer.

First Semester	**Units**
EDMS 511	3
EDMS 543	3
EDMS 544	3
Total	***9***

Second Semester	**Units**
EDMS 521	3
EDMS 555	3
Total	***6***

Third Semester	**Units**
EDMS 512	3
EDMS 522	3
EDMS 545	3
Total	***9***

All clinical practice requirements must be met prior to semester 4.

Fourth Semester	**Units**
EDMS 571*	7
EDMS 572* or EDMS 573	7
Total	***14*****

Program Total **38**

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 CEHHS, Student Services Office.

*** Full-time fees are required.*

Successful completion of the program results in issuance of a preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program.

CONCURRENT MULTIPLE-SUBJECT AND PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST PROGRAM WITH A MASTER OF ARTS IN EDUCATION OPTION

Admission requirements are the same as the Multiple-Subject Credential.

Concurrent candidates receive both the Multiple-Subject and the Preliminary Mild/Moderate Education Specialist Instruction Credentials with the option to also complete the Preliminary Moderate/Severe Education Specialist Instruction Credential. The Authorization to Teach English Learners is met through coursework and clinical experiences. A bilingual emphasis may be added to the Multiple-Subject Credential for qualified candidates.

The Multiple-Subject Credential authorizes instruction of students in grades K through 8. The Preliminary Education Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults with identified disabilities. The Mild/Moderate Education Specialist Credential authorizes instruction of students 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. The Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

Full-time concurrent candidates may complete coursework and clinical practice for the Multiple-Subject and Preliminary Mild/Moderate Education Specialist Credentials in three semesters. Moderate/Severe Education Specialist coursework and clinical practice requirements may be completed in an additional semester. For part-time candidates, time to completion is longer. Candidates who successfully complete all of the Concurrent Multiple-Subject courses and both Concurrent Multiple-Subject Clinical Practice experiences, the RICA and TPA assessments, and other credentialing requirements may be awarded the Multiple-Subject Credential and apply for admission to the Special Education Master of Arts Option to complete remaining Education Specialist courses and clinical practice experiences as master's candidates. See the Master of Arts in Education – Option 3: Special Education Preliminary Preparation program description for admissions requirements, and courses and clinical practice that may be applied toward the master's degree.

Concurrent Multiple-Subject Courses	**Units**
EDMX 511	3
EDMX 512	3
EDMX 521	3
EDMX 543	3
EDMS 544	3
EDMS 545	3
EDMS 555	3
EDMX 622	4
Concurrent Multiple-Subject Clinical Practice	
EDMX 570	6
EDMX 571	7
Concurrent Multiple-Subject Total	***38***

Additional Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice

EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572	7
EDMX 575	2
Concurrent Multiple-Subject and Mild/Moderate Education Specialist Total	***59***

Additional Moderate/Severe Education Specialist Course and Clinical Practice	
EDMX 573	6
EDMX 635	4
Concurrent Multiple-Subject, Mild/Moderate, & Moderate/Severe Total	***69***

TPA and TPE Assessment

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 CEHHS, Student Services Office.

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 coursework 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 Multiple-Subject requirements results in the issuance of a 5-year Preliminary Multiple-Subject Credential. SB 2042 requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple-Subject Credential. Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist 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 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.

INTERNSHIP PARTNERSHIP WITH SERVICE AREA SCHOOL DISTRICTS PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST PROGRAM WITH MULTIPLE-SUBJECT CREDENTIAL OPTION

This Internship Partnership Option is for credential candidates who do not have a basic (e.g., Multiple-Subject, Single-Subject) credential and who wish to earn the Preliminary Mild/Moderate Education Specialist Instruction Credentials with the option to complete the Multiple-Subject Credential and/or the Preliminary Moderate/Severe Education Specialist Instruction Credential. The Authorization to Teach English Learners is met through coursework and clinical experiences.

Intern Eligibility

Eligibility for intern teaching includes:

1. Certificate of Clearance;
2. Bachelor's Degree as evidenced by official transcripts verifying awarding of Bachelor's degree;
3. Completed U.S. Constitution requirement;
4. Basic Skills Exam (CBEST or CSET Writing Skills) passed before intern teaching;
5. All CSET sections passed before intern teaching;
6. Successful progress in program coursework, Teacher Performance Assessment, and Education Specialist Teaching Performance Expectation assessments;
7. Completion of EDUC 350, 364, EDMS/EDMX 511, and EDMS/EDMX 521 or the equivalent; and
8. Tuberculin Clearance.

Candidates in this internship option must also apply with and be selected for employment as an intern with a partnering school or school district.

Authorizations and Course of Study

The Preliminary Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults with identified disabilities. The Mild/Moderate Credential authorizes instructional service to students 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. The Moderate/Severe Credential authorizes instructional service to students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities.

Coursework and clinical practice for the Mild/Moderate internship sequence usually takes two academic years to complete, inclusive of summer session offerings. Each intern candidate's course and clinical practice sequence is individually planned with the Education Specialist Intern Program Coordinator or designee.

Credential Courses Completed Prior to Internship Assignment

	Units
EDMS or EDMX 511	3
EDMS or EDMX 521	3

Courses Completed Prior to or During Internship Assignment

EDMS or EDMX 512	3
EDMS or EDMX 543	3
EDMS 555	3
EDMX 575 (Concurrent with EDMX 672)	2
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3

Clinical Practice Completed During Internship Assignment

EDMX 671 (Year 1)	7
EDMX 672 (Year 2)	7
Mild/Moderate Education Specialist Internship Total	***47***

This Internship Option ONLY:
The Preliminary Education Specialist Instruction Credential(s) may be granted prior to the Multiple-Subject Credential. To be granted the Multiple-Subject Credential, the following courses and clinical experience must be successfully completed.

Additional Courses and Clinical Practice for Multiple-Subject Credential	
EDMS 544	3
EDMS 545	3
EDMX 571	7
Multiple-Subject and Education Specialist Total	***60***

Additional Course and Clinical Practice for Preliminary Moderate/Severe Education Specialist Credential	
EDMX 573	6
EDMX 635	4
Mild/Moderate and Moderate/Severe Education Specialist Total	***70***

TPA and TPE Assessment

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 coursework 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.

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 CEHHS, Student Services Office.

Clear Credential Requirements

Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential. Successful completion of Multiple-Subject requirements results in the issuance of a 5-year Preliminary Multiple-Subject Credential that requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple-Subject 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 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.

MULTIPLE-SUBJECT CREDENTIAL PROGRAM/ ENGLISH LEARNER AUTHORIZATION WITH MIDDLE LEVEL CERTIFICATE

The Multiple-Subject with Middle Level Certificate Teacher Education Program is designed to prepare teachers to work with young adolescents in grades 5-9. Graduates of the program will hold a Multiple-Subject Credential with Authorization to Teach English Learners as well as a Certificate of Advanced Study in Middle Level Education. The Middle Level Program provides the candidate with the flexibility to teach in elementary and middle schools.

The Middle Level Program provides focused preparation in teaching, learning, and schooling for youngsters in the middle grades. Coursework is taught at a middle school site with class sessions and assignments geared to the particular needs of middle school teachers and learners. Field experiences are planned and coordinated with a small number of partner middle schools. Supervision of the clinical practice is the shared responsibility of a university faculty advisor (a teaching team member assigned to one school) and an on-site supervisor at the middle school (a full-time teacher at the site).

Admission Requirements same as Multiple-Subject.

It is recommended students obtain certification to teach departmentally in a subject area. There are three options currently available:

1. State-approved examination in a single subject content area. Refer to www.cset.nesinc.com, or call (760) 750-4277 for further information.
2. Subject Matter Programs. California State University San Marcos offers some Single-Subject Subject Matter Programs. Please contact the College of Humanities, Arts, and Behavioral and Social Sciences for eligibility.
3. Subject Matter Authorizations. The California Commission on Teacher Credentialing (CCTC) approved requirements for adding Subject Matter Authorizations as an alternative method of demonstrating single subject content knowledge based on specific coursework. Detailed information is available in the CEHHS, Student Services Office and workshops are conducted throughout the academic year. Please call (760) 750-4277 to register to attend Subject Matter Authorization workshop.
   Supplementary authorizations may also be added. Supplementary Authorizations in core academic areas are not compliant with No Child Left Behind (NCLB). Options 1 and 2 qualify candidates for the Single-Subject Credential upon successful completion of the Multiple-Subject Credential Program with Middle Level Certificate.

Student Learning Outcomes

The student (candidate) learning outcomes are defined by SB 2042 as Teaching Performance Expectations. CSUSM School of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the SOE Mission Statement and the needs of young adolescents in middle schools.

Middle Level Certificate Program

First Semester	Units
EDMI 511	3
EDMI 521	3
EDMI 543	3
EDMI 555	3
EDMI 571	7
Total	***19***

Second Semester	Units
EDMI 512	3
EDMI 522	3
EDMI 544	3
EDMI 545	3
EDMI 572 or EDMI 573	7
Total	***19***

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple- or Single-Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an online recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the CEHHS, Student Services Office.

Successful completion of the program, and state required assessments, results in issuance of a Preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program to qualify for the Clear Credential.

SINGLE-SUBJECT CREDENTIAL PROGRAM/ ENGLISH LEARNER AUTHORIZATION 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 http://www.csusm.edu/cehhs/studentservices/graduate/sasmaworkshops.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 or EDMS 573	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 CEHHS, Student Services Office.

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/soe.

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 CEHHS, Student Services Office.

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.

BILINGUAL AUTHORIZATION AND CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH

The Certificate in Advanced Study in Biliteracy Education is a program offered in conjunction with the Multiple-Subject, Middle Level, Intern, Single-Subject, and Integrated Credential Program options. The advanced certification is for those individuals wishing to provide primary language instruction to second language learners. This program is designed to provide credential candidates with primary and second language theory, curricula, instructional strategies, and methodology and is specially designed to instruct students in both their native language and in English language development across the content core curricula. The College of Education offers coursework and clinical practice which will qualify candidates with the requisite skills, knowledge, and disposition to design, implement, and teach in biliteracy and other primary language programs.

There are three (3) requirements to be recommended for the BCLAD: Spanish emphasis:

1. Certificate of Advanced Study in Biliteracy Education candidates must demonstrate the equivalent to a Foreign Service Institute level of at least three (3) in the language and culture of emphasis no more than three years prior to entering the credential program. BCLAD Emphasis: Spanish students should sign up for the language assessment prior to admission. Please call (760) 750-4905 to arrange for an appointment. There will be a fee of $50.00 per assessment ($50.00 for written assessment and $50.00 for oral assessment).

   Please note: Candidates who have passed all three subtests of the CSET: Spanish examination are NOT required to take the BCLAD: Spanish Emphasis Language Assessment.
2. At least one clinical practice placement will be in a biliteracy or other primary language program.
3. The following additional course must be successfully completed: EDML 553, 3 units In addition, it is recommended candidates complete the following course: EDML 554, 3 units

   PLEASE NOTE: Clinical Practice Placement must be completed during the program. All other requirements MUST be filled no more than one (1) year after recommendation for initial credential. Past the one year state limit, a candidate must pass the state BCLAD examinations to qualify for the BCLAD Certificate.

INTEGRATED BACHELOR OF ARTS AND MULTIPLE SUBJECT CREDENTIAL PROGRAM/ ENGLISH LEARNER AUTHORIZATION

(For admission requirements to the Integrated Bachelor of Arts, see School of Education and College of Humanities, Arts, and Behavioral and Social Sciences advising staff.)

This program provides students with a Bachelor of Arts Degree with a major in Liberal Studies from the College of Humanities, Arts, Behavioral and Social Sciences and a Multiple-Subject Credential English Learner Authorization from the School of Education. The Integrated Credential Program (ICP) consists of one prerequisite semester and five themed semesters of courses which are taken in both colleges.

The Integrated Bachelor of Arts and Multiple-Subject Emphasis Credential English Learner Authorization Program appears as Option 2 in the Liberal Studies major under the College of Humanities, Arts, Behavioral and Social Sciences.

Student Learning Outcomes

The student (candidate) learning outcomes are defined by SB 2042 as Teaching Performance Expectations (TPEs). CSUSM School of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the SOE Mission Statement. The full text of the TPEs can be found at www.csusm.edu/soe/currentstudents/tpe.html.

CLEAR RYAN CREDENTIAL

Although the Ryan credential is no longer offered as a program (California has transitioned to the SB 2042 standards), CSUSM continues to provide a means for clearing the Ryan credential. There are two options available to clear a Ryan Preliminary Credential:

1. University Recommendation

Candidates may receive a California State University San Marcos recommendation of a five-year Clear Multiple- or Single-Subject Ryan Credential if, in addition to completing program requirements for the Preliminary Ryan Credential, the candidate also satisfies:

(a) Fifth Year of Study

Completion of a fifth year of study (thirty (30) units of upper-division or graduate work). Applicants entering a professional teacher preparation program with a bachelor's degree may use the preparation program as appropriate for the fifth year.

(b) Health Education

Completion of a course in Health Education including information on alcohol, narcotics, drugs, tobacco, and nutrition (EDUC 571 or PE 201 or PE 203). The requirement includes training in infant, child, and adult cardiopulmonary resuscitation (CPR).

(c) Computer Education

Completion of an advanced Computer Education course which includes general and specialized skills in the use of computers in the support of teaching and learning integrated into the curriculum (EDUC 422 or EDST 630).

(d) Special Education

Completion of a requirement in the needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming) (EDUC 501).

2. Complete an SB 2042 Clear Teacher Induction Program

and CPR training. Contact your school district directly for details. Option two is the only option available to qualify for a Clear SB 2042 Credential.

CERTIFICATE PROGRAMS

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).*

CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL) CLAD CERTIFICATE

California Teachers of English Learners (CTEL) Program Leading to a CLAD Certificate

The CLAD certificate authorizes instruction for English language development and specially designed academic instruction delivered in English.

There are 4 requirements to be eligible for the CLAD certificate:

1. You must hold an appropriate prerequisite credential or permit.
   **Please Note: SB 2042 credential programs infuse CLAD competencies in the teacher preparation programs.
2. The second language requirement is fulfilled by completion of a bachelor's degree from an accredited college or university.
3. CTEL coursework is required to obtain the CLAD certificate.
4. A portfolio review (assessment).

Overview of the CTEL Program leading to CLAD certification

The CTEL Certificate Program at California State University San Marcos is a program within the Master of Arts in Education programs offered in the School of Education. The CTEL Certificate Program consists of 12 units of coursework (4 courses) accompanied by candidates submitting a final portfolio to demonstrate mastery of the CTEL standards.

- The four (4) courses are offered at the MA-level so that candidates completing the CTEL program can apply their courses towards a Master of Arts in Education – a 30-unit degree program.
- Candidates can complete the CTEL coursework in two to four semesters. Master of Arts classes are offered in the evenings.
- Some CTEL courses have an online component, but the CTEL Program at CSUSM is not an online program.
- The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the CTEL standards and attach assignments from the courses they completed as evidence.

CERTIFICATE OF ADVANCED STUDIES IN MULTICULTURAL EDUCATION

The Certificate of Advanced Studies in Multicultural Education prepares educators to take leadership roles for social change.

Course Requirements

EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3
Program Total	***12***

CERTIFICATE OF ADVANCED STUDY IN BILITERACY EDUCATION: SPANISH

Courses Required:

Multiple-Subject Students:

EDMS 522	EDMS 555
EDML 553	EDML 554

Program Total: 12 units

Single-Subject Students:

EDSS 521	EDSS 555
EDML 553	EDML 554

Program Total: 12 units

CERTIFICATE OF ADVANCED STUDY IN EDUCATION TECHNOLOGY*

This certificate program provides K-12 educators with experiences, knowledge of resources, and models for effective implementation of emerging technologies that support teaching and learning in on-line or face-to-face settings. The two 3-unit courses for the certificate are on-line and the one-unit courses are offered in hybrid or on-line format. The program provides a variety of experiences using Web-based tools, applications and strategies for managing digital learning that supports 21st century education. The experiences prepare teachers to be teacher-leaders in the area of innovative educational design.

The 12-unit program requires completion of two 3-unit courses and six 1-unit courses.

Three-unit on-line courses include:

EDST 640	EDST 641

One-unit on-line/hybrid courses include:

EDST 643	EDST 644
EDST 646	EDST 647
EDST 648	EDST 649

**The Certificate of Advanced Study in Education Technology is offered through Extended Learning.*

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.

Courses Required:

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

CERTIFICATE OF ADVANCED STUDY IN MIDDLE LEVEL EDUCATION

Courses Required:

EDMI 511	3
EDMI 512	3
EDMI 521	3
EDMI 522	3
EDMI 543	3
EDMI 544	3
EDMI 545	3
EDMI 555	3
Total Units	***24 units***

CERTIFICATE OF ADVANCED STUDY IN SCIENCE TEACHING

The School of Education offers a Science Education Certificate Program within the M.A. area of Science, Mathematics, and Educational Technology for Diverse Populations.

The goals and objectives of the certificate are to prepare educators who are equipped with a repertoire of knowledge, skills, and dispositions in Science Education and who demonstrate leadership in science instruction pedagogy by understanding and applying the California science education standards.

It is intended to serve regularly enrolled, graduate candidate students who wish to add an additional certificate to the Master's degree, as well as those students who would like to advance their knowledge in science teaching without necessarily taking the sequence of all the courses for the master's degree.

In order to qualify for the certificate, the candidate must:

- Obtain a minimum passing grade of B- in each of the required science courses and maintain a cumulative GPA of 3.0 in all coursework.
- Complete an Action Research Project as a field experience in an educational setting. The Action Research will be completed as part of the EDST 610 class requirement.

Courses Required:

	Units
EDST 610	3
EDST 611	3
EDST 612	3
EDST 613	3
Total Units	***12***

CERTIFICATE OF ADVANCED STUDY IN VIDEO PRODUCTION IN EDUCATION*

This certificate program provides K-12 teachers with experiences, knowledge of resources, and models for effective implementation of video production with students in their classrooms. The four courses in the certificate are all online and provide a variety of experiences in using web-based tools, project development based on student needs, and implementation of both content and Visual and Performing Arts standards in their curriculum. The experiences prepare teachers to be teacher-leaders in the area of technology in K-12 educational settings. Teachers are encouraged to supplement the certificate courses with additional video production and media courses offered in the College of Humanities, Arts, Behavioral and Social Sciences.

Course Requirements

EDST 637	3
EDST 638	3
EDST 639	3
EDST 640	3
Program Total	***12***

**This certificate is offered through Extended Learning.*

COMPUTER CONCEPTS AND APPLICATIONS SUPPLEMENTARY AUTHORIZATION*

The School of Education offers this supplementary authorization.

The following four fully online courses satisfy the requirements for the California Supplementary Authorization (CSA) in Computer Concepts and Applications. Applicants successfully completing the courses with grades of C+ (2.3) or better can apply to the state to have the CSA added to their basic teaching credential:

Courses Required:

	Units
EDST 630	3
EDST 635	3
EDST 636	3
EDST 637	3
Program Total:	***12***

The Supplementary Authorization graduate units can be applied toward the General Option of the M.A. in Education.

**The Computer Concepts and Applications Supplementary Authorization is under review at the time the catalog is being published. Changes will be published on the catalog web site: www.csusm.edu/catalog and/or in the next catalog addendum.*

DUAL LANGUAGE CERTIFICATE

The local Dual Language Certificate issued by the School of Education is designed for educators to meet the growing need of dual and multilingual education at local, national and international levels. The certificate program examines a variety of school-based models: One-Way (foreign/second language immersion programs), Two-Way (bilingual immersion programs), Developmental (maintenance bilingual programs), and Revitalization of Indigenous Languages programs. The certificate will offer candidates, teachers and school administrators an opportunity to better understand the theoretical principles, research, and instructional practices of teaching and learning in dual language immersion settings. The scope of the certificate includes 12 units of coursework (4 courses) that examines the program goals, instructional strategies, assessments, curriculum, needs of diverse populations, cross-cultural competence, leadership, and advocacy. The local Dual Language Certificate is a program within the Master's of Arts (MA) in Education – General-Option Program.

- The four (4) courses are offered at the MA-level so that candidates completing the DL program can apply their courses towards a Master's of Arts in Education – General-Option Program – a 30-unit degree program.
- Candidates can complete the local DL Certificate coursework in two to four semesters.
- The DL Certificate courses will be offered fully online in order to include a wider representation of candidates from various communities. Students must have access to a computer with camera and audio. Students must obtain a minimum passing grade of B- in each of the required DL courses and maintain a cumulative GPA of 3.0 in all coursework.
- The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the DL Certificate Learning Outcomes and attach assignments and graded rubrics from the courses they completed as evidence.

Student Learning Outcomes

The learning outcomes are addressed throughout the four classes. Candidates will understand, analyze, and reflect on the major concepts, principles, theories, and research related to Dual Language Education through the following:

- content instruction in the primary and second language to native speakers and English Learners
- curriculum development, program assessment, and inclusion of students with special needs or struggling learners
- data-informed instruction and assessment of linguistically diverse students
- cross-cultural competence for students and implications for educational leadership in diverse societies

Courses Required:

	Units
EDUC 656	3
EDUC 657	3
EDUC 658	3
EDUC 659	3
Program Total	***12***

GLOBAL TEACHER STUDIES AND PREPARATION CERTIFICATE

Courses in this 12 unit program fulfill not only the International Baccalaureate (IB) professional development requirement for program authorization and evaluation in IB schools, but also meet the requirement for University Certification. Completion of either the Primary Years or the Middle Years curriculum prepares newly credentialed teachers, experienced teachers, teacher leaders, and school site administrators for the International Baccalaureate Certificate in Teaching and Learning.

Primary Years:	**Units**
EDUC 630	3
EDUC 631	3
EDUC 632A	2
EDUC 632B	2
Select two 1-unit courses listed below	2

Middle Years:	
EDUC 632A	2
EDUC 632B	2
EDUC 633	3
EDUC 634	3
Select two 1-unit courses listed below	2

Additional one unit courses to fulfill two more units in the certificate program:

EDST 633
EDST 643
EDST 644
EDST 646
EDST 647
EDST 648
EDST 649

ADVANCED CREDENTIALS

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 designed 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

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.

PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST "ADD ON" PROGRAM

This Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist "Add On" Program is specially designed for teachers who have completed a basic (e.g., Multiple-Subject, Single-Subject) credential and have satisfied California subject matter competence requirements (an emergency or substitute permit is not a basic credential). The Authorization to Teach English Learners is met through coursework and clinical experiences.

This credential program prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities. The program provides the option to obtain a Master of Arts in Education degree with a special education emphasis. See the Master of Arts in Education – Option 3: Special Education Preliminary Preparation program description for admissions requirements, courses, and clinical practice that may be applied toward the master's degree.

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students 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. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

Requirements for program admission:

1. A basic teaching credential (e.g., Multiple-Subject, Single- Subject);
2. Submission of the Master of Arts in Education and/or Advanced Credential Programs applications and payment of a $25 application fee;
3. Interview with the special education admissions committee;
4. Two letters of recommendation from individuals familiar with the candidate's work in the field of education;
5. Statement of Purpose describing the candidate's interest in pursuing the credential(s);
6. GPA according to the university admissions policy;
7. Submission of the Graduate/Post-baccalaureate application to the University and payment of application fee; and
8. Official transcripts.

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the CEHHS, Student Services Office for details (760) 750-4277.

Program Coursework	Units
Corequisite (if equivalency has not been determined) Completion of SB 2042 program or EDST 630 or EDUC 422	3
Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 572	7
EDMX 575	2
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
Mild/Moderate Education Specialist Total	***25-28***

English Learner Authorization

Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following courses:	
EDUC 602	3
EDUC 641	3
Additional Required Courses for Single-Subject Credential Holders:	
EDMS or EDMX 521	3
EDMS or EDMX 543	3
Additional Moderate/Severe Education Specialist Course and Clinical Practice	
EDMX 573	6
EDMX 635	4
Total	***35- 50***

TPE Assessment

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

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a 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 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 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.

INTERNSHIP PARTNERSHIP WITH SERVICE AREA SCHOOL DISTRICTS FOR PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST "ADD ON" PROGRAM

This Intern Partnership Option prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities while working as a special educator. Admission requirements for the program are the same as those described for the Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist "Add On" Program.

Intern Eligibility

Eligibility for intern teaching in this program includes the following:

1. Valid teaching credential;
2. Bachelor's Degree as evidenced by official transcripts verifying awarding of Bachelor's degree;
3. Completed U.S. Constitution requirement;
4. CSET passed for subject area(s) and grade and developmental levels of students the intern will instruct;
5. Successful progress in program coursework and Education Specialist Teaching Performance Expectations;
6. Minimum of 120 clocked hours of foundational classroom management and planning, reading/language arts, specialty pedagogy, human development, and teaching English learners; and
7. Tuberculin Clearance.

Candidates in this internship option must also apply with and be selected for employment as an intern with a partnering school or school district. Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the CEHHS, Student Services Office for details (760) 750-4277.

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students 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. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

The Authorization to Teach English Learners is met through coursework and clinical experiences. The program provides the option to obtain a Master of Arts in Education degree with a special education emphasis. See the Master of Arts in Education – Option 3: Special Education Preliminary Preparation program description for application information, and courses and clinical practice that may be applied toward the master's degree.

Program Coursework	**Units**
Corequisite (if equivalency has not been determined) Completion of SB 2042 program or	
EDST 630 or EDUC 422	3
Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 575 (Concurrent with EDMX 672)	2
Clinical Practice Completed During Internship Assignment	
EDMX 672	7
Mild/Moderate Education Specialist Internship Total	***25-28***
English Learner Authorization Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following courses:	
EDUC 602	3
EDUC 641	3
Additional Required Courses for Single-Subject Credential Holders:	
EDMS or EDMX 521	3
EDMS or EDMX 543	3
Additional Moderate/Severe Education Specialist Course and Clinical Practice	
EDMX 573	6
EDMX 635	4
Total (with Moderate/Severe credential added)	***35 - 50***

TPE Assessment

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

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of creden-tial issuance by obtaining a 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 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 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.

READING AND LITERACY ADDED AUTHORIZATION

The School of Education offers a Reading and Literacy Added Authorization Program as a focus area within the General Option in the Master's Program. Students may complete only the Reading and Literacy Added Authorization Program without completing the MA. The purpose of the Reading and Literacy Added Authorization is to prepare teachers to assist other teachers and administrators in the areas of the language arts – reading, writing, listening, speaking – both in creating literacy programs and across the curriculum. Teachers will become knowledgeable about current reading and writing theory, literacy research and pedagogy, literacy development and learning, children's and adolescent literature, assessment and curriculum development. Candidates must hold a CTC-approved valid basic teaching creden-tial (or equivalent). Three years of full-time teaching experience is required prior to recommendation for the Reading and Literacy Added Authorization.

Required Courses for the Reading and Literacy Added Authorization:

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
Total Units	***18***

Please note: Candidates for the Reading and Literacy Leadership Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than a B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the Commission on Teacher Credentialing for the Reading and Literacy Leadership Specialist Credential.

READING AND LITERACY LEADERSHIP SPECIALIST CREDENTIAL

The purpose of the Reading and Literacy Leadership Specialist Credential is to prepare teachers to assume classroom, school and district leadership positions in the areas of language arts and curric-ulum. Candidates will become knowledgeable of current reading and writing theory, research and pedagogy, literacy learning, children and adolescent literature, assessment, and curriculum development. In addition, candidates will learn to assist in the development of assess-ment instruments and procedures as well as the role and responsibili-ties associated with leadership in literacy programs. Courses contain information regarding the issues of special populations, multilingual/ multicultural, and biliteracy strands, as well as projects that connect academic work to school contexts and address K-12 issues. In addition, research methodology and the utilization of technology as it relates to literacy instruction are infused throughout the courses.

Students may complete the Reading and Literacy Added Authorization Program and Reading and Literacy Leadership Specialist Credential without completing the MA. To complete the Reading and Literacy Leadership Specialist Credential, students must first complete the Reading and Literacy Added Authorization Program. Candidates must hold a CTC-approved valid basic teaching credential (or equivalent), and have three years of experience (or equivalent).

Student Learning Outcomes

The student learning outcomes for the Reading and Literacy Leadership Specialist Credential are defined by the California Commission on Teacher Credentialing. Reading and Literacy Leadership Specialist Credential authorizes the holder to provide the following services as a reading specialist in any grade level K-12, or in classes organized for adults:

1. Assist and support the classroom teacher in reading instruction and teaching strategies.
2. Select and adapt reading instruction materials; plan and conduct reading staff development.
3. Assess student progress and monitor student achievement in reading.
4. Provide direct reading intervention work with students.
5. Develop and coordinate reading programs at the school, district, or county level.

Required Courses for the Reading and Literacy Leadership Specialist Credential (12 additional units beyond the Reading and Literacy Added Authorization)

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
EDUC 618	3
EDUC 619	3
EDUC 623	3
EDUC 627	3
Total units	***30***

Please note: Candidates for the Reading and Literacy Leadership Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than a B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the Commission on Teacher Credentialing for the Reading and Literacy Leadership Specialist Credential.

MASTER OF ARTS IN EDUCATION

Philosophy

The Master's Program at California State University San Marcos is characterized by its emphasis on critical pedagogy and reflective practice. Its view of the classroom teacher and administrator as an instructional, ethical, and curricular leader places high value on individual empowerment, on multiple ways of knowing, on the construction of meaning, and on the production (vs. reproduction) of knowledge.

Objective

The Master of Arts in Education is designed for classroom teachers, administrators, and other educators who wish to extend or refine their knowledge and skills beyond the level attained in their previous studies. For some, master's level study is a way to improve their performance in the classroom; others seek preparation for leadership roles at the school or district level; still others may wish to use master's studies as the basis for graduate work at the doctoral level.

English Learner Competency

All options of the Master of Arts in Education require students to achieve competence in instructing English learners. Candidates who do not currently possess the Bilingual/Authorization, or B/CLAD, or SB 2042 English Learner Authorization, or Cross-Cultural, Language and Academic Development (CLAD) must take courses in order to apply for the state-approved CTEL Program Certification. Details found on page 152. Communicative Sciences & Disorders does not have this require-ment.

The CTEL Certificate

The CTEL Certificate Program consists of 12 units of coursework (4 courses) accompanied by candidates submitting a final portfolio to demonstrate mastery of the CTEL standards. The four (4) courses are offered at the MA level so that candidates completing the CTEL program can apply their courses towards a Master of Arts in Education – a 30-unit degree program. The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the CTEL standards, and attach assignments from the courses they completed as evidence. The portfolios are reviewed and assessed by the leadership team responsible for administering the CTEL program under the direction of the Coordinator of the Multicultural/Multilingual Programs.

The CTEL Certificate program leads to issuance of a CLAD Certificate. Please see page 155 for CTEL requirements.

Program Overview

The Master of Arts in Education consists of three components: Core Coursework, the Option, and the Culminating Experience.

1. The Core Coursework

All master's students in the School of Education will complete the Core Coursework for a total of six (6 units), as follows:

EDUC 602 or EDAD 610
EDUC 622

2. The Options

The options allow students to pursue their particular areas of interest according to their individual needs and goals. Students may choose from the following Options:

- General
- Educational Administration
- Special Education

3. The Culminating Experience

All MA students in the School of Education must complete EDUC 698 - Master's Culminating Experience Seminar (3 units) as part of the culminating experience for Master's study. The culminating experience may be a thesis; a project, including The National Board Certification Teacher (NBCT) process; or the National Examination in Speech Language Pathology (PRAXIS); or a comprehensive examination as permitted by the option. Master's candidates are encouraged to work collaboratively and may choose from a variety of forms to present their work.

Admission Requirements

General requirements are listed below. Any additional requirements for specific options are found in the description for that option.

Required:

1. Basic credential.
2. Application for the Master of Arts in Education in the School of Education and $25 fee.
3. Interview with appropriate School of Education Admissions Committee.
4. Two (2) letters of recommendation from individuals familiar with the candidate's work in the field of education.
5. Statement of Purpose describing the candidate's interest in pursuing the degree.
6. GPA according to the university admission policy.
7. Completion of the Graduate/Post-baccalaureate Application to the University.
8. Official transcripts.

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Other Master of Arts in Education Requirements

The following information applies to all master's students in the School of Education:

- Prerequisite: Successful completion of an option and advancement to candidacy.
- Planning, preparation, and completion of a culminating experience under the direction of a faculty committee.
- Collaboration among master's students and school districts is encouraged.
- Note: candidates must continually enroll in EDUC 698 until successful completion of the culminating experience.
- Upon faculty approval, up to nine (9) units of graduate-level coursework in education or a related field may be transferred into the program.

Grading

All coursework will earn a letter grade. A grade-point average of 3.0 must be maintained and any grade of less than a B- will be subject to review.

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 118 for more information regarding this requirement.

Student Learning Outcomes

Students graduating with a Master of Arts in Education will:

- Meet California Commission on Teacher Credentialing English Learner competencies, if not already met through a basic credential program.
- Create a Social Justice Action Plan (EDUC 602).
- Be effective consumers of educational research (EDUC 622 – Research Proposal).
- Develop and apply research skills to address practice within the candidate's teaching setting.
- Meet additional individually-designed program outcomes that address their professional goals.

Areas of Study:

Schooling, Culture, and Language

Schooling, Culture, and Language courses prepare educators to take on leadership roles for social change. Such areas of focus may include, but are not limited to: multicultural curriculum development; differentiated instruction for English learners; culturally and linguistically diverse students; students with special needs; and working collaboratively with families and communities. Candidates are also able to earn an optional Multicultural Specialist Certificate by completing the following coursework:

EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3

Science, Mathematics, and Educational Technology for Diverse Populations

Courses in this area prepare teachers for positions of leadership at the school or district level in the areas of science, mathematics, and/or educational technology. This coursework is designed for teachers who wish to strengthen their knowledge and performance in one of these areas. Candidates are also able to earn an optional Science Education Certificate by completing the following coursework:

EDST 610	3
EDST 611	3
EDST 612	3
EDST 613	3

Teaching, Learning, and Leadership

Courses within this area are designed for K-12 teachers in any subject area who wish to enhance their expertise as educators. Coursework focuses upon the examination of who is being taught, how they learn, and the development of best teaching practices to meet the needs of all students.

Educational Administration

These courses prepare site and district administrators for positions of leadership in the elementary, middle, and secondary schools and is fully described under the Masters Program, Option 2. General Option candidates, may, however, use courses within this area to also satisfy the 21-unit course electives required for the General Option.

Literacy Education

Courses within this area prepare teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Candidates may earn a Reading and Literacy Added Authorization or a Reading and a Literacy Leadership Specialist Credential on the way to a master's degree, or use courses within this area to satisfy the 21-unit course electives required for the General Option.

The M.A. in Education, General Option with a focus in Literacy Education is offered entirely on-line through Extended Learning.

International Baccalaureate Teacher Studies and Preparation

Courses in this area fulfill the International Baccalaureate (IB) professional development requirement for program authorization and evaluation in IB schools. Completion of either the Primary Years curriculum or the Middle Years curriculum prepares newly credentialed teachers, experienced teachers, teacher leaders, and school site administrators for the International Baccalaureate Teacher Award Level I Certificate.

Primary Years:	**Units**
EDUC 630	3
EDUC 631	3
EDUC 632A	2
EDUC 632B	2

Middle Years:	
EDUC 632A	2
EDUC 632B	2
EDUC 633	3
EDUC 634	3

Special Education

Courses prepare educators to take on leadership roles in the delivery of special education services to children and youth with identified disabilities. These courses provide an advanced career path in special education for those who hold a valid basic teaching credential (or equivalent) and are seeking to concentrate in Special Education.

Option 1: General Option
(30 units)

Candidates must complete the core coursework (6 units), the culminating experience (3 units), and 21 units of 600-level elective courses selected to best suit their interests and goals. Upon faculty approval, up to nine (9) units of 500-level credential coursework taken at CSUSM as a post-baccalaureate student may be applied toward the 21 units of electives; each such applied unit reduces the number of units that may be transferred into the program. The elective courses may be chosen from the following described areas. Optional certificates are also available to those completing certain collections of courses within specified areas.

Option 2: 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

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.

Credential Courses 24 units (see above)
Additional courses required for the Master's:

EDUC 622	3
EDUC 698 (Thesis Project)	3
Program Total	***30***

Option 3: Preliminary Special Education Credential
(31-44 units)

The Master of Arts in Education Preliminary Special Education Credential Option is specially designed for teachers who hold a valid basic teaching credential and who are seeking both a master's degree and a career path in special education by adding on the Mild/Moderate and the Moderate/Severe Preliminary Education Specialist Credential(s).

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students 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. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. Both credentials authorize instruction of English learners.

Requirements for program admission:

1. A basic teaching credential (e.g., Multiple Subject, Single Subject);
2. Submission of the Application for Master of Arts in Education and/or Advanced Credential Programs applications and payment of a $25 application fee;
3. Interview with the special education admissions committee;
4. Three letters of recommendation from individuals familiar with the candidate's work in the field of education;
5. Statement of Purpose describing the candidate's interest in pursuing the credential(s);
6. GPA according to the university admissions policy;
7. Submission of the Graduate/Post-Baccalaureate Application to the University and payment of application fee; and
8. Official transcripts.

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the CEHHS, Student Services Office for details (760) 750-4277.

Program Coursework

Pre/Corequisite (if equivalency has not been determined) Completion of SB 2042 program

or

	Units
EDST 630 or EDUC 422	3
Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 572 or 672	7
EDMX 575	2
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
Core Master of Arts in Education Courses	
EDUC 602	3
EDUC 622	3
EDUC 698	3
Master of Arts and Mild/Moderate Education Specialist Total	***34-37***
Additional Course and Clinical Practice for the Preliminary Moderate/Severe Education Specialist Credential	
EDMX 573	6
EDMX 635	4
English Learner Authorization Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following course:	
EDUC 641	3
Additional Required Credential Courses for Single-Subject Credential Holders	
EDMS or EDMX 521	3
EDMS or EDMX 543	3
Total	***34-56***

TPE Assessment

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 coursework 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

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a 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 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 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.

DOCTORATE IN EDUCATIONAL LEADERSHIP

The Joint Ed.D. in Educational Leadership Graduate Group includes core and affiliated faculty from two universities: California State University San Marcos (CSUSM) and University of California, San Diego (UCSD).

Core Faculty:

CSUSM:
Kenneth P. Gonzalez, Ph.D.
Manuel Vargas, Ph.D.
Sinem Siyahhan, Ph.D.
Delores Lindsey, Ph.D.
Patricia Stall, Ph.D.

UCSD:
Thandeka Chapman, Ph.D.
Shana R. Cohen, Ph.D.
Frances Contreras, Ph.D.
Alan J. Daly, Ph.D.
Amanda Datnow, Ph.D.
Chris Halter, Ph.D.
Carolyn Hofstetter, Ph.D.
Tom Humphries, Ph.D.
Gabrielle Jones, Ph.D.
Makeba Jones, Ph.D.
Jim Levin, Ph.D.
Paula Levin, Ph.D.
Mica Pollock, Ph.D.
Alison Wishard Guerra, Ph.D.

Program Directors:

Kenneth P. Gonzalez, Ph.D.
Frances Contreras, Ph.D.

Program Description

The Joint Ed.D. in Educational Leadership is designed to address the needs of outstanding individuals who seek doctoral preparation in research on educational practice and who aspire to leadership positions within the PK-12 and postsecondary educational communities. The program is designed to increase the knowledge and abilities of PK-12 and post-secondary administrators in response to the educational settings of the twenty-first century. The coursework highlights the importance of educational equity for all segments of the community. It is expected that graduates of this program will demonstrate a high quality of leadership skill and bring about significant improvement in public schools.

The program is designed for candidates who are creative thinkers, who have superior problem solving abilities, and who demonstrate an interest in using research to bring about improvements to educational policy and practice. We will seek professionals who have a desire to deepen their understanding of the educational reform process from both theoretical and practical perspectives. Candidates are expected to have a desire to promote effective practice informed by developments in research and theory.

Candidates will primarily be practicing PK-12 and postsecondary administrators in San Diego, Imperial, South Riverside, and South Orange Counties. Their full-time employment is viewed as an asset in that it will provide important opportunities to apply and evaluate theoretical and empirical material covered in coursework. Candidates will matriculate through the program as a cohort group.

Student Learning Outcomes

Students who graduate with an Ed.D. in Educational Leadership will:

1. Use evidenced-based decision making to better understand the underlying challenges faced by regional educational institutions.
2. Undertake research on professional practice to attain systematic changes to improve instruction and management of educational institutions.
3. Develop habits-of-action to more effectively lead and manage educational institutions.
4. Expand the disciplinary knowledge base on all aspects of educational leadership.
5. Use appropriate technology to support instruction and the management of educational organizations.
6. Focus on personal leadership capacity building to better serve organizational needs.

Application and Admission Requirements

In addition to meeting the general admissions requirements and being accepted by the Graduate Divisions of UCSD and CSUSM, candidates must be recommended for admission by the program's Graduate Admissions Committee on the basis of standards of excellence as evidenced by:

(a) Completion of master's degree
(b) A professional resumé
(c) Statement of purpose that describes:
- Demonstrated leadership experience (examples include: completion of work for the Preliminary or Professional Administrative Services Credential (Tier 1 or Tier 2) for PK- 12; Program Director at a school, district, or regional institution; Community College Project Director; postsecondary administration; in region professional education experience);
- Knowledge of educational research and application to practice; and
- Plan for how participation in program will shape candidate's future in leadership practice; and
- Potential areas of interest for dissertation research.

(d) A total of three letters of support, two of which speak to leadership skills, and one of which speaks to the candidate's ability to engage doctoral level work;
(e) A writing sample, which might include a published article, thesis, or paper written for a graduate course;
(f) Transcripts of previous academic coursework taken during completion of baccalaureate and master's degree work, in addition to other postbaccalaureate work, will be considered in determining the candidate's academic standing;
(g) Results from all three sections of the Graduate Record Examination (GRE) aptitude test.

No foreign language is required for this degree program. The program can be completed in three calendar years (4 quarters/year including summers; 12 course units per quarter) and will consist of 108 quarter units of study. Classes will be held during the late weekday afternoons, weekday evenings, weekends, and during the summer to accommodate the schedules of working school administrators. Although this is a Joint Doctoral program through UCSD and CSUSM, all candidates will be required to be enrolled through UCSD. In order to meet residency requirements, students must be enrolled for a total of 36 quarter units (or semester equivalent) for one year (four quarters) at UCSD and CSUSM. Candidates will be admitted in the fall term only.

Students will normally require three (3) calendar years (four quarters per year) to complete the degree requirements. Total time to qualifying may not exceed three (3) years, total time on support is limited to four (4) years, and total registered time may not exceed five (5) years.

Degree Requirements

The program requires a series of core courses that address fundamental subject areas in educational leadership, such as leadership in curriculum design and delivery, instructional leadership and research, equity and diversity, change theory and human motivation, and current issues and policy analysis; it also provides broad training in research methods and the application of this training in the preparation of doctoral dissertation research.

Leadership research practicum requires students to demonstrate the integration of coursework and practice. Students will be expected to initiate field-based research projects that are consistent with the objective of the particular course. Candidates in the program will typically select a practice-based research topic for their dissertation. Integrating theory, research, and practice is a distinctive characteristic of the program. By the completion of the summer session of the first year, all candidates will be required to submit the Qualifying Paper (which serves as the Comprehensive Examination). This is a substantial written report consisting of a comprehensive literature review on a significant topic in educational leadership. This will provide an opportunity to assess the candidate's substantive knowledge, analytical reasoning, and writing proficiency. It is expected to be of publishable quality.

During the second year, students will select and develop a research proposal for the dissertation. Candidates will submit the dissertation proposal and defend it before the dissertation committee by the end of the second year of the program. When this requirement is satisfactorily completed, the student will advance to candidacy.

The focus of the third year of study will be conducting dissertation research, completion of writing of the dissertation, and defending the dissertation. The dissertation will present the results of the candidate's independent investigation in a manner that contributes to professional knowledge in education and enables the improvement of school practice.

Course of Study

First Year Program

(36 Quarter Units)

Re-thinking Leadership	4
Leadership for Learning	4
Leadership for a Diverse Society	4
Leadership for Organizational Change	4
Educational Research and Evaluation Design A	4
Leadership for Organizational Development	4
Educational Research and Evaluation Design B	4
Leadership Research Practicum A	2
Leadership Research Practicum B	2
Leadership Research Practicum C	2
Qualifying Paper Preparation	2

Second Year Program

(36 Quarter Units)

Educational Research and Evaluation Design C	4
Leadership for the Future	4
Advanced Topics in Leadership A or B	4
Advanced Research and Evaluation Methods A	4
Advanced Research and Evaluation Methods B	4
Advanced Research and Evaluation Methods C	4
Dissertation Research	2
Advanced Leadership Research Practicum A	2
Advanced Leadership Research Practicum B	2
Advanced Leadership Research Practicum C	2

Third Year Program

(36 Quarter Units)

Dissertation Research A	4
Dissertation Research B	4
Dissertation Research C	4
Dissertation Research D	4
Dissertation Writing Seminar A	4
Dissertation Writing Seminar B	4
Dissertation Writing Seminar C	4
Dissertation Writing Seminar D	4
Colloquium on Educational Leadership A	2
Colloquium on Educational Leadership B	2

For further information, contact Dr. Ken Gonzalez at: kgonzalez@csusm.edu or Phuong "Nam" Nguyen at: pnguyen@csusm.edu, or visit: http://tep.ucsd.edu/graduate/educational-leadership.html.

HUMAN DEVELOPMENT

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Program Director:
Alice Quiocho, Ed.D.

Faculty:
Rodney Beaulieu, Ph.D.
Rafael Hernandez, Ph.D.
Fernando I. Soriano, Ph.D.
Noriko Toyokawa, Ph.D.

Programs Offered:

- Bachelor of Arts in Human Development Areas of concentration:
  - Counseling Services
  - Health Services

The human development major is an multidisciplinary program that focuses on human growth and development throughout the life span, and on the familial, social, cultural, and political networks in which individuals develop. The human development major is designed to prepare undergraduates to succeed in an increasingly diverse cultural, ethnic, economic, and political environment. Respect for those differences in the context of human service settings is an integral part of our program.

Human Development Mission Statement

The mission of the Human Development Program at California State University San Marcos is to promote a lifespan understanding of human development using multidisciplinary, interdisciplinary, and multicultural perspectives. Students in the Human Development Program explore the complex interplay of body, mind, culture, and social/environmental factors and its influence on developmental processes, outcomes, and service delivery by surveying the subject matter from the perspectives of psychology, sociology, biology, and anthropology, as well as integrative coursework. Students also acquire this knowledge through applied learning experiences using problem-based learning and field experience methods.

In support of this mission, the Human Development Program engages students in a challenging academic curriculum which combines traditional classroom learning with experiential problem-based and field experience opportunities in human development-related professions in diverse settings. In addition to completing required core coursework, each student completes a set of approximately six courses chosen from one of four concentrations: Health Services, Children's Services, Adult and Gerontological Services, and Counseling Services. Courses within each of these concentrations have been selected to provide a solid educational foundation for students wishing to pursue careers in each of these arenas. Experiential learning is gained from field experience where students participate in community service learning activities related to their career and intellectual interests in human development. Students also conduct an applied research study on subject matter in human development of particular interest to them. These field activities are combined with classroom-based reflection exercises facilitated by Human Development faculty.

Student Learning Outcomes

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

1. Explain, compare, contrast and apply dominant theories of development in terms of interactions among cultural, biological, psychological, social processes with sensitivity to roles of gender, gender expression, sex, sexual orientation, race, ethnicity, culture, class, national origin, immigrant status, and disability/different ability in shaping developmental processes and outcomes.
2. Demonstrate skills, knowledge and goal settings related to employment in health and human service careers, and critically select culturally appropriate assessments and intervention approaches and apply ethical standards of professional conduct.
3. Design, conduct and present an original research project, demonstrating a basic understanding of research methods commonly used in human development.
4. Use theory as a framework to understand and explain basic delivery of services for problems or situations addressed in applied settings such as counseling, healthcare, and education.
5. Summarize the structure and operation of social service organizations, including their funding, staffing and successful delivery of services.
6. Describe and document professional development and evolution including field experiences in human service settings, and apply self-care and self-directed learning.

Special Conditions for the Bachelor of Arts in Human Development

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the human development major must have been completed at Cal State San Marcos.

Advising

Students first consult the Human Development Advisor in Student Services in COEHHS for assistance. After meeting with the HD Advisor, students may consult the faculty advisor for additional support.

Career Opportunities

Students with a Bachelor's degree in Human Development are qualified to work in a variety of settings related to providing services for others. These might include health care, child and adult care centers, community projects providing outreach to youth and adults, service related government agencies, assisting with community development. A Bachelor's degree in Human Development may also prepare students for graduate studies in marriage, family, and child counseling, social work, teaching, non-profit organizations, or psychology. Students interested in these career opportunities should consult with advisors in appropriate areas before planning their programs. Finally, the Human Development major will prepare students for master's and doctoral level training in fields such as Sociology, Social Work, Marriage and Family Therapy, Anthropology, Ethnic Studies, Women's Studies, Psychology, Human Development and family services.

BACHELOR OF ARTS IN HUMAN DEVELOPMENT

	Units
General Education*	51
Preparation for the Major*	15
Major Requirements	37-40

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

Preparation for the Major

Lower-division (15 units)

ANTH 200*	3
HD 101	3
PSYC 100*	3
PSYC 220	3
PSYC 230	3

Major Requirements

Upper-division (37-40 units)

Core Courses 19-20

Three (3) units of Theory 3
HD 301

Three (3) units of Management and Administration 3
HD 300

Seven (7) units of Field Studies 7
HD 495
HD 497

Three to four (3-4) units chosen from the following courses: 3-4

ANTH 301	PSYC 341
ANTH 340	SOC 313
ID 340	SOC 375
PSYC 333	

Three (3) units of Capstone 3
HD 490

Eighteen to twenty (18 to 20) units in the Concentration areas (upper-division): 18-20

**Also satisfies a total of six units of lower-division General Education requirements (Areas D and D7).*

Counseling Services Concentration Requirements

This concentration focuses on psychological well-being and distress throughout the human life span.

Eighteen to nineteen (18-19) units of upper-division requirements

HD 360	3
HD 361	3
PSYC 334 or PSYC 336 or PSYC 363	3

Chosen one of the following courses: 3

BIOL 316	BIOL 325
BIOL 320	BIOL 326
BIOL 321	BIOL 327
BIOL 323	BIOL 328

Choose one of the following courses: 3

PSYC 330	PSYC 350
PSYC 332	PSYC 352
PSYC 334*	PSYC 356
PSYC 336*	PSYC 428
PSYC 340	PSYC 461
PSYC 343	

**Students are strongly recommended to take either PSYC 334 or PSYC 336 as their elective choice in this category, but it cannot be double-counted.*

Choose one of the following courses: 3-4

SOC 303	SOC 327
SOC 307	SOC 331
SOC 316	SOC 415
SOC 321	SOC 417
SOC 325	SOC 429

Total Units ***18-19***

Health Services
Concentration Requirements

This concentration focuses on physiological well-being and illness throughout the human life span.

Eighteen to nineteen (18-19) units of upper-division requirements

HD 350		3
Choose two of the following courses:		6
BIOL 316	BIOL 325	
BIOL 320	BIOL 326	
BIOL 321	BIOL 327	
BIOL 323	BIOL 328	
Choose two of the following courses:		6
PSYC 330	PSYC 360	
PSYC 334	PSYC 362	
PSYC 336	PSYC 363	
PSYC 340	PSYC 432	
PSYC 350	PSYC 461	
PSYC 356		
Choose one of the following courses:		3-4
HD 361	SOC 324	
SOC 309	SOC 331	
SOC 314	SOC 419	
SOC 316	SOC 427	
SOC 321	SOC 429	
Total Units		***18-19***



KINESIOLOGY

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Faculty:
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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

BACHELOR OF SCIENCE IN KINESIOLOGY

Option in Applied Exercise Science

This option prepares students to meet academic requirements needed for enrollment into postgraduate programs (MS) in Exercise Science/ Physiology/Human Performance, and potentially Occupational Therapy or Nutrition/Dietetics,or to pursue careers in personal training, strength and conditioning, corporate wellness, or the fitness industry after graduation. However, students wishing to meet all requirements for entry into specific graduate programs should meet with the Kinesiology Undergraduate Advisor and/or faculty, and contact potential graduate schools to obtain exact entry requirements.

Option Requirements

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

Students must take a sufficient number of 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 Elective (3-4)*

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

This option prepares students for professional service in health/fitness education and promotion, wellness coaching, health research, and community health advocacy and programming. Graduates will be skilled in promoting positive, personal behavior changes that have an impact on the health of individuals and their communities. Graduates will be well-prepared to pursue graduate programs in public health, kinesiology, and health science.

Option Requirements

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

Students must take a sufficient number of 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)
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

This option prepares students to meet academic requirements needed for enrollment into postgraduate programs in physical therapy, and can be supplemented with additional coursework for such programs as pre-med and pre-dental. Upon graduation, students may obtain employment in a broad range of medical, commercial, and educational settings. However, students wishing to meet all requirements for entry into specific graduate programs in these careers should meet with Kinesiology faculty, and contact potential graduate schools to obtain exact entry requirements.

Option Requirements

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

Students must take a sufficient number of 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)

	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

MASTER OF SCIENCE 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 many fields. Our state-of-the-art laboratories maintain the equipment needed to conduct innovative research. 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.



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:

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

*The Master in Public Health is offered through the Office of Extended Learning.

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

1. Identify public health status and needs through community populations assessment.
2. Develop comprehensive plans and policies to address public health problems and needs.
3. Analyze and apply best implementation practices of public health programs.
4. Evaluate public health plans and develop an evaluation system to measure a plan's effectiveness.

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 and 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.

Health Promotion and Education

Course of Study

Fall semester
PH 501
PH 502
PH 504

Spring semester
PH 503
PH 505
PH 506

Summer Session
PH 507
PH 530

Fall semester (year 2)
PH 531
PH 532
PH 533
PH 698A (1 unit)

Spring semester (year 2)
PH 695
Elective
PH 698A (1 unit)

Summer Session
PH 698A (1 unit)

Global Health

Fall semester
PH 501
PH 502
PH 504

Spring semester
PH 503
PH 505
PH 506

Summer Session
PH 507
PH 560

Fall semester (year 2)
PH 561
PH 562
PH 563
PH 698A (1 unit)

Spring semester (year 2)
PH 695
Elective
PH 698A (1 unit)

Summer session
PH 698A (1 unit)

All program options may not be offered every year. The particular program options offered during a particular year/cohort will depend upon student demand.

Admissions Requirements and Application

General Requirements--The minimum requirements for admission to graduate and post-baccalaureate studies at a California State University campus are in accordance with University regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. In order to be admitted to CSU San Marcos as either a post-baccalaureate student or as a graduate student, students must meet the following requirements:

1. Have completed a four-year college course of study and hold a baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation as determined by appropriate campus authorities;
2. Be in good academic standing at the last college or university attended;
3. Have attained a grade point average of at least 2.5 in the last 60 semester (90 quarter) units attempted; and
4. Satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as determined by each graduate program.

Supplementary Criteria for Admission into the MPH Program

1. Copy of official transcript(s) from all college work to be sent directly to the MPH Graduate Program Coordinator.
2. Two letters of recommendation from persons familiar with the student's academic qualifications and/or professional experience relevant to the MPH degree.
3. A 300-500 word narrative statement describing how the program relates to professional goals.
4. A current resume demonstrating experience (paid or volunteer) in public health, health education, health science, or a related area if Bachelor's degree is not in a health-related area.
5. A grade of C (2.0) or better in the following courses:
   - o Statistics
   - o Introduction to Psychology

Application Deadlines

Visit the Public Health and/or Extended Learning website for information on application deadlines.

Continuation

A student who earns less than a B in any course will be allowed to repeat the course one time with the next cohort. Failure to pass the course a second time with a grade of B or better will provide justification for disqualification from the program. Per campus policy, all graduate students must maintain a GPA of at least 3.0 in each semester of the program in order to maintain good academic standing.

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 the General Catalog for more information regarding this requirement.

Advancement to Candidacy

Advancement to candidacy will occur after a student successfully completes PH 507 (Research Methods and Proposal Writing) with a grade of B or better, and successfully presents a thesis/project proposal to the thesis/project committee.

SPEECH-LANGUAGE PATHOLOGY PREPARATION PROGRAM

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 142	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 142 is a course in Statistics.

SPEECH-LANGUAGE PATHOLOGY

Office:
Extended Learning

Telephone:
(760) 750-8729

Faculty:

Erika Daniels, Ed.D.
Elizabeth Garza, Ed.D.
Lori Heisler, Ph.D.
Michael McDuffie, Ph.D.
Suzanne Moineau, Ph.D.
Alice Quiocho, Ed.D.
Jodi Robledo, Ph.D.
Alison Scheer-Cohen, Ph.D.

Program Offered:

- Bachelor of Science in Speech-Language Pathology

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 Student Learning Outcomes

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

1. The student must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, development, 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.

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.

BACHELOR OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

	Units
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 142	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.

MASTER OF SCIENCE 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 holds Accreditation by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-Language and Hearing Association.

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

http://www.speechandhearing.ca.gov/

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 142	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 (2units)	
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 118 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

MASTER OF SOCIAL WORK*

Office:
University Hall, Room 321, Chair
University Hall, Room 321, Administrative Support

Telephone:
(760) 750-7374

Department Chair:
Blake Beecher, MSW, Ph.D., Chair

Faculty:
Leandro Galaz, MSW
Jeannine Guarino, LCSW, Co-Field Director
Lorene Ibbetson, LCSW, Co-Field Director
Madeline Lee, MSSW, Ph.D.
Jacky Thomas, MSW, Ph.D.
Jimmy Young, MSW, MPA, Ph.D.

Programs Offered:

- Master of Social Work, Concentrations in:
  - Children, Youth, and Families Concentration
  - Behavioral Health (BH) Concentration

The Master of Social Work (MSW) program is designed to develop culturally competent, ethical, and effective professionals for direct social work practice with diverse populations. Students choose from concentrations in Children, Youth, and Families, and Behavioral Health in their advanced year. The MSW program will prepare students for direct practice in public, private, and non-profit agencies and organizations in social services, child welfare services, human services, healthcare, and mental health settings.

Mission

The Mission of the Master of Social Work program at California State University San Marcos is to provide an academic and professional education of the highest quality to students seeking to become committed social work professionals engaged in direct social work practice in culturally, economically, and socially diverse rural and urban environments, especially in San Diego and Riverside Counties and the Southern California region. The program's concentrations focus on serving the needs of children, youth, and families, and caring for the behavioral health needs of individuals and families in our communities.

Working primarily in public, private, and nonprofit agencies, graduates help culturally-diverse individuals, families, organizations, and communities recognize their strengths, access needed resources, and empower themselves to reach their goals and potential.

**The Master of Social Work is offered through Extended Learning.*

Program Goals

The following six program goals are based upon the mission of the MSW program. These goals are intended to further operationalize the mission. They are applicable to both the foundation and advanced concentration curriculum.

The MSW program will produce social work graduates who:

1. Are equipped with relevant research, knowledge, skills, and ethical values to meet diverse social service needs in San Diego and Riverside Counties;
2. Are prepared to engage in evidence-based practice in private, public, and nonprofit organizations responding to social problems inclusive of poverty, mental illness, child abuse, and family instability;
3. Have prevention and intervention skills to assist individuals, families, and groups in achieving life goals and resolving distress;
4. Understand the impact of racism, sexism, and other forms of oppression and discrimination, and the skills to address the social problems resulting from these forms of oppression;
5. Understand the role that economic, political, and various social systems contribute to social and economic justice and injustice;
6. Are effective change agents committed to social justice and life-long learning in increasingly complex, culturally, economically, racially, and socially diverse communities.

Student Learning Outcomes

The Student Learning Outcomes (SLOs) for social workers are defined by the national accrediting body, the Council on Social Work Education (CSWE) and encompass the following 9 competencies:

1. Demonstrate Ethical and Professional Behavior Competency
2. Engage Diversity and Difference in Practice Competency
3. Advance Human Rights and Social, Economic, and Environmental Justice Competency
4. Engage In Practice-informed Research and Research-informed Practice Competency
5. Engage in Policy Practice Competency
6. Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities Competency
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Admission Requirements and Application

Admission into the Master of Social Work program requires an undergraduate degree from an accredited college or university. Computer literacy is expected. The appropriateness of undergraduate preparation and relevant experience will influence admission to the program.

Specific admission criteria are:

- Applicant must meet the general requirements for admission to graduate studies at CSUSM.
- Overall minimum undergraduate grade point average of 3.0 in the last 60 semester (90 quarter) units completed.
- Completion of an undergraduate course in statistics, preferably in the social and behavioral sciences.
- TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and a 4.5 on the TWE.
- Submission of a completed MSW program application.
- One set of official transcripts from college and universities attended with official verification of graduation.
- A personal statement stating the applicant's reasons for pursuing the MSW degree, describing the applicant's relevant work/volunteer experience, and demonstrating the applicant's past academic performance. The personal statement must conform to the guidelines as specified in the Admissions Packet.
- Three letters of recommendation; including either two academic and one professional, or two professional and one academic reference letter. (Please note: personal references will not be accepted.)
- A resume including volunteer, internship, or other paid or unpaid experience in social work or human services positions.
- In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant academic credit for previous life or work experience.

Degree Requirements and Courses

The Master of Social Work (MSW) is a 60 unit, full-time graduate program that may be completed in two or three years. The two year program option consists of 30 units in the generalist foundation year and 30 units in the concentration year. Students will choose one of these two concentrations: Children, Youth, and Families (CYF), or Behavioral Health (BH).

For the three year curriculum, students will take 18 units of course work during the foundation year that is divided into fall, spring and summer semesters. During the second and third years, students will have their field internships, and will take 24 units in the second year, to be divided as nine units for fall and spring semesters each and six units in the summer and then 18 units during their final year.

Students must maintain a minimum 3.0 GPA in the MSW program, earn Credit in all Field Instruction courses and Culminating Experience course(s) and earn at least a "C" (2.0) in all other required courses to graduate. Any units applied to the MSW program and not earned in residence at CSU San Marcos must have approval by the student's graduate advisor and the MSW Program Director or designee. All requirements for the MSW degree must be completed within five years from starting the MSW coursework. Those students electing to complete a traditional qualitative or quantitative thesis must secure IRB approval, have supervision by a thesis advisor, and successfully complete an oral defense of their thesis. Students not doing a traditional thesis must successfully complete a comprehensive exam.

During the program, students will complete all required hours of field experience in local and regional social services or related agencies or organizations.

Course of Study

Students in full-time (2 year) attendance will proceed with the graduate coursework in the following manner:

Year 1: Foundation Year Courses

Fall Semester: 15 units
MSW 500
MSW 510
MSW 520
MSW 525
MSW 540

Spring Semester: 15 units
MSW 501
MSW 511
MSW 512
MSW 541
MSW 550

Year 2: Concentration Year Courses

Children, Youth, and Families (CYF) Concentration

Fall Semester: 15 units
MSW 630A
MSW 642
MSW 602
MSW 650
600-level MSW elective or MSW 695, Thesis I

Spring Semester: 15 units
MSW 631A
MSW 635A
MSW 643
MSW 698
600-level MSW elective

Behavioral Health (BH) Concentration

Fall Semester: 15 units
MSW 630B
MSW 642
MSW 602
MSW 650
600-level MSW elective or MSW 695, Thesis I

Spring Semester: 15 units
MSW 631B
MSW 635B
MSW 643
MSW 698
600-level MSW elective

Students in part-time (3 year) program will proceed with the graduate coursework in the following manner:

Year 1: Foundation Course

Fall Semester: 6 units
MSW 500
MSW 520

Spring Semester 6 units
MSW 501
MSW 525

Summer Semester: 6 units
MSW 602
600-level MSW elective

Year 2: Foundation Course

Fall Semester: 9 units
MSW 510
MSW 540
MSW 550

Spring Semester: 9 units
MSW 511
MSW 512
MSW 541

Summer Semester: 6 units
MSW 650
600-level MSW elective or MSW 695, Thesis I

Year 3: Concentration Course

Children, Youth, and Families (CYF) Concentration

Fall Semester: 9 units
MSW 630A
MSW 642
MSW 698

Spring Semester: 9 units
MSW 631A
MSW 635A
MSW 643

Behavioral Health (BH) Concentration

Fall Semester: 9 units
MSW 630B
MSW 642
MSW 698

Spring Semester: 9 units
MSW 631B
MSW 635B
MSW 643

Advancement to Candidacy

The student will advance to Master's Degree candidacy upon the completion of 30 semester credit hours of coursework, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of a Thesis proposal by the student's Thesis Advisor, if applicable. The GWAR may be completed either by an acceptable standardized test score for the Analytical Writing subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in University policies.

Continuation

Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the cumulative GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. A student who earns less than a C in any course will be allowed to repeat the course one time with the next cohort. Students may repeat up to two (2) courses, where less than a C grade was earned, in order to meet graduation requirements. Failure to pass the course a second time with a C or better will provide justification for disqualification from the program. Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a leave of absence of longer than two semesters, must petition the program for continuation. All requirements for the degree must be finished within five years after the beginning of any course-work in the graduate program. The program will disqualify an enrolled student whose academic achievement or field practicum performance does not meet the minimum standards of the social work profession.

SCHOOL OF NURSING

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Programs Offered:

- Bachelor of Science in Nursing
  - Traditional BSN Option
  - Accelerated BSN Option
  - RN-to-BSN Option*
- Master of Science in Nursing**

**The RN-to-B.S.N Option is offered fully on-line.*

** The M.S. in Nursing is offered through Extended Learning.*

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 (up to 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 required 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 health-care 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.

Traditional BSN 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).

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 of courses taken as Preparation for the Major may also be counted toward 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 coursework 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).

RN-to-BSN Program Option

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 is 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

+ MATH 125, 132, or 160 may be substituted. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.

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)

	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

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

**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.

MASTER OF SCIENCE IN NURSING*

Program Director:
Denise Boren, Ph.D., RN

Graduate Program Co-Chair:
Amy Carney, Ph.D., FNP
Denise Boren, Ph.D., RN (Advisor)

The mission of the graduate program in nursing at California State University San Marcos is to provide superior graduate education to qualified students, leading to the Master of Science in Nursing (MSN) degree. Our objective is to prepare nurses in generalist and advanced practice roles for positions in the health care industry, community or public health agencies, and academia, and for continued study at the doctoral level.

The MSN program includes a strong foundation in theory and research inquiry. The School of Nursing acknowledges the responsibility to address the nursing and health care needs in populations and communities around the globe, including those who are underserved and vulnerable. The graduate program builds on the knowledge gained at the baccalaureate level and promotes nursing scholarship at the local, state, national, and international levels through research, service, and practice. Values, ethics, and multicultural perspectives are heavily embedded within the graduate program. Cultural sensitivity and competence are emphasized in the curriculum as students interface with a diverse population both professionally and in the care of clients, families, and communities.

The master's degree program is designed for two groups of students with different pathways. Students who have completed an associate degree program in nursing (ADN) at a community college and seek completion of their baccalaureate and master' degree follow the RN-to-MSN Option 1. Students who have completed a baccalaureate degree follow the MSN only Option 2. Both options are designed as part-time programs. The RN-to-MSN program is designed to be completed part-time in 4 years (including summers). The (basic) MSN is designed to be completed part-time in 2.5 years, depending on whether a summer session is elected.

** The M.S. in Nursing is offered through Extended Learning.*

Students in both options have the choice of three concentrations. The first is the Nursing Education concentration which offers the student courses in the theories of adult learning, curriculum design and development, and classroom and online teaching strategies. The second concentration is Advanced Practice Nurse which prepares the student for advanced practice nursing through courses in advanced health/physical assessment, advanced pathophysiology/pharmacology and advanced practice management of clients in acute care and community settings.

Students in the Advanced Practice Nurse concentration are required to choose one of two tracks: Clinical Nurse Specialist or Nurse Practitioner. Students will also choose a specialization for the Clinical Nurse Specialist track including Adult/Gerontology, Pediatrics, or Advanced Public Health, and for the Nurse Practitioner track including Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. Students will complete a minimum of 500 hours of advanced field study and will be eligible to sit for a National certification exam upon completion of the MSN program. The third concentration is Clinical Nurse Leader which prepares the student to be a leader, manager, and educator at the unit level. The Clinical Nurse Leader role is learned through courses in health systems leadership, quality improvement, evaluation and accreditation in nursing organizations, financial resource management, and management of patients in the acute care setting.

Program Objectives

Students who graduate with a Master of Science in Nursing will:

1. Acquire the ability to become a successful generalist, advanced practice nurse, or nurse educator in the health care industry, or academic institutions of North County and other geographic locations that serve a diverse population.
2. Build on the baccalaureate foundation for continuing personal and professional self-growth, development and lifelong learning, and the necessary educational background to enable the pursuit of a higher degree in advanced nursing practice (Doctor of Nursing Practice) or research (Doctor of Philosophy in Nursing).
3. Integrate theory, research, and experiential knowledge and evidenced-based practice into professional nursing practice.
4. Build on the ability to perform a self-assessment of personal sociocultural values, ethics, and spiritual beliefs, and evaluate how these factors correspond to those of one's own clients and professional nursing actions.
5. Provide ethical, culturally sensitive care to multicultural clients, families, populations, and communities.

Student Learning Outcomes

The Master of Science in Nursing has been designed for nurses seeking careers as a nurse educator, advanced practice nurse, or a generalist nurse responsible for leadership and management of patient populations at the unit level in an acute care facility.

Students who graduate with a Master of Science in Nursing will:

1. Apply theoretical and empirical knowledge at the advanced level.
2. Conduct and critically analyze research to apply sound clinical decision-making.
3. Recognize team dynamics and develop care management plans.
4. Evaluate health care professional collaboration to improve and formulate care delivery systems.
5. Recognize diversity and provide culturally sensitive care.

Transfer Students

For the returning RN student interested in the RN-to-BSN-to-MSN track, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM. These courses will be included in the maximum transfer credit of 70 lower-division units from a community college. Imbedded in these 70 units are 32 units, which will be articulated for lower-division nursing courses from a regionally accredited community college nursing program which is Board of Registered Nursing (BRN) approved. Some prerequisite and required preparatory courses for the nursing major are also imbedded in the 51 units of required general education courses.

Admission and Application Requirements

Admission to the RN-to-BSN-to-MSN program requires an associate degree from an accredited community college, completion of all courses in the Pre-Nursing Core (or the equivalents of these courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0). 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. While in the BSN component of the program, the student must maintain a 3.0 GPA. Those who do not perform at this level may elect to complete the baccalaureate via the RN-to-BSN program.

Admission to the Master of Science in Nursing program requires a baccalaureate degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN) accredited program, a minimum GPA of 3.0 for the last 60 semester hours of undergraduate course work, and evidence of satisfactory completion of physical assessment, inferential statistics, and nursing research with a grade of C (2.0) or better at the baccalaureate level. For students enrolled in the RN-to-MSN track, physical assessment will be taken at the graduate level. One year of recent Registered Nurse experience is recommended for both tracks prior to advancement to candidacy.

Students should have computing skills sufficient to complete graduate work including word processing and statistical software programs. Admission decisions will be influenced by the strength of the undergraduate program, academic achievement, community service, and the educational goals of individual applicants.

Special Requirements

Students in the nursing program must pass a physical health examination, and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.

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 required for students to meet the standards of our program.

A complete application consists of:

- a completed application form;
- one set of official transcripts from colleges and universities attended with indication of an undergraduate degree;
- evidence of completion of an undergraduate or graduate level bioethics course;
- proof of licensure as a registered nurse in California;
- a reference list of three person's qualified to assess the applicant's potential to succeed as a graduate student, including one nursing faculty in the student's baccalaureate program;
- a resume or curriculum vitae; and
- a 1-2 page essay outlining professional and educational goals.

Applicants will be admitted annually in the fall semester. To be considered for admission, all required applications should be received by May 1. Review of applications will continue until all the openings for fall semester have been filled. Applicants are notified of admission decisions following this process.

Degree Requirements

Option 1: RN-to-BSN-to-MSN

The total number of units required for the RN-to-BSN-to-MSN nursing student is 171 to 183 semester units (depending on the concentration and track chosen). A maximum of 70 units can be transferred from the previous nursing program and includes general education, preparatory to the major courses and 33 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-to-MSN students must complete 9 units of upper-division electives and complete the second language requirement. Irrespective of the number of courses previously attempted, the RN-to-BSN-to-MSN students will need to complete the following courses or their equivalent(s): 51 units of general education, 47 units for preparation for the major, 31 upper-division nursing units, and 42-54 graduate nursing units. The units may vary depending on units previously completed in a community college.

Required Prerequisite/Preparatory Nursing Courses for the RN-to-BSN-to-MSN Student

	Units
ANTH 200*	3
ANTH 301**	3
CHEM 105*	4
CHEM 105L*	1
BIOL 160	4
BIOL 175*	4
BIOL 176	4
BIOL 216	3
GEO 102*	3
GEW 101*	3
PSYC 100*	3
MATH 115*	3
PHIL 345**	3

Lower-Division General Education Critical Thinking (A3) course*	3
BB Upper Division Science and/or Math course**	3

** Usually part of the 51 units of general education.*
***Upper-division general education courses. MATH 125, 132, or 160 may be substituted for Math 115. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B-4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.*
****Most RN transfer students have required growth and development and nutrition content integrated into their previous nursing program. For those who wish to add additional nutrition content, BIOL 343 is recommended.*

Students will complete the second language requirement. Spanish is strongly recommended[#$].

The RN-to-BSN-to-MSN student is required to complete the following 23 units of nursing courses.

NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	3
NURS 440	3
NURS 442	2
NURS 445	3
NURS 450	3
NURS 451	2
NURS 480	2

 # To meet the unit requirements for the 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.

$ Graduate level health assessment and lab, pathophysiology and pharmacology courses are completed in the RN-to-BSN-to-MSN Option.

Additionally, the graduate program outlined in Option 2 is required for completion of Option 1. By completing these requirements, students in Option 1 earn the units required for the BSN and 42-54 units required for the MSN.

Option 2: Master of Science in Nursing

Students in Option 2 must complete the 42-54 units required for the MSN. In addition, students in both Option 1 and 2 will write a 15-20 page concept analysis paper in the NURS 500, and this paper will be used to conduct a writing assessment in keeping with the Graduation Writing Assessment Requirement (GWAR).

The following core courses are required for the MSN. The NURS 598 and NURS 599 courses can be taken with variable units but must total 3 units required for completion of the program.

Graduate Core (21 Units)	
NURS 500	2
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3
NURS 508	2
NURS 510	2
NURS 512	3
Three units taken from:	3
NURS 598A (1), 598B (2), or 598C (3) or NURS 599A (1), 599B (2), or 599C (3)	
Nursing Education Concentration (24 Units)	
NURS 570	3
NURS 571	2
NURS 572	2
NURS 573	2
EDUC 608	3
EDST 641	3

Students should select a 3 unit clinical course and 3 unit advanced field study (NURS 532A and NURS 533A or NURS 533E or NURS 534A and NURS 535A or NURS 535E). For the clinical course and corresponding advanced field study students may focus on adult/gerontology, pediatric, or advanced public health nursing. Students will select one 3 unit additional education course relative to nursing education. The following courses are recommended electives:

	Units
EDUC 624	3
EDUC 626	3
EDST 631	3
EDST 635	3
EDST 636	3

Advanced Practice Nurse (APN) Concentration
(31-33 Units)

NURS 530	2
NURS 540 or NURS 480	2-3
NURS 532A or 532B	3
NURS 533A or 533C or 533D or 533E	3
NURS 534A or 534B	2
NURS 535A or 535C or 535D or 535E	3
NURS 536	2
NURS 539A or 539C or 539D or 539E	6
NURS 554	3

Students in the APN concentration are required to choose a specialty and take additional courses totaling 52 to 54 units. This includes 500 hours of advanced field study required for a National certification exam. Students will be prepared to sit for the exam upon graduation from the MSN program.

CNS in Adult/Gerontology Health Specialty (5 Units)

NURS 560	2
EDUC 608	3

CNS in Pediatrics Nursing Specialty (5 Units)

NURS 520	2
EDUC 608	3

CNS Advanced Public Health Nursing Specialty (6 Units)

NURS 514	3
EDUC 608	3

Family Nurse Practitioner (3 Units)

NURS 520	2
NURS 526	1
NURS 560	2

Psychiatric Mental Health Family Nurse Practitioner (6 Units)

NURS 582	2
NURS 583	1
NURS 584	3

Clinical Nurse Leader (CNL) Concentration (21 Units)

NURS 550	3
NURS 552	3
NURS 554	3
NURS 556	3
NURS 557	3
NURS 558	3
NURS 559	3

Continuation

Students must maintain a 3.0 GPA and a grade of C or better in all classes. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Students must be continuously enrolled or request a leave of absence if time is needed away from studies. Students who are not continuously enrolled or have a leave of absence for longer than two semesters must petition the School of Nursing for continuation. All requirements for the degree must be completed within five years of beginning any coursework in the MSN program.

Students will receive advisement from the School of Nursing's advisors until they have reached candidacy and form a thesis or project committee. The thesis or project committee will be comprised of at least two School of Nursing faculty. The third member may be faculty from the School of Nursing, the wider University, or the general community. Advisors will work closely with students in selection of courses and research or project topics.

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 118 for more information regarding this requirement.

Advancement to Candidacy

A draft of the thesis or project proposal will be completed as part of the requirement for the graduate level research course (NURS 510). The students will form a thesis or project committee following completion of the course. Committee members will review and approve thesis or project proposals. Students will advance to candidacy once they have successfully passed an oral defense of their thesis or project proposal. The thesis or project committee will assist with refinement of the proposal and with the research for the thesis or evaluation of the project and will serve as the committee for the oral examination once the thesis or project is completed. To advance to candidacy, a student must:

1. Be in good standing with an overall GPA of at least 3.0;
2. Have completed 20 units of the core courses toward the graduate degree; and
3. Have successfully proposed his/her thesis or project to the faculty.

New Post-Master of Science in Nursing Certificates:

Clinical Nurse Leader (CNL) Certificate
Clinical Nurse Specialist (CNS) Certificate
Family Nurse Practitioner (FNP) Certificate
Family Psychiatric Mental Health Nurse Practitioner (PNP) Certificate
Palliative Care Nurse Practitioner Certificate
Palliative Care Clinical Nurse Specialist Certificate

The Post Master of Science in Nursing (MSN) certificate is awarded to students who complete up to 38 units of study, depending on the certificate, gap analysis findings of courses needed, and applicable courses in the students MSN program. Applications from students who hold a master's degree in nursing will be reviewed individually to determine the courses needed. These certificate programs are eligible for financial aid.

Admission and Application Requirements

Admission to the Post-MSN certificate program requires a master's degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN) accredited program, a minimum GPA of 3.0, and a copy of a State of California RN license.

Students should have computing skills sufficient to complete post-graduate work including word processing, PowerPoint, and ability to use the internet for research of the best evidence for practice.

Special Requirements

Students in the nursing program must pass a physical health examination, and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.

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 required for students to meet the standards of our program.

A complete application consists of:

- a completed application form;
- one set of official transcripts from colleges and universities attended with indication of a MSN degree;
- proof of licensure as a registered nurse in California;
- a reference list of two person's qualified to assess the applicant's potential to succeed as a post-graduate student, including one nursing faculty in the student's MSN program; and
- a resume or curriculum vitae.

Applicants will be admitted annually. To be considered for admission, all required applications should be received by March 1. Review of applications will continue until all the openings have been filled. Applicants are notified of admission decisions following this process.

Core Courses

For all certificates, the following core courses are required:

	Units
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3

Clinical Nurse Leader (CNL) Certificate

	Units
NURS 550	3
NURS 552	3
NURS 554	3
NURS 556	3
NURS 557	3
NURS 558	3
NURS 559	3
NURS 598A	1
NURS 598B	2

NURS 598B is for the culminating experience – the CNL Immersion Project.

Clinical Nurse Specialist (CNS) Certificate

	Units
NURS 540	2
NURS 532A	3
NURS 533A or 533E	3
NURS 534A	2
NURS 535A or 535E	3
NURS 539	6
EDUC 608	3
NURS 598A	1

For Pediatric CNS specialty:

NURS 520	2

For Adult/Gerontology specialty:

NURS 560	2

For Advanced Public Health specialty:

NURS 512	2
NURS 514	3

Family Nurse Practitioner (FNP) Certificate

	Units
NURS 540	2
NURS 532A	3
NURS 533D	3
NURS 534A	2
NURS 535D	3
NURS 520	2
NURS 526	1
NURS 560	2
NURS 539	6
NURS 598A	1

Family Psychiatric Mental Health Nurse Practitioner (PNP)

	Units
NURS 580	3
NURS 582	2
NURS 583	1
NURS 584	3
NURS 532B	3
NURS 533C	3
NURS 534B	2
NURS 535C	3
NURS 539	6
NURS 598A	1

NURS 598A is the culminating experience and includes successful completion of a comprehensive exam that will prepare the student for national certification.

Palliative Care Nurse Practitioner Certificate

	Units
NURS 532C	2
NURS 533F	4
NURS 534C	2
NURS 535F	4
NURS 536	2
NURS 539F	4
NURS 542	1
NURS 544	1
NURS 546	1
NURS 548	1
NURS 598A	1

NURS 598A is the culminating experience and includes successful completion of a comprehensive exam that will prepare the student for national certification.

Palliative Care Clinical Nurse Specialist Certificate

	Units
NURS 536	2
NURS 542	1
NURS 544	1
NURS 546	1
NURS 548	1
NURS 532C	2
NURS 533G	4
NURS 534C	2
NURS 535G	4
NURS 539G	4
NURS 598A	1

NURS 598A is the culminating experience and includes successful completion of a comprehensive exam that will prepare the student for national certification



College of Humanities, Arts, Behavioral and Social Sciences

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MISSION STATEMENT

The College of Humanities, Arts, and Behavioral and Social Sciences (CHABSS) offers education rooted in the liberal arts tradition, responsive to new ideas and challenges, and attuned to the diversity of human experience. Grounded in the scholarly and creative activity of our faculty, our programs are dedicated to preparing students for lifelong careers of leadership, learning, creativity, professional achievement, and community service.

FEATURES OF THE COLLEGE

As a scholarly community, the College integrates diverse academic disciplines, research fields, creative arts, and interdisciplinary programs, offering students multiple pathways to explore ideas, ideals, visions, and values.

The intellectual identity of the College centers on topics encompassing the origins and structure of behavior and action, society and culture, and the history and future of human expression, reflection, and creativity.

Students gain a global perspective on diverse peoples, histories, societies and cultures, through sustained exploration of the arts, humanities, and social and behavioral sciences.

College faculty and staff foster a supportive, inclusive, and rigorous learning environment and workplace, upholding the highest standards of academic endeavor and organizational ethics.

The faculty is committed to a teacher-scholar model of academic life, drawing from active scholarship and creativity to sustain inspired and effective teaching.

College programs emphasize active student learning, critical thinking, and original student research and creative work. Students sharpen age-old skills of writing, speaking, and reasoning, while exploring the newest technologies in the classroom, studio, and laboratory.

Undergraduate and graduate degree programs enable students to explore their chosen fields in depth, master specialized knowledge at advanced levels, and focus their commitment to individual and social progress. General education courses present basic orientations to multiple disciplines, helping students attain a broad and coherent worldview. Service learning opportunities reach beyond campus, engaging students in community partnerships, building awareness of regional needs, and inspiring practical realization of ethics, integrity and citizenship.

Together, the faculty and staff of CHABBS promote education that is comprehensive, integrative, and transformative, offering students new ways to see themselves and the world, from the foundations of animal behavior to the highest expressions of human existence.

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

Discipline	Course Prefix	Undergraduate Programs	Graduate Programs
American Indian Studies	AIS	Minor	
Anthropology	ANTH	Minor, BA	
Arabic	ARAB		
Art History		Minor	
Arts and Humanities	AH		
Arts and Technology		Minor (see note 4)	
Border Studies	BRS	(see note 6)	
Child and Adolescent Development	CHAD	BA	
Chinese	CHIN		
Cognitive Science		Minor (see note 5)	
Communication	COMM	Minor, BA	
Convergent Journalism	CJRN		
Criminology and Criminal Justice	(see note 1)	Minor	
Criminology and Justice Studies	(see note 1)	BA	
Cultural Competency in Healthcare	CCHC		
Dance	DNCE	Minor	
Economics	ECON	Minor, BA	
Ethnic Studies		Minor (see note 5)	
Environmental Studies	ENVS	BA	
Film Studies	FMST	Minor (see note 5)	
French	FREN	Minor	
General Education	(see note 2)		
Geography	GEOG		
German	GRMN	Minor	
Global Studies	GBST	Minor, BA	
History	HIST	Minor, BA	MA
Humanities	HUM		
Interdisciplinary Studies	ID (see note 7)		
Japanese	JAPN		
Liberal Studies	LBST	BA	
Linguistics	LING	Minor	
Literature and Writing Studies	LTWR	Minor, BA	MA
Mass Media	MASS	BA	
Modern Language Studies	MLAN		
Music	MUSC	Minor, BA (see note 4)	
Philosophy	PHIL	Minor	
Political Science	PSCI	Minor, BA	
Psychology	PSYC	Minor, BA	MA
Social Sciences	SSCI (see note 3)	Minor, BA	
Sociological Practice	(see note 1)		MA
Sociology	SOC	Minor, BA	
Spanish	SPAN	Minor, BA	MA
Special Major	(see note 3)	BA	
Theatre Arts	TA	Minor (see note 4)	
Visual and Performing Arts	VPA	Minor, BA	
Visual Arts	VSAR	Minor (see note 4)	
Women's Studies	WMST	Minor, BA	

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

Note 2: General Education courses are offered under several different course prefixes in different colleges. See the description of the General Education Program, pages 108-114.

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

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

Note 5: An interdisciplinary minor in which coursework is taken in other areas.

Note 6: Border Studies is an option in the B.A. in Liberal Studies.

Note 7: Interdisciplinary Studies courses are offered under different departments and colleges.

Contact Information for Courses in Areas Without Degree Programs

Discipline	*Course Prefix*	*Contact Person or Program*
Arts and Humanities	AH	Office of the Dean, College of Humanities, Arts, Behavioral and Social Sciences
Arabic	ARAB	Modern Language Studies Department Chair
Chinese	CHIN	Modern Language Studies Department Chair
Convergent Journalism	CJRN	Literature and Writing Studies
Chinese	CHIN	Modern Language Studies Department Chair
General Education Life-Long Learning	GEL	Office of First-Year Programs
General Education Oral Communication	GEO	Communication Department Chair
General Education Social Science	GESS	Office of the Dean, College of Humanities, Arts, Behavioral and Social Sciences
General Education Written Communication	GEW	General Education Writing Director
Geography	GEOG	Liberal Studies Department Chair
Humanities	HUM	Office of the Dean, College of Humanities, Arts, Behavioral and Social Sciences
Interdisciplinary Studies	ID (for most courses)	Liberal Studies Department Chair
Modern Language Studies	MLAN	Modern Language Studies Department Chair

Academic Advising

Undergraduate students with majors in the College of Humanities, Arts, Behavioral and Social Sciences have designated Academic Advisors who will assist with graduation planning, degree requirements, general education requirements and enrollment issues. Faculty advisors may also be available to advise students on major/minor specific courses, program and concentration choices, career and graduate school planning and advanced research, creative or internship specific questions. Please refer to department websites regarding faculty advising information.

Advising appointments can be made online at www.csusm.edu/academicadvising. Students may also meet with an Academic Advisor through various drop-in advising services offered throughout the year. Academic Advising for undergraduate students with majors in the College of Humanities, Arts, Behavioral and Social Sciences is located in Craven Hall 1300.

PRE-PROFESSIONAL PREPARATION

Pre-Professional Planning

Pre-Law Advising

California State University San Marcos offers various undergraduate courses to help students prepare for careers in law. Students interested in applying to law school should note that law schools do not require any particular majors or prerequisites. However, several departments at California State University San Marcos offer undergraduate courses related to law. Students seeking advice on preparation for law schools should consult with their major faculty advisor. For more specific information on pre-law advising, contact the Office of the Dean, College of Humanities, Arts, Behavioral and Social Sciences at (760) 750-4200.

Teacher Preparation

California State University San Marcos offers several state-approved Subject Matter Preparation Programs. Completion of a Subject Matter Preparation Program is, in some cases, one way to demonstrate the subject matter competency necessary for admission to a Teacher Credential Program. Single-Subject Matter Preparation Programs for potential middle school and high school teachers are available in Mathematics.

For students interested in becoming high school teachers the Department of History within the College of Humanities, Arts, Behavioral and Social Sciences offers a single subject preparation in social science. For more information on this degree please visit the History Department website at http://www.csusm.edu/history/

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

Integrated Bachelor of Arts and Mutiple-Subject Credential Program/English Learner Authorization.

This program provides students with a Bachelor of Arts Degree with a major in Liberal Studies from the College of Humanities, Arts, Behavioral and Social Sciences and a Multiple-Subject Credential English Learner Authorization from the School of Education. The Integrated Credential Program (ICP) consists of one prerequisite semester and five themed semesters of courses which are taken in both colleges. The Integrated Bachelor of Arts and Multiple-Subject Emphasis Credential English Learner Authorization Program is listed as part of the Liberal Studies major under the College of Humanities, Arts, Behavioral and Social Sciences. (For admission requirements to the Integrated Bachelor of Arts, see School of Education and College of Humanities, Arts, and Behavioral and Social Sciences advising staff.)

Career Readiness Initiative

The goal of the Career Readiness Initiative is to significantly increase the career readiness of the graduates of the College of Humanities, Arts, Behavioral and Social Sciences. We seek to expand awareness of the range of career options for graduates, improve the connection between the college and community members, and encourage faculty to be leaders in pedagogy and curriculum regarding career readiness in the liberal arts.

Since the inception of the Career Readiness Initiative in 2013, many faculty, students, and staff in the College of Humanities, Arts, Behavioral and Social sciences have supported and participated in career readiness efforts. CHABSS colleagues have served on and attended panels, participated in working groups, nominated alumni and other professional contacts to serve as career mentors, referred students to our programs, and showcased the diverse and creative ways they foster career readiness in the curriculum and in their own advising and mentoring of students.

Career Mentoring Network

The Career Readiness Mentoring Network enhances students' career readiness by connecting them with local professionals who volunteer to serve as career mentors. Our mentor corps included community leaders, university professional staff, and alumni.

Internships

Students: Seeking an internship? Several departments in the College of Humanities, Arts, Behavioral and Social Sciences offer credit-bearing Internship courses. The Career Center and CSUSM's Office of Internship are also good sources of information for students seeking internships.

Events

The Career Readiness Initiative hosts employer panels and other events throughout the academic year designed to help students and faculty in our college network and to explore connections between major/minor coursework and career paths.

Students, faculty, and staff are welcome to contact the Career Readiness Initiative for more information on ways to participate:

http://www.csusm.edu/chabss/featuredprograms/careerreadiness/index.html.

MINOR IN AMERICAN INDIAN STUDIES

Office:
SBSB 1118

Telephone:
(760) 750-4619

Department Chair:
Joely Proudfit, Ph.D.

Faculty:
Joely Proudfit, Ph.D.

Program Offered:

- Minor in American Indian Studies

The American Indian Studies (AIS) minor focus is derived from American Indian epistemologies and a place-based perspective. Provides students with an opportunity to engage intellectually and to develop critical understanding of tribal sovereignty, the culture and identity of California Tribal nations, and American Indians in North America more generally. The minor prioritizes the worldviews of Tribal nations, and introduces students to important work in American Indian (de)colonization, political and economic development, arts and culture, Tribal systems of knowledge, health and wellness, environment, resource management, cultural revitalization, political theory, activism, and nation building. The American Indian Studies minor offers students the knowledge and expertise needed to develop critical perspectives and understand the theoretical frameworks structuring historical and contemporary issues related to American Indian communities. The AIS Minor challenges students as they develop the research skills and cultural competence needed for community engagement and project development, which can lead to internships and other career opportunities with American Indian communities, organizations, and tribal governments. As a whole, the American Indian Studies Minor enriches students by offering the prospect to develop the cultural proficiency required to work successfully in the diverse professions that serve American Indian communities.

American Indian Studies is a research-based interactive program grounded in place-based higher learning. The American Indian Minor offers students an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond. There are 18 federally recognized American Indian reservations in San Diego County, more than 35 American Indian reservations in the region, and 110 federally recognized tribes in the State of California. CSUSM is ideally situated to serve the needs of tribal nations in our state. This base of knowledge draws upon multiple areas related to the history and current state of American Indians in the United States.

American Indian Studies Department Mission Statement

The Mission of the American Indian Studies Department is to provide students with a research-, community- and place-based program of study through an integrated approach to understanding tribal knowledge. Students will learn about the diverse history, government, sovereignty, community, culture, and social needs of American Indians in California and the Nation with the goal of working effectively with and for tribal communities and within the larger community.

Student Learning Outcomes

1. Analyze the legal and historical foundations of American Indian political identity to understand contemporary issues in American Indian relations and communities.
2. Analyze American Indian epistemologies and other forms of knowledge to develop cross-cultural understanding.
3. Communicate knowledge about American Indian cultures, communities and peoples through mass media, film, and arts.
4. Recognize and evaluate the historical, cultural, social, economic and political contributions American Indian leaders, writers, artists, and activists to develop cross-cultural understanding and respect.
5. Evaluate the roles, images, and perceptions of American Indians in historical and contemporary issues and events to decolonize and construct cross-cultural understanding.
6. Apply research skills through community engagement and experiential learning to communicate knowledge about American Indian sovereignty.

Career Opportunities

Students who earn the minor will have the particular knowledge and sensitivity necessary to enhance their abilities to work successfully as educators, health care providers, administrators of businesses and tribal and other governmental bodies, and members of other professions serving American Indian communities. American Indian Studies helps prepare a workforce-ready student by providing opportunities for faculty and students to work in partnership with American Indian Nations and Communities.

Requirements

Completion of the minor requires twenty-one units of credit, fifteen of which must be upper-division courses, and twelve of which must be completed at CSUSM. Courses must be completed with a grade of C (2.0) or better to count toward the minor.

- All non-articulated courses MUST be reviewed and approved by a faculty advisor.
- All courses used for the minor must be completed with a grade of C (2.0) or better.
- Twelve (12) units must be completed at CSUSM.

Core Coursework (3 units)

	Units
AIS 101	3

American Indian Studies Primary Coursework (15 units)
Select five (5) courses from:

AIS 348/SOC 348	3
AIS 350/SOC 350	3
AIS 370/SOC 370	3
AIS 390*	3
AIS 400/SOC 400	3
AIS 468/SOC 468/PSCI 418	3

Electives and Internship (3 units)
Select one (1) elective course from:

AIS 380	3
AIS 390	3
LTWR 345	3
AIS 498	3
Total Units:	***21***

**Can be taken as part of the Primary Coursework or as an elective.*

ANTHROPOLOGY

Office:
SBSB, Room 2222

Telephone:
(760) 750-8054

Department Chair:
Konane Martinez, Ph.D.

Faculty:
Bonnie Bade, Ph.D.
Konane Martinez, Ph.D.
Laurette McGuire, Ph.D.
Aníbal Yáñez-Chávez, Ph.D.

Programs Offered:

- Bachelor of Arts in Anthropology
  Areas of Concentration:
  - Medical Anthropology
  - Indigenous Anthropology
- Minor in Anthropology

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

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

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

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

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

The two areas of concentration that have distinct yet related areas of focus are Medical Anthropology and Indigenous Anthropology.

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

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

Program Objectives

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

Student Learning Outcomes

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

1. Analyze how human universals, such as world view concepts of self and other, the we/they dichotomy; sex; gender; world view concepts of self and other, relationship, classification, causation, space, and time; subsistence (economic production and environmental interaction); political organization; social organization; kinship; and religion, affect human thought and behavior.
2. Communicate — via speaking, writing, and other media — anthropological perspective including holism, cultural relativism, and cross-cultural human phenomena.
3. Demonstrate via communication and writing an understanding about culture in terms of its learned, symbolic, dynamic, and integrated nature.
4. Identify the ethical issues surrounding anthropological investigation and the relationship between the anthropologist and the subject or subjects.
5. Work collaboratively with local organizations and agencies on long-term community-based research projects involving ethnographic field research.
6. Apply and integrate quantitative and qualitative data analysis, literature research, writing, and speaking to real world issues.

Community Partners

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

Bi-National Indigenous Organization Front
Centers for Binational Indigenous Development
Coalition of Oaxacan Indigenous Communities
Farmworker C.A.R.E. Coalition
National Latino Research Center
North County Health Services
Palomar Pomerado Health
Pechanga Cultural Resources Department
San Diego Archaeological Center
San Luis Rey Band of Luiseño Mission Indians
Vista Community Clinic

Career Opportunities

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

Special Conditions for the Bachelor of Arts and Minor in Anthropology

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

Articulation with Community Colleges

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

Requirements for the Bachelor of Arts in Anthropology

General Education	51
Preparation for the Major	6
Major Requirements	33
Breadth Electives	9
Students must take a sufficient number of elective units to bring the total to a minimum of	***120***

Preparation for the Major

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

Major Requirements

Upper-Division (33)	Units
Core Anthropology Courses (6 units)	
ANTH 305 (for Medical Anthropology majors) or ANTH 360 (for Indigenous Anthropology majors)	3
ANTH 390	3
Foundational Anthropology Courses for major (18 units)	
Choose any six (6) 300-level Anthropology courses except ANTH 305 (for Medical Anthropology majors), ANTH 360 (for Indigenous Anthropology majors), and ANTH 390	6
Students may choose from two disciplinary concentrations: Medical Anthropology and Indigenous Anthropology	
Upper-Division Field Research Courses (9 units)	
Medical Anthropology	
ANTH 430	3
ANTH 440	3
ANTH 465	3
ANTH 498	3
ANTH 499	3
Indigenous Anthropology	
ANTH 440	3
ANTH 465	3
ANTH 470	3
ANTH 480	3
ANTH 481	3
ANTH 498	3
ANTH 499	3

Breadth Electives

(9 units)

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

MINOR IN ANTHROPOLOGY

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

A fundamental goal of the minor is to provide students with opportunities to engage in active, community-based ethnographic research that stimulates self-reflection and critical analysis of their own world view assumptions and cultural belief systems.

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

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

Preparation

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

Transfer Students

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

Requirements

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

Upper-Division (18)	Units
Any 400-level field research course	3
Fifteen (15) units of uppoer-division anthropology courses	15
Total Units	***21***

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 14 units undergraduate GIS coursework to include Introduction to GIS and GIS Software, GIS Database Management and Acquisition, GIS Applications and Programming, Intermediate ArcGIS: GIS Analysis, and GIS Internship; or equivalents; OR
- Submission of a real-world project displaying their ability in GIS.

The 12-unit program requires completion of four 3-unit courses:

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.

MINOR IN BORDER STUDIES

Office:
SBSB 4222

Telephone
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Program Co-Coordinators:
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Robert C. Yamashita, Ph.D.

Faculty:

Jocelyn Ahlers, Ph.D.
Nicoleta Bateman, Ph.D.
Vivienne Bennett, Ph.D.
Jule Gómez de García, Ph.D.
Martha Gonzáles, Ph.D.
Greig Tor Guthey, Ph.D.
Vivienne Bennett, Ph.D.

Program Offered:

- Minor in Border Studies

The Minor in Border Studies focuses on the dynamics that occur in regions where multiple communities come into overlapping contact and where borders of all sorts both divide and create communities. The Minor provides an interdisciplinary exploration of the geopolitical, linguistic, cultural, and social frontiers that shape the development of border communities. The Minor in Border Studies is particularly suited for students who want to work within border regions in careers such as city planning, public policy, law health professions, border patrol, education, and public administration, or attend graduate school in related fields.

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 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*

Special Conditions for the Minor in Border Studies

Completion of a Border Studies Minor is not available to students whose major course of study includes the Bachelor of Arts in Liberal Studies, Border Studies Option. However, students whose major course of study includes the Bachelor of Arts in Liberal Studies, Elementary Subject Matter Preparation, or Integrated Credential Program (or any other major at the University) are eligible to complete a Minor in Border Studies.

CHILD AND ADOLESCENT DEVELOPMENT*

Office:
SBSB 3222

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

Faculty:

Sara Bufferd, Ph.D.
Nancy G. Caine, Ph.D.
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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.
Kim M. Tsai, Ph.D.
Kimberly Vanderbilt, Ph.D.
Carrick C. Williams, 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. The Child and Adolescent Development major is offered through the Psychology Department.

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 are required to verify a clear background check including statewide, county, and federal screening (social security number, fingerprinting) complete a tuberculosis test, and provide evidence of a history of full immunization against Measles, Mumps and Rubella (MMR). In order to complete the background check process, students will need to complete the first two tasks no earlier than one year (Livescan and TB tests are good for one year) and no later than 3 weeks prior to the start of the semester in which they take CHAD 496 (or any course that requires contact with minors). Background checks are also required for persons seeking to work with minors in a number of other contexts (e.g., schools, health care facilities); these agencies may have different or additional background check requirements. 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. 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.

BACHELOR OF ARTS 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)	
PSYC 100	3
PSYC 210	3
PSYC 215	3
PSYC 220	3
PSYC 230	3

Major Requirements

Upper-Division Core (33 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

MINOR IN COGNITIVE SCIENCE

Office:
SBSB 3131B

Telephone:
(760) 750-8092

Program Coordinator:
Dustin Calvillo, Ph.D.

Faculty:
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Bonnie Bade, Ph.D. (Anthropology)
Katherine Brown, Ph.D. (Communication)
Dustin Calvillo, Ph.D., (Psychology)
Kimberly D'Anna-Hernandez, Ph.D. (Psychology)
Jule Gómez de García, Ph.D. (Linguistics)
Rocio Guillen-Castrillo, Ph.D. (Computer Science)
Mtafiti Imara, Ph.D. (Visual and Performing Arts)
Suzanne Moineau, Ph.D. (Education)
Barry Saferstein, Ph.D. (Communication)
Miriam Schustack, Ph.D. (Psychology)
Keith Trujillo, Ph.D. (Psychology)
Kimberly Vanderbilt, Ph.D. (Psychology)
Shaun-inn Wu, Ph.D. (Computer Science)
Robert Yamashita, Ph.D. (Liberal Studies)
Rika Yoshii, Ph.D. (Computer Science)

Program Offered:

- Minor in Cognitive Science

The Minor in Cognitive Science at California State University San Marcos offers students the opportunity to broaden their academic experience through systematic study of the interdisciplinary field of Cognitive Science. Cognitive Science has a variety of definitions, but one simple one is that it is the interdisciplinary scientific study of the mind. The field involves contributions from the disciplines of psychology, computer science, linguistics, communication, biology, neuroscience, philosophy, anthropology, music, mathematics, and social science. The Minor in Cognitive Science allows students to focus on the domain of Cognitive Science from multiple perspectives, and to customize their course selections in accordance with their individual interests within the field. The program requires courses from at least four different disciplines, and allows courses from several more. Students choosing to pursue the minor in Cognitive Science will get exposure to some of the breadth of this emerging field of study. The minor is appropriate for students in any major, but may be especially of interest to students majoring in one of the disciplines that are related to the cognitive sciences. This minor helps to prepare students for graduate study in related fields, as well as for a variety of careers in both the public and private sectors.

Requirements

Completion of twenty-two (22) units, at least twelve (12) of which must be at the upper-division level. Students are advised that some optional courses have prerequisites, and should plan accordingly.

Core Courses

	Units
CS 111	4
PSYC 100	3
PSYC 362	3

Brain and Mind

Select at least one course:	
BIOL 348	3
CS 473	3
PSYC 360	3
PSYC 361	3
PSYC 465	3

Language and Mind

Select at least one course:	
LING 300	3
LING 300B	3
LING 351	3
LING 360	3
LING 371	3
LING 381	3

Communication and Distributed Cognition

Select at least one course:	
COMM 355	3
COMM 400	3

Electives

Select at least one course:	
ANTH 215	3
CS 571	3
CS 574	3
CS 575	3
LBST 361	3
LBST 361B	3
PHIL 210	3
PSYC 392	3
PSYC 393	3

COMMUNICATION

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Faculty:
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Michelle A. Holling, Ph.D.
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Dreama Moon, Ph.D.
Gloria Pindi, Ph.D.
Kendra Rivera, Ph.D.
Liliana Castañeda Rossmann, Ph.D.
Barry Saferstein, Ph.D.
Cecilia Uy-Tioco, Ph.D.

Faculty Emeritus:
G.H. (Bud) Morris, Ph.D.

Programs Offered:

- Bachelor of Arts in Communication
- Minor in Communication
- Bachelor of Arts in Mass Media*
- Minor in Critical Intercultural Communication**

The Bachelor of Arts in Communication degree program provides students with a comprehensive knowledge of the nature of communication, its varied forms and uses, and its multiple social, cultural, and cognitive effects. Courses introduce students to the significance of communication within their own lives, showing its relevance to the complex relationships they enter into as participants in families, communities, and organizations; as representatives of one or more cultures; and as consumers of information distributed through mediated channels.

As the world becomes more complex, so do the forms of communication needed to interact. This is especially evident within contemporary institutions where gender, race, ethnicity, sexual orientation, and social class differences must be negotiated on an ongoing basis through everyday communication activities. The study of communication in everyday settings is essential for:

* See page 260
** See page 220

- Judging whether communication processes are effectively meeting the needs of institutions and the people involved with them;
- Analyzing systems of communication in order to identify areas for change;
- Devising plans to improve communication practices and systems.

Student Learning Outcomes

The Bachelor of Arts in Communication teaches analytical, critical, and practical skills that will help students to understand and improve communication practices and systems in all types of social settings. More specifically, students who graduate with a B.A. in Communication will be able to

1. Make knowledgeable and relevant contributions to intellectual conversation pertaining to communication phenomena.
2. Argue convincingly and respond constructively to positions regarding the problems, applicable standards, and communication practices, enabling improved functioning of communication processes and systems.
3. Conceptualize and appreciate the point of view of one's counterparts in communicative interaction while attempting respectfully to incorporate their viewpoints into one's own.
4. Analyze forms and contexts of communication from a variety of intellectual perspectives (philosophical, historical, theoretical, and practical).
5. Make cooperative, civil, appropriate, and timely contributions in talk, written, and mediated discourse, to advance the direction and purpose of the communication event.

Career Opportunities

Communication is increasingly recognized as an extremely significant, multifaceted phenomenon that deserves our focused attention. Increasingly, both private and public sectors are emphasizing the importance of communication skills in their hiring decisions and assessments of potential for career success. Consistently, business leaders have identified that potential employees must have effective communication skills and be able to work collaboratively with people of diverse backgrounds.

The growing telecommunications and digital information industries are very receptive to communication majors, as are private and public organizations and agencies, which often hire communication majors as specialists and consultants to improve organizational communication. A communication degree offers interesting career opportunities in the areas of business management, public health communication, community relations, government, public affairs, international trade, conflict mediation, advertising and market research, foreign service, teaching, and law.

Preparation

High school students should take four years of English, including composition. Social Science and civics courses, including History and Economics, are encouraged. A familiarity with computers is also desirable.

Transfer Students

Community college transfer students may transfer a maximum of nine (9) lower-division units in Communication. Students must have earned a grade of C+ (2.5) or higher in the coursework to be counted for credit toward the major.

Special Conditions for the Bachelor of Arts in Communication

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units of upper-division credits must be earned at CSUSM.

No more than six (6) hours of independent study and/or internship may be applied toward the major. Independent study may be applied to field distribution requirements at the discretion of the instructor under whose supervision the student is doing the study. Communication majors must complete nine (9) upper-division units selected from at least two of the social sciences.

BACHELOR OF ARTS IN COMMUNICATION

	Units
General Education	51
Preparation for the Major	9
Major Requirements	39

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

Preparation for the Major

Lower-Division (9 units)

COMM 100	3
COMM 200	3
PSYC 220 or SOC 201	3

(Other introductory statistics courses may be accepted upon approval of the communication advisor.)

Major Requirements

Upper-Division (39 units)

COMM 300	3
COMM 330	3
COMM 360	3
COMM 390 or COMM 402	3

Eighteen (18) additional upper-division units in at least two of the three areas of communication (Communication Culture and Social Context, Mass Communication, Communication Theory and Methods) MASS courses may be used to fulfill the Mass Communication area units.	18

Approved Electives (9 units) Nine (9) units of upper-division courses selected from at least two of the social science disciplines, including (but not limited to) Economics, Political Science, Psychology and Sociology	9

MINOR IN COMMUNICATION

Lower-Division (3 units)

	Units
COMM 100	3

Upper-Division (15 units)

Nine units selected from:

COMM 300	3
COMM 330	3
COMM 360	3
COMM 390 or COMM 402	3

Six (6) units of upper-division communication electives. MASS courses may be used to fulfill this requirement. 6

Total Units ***18***

Upper-division Communication courses are grouped into three categories. These categories are: Communication Theory and Methods (CTM), Communication, Culture and Social Context (CCSC), and Mass Communication (MC). Specific courses under these designations are given below and described within the Communication course listings.

Communication Theory and Methods (CTM)

COMM 300 Communication Theory
COMM 340 Interviewing Principles and Practices
COMM 390 Communication Research Designs, Methods, and Approaches
COMM 400 Discourse Analysis
COMM 401 Rhetorical Theory
COMM 402 Rhetorical Criticism
COMM 405 Feminist Rhetorics
COMM 445 Communication Portfolio
COMM 420 Topics in Communication Theory
COMM 495 Communication Internship
COMM 499 Independent Study

Communication, Culture and Social Context (CCSC)

COMM 310 Group Interaction and Problem Solving Methods
COMM 320 Conflict and Communication
COMM 330 Intercultural Communication
COMM 333 Language and Social Interaction
COMM 380 Health Communication
COMM 405 Feminist Rhetorics
COMM 410 Asian Americans and the Media
COMM 425 Communication and Mediation
COMM 426 Dialogic Communication
COMM 430 Power, Discourse and Social Identity
COMM 435 Communication and Gender
COMM 437 Interpersonal Communication
COMM 440 Organizational Communication
COMM 444 Narratives in Organizations
COMM 450 Topics in Intercultural Communication
COMM 454 The Communication of Whiteness
COMM 456 Leadership and Social Change
COMM 460 Visual Communication and Rhetoric
COMM 495 Communication Internship
COMM 499 Independent Study

Mass Communication (MC)

COMM 355 Communication and Collaboration
COMM 360 Mass Media and Society
COMM 370 World Wide Web as Mass Medium
COMM 410 Asian Americans and the Media
COMM 455 Television and Culture
COMM 460 Visual Communication and Rhetoric
COMM 465 Communication and Popular Culture
COMM 470 Political Communication
COMM 480 Topics in Mass Media
COMM 485 Chicana/o Latina/os in Film and T.V.
COMM 495 Communication Internship
COMM 499 Independent Study

CRIMINOLOGY AND JUSTICE STUDIES

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Sharon Elise, Ph.D.
Karen Glover, Ph.D.
Alicia M. Gonzáles, Ph.D.
Darlene Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Mary A. Robertson, (Ph.D. Forthcoming)
César "Che" Rodriguez, (Ph.D. Forthcoming)
Garry Rolison, Ph.D.
Xuan Santos, Ph.D.
Theresa Suarez, Ph.D.
Richelle S. Swan, Ph.D.
Jill M. Weigt, Ph.D.

Faculty Emerita:
Linda L. Shaw, Ph.D.

Program Offered:

- Bachelor of Arts in Criminology and Justice Studies

The Criminology and Justice Studies major is offered through the Sociology Department. This major draws on the intellectual traditions of sociology and critical criminology to understand the social correlates of crime and justice. The major provides students with a theoretical and practical foundation for building a lifelong understanding of crime and social justice and the myriad social processes surrounding both. Students majoring in Criminology and Justice Studies will be able to evaluate critically issues of crime and justice and to pursue solutions for positive social change. The degree also provides students with the requisite skills for graduate study and/or entry-level practice in the areas of social justice, administration of justice, and criminal justice systems.

Student Learning Outcomes

Our primary aim is to help students acquire the knowledge and analytical skills necessary to make sense of issues of criminology and social justice in an increasingly complex world. We want our graduates to be able to use the key insights and analytic methods of criminology, justice studies, and sociology to improve the social conditions in which they and others coexist. We expect holders of a California State University San Marcos bachelor's degree in Criminology and Justice Studies to be able to address large- and small-scale social problems through constructive empirical inquiry, critical analysis, and strategic action. The Criminology and Justice Studies major curriculum cultivates the theoretical, methodological, and advocacy skills integral to meeting these goals. The list below summarizes the primary knowledge and skills Criminology and Justice Studies majors possess at graduation.

Students who graduate with a Bachelor of Arts in Criminology and Justice Studies will be able to:

1. Analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age, sexual preference, religion and nationality.
2. Assess competing theoretical approaches to criminology and social justice issues of publics with differing and multiple interests; specify structural or institutional sources of these criminology and social justice issues; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.
3. Locate, analyze, assess, and communicate criminology and social justice scholarship.
4. Articulate the applicability of and demonstrate ability to employ a range of research strategies to particular research questions, theoretical orientations, and social contexts.
5. Articulate the ethical and social justice implications of criminology and justice studies.

Core Coursework

All students majoring in Criminology and Justice Studies complete a series of required preparatory and core courses that build proficiency in each of the learning objectives listed above. The required courses include:

- an introduction to justice studies (SOC 105: Addressing learning objectives 1, 2, 3, and 5);
- an introduction to statistics for the social sciences (SOC 201 or its equivalent: Addressing learning objectives 1 and 4);
- a survey of the social correlates of inequality (SOC 311 or 313 or 315: Addressing learning objectives 1, 2, and 5);
- a foundational survey of criminological theory and research (SOC 325: Addressing learning objectives 1, 2, 3, and 5);
- an upper-division course on quantitative sociological research methods (SOC 360: Addressing learning objectives 1 and 4);
- an upper-division survey of criminal justice systems and criminal law (SOC 442: Addressing learning objectives 1, 2, 3, and 4);
- a senior-level capstone experience in community service (SOC 495: Addressing learning objectives 1, 3, and 5).

Career Opportunities

The degree prepares students to pursue careers in criminal justice and social service agencies, as well as graduate study in such fields as criminology, law, criminal justice, and justice studies. Students with a bachelor's degree in Criminology and Justice Studies can pursue a wide variety of job opportunities which include government as well as community service agencies geared towards youth and families, law enforcement and correctional agencies, and non-profit organizations that examine social and legal justice practices both at home and abroad. Students interested in these careers should consult with advisors in appropriate areas as they plan their studies.

Double Major Requirements

Students wishing to combine studies in Criminology and Justice Studies with Sociology should be aware that it is possible to graduate with a Bachelor of Arts with double majors in these two fields. Please see Double Major Requirements under Academic Regulations and Graduation Requirements for more details.

Special Conditions for the Bachelor of Arts in Criminology and Justice Studies

Each course counted toward the major must be completed with a grade of C (2.0) or better. A minimum of 18 units of the major must be completed at Cal State San Marcos.

Opportunities for Concentrated Study

Each student majoring in Criminology and Justice Studies must choose a concentration area in which to pursue more focused instruction around a key thematic area. While gaining an in-depth understanding in a particular content area, students also further develop the key skills and knowledge encompassed by our general learning objectives. We offer two areas of concentrated study:

- Crime and Justice
- Communities, Inequalities, and Justice

The requirements for each area of concentrated study are described on the next column.

BACHELOR OF ARTS IN CRIMINOLOGY AND JUSTICE STUDIES

	Units
General Education	51
Preparation for Major	7
Major Requirements	35-36

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

Preparation for the Major

Lower-Division (7 units)

SOC 105	4
SOC 201	3

Major Requirements

Upper-Division (35-36 units)

Core Requirements

(20 units)

SOC 311 or 313 or 315
SOC 325
SOC 360
SOC 442
SOC 494 or 495

Area Requirements

(15-16 units)

Take at least 11-12 units from the same area (either Area 1 or Area 2); at least eight (8) of these units must at the 400-level or higher. Take at least three additional units from the other area. The total number of units from both areas must be at least fifteen (15).

Area 1: Crime and Justice

SOC 308
SOC 321
SOC 322
SOC 323
SOC 324
SOC 327
SOC 406
SOC 417
SOC 418
SOC 443
SOC 444
SOC 445
SOC 448
SOC 449
SOC 475
SOC 490

Area 2: Communities, Inequalities, and Justice

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

MINOR IN CRIMINOLOGY AND JUSTICE STUDIES

The major purpose of the Minor in Criminology and Justice Studies is to provide an expanded and more focused concentration on the study of criminology and the criminal justice system regarding: 1) the study of deviance and the incidence and explanations for delinquency and crime; 2) methods of prevention and control of delinquency and crime; and 3) characteristics and practices of the criminal justice system. Moreover, students will select a set of courses that add to this core, such as the study of women and crime and the comparative study of crime in different societies. Students will broadly analyze the origins, causes, and consequences of crime and the structure of the criminal justice system in order to gain greater mastery of this socially important and very timely topic.

The Minor in Criminology and Justice Studies is offered through the Sociology Department. All courses for this minor can be viewed within the Sociology course listings. Advising for this minor is provided by the Sociology Department.

Special Conditions for a Minor in Criminology and Justice Studies

Students wishing to combine the Minor in Criminology and Justice Studies with a bachelor's degree in Sociology should consult their advisor. See page **294** for information about the bachelor's degree in Sociology.

Each course counted towards the minor must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units in sociology must be completed at Cal State San Marcos. Twelve (12) units completed for the minor may be applied to electives in a major.

Required Courses

Lower-Division (4 units):	
SOC 105	4
Upper-Division (11-12 units)	
SOC 321 or SOC 323	3-4
SOC 325	4
SOC 442	4

Upper-Division Electives
(12 units) selected from:

SOC 308	SOC 417
SOC 322	SOC 443
SOC 324	SOC 444
SOC 327	SOC 445
SOC 396	SOC 448
SOC 406	SOC 449

Total Units ***27-28***

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.*

MINOR IN CRITICAL INTERCULTURAL COMMUNICATION

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Michelle A. Holling, Ph.D.

Faculty:
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Liliana Castañeda Rossmann, Ph.D.

Program Offered:

- Minor in Critical Intercultural Communication

The cultural diversity both within and outside of the United States and its implications, the global interdependencies of nations and media systems, and potentialities for conflict demand individuals who can communicate effectively across cultural and national boundaries. The Minor in Critical Intercultural Communication emphasizes the dialectical relationships among communication, culture, context, and power. Students will take courses emphasizing theories of cultural and intercultural communication, methodologies appropriate to the study of communicative styles within, between, and among cultural groups and their effect on relations among groups, intercultural conflict negotiation, and the role that intercultural communication plays in the development of public policy, in mediated systems, and in social and political discourse.

Restrictions in the Minor

Communication Majors, Mass Media Majors, and Social Sciences Majors with the primary field of Communication may apply only COMM 330 and one other upper-division course (3 units) to both the Minor and the Major. All courses applied to the minor must be completed with a grade of C (2.0) or better. Up to six units of credit in COMM 495 and/or COMM 499A, B, C may be applied toward the minor.

Lower-Division (3)

COMM 100	3

Upper-Division Core (6 units)

COMM 320	3
COMM 330	3

Communication Electives (12 units) selected from:

COMM 310	3
COMM 410	3
COMM 425	3
COMM 430	3
COMM 450	3
COMM 454	3
COMM 460	3
COMM 485	3
COMM 499A, B, C	1-3
Total Units:	***21***

ECONOMICS

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Robert Rider, Ph.D.

Programs Offered:

- Bachelor of Arts in Economics
- Minor in Economics

The student majoring in economics will acquire a set of analytical tools and a way of thinking that will help him or her to better understand and predict the behavior of individuals, groups, and societies. Learning economics does for the undergraduate student what corrective lenses do for the person with impaired eyesight: it brings the world into focus. Things that were invisible become visible, the complex and hard-to-understand become simple and easily understood.

Economics is the study of human behavior as it relates to the condition of scarcity: that is, the condition where resources are limited in relation to human wants. An important part of economics is the study of how individuals, groups, and societies deal with scarcity through markets or exchange-like institutions. Economic theory is sufficiently powerful to explain many varieties of exchange relationships. This is evident in the number of fields in which economic analysis is currently utilized, such as business, history, law, psychology, political science, and sociology.

Economics has always been a highly respected field of study, but in the past three decades its reputation has soared. There are perhaps three major reasons for this change. First, many people have come to realize that economics plays an important role in their everyday lives. Recession, inflation, the exchange value of the dollar, the savings rate, interest rates, taxes, mergers, government expenditures, and economic growth all matter. These economic factors touch lives; they affect dreams. Second, economists have developed better tools and more refined methods of analysis: they have successfully extended their analytical apparatus and the economic way of thinking beyond the traditional confines of the science. Third, the one language that is becoming increasingly more universal is the language of economics. The American business person may not speak Japanese, and the Japanese business person may not speak English, but both of them know the language of supply and demand, profits, production, costs, international trade, and competition. Both of them know the language of economics.

Student Learning Outcomes

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

1. Define, describe, interpret and apply the choice calculus of different economic entities (individuals, firms, groups, government).
2. Describe, explain, and employ the economic way of thinking.
3. Explain and analyze how markets work.
4. Define, describe, and employ the scientific method to answering economic questions.
5. Explain and analyze how the economy works.
6. Apply the knowledge and methods in 1-5 to both formulate and answer economic questions.

Educational and Career Opportunities

The economics major provides the undergraduate student with a solid academic background for graduate study in a wide variety of areas. The most relevant areas include economics, business, and law. Career opportunities include positions in business, banking, journalism, government, law, and teaching. Economists are well-represented in occupations in both the private and public sectors. Students interested in knowing more about educational and career opportunities in economics are invited to speak with economics faculty members.

Preparation

High school students are encouraged to take four years of English, three to four years of mathematics, and an economics course (if available).

Transfer Students

Students may transfer a maximum of six (6) lower-division semester units in economics and a maximum of (6) upper-division semester units in economics, which may be applied toward the economics major or minor. Three (3) of the six (6) lower-division semester units must be in a course that clearly fits the course description in this catalog for ECON 201; three (3) must be in a course that clearly fits the course description for ECON 202. Upper-division semester units must be in courses that clearly fit the course description in this catalog for an upper-division level course and satisfy any conditions or prerequisites. However, all of the five required upper-division theory courses (ECON 301, 302, 303, 441 and 471) must be completed at Cal State San Marcos. All transfer courses must at least be equal in scope, content, and level to the equivalent Cal State San Marcos course.

Recommended Course of Study for All Students

All economics students are required to complete their mathematics requirement (MATH 132 or MATH 160) prior to taking the core theory courses, and to complete MATH 242 before taking ECON 471.

Recommended Course of Study for Students Intending Graduate Study

Students who intend to apply to do graduate work in economics should take MATH 160 instead of MATH 132. These students are advised to speak to the department chair in economics at their earliest convenience for a suggested course of study to consist of completing additional mathematics courses, including MATH 162, 260, 262 or 362, and 264 or 374.

Special Conditions for the Bachelor of Arts and the Minor in Economics

All courses counted toward the major and the minor, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than two (2) units of ECON 497 may be counted toward the major.

BACHELOR OF ARTS IN ECONOMICS

	Units
General Education*	51
Preparation for the Major*	12-14
Major Requirements	34
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120	

Preparation for the Major

Non-Economics Supporting Courses (6-8 units)	
MATH 242	3
MATH 132 or MATH 160	3-5
Lower-Division (6 units)	
ECON 201	3
ECON 202	3

Major Requirements

Upper-Division (34 units)	
ECON 301	3
ECON 302	3
ECON 303	3
ECON 441	3
ECON 471	4
Upper-division electives in economics	18

MINOR IN ECONOMICS

Lower-Division (12-14 units)	
MATH 242	3
MATH 132 or MATH 160	3-5
ECON 201	3
ECON 202	3
Upper-Division (15 units)	
ECON 301	3
ECON 302	3
ECON 303	3
ECON 441	3
Upper-Division electives in economics	3
Total Units	***27-29***

**Three (3) lower-division units in Area B (Math and Science) and three (3) units of lower-division General Education Area D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.*

ELEMENTARY SUBJECT MATTER PREPARATION CERTIFICATE

The Elementary Subject Matter Preparation Certificate (ESMPC) provides another academic pathway to a career in K-8 teaching. This certificate allows students to choose a Major other than Liberal Studies, and still demonstrate K-8 subject matter coverage in their undergraduate training. Students may select and complete any Major offered at CSUSM, and concurrently complete the coursework for the certificate.

The ESMPC prescribes a particular pathway through most of the General Education requirements of the bachelor's degree, and it prescribes additional coursework to ensure breadth of study across disciplines. In many cases, depending upon the Major selected by the student, the ESMPC and Major may be completed within the normal total of 120 units for the Bachelor of Arts degree. (Students should consult a Liberal Studies Advisor for specific guidance on how to combine the certificate with various Majors.)

Students who complete the ESMPC, like all prospective elementary level teachers, will still have to pass a state approved test (The CSET, The California Subject Examination for Teachers). The ESMPC helps students to strengthen their grasp of the core subject matter areas of the K-8 curriculum and prepare themselves to pass the CSET. The certificate confers formal recognition that the student has completed the full breadth of ESM coursework needed for effective elementary-level instruction. The certificate demonstrates that the student's exposure in the subject matter areas extends beyond the minimum standard indicated by the passing of a standardized test.

The ESMPC is awarded at time of graduation to students who have completed all certificate coursework along with any Major degree program. All courses applied to the certificate must be completed with a grade C (2.0) or better. Coursework applied to the certificate may also be applied to fulfill major, minor, and GE requirements. Prospective elementary level teachers will still have to demonstrate subject matter competence by passing a state approved test (CSET) before admission to a credential program.

Course Requirements of the ESMPC

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

	Units
History & Social Science (HSS) (15-16 units)	
HIST 101 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D) or GEOG 202 (LDGE D)	3
GEOG 341 or HIST 347	3
Choose one of the following: (3-4 units)	
ID 340 (UDGE DD)	3
SOC 311	4
SOC 313	4
WMST 301 (UDGE CC)	3
Mathematics (MATH) (9 units)	
MATH 210	3
MATH 212 (LDGE B4)	3
MATH 311	3
Science (SCI) (9 units)	
GES 105 (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100	3
Reading, Language, & Literature (RLL) (9 units)	
Choose one of the following: (3 units)	
LTWR 100 (LDGE C2)	3
LTWR 208A (LDGE C2)	3
LTWR 208B (LDGE C2)	3
LTWR 210 (LDGE C2)	3
Linguistics	
LING 100	3
LING 300	3
Visual & Performing Arts (VPA) (6 units)	
Choose one of the following (LDGE C1): (3 units)	
DNCE 101	3
MUSC 120	3
TA 120	3
VPA 101	3
VSAR 120	3
Any VPA Studio Course*	3
Human Development (HD) (3 units)	
PSYC 210 (LDGE D7)	3
Physical Education (PE) (3 units)	
PE 203 (LDGE E)	3
Total Units for the Certificate	***54-55***

***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 301, 302, 303, 480.*

ENVIRONMENTAL STUDIES

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Lucy HG Solomon, M.F.A.

Program Offered:

- Bachelor of Arts in Environmental Studies

The Environmental Studies Program at California State University San Marcos provides a collaborative setting for faculty, students, and community partners to study environmental and land-use issues. The degree includes introductory training in physical sciences, life sciences, social sciences, geographic information systems (GIS), environmental policy and law, land-use planning, environmental ethics, research methods, and environmental arts and humanities.

The multidisciplinary core of the degree comprises four general areas:

- Life and Physical Sciences provides the scientific background for the major, consisting of courses in biology, chemistry, physics, ecology, and geomorphology.
- Social Sciences and Policy exposes students to institutional and legal frameworks of environmental policy, and to processes by which policy is established.
- Research Methods prepares students with the tools – GIS, and research methods – necessary for applied work in the professional arena, and also for graduate studies.
- Environmental Arts and Humanities encourages students to think critically, ethically, and aesthetically about the environment.

Students who graduate with a B.A. in Environmental Studies will:

1. Understand process of ecological systems and how human systems – such as social, cultural, and political systems – interact with the environment on local, regional, and global scales.
2. Develop an understanding of environmental philosophy, art, and literature with the ability to evaluate environmental issues ethically and aesthetically.
3. Develop an understanding of the environmental impact review process including concepts such as cost-benefit analysis, risk assessment, mitigation, and the precautionary principle. Gain basic understanding of landmark environmental policy as well as major international environmental accords.
4. Develop introductory competence in geographic information systems (GIS).
5. Develop an understanding of environmental justice and critically examine the interactions of human/social systems and the environment, using the lens of race/ethnicity, class and gender and along North-South divide.
6. Develop strong writing, critical thinking, communicative, and research skills.
7. Develop an understanding of conflicts over values as well as conflict resolution in environmental issues.
8. Understand environmental policy making processes locally, nationally, and globally, and how policy is established through formal and informal collective decision making processes involving actors and stakeholders inside and outside of the formal sectors of government.

The degree is designed so that ENVS 100 (Introduction to Environmental Studies) addresses all nine learning outcomes at an introductory level. Specific courses reinforce particular learning outcomes as a student progresses through the degree. The degree culminates with ENVS 490 (Capstone in Environmental Studies), which integrates the entire coursework to produce an original research project that focuses on intellectual interests and professional objectives of a student. In this spirit, the Capstone project is the ultimate assessment of how well a student satisfied the learning objectives. Thus, it is natural that the initial program evaluation focuses on assessing the degree to which our graduates' capstone projects satisfy the student learning outcomes.

Career Opportunities

Students will be prepared to pursue diverse careers in environmental policy, consulting, advocacy, communication, education, law, planning and analysis, and recreation and land management in the public, private and non-profit sectors.

Special Conditions for the Bachelor of Arts in Environmental Studies

A grade of C (2.0) or better must be received in each course taken for the B.A. degree in Environmental Studies or in Preparation for the Major. At least 18 units of the required upper-division courses for the degree must be taken at Cal State San Marcos.

BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES

	Units
General Education	51
Preparation for the 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 the 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.*

Major Requirements (36 units)

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
ENVS 390	3
ENVS 495	1-3
ENVS 498	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
ENVS 390	3
ENVS 495	1-3
ENVS 498	3
GEOG 320	3
GEOG 341	3
GEOG 352	3
GEOG 460	3
HIST 340	3
LBST 307	3
LBST 362	3
PSCI 321	3
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

MINOR IN ETHNIC STUDIES

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Joely Proudfit, Ph.D.
Cesar Rodriguez, Ph.D.
Garry Rolison, Ph.D.
Xuan Santos, Ph.D.
Theresa Suarez, Ph.D.
Richelle Swan , Ph.D.
Jill M. Weigt, Ph.D.

Visual and Performing Arts:
David Avalos, M.F.A.
Mtafiti Imara, Ph.D.
Marcos Martinez, M.A.
Kristin Moss, Ph.D.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

Women's Studies:
Jodie Lawston, Ph.D.
Sheryl Lutjens, Ph.D.

Program Offered:

- Minor in Ethnic Studies

The Minor in Ethnic Studies at California State University San Marcos offers students majoring in another discipline the opportunity to study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. It analyzes how these groups have been integrated or not into societ(ies) and how race/ethnicity has shaped identity. Offering global and U.S. perspectives, the minor supports the founding Mission Statement of the University by helping to prepare students "to live cooperatively and competitively in a world of cultural and ethnic diversity." Since the minor helps students better understand the multi-ethnic cultures of which many modern nations are comprised, it enhances courses of study leading to career fields in both public and private sectors, such as business, education, law, medicine, public health, corrections, social work, journalism, public relations, politics, psychology, international relations, and creative writing. It also helps to prepare students for graduate study in related fields.

Recommended Course of Study

In the minor, coursework is arranged in five (5) areas: Introduction to Comparative Ethnic Studies, Historical Approaches, Identity and Culture, Power and Social Justice, and Voices. The first two areas represent foundations, and these courses should be taken first. The next three areas are explorations, and these courses may be taken in any order.

Advising

Information and advising will be provided by the Coordinator for the Minor in Ethnic Studies. Interested students should meet with the Coordinator as soon as possible to declare the minor and to develop an appropriate, personalized theme of study that complements a student's interests and career goals (e.g. African-American, Borderlands, Comparative Multicultural Studies). Petitions for lower-division course credit, and petitions to apply to the minor courses not listed on the next page, must be submitted to the Coordinator.

Special Conditions for a Minor in Ethnic Studies

Each course counted towards the minor must be completed with a grade of C (2.0) or higher. At least nine (9) units of study must be unique to the minor (i.e. may not be counted towards other major, minor, or general education requirements).

Requirements for a Minor in Ethnic Studies

Completion of twenty-one (21) units of credit, eighteen (18) of which must be at the upper-division level. Students must take at least three (3) units in each of the five areas indicated below.

a. Introduction to Comparative Ethnic Studies is an introduction to the struggles of racial and ethnic groups, their relationships to each other, and to the organization of society. This course includes issues such as immigration, slavery, confinement, institutional inequality, and resistance. Interdisciplinary approaches and examination of critical race/ethnic theory provide a foundation for the minor.

Select one course:	3
ID 340	
SOC 313	

b. Historical Approaches is an intensive study of the history of groups and issues over time. It provides students with in-depth understanding of the dynamics of racial/ethnic struggles.

Select one course:	3
HIST 334	HIST 355
HIST 335	HIST 356
HIST 337	HIST 362
HIST 338A	HIST 371
HIST 338B	HIST 374
HIST 345	HIST 375
HIST 346	HIST 381
HIST 347	HIST 382
HIST 350	HIST 383
HIST 352	SOC 349

c. Identity and Culture is a comparative examination of the process of formation of racial/ethnic groups and their practices. Analysis is approached through various mediums of culture, such as human geography, language and communication patterns, gender and belief systems.

Select one course:	3
ANTH 200	HIST 356
ANTH 301	LBST 375
COMM 330	LING 305
COMM 410	LING 341
COMM 430	LING 371
COMM 450	LING 451
COMM 454	PSYC 341
COMM 455	SOC 375
EDUC 364	WMST 301
GEOG 450	

d. Power and Social Justice emphasizes conflicts involving race and ethnicity in the contemporary time period, such as inequality, social movements, voting rights, and gender roles.

Select one course:	3
BRS 300	SOC 339
PSCI 305	SOC 373
PSCI 337	SOC 442
PSCI 338	SOC 449
PSCI 341	SOC 463
PSCI 342	SOC 465
PSCI 348	SOC 469
PSYC 361	TA 323
SOC 311	WMST 303
SOC 322*	

e. Voices examines texts produced by and about people from various racial/ethnic groups. It fosters analysis of the cultural and aesthetic values represented in these works.

Select one course:	3
ANTH 325	MUSC 426
COMM 485	MUSC 427
DNCE 323	SOC 467
LTWR 210	SPAN 350B
LTWR 410	TA 325
LTWR 420	TA 410
LTWR 450	TA 421
MUSC 421	VPA 311
MUSC 422	VPA 320
MUSC 423	VSAR 323
MUSC 424	WMST 323
MUSC 425	

Two (2) elective courses:	6
selected from any of the five categories. A course may also be petitioned through the Coordinator for acceptance, providing at least half the course is devoted to studies of race/ethnicity.	
Total Units	***21***

MINOR IN FILM STUDIES

Office:
Markstein Hall, 126L

Telephone:
(760) 750-8004

Program Coordinators:
Marion Geiger, Ph.D.

Faculty:
Verónica Añover, Ph.D.
David Avalos, M.F.A.
Bonnie Bade, Ph.D.
Staci Beavers, Ph.D.
Oliver Berghof, Ph.D.
Jonathan Berman, M.F.A.
Heidi Breuer, Ph.D.
Robert Brown, Ph.D.
Susie Lan Cassel, Ph.D.
Jeffrey Charles, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Kristine Diekman, M.F.A.
Sandra Doller, M.F.A.
Darel Tai Engen, Ph.D.
Dawn Formo, Ph.D.
Marion Geiger, Ph.D.
Michelle Holling, Ph.D.
Andrea Liss, Ph.D.
Rebecca Lush, Ph.D.
Marcos Martinez, M.A.
Ken Mendoza, Ph.D.
Kristin Moss, Ph.D.
Salah Moukhlis, Ph.D.
Carmen Nava, Ph.D.
Barry Saferstein, Ph.D.
Patricia Seleski, Ph.D.
Deborah Small, M.F.A.
Martha Stoddard Holmes, Ph.D.
Mark Wallace, Ph.D.
Jill Watts, Ph.D.
Aníbal Yáñez-Chávez, Ph.D.
Yuan Yuan, Ph.D.
Zhiwei Xiao, Ph.D.

Program Offered:

- Minor in Film Studies

Film is an art form that defines our time, offering penetrating insights into human behavior, cultural and social change, and the relationship between past and present. The Minor in Film Studies enables students to examine film and film making through a series of courses covering the history, aesthetics, social and cultural impact, and criticism of the motion picture.

The primary purpose of the Minor in Film Studies is to enhance student learning regarding: 1) the production of film, 2) global history of film, 3) interpretation of film, 4) the uses of film, and 5) the art of filmmaking. Students at CSUSM will better understand the art of filmmaking. They will do so not only by analyzing films with the help of theories, but also by having the collaborative experience of making at least one short film.

The secondary purposes of the Minor in Film Studies are numerous. They loosely fit under three categories: educating an existing public, supporting the University Mission Statement, and building long-term community linkages.

Students whose primary interest is production should see the Video Production Minor, page 284.

Student Learning Outcomes

1. To expose students to the various aspects of the production of film and the art of filmmaking with the opportunity for them to make at least one short film.
2. To gain knowledge of the global history of film.
3. To practice and gain insight into the interpretation of film from a theoretical perspective.
4. To explore the various uses of film.

Requirements

Completion of eighteen (18) units of credit, twelve (12) units of which must be at the upper-division level.

	Units
Required core course:	3
FMST 100	
or	
FMST 300	

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	PSCI 341
COMM 480	LTWR 340
COMM 485	LTWR 402
ECON 327	LTWR 415
FMST 375	MLAN 360
GRMN 380	TA 328
LTWR 336	VPA 320
LTWR 337	VSAR 222
LTWR 338	WMST 450

d. Film and History

Select one course:	3
HIST 308	HIST 348
HIST 312	HIST 364
HIST 344	

One (1) elective course approved for Film Studies credit. The selection may include Independent Research or Internships; FMST 398, 495, and 499 may be applied here whether they are taken Credit/No Credit or for a letter grade. All other courses approved for the FMST Minor that have not already been used for sections a-d may be used for the elective. Work done under other disciplines, and not listed above, will require prior approval by the Program Coordinator.	3
Total Units	***18***

MINOR IN FRENCH

Office:
Markstein Hall, Room 257

Telephone:
(760) 750-4208

Faculty:
Veronica Añover, Ph.D.
Marion Geiger, Ph.D.

Program Offered:

- Minor in French

French is a global language and there are over 169 million francophones (French speakers) throughout the world. French is an official language of many international organizations such as: the United Nations, UNESCO, NATO, Organization for Economic Cooperation and Development (OECD), the International Labor Bureau, the International Olympic Committee, the 31-member Council of Europe, the European Community, the Universal Postal Union, the International Red Cross, the Union of International Associations (UIA), Doctors Without Borders (Médecins sans Frontières), and the PeaceCorp.

The Minor in French provides a more intense development of skills and knowledge of the French language, and of French and Francophone cultures and literatures, giving the students an opportunity to follow a course of study that will be supplementary or complementary to their majors. Not only does it give students a way to demonstrate global engagement and knowledge, but it also aims to make them more marketable in our global economy by providing them with insights and understanding of the French and Francophone world at large.

The program is designed to develop advanced-high communicative proficiency in all four language skills: listening, reading, speaking, and writing. Advanced grammar and composition courses will provide the level of proficiency mentioned above.

Students choosing to pursue a Minor in French will be introduced to the French and Francophone world and its cultural, economical, political and social issues of today through readings from the press, French TV news, movies and documentaries. The French Minor gives students a comprehensive understanding of the French and francophone culture, literature, and language developing at the same time a sense of awareness, understanding and analysis.

Requirements

To fulfill the Minor in French, students must complete the following curriculum, at minimum (15) units. Students may apply up to six (6) units of transfer credit toward the minor. Students must earn a grade of a C (2.0) or higher in each course for the minor.

	Units
I. Lower-Division (6-12)	
Proficiency through	
FREN 102	0-6
FREN 201 or equivalent	3
FREN 202 or equivalent	3

To determine equivalent, consult with French Program advisor. Students must successfully pass the French Challenge Exam to be granted equivalency on the desired courses. Upper-division courses cannot be challenged.

II. Upper-Division (6)	
FREN 311	3
FREN 312	3
III. French Electives	3

(3 units of one of the following upper-division French courses and/or 3 units of one upper-division Literature and Writing course):

FREN 314	FREN 395
FREN 315	LTWR 410
FREN 350	MLAN 450
FREN 380	

Total Units ***15-21***

MINOR IN GEOGRAPHY

Office:
SBSB 4-223

Telephone:
(760) 750-4104

Program Coordinator:
Greig Guthey, Ph.D.

Faculty:
Vivienne Bennett, Ph.D.
Greig Guthey, Ph.D.
Kimberley Knowles-Yánez, Ph.D.
Robert C. Yamashita, Ph.D.
Aníbal Yáñez-Chávez, Ph.D.

Program Offered:

- Minor in Geography

Geographers study why and where people, places, and environments are located on the planet and the processes of social and spatial change they are experiencing. The Minor in Geography provides students with a suite of courses that use geographic understanding to explore issues and themes related to social justice and the environment, globalization and global change, border development, climate change impacts and adaptation, water governance, and economic development.

The minor program provides students with analytical tools, research opportunities, global understanding, and broad preparation for further graduate study, and for careers in business, education, environmental management, international and community development, and government. It is an excellent addition to majors in Anthropology, Business Administration, Biochemistry, Biological Sciences, Border Studies, Communications, Ethnic Studies, Global Studies, History, Liberal Studies, Native Studies, Political Science, Sociology, and Women's Studies.

Requirements:

Completion of eighteen (18) units of credit, twelve (12) of which must be at the upper-division level. For their core courses, students may choose any upper-division course in geography in addition to those listed below. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

Preparation for the Minor:

	Units
ES 100	3
GEOG 201 or GEOG 202 (LDGE D)	3

Core Courses for the Minor (Choose four):

BRS 300	3
BRS 330	3
BRS 364	3
BRS 453	3
GEOG 305*	3
GEOG 320	3
GEOG 325	3
GEOG 330	3
GEOG 341	3
GEOG 352	3
GEOG 365	3
GEOG 390	3
GEOG 422	3
GEOG 460	3
GEOG 491	3
GEOG 499	1-3
ID 340	3
LBST 307	3

** Students may not take both GEOG 305 and GEOG 305S.*
***Additional courses may be available; check the class schedule for the latest offerings.*

MINOR IN GERMAN

Office:
Markstein Hall, Room 244

Telephone:
(760) 750-4208

Faculty:
Michael Hughes, Ph.D.
Marion Geiger, Ph.D.

Program Offered:

- Minor in German

The Minor in German provides a focused development of German language skills and knowledge of the cultures and literatures of German speaking peoples. The minor offers students a course of study that provides an important supplement or complement to their majors. It aims to provide more tools for understanding globalization while providing students with understanding and insights into the German and Germanic cultures.

The program is designed to develop a high level of communicative competence in all four language skills (listening, reading, speaking, and writing) through a focused collection of advanced grammar and composition courses.

Students pursuing the Minor in German will be introduced to the German-speaking world through important cultural, economic, political, and social issues presented via readings from the press, German TV, movies, and documentaries, and a variety of literary works from different genres. The Minor in German gives students a comprehensive understanding of German-speaking cultures, literatures, and language, while developing enhanced awareness, understanding, and analysis of cultural and social phenomena rooted in a shared language.

Requirements

To fulfill the requirements for the German Minor, students must complete the following curriculum, at minimum twelve (12) upper-division units. Entry into the upper-division courses is contingent upon completion of GRMN 202 or demonstration of equivalent proficiency through examination. Students may apply up to six (6) units of upper-division transfer credits toward the minor. A grade of C (2.0) or better must be earned in each course applied to the minor.

	Units
I. Lower-Division Preparation for the Minor:	
Demonstrated Proficiency through GRMN 202	
GRMN 101	4
GRMN 102	4
GRMN 201	3
GRMN 202	3
Total Lower-Division Coursework	***0-14***
II. Required Upper-Division Coursework:	
GRMN 311	3
GRMN 312	3
GRMN 350	3
III. Upper-Division Elective	3
GRMN 315	
GRMN 318	
GRMN 331	
GRMN 390	
GRMN 395	
HIST 323	
HIST 326	
Total Units	***12-26***

GLOBAL STUDIES

Office:
SBSB 4240

Telephone:
(760) 750-4154

Department Chair:
Elizabeth Matthews, Ph.D.

Departmental Faculty:

Scott Greenwood, Ph.D.
Aditi Malik, Ph.D.
Elizabeth Matthews, Ph.D.
Patty Seleski, Ph.D.

Affiliated Faculty:

Anthropology
Bonnie Bade, Ph.D.
Konane Martinez, Ph.D.
Laurette McGuire, Ph.D.
Aníbal Yañez-Chávez, Ph.D.

Communication
Joonseong Lee, Ph.D.
Cecilia Uy-Tioco, Ph.D.

Economics
Ranjeeta Basu, Ph.D.

History
Ibrahim Al-Marashi, Ph.D.
Reuben Mekenye, Ph.D.
Carmen Nava, Ph.D.
Kimber Quinney, Ph.D.
Alyssa Sepinwall, Ph.D.
Zhiwei Xiao, Ph.D.

Liberal Studies
Vivienne Bennett, Ph.D.
Greig Guthey, Ph.D.
Kimberley Knowles-Yanez, Ph.D.

Literature and Writing Studies
Oliver Berghof, Ph.D.
Salah Moukhlis, Ph.D.

Modern Language Studies
Veronica Anover, Ph.D.
Marion Geiger, Ph.D.
Michael Hughes, Ph.D.
Darci Strother, Ph.D.

Philosophy
Manuel Arriaga, Ph.D.

Political Science
M. Kent Bolton, Ph.D
Cyrus Masroori, Ph.D.
Benjamin Nienass, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Pamela Stricker, Ph.D.

Sociology
Marisol Clark-Ibáñez, Ph.D.
Richelle Swan, Ph.D.

Visual and Performing Arts
Kristine Diekman, M.F.A.
Mtafiti Imara, Ph.D.
Andrea Liss, Ph.D.
Deborah Small, M.F.A.

Women's Studies
Sheryl Lutjens, Ph.D.
Linda Pershing, Ph.D.

Programs Offered

- Bachelor of Arts in Global Studies
- Minor in Global Studies

The Global Studies Program provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Whether pursuing the major or the minor, students can choose from an approved list of courses from Anthropology, Communication, Economics, History, Liberal Studies, Literature and Writing, Philosophy, Political Science, Sociology, Modern Language Studies, Visual and Performing Arts, and Women's Studies. The program allows students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and in two of five global issue areas: Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, and Gender in Global Perspective.

Student Learning Outcomes

Students who graduate with a B.A. in Global studies will be able to:

1. Describe and explain how their own culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
2. Analyze world geography, global issues, processes, trends and systems.
3. Compare and contrast global cultures beliefs, values, religions, arts, practices, and philosophies).
4. Interpret and analyze global issues from a variety of disciplinary perspectives to think critically and solve problems.
5. Communicate in and use second-language skills (at an intermediate high proficiency level) in order to gain knowledge of other cultures to extend access to information, experiences, and understanding.

Career Opportunities

The Global Studies Degree will be useful to students pursuing careers in international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International), government, graduate study in History, Political Science, and International Affairs, and education.

Preparation

Prior to taking any upper-division coursework for the major, students are encouraged to complete, or be in the final semester of completing, all lower-division General Education requirements.

Special Conditions for the Bachelor of Arts in Global Studies

All courses counted toward the major, including "Preparation for the Major" courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the major must be earned in residence at Cal State San Marcos. No more than six (6) units of internship, GBST 495, and/or independent study, GBST 498, credit may be counted toward the major. In order to graduate, all Global Studies majors must successfully complete GBST 400 Senior Seminar during their senior year.

All Global Studies majors must meet a second-language competency requirement. This requirement can be met by completing an approved fourth semester language course with a grade of "C" or higher or by successfully passing a fourth-semester level language competency exam given by the CSUSM Language Learning Center. If the CSUSM Language Learning Center does not offer a competency exam in a student's second language, this student may request that the competency exam be conducted by the Berlitz Language Center. Students requesting this option must receive official approval from the Global Studies Department Chair before scheduling a Berlitz exam. International students may satisfy this requirement by meeting the university's TOEFL requirement for admission. A partial list of courses that can be used to meet the second-language competency requirement are listed below:

FREN 202
FREN 315
FREN 350
GRMN 202
GRMN 315
GRMN 350
JAPN 301
JAPN 302
SPAN 202
SPAN 210
SPAN 266
SPAN 301A
SPAN 301B
SPAN 305
SPAN 314B
SPAN 314C
SPAN 314D
SPAN 314E
SPAN 315
SPAN 350A
SPAN 350B
SPAN 366

Language courses may not be "double-counted" to meet the Global Culture, Geographic Areas, and second-language competency requirements of the Global Studies major.

BACHELOR OF ARTS IN GLOBAL STUDIES

	Units
General Education*	51
Preparation for the Major	12
Major Requirements	39-48
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120	

**At least six (6) units of General Education Requirements in Areas C (Arts and Humanities) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

Complete the following twelve (12) units of preparatory coursework with a grade of C (2.0) or better:

ECON 202*	3
GBST 100***	3
GEOG 201*	3
HIST 102**	3
Total Units	***12***

**ECON 202 or GEOG 201 may also be used to meet the "Area D – Discipline Specific Social Science" lower-division GE requirement.*

***HIST 102 may also be used to meet the "Area C2 – Humanities" lower-division GE requirement.*

****GBST 100 may also be used to meet the "D7 – Interdisciplinary Social Sciences" lower-division GE requirement.*

Upper-Division Requirements

	Units
GBST 300	3
Geographic Area Electives	8-9
Global Culture Electives	5-6
Global Issues Electives	17-21
Second-Language Competency Requirement	0-3
GBST 400	3
Total Units	***36-48***

Upper-Division Electives

For the latest list of upper-division electives that count for the major and minor, see "Requirements and Important Documents" at www.csusm.edu\globalstudies.

Geographic Areas

At least eight units (8) in one geographic area drawn from at least two different disciplines; please see "Requirements and Important Documents" at www.csusm.edu/globalstudies/ for a list of approved courses in these areas:

The Americas
Asia
Europe
Middle East and North Africa
Sub-Saharan Africa

Global Culture

Students must complete two courses (5-6 units) from different disciplines; please see "Requirements and Important Documents" at www.csusm.edu/globalstudies/ for a list of approved courses in these areas.

Global Issues

Students must complete three courses in each of two of the following global issues areas listed below, for a total of at least seventeen (17) units. At least two courses in each issue area must be from different disciplines. Please see "Requirements and Important Documents" at www.csusm.edu/globalstudies/ for a list of approved courses in these areas:

Foreign Policy
Global Conflict and Cooperation
International Law and Human Rights
Global Political Economy and Development
Gender in Global Perspective

MINOR IN GLOBAL STUDIES

The Minor in Global Studies provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Students can choose from an approved list of courses from Anthropology, Communication, Economics, History, Liberal Studies, Literature and Writing Studies, Philosophy, Political Science, Modern Language Studies, Visual and Performing Arts, and Women's Studies. The minor allows students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and in one of five global issue areas: Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, and Gender in Global Perspective.

The Global Studies Minor will be useful to students pursuing careers in education, international business, international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International), public service, and graduate study in related fields.

Requirements

The Minor in Global Studies requires a minimum of twenty (20) units of credit, at least seventeen (17) of which must be at the upper-division level. Political Science majors may double-count up to a maximum of six (6) units of upper-division coursework toward their major and the Minor in Global Studies. All other majors may double-count up to a maximum of nine (9) units of upper-division coursework toward their major and the Minor in Global Studies.

	Units
a. Introduction to the Global System	3

One of the following courses:
GBST 100 or
GEOG 201 or
HIST 102

b. Interdisciplinary Core Course	3

GBST 300

c. Upper-Division Geographic Area Electives	6

Select at least two courses for a total of at least six (6) units from different disciplines in one geographic area:

The Americas
Asia
Europe
Middle East and North Africa
Sub-Saharan Africa

Courses used to satisfy the geographic area requirement cannot also be used to satisfy the global issues requirement below.

	Units
d. Upper-Division Global Culture Elective	2-3

Select one course for a total of at least two (2) units from a list of courses offered by the Modern Language Studies, Literature and Writing, and Visual and Performing Arts departments.

e. Upper-Division Global Issue Electives	6

Select at least two courses for a total of at least six (6) units from different disciplines in one global issue area:
Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, and Gender in Global Perspective.

Courses used to satisfy the global issues requirement cannot also be used to satisfy the geographic area requirement above.

Total Units	***20-21***

Additional courses may be approved to satisfy these requirements as additional courses are added to the University curriculum. Students may obtain the most current list of approved courses from the Department Chair, a Staff Advisor, an Academic Advisor, or online at www.csusm.edu/globalstudies/

HISTORY

Office:
Markstein Hall, Room 226

Telephone:
(760) 750-4152

Department Chair:
Carmen Nava, Ph.D.

Faculty:
Ibrahim Al-Marashi, Ph.D.
Jeffrey Charles, Ph.D.
Darel Tai Engen, Ph.D.
Katherine Hijar, Ph.D.
S. Deborah Kang, Ph.D.
Anne Lombard, Ph.D.
Reuben Mekenye, Ph.D.
Carmen Nava, Ph.D.
Alyssa G. Sepinwall, Ph.D.
Patricia S. Seleski, Ph.D.
Jill Watts, Ph.D.
Zhiwei Xiao, Ph.D.
Antonio Zaldivar, Ph.D.

Programs Offered:

- Bachelor of Arts in History; Options in:
  - History
  - Single Subject Preparation for Teaching
- Minor in History
- M.A. in History

History interprets the past for the present by exploring the institutions, ideas, cultures, and creations of men and women in the context of time and place.

It is focused on change over time; both change of the subjects of study and of historians' attempts to make sense of those subjects. History ranges over all of recorded human experience, drawing from and placing in context the achievements of the arts, sciences, social sciences, and other humanities.

The student of history will learn to evaluate evidence critically, to sift and organize evidence fairly and persuasively, to analyze the evidence for its patterns and meanings, and to integrate this into a broad scope of human experience. Historical study provides perspective, helping individuals to place their own lives, values, and world events in context, and to recognize the processes of change that have brought them to the present.

Working from these general principles and the special strengths of its faculty, the history department has designated the following 5 specific outcomes of a major in history.

Student Learning Outcomes

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

1. Develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past;
2. Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation;
3. Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change;
4. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and
5. Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.

Career Opportunities

History majors find careers in a great variety of fields. History is a traditional preparation for law, foreign service, teaching, public affairs, journalism, and work in museums or historical societies. History majors hold such diverse positions as presidents of banks, personnel officers, senators, network news anchors, purchasing agents, city managers, judges, business owners, and public safety officers. In addition, there is a growing arena of careers directly related to history—museum directors, curators, historical consultants, archivists, historical site administrators, and historic preservation officers. Both government agencies and private corporations hire historians to research, analyze, and organize their records. Many of these latter careers require some graduate work in history.

Preparation for the Major

Completion of twelve (12) units of lower-division history study, which must include two two-course sequences, each focusing on a different world area. Completion of the lower-division general education requirements, especially the writing composition course, is also strongly recommended prior to undertaking upper-division coursework.

Major Requirements

In addition to the lower-division courses completed as preparation, the major requires thirty-three (33) upper-division units, including successful completion of HIST 301 and a 400-level history seminar course. Of these units, one course must have the majority of its content before 1800. Courses in the major must be taken from at least three different world areas that include: Africa, Ancient, Asia, Europe, Latin America, Middle East, United States, and Comparative/Transnational History. One course must have considerable content on Women's History/Gender. All history courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than three (3) units of internship may be counted toward the major.

BACHELOR OF ARTS IN HISTORY

	Units
General Education **	51
Preparation for the Major*	12
Major Requirements	33
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120	

** Refer to explanation of units in the section that follows. These may simultaneously fulfill major preparation and General Education requirements.*

***Three (3) lower-division General Education units in Area A (Basic Skills) are automatically satisfied by GEW 101.*

Preparation for the Major

Lower-Division (12 units)	
Two history sequences in two different world areas	12
Total Units	***12***

Major Requirements

Upper-Division (33 units)

HIST 301*	3

**Strongly recommended to be taken at the beginning of the junior year.*

Nine (9) 300-level History courses	27
400-level History seminar course	3
Total Units	***33***

Of the 33 units:

a. One course must have the majority of its content before 1800.

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

c. Note: One course must have considerable content on Women's History/Gender.

Note: requirements a,b,c may be fulfilled simultaneously with other upper-division History requirements.

Single-Subject Preparation for Teaching Option

Students interested in majoring in History and teaching at the secondary level may elect the Single-Subject Preparation for Teaching Option. Successful completion of this option will allow students to waive the California Subject Examination for Teachers (CSET) in History/ Social Science. For certification of this option, students must maintain a 2.7 GPA both in overall work and in all courses used to complete the major and option.

Lower-Division Preparation for the Major

Thirty units in lower-division courses including:	
U.S. History Survey	
HIST 130 and 131	6
World History	
HIST 101 and 102	6
Related breadth courses including: U.S. Government	
PSCI 100	3
Economics including Macro/Micro Economics:	
ECON 201 and 202	6
GEW 101	3
Supporting social science courses: PSYC 100 and SOC 101 recommended, but other lower- or upper-division courses in Psychology or Sociology can satisfy this requirement.	6
Total Units	***30***

Upper-Division Requirements

Forty-six units in upper-division courses including:

	Units
GEOG 302 or 320	3
Political Science, U.S. focus	
Choose from: PSCI 305, 321, 412, 413	3
Political Science, Global focus	
Choose from: PSCI 331, 350	3
EDUC 350	3
Note: HIST 393 and EDUC 350 should be taken concurrently	
HIST 301 Historical Methods and Writing	3
HIST 347 California History	3
2 U.S. Courses from HIST 336C, 336D, 336E, 336F	6
Upper-division History electives, U.S. focus	6
Upper-division History electives, non-U.S. focus	12
Note: Of the above, courses must be taken from at least three world areas that include: Africa, Asia, Europe, Latin America, Middle East, and Comparative/ Transnational history	
HIST 393 Experiential Learning in History for Future Teachers	1
History course, 400-level seminar	3
Total Units	***46***

Note: of the history courses above:

a. one course must have the majority of its content before 1800.

b. one course must have considerable content on Women's History/ Gender.

c. one course must have significant consideration of ethical, moral, or religious issues in history.
Choose from: HIST 306, 310A, 310B, 313, 317, 318, 323, 341, 343, 356, 380, 383, 388

Students must complete and submit a portfolio of their coursework with a written narrative reflecting on their pre-credential teaching experience, and must complete all of the above courses with a GPA of 2.7 or above.

MINOR IN HISTORY

A Minor in History shall consist of twenty-one (21) units of study in History. Twelve (12) units must be in upper-division courses. Students must include in their program courses at least two world areas, and one six-unit sequence of coursework, either at lower- or upper-division. A six-unit (6) sequence may consist of either two courses at the same level in which the content of the second continues chronologically the content of the first or a 300-level course and a 400-level seminar which builds on a theme covered in the 300-level course. Students must complete all courses counted toward the minor with a grade of C (2.0) or better, and may include no more than three (3) units of internship toward the minor.

MASTER OF ARTS IN HISTORY

Graduate Program Coordinator:

Jill Watts, Ph.D.

The mission of the Master of Arts in History is to build students' expertise in the field of history with an additional focus on the critical study of the history of media and/or the applied use of media/technology (known as Digital History) in presenting history to the public. Historians have always used various forms of media to communicate information about the past and they have always taken advantage of advances in media and technology to teach the public about its history. Currently, new media technology is revolutionizing how history is taught and how the stories of the past are conveyed to the public. The Master of Arts in History Program will offer students opportunities to explore media as they have changed over time, beginning with the earliest oral and visual forms of historical communication through the rise of modern electronic media and computer technology. Students pursuing the Master of Arts in History will be required to take courses that develop their skills in critically analyzing media as they relate to history and acquire skills in Digital History to convey historical information to the public.

This program is designed to provide students with a practical degree that prepares them for a variety of post-graduate careers including: community college and post-credential teaching (enhanced by training in history and the new media classroom); public history (including museumship, historical societies, and electronic archives); media and journalism; doctoral education; urban planning; local, state, and city governmental jobs; public service; and a number of other possibilities both in the public and private sectors. The degree is designed to offer students the opportunity to practice their skills in the workplace. Some students may elect to pursue the option of an internship in a public or private agency where their training in historical content and media/technology can be practically applied. Additionally, the program, in an effort to serve students who are interested in educational careers in history at the college level, offers a curriculum that will allow them to explore pedagogical issues associated with history teaching and to gain actual experience teaching history in college classrooms.

During their course of study, students will be required to master historiography, the philosophy of history, and specific historical topics, and acquire technical skills. All Master of Arts degree candidates will take one course in the critical study of the history of media and one course in applied media and history in which they will produce a Digital History project.

The Department of History at California State University San Marcos is ideally situated to offer an advanced degree in History. Located in Southern California with access to the Los Angeles and San Diego areas, the Department of History can draw on the region's resources in the film and television industries as well as the well-established computer and software industries connected with multi-media production. The faculty of the Department of History offer a wide coverage of world areas and periods including Africa, the Ancient World, Asia, Europe, Latin America, the Middle East, the United States, and Comparative/World History. Additionally, the department houses faculty who have expertise in critical historical media studies and in applying new media technology to preserving history and delivering historical content. Building on these strengths, the Department of History is able to offer this unique degree that blends the benefits of the traditional history Master's program with an applied dimension in new technologies that are revolutionizing the communication of information and the public's understanding of the past.

Student Learning Outcomes

Students who graduate with a Master of Arts in History will:

1. Produce historical analyses that reflect a sophisticated understanding of major schools of historical theory and methodology.
2. Produce scholarship that shows an in-depth knowledge of at least one portion of the human historical experience.
3. Perform critical analyses of the history of media/mass culture/new media technology.
4. Acquire knowledge of some form of digital media technology, and apply that knowledge to the study of history.
5. Develop advanced research skills and historical writing skills.
6. Produce research that makes an original and significant contribution to historical scholarship, in conversation with existing historiography.

Admission Requirements and Application

All applicants meeting the admission requirements for the Department of History must also meet the university requirements for graduate study. Applicants to the Master's Program in History must have completed a Bachelor's degree in history or allied field from an accredited university with at least four upper-division courses in history. Furthermore, applicants must have completed HIST 301 (Historical Methods and Writing) or the equivalent before beginning graduate work. Additional requirements for admission to the program are as follows:

- Admission to the University for Graduate Studies
- Overall minimum grade point average of 3.0 with a minimum grade point average of 3.0 in the undergraduate major
- The General Test for the Graduate Record Examination (GRE). While the minimum acceptable score may vary year by year, it is unlikely that an applicant will be admitted with a score of less than 151 on the verbal section of the exam. The score must be from a test taken no earlier than five years preceding the date of application.
- TOEFL, if appropriate with a minimum score of 550
- Two sets of official transcripts from all colleges and universities attended with official verification of graduation
- At minimum, three letters of recommendation that assess academic accomplishments and potential for graduate study

- A 750-word statement of research intent describing historical fields of study including mention of interest and/or experience in media and technology, relevant educational background, and post-graduate career/educational objectives
- One formal academic writing sample, as recent as possible. Preferably, this should be a sample from previous college or university coursework and should not be written simply for the purpose of admission.

Application Materials

A complete application consists of:

Application materials sent directly to the Admissions Office of California State University San Marcos:

- Completed university application form
- Application fee
- One set of official transcripts that include all work done at all colleges and universities

Application materials to be sent directly to the Department of History (see address below):

- Completed departmental application form
- One set of official transcripts that includes work done at all colleges and universities
- Statement of interest
- GRE test scores (and TOEFL where appropriate)
- Writing sample
- Three letters of recommendation

Address for Departmental Materials:

Administrative Coordinator, Department of History, 333 South Twin Oaks Valley Road, California State University San Marcos, San Marcos, California, 92096.

Application Deadlines:

Deadline for submission: Applications for Fall admission are due no later than March 15. Applications for Spring admission are due no later than November 15. However, applications may be accepted for review for as long as space is available in the program. It is possible that class scheduling and available spaces will significantly limit Spring admissions.

Degree Requirements

Students must complete 30 units of graduate study, 24 of which must be at the graduate level. Generally, none of the 30 units of 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 presenta¬tion (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.

** In some rare circumstances, the department may allow substitutions for HIST 501 and/or 502 by petition.*

Continuation

For a student to continue in the program, they must meet the following requirements:

- Students must maintain a 3.0 GPA (A=4.0). If a student's GPA falls below 3.0, s/he will be placed on academic probation the following semester. If the GPA remains below 3.0 for two semesters in a row, the student will be dropped from the program.
- Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled or who have a leave of absence longer than two semesters will be dropped from the program and must reapply.
- All the requirements for the degree are to be finished within five years after matriculation into the graduate program. Authorized leaves of absence do not extend the time limit for completion of the degree.

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 118 for more information regarding this requirement.

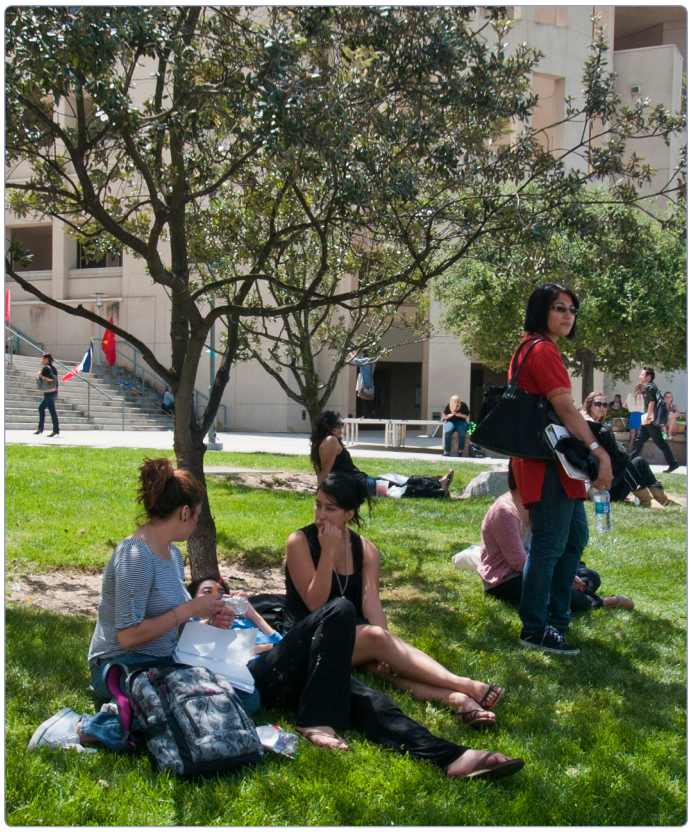
Advancement to Candidacy

All students must select a main thesis advisor from the tenure-track history faculty based on areas of interest and planned thesis or media project. Students should consult regularly with their advisor regarding course selection and research proposal. Students will choose two additional faculty members (at least one must be another member of the history faculty) for their committee. A student must request to be advanced to candidacy after completing 18 units. To be advanced to candidacy, the student must do the following:

- Form a thesis or media presentation committee and submit to the committee the approval form with copies to committee members and the history graduate coordinator.
- Submit a thesis or media presentation proposal to committee members that states the topic, a working thesis, and the nature of the project, and establishes that the project can be successfully completed.
- Receive approval on the proposal from all committee members.

Thesis or Media Project Requirement

Students may opt to complete the degree with either a thesis or a media/technology project. A thesis is comprised of a primary source-based research paper that makes an original and substantial contribution to historical scholarship. The thesis will also demonstrate an appropriate grasp of the secondary materials related to the topic under investigation. Alternatively, students may submit a media/technology project that applies new media and/or technology techniques to the delivery of a primary source-based research project. In this instance, students will prepare a new media/technology presentation (i.e., a substantial web site project, a video or film project, a digitized database, or an archival project) that will be accompanied by a written analysis that discusses the media project and demonstrates how the project both exhibits the appropriate grasp of related secondary materials and makes an original, primary source-based contribution.



LIBERAL STUDIES

Office:
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Telephone:
(760) 750-4104

Web sites:
www.csusm.edu/liberalstudies/
www.csusm.edu/liberalstudiesadvising

Department Chair
Jocelyn C. Ahlers, Ph.D.

Faculty:

Latin American Studies:
Vivienne Bennett, Ph.D.

Linguistics:
Jocelyn C. Ahlers, Ph.D.
Nicoleta Bateman, Ph.D.
Jule Gómez de García, Ph.D.

Public Policy and Planning:
Greig Tor Guthey, Ph.D.

Science and Society:
Robert C. Yamashita, Ph.D.

Urban and Regional Planning:
Kimberley Knowles-Yánez, Ph.D.

Critical Education Theory:
Martha Gonzalez, Ph.D.

Faculty Emerita:
Vivienne Bennett, Ph.D.

Programs Offered:

- Bachelor of Arts in Liberal Studies
  - Border Studies Option (BRS)
  - Elementary Subject Matter Preparation Option (ESM)
  - Integrated Credential Program Option (ICP)
- Elementary Subject Matter Preparation Certificate*
- Minor in Border Studies**
- Minor in Geography***
- Minor in Linguistics^

** See page 223 for the Elementary Subject Matter Preparation Certificate.*
***See page 209 for Minor in Border Studies.*
****See page 232 for Minor in Geography.*
^See page 253 for Minor in Linguistics.

Program Description:

The Liberal Studies Department offers three Options, all leading to a Bachelor of Arts degree. All three Options are suitable for students who start their undergraduate careers at CSUSM as well as for transfer students; some coursework taken at California community colleges may be applied to Liberal Studies requirements for all three Options.

The Border Studies Option (BRS) is designed for students who want to acquire knowledge and skills regarding the dynamics that occur in regions where multiple communities come into overlapping contact and where borders of all sorts both divide and create communities. The BRS Option is particularly suited for students who want to become service professionals working within border regions in careers such as city planning, public policy, health professions, border patrol, education, and public administration. The BRS curriculum provides an interdisciplinary exploration of the geopolitical, linguistic, cultural, and social frontiers that shape the development of border communities. To learn more about the BRS Option, please read the requirements on the following pages; if you have questions, contact the Liberal Studies Department Chair.

The Elementary Subject Matter Preparation Option (ESM) and the Integrated Credential Program Option (ICP) are designed specifically for future K-8 teachers and meet the California Standards for Multiple Subject Matter Preparation Programs. The ESM provides the undergraduate preparation needed for entry into Post-Baccalaureate Multiple Subject Credential programs, while the ICP combines that undergraduate coursework with the curriculum of the School of Education's Multiple Subject/English Learner Authorization Teacher Credential Program.

For students who do not wish to be teachers but are seeking a broad liberal arts education, the ESM provides such a curriculum. For these students, the ESM serves as a liberal arts foundation for high school, community college, and university student services jobs; NGOs focused on education issues; most graduate programs in the humanities and social sciences, and law school.

The ESM and ICP Options share the same coursework to meet certain lower-division (first- and second-year) requirements as well as a number of Upper Division (third- and fourth-year) requirements. ESM students who complete the curriculum with the required grades receive a Bachelor of Arts in Liberal Studies. ICP students who complete the curriculum with the required grades receive a Bachelor of Arts in Liberal Studies as well as the Multiple Subject Teaching Credential. To learn more about the ESM and ICP Options, please read the requirements on the following pages; if you have questions, contact Liberal Studies.

Student Learning Outcomes

The goals of the Liberal Studies Program are that of all our graduates:

- Learn to engage in reasoned thinking.
- Maintain open, inquiring, and skeptical minds.
- Know how to access and evaluate information.
- Develop cultural sensitivity and tolerance for cultural differences.
- Acquire environmental awareness.
- Establish a foundation for understanding social issues.
- Take responsibility for their thinking, actions, and impact on the world.

Students graduating with a Bachelor of Arts in Liberal Studies will

1. In the area of interdisciplinary knowledge: a. Identify the approaches of multiple disciplines including their different questions and methods; b. Be able to frame questions about social problems from different disciplinary perspectives.
2. In the area of multidisciplinary knowledge: a. Identify the interdisciplinary approach, its questions and methods; b. Be able to frame questions about social problems from an interdiscipinary perspective.
3. Critically examine their role(s) in the communities with which they interact.
4. Demonstrate skills needed to collaborate to achieve a goal.
5. Collect, critically evaluate, and analyze primary and secondary data.
6. Formulate an argument and present it effectively both orally and in writing.

In addition, students in the BRS Option will:

7. Comprehend theories and key issues in the study of borders and border communities.
8. Design and implement border research projects using appropriate methodologies

Students in the ESM and ICP Options will:

9. Acquire a breadth of knowledge across the range of subjects included in the State's requirements for future teachers, and depth of knowledge in one of the subject areas, as preparation for passing the CSET and applying to a credential program.
10. Explain some of the ways in which this acquired knowledge will inform their teaching of K-8 students in California's school system.

Career Opportunities

For students in the BRS Option, the B.A. in Liberal Studies serves as preparation for a wide range of careers in the public and private sector where knowledge of border dynamics matters. Examples include planning, public policy, health professions, border patrol, education, public administration, and community liaison officers for private sector firms.

For students in the ESM and ICP Options, the B.A. in Liberal Studies is the first step in becoming a K-8 teacher. For students in the ESM Option who do not want to be teachers, the B.A. in Liberal Studies serves as a liberal arts foundation for high school, community college, and university student services jobs, NGOs focused on education issues, most graduate programs in the humanities and social sciences, and law school.

Graduates of Liberal Studies programs are well-positioned for entry into CSUSM's Multiple Subject Credential Program. For complete and up-to-date information, please contact the College of Education or visit their web site.

Special Conditions for the Bachelor of Arts in Liberal Studies

In all three Options, all courses counted toward the Major, including Preparation for the Major, must be completed with a grade of C (2.0) or better.

Special Conditions for the Border Studies Option

A minimum of eighteen (18) units counted towards the BRS Option must be completed at Cal State San Marcos.

No more than six (6) units of independent study and independent research (BRS 498 and BRS 499) may be applied toward the BRS Option.

Special Conditions for ESM and ICP Options

No course used for Preparation for the Major, Breadth of Study, or Depth of Study may be taken for a grade of Credit/No Credit.

BACHELOR OF ARTS IN LIBERAL STUDIES

Border Studies Option (BRS)

	Units
General Education	51
Preparation for the BRS Option*	15
Major Requirements	38-45
Capstone Course	3-5

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

Preparation for the BRS Option

(15 units)

Prior to taking any of the Upper-Division Core or Upper-Division Major Electives, students should successfully complete the following courses:

GEOG 201* or GEOG 202* (LDGE D)	3
HIST 102* (LDGE C2)	3
HIST 131* (LDGE Dh)	3
PSCI 100* (LDGE Dc & Dg)	3

**At least nine (9) units of Lower-Division General Education are automatically satisfied by courses taken in Preparation for the Major.*

Introduction to Statistics

Select one of the following courses:

PSYC 220	3
SOC 201	3

Upper-Division Major Requirements for BRS

Core Courses (15 units)

	Units
BRS 300	3
GEOG 305 or GEOG 305S	3
GEOG 320	3
ID 340 or ID 340B	3
Choose one: LING 305, LING 341, LING 355, or LING 371	3

Research Methods (3-4 units)

Select one of the following courses:

ANTH 390
BRS 301
HIST 301
SOC 360
SOC 361
WMST 490

Electives

(20-27 units)

Historical Frames (3 units)

Select one of the following courses:

HIST 344 (preferred)
HIST 346
HIST 347

Social Issues and Political Economy (6-8 units)

Select two of the following courses:

ANTH 370
BRS 330
BRS 335
BRS 430
BRS 453
ECON 325
ECON 441
ECON 442
ECON 443
ECON 445/PSCI 445/WMST 445
GEOG 341
GEOG 365
ID 406
PHIL 340
PSCI 331
PSCI 335
PSCI 337
PSCI 338
PSCI 339
PSCI 340
PSCI 342
PSCI 350
PSCI 355
PSCI 356
PSCI 359
PSCI 361
PSCI 362
PSCI 364A
PSCI 364B
PSCI 365
PSCI 366
PSCI 439
PSCI 449
PSCI 450
PSCI 460
PSCI 461
PSCI 462
PSCI 469
PSCI 338
SOC 314
SOC 331
SOC 353
SOC 403
SOC 419
SOC 424
SOC 439
WMST 370
WMST 416

Cultural Contact (6-8 units)

Select two of the following courses:

ANTH 301
ANTH 340
ANTH 430
ANTH 440
ANTH 460
ANTH 470
HIST 338A
HIST 338B
HIST 346
HIST 350
LING 341
LING 351
LING 371
LING 451
PSCI 305
PSCI 343
PSCI 368
PSYC 341
PSYC 428
SOC 311
SOC 313
SOC 339
SOC 345
SOC 347
SOC 375
SOC 448
SOC 461
SOC 465
SPAN 314D
SPAN 316
TA 323
VSAR 323
WMST 301
WMST 303
WMST 343

Planning (6-8 units)

Select two of the following courses:

BIOL 336
BIOL 363
BIOL 382
BIOL 384
BIOL 533
BRS 364
ECON 411
ECON 451
ECON 455
GEOG 460
LBST 307
LBST 375
PSCI 321
PSCI 391
PSCI 396
PSCI 397
PSCI 420
PSCI 434
SOC 424
WMST 330
WMST 424

BRS Option Capstone Course (3-5 units)

Select one of the following courses:

BRS 400
BRS 490
BRS 495*
BRS 498*
BRS 499*

**If BRS 499 is taken to fulfill the Capstone requirement, it must be taken for 3 units.*

BACHELOR OF ARTS IN LIBERAL STUDIES

Teaching Options:

- Elementary Subject Matter Preparation Option (ESM)
- Integrated Credential Program Option (ICP)

The ESM and ICP Options both offer excellent curricular pathways to students interested in a career in elementary school teaching. Both are based on the California Standards for Multiple Subject Preparation for future K-8 teachers. Coursework is selected to address the seven core subject matter areas of the K-8 curriculum: Reading, Language & Literature; History & Social Science; Mathematics; Science; Visual & Performing Arts; Human Development; and Physical Education. In addition, students in both options choose a Depth of Study module that explores one of these subject matter areas in greater depth.

ESM and ICP students are prepared for the California Subject Examination for Teachers (CSET). The CSET is a test of the future teacher's mastery of the subject matter delivered in K-8 curricula; passing the CSET is a prerequisite for entry into most post-baccalaureate credential programs (including CSUSM's) and is currently required for recommendation of a California credential. The ESM and ICP Options specifically aim to prepare graduates for entry into the next stages of teacher training and to ensure that as future teachers they will have a command of the subjects they teach.

Elementary Subject Matter Preparation Option (ESM)

Overall Requirements for ESM

	Units
Preparation for the ESM (Lower-Division)	54
Breadth Requirements (Includes BB, CC, DD)	24-25
Depth Requirements	15-17
ESM Total Units	***93-96***

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

Please consult a Liberal Studies Advisor for recommended teacher preparation electives.

Preparation for the ESM Option

(Lower-Division: 54 units)

(See pages 247-249 for further information on the ESM)

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

	Units
History and Social Science (HSS) (12 units)	
HIST 101 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D) or GEOG 202 (LDGE D)	3
PSCI 100 (US and CA Government; LDGE Dc and Dg)	3
Mathematics (MATH) (6 units)	
MATH 210	3
MATH 212 (LDGE B4)	3
Science (SCI) (9 units)	
GES 105* (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100	3

** Students selecting a Science Depth of Study Module must take CHEM 150 and either PHYS 101 or PHYS 205 instead of GES 105.*

Reading, Language, and Literature (RLL) (12 units)	
LING 100	3
Oral Communication (LDGE A1)	3
Written Communication (LDGE A2)	3
One of the following courses:	3
LTWR 100 (LDGE C2)	
LTWR 208A (LDGE C2)	
LTWR 208B (LDGE C2)	
LTWR 210 (LDGE C2)	
Visual and Performing Arts (VPA) (6 units)	
One of the following courses:	3
VPA 101 (LDGE C1)	
DNCE 101 (LDGE C1)	
MUSC 120 (LDGE C1)	
TA 120 (LDGE C1)	
VSAR 120 (LDGE C1)	
Any VPA Studio Course**	3

***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 301, 302, 303, 480.*

Human Development (HD) (3 units)	
PSYC 210 (LDGE D7)	3
Physical Education (PE) (3 units)	
PE 203 (LDGE E)	3
Critical Thinking (3 units)	
Any LDGE A3 (PHIL 110 recommended)	3
Total Additional Lower-Division Units	***12***

ESM Option: Breadth of Study Requirements

(Upper-Division: 24-25 units)

Courses must be taken in the following areas in order to fulfill the Breadth of Study requirement. In some areas, only a single course can fulfill this requirement; in others, a choice of courses is available. Additional courses may be approved to satisfy these requirements as courses are added to the college curriculum. Students should consult a Liberal Studies advisor in order to obtain an up-to-date list of approved courses.

Mathematics
MATH 311 3

Linguistics
LING 300 3

California History
GEOG 341 or HIST 347 3

Interdisciplinary Studies
One course from the following list*** 3
ANTH 301, 325, 370, 375
BRS 300, 330, 364, 430, 453
DNCE 320
GBST 300, 390
GEOG 305, 305S, 320, 365, 460, 465
ID 350, 360, 370, 406, 410
LBST 307, 362, 375
LING 305, 331, 341, 360, 371, 381
MUSC 421
TA 323, 325
VSAR 320, 323
WMST 303, 325, 330, 341, 350, 375, 407, 424

****Interdisciplinary Studies courses that satisfy the UDGE CC or DD requirement may be double-counted toward both the requirements of the major and the General Education requirement. See advisors or the Liberal Studies web site for updated lists.*

Multicultural Studies
One of the following courses*** 3-4
ID 340 SOC 311
SOC 313 WMST 301

Upper-division General Education* 9
Area BB (Natural Sciences and Mathematics)
Area CC (Humanities and the Arts, LTWR recommended)
Area DD (Social Sciences)

**Unless already fulfilled by a course taken to satisfy the Liberal Studies degree.*

Total Breadth of Study Units ***24-25***

****Multicultural Studies courses that satisfy the UDGE CC or DD requirement may be double-counted toward both the requirements of the major and the General Education requirement. See advisors or the Liberal Studies web site for updated lists.*

Depth of Study Requirements for the ESM Option

(15-17 units)

All students must fulfill the Depth of Study requirement by selecting and completing a 15-17 unit module of coursework clustered around one of the seven K-8 subject areas. Various modules are developed and offered by faculty in related academic fields. Each module is designed to provide the student with a more focused and sustained study of a particular subject matter area.

Depth of study allows students to gain greater appreciation of the development of a given academic field, from basic concepts and methods to more advanced applications and theoretical horizons. Prospective teachers may select a module in a given subject area in order to develop a particular classroom specialty, or just to pursue an intellectual or creative interest. As a final graduation requirement, each module includes an overall assessment of the student's grasp of the field.

Depth of Study coursework may also be applied toward completion of a minor (an official declaration of the minor must be filed with Registration and Records).

The following Depth of Study modules are available. Complete descriptions, including current course requirements, are available from the Liberal Studies Advisors and are posted on the Liberal Studies website.

SCIENCE (SCI)
Biology and Chemistry*
Biology and Physics*
Chemistry and Physics*

**These modules require a different pathway through the lower-division ESM science courses. Consult a Liberal Studies Advisor for details.*

MATHEMATICS (MATH)
Mathematical Concepts
Mathematical Methods

READING, LANGUAGE, AND LITERATURE (RLL)
Literature and Writing
Linguistics

HISTORY AND SOCIAL SCIENCE (HSS)
Anthropology
Border Studies
Geography
History

VISUAL AND PERFORMING ARTS (VPA)
Arts and Education
Arts and Technology
Music

HUMAN DEVELOPMENT (HD)
Psychology
Sociology

Integrated Credential Program Option (ICP)

Overall Requirements for the ICP

	Units
Preparation for the ICP Option	54
Upper-Division and COE Prerequisite Courses	45-47
Post-Baccalaureate Credential Requirements	41

The minimum number of units required for this degree is 140

The Integrated Credential Program integrates the B.A. in Liberal Studies with the post-baccalaureate Multiple Subject Credential from the School of Education (SOE).

The ICP is an upper-division curricular pathway that includes Elementary Subject Matter (ESM) preparation, all General Education requirements, the breadth of study requirements, the depth of study requirement, SOE prerequisite courses, and SOE multiple subject credential program requirements. ICP students concurrently complete a baccalaureate degree (BA) in Liberal Studies and a Post-Baccalaureate Multiple Subject Credential.

Coursework in the program is highly structured. The upper-division and credential program semesters are sequenced, with a prerequisite semester centered on the theme of "School and a Multicultural Society," followed by five more semesters, each with its own theme: Language, Culture, and Learning; Mathematics; Science; Community; and Clinical Practice.

Every semester, students take undergraduate courses to expand their knowledge of a basic subject area in the K-8 curriculum, fulfill the depth of study requirements, and simultaneously take post-baccalaureate courses focused on teaching methods appropriate to that basic subject area. As students advance through the program, they learn to combine their mastery of subject-matter content with appropriate classroom teaching methods. In addition, during semesters 2 and 4 of the ICP, students take a 1-unit field practicum (96 hours in the classroom in each of those semesters). The ICP allows the student to be involved at a very early stage in the work of the teaching profession.

**The ICP meets SB 2042 teacher preparation requirements and conforms to the CSU Academic Senate framework for Integrated Teacher Preparation Programs (AS 2622-03/AA/TEKR).*

Note: Students should work with an advisor in the early stages of planning their course of study in the ICP to ensure they are eligible for the maximum starting teaching salary based on units completed.

Preparation for the ICP Option

(Lower-Division: 54 units)

(See pages 249-252 for further information on the ICP)

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

	Units
History and Social Science (HSS) (12 units)	
HIST 101 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D) or GEOG 202 (LDGE D)	3
PSCI 100 (US and CA Government, Dc and Dg)	3
Mathematics (MATH) (6 units)	
MATH 210	3
MATH 212 (LDGE B4)	3
Science (SCI) (9 units)	
GES 105* (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100	3

** Students selecting a Science Depth of Study Module must take CHEM 150 and either PHYS 101 or PHYS 205 instead of GES 105.*

Reading, Language, and Literature (RLL) (12 units)	
LING 100	3
Oral Communication (LDGE A1)	3
Written Communication (LDGE A2)	3
One of the following courses:	3

LTWR 100 (LDGE C2) LTWR 208A (LDGE C2)
LTWR 208B (LDGE C2) LTWR 210 (LDGE C2)

Visual and Performing Arts (VPA) (6 units)	
One of the following:	3

VPA 101 (LDGE C1) DNCE 101 (LDGE C1)
MUSC 120 (LDGE C1) TA 120 (LDGE C1)
VSAR 120 (LDGE C1)

Critical Thinking (LDGE A3 PHIL 110 recommended) (3 units)	3
Any VPA Studio Course**	3
Human Development (HD) (3 units)	
PSYC 210 (LDGE D7)	3
Physical Education (PE) (3 units)	
PE 203 (LDGE E)	3

***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 301, 302, 303, 480.*

Upper-Division Course Requirements:

Breadth of Study Coursework	21
Depth of Study Coursework	15-17
Credential Program Prerequisites	9
Total Units	***45-47***

Breadth of Study Coursework

GEOG 341 or HIST 347	3
ID 340B (UDGE DD)	3
ID 381 (UDGE BB)	3
LBST 361B	3
LING 300B	3
MATH 311B	3
VPA 321 (UDGE CC)	3
Total Units	***21***

Depth of Study Requirement for ICP Option

(15-17 units)

All students must fulfill the Depth of Study requirement by selecting and completing a 15-17 unit module of coursework clustered around one of the seven K-8 subject areas. Various modules are developed and offered by faculty in related academic fields. Each module is designed to provide the student with a more focused and sustained study of a particular subject matter area. Depth of study allows students to gain greater appreciation of the development of a given academic field, from basic concepts and methods to more advanced applications and theoretical horizons. Prospective teachers may select a module in a given subject area in order to develop a particular classroom specialty, or just to pursue an intellectual or creative interest. As a final graduation requirement, each module includes an overall assessment of the student's grasp of the field.

Depth of Study coursework may also be applied toward completion of a minor (an official declaration of the minor must be filed with Registration and Records).

The following modules are available. Complete descriptions, including current course requirements, are available from the Liberal Studies Advisors and are posted on the Liberal Studies web site.

SCIENCE (SCI)
Biology and Chemistry*
Biology and Physics*
Chemistry and Physics*

**These modules require a different pathway through the lower-division ESM science courses. Consult a Liberal Studies Advisor for details.*

MATHEMATICS (MATH)
Mathematical Concepts
Mathematical Methods

READING, LANGUAGE, AND LITERATURE (RLL)
Literature and Writing
Linguistics

HISTORY AND SOCIAL SCIENCE (HSS)
Anthropology
Border Studies
Geography
History

VISUAL AND PERFORMING ARTS (VPA)
Arts and Education
Arts and Technology
Music

HUMAN DEVELOPMENT (HD)
Psychology
Sociology

Credential Program Prerequisites

EDUC 350* or 350B*	3
EDUC 364B – must be taken in the Semester prior to being accepted into the ICP	3
EDUC 422	3
Total Units	***9***

**Note: Students may fulfill this requirement with a lower-division equivalent to EDUC 350 (Foundations of Teaching as a Profession).*

Post-Baccalaureate Credential Program Requirements

(39 units)

The multiple-subject credential program consists of the following coursework:

	Units
EDMS 511B	3
EDMS 512B	3
EDMS 521B	3
EDMS 522B	3
EDMS 543B	3
EDMS 544B	3
EDMS 545B	3
EDMS 555B	3
EDMS 560A	1
EDMS 560B	1
EDMS 571B	6
EDMS 572B	6
EDMS 575B	1
Total Units	***39***

INTEGRATED CREDENTIAL PROGRAM, COURSE OF STUDY BY SEMESTER

Semester 1: Language, Culture, and Learning

Required Core Courses (9 units)

EDMS 511B	3
EDMS 521B	3
LING 300B	3

Recommended Non-Core Courses (6 units)

Depth of Study Course #1	3
GEOG 341 or HIST 347	3

Semester 2: Mathematics

Required Core Courses (13 units)

EDMS 512B	3
EDMS 522B	3
EDMS 543B	3
EDMS 560A	1
MATH 311B	3

Recommended Non-Core Course (3 units)

Depth of Study Course # 2	3

Semester 3: Science

Required Core Courses (9 units)

EDMS 545B	3
ID 381	3
LBST 361B	3

Recommended Non-Core Courses (6 units)

Depth of Study #3	3
VPA 321	3

Semester 4: Community

Required Core Courses (10 units)

EDMS 544B	3
EDMS 555B	3
EDMS 560B	1
ID 340B	3

Recommended Non-Core Courses (6 units)

Depth of Study Course #4	3
Depth of Study Course #5	3

Semester 5: Professional Practice

Required Core Courses (13 units)

EDMS 571B	6
EDMS 572B	6
EDMS 575B	1

ELEMENTARY SUBJECT MATTER PREPARATION CERTIFICATE (ESMPC)

A different pathway to careers in elementary school teaching is provided by the Elementary Subject Matter Preparation Certificate (ESMPC). This is a "stand-alone" certificate program that can be combined with any major in the College of Humanities, Arts, Behavioral and Social Sciences, in the College of Science and Mathematics, or with undergraduate majors in the College of Education, Health and Human Services. The ESMPC provides preparation for Post-Baccalaureate Multiple-Subject Credential programs. See page 146 for more information.

Like the ESM and ICP Options in the Liberal Studies Major, the ESMPC prescribes a particular pathway through the General Education requirements of the baccalaureate degree; completion of the certificate curriculum ensures the student's preparedness in the subject areas of the K-8 curriculum. The ESMPC is a package of coursework that the student combines with the required curriculum of an undergraduate Major, leading to a Bachelor of Arts degree (students interested in the Certificate should consult their Major advisors; some Majors are less suitable for combination with the Certificate, leading to additional units of study beyond the 120 units typically required for the Bachelor of Arts degree).

MINOR IN LINGUISTICS

Office:
SBSB 4222

Telephone:
(760) 750-4104

Program Co-Directors:
Jocelyn Ahlers, Ph.D.
Jule Gómez de García, Ph.D.

Faculty:
Jocelyn Ahlers, Ph.D.
Nicoleta Bateman, Ph.D.
Jule Gómez de García, Ph.D.

Program Offered:

- Minor in Linguistics

Linguistics is the scientific study of language, and as such offers students the opportunity to look at one of the tools used by human beings to create and perform cultural and social identities and practices. The field of linguistics draws on a wide area of inquiry, including the investigation of the ways that languages change over time, description of the ways in which language functions as a part of cultures, considerations of the interrelatedness of language and thought, examination of the process of language acquisition, and analysis of the functioning of the brain and the vocal organs in the production and analysis of speech. Thus, students from a wide range of majors will find the Minor in Linguistics to be an excellent complement to their chosen field of study. The purpose of the Minor in Linguistics is to introduce students to the analysis of linguistic structures through the core courses of the minor, and then to provide students with the opportunity to pursue, through a range of course options, the direction of linguistic study that best complements their chosen major.

Requirements

Completion of eighteen (18) units of credit, fifteen (15) of which must be at the upper-division level. No more than nine (9) units may be counted towards other majors or minors. Coursework applied to the minor may also be used to fulfill General Education requirements. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

a. Required Lower-Division (3 units)

	Units
LING 100	3

b. Required Upper-Division (12 units)

LING 300	3
LING 361	3
LING 391	3
LING 480	3

c. Three (3) units selected from the following courses:

GRMN 331	3
LING 305	3
LING 331	3
LING 341	3
LING 350	3
LING 351	3
LING 355	3
LING 360	3
LING 371	3
LING 381	3
LING 400	3
LING 451	3
LING 499	3
MLAN 331	3
SPAN 317	3
SPAN 331	3
SPAN 450A	3

LITERATURE AND WRITING STUDIES

Office:
Markstein Hall, Room 137

Telephone:
(760) 750-4147

Department Chair:
Rebecca Lush, Ph.D

Faculty:
Oliver Berghof, Ph.D.
Heidi Breuer, Ph.D.
Susie Lan Cassel, Ph.D.
Catherine Cucinella, Ph.D.
Sandra Doller, M.F.A.
Dawn M. Formo, Ph.D.
Rebecca Lush, Ph.D.
Kenneth P. Mendoza, Ph.D.
Salah Moukhlis, Ph.D.
Martha Stoddard Holmes, Ph.D.
Mark Wallace, Ph.D.
Yuan Yuan, Ph.D.

Programs Offered:

- Bachelor of Arts in Literature and Writing Studies
- Minor in Literature and Writing Studies
- Master of Arts in Literature and Writing Studies

The Literature and Writing Studies Program provides instruction in both literature and writing. Students continuing in prior catalogs may contact the Department Chair or the Department Academic Advisor for old and new course equivalencies. The LTWR 300A and 300B sequence is required, and students are urged to enroll in LTWR 300A and LTWR 300B the first year they begin work on their upper-division coursework. Three- and four-hundred level courses may be taken with junior standing (or with consent of the instructor) and in any order, although higher-numbered courses may presume more background than those with lower numbers. Five-hundred level courses are graduate level but may also be taken by advanced undergraduates.

Department Mission Statement

The Literature and Writing Studies Department is a scholarly community of students and faculty committed to innovative teaching and learning. Critical reading, writing, and thinking occur in and serve a range of communities: local, regional, global, and historical. Therefore, we value the following principles:

Cultural Studies and Diversity Studies: Cultural studies and diversity studies are central to our community. These two interdisciplinary approaches to the study of texts include consideration of perspectives such as gender, class, sexuality, disability, nationality, ethnicity, and race. Cultural studies and diversity studies are fundamental to literary and writing studies and provide intellectual tools that enrich our analysis of texts within and across cultures.

Canon Formation: Cultures, local and international, contemporary and historical, create canons. Canons are a significant result of each culture's literary community. Therefore, comprehending canons, canon formation, and non-canonical texts is essential to understanding and contributing to literary and writing traditions.

Theory and History: Theory and history serve as tools to help us explore and demonstrate our understanding of texts within and across cultures. A range of theoretical approaches and historical knowledge provide us with necessary thinking tools.

Reading: Meaningful analysis requires careful reading. Engaging in close reading makes it possible to take into account rhetorical, prosodic, and other formal features. It also provides a careful grounding in the ideological, cultural, and institutional contexts in which meaning is produced, deepening our understanding of texts and the cultures from which they come.

Writing: Creating and presenting texts and related media in a variety of genres enriches our understanding of the constructed nature of literary materials. The ability to produce clear and compelling communication in writing is fundamental to literary and writing studies.

Translations and Changing Meanings: Understanding that the translation of texts across languages changes the meanings of these texts is crucial to building interpretive skills. A reading knowledge of at least one language other than English is desirable for an advanced understanding of literature and writing in a global context.

Student Learning Outcomes

Students in the Department of Literature and Writing Studies develop critical reading and writing skills and learn to recognize that effective thinking and writing about texts must be informed by knowledge about relevant local, global, and disciplinary contexts. We have designed our departmental curricula to help students who graduate with a Bachelor of Arts in Literature and Writing Studies to develop and demonstrate the following abilities.

Students who graduate with a Bachelor of Arts in Literature and Writing Studies will:

1. Create clear and compelling communication in writing, speech, and other media;
2. Closely analyze texts, applying critical and theoretical approaches;
3. Identify and describe literary canons and alternative traditions and the process of their formation; and
4. Distinguish the local and global contexts of multicultural and international texts and apply those contexts in textual analysis, utilizing relevant theoretical frameworks.

Assessment of these learning outcomes occurs in a variety of ways: students are asked in our classes to complete many different kinds of writing assignments, including short essay exams, in-class responses, reading journals, research papers, thesis-driven essays, oral reports, and collaborative writing projects.

Special Conditions for the Bachelor of Arts in Literature and Writing Studies

1. Courses taken to satisfy General Education requirements may not be used to satisfy the requirements in the major.
2. Courses may be used to satisfy only one requirement in the major (Coverage, Distribution, or Elective); courses cannot be applied to more than one requirement (Coverage, Distribution, or Elective) in the major.
3. Credit/No Credit grading may be counted toward the major only for LTWR 495 and 499.
4. Elective units in literature and writing studies may be used toward a minor in another discipline. Consult the appropriate program coordinator or faculty advisor for further information.
5. Course substitutions must be approved by petition to the Literature and Writing Studies Curriculum Committee.
6. All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.

Educational and Career Opportunities

The Literature and Writing Studies major prepares students to think, speak, and write effectively. These skills are essential for many occupations including marketing, editing, reporting, creative and technical writing, business management, library science, medicine, public relations, teaching, social work, banking, government work, and law. LTWR students pursue a range of advanced degrees. We encourage majors to consider an internship during their senior year. For more information about internships and career opportunities visit our web site at www.csusm.edu/ltwr. Students are also invited to speak with LTWR faculty about educational and career opportunities in literature and writing.

BACHELOR OF ARTS IN LITERATURE AND WRITING STUDIES

	Units
General Education*	51
Preparation for the Major*	6
Coverage Requirements	24
Distribution Requirements	12
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120	

Preparation for the Major

Lower-Division (6 units)

LTWR 115	3

Select one of the following courses: 3

LTWR 100	LTWR 208A
LTWR 208B	LTWR 210

Preparation Requirements for the Degree (24 units)

LTWR 300A	3
LTWR 300B	3
LTWR 307 or 325	3
LTWR 360	3
LTWR 460	3

Select 2 of the following courses: 6

LTWR 308A
LTWR 308B
LTWR 309A
LTWR 309B

Select 1 of the following courses: 3

LTWR 334
LTWR 336
LTWR 337
LTWR 338
LTWR 415
FMST 300
FMST 375

Total Units ***24***

Distribution Requirements for the Degree (12 units)

Literature Studies

Select 2 of the following courses: 6

LTWR 302	LTWR 350
LTWR 303	LTWR 400
LTWR 304	LTWR 402
LTWR 308A	LTWR 410
LTWR 308B	LTWR 415
LTWR 309A	LTWR 420
LTWR 309B	LTWR 430
LTWR 310	LTWR 431
LTWR 320	LTWR 441
LTWR 330	LTWR 450
LTWR 331	LTWR 502
LTWR 332	LTWR 503
LTWR 333	LTWR 504
LTWR 340	LTWR 513
LTWR 345	

Writing Studies

Select 2 of the following courses: 6

LTWR 301	LTWR 425
LTWR 305	LTWR 465
LTWR 307	LTWR 475
LTWR 315	LTWR 501
LTWR 317	LTWR 509
LTWR 318	LTWR 512
LTWR 325	LTWR 525
LTWR 339	LTWR 545

Elective Requirements for the Degree (9 units)

Nine units (9) of upper-division LTWR courses	9
Total Upper-Division Units	***45***

MINOR IN LITERATURE AND WRITING STUDIES

Students in many vocational fields often find that special skills in reading or analysis, as well as writing, are useful in their future work. The minor is intended to develop those skills. 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 or LTWR 307	3
Three (3) units of Literature from the following list: LTWR 304, 308A, 308B, 309A, 309B, 310, 320, 331, 332, 333, 340, 345, 350, 400, 402, 410, 415, 420, 430, 431, 441, 450, 503, 513.	3
Three (3) 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***



MASTER OF ARTS IN LITERATURE AND WRITING STUDIES

The California State University San Marcos Literature and Writing Studies (LTWR) Department offers graduate study leading to the Master of Arts degree. Our mission is to prepare students for study at the doctoral level, for teaching at the community college level, and for occupations in the private and public sectors that require a high degree of literacy.

Rather than offering an emphasis in literature or writing studies at the master's level, our program aims to balance and integrate these activities. Since we read writing and write reading, we see no purpose in studying one without the other. To do so would deny the integrity of our discipline.

Because most of our students are, or eventually will be, teachers, our intention is to provide a graduate teaching apprenticeship within the program that begins with classes, seminars, and close faculty mentoring and leads to internships, tutoring, and teaching assistantships. Qualified students may work in the University Writing Center or teach general education writing courses. Internships may also be arranged at community colleges or other organizations.

Student Learning Objectives

Graduate students in the Department of Literature and Writing Studies (LTWR) develop theoretical knowledge and practice critical reading and writing in the field. The program has been designed so that graduates should be able to:

1. Closely analyze texts at an advanced level, using a range of critical and theoretical approaches.
2. Analyze, within a theoretical framework or frameworks, the historical, political, and/or social conditions of texts from local and global literary traditions, with attention to the formation of literary canons and counter-canons.
3. Proficiently read and interpret texts in at least one language other than one's native language.
4. Recognize and describe advanced theories and practices that inform the fields of literature, composition pedagogy, and creative writing.
5. Participate in professional practices such as disseminating scholarship/creative activities through course-assigned conference papers and other scholarly or creative works and activities that meet current standards for publication and presentation in the field of literature and/or writing studies.
6. Write a theoretically informed thesis that contributes to resarch or creative activity in the field of literature and/or writing studies.

Admission Requirements and Application

All applicants, including international students, must meet all the general requirements for admission to graduate studies at Cal State San Marcos. These university requirements are described in this catalog under Graduate Studies.

Admission to the program requires a bachelor's degree, preferably in English, literature and writing studies, comparative literature, rhetoric, linguistics, or a comparable program.

Applicants with these and any other bachelor's degree must have taken at least five upper-division courses of 3-4 units each in literature or writing from an accredited university. Admission decisions will be influenced by the breadth, appropriateness, and grades of undergraduate course work. Applicants must have maintained a grade-point average of not less than 3.0 in the last 60 units of undergraduate study, and a 3.3 average in upper-division literature and writing courses.

All applicants must take the Graduate Record Examination (GRE General). Although the minimum cut-off scores may vary from year to year, it is unlikely that students will be admitted with a verbal score of less than 153 and an Analytical Writing Score of less than 4.

All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must take the combined Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the paper-based TOEFL or on the writing portion of the computer-based TOEFL.

A complete application consists of the following:

Application Materials sent directly to the Admissions Office of Cal State San Marcos:

- A completed university application form for admission to Cal State San Marcos.
- Application fee.
- One set of official transcripts from all colleges and universities attended, with indication of graduation.

Application Materials sent directly to the Literature and Writing Studies Department (see address below):

- A completed application form for admission to the Master's Program in Literature and Writing Studies.
- One set of official transcripts from all colleges and universities attended, with indication of graduation.
- A 750-1000 word "statement of purpose." This statement should address educational and career goals, relevant educational background, and research experience.
- A writing sample. This should be an analytical essay of no fewer than five pages on a literary topic. The essay should not be written for the purpose of admission, but instead provide a sample of the applicant's best undergraduate work.
- GRE (and TOEFL/TWE, if appropriate) score reports.
- Three letters of recommendation (except undergraduate Literature and Writing Studies majors at Cal State San Marcos, who may list names of LTWR faculty familiar with their work).

Application materials (consisting of a departmental application form, a California State University Admissions booklet, and a leaflet describing the program) are available upon request from the Literature and Writing Studies Department Administrative Coordinator at California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

The application deadline for Fall admission is May 15th, however applicants are encouraged to submit their applications prior to March 15th for best consideration. Currently the graduate program is unable to offer Spring admission.

The application fee must be submitted to the Admissions Office by these deadlines. Applicants for Fall admission will be notified of the status of their application shortly after their files have been reviewed and a descision has been made, but no later than June 1st.

Degree Requirements

The program requires 30 semester hours (10 courses, one of which is thesis work) of studies. At least 18 units must be at the 500 and 600 level. No more than six (6) units may be taken at the 400 level, and these must be pre-approved by the LTWR Graduate Coordinator. No more than six units taken before admission to the graduate program may be applied to the degree. Required courses are LTWR 600, 601, and 602, which should be taken as early as possible. (LTWR 600 must be taken in the first semester). A substantial thesis, approved and directed by the student's thesis committee, is also required of all students. The grade-point average must be at least 3.0 to graduate.

The typical full-time student will complete the program in four semesters. Units earned not in residence at Cal State San Marcos are limited to six, and must be approved by the LTWR Graduate Coordinator. A maximum of nine units of courses graded credit/no credit (usually internships, independent study, and thesis work) will be accepted in the program. Finally, students must satisfy a language other-than-English requirement (LOTER). Each candidate, with the approval of the graduate advisor, may fulfill the language requirement in one of several ways: (1) by passing the Modern Language Association Reading Examination; (2) by passing a local examination administered by the university's language assessment process; (3) by completing one three-unit upper-division foreign language literature course with readings in the original language with a grade of C (2.0) or better; (4) by passing an examination to be determined by the LTWR Graduate Coordinator, if the chosen language is not one taught in a program at Cal State San Marcos; or (5) by successfully completing LTWR 511. Students whose application materials reflect preparatory education principally in a language other than English are assumed to have met the LOTER.

Academic Continuation

To continue in the graduate program, students must maintain a minimum cumulative grade point average (GPA) of 3.0 (A=4). A student whose cumulative graduate GPA falls below 3.0 at any time is placed on academic probation. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Unless students have an approved leave of absence, they must be continuously enrolled for Fall and Spring semesters. Please refer to the Graduate Studies policies on "Continuous Enrollment Requirement and Time-Limit to Degree" and "Graduate Student Leave of Absence."

Each student must present a formal thesis proposal to the thesis committee no later than the beginning of the third semester of study for full-time students, or after eighteen units are completed for part-time students. In addition, each student must defend the completed thesis in front of his/her committee no later than four semesters following the approval of the thesis proposal. The overall time-to degree limit for full and part-time students is five years after the beginning of coursework as a conditionally classified or classified graduate student.

Thesis Proposal

The thesis proposal consists of two parts:

(1) The Literature and Writing Studies Program Thesis Committee Membership Form and (2) a thesis proposal (1000-1500 words), which includes proposed areas of research or topics of research, a bibliography, an outline of each chapter, and a working plan for completion. By the fifth week of the semester prior to the semester in which the student plans to defend the thesis, he or she must submit a completed Thesis Membership Form, accompanied by a thesis proposal, to the LTWR Graduate Coordinator, the members of the thesis committee, and the LTWR Administrative Coordinator. The proposal must be approved by the seventh week of the same semester.

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 118 for more information regarding this requirement.

Advancement to Candidacy

To advance to candidacy, the student must:

1. Be classified and in good standing;
2. Have completed fifteen (15) units;
3. Have completed all required courses for the program;
4. Have a 3.00 GPA or above; and
5. Have a thesis committee formed and a thesis proposal approved.

Thesis Requirements

The thesis is the culminating experience for each student enrolled in the Master's program. Each thesis committee will have a minimum of two members; three is the standard. LTWR graduate students may only choose among LTWR tenure-track faculty members for their thesis committee chair. The thesis chair ensures that the thesis conforms to program and university standards. S/he must have knowledge and expertise in the field of study and is responsible for the intellectual integrity, rigor, and quality of the research. The thesis chair and the LTWR Graduate Coordinator must approve the composition of the committee. The student must submit the final thesis to the thesis committee at least two weeks prior to the oral defense and orally defend the final thesis at least one week prior to the end of a regular semester. In exceptional cases, thesis work can be completed in a thesis extension course, LTWR 699XYZ.

M.A. Thesis Options

Students have three options:

- a thesis of 50-80 pages that represents a carefully developed argument
- in exceptional cases: three 30-page publishable papers
- a "creative writing thesis," consisting of an abstract, a critical introduction, and a creative manuscript or multi-media piece (length varies relative to the project; see Graduate Coordinator for details)

The third option is open to students based on completed coursework in consultation with the creative writing faculty and the LTWR Graduate Coordinator. It involves at least six units of creative writing coursework at the 500-level and assembling a portfolio.

To earn credit for work on their theses, students must sign up for LTWR 690 (Graduate Research) while conducting research and writing thesis drafts, and LTWR 699 (Graduate Thesis) in the semester of the thesis defense. LTWR 690 can be repeated only once for credit towards the M.A. degree.

The prerequisite for enrolling in LTWR 699 is the completion of 24 units in the graduate program, or the consent of the chair of the thesis committee.

Graduation

A student planning to graduate in any given semester must meet with the LTWR Graduate Coordinator at the beginning of the semester in order to evaluate all pertinent requirements described above concerning courses, the thesis, and the LOTER.

Graduate Teaching Assistantships and Internships

A limited number of competitive Teaching Assistantships in the GEW program may be available to students who have completed LTWR 602. In subsequent semesters of supervised teaching, Teaching Assistants are also expected to demonstrate ongoing professional development in the field of composition pedagogy by taking LTWR 602 every semester they teach, requesting classroom observations from the GEW Director, and submitting to the GEW Director a professional portfolio of relevant teaching materials.

Teaching/professional internships supervised by LTWR faculty may be arranged for course credit (LTWR 695). Internships in the University Writing Center may also be available to qualified students. Apply for internships and paid positions in the Writing Center with the Writing Center Director. Unpaid graduate teaching internships at Palomar College and MiraCosta College may also be available. Consult with the LTWR Graduate Coordinator.

Appeals

A graduate student who is aggrieved about a course grade, candidacy decision, or degree requirement should first discuss the matter with the relevant faculty member or the LTWR Graduate Coordinator. If the matter cannot be resolved informally, then the student may file a formal grievance in accordance with Cal State San Marcos policy, first with the Department Graduate Studies Committee, then, if not resolved at this level, with the Chair of the Literature and Writing Studies Department, and finally with the Dean of Arts and Sciences.

Failed Thesis Proposal

The student will be put on probation if the student fails to submit a thesis proposal by the fifth week of the semester prior to the expected semester of graduation, or if the thesis committee does not approve the thesis proposal. Upon petition to the LTWR Graduate Studies Committee, the student may be given one more chance to develop an acceptable proposal by three weeks prior to the end of the semester. The student will be dropped from the program if the thesis committee does not approve the student's second thesis proposal submission.

Failure to Complete the Thesis

The student will be dropped from the program if s/he fails to complete his/her thesis four semesters after the approval of his/her thesis proposal. The student may petition the LTWR Graduate Studies Committee for special consideration to extend the limit. The petition must state the reason for the extension and a specific plan to complete all the requirements. The LTWR Graduate Studies Committee will respond to the petition in writing. Extensions beyond the five-year time-to-degree limit require approval of the Dean of Graduate Studies. Please refer to the Graduate Studies policies on "Continuous Enrollment Requirement and Time-Limit to Degree."

Failed Thesis Defense

The student will be put on probation if s/he fails the oral defense of the thesis prior to the time limit for the degree. The student will be dropped from the program if s/he fails the oral defense of the thesis after having reached the time limit for the degree. The student may petition the LTWR Graduate Studies Committee for specific consideration to repeat the oral defense. The petition must give reasons why the defense ought to be repeated and a specific timeline to prepare for an oral defense in the following semester. The LTWR Graduate Studies Committee will respond to the petition in writing.

MASS MEDIA

Office:
SBSB 2105

Telephone:
(760) 750-8048

Communication Department Chair:
Michelle A. Holling, Ph.D.

Faculty:
Katherine Brown, Ph.D.
Michelle A. Holling, Ph.D.
Michael Huspek, Ph.D.
Joonseong Lee, Ph.D.
Dreama Moon, Ph.D.
Gloria Pindi, Ph.D.
Kendra Rivera, Ph.D.
Liliana Castañeda Rossmann, Ph.D.
Barry Saferstein, Ph.D.
Cecilia Uy-Tioco, Ph.D.

Faculty Emeritus:

G.H. (Bud) Morris, Ph.D.

Program Offered:

- Bachelor of Arts in Mass Media

Bachelor of Arts in Mass Media provides students with theoretically-focused and application-based frameworks to understand media, media technology, and its influence upon domestic and global culture and society. Students will study theoretically grounded approaches to a variety of media, becoming sensitive to the ways power affects media creation, distribution, representation, access, and change. Students will explore and contribute to a lively and stimulating socially conscious intellectual environment – one that allows every student to expand the scope of his or her cultural and educational experience. The program is broad-based, focusing on studies of a wide range of traditional, alternative, historical, contemporary, and emerging media within their cultural, social, historical, economic, global, and political contexts. The goal of the degree program is to help students become theoretically-informed navigators and critical consumers of media texts; skills useful for citizens of a dynamically mediated world.

The program requirements for a degree in Mass Media include core courses, which form the foundation of study, and electives to allow the student to develop their interests according to their intellectual and career goals. As all course work is aligned with the three cornerstones of the degree – Theory and Application, Social and Cultural Impacts, Media History and Trends – the core program provides a theoretical and methodological foundation for critically analyzing and engaging with media in a variety of situations.

Student Learning Outcomes

Students who graduate with a Bachelor's of Arts in Mass Media will be able to:

1. Analyze a media topic, form, or theme from a variety of perspectives or levels of analysis.
2. Identify media as a mode of creating, sustaining, and reflecting individuals, cultures, communities, and organizations.
3. Examine ethical and power-related issues pertaining to a variety of media forms.
4. Interpret shifts in media technology and context.

Career Opportunities

With a foundation in studies of communication, culture, and interaction, the major provides students with understandings of the types of professional discourse, work interaction, and organizational structures that shape media-related careers and products as well as human interaction with communication and media technology. The B.A. will prepare students for a variety of occupations that develop, use, and analyze media. These include:

- Consultant and management positions in media-intensive enterprises.
- Careers in usability, communication, and media technology interface, and social networking.
- Positions that work with media in advertising, marketing, promotions, and public relations in departments of private, government, and public service organizations.

Preparation

High school students should take four years of English, including Composition.

Social Science and Civics courses, including History and Economics, are encouraged. Familiarity with computers and the Internet is also desirable.

Transfer Students

Community college transfer students may transfer a maximum of six (6) lower-division units and must have earned a grade of C (2.0) or higher in the coursework to be counted for credit toward preparation for the major.

Special Conditions for the Bachelor of Arts in Mass Media

All courses taken for the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units of upper-division credits must be earned at CSUSM.

Mass Media students are strongly advised to take COMM 360 prior to or concurrently with other 300-level Mass Media courses and must take it prior to enrolling in 400 level courses. Students may apply a maximum of 6 units of Independent study (MASS 499) or Internship (MASS 495) toward the Mass Media degree. Students may count a maximum of 3 courses (typically, 9 units) of additional pertinent upper-division CSUSM elective coursework taken inside or outside the Communication department toward the Mass Media degree. These media-related courses may include Communication department courses related to Media, as well as media-related courses offered by other CSUSM departments and programs (see sample course list on next column).

Students are responsible for consulting with their faculty advisor prior to selecting courses to confirm their applicability toward the degree program. Your faculty advisor must approve courses selected from outside the Communication department. In addition to seeking Communication department faculty advisor approval, students should be aware that courses outside the Communication department may have prerequisites or restrictions specified by the department or program offering the course. Students should consult the catalog and check with the instructor to confirm their ability to enroll.

Mass Media students may not use COMM 360 or any other course that counts as a DD as both a DD course and as a course to be counted toward the degree. A course to be counted toward Mass Media Elective coursework may not also be applied toward a minor.

BACHELOR OF ARTS IN MASS MEDIA

	Units
General Education	51
Preparation for the Major	9
Major Requirements	39

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

Preparation for Major

Lower-Division (9 units)

COMM 100	3
COMM 200	3
PSYC 220 or SOC 201	3

Major Requirements

(39 units)

Upper-Division Core (15 units)

COMM 360	3
MASS 301	3
MASS 303	3
MASS 304	3
COMM 390 or COMM 402	3

Upper-Division Electives (24 units)
Mass Media electives (15)*
Other media-related electives (9)**

**Mass Media Electives: MASS 322, 451, 452, 460, 470, 495, 499*

*** For other media-related electives, students may select among the mass media electives above and/or from other upper-division media-related electives offered in the Communication department (COMM) or other programs and departments in CHABSS with a clear media emphasis. Sample electives are provided as follows, but other electives may also apply. Check with your faculty advisor for approval: AIS 350/SOC 350***; COMM 330, 355, 370, 410, 430, 435, 440, 454, 455, 460, 465, 470, 485; ECON 327***; VSAR 304, 306, 309, 317, 432, 433; LTWR 334-A-C***; SOC 467***.*

**** With consent of faculty advisor.*

MINOR IN PHILOSOPHY

Office:
SBSB 3131-B

Telephone:
(760) 750-8092

Department Chair:
Michael McDuffie, Ph.D.

Faculty:
Manuel Arriaga, Ph.D.
Jessica Mayock, Ph.D.
Michael McDuffie, Ph.D.
Allison Merrick, Ph.D.

Program Offered:

- Philosophy Minor

The Philosophy Minor provides a brief but comprehensive introduction to the study of philosophy. A sequence of courses in the history of philosophy serves as the core of the program. Students trace the emergence of Western philosophy from its origins in ancient Greece, examine the role of philosophy in shaping the modern world view, and study traditional Western and non-Western approaches to ethics. The aim of these courses is to offer an integrative approach to the study of philosophy. The basic areas of philosophy, such as ethics, metaphysics, and theory of knowledge, are presented as interconnected fields of inquiry, related to wider cultural and historical contexts. Elective courses may be chosen to extend and complete this survey of the history of philosophy, or to offer a more focused and specialized study of some area of philosophy. The minor begins with a course in logic or critical thinking, and also requires a course in theory applied to a discipline outside of philosophy, in order to demonstrate the force of philosophical thought in other academic fields.

As a complement to the student's major field of study, the Philosophy Minor serves the following objectives:

- to introduce the student to the basic thematic areas of philosophic study (logic, metaphysics, epistemology, ethics, etc.);
- to introduce the student to a variety of philosophical traditions, Western and non-Western;
- to foster the student's understanding of philosophical issues related specifically to the academic disciplines, including the student's major field of study;
- to help the student achieve greater understanding of the relations between academic fields and the importance of interdisciplinary inquiry;
- to help the student appreciate the practical applications of philosophical investigation in matters of social and personal concern;
- and overall, to enrich and broaden the student's intellectual life.

As core values, the Philosophy Minor emphasizes the importance of critical and creative thinking, clear and coherent use of language, openness to plural approaches to problems, and the importance of multiple cultural traditions within the field of philosophy.

Requirements

Note: Courses used to satisfy requirements of the minor may also be used to fulfill GE requirements. Students may apply up to nine units of transfer credit toward the minor. Students must earn a grade of C (2.0) or better in each course for the minor.

	Units
I. Critical Thinking and Logic	3
One of the following:	
PHIL 110	
PHIL 210	
(Or any course fulfilling the General Education Critical Thinking requirement [Area A3].)	
II. History of Philosophy	9
PHIL 310	PHIL 318
PHIL 312	
III. Philosophy Elective	3
One of the following:	
PHIL 311	PHIL 340
PHIL 314	PHIL 342
PHIL 315	PHIL 345
PHIL 318	PHIL 355
PHIL 330	PHIL 390
PHIL 335	PHIL 499
IV. Extra-Disciplinary Elective	3
Taken in a field outside of philosophy; a course in intellectual history or in theory applied to a specific academic field. (Chosen in consultation with Philosophy Program advisor; may also be used to fulfill requirements of the student's major.)	
V. Exit Seminar	1
PHIL 490	
Total Units	***19***

POLITICAL SCIENCE

Office:
SBSB, 4105B

Telephone:
(760) 750-4108

Department Chair:
Cyrus Masroori, Ph.D.

Faculty:
Staci Beavers, Ph.D.
M. Kent Bolton, Ph.D.
Scott Greenwood, Ph.D.
Ruoxi Li, Ph.D.
Aditi Malik, Ph.D.
Cyrus Masroori, Ph.D.
Elizabeth G. Matthews, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Stephen Nichols, Ph.D.
Benjamin Nienass, Ph.D.
Pamela Stricker, Ph.D.

Faculty Emerita:
Vicki Golich, Ph.D.

Programs Offered:

- Bachelor of Arts in Political Science
  - General Concentration
  - Global Concentration
- Minor in Political Science

Political science is the study of government, individual, and institutional behavior in the public sector; relations among nation-states; and theories of politics. Political science addresses the fundamental issues confronting modern society — war, inequality, poverty, the environment — and seeks to evaluate the processes, policies, and theories that have been devised to deal with them.

Typically, the discipline of political science is subdivided into topical fields: U.S. government and politics, including the subfields of public law, public administration, and public policy; comparative politics, which deals with government and politics within nations other than the United States; international relations, which is the analysis of politics among nations, including foreign policy, war and peace, and political economy; and political theory, which encompasses political thought throughout the ages as well as contemporary approaches.

The Political Science Program at Cal State San Marcos offers courses in each of these areas and invites students to explore a broad spectrum of topics. Political science majors may choose between a general concentration, which provides wide exposure to the fields of political science, and a global concentration, which offers majors an opportunity to focus on foreign political systems and international relations. Majors and non-majors alike are encouraged to think critically, independently, and objectively about government and politics. The goal of the program is to produce informed, empowered citizens who will contribute to their national and global communities.

Student Learning Outcomes

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

1. Summarize the foundational principles and key concepts in all four subfields of Political Science (American Politics, International Relations, Comparative Politics, and Political Theory).
2. Describe and analyze the roles played by race, ethnicity, gender, and class in historical and contemporary political environments and analyze and evaluate the impact of such factors across the four subfields of Political Science.
3. Analyze and evaluate the role of state and non-state actors, institutions and organizations, and policy in at least two of the four subfields of Political Science.
4. Apply theories, political thought, ideologies, and ideas to historical content and contemporary empirical realties in at least two of the four subfields of Political Science.
5. Apply critical thinking skills and knowledge of research methods to formulate and implement a research design to analyze political phenomena.
6. Utilize effective writing skills to analyze political issues, ideas, and policies; these skills include formulating a thesis, making arguments, and providing evidence.

Career Opportunities

A political science major opens the door to a broad spectrum of career opportunities. Many political science majors eventually pursue careers in law, and a number of political science courses focus on legal issues and processes. A political science major is also excellent preparation for those contemplating careers in government service and public administration, either at the federal or state levels. Possibilities include working on the staff of an elected official or legislative body, working for a government agency, or serving as an elected public official. Political science is an excellent major for those planning careers in the foreign service agencies of the U.S. government, international political organizations, and international corporations. Teaching in the public schools, or at the college and university level after doing graduate work, is another popular career option for political science majors. Finally, many political science majors choose to pursue careers in business and industry.

Preparation

High school students should take four years of English, including composition, and social science and civics courses, including history and economics. A familiarity with computers is also desirable. Community college transfer students should take a basic course in U.S. political institutions, which will fulfill the state code requirements for U.S. History, Constitution and American Ideals. An introductory statistics or elementary political analysis course is also helpful. Other lower-division political science and social science courses are highly recommended.

Advising

All students are assigned to, or may select, a discipline advisor when they declare a major in political science. This faculty advisor should be consulted for any determinations of transfer course equivalents, approved electives, and other requirements.

Special Conditions for the Bachelor of Arts and Minor in Political Science

All courses counted toward the major or minor in political science, including Preparation for the Major courses, must be completed with a grade of C (2.0) or higher, except PSCI internship courses, which must be completed with a grade of credit.

A minimum of 27 units counted toward the major and 9 units counted toward the minor must be earned in residence at California State University San Marcos. Transferring units to the PSCI major or minor requires faculty advisor approval, and this process requires documentation that transferred units incorporated a satisfactory writing component, as well as a transcript record, course syllabus, and Catalog course description. Additionally, lower-division units will not be transferred or substituted for upper-division course listings and requirements at CSUSM.

No more than nine (9) units of internship (PSCI 495), independent study (PSCI 498), and/or independent research (PSCI 499) may be applied toward the major. Internship, independent study, and independent research may be applied to field distribution depending on content of the course of study. No more than six (6) units of PSCI 495, PSCI 498, and/or PSCI 499 may be counted toward the minor.

Majors in the Global Concentration must complete three (3) upper-division units outside political science in courses that deal with global issues. This course must be approved by an advisor. Political science majors are strongly encouraged to take PSCI 100 prior to taking upper-division political science courses.

Senior Seminar in Political Science (PSCI 494) is a capstone course designed to be taken in the final semester of the major. Instructor consent is required, and these prerequisites must be completed with a grade of "C" or better before the student can enroll in Senior Seminar: PSCI 301, 331, 350, 370. Majors are strongly encouraged to take all of these prerequisites for the capstone as early as possible in their program of study to better prepare themselves for upper-division coursework in the major.

Upper-division political science courses are grouped into four fields: U.S. Government and Politics, Comparative Politics, International Politics, and Political Theory. Courses designated as "General" Political Science courses can be utilized to fulfill field requirements, but students must consult with their advisors to determine how these courses can be used. In addition, LTWR 337 may be used as an elective for three (3) units of upper-division credit within the U.S. Government and Politics field.

BACHELOR OF ARTS IN POLITICAL SCIENCE

	Units
General Education*	51
Preparation for the Major*	3
Concentration Requirements	36

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

Preparation for the Major

Lower-Division (3 units)

PSCI 100 or its equivalent	3

**Three (3) lower-division General Education units in Area D (Social Sciences) are automatically satisfied by PSCI 100 which is required as Preparation for the Major.*

General Concentration Requirements

Upper-Division (36 units)

PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 494^	3

^This course must be taken in the final year of the major.

Any upper-division course in U.S. Government and Politics Field	3
Additional upper-division units in three (3) of four (4) fields of political science (U.S. Government and Politics, Comparative Politics, International Politics, Political Theory)	18

Global Concentration Requirements

Upper-Division (36 units)

	Units
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 494^	3

^This course must be taken in the final year of the major.

Any upper-division units in Comparative Politics and International Politics fields of political science. Up to 3 units from other fields of Political Science may be applied here.	18
Any upper-division, non-political science course dealing with global issues (to be approved by advisor)	3

MINOR IN POLITICAL SCIENCE

Lower-Division (3 units)

PSCI 100 or its equivalent	3

Upper-Division (15 units)

Six (6) units selected from the following:	6
PSCI 331	
PSCI 350	
PSCI 370	
Nine (9) units of political science electives	9
Total Units	***18***

PSYCHOLOGY

Office:
SBSB 3222

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Department Chair:
Miriam W. Schustack, 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.
Kim Tsai, Ph.D.
Kimberly Vanderbilt, Ph.D.
Carrick Williams, Ph.D.

Faculty Emiriti & Emeritae:
Cherie O'Boyle, Ph.D.
Spencer A. McWilliams, Ph.D.

Programs Offered:

- Bachelor of Arts in Psychology
- Bachelor of Arts in Child and Adolescent Development*
- Minor in Psychology
- Master of Arts in Psychology

Psychology is the scientific study of behavior. In order to discover more about behavior, psychologists study both humans and animals. Psychology covers a wide range of topics, from the inner workings of our brains and bodies to the ways our social environment and culture influence us. This breadth is reflected in the psychology curriculum. Given that psychology is an empirical science, our program gives considerable emphasis to research design, data analysis, and interpretation.

The psychology undergraduate major is designed to provide each student with a comprehensive overview of the major fields of psychology and methods used in psychological research. The major also provides elective courses that allow the student to focus upon an area of special interest. These specialty areas might include social, developmental, cognitive, clinical, or biological psychology.

Students majoring in other disciplines such as computer, health or clinical sciences, communication, business administration, or education will find that a minor or electives in psychology will provide them with knowledge of direct relevance to their chosen professions. Additionally, psychology has rich ties with other fields such as philosophy, history, literature, the arts, sociology, anthropology, linguistics, communication, and biology.

*See page 210 for BA in Child and Adolescent Development.

Student Learning Outcomes
Students who graduate with a Bachelor of Arts in Psychology will be able to:

1. Describe the major concepts theories, empirical findings, and historical trends in psychology, and their application to behavioral and mental processes.
2. Describe the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format.
3. Apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomena.
4. Demonstrate the ability to independently locate, identify and critically evaluate scholarly literature in the discipline of psychology.
5. Thoughtfully consider and appraise alternative viewpoints, diverse socio-cultural perspectives and ethical issues related to psychological topics.

Career Opportunities

The psychology undergraduate major provides an excellent preparation for careers in a variety of psychology-related business and public organizations, social service agencies, and teaching institutions. Our undergraduate program provides the appropriate background for graduate training in experimental or clinical psychology. Coursework in psychology is also relevant to graduate training in counseling, teaching, medicine, law, business and management, and public administration.

The Master of Arts program prepares students for careers in research, teaching in community colleges, and for further graduate study at the doctoral level. Training specifically geared toward those seeking licensure as Marriage and Family Therapists (MFT) or as Licensed Professional Clinical Counselors (LPCC) is not currently available within the Master of Arts program.

Preparation

High school students are encouraged to take four years of English and three years of mathematics (including algebra). Courses in biology and psychology and the other social and behavioral sciences are recommended. Knowledge of computers is helpful for many courses.

Community College Transfer Students

A maximum of nine (9) lower-division semester (13.5 quarter) units of psychology courses may be applied toward the forty (40) semester units required for the psychology major. The nine (9) lower-division units must be articulated with PSYC 100, 220, and 230, or be approved as their equivalent by the student's advisor.

Special Conditions for the Bachelor of Arts and Minor in Psychology

All courses counted toward the major, including Preparation for the Major courses, and the minor must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either PSYC 498 or PSYC 499 may be applied toward the major 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.

BACHELOR OF ARTS IN PSYCHOLOGY

	Units
General Education*	51
Preparation for the Major*	9
Major Requirements	40

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

Preparation for the Major

Lower-Division (9 units)

PSYC 100*	3
PSYC 220	3
PSYC 230	3

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

Laboratory Courses 6

Select two of the following:

PSYC 390	PSYC 394
PSYC 391	PSYC 395
PSYC 392	PSYC 396
PSYC 393	

*Note: Each laboratory course has prerequisite courses. See catalog description for specific prerequisites for each lab course. *Although PSYC 356 may satisfy the Developmental Core, it does not serve as a prerequisite for the PSYC 395 laboratory course.*

Applied Psychology 3

Select one of the following courses:

PSYC 338	PSYC 353
PSYC 340	PSYC 354
PSYC 343	PSYC 428
PSYC 344	PSYC 432
PSYC 345	PSYC 495
PSYC 346	

Psychology Electives 9

Select three additional 300-, 400-, or 500-level psychology courses

**Three (3) units in lower-division General Education Area D (Discipline-Specific or Second Interdisciplinary Social Science Course) are automatically satisfied in Preparation for the Major.*

MINOR IN PSYCHOLOGY

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.

Lower-Division (9 units)

PSYC 100	3
PSYC 220	3
PSYC 230	3

Upper-Division (12 units)

Choose one of the following courses: 3

PSYC 331	PSYC 360
PSYC 332	PSYC 362
PSYC 349	

Choose one of the following lab courses: 3

PSYC 390	PSYC 394
PSYC 391	PSYC 395+
PSYC 392	PSYC 396
PSYC 393	

Six (6) units of 300-, 400-, or 500-level psychology electives 6

Total Units ***21***

Note: Each laboratory course has prerequisite courses. See catalog description for specific prerequisites for each lab course.

+Human Development majors may not satisfy this requirement with PSYC 395.

MASTER OF ARTS IN PSYCHOLOGY

Graduate Coordinator:

Nancy G. Caine, Ph.D.

The mission of the graduate program in psychology at California State University San Marcos is to provide graduate education of the highest caliber to qualified students, leading to the Master of Arts degree. Our objective is to prepare students for continued study at the doctoral level, for a variety of positions in business, industry, and the public sector, or for academic careers at the two-year college level. It is our belief that excellent graduate education is best accomplished in an atmosphere in which graduate students are treated collegially, and are closely mentored by the faculty. We are committed to the study of psychology as a scientific enterprise, and our program encourages the development of skills that are consonant with the scientific spirit of inquiry in particular, and graduate-level study in general: critical thinking, articulate verbal expression, quantitative reasoning, and healthy skepticism.

In keeping with the mission of the University, we offer a curriculum that includes opportunities to enhance the professional development of our students and to contribute to the community around us. In addition, our program seeks to recognize the value of multicultural perspectives and to be sensitive to diversity concerns.

Preparation and Training Offered by the Program

The Master of Arts degree is traditionally seen either as a preparatory or terminal degree. Our program is designed to accommodate students with different goals. The active research programs of our faculty, and our recognition of psychology as a scientific enterprise, will provide graduate students with the intensive research training and coursework in primary content areas that are central to preparation for more advanced graduate work. Likewise, students who have in mind careers in community college teaching, community service, or business and industry, will benefit from our program's emphasis on critical thinking, research methods, and advanced coursework. Individual career goals will be served by allowing choice in the content of the thesis research.

Many students undertake graduate work in psychology in order to pursue careers in clinical psychology or psychological counseling. Training specifically geared to those seeking licensure in marriage and family therapy or Licensed Professional Clinical Counselors is not currently available within the program. However, the program will prepare students to better compete for admission to doctoral programs in clinical or counseling psychology. Students with interests in clinical or counseling psychology will find opportunities to pursue coursework and thesis topics at Cal State San Marcos that are related to their interests.

Student Learning Outcomes

Students who graduate with a Master of Arts in Psychology will be able to:

1. Explain and contrast important empirical and theoretical foundations of psychology, and identify unanswered questions stemming from those bodies of knowledge, with particular attention given to areas of psychology related to the thesis.
2. Identify and explain basic research designs and statistical analyses, and appropriately apply these designs and analyses to independent research leading to and including the thesis.
3. Demonstrate proficiency in the written and oral presentation of scientific content in psychology, including the appropriate use of APA style.
4. Identify and evaluate the appropriate use of pedagogical techniques and skills, and apply them to the teaching of psychology..
5. Cultivate their role as professionals by engaging in the relevant activities of the Psychology Department [e.g., participation in faculty searches, attendance at thesis proposals and defenses], participating in research conferences, and accepting graduate assistant assignments.

Admission Requirements and Application

Admission to the program requires a bachelor's degree in psychology, or a bachelor's degree plus at least one course in statistics and at least four upper-division courses of three to four (3-4) units each in psychology from an accredited university. Among the upper-division courses, there should be one or more laboratory courses in psychology.

Applicants should have computing skills relevant to graduate coursework in psychology. Admission to the program will be influenced by the breadth and appropriateness of undergraduate coursework and research experience in psychology. In addition, applicants should have a grade point average of not less than 3.0 in the last sixty (60) units of undergraduate study, plus a minimum 3.0 GPA in upper-division psychology courses.

The general Graduate Record Examination (GRE) is required of all applicants. The advanced test in psychology is recommended. Although the minimum cut-off scores may vary from year to year, we strongly prefer students with combined verbal and quantitative scores above the 50th percentile. The advanced test score should also be above the 50th percentile.

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must present a score of 80 or above on the internet-based TOEFL (213 on the computer-based TOEFL, and 550 on the paper-based TOEFL). Applicants may also submit IELTS results. An IELTS score of 6.0 or above is required.

A complete application consists of submission of the CSU Mentor application (on-line), as well as the supplemental application for Psychology, also on-line.

Application materials sent directly to the Admissions Office of California State University San Marcos:

- One set of official transcripts from all colleges and universities attended, with indication of graduation
- GRE (and TOEFL/TWE, if applicable) score reports

Application Deadlines:

- Applications are due on February 1. Late applications are accepted on a case-by-case basis.

Degree Requirements

The program requires thirty-three (33) semester units (11 courses) of study, at least 27 of which are from the graduate level (500 or 600 series). Courses below the 400-level or those which bear General Education credit may not be counted toward the program. All students will do a substantial piece of empirical research leading to a thesis. The thesis will be planned and executed while the student is enrolled in the Master's program and must be approved by the student's thesis committee. The grade point average must be at least 3.0 to graduate. The typical full-time student will complete the coursework in four semesters. Many students need one or more additional semesters to complete the thesis. Units earned not in residence at Cal State San Marcos may not exceed six, and must be approved by the advisor. Graduate students may not elect credit/no credit for any course counted toward the degree that is also offered on a regular graded basis (PSYC 680 and 699 are graded only credit/no credit). Students must be continuously enrolled unless they apply for a leave of absence. All requirements for the degree must be completed within five years.

Course of Study

Students will proceed with the graduate coursework in the following sequence:

First Year, First Semester
PSYC 600
One Proseminar
PSYC 424 or an elective

First Year, Second Semester
PSYC 530
One Proseminar
PSYC 520

Second Year, First Semester
PSYC 680
PSYC 690
One Proseminar

Second Year, Second Semester
One Proseminar
PSYC 699

It is important to note that the curriculum is designed for full-time students. Students who hope to study part-time should consult with the graduate coordinator prior to applying.

Continuation

Students must maintain a GPA of 3.0. A grade of C or better must be earned in all classes. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Each student must present a formal thesis proposal to Psychology faculty, usually in the third semester of study but no later than September of the fifth semester of study.

Financial Aid

Several sources of financial aid are available to graduate students. Applicants who choose to apply for graduate assistantships offered by the University should so indicate on the appropriate space in the Psychology supplemental application form. Students are responsible for identifying other sources of financial aid, and may wish to consult with the Office of Financial Aid and Scholarship.

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 118 for more information regarding this requirement.

Advancement to Candidacy

Students will be assigned an advisor at the time of acceptance to the program. It is expected that the student and her/his advisor will work together closely to identify elective courses and possible research topics for the thesis. Together the advisor and student will select and ask two additional members of the faculty to serve on the thesis committee. The thesis committee will assist the student in the development of a thesis proposal. The formal, written thesis proposal will be orally presented to the faculty. To advance to candidacy, a student must:

1. Be in good standing with an overall GPA of at least 3.0;
2. Have completed at least twelve (12) units toward the graduate degree; and
3. Have successfully proposed her/his thesis to the faculty.
4. Students must be registered in PSYC 700, GRAD 699_EX, or some other course when the completed thesis is granted final approval.

VISION

The School of Arts will be a regional leader for undergraduate and graduate education in the Arts and a hub for the Arts in our diverse communities.

MISSION

The mission of the School of Arts is to provide an inclusive, collaborative community where artists, scholars, and students actively engage in developing artistic practices, critical thinking, cultural intelligence, and creativity.

The School of Arts is committed to Innovative Educational Objectives:

- Discipline-based learning – The School of Arts includes two Bachelor of Arts degrees, one in Music and the other in Visual and Performing Arts. Through these, students pursue studies in music, theatre, dance studies, visual arts/visual culture, and digital and media art.
- Collaboration across disciplines – Interdisciplinary collaboration is enacted and encouraged among our students and faculty to provide a more expansive arts education.
- Commitment to the latest technology – The School of Arts offers cutting-edge courses in digital art, music, theatre technology, web design, video, and interactive multimedia.
- Building community through the arts – The School of Arts builds community through outreach to schools and social service organizations, collaborating in community development projects, arts education research, and through providing public theatre, dance, music performances, video and film screenings, as well as visual art exhibitions and presentations relating to visual culture and contemporary art.
- Global Arts – The School of Arts celebrates the arts of the world with the Indonesian Gamelan, theatre in Spanish, and many survey courses in global arts.
- Project-Based Learning – The School of Arts faculty are committed to a rigorous curriculum and to ensuring student learning.

The Goals of the School of Arts are:

- To engage students in developing sequential discipline-specific skills within their chosen areas of Dance Studies, Digital and Media Art, Music, Theatre, and Visual Art/Visual Culture.
- To prepare students for a significant place in the workforce upon graduation, or to enter a graduate program in their art field.
- To provide a curriculum that teaches practical skills as well as incorporates historical and cultural analysis and multiple historical perspectives.
- To assist students to become fluent in the theory and practice of innovative and digital technologies within their chosen discipline.
- To support students in exploring their own and others' cultural histories and identities.

SCHOOL OF ARTS

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(760) 750-4137

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Jonathan Berman, M.F.A.
William Bradbury, D.M.A.
Ching-Ming Cheng, Ph.D.
Kristine Diekman, M.F.A.
Merryl R. Goldberg, Ed.D.
Judit Hersko, M.F.A.
Mtafiti Imara, Ph.D.
Andrea Liss, Ph.D.
Marcos Martínez, M.A.
Kristin Moss, Ph.D.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.
Lucy HG Solomon, M.F.A.

Majors Offered:

- Bachelor of Arts in Music
  - Minor in Music
  - Minor in Music Technology
- Bachelor of Arts in Visual and Performing Arts
  - Arts and Technology Option
  - Music Option
  - Theatre Arts Option
  - Visual Arts Option

Minors Offered:

- Minor in Art History
- Minor in Arts and Technology
- Minor in Dance
- Minor in Theatre
- Minor in Video/Film Production
- Minor in Visual and Performing Arts
- Minor in Visual Arts

MUSIC

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Program Director:
William Bradbury, D.M.A.

Faculty:
William Bradbury, D.M.A.
Ching-Ming Cheng, Ph.D.
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.
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

Preparation for the Major

Lower-Division (32 units)

MUSC 101	4
MUSC 102	4
MUSC 120*	3
MUSC 145	3

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

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	2
MUSC 389-396 (1 unit courses)	

Studio Courses

Three or four semesters for a total of	6-9

from advanced theory, composition, technology, instrumental instruction, ensembles. (Students emphasizing 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



MINOR IN MUSIC

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Merryl Goldberg, Ed.D.
Mtafiti Imara, Ph.D.

Program Offered:

- Minor in Music

The Minor in Music is designed specifically for those students with a strong interest in the study of music who are not able to make the full commitment to the major (see the Music Track in the Visual and Performing Arts Major). The minor has been designed to give the student a strong background in music including music theory, history, performance and technology. The student will complete a select series of courses that will give him/her exposure to various genres of world music, intermediate level skills in music theory/performance, and basic skills in the application of music technology.

Requirements

Note: Courses used to satisfy requirements of the minor may also be used to fulfill General Education requirements. Students may apply up to nine units of transfer credit toward the minor. Students must earn a grade of C (2.0) or better in each course for the minor. At least twelve (12) units of coursework submitted for the minor must be completed at CSUSM. Visual and Performing Arts (VPA) majors may pursue this minor if their VPA track is different from music and nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

Required courses:

	Units
MUSC 101	4
MUSC 102	4
MUSC 120	3
MUSC 210	3
Critical/Theoretical	3
Select one of the following:	
MUSC 321	
MUSC 322	
MUSC 323	
MUSC 324	
MUSC 325	
MUSC 422	
MUSC 423	
MUSC 425	
MUSC 427	
Performance	4-6
Select two of the following (same course may be taken twice):	
MUSC 390	
MUSC 391	
MUSC 392	
MUSC 394	
MUSC 395	
MUSC 396	
Select one elective in music:	2-3
Total Units	***21-24***

MINOR IN MUSIC TECHNOLOGY

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Ching-Ming Chen, D.M.A.
Merryl Goldberg, Ed.D.

Program Offered:

- Minor in Music

The Music Technology Minor is designed for students whose focus is on the creation of music and/or sound design with the use of computer-based technology. Students in the program study basic and advanced recording technology, microphone techniques, sampling, sound editing, processing, and synthesis techniques, as well as music theory (introductory) and American popular music. Students have access to high level professional studios on campus in which to complete their work. Skills developed in the minor can be applied to future work in professional music studios, composition, music programming, sales and installation, audio editing, and multimedia, video, and theatre.

	Units
MUSC 101	4
MUSC 325	
or	
MUSC 210	3
MUSC 310	3
MUSC 402	6
MUSC 427	3
Course must be taken twice, for a total of six (6) units.	
Total Units	***19***

VISUAL AND PERFORMING ARTS

The major in Visual and Performing Arts (VPA) at CSUSM provides an exciting, multidisciplinary approach to the arts. A B.A. degree in VPA consists of a sequence of courses presented in the framework of a dynamic experiential, theoretical, and technological environment. The curriculum encourages interdisciplinary work, and collaborative as well as individual projects.

Within the Visual and Performing Arts major, students specialize in one area by following an "Option," which provides a series of appropriate courses, selected in consultation with a VPA advisor.

Options for the Major in Visual and Performing Arts:

Arts and Technology Option

Designed for students who wish to work with digital arts, multimedia, photography, video, and/or web design. This interdisciplinary track emphasizes various digital media including music, video and the visual arts.

Music Option

Provides course offerings in theory, composition, music technology, performance and survey courses of diverse musical cultures. Music track students are encouraged to explore their own creativity and musical voice.

Theatre Arts Option

Provides courses in acting, theater production, and research to performance. Survey courses include European, Latin American and American Theatre, with a strong focus on African American and Latino Theatre.

Visual Arts Option

Designed to nurture students' innovation and creativity in drawing, painting, and sculpture, as well as with digital media. It allows the student flexibility in choosing among the program's offerings in both studio and contemporary art history.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Visual and Performing Arts will have:

1. Developed a multidisciplinary and global perspective in the arts.
2. Learned the skills of critical analysis using works of art from a broad range of cultures and styles.
3. Learned the tools necessary to create their own art as composers, visual artists, or performers in one or more genre.
4. Discovered more about their own cultural history and ethnic identity through work in the arts.
5. Become computer and technologically fluent and competent through work in the arts.
6. Developed an understanding that art (music, theater, visual arts, video, etc.) is not an isolated phenomenon but that it is a single, albeit powerful, representation of culture, history and belief systems.

Career Opportunities

Career opportunities for a graduate of the VPA degree program are as diverse as the interests of VPA majors. Graduates pursue careers as actors, artists, composers, dancers, directors, filmmakers, and musicians. The major provides an excellent preparation for careers in performance, multimedia design, video and/or music production, web design and support, art history, arts management and publishing. Many students go to graduate school in the arts, or complete a credential program in education, and assume teaching positions in primary and secondary schools.

Capstone Project

An important component in some but not all of the VPA degree options is the Senior Capstone Project, which represents a culmination of work done while in the program. Students should consult with their Option advisor regarding the capstone requirement. Students who will be doing a capstone project should begin planning in the fall of their senior year. Public presentation of their work may occur any time during the final semester.

About the Department

The VPA Department is housed in the Arts Building, which includes two large performance spaces for dance, music and theatre with state-of-the-art sound, lighting and video equipment. The Department also maintains two music and sound recording and mixing studios with Digidesign Protools suites and A/V sync. We offer a 24-seat multimedia lab. The video editing lab consists of 15 Final Cut Pro suites, two Media 100 suites, and a streaming server. A suite of music practice rooms is available for music students. Four large art studios are designed for digital arts, painting, drawing, sculpture, and set design. An art gallery is prominently situated at the entrance of the building.

Special Conditions for the Bachelor of Arts in Visual and Performing Arts

- The junior-level student seeking admission to this program normally must have completed the required number of units of lower-division work in his/her selected option. Transfer students entering with fewer than the required number of units should complete the deficiencies within the first year of instruction at Cal State San Marcos.
- Credit/No Credit grading is not permitted in courses required for the major, with the exception of up to three (3) units of internship.
- All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.
- At present, a number of lower-division courses are offered, but some community college courses might be needed to complete the lower-division requirements.
- All students enrolled in private or group music lessons are required to be enrolled concurrently in one of Cal State San Marcos' music ensembles.
- All VPA majors must complete a Capstone project in the final semester of residency (in consultation with an advisor).
- Courses in the arts which satisfy an upper-division general education requirement may not be used for the major.

BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS: ARTS & TECHNOLOGY OPTION

	Units
General Education	51
Preparation for the Major (by Option)	12-19
Upper-Division Option Requirements	39-45

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

Arts and Technology Option

(57 units)

Arts and Technology Preparation for the Major

(18 units)

Critical/theoretical/cultural courses including: 9

- One survey of visual arts course (VPA 101, VSAR 120)
- One 20th/21st Century art history course (DNCE 101, VPA 101, VSAR 120)
- One history and criticism of photography, film or video course (VSAR 122)

Studio courses in visual arts, video or music: 9

DNCE 201	VSAR 110
VPA 181	VSAR 130
VSAR 102	VSAR 131

Upper-Division Arts & Technology

(39 units)

Visual and Performing Arts Interdisciplinary Core

VPA 302 3

Cross-Disciplinary Studio Work
Any upper-division studio course in theatre, dance, or performance (VSAR 310) 3

Arts and Technology Coursework

(33 units)

Arts and Technology Core

MUSC 210 3
VSAR 302 3
VSAR 303 3
VSAR 405 3

Critical/Theoretical/Cultural (select one) 3

DNCE 322	VSAR 328
DNCE 324	VSAR 422
TA 323	VSAR 423
VSAR 327	VSAR 433

Studio Work in Arts & Technology (select three) 9

MUSC 304	VSAR 309
MUSC 402	VSAR 310
VSAR 304	VSAR 329
VSAR 305	VSAR 404
VSAR 306	VSAR 440
VSAR 308	

Visual and Performing Arts Electives 6

Capstone Course 3

Student Learning Outcomes

Students completing a B.A. in VPA, Music Option 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.
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.

BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS: MUSIC OPTION

(50-56 units)

Music Preparation for the Major

(17-19 units)
(depending on transfer units for ensembles and studio instruction)

Two semesters of music theory	8
MUSC 101	
MUSC 102	
One general music survey course	3
MUSC 120	
Two semesters of studio instruction	4-6
(select two)	
MUSC 140	
MUSC 145	
MUSC 240	
Two semesters of ensemble performance	2

Upper-Division Music

(33-37 units)

Cross-disciplinary Studio Work	
Choose two of the three options below, for a total of six units:	6
Three units of any upper-division studio work in Dance	
Three units of any upper-division studio work Theatre Arts	
Three units of any upper-division studio work in Visual Arts	

Music Coursework

(30-32 units)

	Units
MUSC 210	3
Critical/Theoretical/Cultural (select two courses)	6
MUSC 320	MUSC 422
MUSC 321	MUSC 423
MUSC 323	MUSC 424
MUSC 324	MUSC 425
MUSC 325	MUSC 426
MUSC 322	MUSC 427
Music Ensemble Courses	
(Four semesters, each may be repeated up to four times)	4
MUSC 390	MUSC 394
MUSC 391	MUSC 395
MUSC 392	MUSC 396
Studio Work in Music (select two)	2-6
MUSC 310	
MUSC 340	
MUSC 402	
MUSC 480	
Visual and Performing Arts Electives	9
Capstone	3
MUSC 490	

BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS: THEATRE OPTION

(55-57 units)

Theatre Arts Preparation for the Major

(15 units)

Critical/theoretical/cultural courses: 6

TA 120

TA 222

DNCE 101

Critical/theoretical/cultural courses other than direct equivalents of TA 120 and DNCE 101 taken at other institutions, such as theatre history, may be applied toward this requirement.

Studio Courses 9

TA 101

TA 102

DNCE 201

TA 205

TA 103

Performance or design courses other than direct equivalents of those listed above taken at other institutions may be applied toward this requirement.

Upper Division Theatre Arts

(41-42 units)

Cross-disciplinary Studio Work

Choose one of the following: 1-3

DNCE 311

DNCE 390

MUSC 394

THEATRE COURSEWORK

(39 units)

Critical/Theoretical/Cultural (select four courses from) 12

TA 325

TA 328

TA 401

TA 320/320S

TA 323

TA 324

TA 410

TA 421

Studio Work in Theatre Arts (select four courses from) 12

TA 300

TA 301

TA 302

TA 304

TA 305

TA 307

TA 310

TA 311

TA 401

TA 402

TA 480/480S

Theatre Production

TA 489 15-16

Either take TA 489A and/or TA 489B for a total of 16 units 16

or

Take TA 489A and/or TA 489B for a total of 12 units, and take 498C for a capstone experience in the senior year 15

BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS: VISUAL ARTS OPTION

(57 units)

Visual Arts Preparation for the Major

(18 units)

Critical/theoretical/cultural courses including: 9

- One pre-20th century art history course
- One contemporary or global art history course (VPA 101, VPA 180, VSAR 122)
- One visual arts survey course (VSAR 120)

Studio courses: 9

VSAR 110

VSAR 130

VSAR 131

Upper-Division Visual Arts

(39 units)

Units

Visual and Performing Arts Interdisciplinary Core

VPA 302 3

Cross-disciplinary Studio Work Choose two of the three options below, for a total of six units: 6

Three units of any upper-division studio work in Dance

Three units of any upper-division studio work in Music

Three units of any upper-division studio work in Theatre

VISUAL ARTS COURSEWORK
(30 units)

VSAR 302	3

Critical/Theoretical/Cultural (select two)	6
DNCE 322	VSAR 326
DNCE 324	VSAR 327
VPA 320	VSAR 328
VPA 380	VSAR 333
VSAR 307	VSAR 405
VSAR 320	VSAR 420
VSAR 322	VSAR 422
VSAR 323	VSAR 423
VSAR 330	VSAR 460

Studio Work in the Visual Arts (select four)	12
VPA 402	VSAR 309
VPA 425	VSAR 310
VSAR 301	VSAR 311
VSAR 312	VSAR 331
VSAR 303	VSAR 404
VSAR 304	VSAR 406
VSAR 305	VSAR 440
VSAR 306	VSAR 480
VSAR 308	

Visual and Performing Arts Electives	9

MINOR IN ART HISTORY

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Kristin Moss, Ph.D.

Program Offered:

• Minor in Art History

The Minor in Art History offers students a program of integrated study in modern and contemporary art history, visual culture and cultural theory. Students will become versed in approaches to art history and visual culture through perspectives that focus on the contributions of peoples whose art has not received the recognition and critical study that it deserves.

Students will be introduced to the study of art history and visual culture through engaged viewing and critical study of visual art in class and outside of the classroom: in museums, artists' studios and within the landscape and the everyday world (site-specific environmental artwork, and artists' billboards, as examples.

The Art History Minor expands the traditional notion of art and allows students to approach art actively as a form of social, political and personal expression, and as a catalyst for rethinking the traditions of art history itself.

Requirements

The Art History Minor consists of twenty-one (21) units of credit. All courses submitted for the minor must be completed with a grade of C or better. Courses submitted for the minor may also be used to fulfill General Education requirements. At least twelve (12) units of course-work submitted for the minor must be completed at CSUSM. Visual and Performing Arts (VPA) majors may pursue this minor if nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

		Units
Four courses from the following:		12
VSAR 120	VSAR 328	
VSAR 122	VSAR 330	
VSAR 123	VSAR 333	
VSAR 307	VSAR 361	
VSAR 320	VSAR 405	
VSAR 322	VSAR 422	
VSAR 323	VSAR 423	
VSAR 326	VSAR 460	
VSAR 327		
Two studio art courses from the following:		6
VSAR 110	VSAR 303	
VSAR 130	VSAR 308	
VSAR 131	VSAR 309	
VSAR 301	VSAR 406	
VSAR 302		
One course in Dance, Music, or Theater Arts (studio or critical theory):		3
Total Units		***21***

MINOR IN ARTS AND TECHNOLOGY

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

Director, School of Arts:
Jacquelyn Kilpatrick, Ph.D.

Faculty:

Jonathan Berman, M.F.A.
Kristine Diekman, M.F.A.
Deborah Small, M.F.A.
Lucy HG Solomon, M.F.A.

Program Offered:

- Minor in Arts and Technology

The Minor in Arts and Technology combines practice and theory in digital art, internet art, web design, video, audio, multimedia and new media. It offers the student an introduction to computer-based art, design, sound and music through research and lab-based courses. The minor encourages students to be experimental in their approach to computers and the arts.

Requirements

Note: Courses used to satisfy requirements of the minor may also be used to fulfill General Education requirements. Students may apply up to nine units of transfer credit toward the minor. Students must earn a grade of C or better in each course for the minor. At least twelve (12) units of coursework submitted for the minor must be completed at CSUSM. Visual and Performing Arts (VPA) majors or Music majors may pursue this minor if their VPA track is different from Arts and Technology and nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

	Units
Cultural, Historical, and Theoretical Studies	6
Choose two:	
VPA 101	
VSAR 222	
VSAR 328	
VSAR 405	
VSAR 422	
VSAR 423	
VSAR 433	
Studio (introductory level)	6
Choose two:	
MUSC 302	
VSAR 102	
VSAR 302	
VSAR 303	
VSAR 305	
Studio (Intermediate and Advanced)	9
Choose three:	
MUSC 304	
MUSC 402	
VSAR 304	
VSAR 306	
VSAR 309	
VSAR 311	
VSAR 312	
VSAR 404	
VSAR 406	
VSAR 440	
Total Units	***21***

MINOR IN DANCE

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

Director, School of Arts:
Jacquelyn Kilpatrick, Ph.D.

Faculty:
Karen Schaffman, Ph.D.

Program Offered:

• Minor in Dance

The Minor in Dance offers students an understanding of contemporary dance practice and performance within political, social, and cultural context. With a convergence of practice and theory, courses blend creative and intellectual activities. Through movement awareness and ideo-kinetic learning, students can become skilled collaborators, intelligent movers, and emodied thinkers, who are culturally aware and sensitive to our local and global community. Students may focus their dance research on the following areas:

- Dance Making and Performace
- Critical analysis and cultural studies
- Visual Media
- Pedagogy Geared Towards Youth

Students may also design a Special Major (see page 309) that defines links with another academic field such as:

- Education
- Psychology
- Kinesiology
- Women's Studies
- Visual Culture and Media Art
- Theatre

Special Conditions for a Minor in Dance

All courses submitted for the minor must be completed with a grade of C or better. Twelve (12) units of study must be completed at CSUSM. Courses submitted for the minor may also be used to satisfy General Education requirements. Visual and Performing Arts majors and Music majors may pursue this minor if nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor. At least nine (9) units counted toward the minor must be at the upper-division level.

Requirements

	Units
Three studio courses in Dance	9

Two of the following:

DNCE 201	DNCE 324
DNCE 301	DNCE 392
DNCE 311	DNCE 498
DNCE 320	VSAR 310

The following may be included with approval of the advisor:

VPA 380	VPA 495A
VPA 381	VPA 498A
VPA 402	

One studio course in choreography:	3

DNCE 390

One course in critical theory:	3

DNCE 101	DNCE 499
DNCE 321	VPA 101
DNCE 322	VPA 320
DNCE 323	

Studio or critical/theory course in another VPA discipline, upon approval by advisor.	3
Total Units	***18***

MINOR IN THEATRE

Office:
Arts Building, Third Floor

Telephone:
(760) 750-4137

Director, School of Arts:
Jacquelyn Kilpatrick, Ph.D.

Faculty:
Judy Bauerlein, Ph.D.
Marcos Martínez, M.A.

Program Offered:

- Minor in Theatre

The Minor in Theatre provides a brief yet comprehensive introduction to the study and practice of theatre. Through an approach that combines theoretical and studio courses, students receive a broad orientation to multiple aspects of theatre. Acting, theatre history, design, production, and theatrical literature courses offer a diverse range of experiences and encourage various modes of learning. Students gain exposure to theatre as it has emerged in multiple cultural and historical contexts and develop a broad understanding of the meaning of theatre in society. The minor stresses the importance of theatre as a social art and emphasizes its transformative historical role in society.

The minor complements the student's major field of study by serving the following objectives:

- to introduce the student to other personal and world views that may resonate or diverge radically from the student's experience;
- to lead the student to appreciate the relationship between the written and spoken word, the text and its performance;
- to help the student understand how aesthetic issues and cultural productions affect everyday life;
- to foster the student's personal development by providing opportunities for performance, aesthetic expression, and critical reflection through individual and ensemble work;
- to sharpen the student's critical eye as a consumer of cultural productions and performances, including those of television and film;
- to engage the student's imaginative and critical faculties in new and challenging ways, thereby enriching the student's overall academic experience.

Above all, the Minor in Theatre is geared toward understanding and creating meaningful communication between theatre and its public, in order to carry forward the best traditions of theater as an art of personal and social enrichment.

Requirements for a Minor in Theatre

Courses used to satisfy requirements of the minor may also be used to fulfill General Education requirements. Students may apply up to nine units of transfer credit toward the minor. Students must earn a grade of C or better in each course for the minor. At least twelve (12) units of coursework submitted for the minor must be completed at CSUSM. Visual and Performing Arts majors and Music majors may pursue this minor if their VPA option is different from Theatre Arts and nine (9) units are mutually exclusive, i.e., not double-counted for the major and minor.

	Units
Critical/Theoretical/Cultural Survey Courses	6
Two of the following:	
TA 320	
TA 324	
TA 325	
TA 401	
TA 410	
TA 421	
Studio Courses	9-11
Three of the following:	
TA 300	
TA 301	
TA 305	
TA 310	
TA 311	
TA 327	
TA 402	
TA 420	
TA 480/480S	
TA 489	
VPA 381	
Electives	3
One of the following:	
LTWR 333	
LTWR 402	
LTWR 450	
SPAN 400C	
VSAR 303	
Studio Electives	1-3
One of the following:	
DNCE 201	
DNCE 320	
MUSC 394	
TA 302	
Total Units	***19-23***

MINOR IN VIDEO/FILM PRODUCTION

The Video/Film Production Minor is designed for students who want to focus on the production of media projects, including video, film, new media, and installation art utilizing media. It will serve as a minor degree for preparation for graduate school or a career in media production.

Students whose primary interests are film history, theory, criticism, and appreciation should see the Film Studies Minor, page 229.

Six Units of Introductory Level Courses from the following:

	Units
VSAR 303	3
VSAR 306	3
VSAR 319	3

Nine Units of Advanced Level Courses from the following:

VSAR 304	3
VSAR 305	3
VSAR 309	3
VSAR 329	3
VSAR 402	3
VSAR 433	3
VSAR 498C	3

Three Units of Electives from the following:

DNCE 324	3
VSAR 495C	3
Total Units	***18***

MINOR IN VISUAL AND PERFORMING ARTS

The Minor in Visual and Performing Arts offers the student the opportunity to pursue studies in music, theatre, visual arts, dance, art history, or any combination of the above. With the help of an advisor, students create a discipline-specific or multidisciplinary minor by choosing courses from two areas: Critical/Theoretical Courses and Studio Courses. All courses submitted for the minor must be completed with a grade of C or better. Independent Studies, research, or internships cannot be counted toward the minor.

Introductory Critical/Theoretical	3
One of the following:	
VPA 311	
VSAR 120	

Required Studio Course (select one; others may be used for Studio Work requirement)

One of the following:	3
MUSC 210	VSAR 303
VSAR 302	TA 489

Critical/Theoretical	6
Two of the following:	
DNCE 321	TA 326
MUSC 320	TA 327
MUSC 322	TA 328
MUSC 323	TA 410
MUSC 324	TA 421
MUSC 422	VPA 320
MUSC 423	VSAR 320
MUSC 424	VSAR 322
MUSC 425	VSAR 323
MUSC 426	VSAR 326
MUSC 427	VSAR 422
TA 320	VSAR 423
TA 323	TA 325

Studio Work	2-6*
At least two of the following:	
DNCE 201	MUSC 402
DNCE 301	MUSC 480
DNCE 311	TA 300
DNCE 320	TA 401
DNCE 324	TA 301
DNCE 390	TA 480
DNCE 392	VPA 181
MUSC 210	VPA 381
MUSC 310	VSAR 301
MUSC 321	VSAR 302
MUSC 390	VSAR 303
MUSC 391	VSAR 304
MUSC 392	VSAR 404
MUSC 394	VSAR 440
MUSC 395	VSAR 480
MUSC 396	
Total Units	***14-18***

**The same studio course may not be repeated for credit toward the minor. Any course taken as the required studio course may not be counted toward the six (6) units of studio work requirement.*

MINOR IN VISUAL ARTS

The Visual Arts Minor is designed for students with a special interest in the visual arts who are not able to make the full commitment to the major (see the Visual Arts Option in the Visual and Performing Arts Major). The minor will provide students with a strong background in visual arts including theory, history, and studio practice. Students will complete a select series of courses that will offer them an overview of historical and current practices in art, intermediate skills in studio art, and basic skills in new technologies.

Requirements

Note: Courses used to satisfy requirements of the minor may also be used to fulfill General Education requirements. Students may apply upto nine units of transfer credit toward the minor. Students must earn a grade of C (2.0) or better in each course for the minor.

Required Courses:

	Units
VSAR 110	3
VSAR 120	3
VSAR 130	3
VSAR 131	3
VSAR 302	3

Critical/Theoretical Study	3

Select one:

VSAR 307	VSAR 333
VSAR 320	VSAR 405
VSAR 322	VSAR 420
VSAR 323	VSAR 423
VSAR 326	VSAR 460
VSAR 327	

Upper-Division Studio	3

Select one:

VSAR 301	VSAR 311
VSAR 303	VSAR 312
VSAR 305	VSAR 331
VSAR 306	VSAR 404
VSAR 309	VSAR 406
VSAR 310	
Total Units	***21***

SOCIAL SCIENCES

Office:
SBSB 2222

Telephone:
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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 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 an 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 (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:	3-4
HIST 301	
SOC 360	
SOC 361	
Elective Requirements (9 units)	9
Choose three courses from:	
BRS 330	
BRS 335	
BRS 364	
BRS 430	
BRS 453	
GEOG 305	
GEOG 320	
GEOG 341	
GEOG 365	
GEOG 460	
LING 305	
LING 341	
LING 371	
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 Requirements (3 units)	3
Choose one course from the following:	3
HIST 101	
HIST 102	
HIST 130	
HIST 131	
Upper-Division Requirements (15 units)	3
HIST 301	
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:

	Units
Lower-Division Requirements (3 units)	
PSCI 100	3
Upper-Division Requirements (15 units)	6
PSCI 301	
PSCI 370	
Chose one course from the following (3 units):	3
PSCI 331	
PSCI 350	
Elective Requirements (6 units)	6
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 and Social 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 one course from each of the following areas:

American Society and Institutions

SOC 303	SOC 415
SOC 308	SOC 416
SOC 314	SOC 417
SOC 316	SOC 419
SOC 317	SOC 429
SOC 321	SOC 485
SOC 324	SOC 486
SOC 331	SOC 487
SOC 413	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 406
SOC 309	SOC 424
SOC 311	SOC 437
SOC 313	SOC 439
SOC 315	SOC 445
SOC 322	SOC 448
SOC 323	SOC 463
SOC 339	SOC 465
SOC 353	SOC 467
SOC 403	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 375
WMST 330	WMST 393
WMST 370	WMST 445

Gender, Culture, and Power

WMST 341
WMST 351
WMST 343

Bodies and Sexualities

WMST 328	WMST 407
WMST 345	WMST 416
WMST 393	WMST 424

Total Units ***18***

SOCIAL SCIENCES PROGRAM SECONDARY FIELDS

A course taken in one of the Secondary Fields may be double counted toward the Upper-Division General Education requirement in the Social Sciences (DD). Major courses may NOT count toward both the Primary Field and Upper-Division General Education requirements.

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 / GEOG 320	
BRS 335 / GEOG 341	
BRS 364 / GEOG 365	
BRS 400 / GEOG 460	
BRS 430 / LING 305	
BRS 453 / LING 341	
GEOG 305 / LING 371	
Total Units	***12***

COMMUNICATION

A secondary field in communication shall be distributed as follows:

	Units
Lower-Division (3 units)	
COMM 100	3
Elective Requirements (9 units)	
Any 300- or 400-level COMM courses	9
Total Units	***12***

HISTORY

A secondary field in history shall be distributed as follows:

One three-unit course listed below must include a course in the study of the history of women, gender, or U.S. ethnic/minority studies.

	Units
Lower-Division Requirements (3 units)	
One lower-division history course	3
Upper-Division Elective Requirements (9 units)	
One 300- or 400-level World Area #1 HIST course	3
One 300- or 400-level World Area #2 HIST course	3
One 300- or 400-level HIST course	3
Total Units	***12***

POLITICAL SCIENCE

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

	Units
Lower-Division Requirement (3 units)	
One lower-division PSCI course	3
Upper-Division Elective Requirement (9 units)	
Three 300- or 400-level PSCI courses from two of the following fields:	9
U.S. Government & Politics (PSCI courses numbered 300-329, 390F, 391, 400-429, or LTWR 337	
Comparative Politics (PSCI courses numbered 330-349, 392, or 430-449)	
International Politics (PSCI courses numbered 351-369, 396, or 450-469)	
Political Theory (PSCI course numbered 370-389 or 470-489)	
Total Units	***12***

PSYCHOLOGY

A secondary field in psychology shall be distributed as follows:

	Units
Lower-Division Requirements (3 units)	
PSYC 100	3
Upper-Division Requirements (3 units)	
One course chosen from the following:	3
PSYC 330 / PSYC 360	
PSYC 332 / PSYC 362	
Elective Requirements (6 units)	6
Any 300- or 400-level PSYC courses	
Total Units	***12***

SOCIOLOGY

A secondary field in sociology shall be distributed as follows:

	Units
Lower-Division Requirements (4 units)	
SOC 101	4
Upper-Division Requirements (4 units)	
SOC 311	4
Elective Requirements (4 units)	
Any 300- or 400-level SOC courses	4
Total Units	***12***

WOMEN'S STUDIES

A secondary field in women's studies shall be distributed as follows:

	Units
Lower-Division Requirement (3 units)	
WMST 101	3
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***

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 be from 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.

The courses must be taken from at least three different disciplines. Courses selected for the Individualized Secondary field May not be from the same disciplines as those used in the Primary and other secondary field.

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***

MINOR IN SOCIAL SCIENCES

The Minor in Social Sciences can be completed by fulfilling the requirements for two secondary fields. Students may select from any secondary field, except the Individualized Secondary Field. Students intending to Minor in Social Sciences should consult with the Program Director.

First Secondary Field	12
Second Secondary Field	12
Total Units	***24***

SOCIOLOGY

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Sharon Elise, Ph.D.
Karen Glover, Ph.D.
Alicia M. Gonzáles, Ph.D.
Darlene Piña, Ph.D.
Robert E.L. Roberts, Ph.D.
Mary A. Robertson, Ph.D.
César "Che" Rodríguez, Ph.D.
Garry Rolison, Ph.D.
Xuan Santos, Ph.D.
Theresa Suarez, Ph.D.
Richelle S. Swan, Ph.D.
Jill M. Weigt, Ph.D.

Faculty Emeritae:
Therese Baker-Degler, Ph.D.
Linda Shaw, Ph.D.

Programs Offered:

- Bachelor of Arts in Sociology
- Bachelor of Arts in Criminology and Justice Studies*
- Minor in Sociology
- Minor in Criminology and Justice Studies**
- Master of Arts in Sociological Practice

Sociology is the study of human societies, of the institutions, organizations, and groups that compose them, and of the way individuals and groups relate to one another. The discipline also offers comparative, cross-national, and cross-cultural perspectives throughout the curriculum. Sociological knowledge is vital to the understanding of contemporary problems such as crime, poverty, overpopulation, mental illness, and aging. Studying this field is highly relevant to careers in human services, research, and government that address these problems.

** See page 216 for B.A in Criminology and Justice Studies.*
*** See page 218 for Minor in Criminology and Justice Studies.*

To study the broad subject of sociology, a student needs to acquire information (what we know), methodology (how we know), and theory (how we explain). A major in sociology will require students to develop backgrounds and strengths in each of these domains. Sociology students also need to acquire critical thinking skills necessary to understand the underlying sources of and policy responses to contemporary social problems. Students may choose to concentrate in a particular content area of sociology, such as health, education, and welfare; aging and the life course; critical race studies; or children, youth, and families.

Student Learning Outcomes

The primary aim of our curriculum is to provide students with the knowledge and analytical skills necessary to understand social life in an increasingly complex world. We want our graduates to be able to use the key insights and analytic methods of sociology to improve the social conditions in which they and others coexist. We expect holders of a California State University San Marcos bachelor's degree in sociology to be able to address large- and small-scale social problems through constructive empirical inquiry, critical analysis, and strategic action. The Sociology Department's curriculum cultivates the theoretical, methodological, and advocacy skills integral to meeting these goals. The list below summarizes the primary knowledge and skills students graduating with a Bachelor of Arts degree in Sociology will possess.

Students who graduate with a B.A. in Sociology will be able to:

1. Analyze and interpret the diversity of social experience using a sociological perspective, especially in relation to race, class, gender, age, sexual preference, religion and nationality.
2. Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.
3. Locate, analyze, assess, and communicate sociological scholarship.
4. Articulate the applicability of and demonstrate ability to employ a range of research strategies—quantitative and qualitative—to particular research questions, theoretical orientations, and social contexts.
5. Articulate the ethical and social justice implications of sociological inquiry.

Core Coursework

All students majoring in sociology complete a series of required preparatory and core courses that build proficiency in each of the learning objectives listed above. The required courses include:

- a basic introduction to sociology (SOC 101, or its equivalent: Addressing learning objectives 1, 2, 3, 4 and 5);
- an introduction to statistics for the social sciences (SOC 201, or its equivalent: Addressing learning objectives 1 and 4);
- a survey of the social correlates of inequality (SOC 311, SOC 313, or SOC 315: Addressing learning objectives 1, 2, and 5);
- a foundational survey of sociological theory (SOC 320: Addressing learning objectives 1, 2, and 5);
- two courses in sociological research methods, one focusing on quantitative techniques and one focusing on qualitative methods (SOC 360 and SOC 361, respectively: Addressing learning objectives 1, 3 and 4); and
- one senior-level capstone experience (SOC 480 or SOC 495: Addressing learning objectives 1, 2, 3, and 5).

Opportunities for Concentrated Study

Each student majoring in sociology must also choose a concentration area in which to pursue more focused instruction around a key social issue or set of issues. While gaining a depth of understanding in a particular content area, students also further develop the key skills and knowledge encompassed by our general learning objectives. We currently offer five areas of concentrated study:

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

The requirements for each concentration are described in detail on the next page.

Career Opportunities

An undergraduate degree in sociology may lead to careers in advertising and market research, public-opinion polling, city planning, social services, community relations, community organizing, and a variety of other occupations in the public and private sectors. In order to facilitate the understanding of how sociology can be applied in real social organizations, students may take an internship in an organization or agency serving the community or in a social research setting. Our graduates are also prepared to continue the study of sociology at the graduate level for careers in human services, research, or teaching.

Students who wish to learn more about the Sociology Department are invited to speak with the sociology faculty and to visit the Department web site.

Preparation

Two lower-division courses, each consisting of 3-4 semester units, are required as preparation for the sociology major. The first course is an introduction to the field of sociology. The second course is an introduction to statistics used in quantitative sociological research methods

Special Conditions for the Bachelor of Arts and Minor in Sociology

Each course counted toward the major or the minor must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units in sociology must be completed at Cal State San Marcos.

For those majoring in Criminology and Justice Studies and minoring in Sociology, twelve (12) units of the minor may be used for the major.

The Sociology Department also offers a minor in Criminology and Criminal Justice. Please see the separate catalog entry for this minor.

BACHELOR OF ARTS IN SOCIOLOGY

	Units
General Education*	51
Preparation for the Major*	6-7
Major Requirements	20
Concentration Requirements	15-16

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

Preparation for the Major

Lower-Division (6-7 units)

SOC 101* or equivalent	3-4
SOC 201 or equivalent	3

Major Requirements

Upper-Division (20 units)

SOC 320	4
SOC 360	4
SOC 361	4
SOC 480 or SOC 495	4

Choose one of the following**:	4
SOC 311	
SOC 313	
SOC 315	

**Also satisfies a lower-division General Education requirement.*
*** Students choosing a concentration in Critical Race Studies must take SOC 313.*

Concentrations

The Sociology major offers four different area concentrations: (1) Aging and the Life Course; (2) Children, Youth, and Families; (3) Health, Education, and Welfare; and (4) Critical Race Studies. Concentrations require 15-16 units. Additionally, students may choose to follow a general sociology course of study, which is designated as the "Standard Concentration."

Requirements for Standard Concentration

Students will select fifteen to sixteen (15-16) units of upper-division elective courses in sociology (including eight units at the 400-level).

Total Units ***15-16***

Requirements for Aging and the Life Course Concentration

SOC 309	3

Select twelve to thirteen (12-13) units from the following courses:

SOC 204	SOC 429
SOC 413	SOC 487
SOC 427	

Total Units ***15-16***

Requirements for Children, Youth, and Families Concentration

SOC 303	3

Select twelve to thirteen (12-13) units from the following courses (including eight units at the 400-level): 12-13

SOC 203	SOC 413
SOC 204	SOC 415
SOC 317	SOC 416
SOC 331	SOC 417
SOC 349	SOC 418
SOC 403	SOC 486

Total Units ***15-16***

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***

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	

Total Units ***16***

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

MINOR IN SOCIOLOGY

Lower-Division (3-4 units)	
SOC 101 or equivalent	3-4
Upper-Division (20 units)	
One of the following:	4
SOC 320	
SOC 360	
SOC 361	
One of the following:	4
SOC 311	
SOC 313	
SOC 315	
Twelve (12) units of upper-division sociology electives	12
Total Units	***23-24***

MASTER OF ARTS IN SOCIOLOGICAL PRACTICE

The mission of the Master of Arts in Sociological Practice at California State University San Marcos is to provide a superior academic and professionally useful graduate education for students interested in working in human services and criminal justice agencies, those who plan for teaching careers at the community college level, and those who plan to pursue a Ph.D. degree.

The focus of the program is on sociological practice — applying sociology to current social problems confronting the community with developing sensitivity to multicultural, gender, sexual identity, and age differences.

The MA in Sociological Practice includes theory and methods, field experience in human service and criminal justice environments, and applied research. Solidly grounded in social scientific theory and methods, the program prepares students for a range of careers in which professionals are required to provide needed services to clients and to administer and evaluate programs in human services and criminal justice agencies. Applied work is sufficiently central to the discipline of sociology that we also accept students with intentions to continue on to a Ph.D. program in sociology.

The faculty represent the major sectors of human services – aging and gerontology, the sociology of health and mental health, criminology and juvenile delinquency, social welfare, and family and community studies. They are engaged in and committed to teaching and research in these fields and to students gaining field experience in them. In addition, the program is uniquely prepared to offer courses in the study of differences in ethnicity, race, gender, age, and sexuality, and how these qualities may affect values and practices in the human services and criminal justice sectors.

Student Learning Outcomes

The Master of Arts degree in Sociological Practice has been designed primarily as a terminal degree for students seeking careers in community college teaching, the human services or criminal justice sectors, or as preparation for advanced graduate study.

Students who graduate with a Master of Arts in Sociological Practice degree will be able to:

1. Locate, analyze, assess and skillfully articulate a range of sociological scholarship and discourse;
2. Critically apply a range of social theories to the development and assessment of social policies and programs in diverse contexts;
3. Deploy advanced quantitative and qualitative research skills to research and theorize critical social problems;
4. Demonstrate awareness of multiple standpoints, their social foundations in constructions of difference, inequality, privilege and oppression (e.g., gender, race/ethnicity, social class, sexuality, age, abilities, region, nationality), and their implications for social theory and social justice;
5. Demonstrate ability to advocate for sociologically informed decision-making.

Core Coursework

All students in the Master of Arts in Sociological Practice Program complete a series of required preparatory and core courses that build proficiency in each of the learning objectives listed above.The required courses include:

- A basic introduction to sociological practice (SOC 501; Addressing learning objectives 4 and 5);
- A foundation in research processes and methodological approaches employed in sociological practice (SOC 515, SOC 575, and SOC 620; Addressing learning objectives 1 and 3);
- Practical application of social theory to critically analyze social problems and societal programmatic and policy responses to them (SOC 610 and SOC 630; Addressing learning objectives 1, 2, 4, and 5);
- Communicate sociologically informed theory and research to a broad range of scholarly and non-sociological audiences (SOC 640, SOC 690, and SOC 695; Addressing learning objectives 1, 2, 3, 4, and 5);

Admission and Application Requirements

Successful applicants to the MASP should have an undergraduate major in sociology, or at least four upper-division courses in sociology including courses in both sociological theory and research methods and at least one undergraduate course in statistics, or an extremely strong academic record in a field that is closely related to sociology. Applicants should have computing skills sufficient to complete graduate work in sociology. Admission decisions will be affected by the appropriateness of the undergraduate training to the dimensions of the program as well as by the educational and career intentions of the applicants. Applicants must have an undergraduate academic record with a grade point average of at least 3.0 in the last 60 units of undergraduate study. In addition, an average of 3.0 is expected in upper-division sociology (or related major) courses.

A complete application consists of:

University application materials sent directly to the Admission Office of Cal State San Marcos consisting of:

- completed application form for admission to Cal State San Marcos;
- application fee; and
- one set of official transcripts from all colleges and universities attended, with indication of graduation.

Department application materials sent directly to the Sociology Department (see address below) consisting of:

- completed application form;
- one set of official transcripts of the undergraduate record from all institutions which the candidate attended, with indication of an undergraduate degree;
- statement describing the applicant's (1) educational, research, and work experiences relevant to this program, and (2) educational and career aspirations and goals;
- one formal writing sample that met an academic requirement;
- GRE test scores (optional); and
- three letters of evaluation sent with letter of evaluation waiver form.

Department application materials should be sent directly to the Sociology Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

- February 15th for admission in the Fall Semester (no spring admission).

Degree Requirements

The program is based on 38 semester units (12 courses) of study, of which at least 34 units are at the graduate level (500-600). Students will complete an eight-unit (2-course) thesis sequence. The thesis will be supervised by a committee and defended at a final oral examination.

A full-time student taking three courses in each semester would be able to complete the degree in two years. Part-time students can select two courses per semester to complete the program in three years.

The GPA in the graduate program must be at least 3.0 to graduate. Units earned not in residence at Cal State San Marcos may not exceed six and must be approved by the student's advisor and the graduate program coordinator.

Seminar courses include graduate Sociology courses described as seminars. Three units at the 400-level may be substituted for a seminar with approval by the graduate program committee. An independent study (600-level) course may also substitute for a seminar with approval by the graduate program committee.

Course of Study

Students in full-time attendance will proceed with the graduate course-work in the following manner:

First Year, First Semester
SOC 501
SOC 515
SOC 610

First Year, Second Semester
SOC 620
SOC 630
Seminar

Second Year, First Semester
SOC 575
SOC 690
Seminar

Second Year, Second Semester
SOC 640
SOC 695
Seminar

Students in part-time attendance will proceed with the graduate coursework in the following manner:

Option 1		*Option 2*
First Year, First Semester		
SOC 501	OR	SOC 501
SOC 515		SOC 610
First Year, Second Semester		
SOC 620	OR	SOC 630
SOC 640		SOC 640
or		or
Seminar		Seminar
Second Year, First Semester		
SOC 610	OR	SOC 515
SOC 575		Seminar
Second Year, Second Semester		
SOC 630	OR	SOC 620
Seminar		Seminar
Third Year, First Semester		
SOC 690	OR	SOC 575
Seminar		SOC 690
Third Year, Second Semester		
SOC 695		
SOC 640 or		
Seminar		

Continuation

Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the cumulative GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a leave of absence of longer than two semesters, must petition the program for continuation. All requirements for the degree must be finished within five years after the beginning of any coursework in the graduate program.

Students will have the graduate coordinator as their graduate program advisor until they form their thesis committee. Their thesis committee will be comprised of three tenure-track Sociology faculty. If students so desire, they may add a fourth member from the wider University or general community. Students will work closely with their advisors in the selection of courses and research topics.

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 118 for more information regarding this requirement.

Advancement to Candidacy

A thesis proposal is required to complete SOC 690, and completion of SOC 690 is required for advancement to candidacy. The thesis is required to complete SOC 695. The proposal and thesis must be approved by the thesis committee. SOC 695 is typically completed at the end of the second year for full-time students and must be completed by the end of the fifth year. Students who have completed all coursework, but who have not completed their thesis, will enroll in SOC 699 to maintain continuous enrollment.

Students will be advanced to candidacy once they have successfully passed an oral defense of their research proposal. The thesis committee will assist the student in the development of the thesis proposal and research for the thesis and will serve as the committee for the oral examination once the thesis is completed.

SPANISH

Office:
Markstein Hall, Room 228

Telephone:
(760) 750-4208

Modern Language Studies Department Chair:
Darci L. Strother, Ph.D.

Faculty:
Verónica Añover, Ph.D.
Michael Hughes, Ph.D.
Francisco Martín, Ph.D.
Cynthia Meléndrez, Ph.D.
Michelle Ramos Pellicia, Ph.D.
Silvia Rolle, Ph.D.

Professor Emerita:
Stella T. Clark, Ph.D.

Programs Offered:

- Bachelor of Arts in Spanish
- Minor in Spanish
- Master of Arts in Spanish

As its primary objective, the Spanish Major promotes the study of the language and culture of Spanish-speaking people. It is designed to provide the background and appreciation of Hispanic literatures and cultures, and linguistic and analytic skills, so students can pursue careers in a variety of fields. The program seeks to contribute support to and articulate with other areas of study at the University. It aims to serve the immediate region and its needs, while providing students with understanding and insight into the Hispanic world at large.

The Spanish Major addresses cultural and linguistic connections between the United States and its Spanish-speaking neighbors. It promotes the concept that Spanish is not a foreign language, but rather one to be cultivated and appreciated alongside English in Southern California.

The availability of multiple concentrations within the Spanish Major gives students flexibility and diversity while providing a strong core in all basic linguistic, analytic, and cultural skills. The program takes into account the unique nature of the Cal State San Marcos student body and the University's Mission Statement.

The program addresses the need for trained language specialists in a variety of fields, with special attention to the location of Cal State San Marcos, in North San Diego County, an area characterized by a large Spanish-speaking population. The bi-national interaction that stems from our proximity to the Mexican border establishes the need for a multidimensional major which incorporates practical and academic components. The University's commitment to interdisciplinary and multicultural issues guides the cultural and literary elements of the major. All of these principles are prevalent in the curriculum and the faculty, both of which are complemented by those of other programs.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Spanish will:

1. Recognize Spanish as a global language with regional and social varieties and registers that both unify and differentiate the Spanish-speaking world; in particular, they will recognize the cultural and linguistic roots and features of the Spanish language as spoken in California, elsewhere in the U.S., and throughout the world;
2. Be able to carry out a range of communicative functions in Spanish, such as engaging in oral conversation modes with sufficient accuracy so as to be easily understood by a native Spanish speaker, reading and listening to authentic texts and materials, producing written discourse and composing academic texts, and giving public oral presentations and readings;
3. Have the demonstrated ability to carry out several aspects of collaborative learning tasks, including group communication, and peer review;
4. Use technological tools and Spanish language resources available through electronic means, such as chat rooms, email, and the Internet for research and classroom purposes; and demonstrate ability to compare information available only in Spanish with information on the same topics available in English to analyze the different perspectives and/or biases shown in the sources;
5. Have the capacity to confront and consider issues of social justice relevant to local and global Hispanic communities;
6. Formulate research questions and identify and use appropriate methodology to answer them, applying appropriate guidelines for the ethical treatment of human and non-human research participants to the various phases of research;
7. Appreciate the diversity and richness of the Hispanic world's multiple forms of literary and artistic expression, and relate the patterns of behavior and values integral to Hispanic cultures to their own culture, aspirations, and identity;
8. Identify, critically analyze and interpret language data and literary texts in Spanish;
9. Identify the distinguishing characteristics and aesthetic registers of the major literary genres and periods of Hispanic literature;
10. Recognize the existence of a variety of literary, linguistic, and cultural perspectives and meanings; and
11. Identify the grammatical and discursive functions of Spanish language structures in a variety of social and cultural contexts.

Career Opportunities

The world is tied together by many bonds—economic, diplomatic and human—and because of technological advances in transportation and communication, an increasing number of Americans rely on the knowledge of a second language. Concentrated study of the languages and cultures of other nations contributes significantly to the improvement of international relations.

Employment possibilities for Spanish majors include the many positions available to humanities students in any field. For bilinguals there are openings in foreign countries as well as in the United States. Graduates have found jobs in teaching, translating, foreign diplomacy, foreign correspondence, the travel/hospitality industries, import-export work, international corporations, and in government agencies. Spanish language competence is an asset to workers in social services, public health, and law enforcement. While graduates with skills and backgrounds only in the Spanish language may encounter keen competition for jobs, as a supplement to other skills the knowledge of a language other than English is a valuable professional commodity.

Special Conditions for the Bachelor of Arts in Spanish

1. The major consists of 48 semester units, with 36 units of upper-division coursework.
2. The 12 units of lower-division, or any portion thereof, may be met by demonstrating equivalent proficiency. In such a case, the units in lower-division would be reduced proportionately.
3. Upper-division requirements are divided between a core and a concentration. The core requires 21 units and each of the four concentrations is 15 units, for a total of 36 units.
4. Appropriate courses taken for lower-division General Education credit may be counted toward the preparation of the major.
5. Credit/No Credit grading is not allowed in the upper-division courses required for the major, except in the case of students who pass course-specific challenge exams administered by the Program.
6. A grade of C (2.0) or better must be earned in all upper-division courses applied to the major.
7. In no case may more than two courses conducted in English be applied to the Spanish major.

BACHELOR OF ARTS IN SPANISH

	Units
General Education	51
Preparation for the Major	3-17
Core Requirements	21
Concentration Requirements	15

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

Preparation for the Major

Lower-Division (0-14 units)

SPAN 101*	4
SPAN 102*	4
SPAN 201*	3
SPAN 202*	3

Upper-Division (3 units)

SPAN 301A or SPAN 301B	3
Total Units	***3-17***

**May be waived by demonstrating language proficiency; please consult with the LOTER Proficiency Advisor.*

Core Requirements

SPAN 302	3
SPAN 303	3
SPAN 315	3

Three (3) units selected from the following courses in Civilization/Culture 3

SPAN 350A
SPAN 350B

Six (6) units selected from the following courses in Linguistics/Specialized Language Study 6

SPAN 314 (B-E)**	SPAN 317
SPAN 330	SPAN 331

***No more than one of these courses may be counted for the Linguistics/ Specialized Language Study category of the Core Requirements.*

Three (3) units in Community Service Learning

SPAN 399	3
Total Units	***21***

The following four concentrations respond to our area's demands for different types of opportunities:

Concentration One: General Major in Spanish

This represents a comprehensive language, literature, and culture concentration to provide the background for entrance into graduate programs in Spanish and for a single-subject teaching credential.

	Units
Concentration Requirements	
Three (3) units in Civilization/ Culture SPAN 350A or 350B	3
[The Civilization/Culture course not taken for the core]	
Nine (9) units selected from the following courses in Literature	9
SPAN 380	
SPAN 400A	
SPAN 400B	
SPAN 400C	
SPAN 400D	
SPAN 410	
SPAN 415	
SPAN 421	
SPAN 422S	
SPAN 423	
MLAN 370	
Three (3) units selected from the following Seminar courses	3
SPAN 450A	
SPAN 450B	
SPAN 450C	
Total Units	***15***

Concentration Two: Literature

This concentration places a strong emphasis on the history and analysis of the literatures of Spain, Latin America, and the Spanish-speaking United States, as well as on literary genre and theory. Designed for further study of literature in Spanish at the graduate level, or of literary theory or comparative literature.

Concentration Requirements	
Nine (9) units selected from the following courses in Literature	9
SPAN 380	
SPAN 400A	
SPAN 400B	
SPAN 400C	
SPAN 400D	
SPAN 410	
SPAN 415	
SPAN 421	
SPAN 422S	
SPAN 423	
MLAN 370	
Three (3) units selected from the following Seminar courses	3
SPAN 450A	
SPAN 450B	
SPAN 450C	
LTWR 300A	3
Total Units	***15***

Concentration Three: Language and Culture

This concentration's interdisciplinary emphasis is on cultural, political, and social elements of Spanish and Latin American, and U.S. Latino life.

Concentration Requirements	
Six (6) units selected from the following courses in Literature	6
SPAN 380	
SPAN 400A	
SPAN 400B	
SPAN 400C	
SPAN 400D	
SPAN 410	
SPAN 415	
SPAN 421	
SPAN 422S	
SPAN 423	
MLAN 370	
Three (3) units selected from the following Seminar courses	3
SPAN 450A	
SPAN 450B	
SPAN 450C	
Three (3) units chosen from any upper-division course that deals significantly with Spain, Latin America or Latinos in the United States	3
Three (3) units in Oral-Based Coursework SPAN 305 or SPAN 399*	3
Total Units	***15***

**Units are in addition to those attained in the core.*

Concentration Four: Spanish for the Professions

This concentration stresses practical applications of the language based on fieldwork experience and apprenticeship. It is designed to integrate with professional majors.

	Units
Concentration Requirements	
Linguistics/Specialized Language Study	
Courses SPAN 314 (B-E)*	3
SPAN 330**	3
Oral-Based Coursework	
Choose one of the two options:	6
SPAN 305 and three (3) units of SPAN 399*	
or	
Six (6) units of SPAN 399*	

**Units are in addition to those attained in the core.*

Three (3) units selected from the following courses in Literature 3

SPAN 380	SPAN 415
SPAN 400A	SPAN 421
SPAN 400B	SPAN 422S
SPAN 400C	SPAN 423
SPAN 400D	MLAN 370
SPAN 410	

Total Units ***15***

** May not be double-counted as both a Core Requirement and a Concentration Requirement.*

*** Cannot be taken as a Core Requirement in Concentration Four.*

MINOR IN SPANISH

Lower-Division (0-14 units)	
Proficiency through	
SPAN 101***	4
SPAN 102***	4
SPAN 201***	3
SPAN 202***	3
Upper-Division (15 units)	
SPAN 301A or 301B	3
SPAN 302	3
SPAN 303	3
Civilization/Culture	3
SPAN 350A or SPAN 350B	
Three (3) units of upper-division Spanish elective	3
Total	***15-29***

****May be waived by demonstrating proficiency; please consult with the LOTER Proficiency Advisor.*

MASTER OF ARTS IN SPANISH

The mission of the Master of Arts in Spanish is to provide qualified students with a structured yet flexible program of study in the literature, linguistics, culture, and civilization of the Spanish-speaking world, and in the art of foreign language teaching. This program is designed to prepare students for further study at the doctoral level; for careers in teaching at the elementary, secondary, or community college level; or for positions in business, social services, international relations, government agencies, and other organizations in need of trained language specialists. The Master of Arts in Spanish degree program allows students the choice of three areas of emphasis: Option A – Hispanic Literature and Linguistics, Option B – Hispanic Civilization and Language, and Option C – Foreign Language Teaching. Regardless of the option selected, the student's academic experience will be characterized by classes of the highest quality, which encourage the development of critical thinking, an appreciation of multicultural perspectives, and articulate use of the Spanish language. All students will receive ongoing faculty mentoring. Opportunities for guided and independent research, community involvement, and study abroad in a Spanish-speaking country are central to the graduate student experience in this program.

Our campus' close proximity to the Mexican border, together with the large Spanish-speaking population in North San Diego County, makes our area a "living language laboratory" in which students can engage in first-hand study of the many linguistic and cultural aspects of native Spanish speakers. Students who wish to pursue teaching careers will benefit from the Barahona Center for the Study of Books in Spanish for Children and Adolescents, a special collection in the Cal State San Marcos library which houses over 80,000 books, periodicals, and other materials pertinent to teaching Spanish and Hispanic culture to young people. The University's commitment to multicultural and global awareness, together with the presence of an international group of faculty in the Modern Language Studies Department, will contribute to the student's process of learning, in this unique academic setting.

Student Learning Outcomes

The Master of Arts in Spanish degree program allows students the choice of three areas of emphasis: Option A - Hispanic Literatures, Option B – Hispanic Languages and Linguistics, and Option C – Foreign Language Teaching.

Students completing Option A - Hispanic Literatures will:

1. Articulate a sound understanding of the broad outlines of theory as well as the theoretical commitments that inform their own research and writing.
2. Demonstrate advanced application of tools of literary analysis.
3. Demonstrate a broad knowledge of and an ability to think critically about literary movements and key texts of the Hispanic literary tradition(s), including an evaluation of the process of canon formation.
4. Demonstrate a familiarity with professional practices and issues (conferences, research, publication, mentoring, hiring and advancement, etc.) and prepare to enter doctoral programs or other professional fields.
5. Exhibit an ability to identify relevant issues and conduct original research in the field of Hispanic Literature(s), to use appropriate methods of documentation, and to write essays clearly demonstrative of graduate-level research skills and independent thinking.

Students completing Option B – Hispanic Languages and Linguistics will:

1. Understand the historical development of the Spanish language in its external (history, culture) and internal development (morphology, syntax and semantics).
2. Know the linguistic variation of Spanish and its main dialects, including phonology, geographical variation, social dialects and registers.
3. Identify the grammatical and discursive functions of Spanish language structures in a variety of social and cultural contexts.
4. Demonstrate a familiarity with professional practices and issues (conferences, research, publication, mentoring, hiring and advancement, etc.) and prepare to enter doctoral programs or other professional fields.
5. Exhibit an ability to identify relevant issues and conduct original research in the field of Hispanic Linguistics, to use appropriate methods of documentation, and to write essays clearly demonstrative of graduate-level research skills and independent thinking.

Students completing Option C – Foreign Language Teaching will:

1. Demonstrate competence in the Spanish language, including knowledge of key aspects of Hispanic linguistics, as well as the ability to explain the language accurately to others.
2. Be able to discuss key aspects of Hispanic literatures and cultures, especially in the context of teaching them to others.
3. Demonstrate an understanding of principles of foreign language learning, including theories of language acquisition, history and methods of language teaching, best practices for teaching the Spanish language and Hispanic cultures, and assessment of language and culture learning.
4. Be able to explain and evaluate published research studies in foreign language education, plan and conduct original research, analyze the data collected, and report the findings.
5. Be aware of opportunities for continued professional development, associations in the field to support their ongoing work, and the ability to engage in the scholarship of the classroom.

Admission and Application Requirements

Admission to the program requires a Bachelor's degree from an accredited university. It is expected that students will have received a major in Spanish, or a degree in a closely-related field plus at least four (4) upper-division courses in Spanish.

A grade-point average of not less than 2.5, plus an average of not less than 3.0 in upper-division Spanish courses, is required for admission.

All applicants must take the Graduate Record Examination (the general test only). While the test scores will be viewed in combination with other factors pertinent to the applicant's ability to succeed in a graduate program, it is unlikely that students will be admitted with combined verbal and quantitative scores of less than 1000. However, no specific cutoff will be used.

Graduates of universities where English is not the principal language must take the combined Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the paper-based TOEFL or on the writing portion of the computer-based TOEFL.

A complete application consists of:

Application Materials sent directly to the Admissions Office of Cal State San Marcos

- A completed university application form for admissions to Cal State San Marcos;
- Application fee: and
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Application Materials sent directly to the Modern Language Studies Department (see address below)

- Departmental Application
- One set of official transcripts from all colleges and universities attended, with indication of graduation
- Two letters of recommendation
- A one to two (1-2) page statement of purpose, describing educational experience and career goals
- A writing sample of at least seven (7) pages. The writing must be in Spanish, and should deal with some aspect of Hispanic literature, culture, or linguistics
- A (video, audio, or digital format) speech sample, in which the applicant speaks in Spanish for at least five (5) minutes, on the topic of his/her choice; and
- GRE (and TOEFL/TWE, if applicable) score reports

These application materials must be sent directly to the Modern Language Studies Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

- March 15th for Fall Semester admission
- November 15th for Spring Semester admission

Note: A limited number of Teaching Assistantships may be available.

Degree Requirements

The program requires thirty (30) semester units of study, at least twenty-four (24) of which must be at the graduate level (500 and 600 series). None of the thirty (30) units of coursework applied to the Master of Art's degree in Spanish may have been applied toward a previous academic degree. A grade of B or higher is required in each course applied to the Master of Art's degree. Students whose grade point average drops below 3.0 will be placed on academic probation. Students must demonstrate intermediate-level knowledge of a language other than Spanish and English (by completing a 201-level language course with a final grade of C or better at Cal State San Marcos or an equivalent institution, or by passing a Proficiency Examination given by the Cal State San Marcos Modern Language Studies Department), prior to graduation. Students must successfully pass the Comprehensive Master's Examinations in Spanish in order to graduate.

Students enrolled full-time will typically complete the program in four semesters and must take the Comprehensive Master's Examinations no later than the sixth semester following enrollment. Students enrolled on a part-time basis must take the Comprehensive Master's Examinations no later than the tenth semester following enrollment. Students who do not pass the Comprehensive Master's Examinations the first time may retake them a maximum of one additional time, no later than two years after the first attempt.

Students must complete the required 30 semester units in accordance with the specific requirements for the chosen Option.

Option A: Hispanic Literature and Linguistics

(30 Units)

This option is designed for students who wish to pursue in-depth study of Spanish, Latin American, and U.S. Latino literatures and Spanish linguistics, and will prepare students for further study at the Ph.D. level.

Requirements

	Units
SPAN 510	3
SPAN 520	3
Elective graduate-level courses in literature (SPAN 521-536, 603, 604, 606)	12
Elective graduate-level courses in linguistics (SPAN 511-515, 602, 610)	3
Elective graduate-level courses (SPAN) in literature culture/civilization, and/or linguistics	9

Option B: Hispanic Civilization and Language

This option is designed for students wishing to pursue careers in business, social services, international relations, etc. This option exposes students to the most salient factors of the language and cultures of the people who make up the Spanish-speaking world.

Requirements for Option B

SPAN 510	3
SPAN 601	3
Elective graduate-level courses in linguistics (SPAN 511-515, 602, 610)	6
Elective graduate-level courses in culture/civilization (SPAN 540-552, 605)	6
Additional graduate course -work, to be selected based on student's specific areas of interest and academic plan, in consultation with faculty advisor. Courses may come from graduate offerings in Spanish, or from other disciplines	12

Option C: Foreign Language Teaching

This option is designed for students who plan to teach Spanish at the elementary, secondary, or community college level. It provides students with a strong background in applied linguistics and pedagogical theory, as well as advanced-level exposure to the literatures, cultures, and language of the Spanish-speaking world.

Requirements

SPAN 510	3
SPAN 602	3
SPAN 610	3
Elective courses taken in Education at the 500 or 600 level (to be selected in consultation with student's faculty advisor)	9
Elective graduate-level courses (SPAN) in literature, culture/civilization, and/or linguistics*	12

**In order to become well-prepared teachers, students are strongly advised to select courses representing all areas of the Spanish-speaking world (including the Spanish-speaking U.S., Latin America, and Spain).*

Students will be expected to choose the Option which most clearly meets their career goals, and will receive faculty mentoring prior to their first semester of enrollment, to assist them in choosing the appropriate Option and in designing their individual course of study.

Study Abroad

In order to appreciate and understand fully the nuances of the Spanish language and Hispanic culture, all students are strongly encouraged to spend at least one summer or semester abroad, in a Spanish-speaking country. Students will be permitted to transfer up to nine (9) units of credit toward the Master of Arts in Spanish from approved study-abroad courses. Spanish faculty will work closely with each student to assist him/her in identifying an appropriate study-abroad program, and in structuring his/her course of study to accommodate this important experience.

Financial Aid

Teaching Assistantships may be available to qualified students who wish to teach introductory- and intermediate-level Spanish language courses at Cal State San Marcos. Other forms of financial support may also be available, and interested students should contact the University's Office of Financial Aid and Scholarships for further information.

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 118 for more information regarding this requirement.

Advancement to Candidacy

1. Be in good academic standing, holding a GPA of 3.0 or higher.
2. Have completed all required course work.
3. Have fulfilled the Foreign Language Requirement.
4. Have filed a Declaration of Intent to take Comprehensive Examinations.
5. Have procured all necessary signatures from testing faculty that will constitute his or her M.A. Exam Committee.
6. Have filed Reading List Approval form with pertinent signatures.
7. Have turned in all information and records of the items stated above to the Graduate Coordinator.

Comprehensive Master's Exams

One semester before students propose to take their Comprehensive Master's Examinations, they must present to the graduate committee (made up of three faculty members) a reading list that must adequately represent both their readings for individual courses and readings undertaken independently to complement coursework. The reading list must be approved by the graduate committee, which has the right to prescribe authors and works not included in the list. The approved list then becomes the basis for the Master's Examinations, which consists of two three-hour examinations, and a follow-up oral defense. These examinations will be evaluated by a committee of three faculty members, and will be graded on a pass/no pass basis.

SPECIAL MAJOR

Office:
Craven Hall 1300

Telephone:
(760) 750-4027

Programs Offered:

- Bachelor of Arts in Special Major

The Special Major allows highly motivated students the opportunity to develop an individualized program of study that cannot be realized within a single academic discipline or available major. The special major consists of a closely monitored program of study in two or more disciplines. The program is developed in consultation with a Faculty Guidance Committee specifically formed of members of respective academic areas in the student's program and is supervised by a faculty advisor, who serves as chair of the committee. The program must be approved by the Dean of a College in coordination with the student's Faculty Guidance Committee.

Student Learning Outcomes

Students will use methods appropriate to their individualized courses of study to demonstrate the ability to integrate knowledge from multiple disciplines.

Special Conditions for the Bachelor of Arts in Special Major

1. The student must have completed the equivalent of one full-time semester of academic work at Cal State San Marcos and have a grade point average of 2.5 or higher in all work completed at this University.
2. At least thirty (30) semester units must remain to be completed to meet the minimum degree requirements for a Bachelor's Degree.
3. The Special Major Program consists of forty (40) semester units. A minimum of twenty-four (24) units must be completed at the upper-division level [with nine to twelve (9-12) upper-division units in each area of study selected].
4. Courses taken for lower-division or upper-division General Education credit may not be counted toward the special major.
5. Up to six (6) units may be satisfied in field-based coursework such as independent study, internships, community work, and supervised work experience.
6. Each student must complete a capstone project.
7. The Special Major Program must be coherent sequence of courses developed in consultation with the student's Faculty Guidance Committee.
8. The Faculty Guidance Committee and the Dean will review all proposals.

Restrictions in the Special Major

1. The Special Major cannot duplicate any existing majors offered at Cal State San Marcos.
2. The Special Major is not designed for students who have been unsuccessful in other programs.
3. A Special Major may be declared as a second major (i.e., a double major) within one B.A. degree. However, two Special Majors may not be combined to form a double major.

Application to the Major

Students interested in the Special Major must initially contact Undergraduate Advising Services for the College of Arts, Behavioral and Social Sciences (CHABSS) and College of Sciences and Mathematics (CSM) for more information about applying for the Special Major. With the aid of the faculty advisor, students must select a Faculty Guidance Committee formed of two or more faculty members. The student's individualized program plan is then developed in consultation with the Faculty Guidance Committee and is submitted to the appropriate college Dean for approval. The Dean, in consultation with the student's Faculty Guidance Committee, reviews and decides on the student's program plan.

BACHELOR OF ARTS IN SPECIAL MAJOR

Graduation Requirements

	Units
General Education	51
Major Requirements	40

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

WOMEN'S STUDIES

Office:
SBSB 4240

Telephone:
(760) 750-4108

Department Chair:
Vacant

Women's Studies:
Martha Gonzales, Ph.D.
Sheryl Lutjens, Ph.D.

Affiliated Faculty:
Anthropology:
Bonnie Bade, Ph.D.
Konane Martinez, Ph.D.
Aníbal Yáñez-Chávez, Ph.D.

Chemistry:
Jackie Trischmann, Ph.D.

Communication:
Katherine Brown, Ph.D.
Michelle Holling, Ph.D.
Dreama Moon, Ph.D.
Kendra Rivera, Ph.D.

Economics:
Ranjeeta Basu, Ph.D.

History:
Katherine Hijar, Ph.D.
Anne Lombard, Ph.D.
Carmen Nava, Ph.D.
Alyssa Sepinwall, Ph.D.
Jill Watts, Ph.D.

Global Studies:
Scott Greenwood, Ph.D.
Elizabeth Matthews, Ph.D.

Liberal Studies:
Jocelyn Ahlers, Ph.D.
Jule Gómez de García, Ph.D.

Library:
Hua Yi, Ph.D.

Literature and Writing Studies:
Heidi Breuer, Ph.D.
Susie L. Cassel, Ph.D.
Sandra Doller, M.F.A.
Dawn Formo, Ph.D.
Martha Stoddard Holmes, Ph.D.

Modern Languages Studies:
Veronica Añover, Ph.D.
Silvia Rolle-Risetto, Ph.D.

Political Science:
Cynthia Chavez Metoyer, Ph.D
Scott Greenwood, Ph.D.
Elizabeth Matthews, Ph.D.
Pamela Stricker, Ph.D.

Psychology:
Marie Thomas, Ph.D.

Sociology:
Kristin Bates, Ph.D.
Sharon Elise, Ph.D.
Alicia Gonzalez, Ph.D.
Darlene Piña, Ph.D.
Xuan Santos, Ph.D.
Linda L. Shaw, Ph.D.
Richelle Swan, Ph.D.
Jill Weigt, Ph.D.

Visual and Performing Arts:
Judy Bauerlein, Ph.D.
Andrea Liss, Ph.D.
Kristin Moss, Ph.D.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

Programs Offered:

- Bachelor of Arts in Women's Studies
- Minor in Women's Studies

The field of Women's Studies has become an important part of university education in the last four decades. Women's Studies focuses on the social construction of gender and explores the roles and contributions of women and men in societies around the world, past and present. Women's Studies also seeks to understand how gender is related to other aspects of social identity and stratification, including race, ethnicity, culture, social class, sexuality, nationality, religion, ability, and other factors that have dramatically shaped women's and men's lives.

Women's Studies majors include both male and female students. Students in our courses receive a quality liberal arts education. They learn about a wide range of academic approaches that have emerged in such diverse areas as literature, psychology, economics, the sciences, sociology, history, anthropology, the arts, communication, and many others.

Women's Studies students develop important skills in:

- Leadership
- Analytical thinking and problem solving
- Writing proficiency and expertise
- Applied learning
- Community involvement
- Public speaking
- Collaborative work with others
- A deeper understanding of diverse perspectives and cultural backgrounds

Women's Studies majors pursue careers or graduate education in many different fields, including the law, education, social services, business, counseling, the arts, public administration, and medicine.

Student Learning Outcomes

Women's Studies faculty employ innovative and varied pedagogical practices to deliver a curriculum that:

- Acknowledges women's past and present contributions to culture and society in the United States, the region, and around the world;
- Offers both interdisciplinary and multi-disciplinary approaches to the fields of women's and gender studies;
- Centers the study of women with attention to racial and cultural differences, class, sexual identities, religion, disabilities, and geography;
- Fully explores the diversity in women's experiences, past and present, using the concept of gender to identify progress and problems, and thereby problematizes our understandings of those experiences; and
- Values the relationships between theory, social action, and the quest for change.

Students who graduate with a B.A. in Women's Studies will be able to:

1. Recognize and explain women's role in and contributions to the economy, politics, the arts, culture, and society in the United States and around the world.
2. Analyze critically the historical and present day construction of gender in diverse cultural contexts.
3. Integrate the analysis of race and ethnicity, class, sexual identifies, culture, religion, ability, and geography into explanations of women, gender, and power relations in the contemporary world.
4. Use effect oral and written communication skills to communicate information and arguments about women and gender relations.
5. Use the research skills needed to find, analyze, and apply multiple sources of information about women and gender across an array of research topics and academic disciplines.
6. Apply knowledge of multiple feminist approaches to analyze and evaluate the basic assumptions and arguments used in the study of women and gender construction.
7. Discover interpret, and imagine the relationship of women's and gender studies scholarship to problem solving and activism in the real world.

Special Conditions for the Bachelor of Arts in Women's Studies

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

BACHELOR OF ARTS IN WOMEN'S STUDIES

	Units
General Education*	51
Preparation for the Major*	3
Major Requirements	36-38

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

Preparation for the Major

Lower-Division (3 units)

WMST 101* 3

Major Requirements

Core (9 units)

WMST 301	3
WMST 490	3
WMST 401 or WMST 499	3

Disciplinary Perspectives (15-17 units)
Choose one course from each area. At most, three (3) units of the Disciplinary Perspectives and three (3) units of the Electives requirements may be completed at the lower-division level.

a. Women and Tradition 3

Select one course:

ECON 445
HIST 316
HIST 327
HIST 332
HIST 355
HIST 367
HIST 383
HIST 384
ID 340
ID 340B
LTWR 211
MATH 304
PSCI 343
PSCI 445
SOC 353
WMST 211
WMST 320
WMST 325
WMST 343
WMST 347
WMST 350
WMST 351
WMST 445

or other course upon faculty approval

	Units
b. Women and the Arts	3

Select one course:

DNCE 323
LING 381
LTWR 211
LTWR 330**
LTWR 331**
LTWR 333**
LTWR 334**
LTWR 400**
LTWR 410**
LTWR 420**
LTWR 430**
SPAN 410A-Z**
SPAN 415
SPAN 422S**
TA 323**
VSAR 322
VSAR 326
VSAR 420*
WMST 205
WMST 211
WMST 323
WMST 325
WMST 326
WMST 450

or other course upon faculty approval

**Also satisfies a lower-division General Education requirement.*
***The course must focus on women, and written approval from the Women's Studies Program Director is required.*

c. Women and Contemporary Issues 3-4

Select one course:

COMM 435
ECON 445
PSCI 343
PSCI 391
PSCI 445
PSYC 350
PSYC 356
SOC 303
SOC 306
SOC 315
SOC 424
SOC 437
WMST 205
WMST 303
WMST 320
WMST 321
WMST 323
WMST 330
WMST 341
WMST 343
WMST 345
WMST 347
WMST 350
WMST 351
WMST 370
WMST 375
WMST 407
WMST 416
WMST 424
WMST 445
WMST 450

or other course upon faculty approval

d. Women and the Body 3

Select one course:

ANTH 328
BIOL 327
DNCE 323
PSYC 350
PSYC 352
SOC 307
SOC 417
SOC 419
SOC 424
WMST 323
WMST 328
WMST 345
WMST 347
WMST 407
WMST 416
WMST 424

or other course upon faculty approval

e. Women and International Perspectives 3

Select one course:

ECON 445
HIST 327
HIST 355
HIST 367
HIST 384
PSCI 343
PSCI 445
SOC 315
WMST 330
WMST 343
WMST 370
WMST 375
WMST 445
WMST 450

or other course upon faculty approval

Electives (12 units)

At most, three (3) units of the Disciplinary Perspectives or Electives requirement may be completed at the lower-division level. Choose from approved disciplinary perspective courses listed above in areas "a" through "e," or choose from the following:

WMST 300	3
WMST 398	3
WMST 401	3
WMST 495	3
WMST 499	3
Total Units	***39***

MINOR IN WOMEN'S STUDIES

Completion of eighteen (18) units of credit, twelve (12) units of which must be at the upper-division level.

Core (3 units)

	Units
WMST 101^	3

^Transfer students may substitute WMST 301 for this requirement.

Breadth Requirements (15 units)

Three (3) units in each of the following three areas:

a. Women and Tradition 3

Select one course:

ECON 445
HIST 316
HIST 327
HIST 332
HIST 355
HIST 367
HIST 383
HIST 384
ID 340
ID 340B
LTWR 211
MATH 304
PSCI 343
PSCI 445
SOC 353
WMST 211
WMST 325
WMST 343
WMST 347
WMST 350
WMST 351
WMST 445

or other course upon faculty approval

b. Women and the Arts 3

Select one course:

LING 381
LTWR 211
LTWR 330^^
LTWR 331^^
LTWR 333^^
LTWR 334^^
LTWR 400^^
LTWR 410^^
LTWR 420^^
LTWR 430^^
SPAN 410A-Z^^
SPAN 415
SPAN 422S^^
TA 323^^
VSAR 322
VSAR 326
VSAR 420^^
WMST 205
WMST 211
WMST 323
WMST 325
WMST 450

or other course upon faculty approval

c. Women and Contemporary Issues 3

Select one course:

COMM 435
ECON 445
PSCI 343
PSCI 391
PSCI 445
PSYC 350
PSYC 356
SOC 303
SOC 306
SOC 315
SOC 424
SOC 437
WMST 205
WMST 303
WMST 320
WMST 321
WMST 323
WMST 330
WMST 341
WMST 343
WMST 345
WMST 347
WMST 350
WMST 351
WMST 370
WMST 375
WMST 407
WMST 416
WMST 424
WMST 445
WMST 450

or other course upon faculty approval

Two (2) elective courses approved for Women's Studies credit including one course at the 400-level 6

The selection may include independent research or internships. Work done under other disciplines and not listed above will require prior approval by the Women's Studies Department Chair.

Total Units ***18***



College of Science and Mathematics

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MISSION STATEMENT

The College of Science and Mathematics at California State University San Marcos remains committed to building and sustaining a supportive and inspirational educational environment in Science, Technology, Education, and Mathematics (STEM). Our CSM faculty, staff, and students are at the forefront of meeting technological challenges in a rapidly evolving world.

ABOUT THE COLLEGE

The College of Science and Mathematics at California State University San Marcos is a resource for innovation and workforce development in the region, serving North San Diego County, South Orange County, and Southwest Riverside County. Our work is driven by our commitment to exploration, educational excellence, equity, and the pursuit of knowledge in STEM. Every day, research and instruction meet practical application in laboratories, centers and classrooms, as well as within local schools, where we help to make science and mathematics accessible to all students.

CSM is comprised of over 100 tenure-track and adjunct faculty in 5 departments: Biological Sciences (including the Program in Biotechnology), Chemistry and Biochemistry, Computer Science and Information Systems, Mathematics, and Physics. We offer 7 Bachelor of Science degree programs, several with multiple tracks, as well as 4 Master of Science degree programs in Biological Sciences, Biotechnology, Computer Science and Mathematics. CSM also contributes broadly to the general education of CSUSM's student body.

CSM promotes its vision through exemplary teaching, innovative curricula, and excellence in research. The College provides the best possible environment for excellence in undergraduate and graduate level research by recruiting and retaining diverse faculty, staff, and students, as well as encouraging collaboration and interdisciplinary activities. We offer relevant and evolving programs to adequately address regional and statewide needs of the community and the workforce, while fostering a global perspective. Integral to the College's instructional mission is the generation of new knowledge through research and creative activity that meaningfully involves students and engages community partners.

Contact Information for Courses in Areas Without Degree Programs

Discipline	*Course Prefix*	*Contact Person or Program*
Astronomy	ASTR	Physics Department Chair
Earth Science	ES	Chemistry and Biochemistry Department Chair
General Education Science	GES	Office of the Dean, College of Science and Mathematics
Interdisciplinary Studies	ID (381)	Biological Sciences or Physics Department Chair

Academic Advising

Undergraduate students with majors in the College of Science and Mathematics have designated Academic Advisors who will assist with graduation planning, degree requirements, general education requirements and enrollment issues. Faculty advisors may also be available to advise students on major/minor specific courses, program and concentration choices, career and graduate school planning and advanced research or internship specific questions. Please refer to department websites regarding faculty advising information.

Advising appointments can be made online at www.csusm.edu/academicadvising. Students may also meet with an Academic Advisor through various drop-in advising services offered throughout the year. Academic Advising for undergraduate students with majors in the College of Science and Mathematics is located in Craven Hall 1300.

THE COLLEGE OF SCIENCE AND MATHEMATICS OFFERS COURSES IN THE FOLLOWING AREAS, AND THE DEGREES INDICATED:

Discipline	Course Prefix	Undergraduate Programs	Graduate Programs
Applied Physics	PHYS	B.S.	
Astronomy	ASTR		
Biological Sciences	BIOL	Minor, BS	MS
Biochemistry	CHEM	BS	
Biotechnology	BIOT	BS	MB[T]
Chemistry	CHEM	Minor, BS	
Computer Information Systems	CIS	(see note 2)	
Computer Science	CS	Minor, BS	MS
Earth Science	ES		
General Education	(see note 3)		
Interdisciplinary Studies	ID (381)		
Mathematics	MATH	Minor, BS	MS
Physics, Applied Physics	PHYS	Minor, BS	

Note 1: An Interdisciplinary Minor in which coursework is taken in other areas.

Note 2: An option in the B.S. in Computer Science.

Note 3: General Education courses are offered under several different course prefixes. See the description of the General Education Program, pages 108-114.

PRE-PROFESSIONAL PREPARATION

Pre-Professional Planning

Careers in Health

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

Appropriate majors for students interested in health careers are available in the College of Education, Health and Human Services, College of Humanities, Arts, Behavioral and Social Sciences, and College of Science and Mathematics. Regardless of major, all pre-health students will need to complete a range of prerequisite courses in sciences and mathematics. Also, it is highly recommended that pre-health students complete courses in the humanities and behavioral sciences (e.g. sociology, psychology).

Professional schools do vary with respect to the specific courses they expect applicants to have completed. It is the responsibility of the student to carefully check in advance the requirements of all professional schools they are considering and to take this into account when selecting courses. Students planning for careers in the health professions should consult with faculty advisors in related academic fields, such as Biology, Chemistry, and Kinesiology. For more information on pre-health faculty advisors and academic planning, visit *www.csusm.edu/el/certificateprograms/healthhs/prehealthprof/advising.html*.

Students interested in Nursing should contact the School of Nursing directly at (760) 750-7550. The following is a menu of lower-division California State University San Marcos science and mathematics courses recommended for pre-chiropractic, pre-dental, pre-medical, pre-optometry, pre-osteopathic, pre-pharmacy, and pre-veterinary students. It may not be necessary to take all of the recommended courses listed below. Other courses not listed may also be required. Which courses you do complete will depend upon the health profession you have chosen and the prerequisites of the specific professional schools to which you will be submitting an application. Students planning careers in other health professions may also use this list as a guide for selecting science and mathematics courses.

Recommended Science and Mathematics Courses for Pre-Health Students

Biology (BIOL) 210, 211, 351, 352, 353
Chemistry (CHEM) 150, 160, 175, 201, 201L, 202, 202L
Mathematics* (MATH) 160
Physics (PHYS) 101, 102
or
PHYS 205, 206

**Students lacking the prerequisite for MATH 160 should consult an academic advisor as soon as possible to determine which prerequisite math courses they need to complete before enrolling in MATH 160.*

Teacher Preparation

California State University San Marcos offers several state-approved Subject Matter Preparation Programs. Completion of a Subject Matter Preparation Program is, in some cases, one way to demonstrate the subject matter competency necessary for admission to a Teacher Credential Program. Single-Subject Matter Preparation Programs for potential junior high school and high school teachers are available in Mathematics.

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

APPLIED PHYSICS

Office:
Science Hall 2, Second Floor

Telephone:
(760) 750-4273

Department Chair:
Edward P. Price, Ph.D.

Faculty:

Michael J. Burin, Ph.D.
Charles J. De Leone, Ph.D.
Gerardo Dominguez, Ph.D.
Graham Oberem, Ph.D.
Justin Perron, Ph.D.
Edward P. Price, Ph.D.
Stephen A. Tsui, Ph.D.

Program Offered:

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

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

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

Degree recipients will also be prepared for graduate study in physics, engineering, or related fields; as well as careers in physics teaching.

+See page 355 for Minor in Physics.

Applied physics baccalaureate-level graduates will have unique critical thinking and problem-solving abilities that will be valuable to employers in a wide range of technical fields.

The Applied Physics Degree requires the completion of 120 semester units in one of two options, Applied Physics or Applied Electronics, each of which allows students to focus on a particular area of interest. Both options will provide opportunities for student research in collaboration with faculty in the Physics Department. These undergraduate research opportunities will provide valuable training that will make graduates more competitive in the job market.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Applied Physics will be able to:

1. Carry out the process of scientific investigation, using appropriate lab techniques and safety procedures.
2. Apply mathematical techniques to represent, model, and solve physics problems, including real-world problems.
3. Write simple computer programs that control scientific experiments, gather physical data, and model or simulate physical processes.
4. Apply specific knowledge in the areas of mechanics, electromagnetism, thermal physics, and quantum phenomena to problem solve in these fields and to real-world applications.
5. Design, troubleshoot, and test analog and digital electronic circuits for real-world applications.
6. Keep a laboratory notebook and know how to present scientific information as a technical article, as a formal journal article, or as a public oral presentation.

Preparation

Freshman applicants must complete a comprehensive program of college preparatory study totaling between 24 and 28 units, depending on the option chosen. Transfer students entering at the junior and senior level should have completed the equivalent required physics and supporting courses elsewhere. All courses taken for the major, including supporting courses, must be completed with a grade of C (2.0) or better.

Degree Requirements

Either option for the Bachelor of Science in Applied Physics requires the completion of 120 semester units. As a part of each option, students are required to complete 51 units of General Education courses. Six (6) to nine (9) units of lower-division General Education, including the laboratory requirement in Area B (Math and Science), are automatically satisfied by combinations of CHEM 150, CS 111, MATH 160, and PHYS 201. The exact number of units satisfied in this way will depend on the option chosen. A minimum of eighteen (18) units in Physics must be completed at Cal State San Marcos.

Applied Physics Option

This option is intended for those students interested in pursuing graduate study, a career in teaching physics, or a career in industry involving the application of the principles of physics.

	Units
General Education*	51
Preparation for the Major*	39-40
Option Requirements	35-36

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

**Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Applied Physics Option

Non-Physics Supporting Courses (24-25 units)

CHEM 150†	5
CS 111†	4
MATH 160†	5
MATH 162†	4
MATH 346	3

Lower-Division Physics Courses (15 units)

PHYS 201†	4
PHYS 202	4
PHYS 203	4
PHYS 280	3

Choose one of the following courses:

MATH 260†	4
MATH 362	3
MATH 270 or 370	3
MATH 374	3

† These courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education.

Option Requirements

Upper-Division Physics Courses (25 units)

PHYS 320	3
PHYS 321	3
PHYS 323	3
PHYS 324	3
PHYS 421	3
PHYS 422	3
PHYS 423	3
PHYS 380 or PHYS 480	2
PHYS 499B	2

Electives for the Major (10-11 units)

Select elective courses from the following list:

CHEM 402	3
PHYS 301	4
PHYS 380*	2
PHYS 402	4
PHYS 403	3
PHYS 440	3
PHYS 480*	2

** PHYS 380 or PHYS 480 may be chosen as an elective, if it has not already been taken as part of the upper-division core.*

Students may also take up to six (6) units of elective courses in another major in the natural or mathematical sciences, chosen in consultation with and approved by the Physics Academic Advisor prior to taking the course.

Applied Electronics Option

This option is intended for those students who wish to pursue a career in which an understanding of the design of electronic devices, possibly interfaced to computers and/or research equipment, is required.

General Education*	51
Preparation for the Major*	42-43
Option Requirements	32-33

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

** Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Applied Electronics Option

Lower-Division Physics Courses (15 units)

	Units
PHYS 201†	4
PHYS 202	4
PHYS 203	4
PHYS 280	3

Non-Physics Supporting Courses (27-28 units)

CS 111†	4
CS 211	4
CS 231	4
MATH 160†	5
MATH 162†	4
MATH 346	3

Choose one of the following courses:

MATH 260†	4
MATH 362	3
MATH 270 or 370	3
MATH 374	3

† These courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education.

Option Requirements

Upper-Division Physics Courses (24 units)

PHYS 301	4
PHYS 320	3
PHYS 321	3
PHYS 323	3
PHYS 402	4
PHYS 403	3
PHYS 380 or PHYS 480	2
PHYS 499B	2

Electives for the major	8-9

Select elective courses from the following list:

CS 331	PHYS 324
PHYS 380*	PHYS 421
PHYS 422	PHYS 423
PHYS 480*	PHYS 440

**PHYS 380 or PHYS 480 may be chosen as an elective, if it has not already been taken as part of the upper-division core.*

Students may also take up to six (6) units of elective courses in another major in the natural or mathematical sciences, chosen in consultation with and approved by the Physics Academic Advisor prior to taking the course.

BIOCHEMISTRY

Office:
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Chemistry and Biochemistry
Department Chair:
José A. Mendoza, Ph.D.

Faculty:
Kambiz Hamadani, Ph.D.
Robert Iafe, Ph.D.
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Sajith Jayasinghe, Ph.D.
Wai Man Karno Ng, Ph.D.
José A. Mendoza, Ph.D.
Michael H. Schmidt, Ph.D.
Jacqueline A. Trischman, Ph.D.

Instructional Support Technicians:
Stephanie Abouchabki
Farideh Farheidar
Tayler Frazee

Equipment Technician:
Rachel Munns

Programs Offered:

- Bachelor of Science in Biochemistry*

CSU San Marcos offers a program of courses leading to a Bachelor of Science in Biochemistry. Biochemistry focuses on the atomic and molecular level principles of chemical reactions in living systems. It is involved with elucidating the structure and function of biological molecules that control the basic processes in living organisms. It therefore plays an important role in understanding the chemical causes of disease, the development of medicines to control and cure illnesses, and the development of safe food supplies. Biochemistry majors are needed to help solve some of society's most difficult technological problems through research, development, and teaching.

** With suitable choice of electives, this degree meets certification requirements of the American Chemical Society.*

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Biochemistry will be able to:

1. Carry out synthetic and analytical experiments in the laboratory; make careful and accurate observations and measurements; and organize and interpret experimental data. *[Empirical basis of chemical knowledge]*
2. Explain how different chemical substances and mixtures are held together using covalent, coordinate, and ionic bonding, as well as intermolecular forces; identify the geometrical relationship of atoms and molecules within these combinations; and explain the importance of these geometries to chemical and physical properties. *[Structure and Bonding]*
3. Analyze the different levels of protein structure and identify the covalent and non-covalent interactions involved in each level. *[Protein Structure]*
4. Apply the ideas presented in the principal laws of thermodynamics to interpret and predict

   the behavior of chemical substances. *[Thermodynamics]*
5. Analyze data from the rates of enzyme catalyzed chemical reactions to put forward models

   of how enzyme catalysis is carried out and how enzyme activity is regulated. *[Mechanisms of Reactions]*
6. Explain how in living organisms nutrients are degraded and new substances synthesized; explain how energy is transferred; and explain how metabolism is regulated. *[Biochemical Reactions]*
7. Plan and execute the purification of compounds from biological sources. *[Analysis]*
8. Use modern chemical instrumentation to determine the physical and chemical properties of compounds from biological sources. *[Chemical Instrumentation]*
9. Retrieve detailed information about chemical and physical properties of substances and accounts of other experimental or theoretical research; and communicate their own results in writing and speaking using appropriate scientific formats and language. *[Communication of Scientific Results]*

Career Opportunities

The degree in Biochemistry prepares students to go into a variety of careers. Students are prepared for industrial careers in both the biotechnology and traditional drug development sector. In addition, the courses required for the degree meet the requirements for almost all medical, dental, optometry, pharmacy, veterinary, and other health-profession schools. The degree is also excellent preparation for graduate work in biochemistry or the biomedical sciences. Therefore, the completion of this degree program leaves the student with many possible career options (students wishing to pursue a career in a health profession should meet with the CSUSM pre-health advisor for specific requirements for professional schools in their area).

Since chemical principles are the basis for understanding biochemistry, each student will study the areas of organic, analytical, inorganic, and physical chemistry as well as biochemistry. In addition, students will take courses in molecular biology, and they will learn to use the most recent technology in instrumentation.

Preparation

Up to five (5) units of chemistry credit can be applied toward a B.S. degree in Biochemistry at Cal State San Marcos for students who have successfully completed the Advanced Placement Test in chemistry with a score of 4 or 5. It is recommended that students with a score of 4 or 5 on the AP Test in chemistry consider auditing CHEM 150 during the fall semester in preparation for CHEM 160.

Special Conditions for the Bachelor of Science in Biochemistry

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. Transfer students must complete a minimum of 24 units counted toward the biochemistry major at CSUSM.

BACHELOR OF SCIENCE IN BIOCHEMISTRY

	Units
General Education*	51
Preparation for the Major*	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 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 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.*

BIOLOGICAL SCIENCES

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Department Chair:
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Victoria J. Fabry, Ph.D.
Denise Garcia, Ph.D.
Julie Jameson, Ph.D.
James Jancovich, Ph.D.
Deborah M. Kristan, Ph.D.
William Kristan III, Ph.D.
Bianca Mothé, Ph.D.
Casey Mueller, Ph.D.
Brian J. Norris, Ph.D.
Betsy Read, Ed.D.
Robert G. Sheath, Ph.D.
Thomas Spady, Ph.D.
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Faculty Emeriti:
Richard Bray, Ph.D.
Larry W. Cohen, Ph.D.
Victor Rocha, Ph.D.
Thomas Wahlund, Ph.D.

Support Technicians:
Jeani Cressy
Tea McMillan
Scott Morgans
Christopher Ottersbach
Lizbeth Reyes
Courtney Nance-Sotelo
Phoi Tiet

Programs Offered:

- Bachelor of Science in Biological Sciences, Concentrations in:
  - Molecular and Cellular Biology
  - Ecology
  - Physiology
  - General Biology
- Minor in Biological Sciences
- Minor in Quantitative Biology and Biostatistics
- Bachelor of Science in Biotechnology*
- Master of Science in Biological Sciences

*See page 333 for Bachelor of Science in Biotechnology.

Biology is the study of living processes from the interaction of species with each other and their environment to the operant molecular mechanisms. The California State University San Marcos Biological Sciences Department presents a broad program of courses that deal with life on the ecosystem, population, organismal, and molecular levels. Life is a complicated series of chemical reactions and interactions, and we seek to understand the relationship of organisms to each other, to their environment, and within themselves in biochemical terms. Biological Sciences majors may choose between: 1) a general concentration, 2) a molecular and cellular biology 3) an ecology concentration and 4) a physiology concentration. The general concentration provides wide exposure to the range of biological sciences while the cell/molecular, ecology, and physiology concentrations offer majors the opportunity to focus their studies. With an appropriate choice of biological sciences electives and General Education electives, graduates can meet the requirements of admission to graduate, medical, dental, optometry, veterinary, and other professional schools.

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

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

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

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Biological Sciences will

1. Use the scientific method to ask testable questions and to design and conduct laboratory, field, or theoret¬ical investigations to address these questions.
2. Apply knowledge of the major principles from the fundamental areas of 1) cellular and molecular biology, 2) genetics, 3) physiology, and 4) ecology and evolution to biological questions.
3. Employ mathematical and computational skills to organize, analyze, and evaluate biological data.
4. Locate, determine the reliability of, critically evaluate and summarize scientific literature and other sources of biological information.
5. Communicate biological information in an appropriate written and/or oral format to both scientific and general audiences.

Career Opportunities

The laboratory-intensive curriculum in the Biological Sciences prepares graduates for a wide variety of career paths. Biological Science majors can pursue a career in the teaching of biology at the college, high school or middle school levels. Graduates of our program are also extremely qualified to pursue advanced degrees in the fields of allied health, environmental and patent law, and all areas of biology. Employers in fields such as biotechnology, natural resources management, environmental monitoring, and research branches of the U.S. Government also seek graduates in biological sciences. The biological sciences degree program at Cal State San Marcos prepares its graduates to successfully pursue any of these opportunities and more.

Preparation

First-time freshman applicants must complete, with a grade of C (2.0) or better, a comprehensive pattern of college preparatory study totaling 15 units. For more details, see the section on Admission Policies.

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

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

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

All courses counted toward the major and the minor, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than a total of eight (8) units of any combination of BIOL 488 (4 units only), BIOL 489 (4 units only), BIOL 495 (3 units only), BIOL 496 (2 units only), BIOL 498 (2 units only), and BIOL 499 (2 units only) may be applied toward the major. A minimum of eighteen (18) units in biology must be completed at Cal State San Marcos.

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES

	Units
General Education*	51
Preparation for the Major*	41
Core Requirements	17
Concentration Requirements	19

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

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

***Students who plan on applying to graduate or professional school are strongly recommended to take MATH 162 as an elective.*

Preparation for the Major

Lower-Division Biology Courses (15 units)

BIOL 210	4
BIOL 211	4
BIOL 212	3
BIOL 215	4

Non-Biology Supporting Courses (26 units)

CHEM 150	5
CHEM 160	3
CHEM 201	3
CHEM 201L	2
MATH 160	5

Choose one of the following course sequences:

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

Core Requirements

Upper-Division (17 units)

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

Molecular and Cellular Biology Concentration Requirements

Upper-Division (19 units)
Select three of the following courses (at least one must have a lab): 10-12

BIOT 356	BIOL 480
BIOT 357	BIOL 503
BIOL 365++	BIOL 504+
BIOL 367	BIOL 520+
BIOL 368/368L	BIOL 531++
BIOL 370/370L	BIOL 532++
BIOL 452	BIOL 537+
BIOL 477/477L	BIOL 540+

+ With consent of faculty advisor.

++Only one of these courses may be used to fulfill the Molecular and Cellular Biology Concentration Requirments.

Upper-Division Science Electives 7-9
from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:
CS 305, 311
CHEM 341, 351, 401, 402, 404
PHYS 440
MATH 362, 374, 441, 448, 464
Other courses may be approved with faculty consent.

Ecology Concentration Requirements

Upper-Division (19 units)
Select three of the following courses (at least one must have a lab): 10-12

BIOL 365++	BIOL 400/400L
BIOL 379	BIOL 420
BIOL 380/380L	BIOL 463
BIOL 381/381L	BIOL 502+
BIOL 382	BIOL 505+
BIOL 383	BIOL 513
BIOL 384	BIOL 531++
BIOL 386/386L	BIOL 532++
BIOL 387/387L	BIOL 533+
BIOL 388	BIOL 535+
BIOL 389	BIOL 536+
BIOL 390/390L	BIOL 540

+ With consent of faculty advisor.

++Only one of these courses may be used to fulfill the Ecology Concentration Requirments.

Upper-Division Science Electives 7-9

from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 341, 351, 401, 402, 404
PHYS 440
MATH 362, 374, 441, 448, 464

Other courses may be approved with faculty consent.

Physiology Concentration Requirements

Upper-Division (19 units)

Units

Select three of the following courses (at least one must have a lab): 10-12

BIOL 365++
BIOL 368/368L
BIOL 370/370L
BIOL 374
BIOL 375
BIOL 380/380L
BIOL 401
BIOL 411/411L
BIOL 476
BIOL 505+
BIOL 512/512L+
BIOL 514/514L+
BIOL 515+
BIOL 531++
BIOL 532++
BIOL 576+

+ With consent of faculty advisor.

++Only one of these courses can count for upper-division Physiology Concentration Requirements.

Upper-Division Science Electives 7-9

from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 341, 351, 401, 402, 404
PHYS 440
MATH 362, 374, 441, 448, 464

Other courses may be approved with faculty consent.

General Concentration Requirements

Select one course from each of the three following lists (at least one course must have a lab): 10-12

Molecular and Cellular Biology courses:

BIOT 356
BIOT 357
BIOL 365++
BIOL 367
BIOL 368/368L
BIOL 370/378L
BIOL 452
BIOL 477/477L
BIOL 480
BIOL 503
BIOL 504+
BIOL 520+
BIOL 531++
BIOL 532++
BIOL 537+
BIOL 540+

Ecology courses:

BIOL 365++
BIOL 379
BIOL 380/380L
BIOL 381/381L
BIOL 382
BIOL 383
BIOL 384
BIOL 386/386L
BIOL 387/387L
BIOL 388
BIOL 389
BIOL 390/390L
BIOL 400/400L
BIOL 420
BIOL 463
BIOL 502+
BIOL 505+
BIOL 513
BIOL 531++
BIOL 532++
BIOL 533+
BIOL 535+
BIOL 536+
BIOL 540

Physiology courses:

BIOL 365++
BIOL 368/368L
BIOL 370/370L
BIOL 374
BIOL 375
BIOL 380/380L
BIOL 401
BIOL 411/411L
BIOL 476
BIOL 505+
BIOL 512/512L+
BIOL 514/514L+
BIOL 515+
BIOL 531++
BIOL 532++
BIOL 537
BIOL 576+
BIOL 576+

Upper-Division Science Electives 7-9

from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 341, 351, 401, 402, 404
PHYS 440
MATH 362, 374, 441, 448, 464

Other courses may be approved with faculty consent.

+ With consent of faculty advisor.

++Only one of these courses can count for upper-division General Concentration Requirements.

MINOR IN BIOLOGICAL SCIENCES

Lower-Division (17 units)

	Units
CHEM 150	5
BIOL 210	4
BIOL 211	4
BIOL 215	4

Upper-Division (17 units)

	Units
BIOL 351	5
BIOL 352	4
BIOL 353	4
BIOL 354	4
Total Units	***34***

MINOR IN QUANTITATIVE BIOLOGY AND BIOSTATISTICS

Office:
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(760) 750-4132

Faculty:

Biological Sciences
Denise Garcia, Ph.D.
William Kristan, Ph.D.
George Vourlitis, Ph.D.

Mathematics
Olaf Hansen, Ph.D.

Program Offered:

- Minor in Quantitative Biology and Biostatistics

Biology is becoming far more data-rich and computationally intensive. As a result, effective training of 21st century biologists requires dedicated training of students in quantitative and computational analyses. The purpose of the Minor in Quantitative Biology and Biostatistics is to provide Biological Sciences and related majors formal recognition of their expanded knowledge and skills in scientific computing, modeling, and statistics that will result from completion of a suite of required and elective courses. Students who complete this minor will be well prepared for graduate study, work in the private sector, or positions with government agencies or non-profits. Regardless of their choice of a career, the skills students gain in this minor will serve them well.

The minor requires completion of nine courses (32-33 units), five courses (15-16 units) of which must be at the 300-500 level. The four required lower-division courses (17 units) are also required for majors in the biological sciences and can be double-counted. At least two courses (6 units) at the 300-500 level must be completed at CSUSM. Each course counted toward the minor must be completed with a grade of C (2.0) or better. At least three upper-division courses (9-10 units) must be exclusive to the minor (i.e., not double-counted for the major and minor). The remaining six courses (23-24 units) may also be used to fulfill requirements and electives for any of the concentrations in the B.S. degree in Biological Sciences. Students are advised that some courses have prerequisites, and should plan accordingly.

Required Courses

Lower-Division (17 units)

	Units
BIOL 210*	4
BIOL 211*	4
BIOL 215*	4
MATH 160*	5

Upper-Division (6 units)

Computing

BIOT 358 or BIOL 365	3

Modeling

BIOL 535 or MATH 448	3

Upper-Division Electives (9-10 units)***
(Choice of 3)

BIOL 365**	3
BIOL 420	3
BIOL 502	3
BIOL 531	3
BIOL 532	3
BIOL 533	4
BIOL 535**	3
BIOT 358**	3
MATH 448**	3
PHYS 440	3
Total Units	***32-33***

** Can be double-counted for lower-division requirements for majors in Biological Sciences and related areas*

*** If not taken to satisfy one of the UD required courses*

**** At least three upper-division courses (9-10 units) must be exclusive to the minor; i.e., not double-counted for the major and minor.*

MASTER OF SCIENCE IN BIOLOGICAL SCIENCES

Graduate Advisor:

Deborah Kristan, Ph.D.

The graduate program in biological sciences leads to a research-based Master of Science (M.S.) degree. The program provides the opportunity for participants to receive advanced training in biological sciences and to pursue independent research investigations in specialized areas of interest. Laboratory and/or field research is an integral component of the program, which emphasizes a "hands-on" approach with close faculty mentoring. Research experience also enables students to hone investigative skills including experimental design, implementation, data analysis, and interpretation. Another important feature of the program is the Teaching Assistantship requirement, which is designed to give students the opportunity to discuss and implement pedagogical strategies employed in science education.

Graduates with an M.S. in Biological Sciences will be prepared to continue study at the Ph.D. level, to successfully pursue careers in private industry or government affiliated labs and agencies, and to teach at the college level.

Our program fosters the integration of many disciplines. A wide range of faculty expertise and research interests enables the department to offer a curriculum that spans the fields of molecular genetics, aquatic biology, evolution, ecology, physiology, biotechnology, microbiology, immunology, and molecular cell biology. Students may develop a program of courses and research tailored to their individual needs within the areas of faculty expertise. In addition, students may choose a research supervisor outside of the Biological Sciences Department, allowing them to pursue interdisciplinary studies, special field research, or industrial projects. Seminar courses focus on the primary literature and are presented as a forum for open interchange and dissemination of scientific knowledge.

The department has sophisticated research laboratories equipped with state-of-the-art instrumentation. Facilities include a vivarium, greenhouses, tissue culture laboratory, elemental analysis equipment, environmental growth chambers, numerous aquaria, flow cytometry, and equipment for radioisotope and modern molecular biology work. Excellent computer facilities and GIS software are also available. The close proximity of the campus to marine, chaparral, and desert environments provides many opportunities for field studies.

Student Learning Outcomes

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

1. Actively participate in and lead discussions about current topics and selected research topics to become highly knowledgeable about specific areas in biology.
2. Locate, acquire and critically evaluate primary literature in the biological sciences.
3. Develop specific hypotheses/aims pertaining to a research problem and design and conduct a study or experiment to accomplish this goal.
4. Quantitatively analyze and interpret biological data (e.g., class project, original thesis research).
5. Critically evaluate, synthesize and report on biological data (e.g., class project, original thesis research) in oral and/or written formats based on their knowledge of biology.

Admission Requirements and Application

The Program in Biological Sciences will consider applicants having the following qualifications:

1. The applicant must meet the general requirements for admission to graduate studies at CSUSM. These are described in this catalog under Graduate Admission Requirements.
2. The applicant will have preferably earned a bachelor's degree in the biological or related sciences, with minimum coursework and grade point requirements equivalent to the Minor in Biological Sciences at CSUSM.
3. The applicant must have maintained an undergraduate grade point average in science and math courses of at least 2.75, or a grade point average of at least 3.0 in the last 35 semester units of science and math courses.

Official score reports of the Graduate Record Examination (GRE) General Test must be submitted by the application deadline.

All applicants, regardless of citizenship, who do not possess a bachelor's degree from a post-secondary institution where English is the principal language must take the combined Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) examination. A minimum score of 550 on the paper TOEFL and a minimum of 4.5 on the TWE are required.

Two separate applications are necessary for admittance:

1. *Application Materials sent directly to the Admissions Office of Cal State San Marcos*

   - A completed university application form
   - Application fee
   - One set of official transcripts from all colleges and universities attended, with indication of graduation

2. *Application Materials sent directly to the Biological Sciences Department (see address below)*

   - A completed Biological Sciences Application Form, available on-line at the Biological Sciences Department web site.
   - Official transcripts of all colleges and universities attended. Unofficial transcripts from CSUSM.
   - Official score reports of the Graduate Record Examination (GRE) General Test must be submitted to the department by the application deadline. Although there is no minimum score required, faculty may use the score to determine acceptance into their lab; faculty typically prefer applicants who have a combined Verbal and Quantitative score of or 300 or greater.
   - Two letters of recommendation from persons familiar with the applicant's academic performance and potential for independent research.
   - A completed spreadsheet of only math and science courses (available on the department web site), sent by email to the graduate advisor.

Application Materials sent directly to the Biological Sciences Department Administrative Coordinator at: California State University San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

- February 15th for admission in the Fall semester. There is no Spring admission.

Review and Acceptance

All files received by the February 15 deadline will be reviewed by the Department of Graduate Studies Committee for potential acceptance. In addition to the previously mentioned qualifications, acceptance into our M.S. program also depends on availability of faculty to accept an applicant into their lab. Applicants are strongly urged to review faculty research interests (available on the Biological Sciences website) and make contact with relevant faculty prior to applying to our program.

Applicants who meet all CSUSM and Biological Sciences department requirements will be admitted as classified graduate students. In addition, promising applicants, who have deficiencies in specific admission criteria (i.e. missing one preparatory course or slight GPA deficiencies) that can be removed by additional preparation or coursework, may be considered for admittance with conditional classification status. The procedure for removing the acceptance conditions will be detailed in the acceptance letter. Please contact the Graduate Advisor for more information.

Accepted students will be assigned a temporary faculty advisor, whom they should contact prior to the start of the Fall Semester to schedule an advising appointment.

Degree Requirements

The Master of Science degree requires a minimum of 30 semester units of study at the advanced level (500-698 courses). At least 15 of these units must be in courses organized for graduate students (courses numbered 600-698). A maximum of six (6) units of Directed Studies (BIOL 697) and six (6) units of Thesis (BIOL 698) may be included in the 30 units required for the degree.

All of the following requirements must be met within five years to earn the degree of Master of Science in Biological Sciences at CSUSM:

1. Advancement to candidacy. In order to be considered for advancement, graduate students must have obtained approval of their program of study, and have successfully defended the proposal to their thesis committee. On approval of their thesis proposal, and after completion of any conditional acceptance requirements, classified graduate students will be advanced to candidacy for the Master of Science degree.
2. A completed program of study. This program is composed of at least 30 units of graduate-level work including seven required courses and research, all of which must have been approved by the student's thesis committee and must have been completed with a GPA of at least 3.0.
3. Completion of a written thesis based on original field or laboratory research. This thesis must be approved by the student's thesis committee and defended in a public oral presentation to the faculty and students of the Biological Sciences Program.
4. Completion of at least one semester as a teaching assistant. Because effective communication is important to success at the Master's level, the Program in Biological Sciences requires that a graduate student serve as a Teaching Assistant. Candidates who can demonstrate that this requirement would pose an undue hardship may petition the Graduate Studies Committee to waive this requirement.

Program of Study

Each graduate student must establish a specific plan (program of study) that will lead to fulfillment of requirements for the Master of Science degree. It must be approved before the student advances to candidacy. This program must contain at least 30 units of courses at the graduate level, of which at least 15 units (and preferably 21 units) are in 600-level courses, and the remaining 9-15 units are in 500-level courses. Additional courses for the area of study may be required. The program of study should be developed in consultation with the chair of the student's thesis committee with a focus on gaining indepth knowledge of particular subdiscipline of biological science. Required courses are: Scientific Communication (BIOL 600), one computational/quantitative elective course chosen from an approved list, Internship in Biology Instruction (BIOL 685), two seminars chosen from BIOL 560-566, six (6) units of Directed Studies (BIOL 697), and six (6) units of Thesis (BIOL 698). The program of study may include additional courses needed to satisfy coursework for classified status. The formal program of study must be submitted for approval to the student's thesis committee before the end of the second semester after admission to the program.

A typical full-time student, enrolled in nine (9) units per semester (see Academic Regulations/Student Course Load), is expected to complete his or her program of study after four semesters in residence. Graduate units earned not in residence at CSUSM may not exceed six (6) and they must be approved by the student's thesis committee. All students must complete their program of study within ten semesters in residence and must be enrolled continuously. Leaves of absence may be granted for no more than two semesters and do not extend the five year limit. Students not enrolled or not on official leave of absence will be dropped from the program by the University.

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 118 for more information regarding this requirement.

Advancement to Candidacy

To be eligible for advancement to candidacy for the Master of Science degree, a graduate student must have attained classified status and have constituted a thesis committee. Each student must obtain the permission of a tenured or tenure-track Biological Sciences faculty member to serve as the chair of his or her thesis committee. The thesis committee chair and student then recommend two additional members for the thesis committee according to the Department of Graduate Studies Handbook. A student's research supervisor need not be a member of the CSUSM Biological Sciences faculty, but must be a member of the thesis committee. The Graduate Coordinator must approve the composition of the student's committee. The thesis committee chair will assist the student to establish a program of study and develop a thesis research proposal. A formal written thesis proposal will be orally presented to the thesis committee no later than the beginning of the second year of full-time study, or after twelve (12) units of graduate coursework have been completed. The student will be advanced to candidacy after the official program of study has been approved by the thesis committee, the written thesis has been successfully defended, and all deficiencies for conditional classified status have been removed.

Continuation

Graduate students must maintain an overall GPA of 3.0 and earn at least a C (2.0) in each course, except those graded credit/no credit (see Academic Regulations/Definition of Terms). Students who are conditionally classified because of GPA deficiencies may not earn less than a B (3.0) in the courses on their approved list. Any student whose overall GPA falls below 3.0 for two semesters, or who receives more than three grades of C (2.0) or lower, will be dropped from the program. A full-time graduate student should be enrolled in at least nine (9) units per semester. Full-time students serving as teaching assistants or graduate assistants should be enrolled in at least six (6) units during the semester of service. In addition, except in unusual circumstances, a completed thesis must be submitted and defended not later than eight semesters following advancement to candidacy, and not later than five years after entry into the program. The student must be registered in BIOL 698, BIOL 699 or GRAD E699 when the completed thesis is granted final approval.

Financial Aid

Several sources of financial aid are available to graduate students. Students are responsible for identifying other sources of aid, and may wish to consult with the Office of Financial Aid and Scholarship.

BIOTECHNOLOGY

Office:
Science Hall II, Room 129

Telephone:
(760) 750-8083

Program Coordinator:
Matthew Escobar, Ph.D.

Programs Offered:

- Bachelor of Science in Biotechnology
- Master of Biotechnology

The Biotechnology major is housed in the Biological Sciences Department. Biotechnology refers to the long practiced skill of applying our knowledge of the molecular basis of life processes for the benefit of society. While classic examples of biotechnology include using bacteria and enzymes to produce cheeses and using yeast to make bread and beer, modern applications exploit DNA based technologies such as immunology, biochemistry, and microbiology to make new products or provide services to improve health care, agriculture, food, and the environment. Over the past 30 years, biotechnology has caused a profound revolution in science and has had significant technological and social implications.

Today, pharmaceuticals and vaccines are being designed through biotechnology to treat various cancers, heart disease, diabetes, multiple sclerosis, Alzheimer's, AIDS, obesity, and other conditions. Biotechnology is responsible for hundreds of medical diagnostic tests that keep the blood supply safe from the AIDS virus and detect other conditions early enough to be successfully treated. Home pregnancy tests are also biotechnology diagnostic products. Food and agriculture biotechnology has resulted in the development of crops that are naturally resistant to pests and viruses; more tolerant of environmental stresses such as drought, salinity, and extreme cold; and more nutritious and longer lasting than their conventional counterparts. Environmental biotechnology products make it possible to more efficiently clean up hazardous waste without the use of caustic chemicals.

Bioremediation products use living cells or byproducts of living materials to clean up oil spills and other environmental problems. DNA fingerprinting is a biotech process that has dramatically improved criminal investigation and forensic medicine, and has afforded significant advances in anthropology and wildlife management. Biotechnology is a promising young field that is expected to be one of the pivotal forces in the 21st century, helping us to lead longer, healthier lives, provide more plentiful and nutritious food, and keep our environment cleaner.

The Biotechnology curriculum is comprised of courses selected from the curricula of the departments of Biological Sciences, Chemistry & Biochemistry, Mathematics, Physics, and the College of Business Administration. The core curriculum provides students with a solid foundation in molecular biosciences and biochemistry. It also introduces students to the applied technologies of fields such as molecular genetics/recombinant DNA technology, immunology/cell culture-hybridoma technology, biochemistry/protein purification methods, and DNA sequencing/computational biology.

Students are also exposed to fundamental business management and marketing theory as part of the core, and will develop skills and aptitudes important for success in the business arena. These include written and oral communication, problem solving, teamwork, leadership, flexibility, negotiation, and regulatory documentation. Since biotechnology-related industries are varied, the degree provides technical background and experience that can be applied across the diverse disciplines within the field, enabling students to adapt to their employment situation as it evolves or to move between the various biotechnology-related industries. The curriculum is meant to provide graduates with the knowledge and training needed to earn entry-level positions not only in research and development, but also in areas such as technical services, sales, marketing, management, operations, regulatory affairs, technical writing, quality control, and quality assurance.

Students in the Biotechnology degree program will have access to modern well-equipped laboratories and will gain experience using state-of-the-art instrumentation. The academic environment is enriched by a close faculty/student interaction and by the possibility of internship positions with biotechnology companies and federal agencies. Internship employment with a biotechnology company provides a valuable, real world, career-sampling experience. Student and faculty research opportunities are also available in faculty laboratories and provide valuable training that will enable students to gain rewarding employment thereafter.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Biotechnology will be able to:

1. Apply fundamental knowledge of biology, biological processes, and the scientific method to solve problems in biotechnology.
2. Integrate biological knowledge and concepts with the legal, ethical, and business perspectives of the biotechnology and life sciences industry.
3. Work in groups or individually to develop written and oral presentations that effectively communicate scientific concepts and opinions using language appropriate to the discipline.
4. Apply major quantitative and computational skills and tools to solve problems in the biotech and the life sciences industry.

Career Opportunities

A Bachelor of Science degree in Biotechnology from CSU San Marcos prepares students to succeed in entry level positions in a number of market sectors, including pharmaceuticals, clinical diagnostics, environmental protection, food and agriculture, medical therapeutics, scientific services, and scientific equipment and supplies. The degree will also enable graduates to pursue higher degrees in areas as diverse as Biochemistry, Microbiology, Pharmacology, Environmental Science, Molecular Biology, and Plant Science.

Preparation

Freshman applicants must complete a comprehensive pattern of college preparatory study totaling 15 units with a grade of C (2.0) or better. Transfer students entering at the junior and senior level will be expected to have completed the equivalent of lower-division requirements elsewhere, including two semesters of biology, four semesters of chemistry, two semesters of physics, one semester of college-level calculus, and one semester of statistics.

Special Conditions for the Bachelor of Science in Biotechnology

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units in biotechnology must be completed at CSUSM.

Biotechnology majors are permitted to earn the Minor in Biology. Biotechnology majors also pursuing the Minor in Biology may use either Genetics (BIOL 352) or Comparative Animal Physiology (BIOL 353), but not both, to fulfill part of the 7 elective units required for the Biotechnology degree requirement. These students must also take 12 additional units in Biology, exclusive of coursework applied to the Major, in order to earn the Minor. Departmental advisors will provide information on recommended additional coursework.

BACHELOR OF SCIENCE 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
BIOL 504	3
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

MASTER OF BIOTECHNOLOGY*

Office:
Faculty Classroom Building, 6-108

Telephone:
(760) 750-4020

Program Director:
Betsy Read, Ed.D.

Program Support:
Jill Litschewski, MSc.

The Master of Biotechnology is a professional science degree program designed to meet the needs of the biotechnology industry and associated organizations. The program combines advanced study of related science, professional preparation, business, and real-world experience for biotechnology-oriented students. The purpose of the degree is to prepare students for careers in technology-related organizations with a breadth of workplace knowledge.

Throughout the program, students will be exposed to real-world problems/applications, teamwork/communication skills, leading-edge technologies, managerial/interpersonal skills, informatics, ethics, industrial 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.

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.

**This program is offered through the Office of Extended Learning.*

Student Learning Outcomes

The student who graduates with a Master of Biotechnology will be able to:

1. Apply concepts and principles of the sciences that are fundamental to the discipline of biotechnology.
2. Describe the procedural and operational uniqueness of the highly regulated life science industry.
3. Employ quantitative, analytical and decision-making skills to solve problems in the life science and technology oriented business sector.
4. Assess different leadership styles and the skills and techniques used to manage teams, budgets, projects and decisions in a business environment.
5. Apply communication principles and skills to translate and present both orally and in writing, scientific concepts, data and information for intended audiences.
6. Identify regulatory, societal and environmental issues and their impact upon biotechnology advances, product offerings and business.

Admission Requirements and Application

Admission to the program requires an undergraduate degree with a major in a bioscience or chemistry or related area. Alternatively, applicants with B.A./B.S. degree in a related field with a minor or equivalent work/certification experiences may be considered for conditional admission. While a minimum of a baccalaureate degree is required, applicant evaluation will consider pertinent background, prerequisite courses, and the likelihood for successful completion of the program. Generally, applicants should have courses or experience in:

- Molecular Cell Biology or Molecular or Cellular Biotechnology
- Microbiology
- Statistics
- Chemistry/Biochemistry

Applicants who have not completed an upper-division biochemistry course may be required to take CHEM 341 or 351.

Specific Admission Criteria:

Applicants must meet the general requirements for admission to graduate studies at CSUSM, including an official score report of the General GRE.

An undergraduate grade point average in all completed science and math courses of at least 2.75 or a GPA of at least 3.0 in the last 35 semester units of science and math.

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 via one of the three following methods:

1. TOEFL passing score: A score of 80 internet-based (iBT), 213 computer-based (CBT), or 550 paper-based (PBT). Scores above 15 on the Writing section of the iBT will be considered on a competitive basis. Test scores must be sent directly from ETS; please visit the ETS web site at www.toefl.org for detailed information and test locations. Our school code is 5677.
2. IELTS passing score: An overall band score of 6. Be sure to let us know when you take the test and provide us with your Test Report Number (TRN) so we can electronically download the scores. Please visit the IELTS web site at www.ielts.org/ for testing dates and locations.
3. ALCI TOEFL waiver: If you are interested in applying for conditional admission through our American Language Culture Institute (ALCI) (English Language Program), please be sure to contact the Extended Learning Office. You can learn more about conditional admission through ALCI by visiting the ALCI web site at www.csusm.edu/alci/.

Applicants must provide the following information:

- Application Form
- One set of official transcripts from all colleges/universities attended
- Official scores reports of the General GRE
- Two letters of recommendation from persons familiar with the applicant's capacity for academic and professional success
- One-page statement from the applicant on the reason for pursuing a Master of Biotechnology

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 Biotechnology requires thirty-eight (38) semester hours of coursework and project-oriented work experience with a local life-science entity. Students must complete a set of courses and project work experience with a 3.0 GPA and earn at least a "C" (2.0) in each course. Predetermined advanced level courses and credit hours are:

Science Fundamentals and Professional Preparation

	Units
BIOT 600	5
BIOT 620	3
BIOT 630	3
BIOT 650	3
BIOT 655	2
BIOT 660	2
BIOT 690	2
CHEM 450	3

Business Core

BA 503	3
BA 504	3
BA 505	2
BA 506	2

Internship / Residency and Project

BIOT 680A	1
BIOT 680B	4

In lieu of a thesis, the candidate must successfully complete a culminating 16-week "Semester Internship/Residency Project" requiring a project proposal, performance assessment, and a final written report with an oral defense. Student projects address and affect a real-world problem in the life science industry demonstrating students' ability to integrate principals of science and technology with fundamental business practices. The type of experience and the nature of the project vary depending upon the student's current situation, employment, and right-to-work status.

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 118 for more information regarding this requirement.

Advancement to Candidacy

The student will advance to Master's Degree candidacy upon the completion of 23 semester credit hours of coursework, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of a Project Abstract by the student's Advisory Committee. The GWAR may be completed either by an acceptable standardized test score for the Analytical Writing subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in university policy.

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. In addition, a project report must be submitted, defended, and approved at the end of the Internship or Semester-In-Residence. In unusual circumstances where project requirements are not completed, defended, and approved at the end of the Internship or Semester-In-Residence, the student may complete the requirements within six months under the guidance of the advisory committee.

CHEMISTRY

Office:
Science Hall 2, Room 337

Telephone:
(760) 750-8063

Chemistry and Biochemistry Department Chair:
José A. Mendoza, Ph.D.

Faculty:
Kambiz Hamadani, Ph.D.
Robert Iafe, Ph.D.
Paul G. Jasien, Ph.D.
Sajith Jayasinghe, Ph.D.
José A. Mendoza, Ph.D.
Wai Man Karno Ng, Ph.D.
Michael H. Schmidt, Ph.D.
Jacqueline A. Trischman, Ph.D.

Faculty Emeritus:
Steven C. Welch, Ph.D.

Instructional Support Technicians:
Stephanie Abouchabki
Farideh Farheidar
Taylor Frazee

Equipment Technician:
Rachel Munns

Programs Offered:

- Bachelor of Science in Chemistry, Options in:
  - Chemistry**
  - Chemistry Education**
- Minor in Chemistry

California State University San Marcos offers a program of courses leading to a Bachelor of Science in Chemistry with options in Chemistry and Science Education. Chemistry is the study of matter and its changes. This includes everything in the universe from a simple hydrogen atom to very large replicating molecules in life processes. Chemistry is involved with the development of medicines that control and cure diseases; food through specific and safe agricultural chemicals; consumer products such as cleaners, plastics, and clothing; new methods of energy production, transfer, and storage; new materials for electronic components; and new methods for protection and cleanup of the environment. Chemistry majors are needed to help solve some of society's most difficult technological problems through research, development, and teaching.

As an integral part of this program, each student is required to do a senior research project, thesis, and thesis defense. Also, students will have the opportunity to take advanced elective courses in analytical, inorganic, organic, physical, or biochemistry. With appropriate choices of chemistry and general education electives, graduates can meet the requirements for admission to graduate, medical, dental, optometry, pharmacy, veterinary, and other professional schools.

The goal of the Chemistry and Biochemistry Department is to provide chemistry majors with the best education within the guidelines of the American Chemical Society. Each student will learn the basics of analytical, inorganic, organic, physical, and biochemistry, including the most recent technology in instrumentation. An atmosphere of small class size, close faculty/student interaction, and modern facilities/equipment are some of the advantages of the Chemistry Program at Cal State San Marcos.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Chemistry will be able to:

1. Carry out synthetic and analytical experiments in the laboratory; make careful and accurate observations and measurements; and organize and interpret experimental data. *[Empirical basis of chemical knowledge]*
2. Explain the relationship between the quantum mechanical rules that apply to subatomic particles and the physical and chemical properties of matter. *[Quantum Nature of the Atom]*
3. Explain how different chemical substances and mixtures are held together using covalent, coordinate, and ionic bonding, as well as intermolecular forces; identify the geometrical relationship of atoms and molecules within these combinations; and explain the importance of these geometries to chemical and physical properties. *[Structure and Bonding]*
4. Apply the ideas presented in the principal laws of thermodynamics to interpret and predict the behavior of chemical substances. *[Thermodynamics]*
5. Use data about the rates of chemical reactions and the structures of the products to put forward models of how chemical reactions proceed at the atomic level. *[Mechanisms of Reactions]*
6. Use their knowledge of chemical reactivity to plan and execute the preparation of compounds from common starting materials. *[Synthesis]*
7. Plan and execute the separation, identification, and quantification of compounds and elements from complex mixtures; and identify and state uncertainties associated with these measurements. [Analysis]
8. Use modern chemical instrumentation to analyze for known compounds and identify unknown compounds. *[Chemical Instrumentation]*
9. Retrieve detailed information about chemical and physical properties of substances and accounts of other experimental or theoretical research; and communicate their own results in writing and speaking using appropriate scientific formats and language. *[Communication of Scientific Results]*

Preparation

Up to five (5) units of chemistry credit can be applied toward a B.S. degree in Chemistry at Cal State San Marcos for students who have successfully completed the Advanced Placement Test in chemistry with a score of 4 or 5. It is recommended that students with a score of 4 or 5 on the AP Test in chemistry consider auditing CHEM 150 during the fall semester in preparation for CHEM 160. Students with a score of 3 on the AP Test in chemistry must consult with the CHEM 150 instructor to determine the appropriate beginning course or take CHEM 150.

Special Conditions for the Bachelor of Science in Chemistry

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. Transfer students must complete a minimum of 24 units counted toward the chemistry major at CSUSM.

BACHELOR OF SCIENCE IN CHEMISTRY

Chemistry Option

This option is for students seeking a broad training in the traditional areas of chemistry. This option is recommended for students wishing to enter a chemistry graduate program or seeking a position in industrial chemistry.

	Units
General Education*	51
Preparation for the Major*	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 (22 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.*

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	26

The minimum number of units required for this degree is 120

^Nine (9) lower-division General Education units in Area B (Math and Science) 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 Chemistry 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

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 (26 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*	5

+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.*

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	3
CHEM 398	1-2
CHEM 401	3
CHEM 402	3
CHEM 404	3
CHEM 450	3
CHEM 455	3
CHEM 490	3
CHEM 491	3
CHEM 492	3
CHEM 493	3
CHEM 494	3
CHEM 497	1

Note: Biochemistry majors may not minor in Chemistry.

COMPUTER SCIENCE

Office:
Science 2 Hall, Second Floor

Telephone:
(760) 750-4273

Computer Science and Information Systems Acting Department Chair:
Ricardo D. Fierro, Ph.D.

Faculty:
Ali Ahmadinia, Ph.D.
Rocio Guillén-Castrillo, Ph.D.
Ahmad Hadeagh, Ph.D.
Nahid Majd, Ph.D.
Youwen Ouyang, Ph.D.
Shaun-inn Wu, Ph.D.
Rika Yoshii, Ph.D.
Xiaoyu Zhang, Ph.D.

Programs Offered:

- Bachelor of Science in Computer Science Options in:
  - Computer Science
  - Computer Information Systems
- Minor in Computer Science
- Master of Science in Computer Science
- Master of Science in Cybersecurity

Computer Science is basically the study of problem solving on computers. We utilize the power of computers in the problem solving process while dealing with the constraints of computers. We offer to the undergraduate and graduate student a rich mix of modern computer science courses. Common to these offerings are the power, beauty, and utility of computational thought.

Applications of Computer Science knowledge include almost every field from business to education, from humanities to social sciences, or from natural sciences to engineering. Therefore, the study of Computer Science contains many fields such as computer architecture, programming languages, computer networking, database systems, information management, artificial intelligence and numerical analysis.

The California State University San Marcos undergraduate study in Computer Science emphasizes both theoretical foundations and practical applications. Students will learn algorithms, data structures, software design, the concepts of programming languages, computer organization, and computer architecture. The program stresses analysis and design experiences with substantial laboratory work, including software development. The Computer Science major prepares students for careers in applications programming, systems analysis, and software engineering, as well as for entrance into graduate and professional schools. The Option in Computer Information Systems prepares students for positions of responsibility in the commercial environment by combining the appropriate computer courses with substantial coursework in the foundations of business. The Computer Information Systems option emphasizes data processing and programming to solve business-related problems. Being housed in the Computer Science Department, this option emphasizes solid technical knowledge of software and hardware.

Student Learning Outcomes

Students completing the Computer Science Option will be able to

1. Analyze the effects of different choices of algorithms and data structures.
2. Choose the right programming language and/or hardware system for the task at hand.
3. Design, implement and test systems to meet the requirements specified by the requester.
4. Design, implement and document software in a way that facilitates software maintenance activities.
5. Independently acquire new computer-related skills based on previous knowledge.

Students completing the Computer Information Systems Option will be able to:

1. Identify, integrate, apply knowledge to design and build a system of reasonable complexity that solves a loosely specified business problem.
2. Demonstrate effective oral and written communications in business.
3. Write technical documents such as specifications, design and user-manuals in appropriate formats.
4. Apply necessary principles and practices of business to complete projects and perform services to meet business objectives.
5. Demonstrate project management skills in group settings.

Career Opportunities

Hundreds of job advertisements looking for Computer Science professionals appear in newspapers, professional magazines and newsletters. Due to the enormous demand, degree holders in Computer Science have multiple paths to reach their career goals. They can easily find jobs with excellent pay in many business and industries and their job titles include positions such as: programmers, system analyst/engineer/managers, software analyst/engineer/managers, database managers, network/telecommunications administrators, customer service representative/managers, computer instructors, technical trainers, technical support, management information system managers, and sales representatives.

Preparation

High school students are encouraged to take four (4) years of English, four years of mathematics including trigonometry, one year of biological science, and one year of physical science. Courses in calculus, physics, and computer programming are recommended. Experience in clear, concise, and careful writing is valuable for success in all courses.

Transfer Credits

A maximum of thirty-two (32) lower-division units including courses in Computer Science, mathematics, and physics may be applied toward the preparation for the major requirements. Of the thirty-two (32) units, twelve (12) units must appropriately match the description for CS 111, 211, and 231 (depending on the articulation agreement between Cal State San Marcos and other institutions; transfer students are also advised to consult with their articulation officer to determine if they need to take CS 112, 212, and 232); twelve (12) units must appropriately match the description for MATH 160*, 162, and 264; and eight (8) units must appropriately match the description for PHYS 201* and 202 for the Computer Science Option.

**Six (6) units of the above-transferred courses, MATH 160 and PHYS 201, will count toward the lower-division General Education requirements in Area B. Students are encouraged to consult their faculty advisor to learn about courses that fulfill the General Education requirements.*

Special Conditions for the Bachelor of Science in Computer Science

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either CS 498 or CS 499 may be applied to the major. A minimum of fifteen (15) upper-division units counted toward the major must be completed at Cal State San Marcos.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Computer Science Option

	Units
General Education*	51
Preparation for the Major*	42
Major Requirements	30

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

Preparation for the Major

Lower-Division (12 units)

CS 111	4
CS 211	4
CS 231	4

Non-Computer Science Supporting Courses (30 units)

MATH 160	5
MATH 162	4
MATH 270 or 370	3
PHYS 201	4
PHYS 202	4
PHYS 301	4

Choose one of the following courses: 3

MATH 242 MATH 440

Choose one of the following courses: 3

MATH 264 MATH 374

**Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Major Requirements

Upper-Division (30 units)

	Units
CS 311	3
CS 331	3
CS 351	3
CS 421	3
CS 433	3
CS 436	3
CS 441	3
Computer Science electives Chosen from CS/CIS courses numbered 400 or higher, MATH 464 and MATH 480.	9

Computer Information Systems Option

General Education*	51
Preparation for the Major*	48-50
Major Requirements	27
The minimum number of units required for this degree is 120	

**Six (6) lower-division General Education units are automatically satisfied by courses taken in Preparation for the Major.*

Preparation for the Major

Lower-Division (12 units)

CS 111**	4
CS 211	4
CS 231	4

Non-Computer Science Supporting Courses (36-38 units)

ACCT 201	3
ACCT 202	3
BUS 302	2
ECON 201	3
ECON 202**	3
FIN 302	2
MATH 160**	5
MATH 270 or 370	3
MATH 242 or MATH 440	3-4
MGMT 302	2
MKTG 302	2
OM 302	2
PSYC 100** or SOC 101**	3-4

Major Requirements

Upper-Division (27 units)

CS 311	3
CS 433	3
CS 436	3
CS 441	3
CS 443	3
CIS 341	3
CIS 444	3
CIS 490	3
Upper-division CS/CIS elective	3

**Some courses in preparation for the major may satisfy the Mathematics/ Quantitative Reasoning (B4) requirement and the Discipline-Specific or Second Interdisciplinary Social Sciences (D) requirement of General Education. The courses satisfying these requirements are denoted by **.*

MINOR IN COMPUTER SCIENCE

The Minor in Computer Science consists of at least twenty-six (26) units of study in Computer Science. Each course submitted toward the Computer Science Minor must be completed with a grade of C (2.0) or better.

Required Courses (14 units)

CS 111	4
CS 211	4
CS 311	3
MATH 270	3
At least twelve (12) units from any CS courses numbered 200 or higher; at least nine (9) units must be numbered 300 or higher. MATH 464 and MATH 480 may be applied toward this requirement	12
Total Units	***26***

**Six (6) units of lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

MASTER OF SCIENCE IN COMPUTER SCIENCE

The mission of the graduate program in Computer Science at California State University San Marcos is to provide graduate education of the highest caliber to qualified students from the local community and beyond, leading to the Master of Science degree. Its objective is to prepare students for a variety of positions in business, industry, and the public sector; for continued study at the doctoral level; or for academic careers at the two-year college level. We believe that excellent graduate education is best accomplished in an atmosphere in which graduate students are closely mentored by the faculty. The faculty in Computer Science is committed to the study of Computer Science as a scientific enterprise, and the Master of Science in Computer Science will encourage the development of critical thinking and quantitative reasoning skills. In keeping with the mission of the University, we offer a curriculum that includes opportunities for applied experiences to enhance the professional development of our students and to contribute to the community around us. In addition, our program seeks to recognize the global awareness of the computing world and to build links with higher education institutions in the world.

The Master of Science Program in Computer Science provides breadth in several areas and depth in a specialized area in the rapidly advancing theoretical and practical aspects of Computer Science. Common to these offerings are the intelligent challenges and analytical skills of computational problem-solving methodologies.

Student Learning Outcomes

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

1. Analyze the architectures of various communication protocols and emerging technologies in local and wide area networks.
2. Design, implement and test software based on the object-oriented paradigm to meet specific requirements.
3. Apply theoretical foundations that they have learned.
4. Evaluate and compare different algorithms given a task.
5. Conduct independent research in a specific topic in Computer Science: develop, document and present clearly.
6. Independently acquire new computer-related skills based on previous knowledge.

Preparation and Training Offered by the Program

The Master of Science degree is traditionally seen either as a preparatory or terminal degree. Our program is designed to accommodate students with different goals. The active research programs of our faculty, and our recognition of Computer Science as a scientific enterprise, shall provide graduate students with the intensive research training and course work in primary content areas that are central to preparation for more advanced graduate or professional work. Students who have in mind careers in business, industry, community college teaching and computing services, will benefit from our program's emphasis on critical thinking, research methods, and advanced course work. Individual career goals will be served by allowing choices in the content of the research work of thesis or project and by providing a curriculum that provides flexibility in content areas. Students with interests in many areas in Computer Science will find opportunities to pursue course work and thesis topics at Cal State San Marcos that are related to their interests.

The Master of Science degree in Computer Science emphasizes both theoretical foundations and practical applications. Many students undertake graduate work in Computer Science in order to pursue careers in computer networking and information communications, algorithms, parallel processing, artificial intelligence, neural networks, programming languages concepts, and multimedia applications. Graduates of the program will be prepared for a wide range of career opportunities, since the skills and attitudes fostered in the program are in demand in business, industry, government and academia. In particular, graduates will be well prepared for careers in applications programming, systems analysis, and software engineering.

The program also prepares students to compete for admission to doctoral programs in Computer Science. There are several universities near Cal State San Marcos, including UCSD, UC Riverside, and UC Irvine, which offer such Ph.D. programs.

Admission Requirements and Application

In general, students should have equivalent of the basic core knowledge in Computer Science. Experience in clear, concise, careful writing is valuable for success in all courses.

People with undergraduate degrees in non-computing fields may want to enroll in this program for career advancement. Those with undergraduate degrees in Computer Science can take more advanced courses to specialize in a particular area.

Admission to the program requires an undergraduate degree including many of the courses as required for the Bachelor's Degree in Computer Science at Cal State San Marcos, or their equivalents. Admission also requires a 3.0 grade point average in the upper-division Computer Science courses and at least a 2.5 GPA in the last 60 semester units (or last 90 quarter units) attempted.

The general test of the Graduate Record Examination (GRE) is required of all applicants and the advanced test in Computer Science is encouraged. Minimum GRE Scores required are:

- Verbal 143
- Quantitative 155
- Analytical Writing 3.5

Students who have some deficiencies in the above admission requirements may be admitted with conditional graduate status. They may remove these academic deficiencies by either taking specific undergraduate courses for no credit toward the Master's degree, or passing appropriate proficiency examinations.

All applicants who do not possess a bachelor's or graduate degree from a post-secondary institution in a country where English is a principal language must take the Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550 off-line or 213 on-line.

An application consists of the following:

- A completed university application form vis CSU Mentor
- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation (if not in English, certified English translations must be included) to the Graduate Admissions Office.
- a completed departmental application for the Master's program in Computer Science, sent directly to the Computer Sciences Graduate Admission Coordinator.
- GRE, and TOEFL if applicable, scores sent directly from the respective testing center, and
- three letters of recommendation sent directly to the Computer Sciences Graduate Coordinator.

Application Deadlines:

Complete applications, including test scores and recommendation letters, should be received in the program office by the dates indicated on the department's web site.

Graduation Requirements

The Master of Science degree in Computer Science requires a minimum of 30 units of graduate courses with at least an overall 3.0 grade point average. Students must do exactly one of the following: complete a Master's thesis, or complete a research project. At least nine (9) units must be numbered 600 or above. Only courses numbered 500 or higher and up to nine (9) units of 400-level courses can be counted towards the Master's degree. No course or equivalent which was taken as a requirement for the completion of a Bachelor of Science in Computer Science or related fields can be used to satisfy these requirements. Not more than nine (9) units in approved extension and transfer courses may be used to satisfy the minimum units required for the degree; any such units must be approved by the Computer Science Department Chair or faculty advisor. Given the nature of rapid development in Computer Science, all requirements should be satisfied within five years of initial acceptance into the program or course work must be repeated.

Students are required to take the following graduate-level core courses:

CS 513	CS 542
CS 537	CS 571

Students are advised to complete the core courses before selecting their electives.

Continuation

A student must earn a 3.0 overall average in graduate coursework in order to graduate. No course in which a final grade below C (2.0) was earned can satisfy the degree requirement. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program.

Financial Aid

Several sources of financial aid are available to graduate students. Applicants who choose to apply for Graduate Assistantships offered by the University should so indicate on the appropriate space in the Master's Program in Computer Science application form. Students are responsible for identifying other sources of aid, and may wish to consult with the University's Office of Financial Aid and Scholarship.

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 118 for more information regarding this requirement.

Advancement to Candidacy

Upon the completion of at least nine (9) units toward the degree, but prior to the completion of 18 units toward the degree, the student must obtain the permission of a tenured or tenure-track Computer Science faculty member to act as the student's advisor and as chair of the student's academic committee. The student and the advisor shall recommend to the Computer Science Graduate Coordinator the name of another tenured or tenure-track Computer Science faculty to fill the advisory committee. A faculty member from another department or an individual from a related industry can be added to the committee if that member has expertise in the area of the student's research.

The plan of study shall include courses remaining to be taken and the names of the two or three faculty composing the committee. A copy of the study plan shall be submitted to the Computer Science Graduate Coordinator. The student is advanced to candidacy for the Master of Science degree upon submission of the study plan and completion of 18 units toward the degree with at least a 3.0 grade point average. Changes in the study plan must be approved by the student's advisor and the Computer Science Graduate Coordinator.

No student may enroll for CS 698 or CS 699 before being advanced to candidacy.

Thesis or Project

Each student will be assigned an advisor at the time of acceptance to the program. It is expected that the student and her/his advisor will work together closely to identify elective courses and choose possible research topics for the thesis or research project.

A thesis is the written result of a systematic study of a significant Computer Science problem. It defines, develops, and executes an investigation into a chosen problem area. The motivation, approach, and results of the investigation are communicated in a clear and logical fashion; it is grammatically correct, logically organized, and technically sound. The finished product should evidence originality and critical and independent thinking through documentation. The thesis must be planned, organized, executed, and completed while the student is enrolled in the Master's program. Guidelines on the preparation and official submission of the thesis can be obtained from the Graduate Coordinator. The final copies of the thesis are to be delivered to the committee members at least two (2) weeks prior to the oral defense of the thesis, which must be held at least two weeks prior to the end of a regular semester.

A project is the written result of a comprehensive implementation or analysis of a particular computer system or problem encountered in the literature. The project must be completed while the student is enrolled in the Master's program. Project submission forms can be obtained from the Graduate Coordinator. The final copies of the project are to be delivered to the committee members at least two (2) weeks before an oral presentation, which must be held at least two weeks prior to the end of a regular semester.

Graduation

A student planning to graduate at the end of a given regular semester must meet with the academic advisor by the end of the student's previous regular semester in order to evaluate those plans. All pertinent requirements described above concerning courses and the thesis, the project, or the comprehensive exam must be evaluated during this meeting.

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:

1. The program application form.
2. The statement of purpose outlining the reason or pursuing the degree.
3. GRE scores.
4. TOEFL score if required.
5. One set of transcripts from all colleges/universities attended.
6. 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 MCS 680A 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.



MINOR IN ELECTRONICS

Programs Offered:

- 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.

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***

MATHEMATICS

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Department Chair:
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Faculty:
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Linda Holt, Ph.D.
Badal Joshi, Ph.D.
André Kündgen, Ph.D.
Tejinder Neelon, Ph.D.
Michael Picollelli, Ph.D.
Amber Puha, Ph.D.
Shahed Sharif, Ph.D.
Marshall Whittlesey, Ph.D.

Faculty Emeritus:
K. Brooks Reid, Ph.D.

Programs Offered:

- Bachelor of Science in Mathematics
- Single-Subject Matter Preparation Program in Mathematics
- Minor in Mathematics
- Master of Science in Mathematics

Mathematics offers to the undergraduate and graduate students a rich mix of pure and modern applied courses. Common to these offerings are the power, beauty, and utility of mathematical thought. Mathematics is a living, vital subject with a long, distinguished tradition. A student who selects the mathematics major will develop the ability to explore, conjecture, and reason logically, as well as the ability to effectively use a variety of mathematical methods to solve problems.

Career Opportunities

Opportunities for graduates in mathematics are as diverse as they are plentiful. Mathematicians are sought by universities, governmental agencies, and private industries, and they contribute in direct and fundamental ways to human activity. Mathematics majors can pursue a career in the teaching of mathematics at the college, high school, or middle school levels. Medical schools, law schools, graduate schools, and employers in fields such as economics, accounting, management sciences, mathematics, natural sciences, social sciences, computer science, statistics, and communication seek graduates in mathematics. The degree program at Cal State San Marcos prepares its mathematics majors to meet any of these challenges.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Mathematics will be able to:

1. Apply the core concepts of algebra and analysis.
2. Explain mathematical ideas, written and verbally, in a clear and organized way.
3. Develop and write mathematical proofs.
4. Apply mathematical algorithms and use appropriate technology for the solution of mathematical problems and analysis of real world models.
5. Recognize the interdependency of different areas of mathematics, as well as connections between mathematics and other disciplines.

Preparation

High school students are encouraged to take four years of English, four years of mathematics, including trigonometry, one year of biological science, and one year of physical science. Courses in calculus, physics, and computer programming are recommended. Experience in clear, concise, careful writing is valuable for success in all courses.

Transfer Credits

A maximum of thirteen (13) lower-division units in mathematics may be applied toward the lower-division calculus requirement for the mathematics major. These units must be for courses which appropriately match the descriptions for MATH 160, 162, and 260 in the catalog.

Lower-division coursework may be transferred towards the non-mathematics supporting course requirement provided that it is for courses which appropriately match the descriptions in this catalog for the CSUSM courses listed as satisfying this requirement. The Office of Admissions should be consulted to ascertain the campus' articulation agreements with the local community colleges.

Special Conditions for the Bachelor of Science and Minor in Mathematics

All courses counted toward the major, including Preparation for the Major courses, and the minor must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either MATH 498 or MATH 499 may be applied. No more than three (3) units of MATH 495 may be applied. For the major, a minimum of twenty-one (21) upper-division units in mathematics must be completed at Cal State San Marcos. For the minor, a minimum of nine (9) upper-division units in mathematics must be completed at Cal State San Marcos.

BACHELOR OF SCIENCE IN MATHEMATICS

	Units
General Education*	51
Preparation for the Major*	27-30
Major Requirements	36-37

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

Preparation for the Major

Lower-Division Calculus Requirement (13 units)

MATH 160*	5
MATH 162*	4
MATH 260*	4

Non-Mathematics Supporting Course Requirements (14-17 units)

CS 111* or equivalent	3-4
PHYS 201*	4

and

Choose two of the following courses:

BIOL 210 or 211	4
CHEM 150	5
PHYS 202	4
CS 211 or equivalent	3-4

**Six (6) units of lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.*

Major Requirements

Upper-Division (36-37 units)

MATH 350 or 370	3
MATH 374	3
MATH 378	3
MATH 422** or 472 or 474	3
MATH 430	3
MATH 440 or 441	3-4
MATH 470	3
MATH 490 or 491 or approved 500-level course	3

***MATH 522, 523, and 540 can also be used to satisfy this requirement.*

Twelve (12) elective units chosen from the following courses:	12

CS 464
CS 480
MATH 330
MATH 362

Any mathematics course numbered 410 through 599 that is not used to fulfill a requirement above.

SINGLE-SUBJECT MATTER PREPARATION PROGRAM IN MATHEMATICS

Students interested in teaching mathematics at the secondary level may wish to complete the Single-Subject Matter Preparation Program (SSMP) in Mathematics. To be admitted to a Single Subject Teaching Credentialing program, a prospective teacher must earn a bachelor's degree and demonstrate subject matter competence. Satisfying the requirements of the SSMP demonstrates the subject matter competence required for a credential in mathematics.

Students interested in the SSMP should consult the mathematics SSMP Coordinator as soon as possible to obtain detailed information on GPA requirements and the portfolio of work which must be compiled, as well as advice on how to best coordinate completion of the SSMP and the Bachelor of Science in Mathematics.

Note: The SSMP is not a major. Students must also satisfy the requirements of a major to receive a bachelor's degree. For more information on the single subject matter preparation, see the link on the department web site: http://www.csusm.edu/math.

Coursework Requirements:

CS 111 or equivalent	3-4
EDUC 350	3
PHYS 201	4
MATH 160	5
MATH 162	4
MATH 260	4
MATH 314	2
MATH 330	3
MATH 350 or 370	3
MATH 374	3
MATH 378	3
MATH 410	3
MATH 441	3
MATH 470	3
Nine (9) elective units chosen from the following courses:	9

MATH 346 MATH 362

Or any mathematics courses numbered 411 through 599 approved for the mathematics major, and not already used to satisfy a requirement above. In addition Students must complete the statistics requirement by either successfully completing MATH 242 or MATH 442. The course Math 442 counts 3 units toward the 9 unit elective requirement, Math 242 does not.

Total Units ***58-62***

MINOR IN MATHEMATICS

Lower-Division (9 units)

	Units
MATH 160	5
MATH 162	4

5 elective courses chosen from the following (at least 15 units):

MATH 260	4
MATH 270^ or 350	3
MATH 330	3
MATH 346	3
MATH 362	3
MATH 374	3
MATH 378	3
MATH 464 or CS 464	3
MATH 480 or CS 480	3

Any other mathematics courses numbered 410 through 599 approved for the mathematics major.

Total Units ***24-26***

^with grade of B (3.0) or higher

MASTER OF SCIENCE IN MATHEMATICS

Graduate Program Coordinator:

Amber Puha, Ph.D.

The Master of Science Program in Mathematics at California State University San Marcos is designed to provide breadth of exposure to mathematics and enhance the intellectual attitudes and the analytic skills needed for the comprehension, appreciation, creation, and application of mathematics. There are also opportunities for students to pursue applications of mathematics, computational aspects of mathematics, and fertile connections between branches of mathematics both in coursework and in thesis work.

Graduates will be prepared for a wide range of career opportunities as the skills and attitudes fostered in the program are in demand in academe, business, government, and industry. In particular, graduates will be well-prepared to teach in secondary schools, community colleges, and some four-year colleges. They will be prepared to enter a doctoral program in mathematics or mathematical education. The computational and applicable mathematics mastered by students will offer graduates training for careers as mathematical scientists in business, government, and industry. There are some opportunities for students to teach undergraduates and assist faculty in their scholarly activity.

Student Learning Outcomes

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

1. Apply advanced concepts of algebra.
2. Apply advanced concepts of analysis.
3. Compose and present extended passages of mathematical prose following modern conventions.
4. Develop and write mathematical proofs in advanced areas of mathematics.
5. Develop and analyze mathematical models and algorithms, utilizing appropriate software and drawing from different fields of mathematics when necessary.

Admission Requirements and Application

Admission to the program requires an undergraduate major in mathematics or related field (such as computer science) which includes the equivalent of 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). Admission also requires a 2.5 grade point average in the last sixty (60) units attempted at the undergraduate level, and a 3.0 grade point average in the last thirty (30) units of the undergraduate major. Students who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status, but the units earned to remove these deficiencies may not be used toward the Cal State San Marcos Master of Science in Mathematics.

All applicants, regardless of citizenship, who do not possess a Bachelor's Degree from a post-secondary institution or a country where English is the principal language, must take the combined Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the paper-based TOEFL or on the writing portion of the computer-based TOEFL.

A complete application consists of:

Application Materials sent directly to the Admissions Office of California State University San Marcos:

- A completed university application form for admission to California State University San Marcos (available on-line through CSUMentor);
- One set of official transcripts from all colleges and universities attended, with indication of graduation.

Application Materials sent directly to the Mathematics Department (see address below):

- A letter of intent requesting entry to the M.S. program, which also includes an expository description of the student's educational preparation and career aspirations;
- One set of official transcripts from all colleges and universities attended and official indication of graduation (if not in English, certified English translations must be included); and
- At least two letters of recommendation accompanied by waiver forms (available on department webpage) from individuals who can comment on the mathematical capabilities of the applicant.

Application materials sent directly to the Mathematics Department Administrative Coordinator at: California State University San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

Applications, including verification of English proficiency, should be received by the department by:

- April 15th

However applications will be accepted from domestic students until June 30th and international students until May 1, provided that space is available in the program.

Degree Requirements

The Master of Science in Mathematics requires thirty-six (36) units of coursework with an overall of at least a 3.0 grade point average. At least twenty-seven (27) of these units must be at the 500-level or above, and any 400-level courses must be approved by the Graduate Coordinator. At least thirty (30) units towards the degree must be earned at Cal State San Marcos; any units not earned in residence at Cal State San Marcos must be approved by the Graduate Coordinator. All requirements must be satisfied within five years of initial acceptance into the program.

Two options are available:

- Thirty (30) units of non-thesis coursework, six (6) units of MATH 699, and a Master's Thesis, or
- Thirty-six (36) units of non-thesis coursework and a comprehensive examination.

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 Coordinator.

Continuation

Students must complete all conditional admission requirements within the timeframe specified at the time of admission. Failure to do so may result in the student being dropped from the program.

Students must maintain a cumulative grade point average (GPA) of 3.0 or higher. A student whose GPA falls below 3.0 may be placed on academic probation by the department. Failure to raise the GPA to 3.0 or higher within one semester may result in the student being placed on administrative probation by the Dean of Graduate Studies, which can lead to academic disqualification. A student whose GPA remains below a 3.0 for two or more consecutive semesters may be dropped from the program.

Students are limited to a total of three (3) grades of C or lower (2.0 or less) in their master's coursework. Any student earning four (4) or more grades of C or lower (2.0 or less) in mathematics courses may be dropped from the program.

Master's Student Graduate Writing Assessment Requirement

Students need to fulfill the Master's Student Graduate Writing Assessment Requirement concurrent with*advancing to candidacy. Please refer to page 118 for more information regarding this requirement.

*See the department webpage for more information on this requirement.

Advancement to Candidacy

In addition to fulfilling the Master's Student Graduate Writing Assessment, in order to advance to candidacy a student must have a GPA of 3.0 in the Master's program, be classified (that is, have all terms of conditional acceptance satisfied), and be in good standing (not on probation). A student must also complete the departmental advancement to candidacy form with attached study plan listing the courses and culminating experience option (thesis or comprehensive exam) he/ she will complete to finish the degree, and the courses that he/ she has completed to date. The study plan must include the proposed date of graduation.

A student pursuing the thesis option must find a thesis advisor and two other faculty members for the thesis committee. He/ she must give an oral presentation to the thesis committee describing progress to date and proposing a thesis topic, and attach a short description of the thesis proposal to the advancement to candidacy form (1-3 pages). The student must obtain the signatures of the thesis committee and the department Graduate Coordinator on the advancement to candidacy form. A thesis committee member's signature indicates that the proposed work, if completed properly, is sufficient for a Master's thesis. The Graduate Coordinator's signature indicates that (i) the student has met the requirements for advancement to candidacy, (ii) the student's study plan will, if completed properly, satisfy the requirements for the Master's degree, and (iii) the composition of the thesis committee is consistent with departmental and university policy. Any departures from, or changes to, the study plan must be approved by the student's thesis advisor and the Graduate Coordinator. A student pursuing the thesis option must advance to candidacy by the last day of classes of the semester preceding the semester in which he/ she plans to graduate. Only students pursuing the thesis option may graduate in the summer semester, and they must get permission from all members of the thesis committee.

A student pursuing the comprehensive exam option may include with the study plan short lists of courses on which they would and would not like to be tested. The graduate coordinator will appoint a comprehensive exam committee, who will determine the exam content. The student must obtain the signature of the departmental graduate coordinator on the advancement to candidacy form. The graduate coordinator's signature indicates that (i) the student has met the requirements for advancement to candidacy, and (ii) the student's study plan will, if completed properly, satisfy the requirements for the Master's degree. Any departures from, or changes to, the study plan must be approved by the graduate coordinator. A student pursuing the comprehensive exam option must advance to candidacy by the end of Week 11 of the semester preceding the semester in which he/she plans to take the exam.

Thesis Requirements

A thesis is the written result of a systematic study of a significant mathematical problem. It defines, develops, and executes an investigation into a chosen problem area. The motivation, approach, and results of the investigation are communicated in a clear and logical fashion; it is grammatically correct, logically organized, and mathematically sound. The finished product evidences originality, critical and independent thinking, and thorough documentation. The thesis must be planned, organized, executed, and completed while enrolled in the masters program. It must be a coherent, substantial document, appropriate for six (6) units of graduate coursework.

Guidelines for preparing and officially submitting the thesis are posted on the CSUSM Library webpage. The final copies of the thesis are to be in the hands of the members of the thesis committee at least three weeks prior to a required oral, public defense of the thesis, which must be held at least one week prior to the end of a regular semester. Both the thesis and the project must demonstrate mathematical skills and general scholarship at a level expected of a professional mathematician. Mathematical skills can be demonstrated by the development of new mathematics, critical evaluation of existing mathematics, application of existing mathematics to non-mathematical contexts, or development of mathematical models. General scholarship refers to understanding, organizing, and communicating knowledge relevant to the undertaking in a conventionally acceptable format.

Comprehensive Exam

A comprehensive examination is a written examination administered during the student's final semester. It is intended as a culminating experience for the master's degree, and it is used to assess the student's ability to integrate his or her knowledge of mathematics, to think critically and independently, and to demonstrate mastery of the coursework. The problems will reflect the student's coursework, and the student's responses will be evaluated both on the basis of logical correctness as well as on written presentation. The examination will be offered as needed at most once each regular semester. In order to take the comprehensive exam, students must choose this option when advancing to candidacy. More detailed information is available on the department webpage.

PRE-HEALTH PROFESSIONS CERTIFICATE*

Office:
FCB 6-108

Telephone:
(760) 750-3138

Program Director:
Thomas J. Pillsworth, Jr., Ph.D.

Faculty:
Biology
Tracey Brown, Ph.D.

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

Mathematics
Wayne Aitken, Ph.D.
Olaf Hansen, Ph.D.

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

Many undergraduates receive their degree (e.g., Anthropology, 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 24-48 students. Students may begin the certificate program only during the Fall Semester of an academic year.

A Program Director 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 Program Director 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.

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

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 160 & 175	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 Units	***51***

MINOR IN PHYSICS

Office:
Science Hall II, Second Floor

Telephone:
(760) 750-4273

Department Chair:
Edward Price, Ph.D.

Faculty:
Michael J. Burin, Ph.D.
Charles J. De Leone, Ph.D.
Gerardo Dominguez, Ph.D.
Graham Oberem, Ph.D.
Justin Perron, Ph.D.
Edward P. Price, Ph.D.
Stephen A. Tsui, Ph.D.

Program Offered:

- Minor in Physics

Physics is a study of the fundamental macroscopic and microscopic properties of nature, from the building blocks of matter to the origin, extent, and future of the universe itself. Physicists seek to measure, understand, model, and control the processes in the physical world around us.

Requirements

Completion of a minimum of twenty-three (23) units, eleven (11) of which must be at the upper-division level. Students must earn a grade of C (2.0) or better in each class in the minor.

	Units
a. Required lower-division (12)	
Choose one of the two sequences:	8
PHYS 201 and 202 (4 units each)	
or	
PHYS 205 and 206 (4 units each)	
PHYS 203	4
b. Required upper-division (8). At least eight (8) units chosen from any PHYS course numbered 300 or higher that can be counted towards the B.S. in Applied Physics	
c. Additional coursework as necessary, if the courses in (a) and (b) do not account for the required minimum twenty-three (23) units. Up to six (6) units of upper-division coursework in other science majors may be counted, with the written approval of a physics advisor.	
Total Units	***23***



Course Descriptions

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COURSE DESCRIPTIONS

Below is a list of all course subject abbreviations. Course descriptions begin on page 360. Note that while the course subject abbreviations are arranged on this page by college, the course descriptions are alphabetically listed by the course subject abbreviation regardless of the college in which they are offered. For instance, the order of course subjects abbreviations beginning with the letter F is FIN (Finance), FMST (Film Studies), FREN (French).

ABA	Applied Behavioral Analysis	College of Education, Health and Human Services
ACCT	Accounting	College of Business Administration (Undergraduate)
AH	Arts and Humanities	College of Humanities, Arts, Behavioral and Social Sciences
AIS	American Indian Studies	College of Humanities, Arts, Behavioral and Social Sciences
ANTH	Anthropology	College of Humanities, Arts, Behavioral and Social Sciences
ARAB	Arabic	College of Humanities, Arts, Behavioral and Social Sciences
ASTR	Astronomy	College of Science and Mathematics
BA	Business Administration	College of Business Administration (Graduate)
BIOL	Biological Sciences	College of Science and Mathematics
BIOT	Biotechnology	College of Science and Mathematics
BUS	Business	College of Business Administration (Undergraduate)
BRS	Border Studies	College of Humanities, Arts, Behavioral and Social Sciences
CCHC	Cultural Competency in Healthcare	College of Humanities, Arts, Behavioral and Social Healthcare Sciences
CHAD	Child and Adolescent Development	College of Humanities, Arts, Behavioral and Social Sciences
CHEM	Chemistry	College of Science and Mathematics
CHIN	Chinese	College of Humanities, Arts, Behavioral and Social Sciences
CIS	Computer Information Systems	College of Science and Mathematics
CJRN	Convergent Journalism	College of Humanities, Arts, Behavioral and Social Sciences
COMM	Communication	College of Humanities, Arts, Behavioral and Social Sciences
CS	Computer Science	College of Science and Mathematics
DNCE	Dance	College of Humanities, Arts, Behavioral and Social Sciences
ECON	Economics	College of Humanities, Arts, Behavioral and Social Sciences
EDAD	Education: Administration/ Administrative Services	College of Education, Health and Human Services
EDEX	Education: Exceptional Learners	College of Education, Health and Human Services
EDLD	Educational Leadership	College of Education, Health and Human Services
EDMI	Education: Middle Level	College of Education, Health and Human Services
EDML	Education: Multilingual/Multicultural	College of Education, Health and Human Services
EDMS	Education: Multiple Subject	College of Education, Health and Human Services
EDMX	Education: Multiple Subject/ Exceptional Learners	College of Education, Health and Human Services
SLP	Education: Speech Language	College of Education, Health and Human Services
EDSS	Education: Single Subject	College of Education, Health and Human Services
EDST	Education: Mathematics/ Science/Technology	College of Education, Health and Human Services
EDUC	Education	College of Education, Health and Human Services
ENTR	Entrepreneurship	College of Business Administration
ENVS	Environmental Studies	College of Humanities, Arts, Behavioral and Social Sciences
ES	Earth Science	College of Science and Mathematics
ESM	Early Start Math	College of Science and Mathematics/First-Year Programs
ESW	Early Start Writing	College of Humanities, Arts, Behavioral and Social Sciences/First Year Programs
FIN	Finance	College of Business Administration (Undergraduate)
FMST	Film Studies	College of Humanities, Arts, Behavioral and Social Sciences
FREN	French	College of Humanities, Arts, Behavioral and Social Sciences
GBM	Global Business Management	College of Business Administration (Undergraduate)
GBST	Global Studies	College of Humanities, Arts, Behavioral and Social Sciences
GEL	General Education - Life Long Learning and Information Literacy	First-Year Programs

Numeric Values

001 to 099 are non-baccalaureate developmental courses
100 to 299 are lower-division courses
300 to 499 are upper-division courses
500 to 699 are graduate-level courses

GEO	General Education - Oral Communication	College of Humanities, Arts, Behavioral and Social Sciences
GEOG	Geography	College of Humanities, Arts, Behavioral and Social Sciences
GES	General Education - Science	College of Science and Mathematics
GEW	General Education - Writing	College of Humanities, Arts, Behavioral and Social Sciences
GRMN	German	College of Humanities, Arts, Behavioral and Social Sciences
GRAD	Graduate Standing Continuation	Graduate Studies
HD	Human Development	College of Education, Health and Human Services
HIM	Health Information Management	College of Business Administration
HIST	History	College of Humanities, Arts, Behavioral and Social Sciences
HIT	Healthcare Information Technology	College of Business Administration
HSCI	Health and Science	College of Education, Health and Human Services
HUM	Humanities	College of Humanities, Arts, Behavioral and Social Sciences
ID	Interdisciplinary Studies	College of Humanities, Arts, Behavioral and Social Sciences
IP	International Programs	University-wide
JAPN	Japanese	College of Humanities, Arts, Behavioral and Social Sciences
KINE	Kinesiology	College of Education, Health and Human Services
LBST	Liberal Studies	College of Humanities, Arts, Behavioral and Social Sciences
LING	Linguistics	College of Humanities, Arts, Behavioral and Social Sciences
LTWR	Literature and Writing Studies	College of Humanities, Arts, Behavioral and Social Sciences
MASS	Mass Media	College of Humanities, Arts, Behavioral and Social Sciences
MATH	Mathematics	College of Science and Mathematics
MCS	Master in Cybersecurity	College of Business Administration and College of Mathematics and Sciences
MILS	Military Science	College of Business Administration
MGMT	Management	College of Business Administration (Undergraduate)
MIS	Management Information Systems	College of Business Administration (Undergraduate)
MKTG	Marketing	College of Business Administration (Undergraduate)
MLAN	Modern Language Studies	College of Humanities, Arts, Behavioral and Social Sciences
MSW	Social Work	College of Education, Health and Human Services
MUSC	Music	College of Humanities, Arts, Behavioral and Social Sciences
NURS	Nursing	College of Education, Health and Human Services
OM	Operations Management	College of Business Administration (Undergraduate)
PE	Physical Education	College of Education, Health and Human Services
PH	Public Health	College of Education, Health and Human Services
PHIL	Philosophy	College of Humanities, Arts, Behavioral and Social Sciences
PHYS	Physics	College of Science and Mathematics
PSCI	Political Science	College of Humanities, Arts, Behavioral and Social Sciences
PSYC	Psychology	College of Humanities, Arts, Behavioral and Social Sciences
SLP	Speech Language Pathology	College of Education, Health and Human Services
SOC	Sociology	College of Humanities, Arts, Behavioral and Social Sciences
SPAN	Spanish	College of Humanities, Arts, Behavioral and Social Sciences
SSCI	Social Sciences	College of Humanities, Arts, Behavioral and Social Sciences
TA	Theatre Arts	College of Humanities, Arts, Behavioral and Social Sciences
TS	Transfer Services	First-Year Programs
VPA	Visual and Performing Arts	College of Humanities, Arts, Behavioral and Social Sciences
VSAR	Visual Arts	College of Humanities, Arts, Behavioral and Social Sciences
WMST	Women's Studies	College of Humanities, Arts, Behavioral and Social Sciences

Course Numbering System

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

Courses numbered 001 to 099 are non-baccalaureate developmental courses.

Courses numbered 100 to 299 are lower-division.

Courses numbered 300 to 499 are upper-division.

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

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

Courses numbered 700 to 799 are doctoral level.

Courses numbered 1000 and above not listed in this catalog because these are professional-level courses carrying University credit, which do not typically apply to credentials or degrees offered by the University. These courses are recorded on student transcripts.

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

Course Numbers Ending with "_EX"

Prior to the 2012-13 academic year, all courses offered on a self-support basis through Extended Learning were identified by adding an "_EX" to the course number, e.g., EDUC 350_EX. The course content in any such course was identical to the course as described in the General Catalog in effect at the time of the offering.

Course Information or "How to Read a Course Description"

The course descriptions, found beginning on page 360 of this catalog have the following format.

Line 1 (Bold, capital letters and in color): The course subject abbreviation, the course number, and the number of credit units.

- See page 357 for course subject abbreviations.
- A course number sometimes has a letter suffix (e.g., BIOL 400L). Common conventions are that an "L" suffix indicates a laboratory course, and an "S" suffix indicates a course offered in Spanish. For a "topics course" such as FIN 481, a numerical suffix is added to identify different offerings (e.g., FIN 481-01); in earlier years, a letter suffix would have been used (e.g., FIN 481A).
- Generally courses meet for one hour of lecture or discussion per week for each credit unit. Courses meeting for less than a full semester require an equivalent number of hours on a pro-rated basis. When courses meet for additional hours for an activity or laboratory, this is noted in italics at the end of the course description (see BIOL 400L). For a variable-unit course (credit units given in a range like ACCT 498), the number of units for the particular offering will appear in the Class Schedule.

Line 2 (Bold): Course Title.

Long titles are abbreviated in the Class Schedule and on transcripts.

Line 3 (Plain text): The official course description.

A brief description of the content or subject matter covered in the course. For a "topics course" such as FIN 481, a title for each individual topic appears in the Class Schedule and on student transcripts; descriptions of the individual topics are posted on the Class Schedule webpage.

End Lines: (Italics): Special conditions and registration conditions (enrollment requirements, prerequisites, enrollment restrictions, etc.).

SPECIAL CONDITIONS

- Examples of special conditions include courses meeting for more hours each week than units of credit because it contains a laboratory or activity period (BIOL 400L), courses requiring attendance at out-of-class events/activities (BIOL 400L), courses graded Credit/No Credit (KINE 108), instruction delivered in a language other than English (GRMN 315), and situations under which courses may be repeated for credit (FIN 481 and KINE 108).

REGISTRATION CONDITIONS

- **Enrollment requirement:** A condition (usually completion of a particular course or set of courses) that must be completed prior to enrolling in a course. For examples, see BIOL 400L and FREN 314. These requirements will not be automatically enforced by the registration system; however, the course instructor may enforce them.
- **Prerequisite:** A particular course which must be completed before the course in question can be taken. For an example, see ECON 305. If you have not satisfied a prerequisite, you will need the consent of the instructor to enroll in the course.
- **Enrollment restriction:** Another kind of requirement that is automatically enforced by the registration system. Common restrictions are requirements that students have a particular major (FIN 481), have a certain class standing (COMM 320), or have obtained the consent of instructor (ACCT 498). As with prerequisites, if you have not met the enrollment restriction, you will need the consent of the instructor to enroll in the course.
- **Corequisite:** An academic requirement that must be completed concurrently with a course. For an example, see COMM 320.
- **Co/Prerequisite:** An academic requirement that must either be completed prior to enrolling in a course or concurrently with that course. For an example, see BIOL 400L.
- **Recommended preparation:** A level of preparation which is recommended, but not required, for enrolling in a course. For an example, see GRMN 315.

Note: Consent of the instructor will allow entry to almost every course, and may be granted if the instructor is satisfied that the student is prepared for the course.

Examples for Course Information or "How to Read a Course Description"

ACCT 498 (1-4)
Independent Study in Accountancy

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

BIOL 400L (1)
Vertebrate Biology Laboratory

Provides hands-on experience in identifying terrestrial invertebrates of Southern California. Using preserved specimens and interactive computer programs, students will learn to use and develop dichotomous species keys and to identify vertebrates by sight and sound.Students will design and conduct independent field research projects. *Course will possibly include visits to local museums, zoos and aquaria. May not be taken by students who have received credit for BIOL 378L. Three hours of laboratory. Fieldtrip(s) outside of class may be required. Co/ Prerequisite: BIOL 400. Enrollment Requirement: BIOL 210 and 211.*

COMM 320 (3)
Conflict and Communication

Conflicts are situations in which individuals and groups with differing assumptions about reality clash with one another about right and wrong. Discusses the nature of communication in such situations, the strengths and weaknesses of the various types of discourse employed in dealing with them, and visions for transcending conflicts. *Enrollment restricted to students with Junior or Senior standing. Corequisites: COMM 300 or COMM 330.*

ECON 305 (3)
Economic Approach to Politics and Sociology

Applies the economic approach to the study of human behavior in non-market settings. Specifically, it applies economic reasoning, analysis, and tools to the study of the family, marriages, crime, learning, religion, charity, voting, politics, war, and more. *Prerequisites: ECON 201 and 202.*

FIN 481 (1)
Selected Topics in Business

A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

GRMN 315 (3)
Introduction to Literature in German

Designed to help students read, understand, and enjoy a representative selection of masterpieces of German literature. It will survey the development of German literature from the age of Enlightenment to the present. Readings in fiction, poetry, and drama will introduce the students to a critical approach to literature. *Conducted in German. Recommended preparation: GRMN 311. Enrollment Requirement: GRMN 202.*

APPLIED BEHAVIOR ANALYSIS (ABA)

College of Education, Health and Human Services

ABA 601 (3)
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)
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)
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. *ABA 601 and 602.*

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

ABA 606 (3)
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.*

ACCOUNTING (ACCT)

College of Business Administration

Note:
Students who have remained in any ACCT course past the add/drop deadline three times may not register a fourth time for that course.

Transfer credit for Upper-Division Accounting courses will not be accepted from any institution outside of CSUSM.

Upper-Division Accounting courses can only be attempted a total of 2 times (W's included). Exceptions can be made on a case-by-case basis if a student submits a petition which explains what happened.

ACCT 201 (3)
Introduction to Financial Accounting
Introduction to the accounting information reported to external users, including the accounting cycle, valuation of assets, liabilities and owners' equity, measurement of net income, and reporting of cash flows. Emphasis is on creation and interpretation of financial statements including required disclosures.

ACCT 202 (3)
Introduction to Managerial Accounting
Introduction to the accounting information created for internal decision makers. Includes product costing, cost-volume-profit analysis, budgetary control, and incremental analysis. Focus on strategic cost management to support efficient use of company resources. *Prerequisite: ACCT 201 with a C (2.0) or better.*

ACCT 301 (4)
Intermediate Accounting I
In-depth discussions of accounting theory and practice. Examination of issues related to asset valuation and income determination based on generally accepted accounting principles. *Enrollment Requirement: A grade of C (2.0) or better on the Financial Accounting Knowledge Test (KAT301) administered by the Department of Accounting at CSUSM. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

ACCT 302 (2)
Intermediate Accounting II

In-depth study of financial accounting theory related to long-term liabilities, owners' equity, and cash flows. A continuation of material covered in ACCT 301. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: ACCT 301 with a grade of C (2.0) or better.*

ACCT 306 (4)
Cost Accounting

Review of the cost measurement process and its role in management and control. Includes cost-volume-profit relationships, budgeting, variance analysis, and cost systems for product, process, job and responsibility costing. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.*

ACCT 307 (4)
Tax Accounting

Introduction to federal tax concepts with emphasis on individual taxpayers; includes an overview of the statutory construction and methods for accessing tax information. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.*

ACCT 308 (4)
Accounting Information and Systems

Basic principles underlying the accounting process and concepts necessary for the preparation of financial statements, both manually and electronically. Includes the design, integrity, and effectiveness of accounting information systems emphasizing the integration of financial information, internal control, and computer technology in decision making and operational support. Students will be exposed to a variety of accounting software applications. *Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: ACCT 301 with a grade of C (2.0) or better.*

ACCT 406 (2)
Cost Management, Measurement, and Control

In-depth study of the application of activity based cost accounting to the problems of management control in manufacturing, service, and government organizations. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: ACCT 306 with a grade of C (2.0) or better.*

ACCT 407 (2)
Advanced Tax Accounting

Federal income taxation of corporations and partnerships. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: ACCT 307 with a grade of C (2.0) or better.*

ACCT 416 (4)
Auditing

A comprehensive examination of auditing theory, standards, and procedures used by CPAs, with integration of Generally Accepted Auditing Standards. The ethical and legal environments of the independent auditor are also discussed. *Should be taken last year of enrollment, preferably last semester. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: ACCT 302 and 308 with a grade of C (2.0) or better.*

ACCT 421 (2)
Financial Accounting in Government and Non-Profit Organizations

Focuses on financial accounting in government and non-profit organizations. Includes an introduction to cash-based accounting as well as principles of fund accounting, budgeting, accounting, and analysis of financial statements. The general fund, special funds and government-wide financial statements will be covered. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Perequisite: ACCT 302 with a grade of C (2.0) or better.*

ACCT 422 (2)
Advanced Accounting

Covers business combinations, including consolidated financial statements, including wholly owned and partially owned subsidiaries. Covers the purchase method, as well as the cost method, and equity method of accounting for investments in common stocks. In addition, intercompany transfers are presented. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisite: ACCT 302.*

ACCT 423 (2)
International Accounting

Examines and discusses, in-depth, the issues in international accounting that affect today's global business world. Subject matter includes international dimensions of financial reporting, auditing, managerial accounting and taxation. Financial reporting issues examined includes, international financial reporting standards, developments in international disclosure and transparency and financial statement analysis. Managerial accounting issues covered are: strategic planning and control, budgeting, product costing, foreign exchange risk management, transfer pricing, and taxation. The challenges and opportunities in developing and transition economies are also examined. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

ACCT 481 (1)
Selected Topics in Accountancy
A survey course of selected topics in accounting (in order to supplement available offerings). *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 482 (2)
Selected Topics in Accountancy
A survey course of selected topics in accounting (in order to supplement available offerings). *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 483 (3)
Selected Topics in Accountancy
A survey course of selected topics in accounting (in order to supplement available offerings). *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

ACCT 484 (4)
Selected Topics in Accountancy
A survey course of selected topics in accounting (in order to supplement available offerings). S*tudents 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 498 (1-4)
Independent Study in Accountancy
Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

ACCT 502 (2)
Foundations of Accounting
Includes financial and managerial accounting modules. Financial accounting module introduces how firms use financial statements to communicate financial conditions and results of operations to their stakeholders. Managerial accounting module addresses how accountants produce managerial accounting information for internal decision-making. Also includes environment of financial reporting, measurement framework and mechanics of financial accounting, analysis of financial statements, earnings management practices, environment of managerial accounting, cost-volume-profit analysis, and use of cost information in management decision making.

ACCT 513 (3)
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)
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)
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. *Prerequisite:s ACCT 302, 306, 308 and 407.*

ACCT 560 (3)
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. *Prerequisite:s ACCT 302, 306, 307, and 308.*

ACCT 561 (3)
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. *Prerequisite:s ACCT 302, 306, and 308.*

ACCT 591 (1)
Current Professional Issues in Accounting
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)
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.*

ACCT 602 (2)
Accounting for Managers
Includes financial accounting and managerial accounting modules. The financial accounting module discusses advance topics in preparing financial statements of its operating results. The managerial accounting module covers the use of managerial accounting information to make short-term and long-term business decisions. Also includes financial reporting for operating transactions, long-term assets and investments, financial reporting for financing activities, pricing decisions, activity-based costing, capital budgeting and other long-term decisions, budget planning and control, and decentralization and performance evaluation. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

ARTS AND HUMANITIES (AH)

College of Humanities, Arts, Behavioral and Social Sciences

AH 111 (3)
The Human Experience: Introduction to the Arts and 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.*

AMERICAN INDIAN STUDIES (AIS)

College of Humanities, Arts, Behavioral and Social Sciences

AIS 101 (3)
Introduction to American Indian Studies
Designed to introduce students to American Indian Studies while also giving them the opportunity to engage with and better understand the various methods, theoretical approaches, and issues in American Indian Studies. Provides a broad introduction to American Indian Studies as an intellectual discipline and engages actual people working with local tribal communities. Explores the various ways that American Indian Studies and scholars have produced vibrant and meaningful knowledge.

AIS 348 (3)
American Indian Communities
An in-depth examination of American Indian communities, with special emphasis on Southern California Indian communities. Students will understand contemporary issues and concerns facing American Indians today. Themes covered include, tribal sovereignty, demography, decolonization, education, identity, environment, health and wellness, cultural survival, and cultural empowerment. In partnership with local tribes, students will apply the knowledge and analytical skills gained in the classroom to help address environmental, social, and cultural issues within the community. Includes community work and has a field component. *May not be taken for credit by students who have received credit for SOC 489-1. Also offered as SOC 348. Students may not receive credit for both.*

AIS 350 (3)
Imagining Indians: American Indians, Mass Media, Film and Society
Designed to provide 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. *May not be taken for credit by students who received credit for NATV 380-1 or SOC 389-5. Also offered as SOC 350. Students may not receive credit for both.*

AIS 370 (3)
American Indian Women and Activism

Examines the roles of American Indian women in politics, social work, academia, business, environmental, health issues, culture and community. Compares and contrasts the ideology of the predominantly white feminist movement with the goals and concerns of the "Red Power" movement and will emphasize American Indian socio-cultural values and concerns. Readings, films, guest lectures will provide an overview of contemporary experiences of American Indian women in the United States from an American Indian perspective. Profiles prominent American Indian female activists, tribal leaders and writers, in addition to topics of serious concern to American Indian women: violence, racism, loss of culture and language, education, health care and other manifestations of continued colonization. *May not be taken for credit by students who have received credit for NATV 380-3 and SOC 489-8. Also offered as SOC 370. Students may not receive credit for both.*

AIS 380 (3)
Topics in American Indian Studies

Examination of a topic of study of interest to students in American Indian Studies. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit three times as topics change.*

AIS 390 (3)
Independent Study in American Indian Themes

Allows students to explore historical, cultural, social, and environmental questions significant to native communities under the supervision of a faculty member in the appropriate discipline. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor and the American Indian Studies Department Chair.*

AIS 400 (3)
Contemporary American Indian Health and Wellness

Examines American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic perspective. Studies current AIAN health status and health behaviors and maintenance of a healthy environment, and theories of health behavior change. Tribal sovereignty and connectedness related to personal/community health and health care access will be evident throughout all aspects of the course. Includes historical and contemporary perspectives and ethical standards for tribally-appropriate health-related research and associated historic issues will be discussed. *May not be taken for credit by students who have received credit for NATV 380-2 and SOC 489-6. Also offered as SOC 400. Students may not receive credit for both.*

AIS 468 (3)
American Indian Political and Economic Development

Surveys the historical, political, and legal foundations of American Indian political and economic development in the United States. Focuses on the cultural, political, and legal dilemmas posed by tribal governments: how they maintain cultural legitimacy in the face of colonial cultural imposition and how they articulate retained rights in a system of shared sovereignty. An analysis of social, cultural, political, economic, and legal impact of various economic development strategies, including legalized gaming on Native American communities. *May not be taken for credit by students who have received credit for PSCI 390-4 and SOC 489-3. Also offered as PSCI 418 and SOC 468. Students may only receive credit for one of these courses.*

AIS 480 (3)
Local Archeological Practice

Students perform archaeological research relating to local cultural resource management (CRM) and documentation. Students engage with professional archaeologists and Native American communities to learn site research methods and identification and documentation of material culture. Primary goals of this class include providing students with a general understanding of CRM and the legislation that drives CRM; exposing students to archaeological practice in a CRM context, and exposing students to various cultural viewpoints regarding recovered archaeology. *Also offered as ANTH 480. Students may not receive credit for both. Enrollment Requirement: ANTH 200. Service Learning course.*

AIS 481 (3)
American Indian Archeological Monitoring

Students work with local Native American bands concerning cultural preservation and the monitoring of archaeological sites threatened by development. Students examine traditional land use management and the traditional knowledge associated with specific sites. Students learn site research methods, identification and documentation of material culture, interpretation of federal, state, county, city, and private documents including Environmental Impact Reports, California Environmental Quality Act, land use legislation, and assessment of cultural significance. Covers preservation options, ethics, and specific case studies. *Also offered as ANTH 481. Students may not receive credit for both. Enrollment Requirement: ANTH 200. Service Learning course.*

AIS 498 (3)
Internship in an American Indian Community

Capstone of the Native Studies minor. Designed to equip students for service to native communities. Students will be expected to provide faculty-monitored service with institutions serving reservation or urban native communities, such as (but not limited to) schools, libraries, clinics, urban service centers, youth programs, and study projects supervised by native entities (such as environmental studies). Students will turn in a portfolio reporting on all their activities during their internship. *Enrollment restricted to students who have obtained consent of American Indian Studies Department Chair.*

ANTHROPOLOGY (ANTH)

College of Humanities, Arts, Behavioral and Social Sciences

ANTH 200 (3)
Cultural Anthropology

A general survey of cultural anthropology, which is one of the main branches of general Anthropology. Employs a global and holistic perspective to examine the economic, social, political, cultural, and ideological integration of society. The comparative, cross-cultural method distinctive to anthropology is used to explore the diverse ideas and behavior that characterize humanity and the human condition. Presents the fundamental questions that cultural anthropologists ask, the methods they use to answer these questions, and some of the uses of anthropological knowledge. Self-reflection and critical analysis of one's own world view assumptions and cultural belief system are fundamental objectives of the course.

ANTH 215 (3)
Human Origins

Offers an introduction to human origins from the perspective of biological anthropology. A premise of the course is that the human form and human behavior have evolved together and neither can be fully understood or appreciated without a full understanding of the other. Subject matter to be covered includes the geological time frame, evolutionary theory, and the evolution of primates, hominids, and modern humans as evidenced by fossil remains, specific sites, genetic research, and artifacts. *May not be taken for credit by students who have received credit for ANTH 315.*

ANTH 301 (3)
Culture and Medicine – Healers and Healing Practices

Every culture and society has had to deal with illness and thus has well-developed concepts about the healing process, healers, medical knowledge, and healing practices. Offers a cross-cultural exploration of healers and healing approaches. Examines differences and similarities in the ways that people approach illness and healing by relying heavily on an abundance of examples from various cultures, including that of the United States. Examines illness causation and classification theories, diagnostic practices, therapeutic procedures, preventive care, the assumptions that underlie these concepts and practices, and their relationship to the social, cultural, and technological environments in which they are constructed. Focuses on the role of the healer in the context of culture and examines physicians, shamans, witch doctors, curandero/as, midwives, wise men and women, and other healers. Explores the use of music, botanicals, healing aids, and pharmaceuticals in the healing process. Informed self-reflection and critical analysis of one's own world view assumptions and medical belief system are fundamental objectives of the course.

ANTH 305 (3)
Medical Anthropology

General survey of medical anthropology including the study of specific medical cultures, ethnomedicine, ethnobotany, medical concepts and treatments, illness causation, etiology, diagnostic methods, prognosis, treatment practices, health care delivery systems, patient-provider relationship, cross-cultural medicine, and the organization of health care systems. Includes examination of the role of medical anthropology in cross-cultural medicine.

ANTH 310 (3)
World Prehistory

Provides an interdisciplinary overview of the major developments in the early human past. Drawing upon archaeological, biological, linguistic, and anthropological sources, this global coverage of human prehistory examines ancient cultures and societies of Africa, Europe, the Americas, Asia, and the Pacific. Explores human evolution, adaptive behavior, the hunter and gatherer diaspora, plant and animal domestication, trade, the development of agriculture, and the origins of states. Through cross-cultural comparisons and anthropological theory, explores such subject matter as the origins of gender differences in the division of labor, the role of ideology in cultural adaptation, differential access to technologies, economic production, artistic expression, and mechanisms of cultural change.

ANTH 311 (3)
Archaeology of the Holy Land: Bridging the Past and the Present

Introduction to the archeology of Ancient Near Eastern societies with an emphasis on Israel, Palestine, Syria, Lebanon, and Jordan. Other geographical areas covered include Mesopotamia and Egypt. Examines the complex civilizations in those geographic areas and focuses on the material culture and written texts through which we can reconstruct the prehistory and archeology of the Ancient Near East.

ANTH 325 (3)
Ancient Mexican Society and Art

Examines Ancient Mexican art, cosmology, architecture, mythology, and literature as they reflect social structure, religion, social roles, ideology, economic and political organization, world-view, and the family. Using archeological and ethnographic sources, the course covers the preclassic, classic, and postclassic periods, focusing on several cultural areas including the Olmec, Teotihuacan, Monte Alban and the Zapotec and Mixtec of Oaxaca, the Toltecs, the Maya, and the Aztec, or Mexica. Among other topics to be examined are the calendar, writing, concepts of space and time, the ball game, tribute, human sacrifice and bloodletting, sacred plants, and specific Mesoamerican deities.

ANTH 328 (3)
Body and Identity

Explores the social construction and performances of the body and identity through a cross-cultural look at definitions and meanings of the body, codes inscribed on it by our everyday practices (wearing makeup, working out), and choices of decorative markers (clothing, jewelry, tattoos, piercings). How are gender, race, ethnicity, and power status signaled by the body? How is rebellion enacted through the body? Anthropological perspectives are used to explore how people approach these issues across cultural, economic, political, social, and religious contexts. *May not be taken for credit by students who have received credit for ID 370-2 and WMST 300-6. Also offered as WMST 328. Students may not receive credit for both.*

ANTH 330 (3)
Ritual and Religion

Ritual and religion have historically been powerful shapers of society. Every society that has existed has asked universal questions like the following: Where do we come from? Why are we here? What are we supposed to do? How are we supposed to act? What happens to us when we die? Provides a cross-cultural and comparative examination of the social, political, economic, cultural, and ideological constructs that people have generated in seeking to answer to these questions. Examines the role of religion as an integral component of world view and social institutions, anthropological theories and findings about comparative religion, and emphasizes the explanatory concepts of religion in its social, environmental, and economic contexts rather than focusing on the specific attributes of differing religions.

ANTH 340 (3)
Immigration and Health

A cross-cultural examination of the impact of human migration on the health of migrant communities in a transnational context. Examines political and economic realities of globalization, health impacts of migration, and the social and political contexts in which immigrants access and utilize health care services. Examines how class, ethnicity, and gender condition the health of migrants.

ANTH 350 (3)
Visual Anthropology

Explores the field of visual anthropology, including, but not limited to, process and production of ethnographic film, relationship between the filmmaker and the subjects of film, ethnographic photography, visual representation, multimedia presentation of ethnographic data, digitization of ethnographic data, community-led visual ethnography, and the use of ethnographic film in community advocacy.

ANTH 360 (3)
Indigenous Anthropology

An interdisciplinary introduction to the study of indigenous communities. Employing a cross-cultural, multidisciplinary framework this course examines the historical and contemporary relationships among anthropology, the social sciences, and indigenous peoples. Themes covered include how the social sciences and anthropology have engaged with and written about indigenous communities, political decolonization, transnational indigenous rights movements and current paradigms in the social sciences that have led to new ways of imagining and articulating identities. *May not be taken for credit by students who have received credit for ID 370-8.*

ANTH 370 (3)
Environment, Population, and Culture

Focuses on contemporary world problems from interdisciplinary and anthropological perspectives. Employing the cross-cultural, evolutionary, and multidisciplinary research methods of anthropology and cultural ecology, examines the environmental crisis, rain forest destruction, resource management, consumption culture, world hunger, food systems, population pressure, poverty, energy distribution, the future of the global free market, and the role of ideology in environmental adaptation with the objective to foster crisis awareness and informed response.

ANTH 375 (3)
Money, Culture, and Power

Money, culture, and power are intertwined. The production of wealth and its distribution are shaped by and influence our worldview, institutions, and social relationships. Using the tools of anthropology, such as ethnography, cross-cultural comparison, and an evolutionary (historical) perspective, this course offers a holistic analysis of how human societies extract, produce, exchange, and distribute resources, from the earliest times to the present.

ANTH 379 (3)
Environmental Health and Justice

Examines disproportionate burdens of environmental contamination and subsequent health disparities affecting communities of color across the U.S. and internationally. Reviews environmental health and justice through anthropological case studies that illustrate how communities have organized to improve health and justice in their communities. Examines environmental health and justice literature and reviews programs organized to address childhood asthma reduction, lead poisoning prevention, clean-up and restoration of contaminated sites, sustainable/organic agriculture, clean energy programs and cancer and health disparities research.

ANTH 380 (3)
Current Archeology

General survey of global archaeological sites, archaeological practice, and current issues in archaeology including intellectual property rights and the relationship between archaeology and world/regional cultural resources. Includes study of material culture, the archaeological record, survey and excavation, dating technologies, and subsistence patterns. Includes the examination of local archaeological sites/collections, pictographs, lithic techniques, indigenous land and resource management practices, indigenous knowledge of archaeological sites, including ceremonial, food gathering and processing, village sites, and contemporary use of culturally significant sites by local indigenous bands.

ANTH 390 (3)
Anthropological Research Methods

Introduces the fundamental methods in cultural anthropology including research design, participant observation, informant selection, organization of field notes, household and community questionnaires, structured and unstructured interviews, oral and life histories, case studies, focus groups, archival research and secondary data, and coding and analysis of qualitative data. Includes construction of research problems, research design, research implementation, preparation of human subject protocols, strategies of data collection and analysis, and report preparation.

ANTH 391 (3)
Anthropological Theory

Introduces and familiarizes students with key theories and theorists in sociocultural anthropology. Focusing on the range of analytic frames that anthropologists have brought to bear (and continue to do so) in trying to conceptualize, understand, account for, and describe the lived world, this course examines the fundamental anthropological models of thinking about and understanding persons in sociocultural milieus. Setting the development of these ideas in their historical contexts, key theorists are also introduced and analyzed.

ANTH 430 (3)
Medical Ethnography

Advanced students conduct ethnographic fieldwork in local health care settings or with local communities with distinct medical cultures. Examines patterns of health service utilization and access to clinical health care, as well as alternatives to clinical health care. Working collaboratively with health care professionals and/or ethnic populations with special health care needs, such as immigrant or indigenous communities, students document and analyze information pertaining to the delivery and consumption of health care services and the generation of health care alternatives. *Service Learning course. May be repeated for a total of six (6) units.*

ANTH 440 (3)
Farmworker Health Ethnography

Involves field and quantitative ethnographic research regarding the health and health care practices of local farmworker communities. Students record work histories, living conditions, health behaviors, health histories, and use of clinical and non-clinical health care forms to assess the status of health and health care practices among local agricultural workers. Collaboration with the National Latino Research Center results in the production of an annual report on farmworker health in North County San Diego. *Service Learning course. Enrollment Requirement: ANTH 200.*

ANTH 460 (3)
Questioning Cultural Competency

Examines the relationship between concepts of cultural competency and realities of cultural interface. Focuses on individual and community interaction with health care and other social institutions. Includes cross-cultural capabilities, identification of needs and help-seeking behaviors, and the value of support networks. Examines economic and social barriers to services; institutional adaptation to diversity; and the role of community in decision-making. Students generate research questions and conduct case studies regarding cultural competency and cross-cultural capabilities. *Enrollment Requirement: ANTH 200.*

ANTH 465 (3)
Indigenous Health

An upper-division field research course that provides students the opportunity to partner with local indigenous communities to conduct original research that examines the relationship between the social determinants of health, health care, cultural competency, and health outcomes. Working in clinical and/or nonclinical settings students develop methodological skills through field research, archival research, interviews and observation. Research topics are determined by the community through the partnership and involve issues of health and wellness and access to and utilization of health care services.

ANTH 470 (3)
Community Ethnobotany

Students engage with local indigenous communities, conduct original research, and participate in the implementation of community goals relating to cultural awareness, preservation, and survival. Students learn anthropological and ethnobotanical methods, including participant observation, field research, ethnographic writing, documentation of plant uses, medicinal values, processing methods, plant lore, etc., while conducting community-based field research with members of indigenous communities, such as the San Luis Rey band of Mission Indians and other local and transnational indigenous communities in the San Diego region. *May be repeated for a total of six (6) units. Course includes a service learning component. May not be taken for credit by students who have received credit for ID 370J. This class meets for four hours each week*

ANTH 480 (3)
Local Archaeological Practice
Students perform archaeological research relating to local cultural resource management (CRM) and documentation. Students engage with professional archaeologists and Native American communities to learn site research methods and identification and documentation of material culture. Primary goals of this class include providing students with a general understanding of CRM and the legislation that drives CRM, exposing students to archaeological practice in a CRM context, and exposing students to various cultural viewpoints regarding recovered archaeology. *Also offered as NATV 480. Students may not receive credit for both. Service Learning course. Enrollment Requirement: ANTH 200.*

ANTH 481 (3)
Native American Archaeological Monitoring
Students work with local Native American bands concerning cultural preservation and the monitoring of archaeological sites threatened by development. Students examine traditional land use management and the traditional knowledge associated with specific sites. Students learn site research methods; identification and documentation of material culture; interpretation of federal, state, county, city, and private documents including Environmental Impact Reports, California Environmental Quality Act, and land use legislation; and assessment of cultural significance. Covers preservation options, ethics, and specific case studies. *Also offered as NATV 481. Students may not receive credit for both. Service Learning course. Enrollment Requirement: ANTH 200.*

ANTH 498 (3)
Directed Research in Anthropology
Involves original anthropological research to be directed by instructor. Advanced students in anthropology propose an ethnographic and anthropological research project, or collaborate with original research project to gain experience in field research, data analysis, and write up. *Together with ANTH 498C, may be repeated for a total of six (6) units.*

ANTH 499 (3)
Directed Research in Medical Anthropology
Involves original anthropological research in medicine or health care to be directed by instructor. Advanced students propose an ethnographic and anthropological research project, or collaborate with original research project to gain experience in field research, data analysis, and write up. *Together with ANTH 499C, may be repeated for a total of six (6) units.*

ARABIC (ARAB)

College of Humanities, Arts, Behavioral and Social Sciences

ARAB 101 (4)
Beginning Arabic I
An introduction to the Arabic language and Arabic-speaking cultures, with emphasis on the development of communicative skills and grammatical structures. Language laboratory practice is a mandatory component of the course. *No prior knowledge of Arabic is assumed.*

ARAB 102 (4)
Beginning Arabic II
Continuation of ARAB 101. Further study of the Arabic language and Arabic-speaking cultures, with emphasis on the development of communicative skills and basic structures. Language laboratory practice is a mandatory component of the course. At time of enrollment in course, basic knowledge of Arabic (equivalent to that demonstrated upon successful completion of Arabic 101), is mandatory.

ARAB 201 (3)
Intermediate Arabic I
Further study of the Arabic language at the intermediate level. Emphasis on development of the skills of reading, listening comprehension, speaking, and writing. Includes study of diverse Arabic-speaking cultures. *Conducted in Arabic. Enrollment Requirement: ARAB 102 , or two (2) years High School Arabic completed within the last two (2) years.*

ASTRONOMY (ASTR)

College of Science and Mathematics

ASTR 101 (3)
Introduction to Astronomy
Provides an introduction to solar system and stellar astronomy. The historical development of astronomy is presented as well as modern theories, observations, and ideas concerning the nature and evolution of planets, stars, and galaxies. *May not be taken for credit by students who have received credit for ASTR 342 or PHYS 342. Satisfies the Liberal Studies requirement for Earth Science.*

ASTR 342 (3)
Elements of Astronomy
Provides a practical and historical introduction to astronomy. The course includes solar system astronomy, stellar astronomy, galaxies, and cosmology, with an emphasis on comparative planetology and the historical and cultural development of our knowledge of the solar system. *May not be taken for credit by students who have received credit for PHYS 342.*

BUSINESS ADMINISTRATION (BA)

College of Business Administration

BA 500 (1)
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)
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 503 (3)
Statistics for Management

Methods of statistical inference emphasizing applications to administrative and managerial decisions problems. Subjects include classical estimation and hypothesis testing, regression, correlation, analysis of variance, forecasting and statistical probability. In addition, the students will gain familiarity in the use of software for statistical applications.

BA 504 (3)
Financial Accounting

Introduces basic accounting concepts, vocabulary, and structure. Focuses on financial accounting, which seeks to communicate the financial condition and results of operations to external users, primarily through the financial statements contained in the annual report. Focuses on a user perspective and will also focus on the accounting choices available to companies and the impact of these choices on financial statements.

BA 505 (2)
Marketing

Introduces students to the principles of marketing as a system of exchanges among individuals and organizations. Emphasis will be placed on the elements of the marketing mix, consumer behavior, and the role of marketing in organizations and society.

BA 506 (2)
Managing Complex Organizations

The study of individual and group behavior in organizational settings. All organizations must function within the context of their internal and external environments. Managing organizational behavior in this context challenges individuals to understand and embrace workforce diversity, elements of change, effective communication and performance systems. Concepts include motivation, communication, group dynamics, power, conflict, decision making and leadership.

BA 600 (3)
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.*

BA 602 (2)
Statistics for Business Decisions

Statistical inferences emphasizing applications to business decision-making. Include estimation, hypotheses testing, analysis of variance, goodness-of-fit and regression. *Enrollment Requirement: Completion or waiver of the MBA Foundation courses.*

BA 604 (2)
Research Methods for Business

Nature, scope, and significance of business research and research methodologies. Includes the basic methodological approaches to business research, and provides practical guidelines to effective business research. Also covers primary and secondary research methods with applications to specific problems, using qualitative and quantitative methods. *Enrollment Requirement: Completion or waiver of the MBA Foundation courses.*

BA 605 (3)
Behavior Analysis in Autism: Research and Application

Applying behavior analysis across the Autism Spectrum. *Prerequisites: ABA 601, 602, 603, and 604.*

BA 606 (3)
Ethics and Professional Conduct in Behavior Analysis

Covers the ethical and professional guidelines and responsibilities for behavior analysis. Areas of applications range from classroom instruction, experimental research, and applying behavior concepts and procedures to a variety of settings. Including educational institutions, business and industry, state agencies, clinical settings and in-home treatment models. *Prerequisite: BA 601, 602, 603, 604, and 605.*

BA 611 (3)
Financial Accounting
Introduces a set of financial statements used by stakeholders for decision-making. Examines procedures developed by accountants in the preparation of the income statement, balance sheet and statement of cash flows in accordance with generally accepted accounting principles. Building on the basic understanding of financial reporting, the course presents a framework for corporate managers to analyze a firm's performance and its financial position. Use of accounting information for firm valuation will also be emphasized. *Enrollment restricted to MBA students.*

BA 615 (3)
Statistics for Management
Methods of statistical inference emphasizing applications to administrative and management decision problems. Subjects include classical estimation and hypotheses testing, regression, correlation, analysis of variance, nonparametric methods and statistical probability. *Enrollment restricted to MBA students.*

BA 616 (3)
Organizational Behavior and Human Resources Management Concepts
An expansive inquiry into human resources issues from both the Organizational Behavior and Human Resources perspectives. Incorporates many practical applications, as well as an understanding of employment practices and policies from a strategic standpoint. *Enrollment restricted to MBA students.*

BA 617 (3)
Leadership and Business Ethics
Focuses on aspects of leader-follower interaction including ethical decision-making, effective use of power, politics, and influence; understanding what motivates followers both individually and in teams and managing diversity and business ethics. *Enrollment restricted to MBA students.*

BA 621 (3)
Managerial Accounting
Focuses on how corporate managers use managerial accounting as a tool for internal decision-making and control. Examines concepts and techniques of cost allocation, performance evaluation, and compensation to support corporate strategies. Subjects discussed include capital budgeting for long-term projects, contracting, transfer pricing, performance evaluation for corporate executives, and control issues in business organizations based on managerial accounting information. *Enrollment restricted to MBA students. Prerequisite: BA 611.*

BA 625 (3)
Business Analytics
Provides students with insights and improvement of business performance based on data and optimization techniques. Makes extensive use of quantitative analysis, predictive modeling, and fact-based management to drive decision making. Examines modeling issues and uses state-of-the-art software packages. The main focus is on decision-making applications in Finance, Marketing, and Operations. *Prerequisite: BA 615.*

BA 626 (3)
Financial Decision Making
Introduces the theory and practice of corporate finance. Provides students with understanding of essential risk and return relationships. Presents concepts and information on which sound financial decisions are based. *Prerequisite: BA 600.*

BA 630 (3)
Marketing Management
Introduces students to the issues and challenges of successfully marketing products, services, or intangibles within the context of changing environments. *Prerequisite: Admission to the MBA program. Corequisite: BA 600.*

BA 635 (3)
Information Technologies and Management
Offers future business managers a rigorous study of information technologies that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Includes fundamental concepts of information technology, major types of business information systems and their roles in organizations and, current issues in identifying, acquiring and implementing new technology applications. Primary focuses are the managerial aspects of information technologies for improving productivity and gaining competitive advantage in the global e-commerce environment. Societal and ethical impact of information technologies on organizations and human behavior will be analyzed. Future trends of new information technologies will also be discussed. *Enrollment restricted to MBA students.*

BA 645 (3)
Operations and Supply Chain Management
Provides a multi-industry study of operations, with an emphasis on integrated design of the supply chain. Views operations through the framework of business processes at various levels, from an individual process to an entire supply chain, and discusses process improvement through the management of capacity, throughput, inventory, and lead-time and quality. Focus is on analytical decision support tools that allow companies to develop, implement, and sustain collaborative strategies and coordinate supply chain players and strategic partnerships. *Prerequisite: BA 615.*

BA 650 (3)
Strategic Management in the Global Environment
MBA integrative and capstone course emphasizing top management's perspective. Review of traditional and cutting-edge materials on strategic management and its techniques. These materials and techniques are then applied to analyzing a firm's strategy (existing, early-stage, or start-up) at one or more levels: Corporate, business unit, cooperative (mergers and acquisitions), international, and functional (e.g., technology). The resulting team oral presentation and written report fulfill the requirements for the Master's Project. *Enrollment Requirement: Advancement to Candidacy.*

BA 671 (1)
Essential Knowledge and Critical Skills Workshops
Covers essential knowledge and critical skills in business such as business writing, business calculus, managerial ethics, cross cultural negotiation, external environment and globalization, entrepreneurship, and cohort-specific selected topics. *Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Business Administration.*

BA 673 (1)
Meet the Leaders
An executive seminar for the Fully Employed MBA students. Guest speakers include executives of local and global companies, successful entrepreneurs, and leaders in government and not-for-profit organizations. The leaders share insights about their career, what worked, what didn't, challenges, opportunities, successes, and failures. *Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Business Administration.*

BA 675 (2)
Strategic Management in Global Environments
How firms make strategic decisions, and how organizational structures, resources and capabilities, and strategic positioning enable firms to achieve competitive advantage in an increasingly dynamic, hypercompetitive and globalized environment. Several aspects of a firm's strategy are emphasized, including business-level, corporate, international, and cooperative strategies. *Enrollment Requirement: Completion of MBA Core.*

BA 680 (3)
Master's Project
Practical application of advanced management theories and methods to investigate a wide range of organizational issues. Subject matter may include development of a new venture or product or process, or improvement of an existing organization's operations with the intent of achieving a significant cost reduction, service enhancement, etc. Each project is proposed, researched, and reported, culminating in a written report that includes problem identification, evaluation of potential solution, discussion of the selected implementation, and evaluation of the results. *Enrollment restricted to MBA students.*

BA 685 (4)
Business Intelligence Master's Project
Applications of Business Intelligence theories and methods are implemented to investigate a wide range of managerial issues. Each project is conducted in collaboration with a local company. Projects are proposed, researched and reported culminating in a written report that includes problem identification, evaluation of potential solution, discussion of the selected implementation, and evaluation of the results. *Enrollment Requirement: Completion of Business Intelligence Option.*

BA 690 (1-4)
Selected Topics in Business Management
A course of selected topics in business management. *May be repeated for credit as topics change for a total of six (6) units. Enrollment restricted to MBA students.*

BA 698 (1-4)
Independent Study
Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

BIOLOGICAL SCIENCES (BIOL)
College of Science and Mathematics

BIOL 104 (4)
Principles of Biology: Human Emphasis
Principles of cellular, organismal and population biology with primary representation relating to the human organism. Includes study of cells, tissues, and mammalian organ systems. *Enrollment restricted to Kinesiology majors. Three hours of lecture and three hours of laboratory.*

BIOL 105 (3)
Introduction to Biology/Ecology
An introduction to the natural and physical processes governing environmental systems, as well as the ways in which human behavior impacts and is connected to the environment. Studies how living organisms function and evolve with the natural world, covering a diversity of organisms and physical environments. Examples of subjects covered in the course include energy flow, nutrient cycling, population dynamics, and the ecological and biological consequences of human activities. *May not be taken for credit by students who have received credit for BIOL 105.*

BIOL 160 (4)
Microbiology for Health Sciences
Basic concepts of microbiology, including classification, metabolic activity and the effect of physical and chemical agents on microbial populations. Host parasite interactions, infectious agents, methods of transmission and control are also discussed. *Three hours of lecture and three hours of laboratory. This is a Pre-Nursing Core course and enrollment is restricted to approved pre-health science students based on the nursing science impaction criteria.*

BIOL 175 (4)
Introduction to Human Anatomy and Physiology I
The first in a two-course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes anatomical terminology, cell and tissue structure and function, basic biochemical and metabolic pathways and the integumentary, skeletal, muscular, digestive and excretory systems. *Three hours of lecture and three hours of laboratory. This is a Pre-Nursing Core course and enrollment is restricted to approved pre-health science students based on the nursing science impaction criteria.*

BIOL 176 (4)
Introduction to Human Anatomy and Physiology II

The second in a two-course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes nervous system and the senses, and the endocrine, reproductive, cardiovascular and respiratory systems. *Three hours lecture and three hours of laboratory. This is a Pre-Nursing Core course and enrollment is restricted to approved pre-health science students based on the nursing science impaction criteria. Prerequisite: BIOL 175.*

BIOL 177 (4)
Introduction to Human Anatomy and Physiology for Kinesiology I

The first in a two-course series designed to introduce the principles of human anatomy and physiology for students in Kinesiology. Taught from a systems perspective students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Includes anatomical terminology, cell and tissue structure and function, basic biochemical and metabolic pathways, nervous system and the senses, and the integumentary, skeletal, muscular, and excretory systems. *Three hours of lecture and three hours of laboratory. Enrollment restricted to Kinesiology majors. Co/Prerequisite: BIOL 104.*

BIOL 178 (4)
Introduction to Human Anatomy and Physiology for Kinesiology II

The second in a two-course series designed to introduce the principles of human anatomy and physiology for students in Kinesiology. Taught from a systems perspective students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes nervous system and the senses, and the endocrine, reproductive, cardiovascular and respiratory systems. *Three hours of lecture and three of hours of laboratory. Prerequisite: BIOL 104, 177. Enrollment restricted to Kinesiology majors.*

BIOL 210 (4)
Introduction to Cellular and Molecular Biology

The second of a two-semester core sequence that provides the student with basic knowledge in biology, including specific experimental techniques and familiarity with the scientific method. Emphasizes physiology, development, diversity of life, evolution, and ecology. *Three hours lecture and three hours laboratory. Co/Prerequisite: CHEM 150.*

BIOL 211 (4)
Introduction to Organismal and Population Biology

The second of a two-semester core sequence that provides the student with basic knowledge in biology, including specific experimental techniques and familiarity with the scientific method. Emphasizes physiology, development, diversity of life, evolution, and ecology. *Three hours lecture and three hours laboratory. Field trip(s) during or outside of class (including weekends) may be required. Prerequisite: BIOL 210 with grade of C (2.0) or better.*

BIOL 212 (3)
Evolution

A consideration of evolution as the unifying concept in biology. Diversity and adaptation of form, function, and behavior of living organisms. Biological, geological, anthropological, and chemical evidence for and mechanisms of evolutionary change, including global pattern of distribution and specialization, mass extinctions, the evolution of race and sex, and the origin of species. *Enrollment restricted to Biological Sciences Majors.*

BIOL 215 (4)
Experimental Design and Statistical Analysis

Design and analysis of biological surveys and experiments. Includes hypothesis formation, experimental design, statistical analysis, presentation of results, and hands-on experience in design and analysis of biological experiments.

BIOL 309 (3)
The Biology of Emerging Diseases

Defines and discriminates between emerging and other diseases, agent characteristics and risk factors, improper use of antibiotics, multi-drug resistant infectious agents as factors of emerging diseases. Selected emerging food-borne, bacterial, protozoal and viral diseases of humans will be described and analyzed. A special emphasis will be placed on HIV and bioterror agents. *Not open to Biological Sciences majors except by consent of advisor.*

BIOL 316 (3)
The Biology of Cancer

Considers the chemistry, cell biology, and etiology of human cancer. Includes characteristics of tumor cells, malignant transformation of cells, tumor viruses, chemical and environmental carcinogens, effects of radiation, oncogenes, and the genetics of cancer. *Enrollment Requirement: A college-level course in biology.*

BIOL 318 (3)
Plants and Society

Introduction to the impact of aquatic and terrestrial plants on society, including vegetables and fruit, spices and herbs, beverage plants, herbal medicines, toxic-poisonous species, psychoactive plants, and other economically important species from a variety of habitats. The role of humans in the development of these important plants and latest developments in biotechnology will be discussed.

BIOL 320 (3)
Anatomy and Physiology of the Speech and Hearing Mechanism

Explores the anatomy and physiology of speech and hearing including respiration, phonation, resonance, articulation and perception. An introduction to the central and peripheral nervous system is also provided. *Also offered as SLP 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).*

BIOL 321 (3)
Human Physiology
A survey of body systems, how they function, and how they can malfunction leading to disease. Includes respiration, nutrition, waste removal, reproduction (including birth), embryonic development, muscular movement, and exercise.

BIOL 323 (3)
The Physiology of Nutrition and Disease
Study of the anatomy and physiology of human nutrition and functional relationships to disease. Includes metabolism, cellular metabolism, digestive physiology, nutrients, enzymes, vitamins, weight management, stress, diet, the role of exercise in nutrition, and the role of nutrition in development. Also covered will be symptoms and effects of disease associated with inadequate nutrition, nutritional contributions to diseases not associated with inadequate diet, and contributions of nutrition to health. Special attention will be given to health concerns of women and the differences in nutritional needs between genders. *Enrollment restricted to students who have obtained consent of Director/Chair-HHS Advisor.*

BIOL 325 (3)
The Physiology of Exercise and Health
Concepts in functional anatomy and physiology will be integrated with current concepts in health and medicine. Includes anatomy of musculature associated with physical exertion; physiology of muscle systems, cardiovascular system, and nervous system pertaining to the physical movement of exercise. Emphasis on preventative health care, exercise and health of women, and gender differences in physiology and health.

BIOL 326 (3)
Biological Trends in 21st Century Medicine
Explores the science and controversy surrounding a broad range of cutting edge science topics that will change the way we look at medicine in the 21st century. Subjects include cloning, genetically engineered foods and animals, stem cell research, generic testing, and the development of personalized gene chips for personalized medical attention.

BIOL 327 (3)
Biology of Human Reproduction
Physiology and anatomy of human reproduction. Covers the form, function, and mechanism and sex development, puberty, sexual abnormalities, venereal diseases, menstrual cycle, sexual behavior and contraception, pregnancy, embryonic development, birth, lactation, and the sexuality of aging (including menopause).

BIOL 328 (3)
Human Heredity
Review of genetics from a human perspective. Includes DNA structure and replication, chromosomes and cytogenetics; Mendelian inheritance; dominant and recessive alleles, the genetics of sex, mutations and mutagenesis; inherited traits; pedigrees, genetic diseases including inborn errors of metabolism; and genetic therapy.

BIOL 329 (3)
Biology of Aging
A study of why and how animals and people age. Includes an evaluation of the causes and consequences of biological changes that occur during aging from the cellular to the whole animal level. Topics of discussion include evolutionary and mechanistic theories of aging, demography and age structure of populations, the use of modern methods to test mechanistic theories of aging, and the use of long-lived versus short-lived animal models to inform us about basic aging processes. *Not open to Biological Sciences majors except by consent of advisor.*

BIOL 336 (3)
Coastal Environments
Considers the biological and physical processes that structure coastal environments and examines the application of marine science to the management of coastal resources. Investigates the impacts of the often conflicting uses of the coastal zone including fisheries, oil production and transportation, ocean dumping and coastal development. Coastal zone management tools and applications at local, state, federal, and international levels are discussed. *Not open to Biological Sciences or Biotechnology majors except by consent of advisor. Field trip(s) during or outside of class (including weekends) may be required.*

BIOL 338 (3)
Human Impact on the Environment
Considers the major areas where human use of resources and consequent waste production (chemical, industrial, and biological) have had a negative impact on specific environments and on the species that inhabit them. An attempt will be made to identify areas of future adverse human impact and to evolve remedial solutions. *Field trip(s) during or outside of class (including weekends) may be required.*

BIOL 339 (3)
Conservation Biology
Study of the principles of ecology applied to plant and animal populations considered endangered, threatened, or at risk. Investigates the complex factors contributing to the dynamics, decline, extinction, and perhaps recovery of species. Develops a stewardship perspective rooted in biological principles and considers the associated cultural, historical, economic, and political issues. Local, regional, and global conservation strategies are discussed.

BIOL 351 (5)
Molecular Cell Biology
An integrated view of contemporary molecular biology, biochemistry, and cell biology. The fundamental principles of molecular biology including DNA replication, mechanisms and regulation of transcription and translation, and nucleic acid and protein structure and function will be presented and interwoven with some of the more traditional topics in cell biology and biochemistry. Examines the molecular basis of membrane structure and transport, cytoplasmic structure, and energy metabolism, organelle structure and function, cell motility, and cell-cell interaction and signal transduction. Three hours of lecture, one hour seminar, three hours laboratory. *Prerequisites: BIOL 210, 211, and 215 with grades of C (2.0) or better, or enrollment in the Biological Sciences graduate program.*

BIOL 352 (4)
Genetics
Detailed study of classical transmission, molecular quantitative and population genetics. Included will be current observations and concepts of the nature, organization, function and regulation of the expression of genetic material. Subject matter covered includes mechanisms of genetic conveyance, recombination, mapping, mutation and repair, RNA and DNA viruses, karyotyping, human genetics, and genetics of organelles. *Three hours lecture and three hours laboratory. Prerequisites: BIOL 210, 211, 212, and 215 with grades of C (2.0) or better, or enrollment in the Biological Sciences graduate program.*

BIOL 353 (4)
Comparative Animal Physiology
A comparative survey of physiological adaptations including gas transport, metabolism, temperature and dehydration tolerance, and locomotion. *Three hours of lecture and three hours of laboratory. Prerequisites: BIOL 210, 211, and 215 with grades of C (2.0) or better, or enrollment in the Biological Sciences graduate program.*

BIOL 354 (4)
Principles of Ecology
Discussion of major concepts in population, community, and evolutionary ecology including population growth and regulation, competition, predation, energetics, adaptations, and diversity. *Field trip(s) during or outside of class (including weekends) may be required. Three hours of lecture and three hours of laboratory. Prerequisites: BIOL 210, 211, 212, and 215 with grades of C (2.0) or better, or enrollment in the Biological Sciences graduate program.*

BIOL 365 (3)
Computing Skills for Biologists
An introduction to basic data management, computation, visualization, and programming as related to the biological sciences. Focuses on the use of spreadsheets as tools to solve computational problems that are commonly encountered by working biologists, including numerical optimization, curve fitting, randomization testing, bootstrapping, and stochastic simulation modeling. *Prerequisites: BIOL 210, 211, and 215.*

BIOL 367 (4)
Biology of Microorganisms
Presents a comprehensive selection of subjects from the field of microbiology. Students will study prokaryotic structure and function; growth and control of microorganisms; ecology, physiology, and diversity of bacteria; basic microbial and viral genetics, microorganisms of medical and economic significance; and biotechnology and its human applications and societal implications. The laboratory component will employ research-oriented group activities, in addition to individual projects and assignments, and will engage students in the latest techniques utilized in the field of microbiology. *Three hours of lecture and three hours of laboratory. Prerequisites: BIOL 210 and 211.*

BIOL 368 (3)
Developmental Biology
An in-depth consideration of the processes involved in the development of multicellular organisms. Subjects covered include gametogenesis, fertilization, embryogenesis, cell-cell interactions, morphogenesis, differentiation, and developmental genetics. *Recommended Preparation: BIOL 351 and 352. Prerequisites: BIOL 210 and 211.*

BIOL 368L (1)
Developmental Biology Laboratory
Provides hands-on experience in techniques currently in use in developmental biology research. Techniques included may vary from year to year as changes in the field warrant. Model organisms are used such as sponges, slime mold, sea urchin, C. elegans, chicks, zebrafish, arabadopsis, and the fruit fly. Some techniques currently covered include cell-cell adhesion, in vitro fertilization, northern blotting, western blotting, and antibody based histochemical staining. *Three hours laboratory. Recommended Preparation: BIOL 351 and 352. Co/Prerequisite: BIOL 368.*

BIOL 370 (3)
Plant Physiology
An examination of the physiological processes that contribute to plant growth and development, including the underlying molecular and genetic mechanisms. Areas covered include primary metabolism, water and nutrient relations, plant hormones, and plant biotechnology applications. *Recommended Preparation: BIOL 351. Prerequisites: BIOL 210 and 211.*

BIOL 370L (1)
Plant Physiology Lab
Provides hands-on experience with classical and molecular techniques utilized in modern plant physiology research, such as plant transformation, tissue culture, nucleic acid isolation, enzyme activity assays, and plant/pathogen challenge assays (specific subjects may vary by semester). *Three hours of laboratory. Co/Prerequisite: BIOL 370.*

BIOL 372 (3)
Tissue Physiology and Structure
The physiology of tissues is intimately linked to their structure. Organ tissues out of homeostatic balance reflect consistent changes in their structure. Tissue physiology and structure explores the link between health and disease at the microscopic level by examining the interrelationship between micro-anatomical features and their function. Students will analyze the detailed structure and function of cells that comprise tissues, organs and organ systems, and how their structure dictates their specific physiological role in health and disease. *Prerequisites: BIOL 210 and 211.*

BIOL 372L (1)
Tissue Physiology and Structure Lab
Students will examine detailed structure and function of cells and tissues, and how their structure dictates their specific physiological role. Techniques used to preserve, fix, stain and section tissues and pieces of organs for standard histological and pathological examination will be discussed, as well as specialized techniques (autoradiography, immunofluorescence, confocal microscopy, etc.). A comparison between normal tissues and pathological changes associated with homeostatic balance and disease will be examined. Students electing to take the laboratory will gain hands-on experience in collecting, embedding, sectioning and staining tissue sections. *Co/Prerequisite: BIOL 372.*

BIOL 374 (3)
Exercise Physiology and Bioenergetics
Examines the functional responses and adaptations that accompany acute and chronic exercise, particularly involving cardiovascular, metabolic, respiratory, endocrine, and muscular systems. Subject matter will include energy for physical activity, systems for energy delivery and utilization; training and enhancement of energy capacities; skeletal muscle energy balance, and health related aspects of exercise. Discussion of the instrumentation and techniques fundamental to exercise physiology and biochemistry will also be covered. *Prerequisites: BIOL 210 and 211.*

BIOL 375 (3)
Endocrinology
A survey of hormone types with emphasis on vertebrate examples, their biochemical composition, and physiological interrelationships. A considerable part of the course will consider the molecular mechanisms of action. *Prerequisites: BIOL 210, 211, and CHEM 201.*

BIOL 379 (4)
Invertebrate Biology
Introduction to the invertebrate phyla, with emphasis on structure, function, adaptations, life histories, evolution and the interdependence of form, physiology, and ecology. Laboratory study will emphasize marine invertebrates of the San Diego area. *Field trip(s) during or outside of class (including weekends) may be required. Three hours of lecture and three hours of laboratory. Prerequisites: BIOL 210 and 211.*

BIOL 380 (3)
Comparative Animal Behavior
Experimental and theoretical investigations in animal behavior, including humans. Interspecies comparisons of sensory, motor, neural, and endocrine structures and functioning. Influence of genetic, biochemical/hormonal, and neurological factors on animal behavior. *Field trip(s) during or outside of class (including weekends) may be required. Prerequisites: BIOL 210 and 211.*

BIOL 380L (1)
Animal Behavior Laboratory and Field Methods
Provides students with an introduction to ethology, and hands-on application of field research methods and behavioral research project study design, implementation, and data analyses. Students will learn the basic principles of tracking and conduct observational studies of local wildlife. *Three hours of laboratory. Optional field trips may be included. Co/Prerequisite: BIOL 380. Prerequisites: BIOL 210, 211, and 215.*

BIOL 381 (3)
Plant Diversity
Introduction to the major taxonomic groupings of plants with emphasis on structure, function, adaptations, life histories, systematics, and evolution. Includes single cell to multicellular construction, water-to-land transition, structural adaptations, and trends in reproduction from cell division to simple sexual reproduction to well protected embryos and complex co-evolution of pollinators. *Field trip(s) during or outside of class (including weekends) may be required. Prerequisites: BIOL 210 and 211.*

BIOL 381L (1)
Plant Diversity Laboratory
Provides hands-on experience examining plants representing the diversity of plant life, including live cultures and specimens, microscopic materials, video clips, and preserved collections. Students will learn how to identify major groupings and representative genera by their distinguishing characteristics. Students will also learn a variety of microscopic and macroscopic techniques that will be useful in plant identification. *Three hours of laboratory. Field trip(s) during or outside of class (including weekends) may be required. Co/Prerequisite: BIOL 381.*

BIOL 382 (3)
Biogeography
Introduction to the understanding of global biodiversity and the basis for geographic distribution patterns of individuals, populations and communities. The role of past geological and evolutionary events on these distributions will be considered. The considerable impact of humans on modern local to global range extensions will be studied including the basis for biological invasions. *Prerequisites: BIOL 210 and 211.*

BIOL 383 (3)
Tropical Ecology
A survey of the unmanaged and managed tropical terrestrial ecosystem and the biotic (living) and abiotic (non-living) factors that affect tropical ecosystem structure and function. Emphasis will be on the community dynamics and biogeochemical cycling of tropical ecosystems, and how these processes are affected by land-use and land-cover change. *This course may be taught together with BIOL 683 by the same instructor. Prerequisites: BIOL 210, 211, and 212.*

BIOL 384 (4)
Natural History of Southern California
Introduction to the natural history and community ecology of southern California. Major subjects include the climate, geology, and ecological factors that influence the local chaparral, coastal sage scrub, grassland, forest, desert, riparian, marsh, and estuarine communities of southern California. *Three hours lecture and three hours laboratory. Field trip(s) during or outside of class (including weekends) will be required. Prerequisites: BIOL 210 and 211.*

BIOL 386 (3)
Terrestrial Ecology
A survey of terrestrial ecosystems and the biotic (living) and abiotic (non-living) factors that affect ecosystem structure and function. Emphasis will be on the important mass (C, H2O nutrient) and energy (production and consumption) fluxes that flow into, out of, and through terrestrial ecosystems, and the plant-animal interactions that regulate the rates and magnitudes of these mass and energy flows. *Field trip(s) during or outside of class (including weekends) may be required. Prerequisites: BIOL 210 and 211.*

BIOL 386L (1)
Terrestrial Ecology Laboratory
Provides students with an introduction to laboratory and research techniques for quantifying the interactions between C, H2O and nutrient cycles of terrestrial ecosystems. Students will conduct observational and sampling studies of local ecosystems and manipulative experiments in the field, laboratory, and/or greenhouse. *Three hours of laboratory. Co/Prerequisite: BIOL 386.*

BIOL 387 (3)
Ecological Processes in Aquatic Systems
Discusses the biological, physical, and chemical processes affecting marine and freshwater environments, and the interactions among these processes. Emphasis on productivity, nutrient dynamics, food webs, biogeochemical cycles and biogeography of pelagic systems. *Field trip(s) during or outside of class (including weekends) may be required. Concurrent enrollment in BIOL 387L is recommended, but not required. Prerequisites: BIOL 210 and 211.*

BIOL 387L (1)
Aquatic Ecology Lab
Provides students with experience in laboratory and field methods used by oceanographers and limnologists to sample populations, measure rate processes, and quantify the aquatic environment. *Co/prerequisite: BIOL 387 or 388 or 389.*

BIOL 388 (3)
Marine Communities
Examines the environmental characteristics, patterns of species distribution and abundance, and adaptations of organisms in marine benthic communities. Community structure and biological interactions including predation, competition, and symbiosis will be investigated in specific communities such as the rocky intertidal zone, lagoons, coral reefs, hydrothermal vents, and shallow polar seas. Human impacts on specific marine communities will be explored. *Field trip(s) during or outside of class (including weekends) may be required. Prerequisites: BIOL 210 and 211.*

BIOL 389 (3)
Freshwater Biology
Introduction to the physical, chemical and biological processes in freshwater systems, including headwaters, streams, rivers, lakes, ponds, reservoirs, and vernal pools. Topics include biogeochemical cycling, controls on production, evolutionary selection, community patterns, population dynamics, and food web structure. Significant species in the open water and attached communities will be discussed regarding composition, environmental factors and role. Analyzes the impacts of using freshwaters for drinking water, irrigation, recreation, transportation, flood control, and power generation. *Field trip(s) during or outside of class (including weekends) may be required. Prerequisites: BIOL 210 and 211.*

BIOL 390 (3)
Terrestrial Plant Ecology
Survey of the factors that influence the distribution and abundance of land (terrestrial) plants. Focuses on plant population dynamics (e.g., dispersal, germination, and recruitment), plant-plant and plant-animal interactions, and the effect of abiotic factors (e.g., climate, water, and nutrients) on the structure and function of terrestrial plant communities. *Field trip(s) during or outside of class (including weekends) may be required. This course may be taught together with BIOL 690 by the same instructor. Prerequisites: BIOL 210 and 211.*

BIOL 390L (1)
Terrestrial Plant Ecology Laboratory
Provides students with an introduction to laboratory and research techniques in terrestrial plant ecology. Students will conduct experiments to investigate environmental controls on the physiology (including photosynthesis, respiration, and transpiration), growth, and resource allocation of land plants. Students will learn standard research techniques in plant ecology and utilize technology specifically designed to quantify plant function. Experiments will be conducted in the laboratory and green house. *Three hours of laboratory. Field trip(s) during or outside of class (including weekends) may be required. Co/Prerequisite: BIOL 390.*

BIOL 396 (1-3)
Topics in Biology
Seminar reviewing current literature in a subject area of importance in biology. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisites: BIOL 210 and 211.*

BIOL 397 (1)
Topics in Biology Lab
Laboratory experience that explores phenomena and techniques in the biological sciences. *May be repeated for credit as topics change for a total of three (3) units. Students should check the Class Schedule for listing of actual topics. Prerequisites: BIOL 210 and 211.*

BIOL 400 (3)
Vertebrate Biology
Introduction to vertebrate animals, including overview of their evolution, systematics, anatomy, physiology, ecology and behavior. Major subjects will include, water-to-land transition, origins of amniotic egg, flight and endothermy, patterns of social organization and mating systems, and general life-history strategies. Courses will emphasize terrestrial vertebrates of the San Diego area. *Field trip(s) during or outside of class (including weekends) may be required. Prerequisites: BIOL 210, 211, and 212, or enrollment in the Biological Sciences graduate program.*

BIOL 400L (1)
Vertebrate Biology Laboratory
Provides hands-on experience in identifying terrestrial vertebrates of Southern California. Using preserved specimens and interactive computer programs, students will learn to use and develop dichotomous species keys and to identify vertebrates by sight and sound. Students will design and conduct independent field research projects. Course will possibly include visits to local museums, zoos and aquaria. *Three hours of laboratory. Field trip(s) during or outside of class (including weekends) may be required. Co/Prerequisite: BIOL 400.*

BIOL 401 (4)
Comparative Vertebrate Anatomy
Comparison of similarities and differences among vertebrate groups on the basis of structure and function. Emphasis will be placed on the evolution and vertebrate structures, new roles for derived and ancestral characters, adaptation of new functions, relationship to life style, life history and evolutionary phylogeny. A major goal of this course is to generate a greater understanding of the evolutionary processes and concomitant structural changes that have occurred among vertebrates including humans. Laboratory study includes dissection, and analysis of organ systems, and evolutionary innovations among representative vertebrates. *Three hours lecture and three hours lab. Prerequisites: BIOL 210, 211, and 212, or enrollment in the Biological Sciences graduate program.*

BIOL 411 (3)
Animal Reproductive Physiology
Overview of the comparative structure and function of reproductive systems in animals, with in depth coverage of the reproductive physiology of select model species representing diverse taxa. Major topics will include sexual development, male and female reproductive cycles, gametogenesis, fertilization, implantation, gestation, birth, and lactation. Minor topics include mechanisms of environmental regulation of reproduction and applications of assisted reproductive technology. Course will emphasize evolution of diverse physiologic adaptations of the reproductive system. *Field trip(s) during or outside of class (including weekends) may be required. Recommended Preparation: BIOL 375. Prerequisites: BIOL 212 and 353 or enrollment in the Biological Sciences graduate program.*

BIOL 411L (1)
Animal Reproductive Physiology Laboratory
Provides hands-on exploration of the anatomy, histology and physiology of the male and female reproductive system in a wide variety of animal species, including laboratory animals, livestock and wildlife. Both preserved specimens and computer programs will be used in the course to explore the diversity of physiologic adaptations of the reproductive system in animals. *Field trip(s) during or outside of class (including weekends) may be required. Three hours of laboratory. Recommended Preparation: BIOL 375. Co/Prerequisite: BIOL 411.*

BIOL 420 (4)
Ecological Monitoring
An overview of the various approaches used to assess ecological condition (status) and change over time (trend) for ecosystems, vegetation types, populations, and biological communities. Lectures that provide conceptual understanding will be combined with hands-on practical exercises in the lab, so that students will be prepared to apply their knowledge to real-world conservation problems. *Three hours lecture and three hours laboratory. This course may be taught together with BIOL 620 by the same instructor. Prerequisites: BIOL 215 and BIOL 354.*

BIOL 452 (3)
Medical Genetics
The study of genetic principles as it relates to the practice of medicine. Emphasis will be placed on the diagnosis, treatments, and inheritance of genetic diseases, mapping of disease genes to their chromosome locations, study of the molecular genetics and pathogenesis of inherited disorders, and investigations of methods for gene therapy. A major goal for this course is to provide a foundation in medical genetics with emphasis on critical thinking skills including primary literature reviews and problem based learning of genetic disorders. *Prerequisite: BIOL 212 and 352, or enrollment in the Biological Sciences graduate program.*

BIOL 463 (3)
Principles of Conservation Biology
An in-depth focus on the principles and practices of conservation and restoration ecology. Factors that affect the creation, destruction, and distribution of biological diversity are examined. Class discussions and assignments will focus on human destruction and degradation of habitats, invasive species introductions, accelerated species extinctions, pollution, global climate change, and species over-exploitation. The selection and maintenance of conservation areas will be explored, as well as the theory and methodology for restoring degraded habitats. *Field trip(s) during or outside of class (including weekends) may be required. May not be repeated for credit by students who have received credit for BIOL 363. This course may be taught together with BIOL 663 by the same instructor. Co/Prerequisite: BIOL 354.*

BIOL 476 (3)
Neurobiology
Introduction to invertebrate and vertebrate nervous systems, including anatomical organization. Focus on cellular/biochemical approaches to understanding neuronal development and functioning, synaptic transmission, the specificity of neuronal action and the complexity of nerve system functioning. *Co/Prerequisite: BIOL 353, or enrollment in Master of Science in Biology Program.*

BIOL 477 (3)
Immunology
Study of the mammalian immune system at the molecular and cellular level. Mechanisms of immunology, such as generation of unique receptor specificities, transduction of signals through T and B cell receptors, programmed cell death and lymphocyte selection, regulation of responses by growth factors and cytokines, and cell-cell interactions, are explored. The course perspectives includes historical and technological aspects of modern immunobiology. *Prerequisite: BIOL 351 or BIOT 355, or enrollment in the Biological Sciences graduate program.*

BIOL 477L (1)
Immunology Lab
As a complementary course to Immunology (BIOL 477), this technique-oriented course will cover modern immunological assays and methodologies. Specific techniques covered in detail include hemagluttination, ELISAs, immunoprecipitation and Western blot assays. A section on animal handling, targeting animal research ethics, rodent handling and tissue dissection will be explored. Students will also be exposed to immunological database and algorithmic tools in a bioinformation unit. *Three hours of laboratory. Co/Prerequisite: BIOL 477, or enrollment in the Biological Sciences graduate program.*

BIOL 480 (4)
Bioinformatics
An overview of the field of bioinformatics, which lies at the crossroads between the fields of molecular biology and computer science, and examines the structure and function of genes, proteins, and whole genomes through the use of computation analysis, statistics, and pattern recognition. A combination of lecture/class discussions and hands-on instruction in the use of, and theory behind bioinformatics algorithms/software used in genome analysis will be presented. *Three hours of lecture and three hours of laboratory. Prerequisite: BIOL 351, or enrollment in the Biological Sciences graduate program.*

BIOL 486 (1-3)
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, or enrollment in Biological Sciences graduate program. Note: There may be other prerequisites depending on topic. Students should check the Class Schedule for listing of actual topics.*

BIOL 487 (1)
Topics in Advanced Biology
Advanced laboratory experience that explores phenomena and techniques in the biological sciences. *Prerequisites: BIOL 210 and 211, or enrollment in the Biological Sciences graduate program. 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 488 (2)
Seminar in Biomedical Research
Provides a foundation in biomedical research and effective communication practices for students preparing for biomedical research careers. Integrates disciplinary approaches to biomedical research around fundamental principles and practices of scientific method, research ethics and responsible conduct, and the organization of scientific inquiry in institutions of higher learning. *Subject matter will change each semester. May be repeated, but no more than four (4) units of credit may be applied to the Biological Sciences major. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 489 (2)
Introduction to Laboratory/Field Research
A research project in the laboratory or field, generated in collaboration with a faculty member. *May be repeated, but no more than four (4) units of credit may be applied to the major. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 495 (3)
Internship in Biology
Career-related laboratory and/or field experience in private industry and public agencies. All participants utilize learning agreements. A final written report is required. Students will be supervised both on site and by the course instructor. Includes participation in a one hour seminar each week. The learning agreement form must be completed and signed prior to enrollment. *May be repeated for a maximum of six (6) units, but only three (3) units can be applied toward the major. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 496A (1) 496B (2)
Supervised Laboratory Instruction
Experience for senior biology majors in the organization of and techniques for teaching a laboratory in biology. Includes individual supervision of directed teaching. A written report is required. *May be repeated, but no more than two (2) units may be applied to the major. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 498 (2)
Senior Library Thesis
In-depth reading and researching of the literature on current issues in biology. The student must consult with a biology faculty member to decide on the topic and then produce a (approximately) 30-page paper with supporting citations that summarizes the current state of knowledge on the topic. *May be repeated, but no more than two (2) units may be applied to the major. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 499 (2)
Senior Laboratory Thesis
Research project in the laboratory or field, generated in collaboration with a biology faculty member. *May be repeated, but no more than two (2) units may be applied to the major. Enrollment restricted to students who have obtained consent of instructor.*

BIOL 502 (3)
Population Genetics
Patterns of the distribution of genes in populations with emphasis on quantitative genetics, gene frequency, selection and the effects of mutation on populations. Genetic mechanisms in evolution are considered. *Prerequisite: BIOL 352, or enrollment in the Biological Sciences graduate program.*

BIOL 503 (3)
Modern Molecular Biology and Genomics
An introduction to modern application of molecular biology, including genomics. Specific topics covered will include genome sequencing, transcript profiling, genome-wide association studies, and large scale mutagenesis. Using the primary literature as a guide, the class explores both the technologies that underlie modern molecular biology and the impacts that current studies are having on our understanding of all biology, from agriculture to human disease. Accompanying laboratory provides students with hands-on experience in the analysis of genomic data sets. *May not be taken for credit by students who have received credit for BIOL 596G. Prerequisite: BIOL 351 or BIOT 355, or enrollment in the Biological Sciences graduate program.*

BIOL 504 (4)
Virology
A comparative survey of bacterial, animal and plant virus variations, including retroviruses and prions. Emphasis is placed upon the variations in structure, nucleic acid composition, and replication patterns. The relationship of viruses to disease is given serious consideration. *Prerequisite: BIOL 351 or BIOT 355, or enrollment in the Biological Sciences graduate program.*

BIOL 505 (3)
Physiological Ecology
Advanced exploration of the interactions between animals and their environment. Focuses on major life processes such as respiration, endothermy versus ectothermy, torpor, hibernation, and the physiological trade-offs between growth, storage, reproduction and survival. Physiological features of animals that permit them to live in extreme environments including the deep sea, deserts, boreal/polar regions, and caves will be discussed. *Field trip(s) during or outside of class (including weekends) may be required. Prerequisite: BIOL 353, or enrollment in the Biological Sciences graduate program.*

BIOL 512 (3)
Physiology of Aging
Examines changes in animal physiology that occurs during aging. Subjects include evolutionary and proximate causes of aging, physiological mechanisms proposed to explain aging, and methods to study and to manipulate rate of aging (e.g. caloric restriction). Both theoretical concepts and empirical examples will be addressed. *Prerequisite: BIOL 353, or enrollment in the Biological Sciences graduate program.*

BIOL 512L (1)
Physiology of Aging Laboratory
Provides hands-on experience in techniques currently used to study physiological changes during aging. Students will design and perform experiments that demonstrate central topics of the biology of aging. Exact labs will change as the field of biogerontology develops, but may include experiments to test effects of caloric restriction, trade-offs between reproduction and longevity, declines in physiological systems with age, and cellular resistance to oxidative stress. Model organisms will typically include small rodents, insects, and nematode worms. *Three hours laboratory. Co/Prerequisite: BIOL 512.*

BIOL 513 (3)
Ecology of Parasitism
Parasites have regulatory effects on host populations, impart significant economic impact, and are sensitive indicators of pollution as well as other natural and anthropogenic effects. Examines the interaction of parasites with their hosts. The host-parasite interaction creates a unique physiological and genetic system as both host and parasite adjust and adapt to the pressures imposed by the other. Modes of parasitism, life cycles, mechanisms of infection, alteration of host behavior, and novel physiological pathways will be examined as a biological arms race is waged between genetically distinct organisms. *Prerequisite: BIOL 354, or enrollment in the Biological Sciences graduate program.*

BIOL 514 (3)
Physiology of Parasitism
Examines the physiology of hosts and parasites including how host physiology affects its susceptibility to parasites and subsequent host response to infection. Explores how parasite physiology influences their ability to infect hosts. Subjects will range from whole animal metabolism and immune response to specific biochemical pathways that change during parasitism. Both theoretical concepts and empirical examples will be addressed. *Prerequisite: BIOL 353, or enrollment in the Biological Sciences graduate program.*

BIOL 514L (1)
Physiology of Parasitism Lab

Provides hands-on experience in techniques currently used to study host-parasite physiology. Students will design and perform experiments that illustrate central topics of host-parasite associations. Subjects will change as the field develops, but may include studies of susceptibility, infection intensity, time to clear parasites and physiological effects of parasites on host life history. Focuses mainly on macroparasites and their vertebrate and invertebrate hosts. *Three hours laboratory. Co/Prerequisite: BIOL 514.*

BIOL 515 (3)
Medical Physiology

An advanced study of human physiology, particularly as it relates to disease. Examines physiological systems at the molecular, cellular and organ levels. Consists of lectures, student reviews of current articles from medical journals, group presentations, and class discussions designed as an in-depth examination of a particular disease, its causes and current treatments. Subjects will be organized around physiological systems and their defects. *Prerequisite: BIOL 353, or enrollment in the Biological Sciences graduate program.*

BIOL 520 (3)
Advanced Molecular Cell Biology

Treatment of contemporary areas of interest in cell biology, molecular genetics, and development. Subjects covered may include, but are not limited to, the cell cycle, signal transduction and cell-cell communication, the regulation of gene expression, determination and differentiation, and oncogenes. *Recommended Preparation: BIOL 368 and CHEM 304. Prerequisites: BIOL 351 and BIOL 352, or enrollment in the Biological Sciences graduate program.*

BIOL 531 (3)
Biological Data Analysis I — Linear Models

A large fraction of common statistical analysis types in the biological sciences can be expressed as a linear model. Teaches students to use linear models to statistically analyze data, and emphasizes the conceptual unity of seemingly disparate analytical techniques. Specific analysis types will include: analysis of variance, analysis of covariance, linear regression, logistic regression, and log linear models. New advances in likelihood-based model selection will also be addressed. Additional subjects will be selected by students. *Prerequisite: BIOL 215, or enrollment in the Biological Sciences graduate program.*

BIOL 532 (3)
Biological Data Analysis II — Multivariate Analysis

From molecular biology to ecosystem studies, technology is facilitating collection of large, multivariate biological data sets. Multivariate analyses seek to simplify, summarize, and test hypotheses about these complex data sets. Addresses major issues in multivariate analysis, and will introduce students to common analysis types and visualization approaches. Subjects covered will include: principal components analysis, discriminant analysis, canonical correlation, and redundancy analysis. Additional subjects will be selected by students based on their needs and interests. *Prerequisite: BIOL 215, or enrollment in the Biological Sciences graduate program.*

BIOL 533 (4)
Geographic Information Systems Applications in Landscape Ecology

Explores how landscape structure and pattern affect ecological processes, at the individual, population, community, and ecosystem levels. Applications to land use planning and conservation biology will be covered. The primary enabling technologies for this new, rapidly growing discipline include remote sensing (such as satellite imagery) and geographic information systems (GIS), which will be covered during a weekly lab session. *Prerequisite: BIOL 354, or enrollment in the Biological Sciences graduate program.*

BIOL 535 (3)
Ecological Modeling

An introduction to the use and development of mathematical models for simulating dynamics of ecological systems. Ecological theory will be considered through the development of mathematical models. Models developed for simulating the effects of abiotic and biotic controls on ecological processes include continuous-and discrete-time population models, "gap" models, cellular automata, fisheries, and biogeochemical and biogeographical models. *Prerequisite: BIOL 354, or enrollment in the Biological Sciences graduate program.*

BIOL 536 (3)
Biogeochemical Cycles and Global Change

Biological, chemical, and physical processes controlling the transport and transformation of carbon, nitrogen, phosphorus, sulfur, and trace metals in natural ecosystems and at the global level. Global models of the major elemental and hydrologic cycles are discussed, with emphasis on the linkages between cycles and the effects of human perturbations. *Prerequisite: BIOL 354, or enrollment in the Biological Sciences graduate program.*

BIOL 537 (3)
Microbial Physiology

Current concepts and research involving the interactions of microorganisms with their environment, particularly those environments affecting human health. Demonstrates the interrelatedness of microbial ecology and medical microbiology. The course will (1) present modern experimental techniques used in conducting these interdisciplinary studies; (2) emphasize unusual bacteria pathways and cell signaling mechanisms found across the Bacteria, Archea and Eukarya, and (3) discuss the roles of microbial physiology in parthogenesis and the biotechnology industry. *Prerequisite: BIOL 351 or BIOL 367, or enrollment in the Biological Sciences graduate program.*

BIOL 540 (3)
Molecular Methods in Ecology and Evolution

Theory and practical application of modern molecular tools to identify and study ecological and evolutionary relationships. *Two hours lecture and three hours laboratory. Prerequisite: BIOL 352, or enrollment in the Biological Sciences graduate program.*

BIOL 560 (2)
Seminar in Molecular Cell Biology
Readings from the original literature, discussions, and writing on selected current subjects in cell and molecular biology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisite: BIOL 351, or enrollment in the Biological Sciences graduate program.*

BIOL 561 (2)
Seminar in Genetics
Readings from the original literature, discussions, and writing on selected current subjects in genetics. *May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisites: BIOL 352 for undergraduates, or enrollment in the Biological Sciences graduate program.*

BIOL 563 (2)
Seminar in Physiology
Readings from the original literature, discussions, and writing on selected current subjects in physiology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisites: BIOL 353 for undergraduates, or enrollment in the Biological Sciences graduate program.*

BIOL 564 (2)
Seminar in Evolution
Readings from the original literature, discussions, and writing on selected current subjects in evolution. *May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisites: BIOL 212 for undergraduates, or enrollment in the Biological Sciences graduate program.*

BIOL 565 (2)
Seminar in Ecology
Readings from the original literature, discussions, and writing on selected current subjects in ecology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisites: BIOL 354 for undergraduates, or enrollment in the Biological Sciences graduate program.*

BIOL 566 (2)
Seminar in Aquatic Biology
Readings from the original literature, discussions, and writing on selected current subjects in aquatic biology. *May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisites: BIOL 354 for undergraduates, or enrollment in the Biological Sciences graduate program.*

BIOL 576 (1)
Laboratory Experience in Neurobiology
Provides hands-on experience using the latest techniques in neurophysiology. Students will record intracellular signals in neurons using an invertebrate model nervous system. Students will gain experience in physiological and anatomical techniques. *Three hours of laboratory. Co/Prerequisite: BIOL 476, or enrollment in the Biological Sciences graduate program.*

BIOL 596 (1-3)
Advanced Topics in Biology
Advanced study of selected biological topics based on current problems or advances, and as demand warrants. *Students should check the Class Schedule for listing of actual topics and course prerequisites.*

BIOL 597 (1)
Advanced Topics in Biology Lab
Laboratory in selected advanced topics in biology. Topics based on current problems or advances, and as demand warrants. *Three hours laboratory. Students should check the Class Schedule for listing of actual topics and prerequisites.*

BIOL 600 (3)
Scientific Communication
Practical experience in the preparation of written, oral, and poster presentations in the biological sciences. Students will also actively take part in the peer review process commonly used to evaluate the scientific and technical merits of research proposals. Final products may include formal grant (NSF or NIH) and thesis proposals. *Enrollment restricted to students in the Biological Sciences graduate program. May not be taken for credit by students who have received credit for BIOL 610 or 611.*

BIOL 620 (4)
Advanced Ecological Monitoring
An overview of the various approaches used to assess ecological condition (status) and change over time (trend) for ecosystems, vegetation types, populations, and biological communities. Lectures that provide conceptual understanding will be combined with hands-on practical exercises in the lab, so that students will be prepared to apply their knowledge to real-world conservation problems. Readings from the primary literature will explore the challenges and controversies involved in ecological monitoring. *Three hours lecture and three hours laboratory. This course will be taught together with BIOL 420 by the same instructor. Enrollment restricted to students in the Biological Sciences graduate program. May not be taken for credit by students who have received credit for BIOL 420.*

BIOL 663 (3)
Advanced Principles of Conservation Biology
An in-depth focus on the principles and practices of conservation and restoration ecology. Factors that affect the creation, destruction, and distribution of biological diversity are examined. Class discussions and assignments will focus on human destruction and degradation of habitats, invasive species introductions, accelerated species extinctions, pollution, global climate change, and species over-exploitation. The selection of maintenance of conservation areas will be explored, as well as the theory and methodology for restoring degraded habitats. *May not be taken for credit by students who have received credit for BIOL 363 or BIOL 463. This course will be taught together with BIOL 463 by the same instructor. Enrollment restricted to students in the Biological Sciences graduate program.*

BIOL 683 (3)
Tropical Ecology
A survey of the unmanaged and managed tropical terrestrial ecosystem and the biotic (living) and abiotic (non-living) factors that affect tropical ecosystem structure and function. Emphasis will be on the community dynamics and biogeochemical cycling of tropical ecosystems, and how these processes are affected by land-use and land-cover change. *This course will be taught together with BIOL 383 by the same instructor. Enrollment requirements: BIOL 212 and 354. Enrollment restricted to students in the Biological Sciences graduate program who have not received credit for BIOL 383.*

BIOL 685 (2)
Internship in Biology Instruction
Supervised instruction in a laboratory course in the biological sciences. *May be repeated, but no more than two (2) units may be applied toward the 30 units in the Master's degree. Enrollment restricted to students in the Biological Sciences graduate program.*

BIOL 686 (1-3)
Graduate Topics in Biology
Lecture and discussion of selected topics with emphasis on current problems and advances in subdisciplines of biological science. *Students should check the Class Schedule for listing of actual topics and prerequisites. Enrollment restricted to students in the Biological Sciences graduate program.*

BIOL 687 (1-2)
Advanced Methods in Biology
Graduate-level field or laboratory techniques in a specialized area of contemporary biology. *Students should check the Class Schedule for listing of actual topics and prerequisites. Enrollment restricted to students in the Biological Sciences graduate program.*

BIOL 690 (3)
Terrestrial Plant Ecology
Survey of the factors that influence the physiology, distribution, and abundance of land (terrestrial) plants. Focuses on plant ecophysiology, plant population dynamics (e.g., dispersal, germination, and recruitment), plant-plant and plant-animal interactions, and the effects of the abiotic factors (e.g., climate, water, and nutrients) on the structure and function of terrestrial plant communities. *This course will be taught together with BIOL 390 by the same instructor. Enrollment restricted to students in the Biological Sciences graduate program who have not received credit for BIOL 390.*

BIOL 697B (2) 697C (3) 697D (4) 697E (5) 697F (6)
Directed Studies
Laboratory or field research directed or sponsored by Biological Sciences faculty. *May be repeated, but only a maximum of six (6) units can be applied to the Master's degree. Enrollment restricted to students in the Biological Sciences graduate program and who have obtained consent of instructor.*

BIOL 698B (2) 698C (3) 698D (4) 698E (5) 698F (6)
Thesis
Design, implementation, and analysis of a formal research project in the biological sciences. *May be repeated, but only a maximum of six (6) units can be applied to the Master's degree. Graded Credit/No Credit. Prerequisite: Advancement to candidacy. Enrollment restricted to students in the Biological Sciences graduate program and who have obtained consent of instructor.*

BIOL 699B (2) 699C (3) 699D (4) 699E (5) 699F (6)
Thesis Extension
Registration is limited to students who have received a grade of Satisfactory Progress (SP) in BIOL 698 and who expect to use the facilities and resources of the University to work on or complete the thesis. *May be repeated. Graded Credit/No Credit. Enrollment Requirement: prior registration in BIOL 698 with an assigned grade of Satisfactory Progress (SP). Units may not be applied to the required units for the Master's degree. Enrollment restricted to students who have obtained consent of instructor.*

BIOTECHNOLOGY (BIOT)
College of Science and Mathematics

BIOT 340 (3)
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 355 (4)
Molecular Biotechnology
In-depth treatment of the fundamental molecular techniques in use in the field of biotechnology. Designed to give hands-on experience as well as conceptual background in biotechnological methods. Subjects covered will include: nucleic acid isolations, vectors, cloning, library screening, hybridizations, PCR, sequencing, sequence analysis and bioinformatics, and transgenic organisms. Other subjects will vary to reflect current practice and developments in biotechnology. *Three hours lecture and three hours laboratory. Prerequisites: BIOL 210 and 211. Enrollment is restricted to students in the Biotechnology and Biochemistry majors.*

BIOT 356 (4)
Cellular Biotechnology
In-depth treatment of the fundamental cellular techniques in the field of biotechnology. An overview of the drug discovery process is presented together with theoretical and practical aspects of specific technologies. Included in lecture and laboratory instruction are the physiology of prokaryotic and eukaryotic cells, culture of bacterial, plant, insect and mammalian cells, genetic engineering and expression systems, hybridomas, fermentation and scale-up technology, separation technology, protein, purification, and immunochemistry. T*hree hours lecture and three hours of laboratory. Prerequisites: BIOL 210 and 211.*

BIOT 357 (2)
Foundations of Biotechnology
A review of biotechnology applications and product development in the life science industry. Topics will include: 1) the process of bringing a product to market from concept to sales; 2) laws, regulations, ethics, and social issues pertaining to the discovery, development, testing, manufacturing and commercial distribution; 3) skills of technical writing, Standard Operating Procedures and documentation for regulatory, quality assurance, and intellectual property; and 4) employment opportunities. *Prerequisites: BIOL 210 and 211.*

BIOT 358 (3)
Computer Skills for Biotechnology
Designed to introduce and explain the application of computational and analytical methods to solve problems in biotechnology. Many of the popular software tools employed in biotechnology and informatics research will be covered. The theoretical basis governing the use and importance of these tools will also be explored. *Enrollment Requirement: BIOL 210 and 211. Co/Prerequisite: CS 111.*

BIOT 388 (1-3)
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 420 (3)
Plant Biotechnology
Introduces the practice and applications of biotechnology in plants and algae. Reviews the basic technologies involved in the genetic modification of plants and focuses on the diverse applications of these technologies, from biofuel production in algae to increasing the nutrient content of crops. Readings from the primary literature and case studies will be utilized to provide an in-depth overview of the current state of the field. *Prerequisite: BIOT 355 or BIOL 351.*

BIOT 450 (3)
Medical Biotechnology
An overview of the various drivers of medical biotechnology, and how they interact with another to shape the business and finance of this industry and impact the growth of medical biotechnology companies. Introduces a host of scientific development, legal, and ethical issues that shape the public view of medical biotechnology and its applications. *Prerequisite: BIOT 355 or BIOL 351.*

BIOT 460 (3)
Scientific Communication in Biotechnology
Study of communication principles and rhetorical strategies employed to effectively communicate with intended audiences in the context of the biotechnology industry. Students will apply this knowledge to plan, prepare, construct, and evaluate communication situations in which they participate as both producers and consumers of communication in careers related to biotechnology. *Also offered as COMM 461. Enrollment restricted to students with Junior or Senior standing. Prerequisite: BIOT 355 or 356.*

BIOT 461 (3)
Scientific Communication in Biotechnology
Study of the communication principles and rhetorical strategies to effectively communicate with intended audiences in the context of the biotechnology industry. Students will apply this knowledge to plan, prepare, construct, and evaluate communication situations in which they participate as both producers and consumers of communication in careers related to biotechnology. *Also offered as COMM 461. Students may not receive credit for both. Enrollment restricted to students with Junior or Senior standing. Prerequisite: BIOT 355 or 356.*

BIOT 497 (4)
Internship in Biotechnology
Career-related experience in private industry, government agency, and/or public sector. All participants utilize learning agreements. A final written report is required. Students will be supervised both on site and by the course instructor. The learning agreement must be completed and signed prior to enrollment. *May be repeated for a maximum of eight (8) units, but only four (4) units may be applied toward the major. May not be taken for credit by students who have received credit for BIOL 497. Enrollment restricted to students who have obtained consent of instructor.*

BIOT 498 (12)
Stem-Cell Internship
A laboratory experience in which students follow a plan developed with the internship supervisor that is regularly evaluated by the course instructor. Internship plans include specialized goals unique to the host laboratory. A final written report is required. Participation in a weekly one-hour seminar at CSUSM is required. *May be repeated three (3) times. Enrollment restricted to students who have obtained consent of instructor. Prerequisites: BIOL 210 and 211.*

BIOT 600 (5)
Genomics and DNA/RNA Technologies
Provides a foundation in basic principles of genomics and relevant current research in recombinant DNA technology. Includes the relationship between structure, function, and content of genes and genomes, the use of bioinformatics and tools used to discover and identify sequence elements. Appreciation for the role of genomics and DNA/RNA technology in modern society will be obtained by dissecting seminal papers. Laboratory reinforces key concepts and introduces fundamental techniques and technologies being applied today. *Enrollment restricted to students who have been admitted to the Master of Biotechnology Program.*

BIOT 620 (3)
Bioengineering and Bioprocessing
Introduction to the theory and application of biotechnology processes for the development of biopharmaceutical and bio-based products. Covers the spectrum of bioprocess engineering, starting from genetic concepts for producing pharmaceutical and other products. The organisms considered range from simple bacteria to highly specialized animal cell cultures. A basic understanding of fundamental bioprocess concepts such as fluid mechanics, mass transfer, unit operations, biochemical reaction kinetics, cell growth and metabolism, heterogeneous reactions, and bioreactor analysis and design. *Enrollment restricted to students who have been admitted to the Master of Biotechnology Program.*

BIOT 630 (3)
Experimental Design and Statistical Analysis in Biotechnology
Introduces advanced statistical concepts and analytical methods for the experimental needs and data encountered in biotechnology and biomedical sciences. Experimental design/conduct, quantitative analysis of data, and statistical inferences and interpretations are studied for scientific hypothesis testing, as well as clinical trials. Explores methodological approaches to bioassay development/testing and provides a foundation for critically evaluating information to support research findings, product claims, and technology opportunities. *Enrollment restricted to students who have been admitted to the Master of Biotechnology Program.*

BIOT 650 (3)
Regulatory Affairs and Quality Management in Life Sciences
Overview of the laws and regulations enforced by the Food and Drug Administration and other regulatory agencies related to the biotechnology, pharmaceutical, and medical device industries. Included is the U.S. legal regulatory system, Food, Drug, and Cosmetic Act and related laws, Freedom of Information Act, regulation affecting foods, drugs, biologics, veterinary products, diagnostics, and devices, FDA enforcement, product liability, and import/export requirements. Reviews the impact of quality systems and the functions, roles, and responsibilities on Quality Assurance and Quality Control. *Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.*

BIOT 655 (2)
Business Law & Intellectual Property in High Technology Enterprises
Understanding individual and organizational responsibility in commercial biotechnology and the role of intellectual property in a high-technology industry. Business in a legal, social, political, and regulated environment will be explored. Topics include legal principles, contract law, and intellectual property and its protection. *Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.*

BIOT 660 (2)
Scientific Communication in Industry
Provides insight and practice in the forms of scientific communication including scientific papers, technical reports, 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. Emphasizes basic skills for both written and oral communication and provides practice of these principles. *Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.*

BIOT 680A (1)
Semester in Residence Project Writing Workshop
Provides the student with tools and a focused pathway to develop and complete their Semester in Residence Project. This process is imperative to the student's ability to produce a comprehensive final project, defense, and future industry presentations. *Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program. This class cannot be repeated. Prerequisite: BIOT 680B.*

BIOT 680B (4)
Internship/Semester in Residence/Project
Provides industry experience in commercial Research and Development under the guidance of faculty and direct supervision by a company manager. The student will establish/accomplish goals, communicate work/project progress, acquire broad organization insight, and demonstrate core competencies required for the degree. The experience will culminate in a written project document and an oral presentation to fellow students, faculty, and company representatives on assigned work and project. *May not be taken for credit by students who have received credit for BIOT 680. Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program. Prerequisite BIOT 680A.*

BIOT 690 (2)
Case Studies and Current Trends in Biotechnology
A colloquium and study in the emerging developments in biotechnology. Explores new topics and methodologies in bioscience as determined by recent science presentations/publications and information networking. Advanced study examines cutting-edge science, new discoveries, and next-generation technology applications in biotechnology. *Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.*

BIOT 697A (1) 697B (2) 697C (3) 697D (4) 697E (5) 697F (6)

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.*

BIOT 699A (1) 699B (2) 699C (3) 699D (4) 699E (5) 699F (6)

Semester in Residence Project Extension

Registration is limited to students who have received a grade or Report in Progress (RP) in BIOT 680B and who expect to use the facilities and resources of the University/Industry to work on or complete the project. *May not be repeated more than once. Graded Credit/No Credit. Enrollment Requirement: Prior registration in BIOT 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 restricted to students who have obtained consent of Program/Department-Director/Chair.*

BORDER STUDIES (BRS)

College of Humanities, Arts, Behavioral and Social Sciences

BRS 300 (3)

Borders: Interdisciplinary Perspectives

Introduces concepts, theories, and issues central to the study of border regions. Examples will be drawn from local borders such as between tribal and non-tribal areas, from international border regions across the world, and from conceptual borders such as language and culture. *Enrollment restricted to students with Junior or Senior standing.*

BRS 301 (3)

Research Methods in Border Studies

Introduces students to a variety of methodologies used in collecting and analyzing data in border studies. Students will use case material drawn from a variety of contemporary local, regional, national, and international settings on different continents, as well as from conceptual borders such as language, culture, class, and gender.

BRS 330 (3)

Introduction to Migration Studies

Introduces concepts and theoretical interpretations about the causes of international migration. Provides an historical overview of the main flows of immigration to the U.S. Analyzes economic, social, political, and cultural aspects that impact the immigrants' settlement process. Compares immigration and immigrant policies. Identifies areas of conflict and cooperation that affect the relationship between newcomers and established residents in local communities, with a focus on California and San Diego County. *Enrollment restricted to students with Junior or Senior standing.*

BRS 335 (3)

Urban Change and Ethnicity

Focuses on key immigrant-receiving metropolitan areas in the U.S. Discusses relationship between the restructuring of those urban economies and employment/ settlement patterns of immigrants. Focuses on urbanization during two waves of immigration to America since the 1880s: 1) first wave dominated by Europeans from southern, eastern, and central Europe who arrived between 1880 and 1920, and 2) second wave dating from 1965, comprised largely of immigrants from the Western Hemisphere and Asia. A further concern is comparative urban studies: 1) how urban development was differentially shaped over time by the two waves of immigration, and 2) how the urban economies themselves shaped immigrant adaptation. *May not be taken by students who have received credit for LBST 375. Enrollment restricted to students with Junior or Senior standing.*

BRS 364 (3)

Trade Routes: Pathways Across Borders

Draws from geography, history, sociology, political science, economics, cultural studies, and science and technology studies. The physical pathway that permits goods to move from one geographical domain to another is at the center for understanding global trade. The pathway harnesses distinct activities into a system that allows goods to move between spaces and determines the nature of borders. Understanding this organizational system requires an interdisciplinary approach that permits us to recognize multiple kinds of connectivity across physical, social, and virtual space. *Enrollment restricted to students with Junior or Senior standing.*

BRS 400 (3)

Comparative Border Studies

Provides an advanced comparative exploration and application of concepts, theories, and critical issues central to the study of contemporary conceptual and spatial borders. Course material will be comparative across multiple issues and world regions. *Enrollment restricted to students with Junior or Senior standing.*

BRS 430 (3)

Immigration and Education

Broadens the knowledge of determinants of educational attainment of immigrant children in the U.S. Assesses the needs of newcomer students and the capacity of public schools to respond to those needs. Provides an historical overview of immigrants in public schools. Examines the legal framework of immigration and settlement policies. Analyzes ideological debates of key issues of immigration and education. Explores issues of education and social justice. Evaluates the possibilities for a common ground in education between newcomers and established residents. *Enrollment restricted to students with Junior or Senior standing.*

BRS 453 (3)
Border Water Conflicts
Explores conflicts over water in international border regions. Rivers and aquifers do not stop at international borders. Many neighboring countries face complex issues co-managing boundary waters, and water becomes a contested resource. Studies political economic facets of transfrontier water issues to understand how water conflicts arise and are addressed. Cases may include U.S.-Mexico border; Jordan River Basin in the Middle East; Nile in Sudan, Ethiopia, and Egypt; Euphrates in Turkey, Syria, and Iraq; and others. *Enrollment restricted to students with Junior or Senior standing. May not be taken by students who have received credit for ID 370P.*

BRS 490 (3)
Applied Methodologies for Border Studies
Provides students with the opportunity to apply a variety of methodologies used in collecting and analyzing data in contemporary border studies. Students will select a research question for a semester-long project with three components: literature review, fieldwork, and analysis. Students may choose their topics from any region worldwide, any international border area, or any conceptual border issue. *Prerequisite: BRS 300. Enrollment restricted to students with Junior or Senior standing.*

BRS 495A (1) 495B (2) 495C (3)
Internship for Border Studies
Faculty sponsored academic internship in community service. *May be repeated for a maximum of nine (9) units. Enrollment restricted to students who have obtained consent of instructor. Enrollment restricted to students with Junior or Senior standing.*

BRS 498A (1) 498B (2) 498C (3)
Independent Study
Intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved and supervised by a faculty member in the Border Studies unit. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor. Enrollment restricted to students with Junior or Senior standing.*

BRS 499A (1) 499B (2) 499C (3)
Independent Research
Designed for students with demonstrated capacity for independent research in collaboration with a faculty member in the Border Studies unit. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor. Enrollment restricted to students with Junior or Senior standing.*

BUSINESS (BUS)

College of Business Administration

Students who have remained in any BUS course past the add/drop deadline three times may not register a fourth time for that course.

BUS 202 (3)
Introduction to Business Law
Legal principles of basic business transactions. Coverage includes contracts, agency, partnerships, corporations, property, government agencies and regulations, and Uniform Commercial Code.

BUS 203 (3)
Business Writing
Effective written communication applied to business letters, memos, and long reports. Includes the organization, writing, and presentation of business documents using word processing software. Incorporates basic principles of speaking effectively for business. *Enrollment Requirement: GEW 101.*

BUS 204 (3)
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 302 (2)
Foundations of Business Environments
Examines the complex environment in which business decisions are made. Uncontrollable factors affecting an organization's performance include the political, social, legal and regulatory, environmental, and technological issues. The competitive market structure and the impact of demographic diversity on organizations are an important part of an environmental analysis. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status) or Computer Science majors in the Computer Information Systems option. 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.*

BUS 304 (4)
Data Analysis
Introduction to statistical concepts and methods relevant to business problems. Model building and analysis; case studies and intensive use of statistical software. *Should be taken first semester of junior year. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

BUS 322 (2)
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)
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)
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 444 (4)
Strategic Management in Global Environments
Applies functional area knowledge to strategic decision situations in global, political, social, legal, regulatory, and competitive environments. *Open only to CoBA students with senior status. Must be taken in the last year of enrollment. Enrollment restricted to students who have completed the lower-division pre-business core requirement (major status in Business Administration, i.e., attained business status), Foundations of Business courses, and designated core courses with grades of C (2.0) or better.*

BUS 492 (1)
Problem Assessment and Critical Thinking
Review of problem identification, problem solving, critical thinking, consultation, project management, and strategies for team effectiveness. Following formation of teams and project assignment, members prepare a Letter of Engagement for their senior experience project. *Corequisite: BUS 493. Enrollment restricted to students who have completed the lower-division pre-business core requirement (major status in Business Administration, i.e., attained business status), Foundations of Business courses, and designated core courses with grades of C (2.0) or better.*

BUS 493 (4)
Problem Analysis and Implementation
Implementation of the project portion of the senior experience. Team members complete their project, and submit a final project report and present their results. *Open only to CoBA students with senior status. Corequisite: BUS 492.*

BUS 495 (3)
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.*

CULTURAL COMPETENCY IN HEALTHCARE (CCHC)

College of Humanities, Arts, Behavioral and Social Sciences

CCHC 500 (2)
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)
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)
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)
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)
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)
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.

CHILD AND ADOLESCENT DEVELOPMENT (CHAD)

College of Humanities, Arts, Behavioral and Social Sciences

CHAD 339 (3)
Exceptional Children and Adolescents
Examines the developmental trajectories of exceptional children and adolescents in the contexts of the family, school, and community. Focuses on disabling conditions and diversity in young people including the causes and characteristics of physical and mental disabilities and giftedness, the identification of individuals as exceptional, and interventions provided for these individuals. Includes an examination of discrimination and the efforts undertaken to protect the rights of exceptional children and adolescents. *Enrollment Requirements: PSYC 100, 331 or 349 with a grade of a C (2.0) or better.*

CHAD 345 (3)
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)
Peer Relationships in Childhood and Adolescence
Considers the reciprocal relationship between children's and adolescent's peer interactions and their individual development. Subject matter to be covered includes how individual characteristics (e.g., temperament, personality, gender), social behaviors (e.g., prosocial behaviors, aggression), and peer networks interact. Investigates the roles that families, schools, and culture play. Consideration is also given to the development and effects of normal and abnormal peer interactions. *Enrollment Requirement: PSYC 100 and 210 or 100 and 331 or 349.*

CHAD 365 (3)
Socioemotional Development
Study of socioemotional development from birth through adolescence viewed through a biosocial perspective. Includes philosophical, historical, evolutionary, psychobiological, and psychological perspectives on the development of emotions, emotional regulation, understanding self and others, empathy, peer relationships, identity, and emotional competence. *Prerequisite: PSYC 100 with a grade of C (2.0) or better.*

CHAD 370 (3)
Risk and Resiliency in Childhood and Adolescence
Explores the stressful life events experienced by children and adolescents and the ways in which they cope. The course begins with consideration of theoretical models of stress and coping. These models are used to address various topics including child abuse, marital dissolution, poverty, homelessness, natural disasters, teen pregnancy, depression, war, and death. Additionally, positive aspects of stress are considered. Students gain hands-on experience working in settings that contain children and adolescents dealing with major life stressors. *Enrollment Requirements: PSYC 100, 331, 349 and PSYC 328 or CHAD 339 with a grade of a C (2.0) or better.*

CHAD 450 (3)
Practicum in Early Childhood Education
Examines caregiving and educational settings (background check, TB, and MMR required) for infants, toddlers, preschoolers, and their families, focusing on developmentally-appropriate practices, ethical issues, and legal requirements as they pertain to young children. Students will work at least 45 hours in an appropriate educational setting serving young children and their families. This work will be supplemented by course readings, class discussions, and reflection papers. *Prerequisite: Senior standing and Consent of instructor.*

CHAD 491 (3)
Children, Adolescents, and Social Policy
Explores the role of social policy in children's and adolescent's lives. A main goal for the course is to promote students' understanding of how social policies shape development and how the current state of families influences policy. Subject matter includes child care, education, family values, work and family, legal policies affecting children and adolescents, welfare reform, sexuality issues (e.g., teen pregnancy and sex education) and family violence. Impact of policies on disadvantaged groups and diverse family types will also be explored. *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)
Observation and Assessment Laboratory in Child and Adolescent Development

Advanced research methods course covering assessments used in research on infants, children, and adolescents, including observation, event- and time-sampling, and standardized tests of social, emotional, physical, and cognitive development. Course will culminate in a written research report on the student's own empirical study. Students must successfully complete a background check, a TB test, and provide proof of full immunization to measles, mumps and rubella. *Two hours of lecture and three hours of laboratory. PSYC 100, 220, 230, 331, and 349 with a grade of C (2.0) or better.*

CHEMISTRY (CHEM)

College of Science and Mathematics

CHEM 021 (1)
Supplemental Instruction in Introductory Organic Chemistry

Peer-facilitated learning sessions focused on development of skills needed to succeed in CHEM 201 and subsequent Chemistry courses. Participation in such supplemental instruction can raise student performance in traditionally difficult courses. Intended to provide a collaborative learning environment where students can work on problem solving, general study skills, and CHEM 201 course content. *Strongly recommended for all students enrolled in CHEM 201. May be repeated for a total of three (3) units. Graded Credit/No Credit. Corequisite: CHEM 201.*

CHEM 101 (3)
Preparatory Chemistry

Prepares students for CHEM 105 or CHEM 150. Introduces students to fundamental chemical concepts and quantitative problem-solving skills in chemistry. Topics include atomic theory, chemical nomenclature, the periodic table, stoichiometry, atomic structure, and chemical bonding. *Intended for students who have not successfully completed high school chemistry or other preparatory courses within the last five years, or those students who need additional preparation before taking CHEM 105 or CHEM 150. Enrollment Restriction: Students must be a declared major in BIOL, BIOC, BIOT, CHEM, KINE, MATH, NURS, PHYS.*

CHEM 105 (4)
General, Organic, and Biochemistry for Life

Covers the basic principles of general, organic and biochemistry as applied to the biochemistry, pathophysiology, pharmacology and nutrition of human body systems. Intended for students pursuing a degree in a variety of health-related areas such as nursing. *Recommended: High school chemistry and/or CHEM 101. Prerequisite: Completion of the Entry Level Mathematics (ELM) requirement or consent of instructor. Co/Prerequisite: CHEM 105L.*

CHEM 105M (1)
General, Organic, and Biochemistry for Life Laboratory

Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions, the properties of acids and bases and pH balance in the biochemistry of human body systems. *Intended for students pursuing a degree in a health-related field. Content is identical to CHEM 105L, except that CHEM 105M is delivered in high school classrooms.*

CHEM 105L (1)
General, Organic, and Biochemistry for Life Laboratory

Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions, the properties of acids and bases and pH balance in the biochemistry of human body systems. *Intended for students pursuing a degree in a health-related field. Prerequisite: Completion of the entry Level Mathematics (ELM) requirement or consent of instructor. Co/Prerequisite: CHEM 105.*

CHEM 106 (3)
Introduction to Organic and Biochemistry

Basic principles of organic and biochemistry as applied to human body systems. Subjects covered include: Structure and reactions of organic compounds such as alcohols, carboxylic acids, amides, ketones, and aldehydes; protein synthesis, structure, and function; enzymes; nutrition; and the chemistry of energy production. Intended for Kinesiology or Nursing majors. *May not be substituted for CHEM 201, 202, 341, 351 and/or 352. Prerequisite: CHEM 101 with a minimum grade of C (2.0). Co/Prerequisite: CHEM 106L.*

CHEM 106L (2)
Introduction to Organic and Biochemistry Laboratory

Covers the basic laboratory principles of general, organic, and biochemistry as applied to human body systems. Complements the topics covered in CHEM 101 and CHEM 106 with experiments focused on molecular modeling, chemical synthesis, enzyme catalysis, and the characterization of carbohydrates, lipids, and proteins. Intended for Kinesiology or Nursing majors. *Prerequisite: CHEM 101 with a minimum grade of C (2.0). Co/Prerequisite: CHEM 106.*

CHEM 150 (4)
General Chemistry

Introduction to the basic qualitative models and principles in chemistry. The areas covered include: basic atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy, changes, chemical equilibria, acid-base and redox chemistry, stoichiometry, properties of gases, and chemical properties of the common elements. Intended for science majors. *Three hours of lecture and one hour of discussion per week. Enrollment restricted to students with declared majors in: Biochemistry, Biological Sciences, Biotechnology, Chemistry, Kinesiology, Liberal Studies, Mathematics, and Physics. Prerequisite: Completion of the Entry Level Mathematics (ELM) requirement. Recommended: High School Chemistry and/or CHEM 101. Co/Prerequisite: CHEM 150L.*

CHEM 150L (1)
General Chemistry Lab
Introduction to some of the basic laboratory techniques used in chemistry. The experiments are designed to complement the material covered in CHEM 150. *Three hours of laboratory per week. Co/Prerequisite: CHEM 150.*

CHEM 160 (3)
General Chemistry II
Introduces quantitative approaches to chemical equilibria and kinetics. Fundamental principles of thermodynamics introduced in CHEM 150 are explored in greater depth. Topics include solubility, acids and bases, oxidation and reduction, and nuclear chemistry. Applications of these topics to practical chemical analysis are discussed. *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.*

CHEM 175 (1)
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 200 (1)
Bridge to Organic Chemistry
Reviews important concepts from the introductory chemistry course and casts them within the context of organic chemistry. Includes composition, bonding models, formal charge, resonance, isomerism, stereo-chemistry, chemical reactivity, and an introduction to functional group nomenclature and reaction mechanisms using the electron-pushing model. *Prerequisite: CHEM 160.*

CHEM 201 (3)
Organic Chemistry
First course of a sequence designed to introduce the student majoring in science to the properties of organic compounds. The entire sequence covers bonding, structure, stereochemistry, nomenclature, chemical and physical properties of each functional group, acid/base phenomena, reaction mechanisms and kinetics, organic synthesis, and an introduction to spectroscopic structure determination. *Prerequisite: CHEM 160 with a minimum grade of C (2.0). Co/Prerequisite: CHEM 201L.*

CHEM 201L (2)
Organic Chemistry Laboratory
The laboratory experiments are designed to illustrate the basic techniques of organic chemistry and to complement the lecture material covered in CHEM 201. *Six hours of laboratory. Enrollment Requirement: CHEM 150 and CHEM 150L with a minimum grade of C (2.0. Co/Prerequisite: CHEM 201.*

CHEM 202 (3)
Organic Chemistry
Second course of a sequence designed to introduce the student majoring in science to the properties of organic compounds. The entire sequence covers bonding structure, stereochemistry, nomenclature, chemical and physical properties of each functional group, acid/base phenomena, reaction mechanisms and kinetics, organic synthesis, and an introduction to spectroscopic structure determination. *Prerequisite: CHEM 201 and 201L with a minimum grade of C (2.0).*

CHEM 202L (2)
Organic Chemistry Laboratory
The laboratory experiments are designed to illustrate the basic techniques of organic chemistry and to complement the lecture material covered in CHEM 202. *Six hours of laboratory. Prerequisite: CHEM 201 and 201L with a minimum grade of C (2.0). Co/Prerequisite: CHEM 202.*

CHEM 275 (4)
Quantitative Investigations in Chemistry
A laboratory designed to give chemistry majors practical experience in standard methods of separation and quantitative analysis. These are applied to investigations of the fundamental topics presented in CHEM 160, and to analyses with industrial, environmental, or medical relevance. Volumetric, gravimetric, spectrophotometric, chromatographic, and electrochemical methods of analysis may be included. *One hour of lecture and six hours of laboratory. Prerequisite: MATH 160 and CHEM 201L with a minimum grade of C (2.0). Co/Prerequisite: CHEM 160.*

CHEM 300 (3)
Literature of Chemistry
Introduces the student to techniques of finding, reading, and writing chemical and other scientific literature for upper-division work in the natural sciences. Includes standard reference works in Chemistry, journals and monographs, Chemical Abstracts, Science Citation Index, and other print and online resources. Students write research proposals and journal-quality scientific papers, including figures and graphs using up-to-date computer tools. Students learn strategies for reading difficult scientific papers and give oral presentations of research. *Enrollment Requirement: CHEM 201.*

CHEM 308 (3)
Environmental Chemistry
An introduction to the basic chemical processes in the environment. The subject matter will include environmentally related processes of both natural and human origin. Also included will be the chemistry relevant to air, water, and land-based pollution. All areas to be studied will utilize the ideas of chemical bonding, kinetics, and/or thermodynamics as a basis for understanding the environmental processes. *Enrollment Requirements: CHEM 160 and 201.*

CHEM 311 (3)
Chemicals and the Environment
A survey on chemicals of natural and industrial origin found in the environment, with emphasis on the chemical reactions of these substances and the effect on the quality of life on planet Earth. The areas covered are: chemical structures, inorganic and organic chemicals of natural and synthetic origins and the reactions of these chemicals, the effects of these chemicals on the environment (the atmosphere, soil, water ways, plants, and animals, especially human nutrition and health.) *Intended for the non-chemistry major.*

CHEM 312 (3)
Chemistry of Life
Structure, function, and properties of bioorganic/biochemical molecules important to life, health and nutrition. The areas covered are: atomic and molecular structure, chemical and physical properties of bio-organic functional groups, carbohydrates, fats, amino acids, proteins, enzymes, hormones, nucleic acids, digestion, nutrition. Also discusses the aesthetic, humanistic and practical aspects of science, where applicable, related to economic, health, historical (including contributions made by women and minorities), and/or political issues influenced by chemistry. *Intended for the non-chemistry major.*

CHEM 315 (3)
Science in Film and TV
Intended for the non-science major, the goal of this course is to introduce students to the fundamental concept in the physical and life sciences. Popular motion pictures, television programs and commercials, and video documentaries that contain scientific themes will be used to introduce relevant concepts, and will also serve as a common background from which students can expand their scientific understanding. *Also offered as PHYS 315. Students may not receive credit for both.*

CHEM 316 (3)
Chocolate: A Chemical Investigation
A survey of interesting natural products in today's society, with emphasis on the historical and modern production and consumption of chocolate along with several other plant-derived foods and drugs. The areas covered are: chemical structure and bonding, chemical reactivity, solubility, acidity, energy of reactions, and natural organic molecules and their effects on our bodies. Intended for the non-chemistry major. *May not be taken for credit by students who have received credit for CHEM 390-1.*

CHEM 318 (3)
Chemistry of Wine and Beer
Introduces basic concepts of chemistry to the non-science major using examples from the wine and beer industries. Focuses on the use of the processes of wine making and beer brewing to introduce chemical principles. The history, composition, analysis, metabolism, and impact on human health of wine and beer will also be covered. *Intended for the non-chemistry major.*

CHEM 341 (3)
General Biochemistry
A one-semester introduction to the concepts and language of biochemistry. Includes a description of the biochemistry of proteins, lipids, carbohydrates and nucleic acids, and an overview of cellular metabolism. Intended for science majors, but not for biochemistry and certain biological sciences majors (consult biological science department). *May not be substituted for CHEM 351 and/or CHEM 352. Prerequisite: CHEM 201 with a minimum grade of C (2.0).*

CHEM 351 (3)
Biochemistry I
Thermodynamics of biological systems, properties of amino acids, protein structure, introduction to enzyme kinetics, inhibition and regulation, nomenclature and structure of carbohydrates and lipids, the structure of biological membranes and membrane transport, and the structure of nucleic acids. Together with CHEM 352, designed for students majoring in chemistry, biochemistry and certain concentrations in biological sciences. *Prerequisite: CHEM 202 with a minimum grade of C (2.0).*

CHEM 351L (2)
Biochemistry Laboratory
Designed to complement the lecture material and illustrate the basic techniques of biochemistry. *Six hours of laboratory. Co/Prerequisite: CHEM 341 or CHEM 351.*

CHEM 352 (3)
Biochemistry II
Introduces the student majoring in science to principles of bioenergetics and metabolism. Covered areas are the generation and storage of metabolic energy; the synthesis and degradation of carbohydrates, lipids, amino acids and nucleotides; the interdependence of metabolic pathways; the types of metabolic regulation and the key regulatory reactions of each pathway. *Prerequisite: CHEM 351 with a minimum grade of C (2.0).*

CHEM 390 (1-3)
Special Topics in Chemistry and Biochemistry
A survey course of selected topics in current literature in Chemistry and Biochemistry. *Enrollment Requirement: CHEM 160 and 201.*

CHEM 390L (1-3)
Special Topics in Chemistry and Biochemistry Laboratory
A survey course of selected laboratory topics in current literature in Chemistry and Biochemistry. *Enrollment Requirement: CHEM 160 and 201.*

CHEM 395 (1)
Workshop for Future Chemistry Educators
A discussion forum for students pursuing the Chemistry Education Option. Discussion focuses on various chemistry topics typically presented in secondary level classrooms. Students should take this course simultaneously with EDUC 350 so that they are better able to link their observations from the field experience to their own study of chemistry. *Prerequisites: CHEM 160 and 202 with grades of C (2.0) or better.*

CHEM 397 (1)
Supervised Chemistry Lecture/Laboratory Instruction

Practical experience for science majors interested in chemistry teaching. Involves assisting the faculty member teaching in a chemistry laboratory or classroom setting. Includes individual supervision of teaching. A written report/journal is required. *(One hour conference and three hours lab/lecture per unit). May be repeated for a total of two (2) units. Graded Credit/No Credit. Enrollment is restricted to students who have obtained consent of instructor. Prerequisites: CHEM 160 and 202 with minimum grades of C (2.0).*

CHEM 398A (1) 398B (2)
Special Problems in Chemistry – Library

Individual investigation that involves reading and researching the literature on an issue/topic in chemistry. The project must be performed in consultation with a faculty member in a related sub-discipline and a contract stating the proposed goals will be signed by both the student and the instructor. A written report or exam demonstrating an in-depth understanding of the issue/topic will be completed at the end of each semester of work. *May be repeated for a total of four (4) units but may not be substituted for CHEM 498. Enrollment restricted to students who have obtained consent of instructor.*

CHEM 399A (1) 399B (2)
Special Problems in Chemistry – Laboratory

Individual investigation that involves a research project in the laboratory in collaboration with a faculty member in a related subdiscipline. A contract stating the proposed goals of the project will be signed by both the student and the instructor. A written report summarizing the research findings must be submitted to the instructor at the end of each semester of work. *May be repeated for a total of four (4) units of credit, but may not be substituted for CHEM 499. Enrollment restricted to students who have obtained consent of instructor.*

CHEM 401 (3)
Physical Chemistry — Classical

Designed to introduce the student majoring in science to the basic principles of Chemical Thermodynamics and Kinetics. The areas covered include: Basic laws of thermodynamics, chemical and physical equilibria, electrochemistry, transport processes, and theories and experimental determination of chemical reaction rates. *Enrollment Requirement: CHEM 160, MATH 162, and PHYS 202 or PHYS 206.*

CHEM 402 (3)
Physical Chemistry — Quantum

Designed to introduce the student majoring in science to the basic principles of Quantum Mechanics and Spectroscopy as applied to chemical problems. The areas covered include: quantum mechanics of model systems, electronic structure of atoms and molecules, and atomic and molecular spectroscopic principles. *Enrollment Requirement: CHEM 160, MATH 162, and PHYS 202 or PHYS 206.*

CHEM 404 (3)
Inorganic Chemistry

Presents students majoring in science with more advanced concepts of inorganic chemistry than those introduced in lower-division courses. The areas covered are: atomic structure, the periodic table, chemical applications of group theory, theories of chemical bonding, the solid state, acid/base chemistry and non-aqueous solvents, coordination chemistry of the transition metals, and spectroscopy of transition metal complexes. *Corequisite: CHEM 404L. Prerequisite: CHEM 160 and 201 with minimum grades of C (2.0) in each.*

CHEM 404L (1)
Inorganic Chemistry Laboratory

Designed to introduce the students majoring in science to laboratory techniques for the manipulation, synthesis, and characterization of inorganic compounds. Principles of structure and bonding, spectroscopy, magnetic characterization, thermodynamics and kinetics of inorganic compounds introduced in CHEM 404 are demonstrated in laboratory experiments. *Three hours of laboratory per week. Co/Prerequisite: CHEM 404L.*

CHEM 405 (2)
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. *May be repeated with consent of instructor. One hour of lecture and three hours of laboratory per week. Co/Prerequisite: CHEM 401.*

CHEM 416 (5)
Instrumental Methods of Analysis – Separations and Structure

Designed to introduce the student majoring in science to basic theory and practical application of instrumental methods of chemical separation and structure determination. The areas covered are: chromatography (GC/HPLC), spectrometry (atomic absorption, mass, infrared, ultraviolet, and proton and carbon-13 nuclear magnetic resonance). The laboratory experiments are designed to complement the lecture material and illustrate the basic techniques of chemical separation and structure determination. *Three hours of lecture and six hours of laboratory. Prerequisites: CHEM 202, CHEM 202L, CHEM 275, and MATH 160 with a minimum grade of C (2.0).*

CHEM 450 (3)
Protein Structure and Function

Fundamentals of protein structure including structural motifs, domains, and folding; methods of protein structure determination; structural bioinformatics; and an in-depth consideration of the structure-function relationship in representative proteins involved in important biological functions such as transport, enzyme catalysis, protein-nucleic acid interactions, signal transduction, immunity, and membrane channels and receptors. *May not be taken for credit by students who have received credit for CHEM 491B. Prerequisite: CHEM 341 or 351 with a minimum grade of C (2.0).*

CHEM 455 (3)
Enzymology
Focuses on enzyme kinetics, the mechanisms of enzyme catalysis, and enzymatic regulation. Includes a review of basic enzymatic concepts, enzyme kinetics of single substrate reactions, enzyme inhibition and multi-substrate enzyme systems, mechanisms of enzyme catalysis, active site studies, the description of specific well-characterized enzymes, and mechanisms of enzyme regulation. *Prerequisites: CHEM 341 or 351 with a minimum grade of C (2.0).*

CHEM 490 (1-3)
Selected Topics in Analytical Chemistry
A survey course of selected topics from the current chemical literature in analytical chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: CHEM 416 with a minimum grade of C (2.0).*

CHEM 491 (1-3)
Selected Topics in Biochemistry
A survey of selected topics from the current chemical literature in biochemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: CHEM 341 or 351 with a minimum grade of C (2.0).*

CHEM 492 (1-3)
Selected Topics in Inorganic Chemistry
A survey of selected topics from the current chemical literature in inorganic chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: CHEM 404 with a minimum grade of C (2.0).*

CHEM 493 (1-3)
Selected Topics in Organic Chemistry
A survey of selected topics from the current chemical literature in organic chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: CHEM 201 with a minimum grade of C (2.0).*

CHEM 494 (1-3)
Selected Topics in Physical Chemistry
A survey of selected topics from the current chemical literature in physical chemistry. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Enrollment Requirement: CHEM 401 and CHEM 402 with a minimum grade of C (2.0).*

CHEM 497 (1)
Chemistry in the Community
Designed to introduce the student majoring in science to learning through service. *Students will participate in safe and exciting chemical demonstrations, K-12 tutoring in chemistry, and community events involving chemistry. Two hours of discussion, tutoring, or laboratory work per week. Enrollment requirement: Completion of three (3) units of upper-division chemistry courses. Enrollment restricted to students who have obtained consent of instructor prior to registration.*

CHEM 498 (2)
Senior Library Thesis and Seminar
An in-depth reading and researching of the literature on current issues in chemistry. The student must consult with a faculty member in the discipline to decide on the subject and then produce a research paper (approximately 10-20 pages) with a list of literature citations in American Chemical Society style. The research paper (thesis) must summarize the current state of knowledge on the subject. The project will involve an average of two hours of consultation with the faculty supervisor and four (4) hours of library work each week. The student will defend the thesis in a seminar to the faculty and students of the Department of Chemistry. *May be repeated for a total of four (4) units of credit. Enrollment restricted to students who have obtained consent of instructor.*

CHEM 499 (2)
Senior Laboratory Thesis and Seminar
An original research project in the laboratory or in collaboration with a faculty member in the discipline. The student must consult with a faculty member in the discipline to decide on the research problem and then produce a research paper (approximately 10-20 pages) with a list of literature citations in American Chemical Society style. The research paper (thesis) must summarize the current state of knowledge on the research problem as well as the progress in the laboratory experiments aimed at the completion of the research project. The student will defend the thesis in a seminar to the faculty and students of the Department of Chemistry. The project will involve an average of six hours of supervised laboratory work each week. *May be repeated for a total of four (4) units of credit. Enrollment restricted to students who have obtained consent of instructor.*

CHINESE (CHIN)

College of Humanities, Arts, Behavioral and Social Sciences

CHIN 101 (4)
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)
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.*

COMPUTER INFORMATION SYSTEMS (CIS)

College of Science and Mathematics

CIS 300 (3)
Computer Information Fluency
Knowledge work productivity concepts; advanced software functionality to support personal and group productivity; organization and management of data via spreadsheets and database tools; accessing organizational and external data; information search strategies; algorithmic and critical thinking; Web page design and programming; effective presentation and delivery. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

CIS 341 (3)
Computer System Analysis and Design
Covers the systems development life cycle, compares traditional methods of systems development to newer, emerging methods, process and data models for an information system, user interface for an information system, feasibility study and cost benefit analysis. *Prerequisite: CS 211.*

CIS 444 (3)
Web Programming
Methods, software architecture, and standards for Internet-scale software infrastructure (services and applications). Includes foundations of the Web; distributed systems; client server architectures from 2-tier to n-tier and through Web Applications Design; and distributed object-based systems and associated technologies. *Prerequisite: CS 443.*

CIS 490 (3)
Project Management and Practice
Advanced CIS majors operating as a high-performance team will engage in and complete the design and implementation of a significant information system. Project management, management of the CIS function, and systems integration will be components of the project experience. *Prerequisites: CIS 444.*

COMMUNICATION (COMM)

College of Humanities, Arts, Behavioral and Social Sciences

(CTM) =	*Communication Theory and Methods*
(CCSC) =	*Communication, Culture and Social Context*
(MC) =	*Mass Communication*

COMM 100 (3)
Introduction to Communication
Introduction to fundamental concepts of communication with emphasis on the centrality of communication across a wide variety of contexts and its relevance in society. Focuses on the structures and processes of communication, including how messages are produced and received in interpersonal and intercultural relations, institutional life, and the world of mediated culture and politics.

COMM 200 (3)
Argumentation and Dialogue
Study of and practice in the methods of critical thinking, argumentation and dialogue. Involves using reasoning, both inductive and deductive, and evidence to advance original theses; recognizing and avoiding fallacies; learning to develop and argue propositions of value; comprehending the role of standpoint and context in relation to audience reception of persuasive arguments.

COMM 300 (3)
Communication Theory
Introduces students to the major 20th Century frameworks for understanding the field of communication and their respective influences in the areas of social and political practice as well as cultural understanding. May include semiotic, phenomenological, cybernetic, socio-psychological, socio-cultural, rhetorical, and critical traditions. *(CTM)*

COMM 310 (3)
Group Interaction and Problem Solving Methods
Examines how groups work as they conduct inquiry, solve problems, and make decisions; procedures for organizing group interaction, processes of symbolic convergence, and influences over group success. Special emphasis is placed on reflective thinking, teamwork/collaboration, leadership, creativity, and intergroup conflict. Methods for facilitating small group discussion, use of group methods in instruction, and use of new media to augment group discussion practices are also addressed. *(CCSC)*

COMM 320 (3)
Conflict and Communication
Conflicts are situations in which individuals and groups with differing assumptions about reality clash with one another about right and wrong. Discusses the nature of communication in such situations, the strengths and weaknesses of the various types of discourse employed in dealing with them, and visions for transcending conflicts. *Recommended Preparation: Junior or Senior status or consent of instructor. (CCSC)*

COMM 330 (3)
Intercultural Communication
Introduction to traditional and critical theories, concepts, and principles regarding communication between and about people of different racial, ethnic, and cultural backgrounds. Takes a culture-general approach to examining the relationships among culture, communication, context (social, historical, political), and power. Emphasizes domestic issues with attention given to how they impact, and are impacted by, international communities. *(CCSC)*

COMM 333 (3)
Language and Social Interaction
Introduction to theories of language and interaction. Addresses how language is used within social and institutional interaction. Special emphasis will be given to problematic situations and their resolution. Fosters cultural awareness through a concentration on the interactions in which culture is constructed and the cultural institutions by which interaction is governed. *(CCSC)*

COMM 340 (3)
Interviewing Principles and Practices
Examines interviewing as a method for eliciting information, resolving problems, and building personal communities. Principles of effective interviewing in a variety of contexts are examined. Students learn about interviewing practices that will be useful to their everyday lives and careers. Requires students to conduct various types of interviews and self-appraisals of interviewing performance. *(CTM)*

COMM 350 (3)
Topics in Communication
Explores topics in Communication. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units.*

COMM 355 (3)
Communication and Collaboration
Explores how individuals, group dynamics and technologies affect collaboration in a variety of professional settings. Readings and lectures draw upon international and interdisciplinary research on Computer Supported Cooperative Work, usability design theory and distributed cognition. Students apply course concepts in group projects including usability testing, and multimedia product evaluation and redesign. *Recommended Preparation: Prior completion of COMM 360 or 440, or junior or senior status. (MC)*

COMM 360 (3)
Mass Media and Society
Introduction to theories, research methods, and empirical research findings related to the production and effects of mass communication on individuals and society. Surveys various forms of media, provides an overview of the historical formation of various media channels, and analyzes the impact of mass communication upon popular culture. *Enrollment Requirement: COMM 100. (MC)*

COMM 370 (3)
World Wide Web as Mass Medium
Examines the development of the World Wide Web and multimedia computing, as textual, graphic, video, and audio mass media. Students examine the personal, commercial, educational, and entertainment uses of the World Wide Web. They also examine the social and cultural contexts of the World Wide Web–particularly how the information it distributes reflects social, economic, and political power related to gender, race, social class, ethnicity, education, and other social groupings. Students will have the opportunity to develop their own web pages and to create audio and video segments for those pages. *(MC)*

COMM 380 (3)
Health Communication
Explores health communication in various personal and public contexts. Emphasizes the role of communication theory and research in the development of effective health campaigns, understanding physician-patient interaction, assessing inequality in patient access and treatment, negotiating health care systems, and healthcare advocacy. Special emphasis is placed on assessing health problems, both globally and locally, and the communicative efforts to address those problems. *(CCSC)*

COMM 390 (3)
Research Methods and Design
Introduction to qualitative research methods. Students will learn procedures for conducting various kinds of research (i.e., participant observation, interviewing, focus groups, ethnography, textual analysis, etc.) useful for understanding human problems and media texts and processes. Emphasis is on the implementation of a research project which encourages students to consider the usefulness of various ways of knowing and to apply the selected method(s) in a systematic way. Also considers the theoretical, practical, and ethical issues that arise in conducting research. *Enrollment restricted to students with Junior or Senior standing. Prerequisites: COMM 100 and 200. (CTM)*

COMM 400 (3)
Discourse Analysis
Various approaches to the study of discourse, including ethnography of communication, ethnomethodology, culturally focused approaches, speech act theory, and conversation analysis. Students are expected to acquire competency in analyzing recorded and transcribed data from various social settings. *(CTM)*

COMM 401 (3)
Rhetorical Theory
Study of rhetorical theory that involves exploring periods in rhetorical theory, ranging from Greek antiquity to the present. Also examined is the relationship between rhetorical theory and practice, the purpose(s) and conceptions of rhetoric to the social world, issues of agency and voice, and the role of rhetoric in re/constituting identities and a sense of community. *(CTM; CCSC)*

COMM 402 (3)
Rhetorical Criticism
Study of approaches to rhetorical inquiry that aid in the description, analysis, interpretation, and evaluation of human discourse in rhetorical situations. Applies various critical models to a chosen artifact. *Enrollment restricted to students with Junior or Senior standing. Prerequisite: COMM 200. (CCTM)*

COMM 405 (3)
Feminist Rhetorics
Introduces students to the area of feminist rhetoric as independent and intertwined fields of study. Learned are diverse perspective of feminisms, and theories of feminist rhetoric that act as lenses for application and evaluation purposes. Also studied are varied social and political topics where feminisms, feminist thought, and rhetoric present themselves. *Recommended preparation: COMM 401 or 402. (CCSC or CTM)*

COMM 410 (3)
Asian Americans and the Media
Examines Asian Americans' relationship to traditional and emerging media and studies these texts in relation to the history of Asian Americans, the historical imaging and imagination of Asian Americans, and Asian American subjectivities more generally. Through a rhetorical, media, and Asian American studies perspective, students will analyze media with the purpose of demonstrating how communities are created, identities are communicated, and persuasive elements are employed in producing and contesting the historical and cultural memory of Asian Americans. *May not be taken for credit by students who have received credit for COMM 420-2. (CCSC or MC)*

COMM 415 (3)
Communication and Social Protest
Examines collective efforts and attempts to produce social change via protest. Applies theory and criticism to understand contemporary and historical debates shaping popular and political culture; studies how social practices and protests enrich or hinder participation in public life; determines the effectiveness, ineffectiveness, and ethical dimensions of communicative/rhetorical acts that disrupt, provoke, encourage, and help mobilize social protests. *May not be taken for credit by students who received credit for COMM 420-3. Enrollment restricted to students with Junior or Senior standing. Prerequisite: COMM 200. (CCSC)*

COMM 420 (3)
Topics in Communication Theory
Focused study of a specific communication theory or theoretical approach. *Topics vary by instructor. Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. (CTM)*

COMM 425 (3)
Communication and Mediation
Examines the conceptualization of conflict and of mediation as an area of teaching, training and research in communication. Designed to guide students through a specific academic view of conflict and its relationship to communication as a point of departure. Examines dispute mediation as one way to approach conflict. Case studies as well as dispute mediation simulations will help in understanding the powers and limitations of the process. Demystifies conflict and dispute mediation and shows how to use "the tools" of dispute mediation ethically. *Recommended Preparation: COMM 320. Junior or Senior status is recommended. (CCSC)*

COMM 426 (3)
Dialogic Communication
An examination of communication theory and communicative practices such as listening, asking direct questions, presenting one's ideas, arguing, and debating. Aim of study is to improve the quality of dialogues. Course uses case studies in a variety of settings among people with different social discourses and cultural experiences to model dialogic communication. *Prerequisites: Junior or senior status and COMM 300 or 320 or 330. (CCSC)*

COMM 430 (3)
Power, Discourse and Social Identity
Examines notions of identity in public discourse. Introduction to theories of discourse, identity, and power in public discourse (i.e., legal, mediated, policy, etc.) on current social issues. Focuses on the politics of identity, the ways in which identity politics play out in public debate, and in the formation of economic, political, and social policies and realities. *Recommended Preparation: Completion of COMM 330. (CCSC)*

COMM 435 (3)
Communication and Gender
Introduction to a number of conceptual and theoretical problematics that have a bearing on the study of communication and its relevance to questions of gender. Explores differences between males and females with respect to communication styles, the cultural motivations for these differences, how they are reproduced in ongoing socialization experiences, their social and political implications, and the stratagems speakers deploy in the course of exploiting, bridging, negotiating, or overcoming such differences. *(CCSC)*

COMM 437 (3)
Interpersonal Communication
Introduction to the theory and research focused on interpersonal communication. Emphasis is on experientially acquired insights into the initiation and maintenance of interpersonal relationships across a wide range of socialization institutions (e.g., family, peer group, and workplace). *(CCSC)*

COMM 440 (3)
Organizational Communication
Examination of theoretical and research literature on the interaction within organizations and its bearing on individuals and groups in society at large. Some of the themes stressed are: the function of organizations within complex technological, market and sociopolitical environments; the communicative challenges of organizing; social responsibility and responsiveness; conflict mediation between organizational groups and actors; corporate wrongdoing; issues management; corporate political activity; institutional ethics; and whistle blowing. *(CCSC)*

COMM 444 (3))
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. *(CCSC)*

COMM 445 (3)
Communication Portfolio

Students will learn to craft professional documents: résumés, reports, and proposals. Students learn how, as colleagues, to evaluate, revise, and edit as well as how to give and respond to criticism of oral and written work. Informed by case studies, students also learn how to highlight and articulate their skills, abilities and interests as Communication majors as part of a job search or in preparation for graduate or professional study. *Enrollment restricted to Communication majors with senior standing. (CTM)*

COMM 450 (3)
Topics in Intercultural Communication

Focused study of a specific aspect of intercultural communication. *Topics vary by instructor. Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. (CCSC)*

COMM 454 (3)
The Communication of Whiteness

Introduction to basic theories, concepts, and principles regarding the idea of whiteness as a discursive (communicative) construct, and the key role that communication plays in the construction of whiteness. Particular attention will be given to the important role of communication (face-to-face, mediated, discursive), context (social, cultural, and historical), and power as they relate to whiteness. *Enrollment Requirement: Completion of COMM 330 or other course dealing with race. (CCSC)*

COMM 455 (3)
Television and Culture

Analyzes television programs in the context of communication and other social science research in order to examine representations of race, ethnicity, social class, gender, and sexual preference. Examines how television contributes resources of interpretation, discussion, and social activities that affect the ways people view society and social groups. Subjects will include: types of representation; how representations have changed over time; multiple interpretations of television representations; how viewers use them; the production practices and conventions that shape them; the relationship between representations and structured inequality. *Prerequisite: COMM 330 or 360. (MC)*

COMM 456 (3)
Leadership and Social Change

Introduction to leadership theories and practices from a communication perspective, with a particular emphasis on effectiveness in different cultures and contexts. Development of personal leadership skills through self-awareness exercises, and hands-on practice in class and in service learning. Explores emotional intelligence, examines exemplary leaders from different cultural contexts, and considers ethical questions for leaders in a multicultural society. *Credit may not be counted toward a Business major. (CCSC)*

COMM 460 (3)
Visual Communication and Rhetoric

Introduction to theories of visual communication, practices of seeing and looking, and approaches to critically analyzing objects of visual culture that come from art, popular culture, and mass media images. Explores how representations and the visual play important roles in constructing images of groups, communities, cultures, nations, and identities. Focuses on the power of the visual in public discourse and intercultural relations. *(CCSC; MC)*

COMM 461 (3)
Scientific Communication in Biotechnology

Study of the communication principles and rhetorical strategies employed to effectively communicate with intended audiences in the context of the biotechnology industry. Students will apply this knowledge to plan, prepare, construct, and evaluate communication situations in which they participate as both producers and consumers of communication in careers related to biotechnology. *Also offered as BIOT 460. Students may not receive credit for both. Enrollment restricted to students with Junior or Senior standing. Prerequisite: BIOT 355 or 356.*

COMM 465 (3)
Communication and Popular Culture

Popular culture is so much a part of our daily lives that it is all but invisible. To a great extent, popular culture defines the texture of our lives. Popular images not only mediate and define reality, but they also implicitly assert a set of values. Introduces students to a number of concepts and challenges that arise in the study of U.S. popular culture. Drawing on a variety of theories and perspectives, students will critically examine the role of popular culture within the context of current social, political, and economic realities in the United States. *(MC)*

COMM 470 (3)
Political Communication

A survey of theories and research in the area of political communication which covers such issues and themes as political image, symbolic constructions of political reality, agenda setting, political and campaign rhetoric. Special emphasis is placed upon how such issues and themes are related to the modern mass media. *(MC)*

COMM 480 (3)
Topics in Mass Communication
Focused study of a specific aspect of mass communication. *Topics vary by instructor. Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. (MC)*

COMM 485 (3)
Chicana/os Latina/os in Film and T.V.
Examines representations of Chicana/os and Latina/os in film and television. Students learn about the development of Chicana/o cinema as a means to communicate counter narratives of Chicana/os' and Latina/os' social experiences. Explores the ways that language, images, and symbols convey individual group, and social identity. Categories are examined using critical rhetorical, media, feminist approaches. Students analyze films or television shows with the purpose of demonstrating persuasive elements, identities communicated, and/or ideologies proffered. *Enrollment restricted to students with Junior or Senior standing. (MC)*

COMM 495 (3)
Communication Internship
Provides students with opportunities to examine organizational, intercultural, mediated, and other modes of communication during routine work activities in private and public enterprises outside of the classroom setting. Students complement classroom and laboratory learning with that of the work world. Internships may be paid or unpaid. *May be repeated for credit for a total of six (6) units toward the COMM or MASS major in any combination from 495 and 499. Also offered as MASS 495. Students may not receive credit for both. Enrollment Requirement: COMM 100. Prerequisite: one of the following: COMM 300, 330, 360, 390 or MASS 301, 303, or 304. Corequisite: Internship placement Enrollment restricted to Communication or Mass Media majors with Junior or Senior status (more than 60 completed units) who have obtained consent of instructor.*

COMM 499A (1) 499B (2) 499C (3)
Independent Study
May be used by students who desire to do special individualized projects with an instructor. Number of units to be decided between the student and the instructor. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

CONVERGENT JOURNALISM (CJRN)

College of Humanities, Arts, Behavioral and Social Sciences

CJRN 401A (1) 401B (2) 401C (3)
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.*

COMPUTER SCIENCE (CS)

College of Science and Mathematics

CS 100 (1)
Computer Basics
Serves as an introduction to the potential of microcomputers, social, historical perspectives, word processing, spreadsheets, communications, operating systems, editors, and networking. *Graded Credit/No Credit. Credit may not be counted toward the computer science major.*

CS 105 (3)
Media-Propelled Computational Thinking
A media-propelled introduction to computation. Programming languages such as Alice, Java, Python, or Jython are studied and programming techniques are used to examine first the basic functions that draw objects, including lines and curves, and later to explore familiar physical, biological, or other scientific processes. Mathematical competence necessary for academic success will be enhanced. *May not be taken for credit by students who have received credit for CS 200-2. Enrollment Requirement: Completion of the Entry-Level Mathematics (ELM) requirement.*

CS 111 (4)
Computer Science I
Emphasizes programming methodology and problem-solving. A high-level language such as C++ will be used for the specification and implementation of algorithms. Includes principles and applications of software engineering, numerical computing, artificial intelligence, databases and user interface. *Three hours lecture and three hours laboratory. Students lacking basic computer literacy skills are encouraged to take CS 105 first prior to CS 111. Three hours lecture and three hours laboratory. Enrollment Requirement: MATH 125. Pre/Corequisite: MATH 160.*

CS 200 (1-3)
Selected Topics in Computing
Selected topics in computing and information technology. *May be repeated for a total of twelve (12) units as topics change. Credit may not be counted toward the Computer Science major. Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have obtained consent of instructor.*

CS 211 (4)
Computer Science II
A continuation of program design and development. Introduction to data structures: stacks, queues, linear lists, trees, and sets. Includes pointers recursion, and implementation and analysis of sorting and searching algorithms. Extensive programming is required. Includes introduction to parallel models and algorithms, problem state space, relational database, and numerical approximation methods. *Three hours of lecture and three hours of laboratory. Prerequisite: CS 111.*

CS 231 (4)
Assembly Language and Digital Circuits
The structure of computers, number and character representation, word and instruction formats, and flowcharting. Machine and assembly language programming, address modification, indexing, indirect addressing, subroutines, and mnemonic interpreting systems. Includes digital logic, analysis and synthesis of circuits, and circuits of commonly used computer components. *Three hours of lecture and three hours of laboratory. Prerequisite: CS 111.*

CS 301 (3)
Computer Mastery
An introduction to the applications of computers, such as word processing, spreadsheet, database management, networking communications, operating systems, editors, societal issues, and historical perspectives of computer usage; algorithmic and critical thinking and computer programming in:
A. ASP (recommended to future teachers)
C. C++
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 305 (3)
Problem Solving with Java Programming
An introduction to algorithmic and critical thinking through problem solving and Java programming. Various problems are solved through many case studies and computer solutions are produced to solve these problems through the platform of web programming on the Internet. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

CS 306 (3)
Introduction to Computer Animation
Introduction to the design and implementation of computer animation. The technical and creative aspects of both linear and interactive animation are investigated. Special attention is paid to the design of and production of 2-D and 3-D animations for the Internet. *May not be taken for credit by students who have received credit for CS 497E. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

CS 311 (3)
Data Structures
A thorough understanding of several advanced methods for implementing the abstract data types and the time used by each method. Includes abstract data types such as dictionary, priority queues, matrices, and relations, foundation of recursive algorithms, complexity analysis, complexity classes, sorting and searching, computability and undecidability, problem-solving strategies, heuristic search, modeling and components of database systems, and graphics software systems. *Prerequisite: CS 211. Co/Prerequisite: MATH 270 or 370.*

CS 331 (3)
Computer Architecture
A study of the functional organization and sequential operation of digital computers. The major components of a computer will be discussed. Introduction to machine instruction architecture and design. The study of the internal operations during program execution. Several computer architectures will be studied. *Prerequisite: CS 231.*

CS 351 (3)
Programming Languages
Important features and concerns of implementation design on programming languages in common use today will be studied and analyzed. Includes data and control structures, run-time storage management, context-free grammars, language translation systems, programming paradigms, and distributed and parallel programming constructs. *Co/Prerequisites: CS 311, and MATH 270 or 370.*

CS 403 (3)
Social and Organizational Impacts of Computing
Analyzes the social opportunities and problems raised by new information technologies. Emphasizes the dangers of incorrectly implemented software and hardware systems and relates them to the responsibilities of computing professionals. Effects of personal safety, quality of life, education, employment, personal privacy, organizational productivity, organizational structure, ethical values and regulations will be discussed. *May not be taken for credit by students who have received credit for CS 303. Prerequisite: CS 311.*

CS 421 (3)
Theory of Computing
Regular and context-free languages, and other formal languages, push down and finite-state automata, and other finite machines. Turning machine computability, halting problems. *May not be taken for credit by students who have received credit for CS 521. Prerequisite: CS 351.*

CS 433 (3)
Operating Systems
Operating system design and implementation, process coordination and scheduling, deadlocks, interface devices, memory and device management, networks and security, distributed and real-time systems. *May not be taken for credit by students who have received credit for CS 533. Prerequisites: CS 231 and 311.*

CS 435 (3)
Real-Time Concepts for Embedded Systems
Introduction to the high-level abstract modeling concepts and the lower-level fundamental programming aspects of real-time embedded systems development. The primary focus is in the design, development and validation of microprocessor-based real-time embedded systems. Course topics will include real-time operating system design, real-time scheduling theory, general-purpose microprocessors, common bus architectures, memory management, device driver development, interrupts, general purpose peripherals: such as timers and counters, I/O subsystems along with some embedded system design problems and engineering issues. *Prerequisites: CS 231 and 311.*

CS 436 (3)
Introduction to Networking
Covers the fundamentals of networking concept and technology, which includes data communication, OSI 7-layer model, TCP/IP protocol stacks and the Internet, the features of LAN, MAN and WAN, network security, and basic CGI programming and web applications. *Prerequisite: CS 311.*

CS 441 (3)
Software Engineering
Principles, techniques, and tools used to effect the orderly production of medium- and large-scale computer software will be studied. Includes review of problem-solving concepts, software development process, software requirements and specifications, verification, and validation. These techniques will be applied to programming projects with students working in teams and managing all phases of a programming project. Social, professional, and ethical issues will be discussed. *May not be taken for credit by students who have received credit for CS 541. Prerequisite: CS 311.*

CS 443 (3)
Database Management Systems
Study of the concepts and structures necessary to design and implement database management systems. File organization, index organization, security, data integrity and reliability, data description and query languages will be studied within hierarchical, network, and relational models. A commercially available relational database management system will be used. *May not be taken for credit by students who have received credit for CS 543. Prerequisite: CS 311.*

CS 455 (3)
Logic Programming
Declarative programming techniques: formal specification of the problem itself rather than of a solution algorithm. Survey of logic programming languages such as Prolog, applications, theoretical foundations propositional logic, predicate calculus, resolution, theorem proving, non-determinism, meta-programming. *May not be taken for credit by students who have received credit for CS 555. Prerequisite: CS 351.*

CS 464 (3)
Numerical Analysis and Computing
Computer arithmetic, solution of a single algebraic equation, solution of systems of equations interpolating polynomials, numerical integration, numerical solution of ordinary differential equations; error analysis and computational effort of numerical algorithms. Combines theoretical ideas with hands-on laboratory experience. *Also offered as MATH 464. Students may not receive credit for both. Prerequisites: CS 111 and MATH 162.*

CS 471 (3)
Introduction to Artificial Intelligence
An introduction to the objectives and techniques used by practitioners and researchers in artificial intelligence. Explores a number of aspects of computational models of intelligence including problem solving (uninformed and informed strategies), game playing, knowledge representation, reasoning, planning, natural language processing (text and speech), and learning. *There will be a number of hands-on assignments that will allow the students to become familiar with the practice of building intelligence systems. Prerequisite: CS 311.*

CS 473 (3)
Artificial Neural Networks
Theory, algorithms and applications of artificial neural networks, their applications including pattern and speech recognition, system identification, signal processing, time series prediction, financial analysis and trading. *May not be taken for credit by students who have received credit for CS 573. Prerequisite: CS 311.*

CS 480 (3)
Introduction to Optimization
Study of Linear Programming, Goal Programming and Integer Programming. Programming methods include the simplex method and the Big M method. Theoretical aspects include optimality conditions, sensitivity analysis and duality. *Also offered as MATH 480. Students may not receive credit for both. Enrollment Requirement: CS 211. Prerequisite: MATH 374.*

CS 481 (3)
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.*

CS 485 (3)
Game Programming
Introduction to the concepts of game development and game modeling and programming through developing playable 2D/3D games using a modern game engine. Includes the framework and roles in a team for game development, programming skills of using a game engine and modeling skills of creating 3D models with animation tools. *Prerequisite: CS 311.*

CS 495 (3)
Internship in Computer Science
Faculty-sponsored academic internship in business, industrial, government, or research firm. *Enrollment restricted to students who have obtained consent of faculty sponsor.*

CS 497 (3)
Topics in Computer Science
Introductory or advanced topics in Computer Science for undergraduate students. *May be repeated as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have obtained consent of instructor.*

CS 498A (1) 498B (2) 498C (3)
Individual Study in Computer Science
Individually directed reading and study in Computer Science literature. *May be repeated for a maximum of three (3) units. Enrollment restricted to students with Senior standing in Computer Science. Enrollment restricted to students who have obtained consent of supervising instructor.*

CS 499A (1) 499B (2) 499C (3)
Independent Research in Computer Science
Designed for students capable of independent and original research. *May be repeated for a maximum of three (3) units. Enrollment restricted to students with Senior standing in Computer Science. Enrollment restricted to students who have obtained consent of supervising instructor.*

CS 511 (3)
Introduction to Bioinformatics
Application of computer technology to the management of biological information. Introduces computer algorithms that are used to gather, store, analyze and integrate biological and genetic information which can then be applied to gene-based drug discovery and development. *Enrollment Requirement for graduate students and prerequisite for undergraduate students: CS 311.*

CS 512 (3)
Introduction to Data Mining
Illustrates the process of analyzing data from different perspectives and summarizing it into useful information so as to increase revenue, or cut costs. Introduces Data Mining software analytical tools that are used for analyzing data. Tools allow users to analyze data from many different dimensions or angles, categorize the data, and summarize the relationships identified. *Enrollment Requirement for graduate students and prerequisite for undergraduate students: CS 443.*

CS 513 (3)
Analysis and Intractability of Algorithms
Study of algorithms; efficient, optimal algorithms and analysis for best, worst, and average performance; computational complexity theory; algorithmic time and space bounds; levels of intractability including polynomial-time reducibility, NP-complete and NP-hard problems, and Co-NP; applications. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 531 (3)
Advanced Computer Architectures
Comparative studies of computer system components: CPU, memory, and I/O devices; analytical modeling techniques to allow comparative evaluation of different computer architectures; multiprocessors, and array processors, vector processes multiprocessors, pipeline and super-pipeline processors, supercomputers, dataflow machines; parallelism, scalability, and programmability. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 331.

CS 535 (3)
Introduction to Computer Graphics
Introduces basic theory and programming in computer graphics. Includes graphics pipeline, rasterization, windowing and clipping, OpenGL programming, theory of domain transformations, mathematics of three-dimensional graphics involving rotation, scaling, translation and perspective projection, curve and surface modeling, lighting and shading, texture mapping, visibility algorithms, shading languages, and ray-tracing. *May not be taken for credit by students who have received credit for CS 435. Enrollment Requirement: MATH 264 or 374. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 536 (3)
Introduction to 3D Game Graphics
Introduction to graphics algorithms and skills related to 3D game programming. The emphasis is on developing 3D graphics engines. Subjects covered include graphics hardware, rendering pipeline, OpenGL programming, geometric transformations, lighting and shading, texture mapping, shadowing, collision detection, animation, and other interactive computer graphics techniques. *May not be taken for credit by students who have received credit for CS 597C. Enrollment Requirement: MATH 264 or 374. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 537 (3)
Data Communication and Computer Networks
Introduces TCP/IP network architecture with emphasis on upper-layer protocols and a detailed investigation into TCP and IP. It also covers local area networks, internetworking, and network programming. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 436.*

CS 538 (3)
Cryptography and Network Security
Basic number theory, computational complexity, and network architecture, in depth discussion on cryptography and its network applications; security threats, requirements, protocols, applications for secure networks, and legal and ethical issues. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 433.*

CS 539 (3)
Client/Server Computing
State-of-the-practice on client/server computing, the key enabling technologies and their inter-relationships, development and implementation of client/server/ applications, emerging technologies that may affect the future practice within the client/server environment. *Co/Prerequisite for undergraduates and enrollment requirement for graduate students: CS 441.*

CS 542 (3)
Design Patterns and Object-Oriented Analysis
Studies object-oriented analysis and design and their roles in software development. Many documented patterns in program designs will be introduced and analyzed. Advanced topics in software engineering such as software metrics, software architecture and software reuse are also discussed. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 441.*

CS 551 (3)
Advanced Programming Languages
Formal syntax of programming languages such as Backus-Naur form and its variations, attribute grammars, two-level grammars, formal semantics of programming languages, including operational semantics, denotational semantics, and axiomatic semantics. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Co/Prerequisite: CS 421. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351 and 421.*

CS 553 (3)
Compilers
Study of lexical scanning, parsing methods, intermediate code generation, error detection, and recovery. Included will be the design and implementation of a simple compiler or components of an actual compiler. *May not be taken for credit by students who have received credit for CS 453. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351 and 421.*

CS 555 (3)
Logic Programming
Declarative programming techniques: formal specification of the problem itself rather than of a solution algorithm. Survey of logic programming languages such as Prolog, applications, theoretical foundations propositional logic, predicate calculus, resolution, theorem proving, non-determinism, meta-programming. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351 and MATH 270 or 370.*

CS 571 (3)
Artificial Intelligence
A comprehensive study of basic concepts techniques and a number of detailed algorithms used by researchers and practitioners of artificial intelligence. Subjects covered include problem-solving, knowledge representation and reasoning, planning, uncertainty reasoning and decision-making, machine-learning, and natural language processing. *A core course in the Computer Science M.S. program. Enrollment restricted to graduate students and to undergraduates who have obtained consent of instructor.*

CS 572 (3)
Artificial Intelligence and Games
A comprehensive study of artificial intelligence techniques and their application to computer games. Analysis of the algorithms that work on a character-by-character basis. Analysis and study of an artificial intelligence-based game model split into three components: strategy, decision-making, and movement. Additionally, this course will provide the background for students interested in graphics applied to computer games development. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 351.*

CS 574 (3)
Intelligent Information Retrieval
In-depth discussion of recent approaches in the field of the indexing, processing, retrieval, and ranking of textual data. Study of classic and current retrieval models, algorithms, and information retrieval system implementations. Practical applications using existing information retrieval systems. Advanced topics will address "intelligent" IR, including Natural Language Processing techniques, "smart" Web agents, and cross-linguistic information retrieval. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 575 (3)
Machine Learning Systems
Discusses important machine learning algorithms, systems, theory and practices including decision-tree learning, artificial neural networks, Bayesian approaches, genetic algorithms and programs, reinforcement learning, computational learning theory, etc. *May not be taken for credit by students who have received credit for CS 475. Enrollment Requirement for graduate students and prerequisite for undergraduate students: CS 311.*

CS 577 (3)
Intelligent Tutoring Systems
Study of concepts and structures necessary to design and implement intelligent tutoring systems. Comparison with non-intelligent systems. Includes knowledge representation techniques for the pedagogical model, domain model, and student model. Interface issues will be discussed. A small tutoring system will be implemented. *Prerequisite for undergraduates and enrollment requirement for graduate students: CS 421.*

CS 578 (3)
Introduction to Text Mining
An introduction to the study of classical and current approaches in the field of the processing, extraction and classification of textual data. The approaches include natural language processing, statistical models of language, algorithms in machine learning use applied in text mining. Analysis of current applications in static data collections and dynamic data collections such as the web will be carried out. *Enrollment Requirement for graduate students and prerequisite for undergraduate students: CS 311.*

CS 590 (3)
Introduction to Research and Publishing in Computer Science
Introduces research techniques and technical writing styles in Computer Science. Designed to help graduate students prepare for their CS 698 and CS 699 course in which independent research abilities and technical writing skills are required. By passing this course, the Graduate Writing Requirement is satisfied. *May not be taken for credit by students who have received credit for CS 697D. Enrollment restricted to graduate students.*

CS 597 (3)
Advanced Topics in Computer Science
Advanced topics in computer science for graduate students or advanced undergraduate students. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have obtained consent of instructor.*

CS 612 (3
Data Mining in Bioinformatics
Introduces the Data Mining approaches suited for Bioinformatics. Shows that mining biological data helps to extract useful knowledge from massive datasets gathered in biology, and in other related life sciences areas such as medicine and neuroscience. *Prerequisites: CS 513.*

CS 613 (3)
Advanced Computational Complexity
In-depth discussion of computational complexity theory including models of computation, polynomially bounded, NP-completeness, reducibility, and beyond NP-completeness, and intractable problems. NP-complete problems in various areas will be discussed. *Prerequisite: CS 513.*

CS 614 (3)
Algorithms in Bioinformatics
Covers the computational models and algorithms in bioinformatics research. The topics include sequence assembly, sequence alignment, motif searching, pattern matching, DNA microarray analysis, clustering and evolutionary trees, and Hidden Markov Models. *May not be taken by students who have received credit for CS 697F. Enrollment Requirement: CS 311 and MATH 242. Prerequisite: CS 513.*

CS 633 (3)
Advanced Operating Systems
Current research and methodology in operating systems for operating system designers. Advance study includes topics of synchronization, deadlock, virtual memory, security, distributed systems and control, and modeling and analysis. *Enrollment Requirement: CS 433.*

CS 635 (3)
Advanced Computer Graphics
Covers advanced concepts and methods of three-dimensional computer graphics. Studies the recent developments in rendering, modeling, animation, and visualization. Provides students with sufficient background to write advanced computer graphics applications. *May not be taken for credit by students who have received credit for CS 697E. Prerequisite: CS 535 or CS 536.*

CS 637 (3)
Advanced Computer Networks
Broadband integrated services digital networks, high-speed networks, radio and satellite networks, lightwave networks; multimedia communications, wireless communications, high-speed communications; network design, network architectures, traffic and admission control, routing and flow control, performance issues, traffic characteristics. *Enrollment Requirement: CS 433. Prerequisite: CS 537.*

CS 643 (3)
Advanced Database Management Systems
Advanced data models such as object-oriented databases, distributed databases, deductive databases, and multimedia databases, abstractions, dependencies, normalizations, query optimizations, implementations, languages, database machines, and other advanced topics. *Prerequisite: CS 443.*

CS 671 (3)
Advanced Artificial Intelligence
In-depth discussion on selected subdisciplines of Artificial Intelligence. Use of formal techniques and well-known systems for these subdisciplines. Discussion of current research and programming in Lisp, Prolog or an expert system shell to develop or modify certain systems in these areas. *Prerequisite: CS 571.*

CS 673 (3)
Artificial Neural Networks and Forecasting
Includes forecasting using statistical methods such as Box-Jenkins ARIMA models for time series analysis and forecasting with artificial neural networks. Applications include financial forecasting for stock prices, commodity trading volumes, or currency exchange rates, and other forecasting such as electric load, ocean temperature, river flow volume, and traffic flow. Current state-of-art forecasting methodologies from journals, conference proceedings, and books will be discussed. *Prerequisite: CS 571.*

CS 677 (3)
Development of Intelligent Tutoring Systems
Study of issues related to design, implementation and evaluation of intelligent tutoring systems. Students will work in teams to develop tutoring systems and produce plans to evaluate these systems. *Prerequisite: CS 571.*

CS 678 (3)
Text Mining
In-depth discussion of selected subjects in Text Mining with emphasis on the design, implementation and testing of approaches and algorithms in the field. Approaches and algorithms included are the following: Finite-state Automata, Hidden Markov Models, Support Vector Machines, and Conditional Random Fields. *Prerequisite: CS 571.*

CS 696A (1) 696B (2) 696C (3)
Graduate Individual Study in Computer Science
Individually directed reading and study in Computer Science literature for graduate students, focusing on advanced topics. *Enrollment restricted to students who have obtained consent of instructor.*

CS 697 (3)
Graduate Topics in Computer Science
Advanced topics of current interest in computer science for graduate students. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

CS 698 (3)
Master's Research Project
Faculty-supervised investigation, to culminate in a written report for the master's degree. *Graded Credit/No Credit. Enrollment Requirement: An officially appointed advisory committee with a project advisor and advancement to candidacy. It may be repeated, but only three (3) units count toward the master's degree.*

CS 699A (1) 699B (2) 699C (3)
Master's Thesis
Preparation of a thesis for the master's degree. *May be repeated but only six (6) units count toward the master's degree. Credit/No Credit. Enrollment Requirement: An officially appointed thesis committee with a thesis advisor as the chair of the committee and advancement to candidacy.*

CS 700A (1) 700B (2) 700C (3)
Thesis Extension
Registration is limited to students who have received a grade of Satisfactory Progress (SP) in CS 699 and who expect to use the facilities and resources of the University to work on or complete the thesis. Also, students must be registered in CS 700 when the completed thesis is granted final approval. *Graded Credit/No Credit. May be repeated for a total of three (3) units, but credit will not be counted toward the Master of Science in Computer Science.*

DANCE (DNCE)

College of Humanities, Arts, Behavioral and Social Sciences

DNCE 101 (3)
Introduction to Dance
Survey of dance on the stage and off, in the studio as well as in the club, and performed by everyday and famous people. Focusing primarily on movement in the United States, investigates dance as a cultural and historical phenomenon. *Course includes: lectures, demonstrations, dance performances, research papers, and collaborative presentations.*

DNCE 124 (3)
Introduction to Dance Through Film
Lecture course that surveys various genres of dance through classic, contemporary, and experimental films and videos. A range of documentary, dance-for-the-camera, and popular culture works that offer diverse perspectives on dance and cultural identity will be viewed.

DNCE 130 (1-3)
Topics in Dance Practice
Studio practice in various movement genres challenge and awaken students physically and artistically. Subjects may include Ballroom, Salsa, Latin, Capoeira, Ballet, Jazz, Somantics, West African, Hula, Butoh, etc. Depending on units, course may also include quizzes, papers, and performances. *May be repeated for a total of eight (8) units.*

DNCE 200 (3)
Movement Awareness
Investigates functional movement through internal observation alongside dance improvisation to enhance spontaneous creativity and artistic research. Open to all levels of abilities. Course assignments focus on ways to articulate sensorial observations through written response papers and projects that focus on the body and cultural identity. *May not be taken for credit by students who have received credit for DNCE 130-1.*

DNCE 201 (3)
Contemporary Dance Technique I
Studio course focusing on alignment and dance phrases alongside composition and improvisation. Practice will increase strength, flexibility, and body awareness, and also investigate choreographic theories of dance based on diverse approaches to contemporary dance. Includes guest artists, live performances, and research paper/projects. *One hour lecture and three hours studio work. May be repeated for a total of six (6) units.*

DNCE 301 (3)
Contemporary Dance Technique II
Focuses on continuing to develop and hone technical precision, dynamic variation, alignment, and performance. Includes guest artists, live performances, and research papers/projects. *May be repeated for a total of six (6) units. This course meets for four (4) hours per week.*

DNCE 311 (3)
Movement Improvisation
Solo, ensemble, and contact improvisation structures emphasize an awareness of space, time, gesture, and narrative. Readings conceptualize the contemporary field of improvisation performance. Course culminates in public performance. *May be repeated for a total of six (6) units. Two hours of lecture and two hours of studio work.*

DNCE 320 (3)
Global Modern Dance
Examines the interaction between creative expression, daily life, and performative representations of cultural identity and difference. A multidisciplinary approach to understanding the body as socially and politically defined with attention to gender, race, class and national identity. Includes lectures, video and film screenings, live performances and practice.

DNCE 321 (3)
Cultures in Motion
A variety of world dance forms will be examined in terms of their power to heal, celebrate, tell stories and resolve conflict through one-upmanship dance competitions. Students will explore ways in which dance is an expression of a culture's way of life, historical roots, religious beliefs, sex roles, politics, and values. The multicultural influences found in fusion dances will be traced. Students will gain an insight into individual cultural identity by examining the elements that shape the dance of that culture.

DNCE 322 (3)
History and Theory of Postmodern Dance
Examines the development of Western theatrical dance across the 20th Century with attention to the shifting assumptions regarding bodily representation. Examines dance on the stage and off to understand the moving body in relation in arts, politics, education, technology, and social issues.

DNCE 323 (3)
Women in Performance: Choreographics of Resistance
Explores issues of power, representation, and access in relation to the female body in dance, performance art, body art and the staging of political empowerment. Examines crucial historical figures and moments when the body-in-motion ruptures or destabilizes normalized expectations. *Also offered as WMST 323. Students may not receive credit for both.*

DNCE 324 (3)
Dance and Visual Media
Examines dance as it intersects with popular, experimental, and documentary forms of film, video and computer technologies. Course includes lectures, viewings, research papers, collaborative projects, and hands-on training in video and post-production. *Two hours lecture and two hours lab.*

DNCE 390 (3)
Choreography Workshop and Production
Course focuses on the development and performance of choreography. Emphasizing a diversity of dance making techniques, students investigate methods for solo and ensemble compositions. Course includes ongoing work-in-progress showings, observation, constructive feedback, readings, and viewing of professional live performances. Students learn elements of production, and course culminates in a public performance. *May be repeated for a total of nine (9) units. This course meets for two hours of lecture and two hours of studio activity each week.*

DNCE 392 (3)
World Dance Topics
Studio dance course that explores the techniques and repertory of a specific dance tradition. The topic and style is variable. *Students will spend two hours in lecture and two hours per week in dance activities. May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

DNCE 400 (3)
Performance Lab
An opportunity to develop and collaborate on new performance works that culminate in presentations to the public. Introduces the historical and theoretical concepts that underline various process-oriented activities so that students understand the depth of the creative process and the important social and political impact of the work.

DNCE 498A (1), 498B (2), 498C (3)
Independent Study
In-depth reading and research on a specific topic concerning dance or performance studies. The work culminates in a 10-20 page research paper under supervision by Dance faculty advisor. *May be repeated for a total of nine (9) units of credit in any combination of units from DNCE 498A-C and 499A-C. Enrollment restricted to students who have obtained consent of instructor.*

DNCE 499A (1), 499B (2), 499C (3)
Independent Performance Lab
In-depth physical research to develop original work that culminates in a public performance. Under supervision of Dance faculty advisor, includes readings, writings, and documentation. *May be repeated for a total of nine (9) units of credit in any combination of units from DNCE 498A-C and 499A-C. Enrollment restricted to students who have obtained consent of instructor.*

ECONOMICS (ECON)

College of Humanities, Arts, Behavioral and Social Sciences

ECON 201 (3)
Principles of Microeconomics

Introduction to the tools economists use to analyze a wide variety of issues and to gain an understanding of the economic way of thinking. Includes supply and demand, market exchanges, opportunity cost, production possibilities frontier, marginal analysis, consumer choice, firms and markets, externalities, public goods, and cost and production theory. Subject matter also may include issues commonly believed to be outside the economic domain. Illustrates the wide and diverse applicability of economic analysis.

ECON 202 (3)
Principles of Macroeconomics

The economy is the subject of study in this course. Includes gross domestic product, inflation, unemployment, interest rates, monetary policy, fiscal policy, budget deficits, trade deficits, international trade, exchange rates, business cycles, expectations, and a comparison of different macroeconomic schools of thought.

ECON 250 (3)
Introduction to Economics

Introduction to economic thinking. Subjects are chosen from ECON 201 and ECON 202. *Not open to students who have obtained credit for, or are required to take, either ECON 201 or 202. This course is no longer being offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

ECON 301 (3)
Intermediate Microeconomic Theory I

Examines the economic decisions made by individuals as consumers. Subject matter includes consumer choice, demand theory, labor leisure choice, intertemporal choice, choice under risk, welfare economics, general equilibrium analysis, and public goods. *Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 302 (3)
Intermediate Macroeconomic Theory

Examines the overall performance of an economy. Includes inflation, unemployment, interest rates, government taxes and expenditures, money and financial institutions, budget and trade deficits, business cycles, and more. Special attention is paid to contending macroeconomic views (e.g., Keynesian, New Keynesian, New Classical, and Monetarist). *Prerequisites: ECON 201 and 202. Co/Prerequisite: MATH 132 or 160.*

ECON 303 (3)
Intermediate Microeconomic Theory II

Examines the economic decisions made by business firms. Subject matter includes production and cost theory, theory of the firm, market structures, game theory, and externalities and factor market analysis. *Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 305 (3)
Economic Approach to Politics and Sociology

Applies the economic approach to the study of human behavior in non-market settings. Specifically, it applies economic reasoning, analysis, and tools to the study of the family, marriages, crime, learning, religion, charity, voting, politics, war, and more. *Prerequisites: ECON 201 and 202.*

ECON 318 (3)
Game Theory

Study of strategic multiplayer decision analysis. Introduces the components of modeling games (players, strategies, payoffs) and various classes of games, including static and dynamic games, as well as those of complete and incomplete information. Emphasis is on the use of game theory as a modeling tool in the social sciences. Covers solution concepts of Nash equilibrium, Dominance, and various refinements of Nash equilibrium concept such as Subgame Perfection, Bayesian equilibrium, and Perfect Bayesian equilibrium. Includes applications to Economics, Politics, Evolutionary Biology, and Philosophy. *Prerequisites: ECON 201 and MATH 132 or 160. May not be taken for credit by students who have received credit for ECON 481-3.*

ECON 325 (3)
Economics of the Environment and Natural Resources

Applies economic policy analysis to environmental and natural resource issues. Develops an understanding of the requirements of efficient markets, and the conditions under which markets fail. Subjects include the economics of externalities, optimal management of renewable and non-renewable natural resources, property rights, techniques for measuring the value of non-market environmental amenities, benefit/cost analysis, and the politics of environmental regulation and natural resources management. *Prerequisites: ECON 201 and 202.*

ECON 327 (3)
Economics, the Arts, and Entertainment Industries

Examines how art and entertainment mediums serve as a narrative to convey economic content. Focuses on the exchange between the rhetorical power of economics and the narrative power of the arts, such as film, song writing, and musical genres. Considers how economic forces in these industries shape entertainment or art products. *Prerequisites: ECON 201 and 202.*

ECON 328 (3)
Economics of Sports

Using the tools and concepts from labor economics, public economy, and industrial organization, this course examines professional and intercollegiate sports. Focus is primarily on four major sports: baseball, basketball, football, and hockey. Some of the subjects explored include: organizational and competitive structure of sports leagues, franchise value and stadium finance, wage and price determination, antitrust, and discrimination. *May not be taken for credit by students who have received credit for ECON 481-1. Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 331 (3)
Money, Banking, and the Economy
Discussion of the Federal Reserve System, money supply, and money demand. Analysis of money's effects on the price level, interest rates, employment, output, and exchange rates is analyzed. Examines how money evolved out of a barter economy. Banking and financial institutions are examined, with emphasis on innovations in financial markets. *Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 401 (3)
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 403 (3)
Experimental Economics
Provides an introduction to the field of experimental economics. Explores published experimental economics research on subjects such as consumer theory, property rights, public choice, labor economics, behavioral economics and macroeconomics. Focuses on three major themes: (1) benefits and drawbacks of using experiments to answer economic questions; (2) elements of sound experimental design; and (3) use of field experiments v.s. lab experiments. *May not be taken for credit by students who have received credit for ECON 481-8. Prerequisites: ECON 201 and 202.*

ECON 405 (3)
Great Economic Thinkers
What are the major ideas and classic works in economics? Who are the economists who have had the greatest impact on shaping modern economics? What are the ideas that have revolutionized economics? Focuses on the detailed answers to these three questions. Students will read the original writings of economists. *May not be taken for credit by students who have received credit for ECON 321. Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 411 (3)
Public Choice
Public Choice is the economic approach to political decision-making. The behavior of voters, politicians, bureaucrats, judges, and members of special interest groups are examined. Includes voting paradoxes, political competition, analysis of public goods, economic theory of constitutions, using government for private purposes, the theory of the state, and an economic theory of the courts. *Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 416 (3)
Law and Economics
Presents the insights that economists have brought to the study of the law since 1960, particularly as they relate to the property rights-Coasian approach to the law. This approach is then consistently applied to legal issues found in the areas of contract law, torts law, family law, criminal law, and more. *May not be taken for credit by students who have received credit for ECON 415. Prerequisites: ECON 201 and 202.*

ECON 421 (3)
The Public Economy
The economic justification for government is usually based on the inability of markets to achieve certain economic and social objectives. This is often referred to as market failure. Issues connected with market failure include public goods provision, externalities, the income distribution, and more. Examines the ways in which government deals with market failure. Discusses government taxation, transfer payments, and expenditure policies and the effects of these policies on incentives and behavior. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 422 (3)
Economics of Taxation
Develops an economic framework to evaluate the effects of taxation on individual behavior and the distribution of income. Addresses subjects such as efficient and equitable taxation, distribution of tax burdens, personal income taxation, the corporate income tax, consumption taxes, the politics of taxation, and state lotteries. Provides students with the necessary skills to objectively evaluate tax policies. *May not be taken for credit by students who received credit for ECON 481F. Prerequisite: ECON 301.*

ECON 431 (3)
Labor Economics
Study of the labor market. Includes an analysis of labor demand, supply, and wage rates; the measurement, type, and causes of unemployment; the effect of labor unions on wage rates and resource allocation. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

ECON 435 (3)
Industrial Organization and Advanced Pricing Theory
Industrial Organization (IO) is a branch of microeconomics that studies behavior of firms and industries with imperfect competition and the effects on pricing and product choices. An in-depth analysis of persistent market imperfections and the role of government in correcting these. Strategic models of firm behavior (i.e. Game Theory) are used to analyze such markets. Subjects covered include monopoly behavior and pricing strategy, dominant firms, oligopoly, cartels and tacit collusion, entry/deterrence, product differentiation, and agency theory. *Prerequisite: ECON 303.*

ECON 441 (3)
International Economics: Trade

International economics can be divided into two broad sub-fields: international trade and international money. Study of international trade focusing on real exchange of goods and services between sovereign states. Subjects will include theories of international trade and how they help us understand emerging trade patterns, trade policies and the implications of using alternative trade policies for growth and distribution of income. *Prerequisites: ECON 201 and 202. Co/Prerequisite: MATH 132 or 160.*

ECON 442 (3)
Economics of Development

Examines the processes of economic, social, and institutional change in the developing world. Presents alternative definitions, theories, and strategies of development. The strengths and weaknesses of different approaches to economic development are identified and compared in the context of case studies (e.g., China, Brazil, Chile, North Korea, South Korea, and West Africa). *Prerequisites: ECON 201 and 202.*

ECON 443 (3)
International Economics: Money

International economics can be divided into two broad sub-fields: international trade and international money. Study of international money focusing on the monetary side of the international economy, that is, on financial transactions between sovereign states. Subjects will include exchange rate regimes, balance of payments, international capital and financial markets, national income determination in an open economy, and emerging international economic arrangements. *May not be taken for credit by students who have received credit for ECON 481J. Prerequisites: ECON 201 and 202. Co/Prerequisite: MATH 132 or 160.*

ECON 444 (3)
International Economics: Labor

Examines the economics of the labor market in an international context. Includes an analysis of international labor mobility issues such as economic forces that drive international labor movements, impact of immigration on sending and receiving countries, as well as implications for immigration policy. Includes a discussion of international labor standards and the impact of capital movements on labor market conditions in different countries. *May not be taken for credit by students who have received credit for ECON 481-2 and 481N. Prerequisites: ECON 201 and 202.*

ECON 445 (3)
Gender and Development

Gender analysis remains in the peripheries of development theory and practice despite evidence which suggests that "modernization" results in disparate outcomes for similarly situated women and men. To bridge this analytical gap in development studies, the course explores the gender dimensions of the dramatic structural changes taking place in the world economy. *Also offered as PSCI 445 and WMST 445. Students may only receive credit for one of the courses.*

ECON 446 (3)
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.*

ECON 451 (3)
Business and Government

Examination of the complex interactions between business firms and government. Specifically, the impact of numerous regulatory and deregulatory policies are examined in terms of their effects on business firms. Also, the impact that businesses have on influencing government policy is examined. *Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 455 (3)
Public Policy Issues

When markets fail to be competitive, or the market outcome is viewed as "inequitable," public policies are often justified to "improve" upon the market outcome. Applies economic methods to evaluate the justification for policy intervention and the policy-induced effects on economic behavior and distribution of welfare among individuals. Subject matter includes current policy issues such as poverty and income inequality, income redistribution programs, discrimination, immigration, crime and drug abuse, and health care. *May not be taken for credit by students who have received credit for ECON 481D. Prerequisites: ECON 301 and 303.*

ECON 471 (4)
Econometrics

Provides skills that are necessary to formulate, estimate, and interpret testable relationships between variables specified by economic theory. Focuses primarily on linear regression analysis. Assumptions of the model and the consequences of violating these assumptions will be examined. The limitations of regression analysis as a tool of analysis will also be stressed. Emphasis will be on real world examples and practical exercises. *Three hours of lecture and two hours of aboratory. Prerequisites: MATH 242, ECON 301 and 303.*

ECON 481 (3)
Topics in Economics

Emphasizes new areas and new theoretical developments in economics and current high-interest topics in any of the subdisciplines of economics. *Students can apply up to twelve (12) units of different topics courses toward the major. Prerequisites: MATH 132 or 160, ECON 201 and 202.*

ECON 497A (1) 497B (2)
Independent Study
Individual research and study under the direction of a faculty member in economics. The student must prepare and present a detailed study plan and justification statement to the faculty member by the first week of classes. Study plan must be approved by the second week of classes. *May be repeated, but no more than (2) credit units may be counted toward the major. Enrollment restricted to Economics majors with senior standing and consent of instructor.*

EDUCATION: ADMINISTRATION/ADMINISTRATIVE SERVICES (EDAD)

College of Education, Health and Human Services

EDAD 610 (3)
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)
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)
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)
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)
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)
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 account-ability systems. *May not be taken for credit by students who have received credit for EDAD 618.*

EDAD 618B (2)
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)
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.*

EDAD 624A (1)
Professional Field Studies Beginning
Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the field work and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640A. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 624B (1)
Professional Field Studies Beginning
Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 626A (2)
Professional Field Studies Advanced
Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 626B (1)
Professional Field Studies Advanced
Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUCATION: EXCEPTIONAL LEARNERS (EDEX)

College of Education, Health and Human Services

EDEX 550 (1)
San Diego Summer Leadership Institute in Special Education
This intensive 3-day institute brings international, national, and local speakers together to address current educational issues related to the education of all students. It is designed to provide San Diego and other Southern California county school districts personnel, families, and human service with knowledge and skills to improve educational opportunities for students at risk. Students must attend all days, keynotes, and breakout sessions, and must produce a significant reflection paper. *Appropriate as a professional development experience. Up to three (3) units may be applied toward the Master's program with consent of advisor.*

EDEX 602 (3)
School Communities in a Pluralistic Society
Focuses on the pluralistic nature of society reflected in the contemporary school. Participants will develop interdisciplinary leadership and organizational skills to support students with diverse communication and learning characteristics and examine current best practices and emerging promising practices in the inclusive delivery of educational services. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

EDEX 636 (1-3)
Contemporary Professional Issues: Research and Best Practice Seminar
Examines current issues, concepts, and emerging best practices and research findings related to the education of learners with disabilities and other language and learning difference. *May be repeated for a total of nine (9) units.*

EDEX 637 (3)
Technology and Communication for Special Populations: Autism Spectrum Disorder Emphasis
Contemporary information and issues for education and agency personnel regarding the use of technologies inclusive of augmentative and alternative communication methods for students with disabilities and other communication challenges. Emphasis is on supporting individuals with Autism Spectrum Disorder. *Requires Laboratory work.*

EDEX 638 (3)
Shared Leadership in Educational Excellence for All
Participants develop and demonstrate an understanding of organizational systems and systems change agency through an examination of current theory, research, and practice in general and special education school reform. They explore models of and develop skills in leadership and management; advanced interpersonal communication; collaborative teaming and consultation; creative problem-solving and conflict resolution; supervision, coaching, and training of others; resource procurement and provision; interagency coordination; and change agency. Participants apply skills to address curricular, instructional, assessment, and systems change challenges in school and community settings.

EDEX 639 (3)
Using Data-Based Instruction to Improve the Learning Outcomes of Students Who are Difficult to Teach
Enables practicing general and special educators at all levels (preschool-grade 12) to apply principles of data-based decision-making to implement "best practices" to improve the performance of students with learning disabilities; cognitive, emotional, and behavioral challenges; gifts and talents; multiple disabilities; and language difference. *Fulfills the Data-Based Decision Making and Current and Emerging Research and Practice Standards for the Level II Education Specialist Credential. Taught online.*

EDEX 640A (3)
Beginning Process Communication: Reaching All Students
Introduces the six personality types (i.e., reactor, workaholic, persister, dreamer, rebel, and promoter), the associated perceptions and communication preferences, and methods for communicating and motivating in classroom, work, and community situations. Designed for educators and others concerned with communicating with youth at risk and instructional teams wishing to improve team functioning. *May be repeated once, but can only be applied as an elective in the Master's or credential program with consent of advisor.*

EDEX 651 (3)
Advanced Technology, Transition, and Inclusive Education
Focuses upon acquisition of skills for advanced application of technologies supporting inclusion and practical applications in the classroom, grant writing, and professional presentations. Meets Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis in inclusive education, assistive technology, and reflective practice. *Enrollment Restriction: Completion of the Special Education Specialist in Mild-Moderate-Severe Disabilities Level I.*

EDEX 652 (2)
Crisis Prevention and Management
Students develop advanced crisis prevention management techniques and become proficient in positive behavior support planning and Behavior Intervention Plan development.

EDEX 660 (2)
Induction Plan Development
Development of a Professional Credential Induction Plan for Professional Level II Mild/Moderate and Moderate/Severe Education Specialist candidates. *Graded Credit/No Credit. Enrollment Restriction: Acceptance into the Professional Level II Education Specialist Program.*

EDEX 661 (2)
Portfolio Review and Site Visitation
Through a portfolio review process, candidates demonstrate performance of specialist or authorization standards. *Graded Credit/No Credit.*

EDUCATIONAL LEADERSHIP (EDLD)

College of Education, Health and Human Services

Enrollment restriction for all EDLD courses is admission to the joint doctoral program and consent of Program Coordinator.

EDLD 705 (4 quarter units)
Re-Thinking Leadership
Presents the evolution of leadership thought and theory, with an emphasis on the distinction between, and interrelatedness of, effective management and leadership. The ethics of leadership practice and epistemological perspectives of emerging leadership styles will be explored, and students will have opportunities to reflect on the nature of leadership as it is practiced in educational settings. Applying critical, self-reflective leadership practice through structured activities is also an element of this course.

EDLD 710 (4 quarter units)
Leadership for Learning
Explores various models of curriculum and instruction in response to student learning needs. It also will examine models of school organization and the leader's role and responsibility in developing a school culture that promotes student achievement, using evidence-based decision-making. A major emphasis will be on evaluating research upon which theories and practice are based.

EDLD 715 (4 quarter units)
Leadership for a Diverse Society
Addresses theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. Emphasis on how leadership intersects with sociohistorical and sociocultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

EDLD 720 (4 quarter units)
Leadership for Organizational Change
Presents multiple theories of organizational change, explore group processes and identify models of decision-making, and analyze human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with competing demands, will be discussed. A major emphasis on people as agents of change and creating high quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization.

EDLD 725 (4 quarter units)
Leadership for Organizational Development
Investigates the skills and dispositions needed for students to lead the development of learning organizations. Faculty will teach and model concepts of working with people within educational organizations and programs. Emphasis will be placed on individual's team development and facilitation, organizational communications, adult learning, and professional development.

EDLD 730 (4 quarter units)
Leadership for the Future
Addresses interdisciplinary influences on leadership practice within learning organizations. Contributions from scholars in future studies will be used to explore topics such as long-range planning, demographic trends, technology, and brain theory.

EDLD 740A (4 quarter units), EDLD 740B (4 quarter units)
Advanced Topics in Leadership
Explores topical issues in the field of leadership. It focuses on recent developments that have broad implications for research and practice in educational leadership. Course subjects will vary each time the course is offered.

EDLD 750A (4 quarter units), EDLD 750B (4 quarter units), EDLD 750C (4 quarter units)
Educational Research and Evaluation Design
Integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions on a variety of methodologies including: experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods.

EDLD 760A (4 quarter units), EDLD 760B (4 quarter units), EDLD 760C (4 quarter units)
Advanced Research and Evaluation Methods
Addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

EDLD 770A (2 quarter units), EDLD 770B (2 quarter units), EDLD 770C (2 quarter units)
Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 780A (2 quarter units), EDLD 780B (2 quarter units), EDLD 780C (2 quarter units)
Advanced Leadership Research Practicum
Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

EDLD 785 (2 quarter units)
Qualifying Paper Preparation
Provides students with time, resources, and guidance for the purpose of developing a review of literature on a student-related topic, which typically becomes the focus of the dissertation research project. Students will be expected to use a variety of research tools in order to discover and identify relevant information.

EDLD 792 (2 quarter units), EDLD 794 (2 quarter units)
Dissertation Research
Directed research on dissertation topic for students who have been admitted to candidacy for the Ed.D. degree.

EDLD 796A (4 quarter units), EDLD 796B (4 quarter units), EDLD 796C (4 quarter units), EDLD 796D (4 quarter units)
Dissertation Writing Seminar
Provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences.

EDLD 798A (2 quarter units), EDLD 798B (2 quarter units)
Colloquium on Educational Leadership
Program faculty and visiting lecturers present leadership research in progress. The colloquium series serves as a forum to discuss current research in educational leadership.

EDUCATION: MIDDLE LEVEL (EDMI)

College of Education, Health and Human Services

Enrollment restriction for all EDMI courses is admission to Middle Level Program.

EDMI 511 (3)
Middle Level Teaching and Learning I
Focuses on developing a preliminary understanding of learning theory and instructional practice in self-contained or departmentalized settings.

EDMI 512 (3)
Middle Level Teaching and Learning II
Focuses on developing an advanced understanding of learning theory and instructional practice in self-contained or departmentalized settings. *Prerequisite: EDMI 511.*

EDMI 521 (3)
Middle Level Literacy I
Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language Learning in self-contained or departmentalized settings.

EDMI 522 (3)
Middle Level Literacy II
Focuses on developing an understanding of theory, methodology, and assessment of English Language Arts and second language learning in self-contained or departmentalized settings. *Prerequisite: EDMI 521.*

EDMI 543 (3)
Middle Level Mathematics Education
Focuses on developing an understanding of theory, methodology, and assessment of mathematics in self-contained or departmentalized settings.

EDMI 544 (3)
Middle Level Social Studies Education
Focuses on developing an understanding of theory, methodology, and assessment of social studies in self-contained or departmentalized settings.

EDMI 545 (3)
Middle Level Science Education
Focuses on developing an understanding of theory, methodology, and assessment of science in self-contained or departmentalized settings.

EDMI 555 (3)
Middle Level Multilingual Education
Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in self-contained or departmentalized settings. *May not be taken for credit by students who have received credit for EDML 552.*

EDMI 571 (7)
Clinical Practice in Middle Schools I
Observation and teaching in selected middle schools in grades 6-8 under the supervision of a classroom teacher, on-site liaison, and university supervisor, with clinical practice seminars. *May not be taken for credit by students who have received credit for EDMI 561.*

EDMI 572 (7)
Clinical Practice in Middle Schools II
Observation and teaching in selected middle schools in grades 6-8 under the supervision of a classroom teacher, on-site liaison, and university supervisor, with clinical practice seminars. *May not be taken for credit by students who have received credit for EDMI 562. Graded Credit/No Credit.*

EDMI 573 (7)
Clinical Practice II in Middle Level Bilingual/ELD Settings
A clinical practice experience designed to prepare teacher candidates to obtain Bilingual Authorization certification. Bilingual teacher candidates will demonstrate the skills, knowledge, and attitudes to effectively teach in a bilingual/ELD classroom setting. *Graded Credit/No Credit. Enrollment is restricted to students who have obtained consent of instructor. Enrollment Requirement: Admission to the Middle Level Teacher Education Program.*

EDMI 661 (3)
The Young Adolescent Learning
Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of young adolescents from multidisciplinary, multicultural, and applied perspectives. Students will explore how to create learning environments and social contexts that support cognitive and developmental processes. Through a critical inquiry process, students will learn theoretical perspectives and empirical research on young adolescent development as they create an understanding of the factors that influence the social contexts in which practitioners and young adolescents exist.

EDMI 662 (3)
Middle Level Curriculum, Instruction, and Assessment
Explores various issues and techniques in curriculum design, instruction, and assessment in light of middle-level philosophy and young adolescent development. Students will expand their practical repertoire of teaching and assessment strategies for meeting young adolescents' intellectual, social, and emotional needs. Students will engage in field experiences and consider organizational structures that shape middle-level students' learning and development.

EDMI 663 (3)
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.*

EDUCATION: MULTILINGUAL/MULTICULTURAL (EDML)

College of Education, Health and Human Services

EDML 550 (3)
First and Second Language Acquisition Theory and Methods
Language structure and use, language acquisition theories, the structure of English, the role of primary language literacy in second language acquisition, second language instruction in bilingual and multilingual settings and methods for teaching English as a Second Language (ESL), and content area instruction through English Language Development (ELD) techniques.

EDML 552B (3)
Theories and Methods of Bilingual/Multicultural Education
Focuses on bilingual and multicultural education to include: sociolinguistics, sociocultural context, models of bilingual education, and multilingual instructional techniques, with consideration of the needs of exceptional learners. *Enrollment Restriction: Semesters 1-5 of Integrated Bachelor of Arts and Multiple Subject Credential Program. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDML 603 (3)
Assessment and Evaluation of Students in Multilingual/ Multicultural Contexts
Investigates a variety of theories and approaches (formal, informal, individual/group, holistic, and analytical) for identifying student learning needs, assessing the development of primary and second languages, and assessing achievement in content areas in the primary and second language. The following principles are the focus of this course: (1) the nature and purpose of primary- and second-language assessment measures; (2) the nature and purpose of assessment measures in content areas; (3) limitations of test instruments, and procedures (e.g., issues and problems of test equivalence, cultural, and linguistic bias); and (4) various approaches to assessment (e.g., performance-based assessment traditional measures, such as norm-referenced and standardized tests, authentic assessment, and portfolio assessment). *Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUCATION: MULTIPLE SUBJECT (EDMS)

College of Education, Health and Human Services

Enrollment restriction for all EDMS courses is admission to the Multiple Subject Teacher Credential Program.

EDMS 511 (3)
Elementary Teaching and Learning I
Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

EDMS 511B (3)
Elementary Teaching and Learning I
Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

EDMS 512 (3)
Elementary Teaching and Learning II
Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 511.*

EDMS 512B (3)
Elementary Teaching and Learning II
Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 511B.*

EDMS 521 (3)
Elementary Literacy I
Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms.

EDMS 521B (3)
Elementary Literacy I
Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

EDMS 522 (3)
Elementary Literacy II
Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Prerequisite: EDMS 521.*

EDMS 522B (3)
Elementary Literacy II
Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Prerequisite: EDMS 521B. Enrollment restricted to students in the ICP.*

EDMS 543 (3)
Elementary Mathematics Education
Focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in various elementary school curricula, and curriculum integration in mathematics. Methods of cross-cultural language and academic development will be integrated into the course. *Requires participation/observation in the public schools.*

EDMS 543B (3)
Mathematics Education in Elementary Schools
Focuses on how children develop mathematical understanding; children's mathematical thinking; curriculum development; methods, materials, planning, organization, and assessment in various elementary school curricula; and curriculum integration. Methods of cross-cultural language and academic development are integrated into the course. *Enrollment restricted to students in the ICP.*

EDMS 544 (3)
Social Studies Education in Elementary Schools
Focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in social studies. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated into the course. *Requires participation/observation in the public schools.*

EDMS 544B (3)
Social Studies Education in Elementary Schools
Focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in social studies. Emphasis is placed on using community-based resources and on the integration of curricular areas. Methods of cross-cultural language and academic development are integrated into the course. *Enrollment Restriction: Completion of semesters 1-4 of ICP.*

EDMS 545 (3)
Elementary Science Education
Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *Requires participation in the public schools.*

EDMS 545B (3)
Science Education in Elementary Schools
Focuses on inquiry teaching to include: the Learning Cycle model, science process skills, science themes, scientific attitudes and habits of mind, and methods to involve all children in hands-on lessons. Emphasis is placed on instructional strategies, authentic assessments, exemplary science kits and curricula, as well as on the use of technology in science teaching. Methods of cross-cultural language and academic development are integrated into the course. *Enrollment restricted to students in the ICP.*

EDMS 555 (3)
Elementary Multilingual Education
Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. *May not be taken for credit by students who have received credit for EDML 552. Requires participation in the public schools.*

EDMS 555B (3)
Elementary Multilingual Education
Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

EDMS 560A (1)
Integrated Credential Program Practicum A
Introductory classroom experience to implement course concepts, tutor, and other school-based experiences in selected schools under supervision of classroom teacher and program coordinator. Requires travel to assigned school for eight (8) hours each week. *Enrollment restricted to students in the ICP.*

EDMS 560B (1)
Integrated Credential Program Practicum B
Continued classroom experience to implement course concepts, tutor, and other school-based experiences in selected schools under supervision of classroom teacher and program coordinator. Requires travel to assigned school for eight (8) hours each week. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 560A.*

EDMS 571 (7)
Clinical Practice in Elementary Schools I
Observation and teaching in selected schools under supervision of classroom teacher and university supervisor, with a student teaching seminar. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 561. Enrollment Restriction: Admission to the Multiple Subject Internship Credential Program.*

EDMS 571B (6)
Beginning Elementary School Student Teaching
Observation and teaching in selected schools under supervision of classroom teacher and university supervisor, with a student teaching seminar. *Enrollment restricted to students in the ICP.*

EDMS 571 (I) (7)
Beginning Elementary Intern Teaching
Observation and teaching in selected elementary schools under the supervision of a supervisor and intern support provider, with a concurrent student teaching seminar. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 561(I). Prerequisite: Admission to the Multiple Subject Internship Credential Program.*

EDMS 572 (7)
Clinical Practice in Elementary Schools II
Teaching in selected elementary schools under the supervision of a classroom and university supervisor, with a concurrent student teaching seminar. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 562. Enrollment Restriction: Admission to the Multiple Subject Internship Credential Program.*

EDMS 572B (6)
Advanced Elementary School Student Teaching
Observation and teaching in selected schools under supervision of classroom teacher and university supervisor, with a student teaching seminar. *Enrollment restricted to students in the ICP.*

EDMS 572 (I) (7)
Education Specialist Beginning Student Teaching
Teaching in selected elementary schools under the supervision of a supervisor and intern support provider, with a concurrent student teaching seminar. *May not be taken for credit by students who have received credit for EDMS 561. Prerequisite: Admission to the Multiple Subject Internship Credential Program.*

EDMS 573 (7)
Clinical Practice in Elementary School Bilingual/ ELD Settings
Observation and teaching in a bilingual setting in selected schools under the supervision of a classroom teacher and university supervisor and participating in a student teaching seminar. *May be repeated once.*

EDMS 575B (1)
Integrated Program Capstone Seminar
Students demonstrate mastery of the integration of content and pedagogy through performance assessment. Accompanies the required student teaching during the final semester of the integrated Bachelor of Arts and Multiple Subject Credential Program. *Graded Credit/No Credit. Enrollment restricted to students in the ICP. Enrollment Requirement: Successful completion of all program coursework.*

EDUCATION: MULTIPLE SUBJECT/EXCEPTIONAL LEARNERS (EDMX)

College of Education, Health and Human Services

Enrollment restriction for all EDMX courses is Admission to an Education Specialist Credential Program Option.

EDMX 511 (3)
Elementary Teaching and Learning for Education Specialists I
Provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; planning and delivery of meaningful lessons; and utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 512 (3)
Elementary Teaching and Learning for Education Specialists II
Provides opportunities to apply learning theories to educational practice; to develop universally designed lessons; and to utilize appropriate teaching strategies for differentiating and accommodating learning differences of students with disabilities and other learning challenges. Candidates are introduced to special education pre-referral and referral processes, and characteristics of students with disabilities. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 521 (3)
Elementary Literacy for Education Specialists
Focuses on developing Education Specialists' understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 543 (3)
Mathematics Education in Inclusive Classrooms
Focuses on the scope and sequence of mathematics in the K-12 curriculum, mathematics instructional methods, materials, and assessment. Additional emphasis is provided on assessing student mathematical thinking and developmentally appropriate instructional practices. Methods of cross-cultural language and academic development and strategies for accommodating learners with special educational needs in assessment and instruction are integrated into the course. *Requires participation and observation in public school programs.*

EDMX 570 (6)
Education Specialist — Clinical Practice in Elementary and Special Settings
Observation and teaching in selected schools with directed special education field experiences under the supervision of a classroom teacher and university supervisor. Includes seminars. *Graded Credit/No Credit. Enrollment restricted to candidates in the Concurrent Education Specialist and Multiple Subject Program Option.*

EDMX 571 (7)
Education Specialist — Clinical Practice: General Education Setting
Observation and teaching in a general education setting in selected K-12 schools under the supervision of a classroom teacher and university supervisor and includes participation in student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Enrollment Requirement: Successful completion of program prescribed coursework.*

EDMX 572 (7)
Education Specialist — Clinical Practice: Special Education Setting
Observation and teaching in special education setting in selected schools under the supervision of a credentialed special education teacher and university supervisor. Includes participation in a student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Prerequisite: Successful completion of program prescribed coursework.*

EDMX 573 (6)
Education Specialist — Clinical Practice: Moderate/Severe Disabilities
Observation and teaching of students with moderate and severe disabilities under the supervision of a credentialed special education teacher and university supervisor. Includes seminars. *Graded Credit/No Credit. Enrollment Requirement: Enrollment in or successful completion of EDMX 634.*

EDMX 575 (2)
Education Specialist — Transition Development Plan Seminar
Candidates develop an Individualized Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. *Graded Credit/No Credit. Enrollment Requirement: Enrollment in or completion of EDMX 572 or 671 or 672.*

EDMX 622 (4)
Literacy for Education Specialists
Focuses on developing an advanced understanding of theory, methodology, and assessment of K-12 English Language Arts and second language learning in integrated and inclusive classrooms. *May not be taken for credit by students who have received credit for EDMX 641. Prerequisite: EDMS 521.*

EDMX 627 (3)
Assessment for Planning and Instruction
Focuses on methods for assessing and planning so students with disabilities, language, and other learning differences have access to the general education curriculum. Students administer and interpret formal and informal assessments for Individual Education Program planning, implementation, and evaluation. *Requires participation/observation in the public schools.*

EDMX 631 (3)
Foundations in Law, Ethics, and Procedures of Special Education
Introduction to state and federal special laws regarding special education; ethical issues in special education; concepts of assessment of learners and learning environments; non-biased, nondiscriminatory approaches to assessment; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming.

EDMX 632 (3)
Technology and Communication for Special Populations
Terms, trends, history, and current information bases on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work. *Prerequisite: EDUC 500.*

EDMX 633 (3)
Community Access through Supported Environments
Focuses on methods and strategies for facilitating learner access and growth in academic, social relationship, communication, vocational, personal, recreational, community, and functional life skill domains. Emphasizes the development and implementation of positive behavioral support plans and interventions that address students' behavioral, social, and motivational needs as well as transition planning, family-centered assessment, student empowerment, conflict resolution, and friendship development.

EDMX 635 (4)
Education Specialist — Curriculum and Instruction: Moderate/Severe Disabilities
Focuses on developing knowledge and skills for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral, and communication needs to participate in school and community experiences. *May not be taken for credit by students who have received credit for EDMX 634. Enrollment Requirement: Successful completion of Mild/Moderate Education Specialist Coursework and Clinical Practice. Prerequisites: EDMX 572, 575, 622, 627, 632, and 633.*

EDMX 671 (7)
Education Specialist — Clinical Practice for Interns I
Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and university supervisor. Includes participation in student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 572. Graded Credit/No Credit.*

EDMX 672 (7)
Education Specialist — Clinical Practice for Interns II
Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and university supervisor. Includes participation in student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 664. Graded Credit/No Credit.*

EDUCATION: SINGLE SUBJECT (EDSS)

College of Education, Health and Human Services

Enrollment restriction for all EDSS courses is admission to the Single Subject Teacher Credential Program.

EDSS 511 (3)
Secondary Teaching and Learning
Focuses on developing a preliminary understanding of learning Theory and Instructional practice in integrated and inclusive secondary classrooms.

EDSS 521 (3)
Secondary Literacy
Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and secondary language learning in integrated and inclusive secondary classrooms.

EDSS 530 (3)
Schools for the 21st Century
Focuses on the concept of the newly evolving model of the secondary school in the 21st Century. Explores issues of professional perspectives, conduct, and obligations; school climate; special needs and equity for students; and interdisciplinary teaming and interpersonal communication skills.

EDSS 531 (3)
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 541 (3)
Interdisciplinary Methods
Methodology course which provides training in interdisciplinary learning methods. Utilizes pedagogical and practical experiences to prepare teacher candidates in a variety of appropriate strategies to utilize with secondary students.

EDSS 543A (2)
Secondary Mathematics Education A
Focuses on developing an understanding of theory, methodology, and assessment of Mathematics in integrated and inclusive secondary classrooms: Part A.

EDSS 543B (2)
Secondary Mathematics Education B
Focuses on developing an understanding of theory, methodology, and assessment of Mathematics in integrated and inclusive secondary classrooms: Part B. *Prerequisite: EDSS 543A.*

EDSS 544A (2)
Secondary Social Studies Education A
Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part A.

EDSS 544B (2)
Secondary Social Studies Education B
Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms. *Prerequisite: EDSS 544A.*

EDSS 545A (2)
Secondary Science Education A
Focuses on developing and understanding of theory, methodology, and assessment of Science in integrated and inclusive secondary classrooms: Part A.

EDSS 545B (2)
Secondary Science Education B
Focuses on developing an understanding of theory, methodology, and assessment of Science in integrated and inclusive secondary classrooms: Part B. *Prerequisite: EDSS 545A.*

EDSS 546A (2)
Secondary English Education A
Focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part A.

EDSS 546B (2)
Secondary English Education B
Focuses on developing and understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part B. *Prerequisite: EDSS 546A.*

EDSS 547 (3)
Secondary World Languages Education
Focuses on developing and understanding of theory, methodology, and assessment of World Languages in integrated and inclusive secondary classrooms.

EDSS 547A (2)
Secondary World Languages Education A
Focuses on developing and understanding of theory, methodology, and assessment of World Languages in integrated and inclusive secondary classrooms: Part A.

EDSS 548A (2)
Secondary Physical Education Methods A
Designed to introduce teaching candidates to curriculum development, assessment strategies, and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Teaching candidates will have 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. These elements include: curriculum, safety, class size, facilities and equipment, time allocation, technology, activity content knowledge, assessment, and program evaluation. *May not be taken for credit by students who have received credit for EDUC 695-1. Enrollment Requirement: Admission to the Single Subject Program. Prerequisite: EDUC 350, 364, and 422.*

EDSS 548B (2)
Secondary Physical Education Methods B
Designed to introduce teaching candidates to assessment and instructional design concepts that are essential to the effective design of a standard-based secondary physical education program. Students will have 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. *Enrollment Requirement: Admission to the Single Subject Program. Prerequisite: EDSS 548A.*

EDSS 555 (3)
Secondary Multilingual Education
Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive secondary classrooms.

EDSS 571 (6)
Clinical Practice in Secondary Schools I
Observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor. *Graded Credit/No Credit.*

EDSS 572 (7)
Clinical Practice in Secondary Schools II
Advanced observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor. *Graded Credit/No Credit.*

EDSS 573 (7)
Clinical Practice in Secondary School Bilingual/ELD Settings
Observation and teaching in a bilingual setting in selected schools under the supervision of a classroom teacher and university supervisor and participating in a student teaching seminar. *May be repeated once. Graded Credit/No Credit. Enrollment Restriction: Successful completion of program prescribed coursework.*

EDUCATION: MATHEMATICS/SCIENCE/ TECHNOLOGY (EDST)

College of Education, Health and Human Services

EDST 450 (1)
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.*

EDST 610 (3)
Current Issues and Research in Science Education
Selected studies of current issues and problems related to science instruction and curriculum development. Subjects include multicultural science education, science for students with disabilities, gender and ethnicity issues regarding science, the analysis of learning in the science classroom, technology to teach science, and a review of recent research in science education and science education reform efforts. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 611 (3)
Advanced Methods in Science Teaching I: Life Science Emphasis
Has a multidimensional purpose: includes an overview of the major subjects in the Life Sciences, as well as the examination and practice of a variety of instructional models which enhance learning of science concepts and processes. Rationales for the use of each model will be included. Emphases will be placed on both science content and inquiry instruction. The practice and use of authentic assessments for effective science teaching will also be examined. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 612 (3)
Advanced Methods in Science Teaching II: Physical Science Emphasis
Has a multidimensional purpose: includes an overview of the major topics related to the Physical Sciences by integrating the disciplines of Physics, Chemistry, and Earth Science. Also includes the examination and practice of a variety of instructional models that enhance learning of science concepts and processes. Rationales for the use of each model will be included. Emphases will be placed on both science content and inquiry instruction. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 613 (3)
Topics in Science Education
Includes field studies and/or laboratory investigations designed to increase teachers' knowledge of various topics within the life, physical, and earth sciences. Includes strategies for developing and implementing interdisciplinary lessons, programs, and action projects in the school and community. Methods for teaching K-8 students about the natural world using effective educational methodology are emphasized. *May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 620 (3)
Current Issues and Research in Mathematics Education
Provides a general overview of mathematics education which will include discussions of the current trends both nationally as well as internationally, teaching for understanding, curricular issues, and developing instructional strategies for the success of all students. The information to be covered will be driven by current research in the field. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 621 (3)
Students' Thinking in Mathematics Education
Explores the implications of understanding K-8 students' mathematical thinking for instruction. The development of students' mathematical thinking in major content areas will be examined across grade levels. The information to be covered will be driven by current research in the field and students' own investigations. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 622 (3)
Instructional Practices in Mathematics Education
Helps students reflect on their own knowledge and beliefs about mathematics instruction while investigating current research on mathematics instruction, assessment, and curricular issues. Students will explore how to make use of this research to inform and improve mathematics instruction. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 623 (3)
Topics in Mathematics Education
Critically examines one or more selected investigations in mathematics education related to such topics as international studies, ethnomathematics, professional development, and/or other current topics. The latest research issues in mathematics education will be highlighted. *May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 630 (3)
Current Issues and Research in Educational Technology
Assists educators in the application of technology related skills and knowledge to their classroom. This fully online course requires collaboration using electronic media. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 631 (3)
Impact of Technology on Teaching and Learning
A critical analysis of how technology contributes to learning, teaching, and educational reform. Includes topics such as the pedagogy of distance and distributed learning, portfolio assessment, and community-based and project-based learning. Special emphasis is placed on how technology influences various communities of learners. *Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 632 (3)
Using Emerging Technologies to Customize Learning
Helps educators develop skills to use emerging technologies and multimedia applications to customize learning and instruction. It includes the study of visual principles, pedagogical concepts, and instructional strategies as they pertain to the development of instructional delivery systems. Students work in teams to develop instructional projects for classroom implementation. *Enrollment Restriction: Enrollment in the Education Master's Program and/or hold credential.*

EDST 633 (1-3)
Topics in Educational Technology
Critically examines one or more selected issues in educational technology. Current topics such as distance and distributed learning, video conferencing, and technology initiatives will be highlighted. *May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.*

EDST 634 (3)
Supporting Service Learning in K-12 Settings
Designed for educators who want to apply service learning to a K-12 classroom setting. Covers the fundamental elements of the Cal Serve K-12 Service Learning Initiative and will feature ways to utilize technology to support meaningful service learning projects. Participants will develop and implement a standards-based service-learning project integrating the use of technology. *Students will submit a portfolio documenting their experiences in the process.*

EDST 635 (3)
Hardware Operations and Functions to Support Teaching and Learning
Prepares educators to use computer and software resources and settings to support student needs. Includes universal access issues, tools, and important copyright law.

EDST 636 (3)
Software and Web Site Evaluation and Tools
Prepares educators to critically examine education-specific software for classroom use and to evaluate educational web sites. Includes development of a teacher web page, use of online survey tools, and blogs.

EDST 637 (3)
Instructional Technology Planning and Management
Prepares educators to plan, manage, and access technology infused classroom environments. Includes the development and piloting a technology-rich instructional unit utilizing technology, and the use of rubrics for assessment.

EDST 638 (3)
Using Visual Literacy to Improve K-12 Student Learning
Explores four elements of video production in the classroom: 1) learn how to plan for video production targeting student needs to impact learning; 2) learn the basic aspects of media production; 3) plan video production and implement in a K-12 classroom setting; and 4) assess learning outcomes and reflect on the use of video to enhance student learning.

EDST 639 (3)
Digital Storytelling to Inspire Creativity in the K-12 Classroom
Prepares educators to apply principles of digital storytelling to create a variety of movie sequences applying project based learning elements emphasized in education today. Copyright issues and permissions will be addressed for the K-12 classroom. Projects will address the K-12 Standards for Visual Arts.

EDST 640
Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 Classroom
The Web has many free resources that can be used collaboratively to produce projects in the K-12 classroom. Learn about Web 2.0 and explore how these tools can be used to inspire creativity in young students as they learn content and demonstrate their understanding.

EDST 641 (3)
Designing Online Experiences for Teaching and Learning
Prepares instructors to design online experiences using appropriate instructional media and assessment for effective web-based learning.

EDST 643 (1)
Using Mobile Technologies for Teaching and Learning
Learn about emerging mobile applications and successful uses in educational setting. Explore models and create example projects that engage learners in collaborative projects. Identify strategies and lessons aligned with content and national technology standards for use with students.

EDST 644 (1)
Social Media and Personal Learning Networks in Education
Examines the use of social media in creating a personal learning network (PLN). Students will use various social media tools to create and participate in an on-line learning community to enhance instructional and personal development.

EDST 646 (1)
Digital Citizenship in the Classroom
Advocates, models and teaches safe, legal and ethical use of digital information and technology including respect for copyright, intellectual property, and the appropriate documentation of resources.

EDST 647 (1)
Adventures in GeoCaching
In this hands-on course, students will learn about and use Global Positioning System (GPS) Receivers. Use of geocaching activities will be explored and classroom activities will be designed for K-12 students.

EDST 648 (1)
Cloud Computing for Education
Learn and explore educational use of applications in a cloud environment such as Google Apps. Discover how cloud computing supports teaching and learning in the digital age.

EDST 649 (1)
Implementing Adaptive Technology in the K-8 Classroom
Designed to provide insight into the world of assistive technology in education. The course will review various types of disabilities and the technologies and accommodations available to students with disabilities.

EDUCATION (EDUC)

College of Education, Health and Human Services

EDUC 199 (1-3)
Independent Study
Individual library study or research under the direction of a faculty member. Study plan must be approved by the fourth week of classes. *Enrollment restricted to students who have obtained consent of instructor.*

EDUC 350 (3)
Foundations of Teaching as a Profession
Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

EDUC 350B (3)
Foundations of Teaching as a Profession
An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classrooms settings. Course is intended for students who are considering applying to the Integrated Credential Program.*

EDUC 364 (3)
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 SLP 364. Students may not receive credit for both.*

EDUC 364B (3)
The Role of Cultural Diversity in Schooling
Focuses on principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of cultural contact, and cultural diversity in the United States and in California) within a theoretical and applied context. *Course is intended for students who are considering applying to the Integrated Credential Program.*

EDUC 370 (1)
Leadership Foundations for Teaching Diverse Students
Provides a multi-faceted pre-service training experience that is methods oriented, pedagogically sound and that references Mini-Corps tutoring experiences for undergraduate and Mini-Corps students participating in the Credential Programs Pathway for Mini-Corps. Explores supporting academic achievement of culturally and linguistically diverse students, including tutoring migrant students, and also prepares undergraduates for entering the credential programs. *May be repeated for a total of eight (8) units. Enrollment is restricted to students who have obtained consent of instructor.*

EDUC 374 (3)
Introduction to International Comparative Education
Overview of schooling through the exploration of diverse educational policy and practice from around the world. International comparative education topics include: purpose of schooling, equitable education, education authority and accountability, and teacher professionalism. Comparative analysis is introduced as a means of deepening understanding of the field. Class participants reflect on their own schooling in the international context. Appropriate for students considering teaching as a profession and those interested in international studies. *May not be taken for credit by students who have received credit for EDUC 496-4.*

EDUC 380 (3)
Applications in Child and Youth Development
Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and sociocultural influences on development. *May not be taken for credit by students who have received credit for EDUC 496-1. Also offered as HD 380. Students may not receive credit for both.*

EDUC 400 (3)
Children's Literature
Selecting, analyzing, and using modern and classic literature with young readers. *Requires forty-five (45) hours of participation in a public school or related setting.*

EDUC 422 (3)
Technology Tools for Teaching and Learning
Focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program.*

EDUC 422A (1)
Technology Tools for Teaching and Learning - Part A
Equivalent to the first third of EDUC 422. Includes the productivity and professional practice skills and concepts in using technology in the classroom. Topics include educational uses of word processing, databases, and spreadsheets. *May not be taken for credit by students who have received credit for EDUC 422 and E494J.*

EDUC 422B (1)
Technology Tools for Teaching and Learning - Part B
Equivalent to the second third of EDUC 422. Focuses on using technology in the classroom through examination of educational software and familiarization with specific software titles supported in the College of Education credential program. *May not be taken for credit by students who have received credit for EDUC 422 and E494K.*

EDUC 422C (1)
Technology Tools for Teaching and Learning - Part C
Equivalent to the third third of EDUC 422. Focuses on development of the electronic portfolio, the culminating requirement for the credential program. Students will begin the process of developing their portfolio, which is continued in the credential program. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDUC E494L. May be repeated for a total of three (3) units. Prerequisites: EDUC 422A and EDUC 422B or EDUC 422.*

EDUC 494 (1)
Topics in Education
Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 494, 495, and 496. Students should check the Class Schedule for listing of actual topics.*

EDUC 495 (2)
Topics in Education
Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 494, 495, and 496. Students should check the Class Schedule for listing of actual topics.*

EDUC 496 (3)
Topics in Education
Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 494, 495, and 496. Students should check the Class Schedule for listing of actual topics.*

EDUC 501 (3)
Mainstream Instruction For Students With Special Learning Needs
Rationale, techniques, and strategies for successfully teaching students with special learning characteristics needs in the general education classroom. Issues in learning diversity and mainstreaming as they relate to the classroom teacher's role in teaching all students.

EDUC 508 (1-3)
Bilingual Books and Books in English about Latinos
An introduction to bilingual books, a genre of literature where two languages (specifically English and Spanish) are used in the same work, as well as to the principal works and figures of the literature in English about Latino children and adolescents in the United States and abroad. *May be repeated for a total of six (6) units.*

EDUC 509 (1-3)
Books and Reading Strategies for English Language Learners
Focuses on reading, selecting, and using appropriate literature to teach reading strategies for English language learners in grades K-8. Activities in the course will include: selecting appropriate literature for language proficiency, cultural learning style and reading ability, using literature to teach reading strategies such as reciprocal teaching, SQ3R and the directed reading thinking activity, and designing other activities for the English language learner using quality literature. *May be repeated for a total of six (6) units.*

EDUC 517 (1-6)
Current Issues: Books in Spanish for Young Readers
Introduction to and analysis of current practices and problems in selecting and using books in Spanish for children and adolescents. *May be repeated. May not be taken for credit by students who have taken EDUC 496B.*

EDUC 591 (1)
Topics in Education
Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination from EDUC 591, 592, and 593. Students should check the Class Schedule for listing of actual topics.*

EDUC 592 (2)
Topics in Education
Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination from EDUC 591, 592, and 593. Students should check the Class Schedule for listing of actual topics.*

EDUC 593 (3)
Topics in Education
Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination from EDUC 591, 592, and 593. Students should check the Class Schedule for listing of actual topics.*

EDUC 599 (1-3)
Independent Study
Individual library study or research under direction of a faculty member. Study plan must be approved by the fourth week of classes. *May be repeated, but no more than three (3) units of credit may be counted toward the major. Enrollment Requirement: Completion of at least three (3) upper-division courses in Education. Enrollment restricted to students who have obtained consent of instructor.*

EDUC 602 (3)
Schooling in a Multicultural Society
An introduction to issues of schooling in a multicultural society. Includes an overview of multicultural education and address areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

EDUC 604 (3)
Knowledge Construction and Accomplished Teaching
Provides an overview of a selection of educational philosophies, leads teachers through an examination of their personal philosophy of teaching and learning, and considers how it/they shape educational practice.

EDUC 606 (3)
Foundations of Literacy and Literacy Instruction
Overview of theories and practices that affect literacy development and literacy instruction for English speakers and English language learners. Develops teachers' understanding of how to create cultures of literacy as well as literacy skills necessary in the 21st century for Pre-K through adolescent learners.

EDUC 607 (3)
Writing instruction and Technology
Teachers who participate in the San Marcos Writing Project summer institute spend five weeks sharing best practice in the teaching of writing, reading, and discussing relevant literature and becoming more competent writers themselves. They also write daily on the computer, learn how to present using software like PowerPoint, establish web sites, and use additional technologies that assist them in the teaching of writing. *May not be taken for credit by students who have received credit for EDUC E593S. Enrollment restricted to students who have obtained consent of instructor.*

EDUC 608 (3)
Essential Elements of Adult Learning Theory in Hybrid Online Environments
Prepares instructors to apply adult learning theory as they design lessons, plan content, and assess student outcomes. Introduces the student to theories of adult learning and motivation, use of evidence based assessment, and characteristics of effective instruction in hybrid or online learning environments. *May not be taken for credit by students who have received credit for EDUC 592N and 592-1.*

EDUC 609 (2)
Essential Elements of Adult Learning Theory
Prepares instructors to design lessons, deliver content, and assess student outcomes for adult learners. Introduces the student to theories of adult learning and motivation, use of evidence based assessment, and characteristics of effective instruction. *May not be taken for credit by students who have received credit for EDUC 592N and 592-1. Corequisite: EDST 641.*

EDUC 610 (3)
Creating Conditions for Engagement and Independence in Literacy Classrooms
Examination of theories and practices that create the conditions for engagement and independence, which in turn affect literacy development in Pre-K through adolescent learners. Designed to develop understanding of how to create cultures of literacy and to develop literacy skills necessary in the 21st century for all learners. Components of research-based best practices will be a focus with an emphasis on creating cultures of literacy, supporting the development of information/technology/library skills and abilities, designing curriculum and instruction, and use of assessment as a means to fostering engagement.

EDUC 613 (3)
Multilingual Learners, Literacy and Language
Examines the current theory, research, and practice that affect language and literacy development for multilingual students. Explores the role of the culture of literacy as well as digital literacies for capitalizing on students' diverse language and literacy backgrounds to engage students in the acquisition of English literacy skills informed by understanding of second language acquisition, transfer among languages and culturally responsive interactions.

EDUC 614A (3)
Reading and Writing Assessment
Explores current strategies and techniques for evaluating reading and writing development in classroom settings; theoretical conceptual frameworks for evaluation; process and product procedures for evaluation; and formal and informal assessment techniques.

EDUC 614B (3)
Reading Certificate Field Experience
Explores multiple assessments in a balanced comprehensive literacy program and the research basis for the provisions of effective assessment of literacy teaching and learning relevant to students from varied cultural and linguistic backgrounds. Students will be required to administer a battery of appropriate assessments, make recommendations, and communicate that information through professional reports. *Graded Credit/No Credit. Co/Prerequisite: EDUC 614A.*

EDUC 615 (3)
Advanced Studies in Writing Instruction K-12
Teachers who participate in the San Marcos Writing Project summer institute spend five weeks sharing best practices in the teaching of writing, reading, and discussing relevant literature and becoming more competent writers themselves. *Enrollment restricted to students who have obtained consent of instructor.*

EDUC 616 (3)
Learning Through Text
Examines what is considered "text" in today's multimedia world: multiple sources of information, bridging print and digital literacies. The formats, audiences and purposes of various texts will be explored as well as ways to support students' reading of those texts. Selecting, interpreting, mediating, understanding and using text across the curriculum with students of various needs and developmental levels.

EDUC 618 (3)
Teaching Literacy for the 21st Century
Examines and demonstrates what it means to read, write, view, listen, and communicate in the 21st century. Teachers will expand and improve familiar literacy teaching and assessment by incorporating new technologies.

EDUC 619 (3)
Teacher Inquiry to Improve Student Learning
For teachers interested in conducting teacher research in their classrooms. The goal is to create a community of practice for teachers-as-researchers who can reflect on, investigate, understand and share their craft, students and classrooms with colleagues.

EDUC 620 (3)
Curricular Innovations and Applications
Critically examines innovations in curriculum, and studies some impacts that result from implementation of said innovations.

EDUC 621 (3)
Literacy Program Leadership
Examination and practical experience of the role and responsibility of the literacy specialist in the public schools and the community.

EDUC 622 (3)
Research Methods in Education
A core course designed to introduce educational practitioners to the fields of educational research and evaluation. Explores quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. Further examines measurement, assessment, common statistical techniques, and methods for critiquing research and program evaluation studies.

EDUC 623 (6)
Integrating Curriculum Through Fieldwork/Clinical Experiences
Designed to provide candidates with advanced clinical experience in the area of curriculum for students and schools needing support in reading. Focuses on the integration of program theory and content with a supportive environment that includes self-assessment, supervision for a university advisor and a field supervisor. Promotes reflection and decision-making that is aligned with being a specialist in the area of literacy and language arts. *Graded Credit/No Credit. Prerequisite: EDUC 614B.*

EDUC 624 (3)
Knowledge Construction and Individual Difference
Examines strategies for learning that include problem solving, thinking, and meta-cognition. Also considers the role of attitudes, beliefs, and feelings on learning, and addresses the needs of a diverse population.

EDUC 627 (3)
Designing, Developing and Evaluating Effective Literacy Programs
Prepares teachers to evaluate, design, develop and implement reading programs at the school and district level. Prepares teachers for the various roles of teacher and diagnostician, intervention provider, curriculum designer, professional developer, coach/mentor/supervisor, literacy program evaluator, action researcher, and literacy leader, all necessary to become a reading specialist and literacy coach.

EDUC 628 (3)
Applied Research Methods
Involves intensive study of current issues and concepts in education.

EDUC 630 (3)
International Baccalaureate Primary Years Program Studies and Preparation: From Theory to Practice
The International Baccalaureate (IB) Teacher Studies and Preparation: From Theory to Practice develops theoretical and practical knowledge of the IB Primary Years program (PYP) philosophy including international mindedness, inquiry as a teaching approach, and curriculum development and design. The successful completion of this class and the sequential IB Teacher Studies and Preparation class qualifies the candidate to deliver instruction in a PYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have a teaching credential and obtained consent of instructor.*

EDUC 631 (3)
International Baccalaureate Primary Years Program Studies and Preparation: From Instruction to Action
The International Baccalaureate (IB) Teacher Studies and Preparation II develops theoretical and practical knowledge of the International Baccalaureate Primary Years program (PYP) authorization process, assessment, evaluation, and reflection. The successful completion of this class and the prerequisite IB Teacher Studies and Preparation EDUC 630 class qualifies the candidate to deliver instruction in a PYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have obtained consent of instructor. Prerequisite: EDUC 630.*

EDUC 632A (2)
International Baccalaureate Field Study: From Theory to Practice
This field study course is designed to give the participant the opportunity to explore and investigate the core concepts from the IB Teacher Studies and Preparation: From Theory to Practice class in an IB World School, under the supervision of a site administrator and the university instructor. *Enrollment restricted to students who have obtained consent of instructor. Prerequisites: EDUC 630 or EDUC 633.*

EDUC 632B (2)
International Baccalaureate Field Study: From Assessment to Action
This field study course is designed to give the participant the opportunity to explore and investigate the core concepts from the IB Teacher Studies and Preparation: From Instruction to Action class in an IB World School, under the supervision of a site administrator and the university instructor. *Enrollment restricted to students who have obtained consent of instructor. Prerequisites: EDUC 630 or EDUC 633.*

EDUC 633 (3)

International Baccalaureate Middle Years Program Studies and Preparation: From Theory to Practice

The International Baccalaureate (IB) Teacher Studies and Preparation: From Theory to Practice develops theoretical and practical knowledge of the IB Middle Years program (MYP) philosophy including international mindedness, inquiry as a teaching approach, and curriculum development and design. The successful completion of this class and the sequential IB Teacher Studies and Preparation class qualifies the candidate to deliver instruction in a MYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have a teaching credential and obtained consent of instructor.*

EDUC 634 (3)

International Baccalaureate Middle Years Program Teacher Studies and Preparation: From Instruction to Action

The International Baccalaureate (IB) Teacher Studies and Preparation II develops theoretical and practical knowledge of the International Baccalaureate Middle Years program (MYP) authorization process, assessment, evaluation, and reflection. The successful completion of this class and the prerequisite IB Teacher Studies and Preparation EDUC 633 class qualifies the candidate to deliver instruction in a MYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have obtained consent of instructor. Prerequisite: EDUC 630.*

EDUC 641 (3)

Sociocultural Contexts of Language and Learning

Explores the theoretical, empirical, pedagogical, and sociocultural issues inherent in schooling contexts where multiple languages and cultures exist. Subjects include the examination of home, community, and school cultures; issues of bilingualism; and instructional contexts which relate to literacy and learning. Explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for students who are first and second language learners, and the implications of such instruction.

EDUC 642 (3)

Voices of the Community: Cultures in Action

Examines the concept of voice in the multiple contexts that forms a student's overall schooling experience. Explores subjects which allow students to understand the inter- and intra-ethnic relations within and across cultural communities as they relate to students' schooling experiences. Investigates the relationship between schools and the multiple communities to which students and families belong, and considers how educators can work collaboratively with communities to provide equitable instruction for all students.

EDUC 643 (3)

Critical Ethnography of Education

Examines the nature of ethnography as a standard tool of investigation in describing, understanding, and explaining the behavior of individuals. Uses ethnography as a tool to examine and explore public school classrooms and teaching practice from a critical pedagogy perspective. Students will understand the complexity of human learning by making familiar the activities of "other" people and thus, make "strange" our own familiar teaching/learning practices when placed against the "eyes" of other people.

EDUC 644 (3)

Multicultural Students and Families in Public Schools

Examines subjects which allow students to increase their level of awareness, knowledge, and skills that will render them effective teachers with culturally diverse students and families. Students will understand how families function and interact with schools. Students will consider how mainstream society defines/describes families and the ways families define and describe themselves. Finally, students will consider specific ethnic groups as well as interracial families, and inter-ethnic and intra-ethnic relations.

EDUC 645 (3)

Sociolinquistics The Crosscultural Study

Examines the nature of crosscultural communication, interaction, and talk, as occurring in explicit and implicit ways. Communication, interaction, and talk will be investigated as they occur in community (macro) and classroom (micro) contexts (e.g., a lesson, an exchange between a teacher and a student, a student and a student). Focuses on the theory and approach to the collection of sociolinguistic data, transcribing, describing and critical analyses, across cultures. Students will explore the crosscultural study of interaction, communication, and talk in a variety of cultural and/or linguistic contexts, including African- American, Latino, American Indian, Anglo/Mainstream, working class Anglo, Hawaiian, to name a few. Prerequisite: Consent of Program Coordinator.

EDUC 646 (3)

Second Language Acquisition: Research and Practice

Examines theoretical, developmental, social, and instructional issues related to second language acquisition in the context of a multicultural/multilingual society. Subjects include identity development of second language learners; parallels between first and second language development; second language acquisition theories; approaches in second language instruction; survey of program models and research outcomes; implications for effective instruction and assessment (including the role of the first and second language); and the home/school connection in fostering second language acquisition.

EDUC 647 (3)
Multicultural Curriculum and Application
Examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual/multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

EDUC 649 (3)
Practicum in Social Action
Explores current research, theories, applications, issues, and perspectives in the fields of multicultural and multilingual education. Students will examine their commitment to social justice and educational equity in their classrooms and schools. Students will consider how they can engage themselves and their students in social action by designing, implementing, and reflecting upon social action projects and curriculum for themselves and/or their students in their classrooms, their schools, and their communities.

EDUC 650 (3)
Proposal Development
Guides students through the planning, preparation, and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposal methodology.

EDUC 653 (3)
Biliteracy Education I: Contexts for Learning
Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. *May not be taken for credit by students who have received credit for EDML 553. Conducted in Spanish.*

EDUC 654 (3)
Biliteracy Education II: Methodology and Cultural Contexts
Addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy, and principles of second language acquisition are examined including inter- and intra-communication, transferability, and the interrelatedness of the domains of language. Explores the sociopolitical, historical, and economic role that Latinos and Latino culture play, including the implication of learning and instruction in public schools in California and the United States. *May not be taken for credit by students who have received credit for EDML 554. Conducted in Spanish.*

EDUC 655 (2)
Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings
An examination and application of the theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum planning and development. Focuses on various curricular and instructional programs designed for English Learner students in bilingual settings, methods of language and content assessment, role and utilization of primary language in English Language Development content instruction, grouping configurations, and application to classroom. *May not be taken for credit by students who have received credit for EDML 563.*

EDUC 656 (3)
Principles of Dual Language and Multicultural Education: Theory, Research, and Practice
This course, for new and practicing teachers, examines guiding principles for dual language and multilingual education. It analyzes the historical, theoretical, socio-political, instructional, cross-cultural, and community issues related to dual language and multilingual education in the context of a multicultural/multilingual local and global society.

EDUC 657 (3)
Cross-Cultural Competency for Educational Leadership in Diverse Societies
Equips experienced and beginning teachers in dual language and multiple language contexts on how to successfully navigate the socio-political contexts of school, society, and the home. Provides ideas on advocacy for dual language programs and ways to address cross-cultural competence in student-to student, parent-school, and staff interactions.

EDUC 658 (3)
Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development
Designed for experienced and beginning teachers in dual language and multiple language contexts concerned with learning about the most effective classroom practices and teaching strategies to meet the needs of diverse learners in today's diverse and multicultural classroom settings.

EDUC 659 (3)
Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education
This course, for new and practicing teachers, examines the importance of curriculum and assessment in dual language and multilingual education, including the needs of struggling learners or students with exceptionalities in language and learning.

EDUC 694 (1)
Topics in Education
Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

EDUC 695 (2)
Topics in Education
Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

EDUC 696 (3)
Topics in Education
Study of current issues and concepts in Education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 694, 695, and 696. Students should check the Class Schedule for listing of actual topics.*

EDUC 698 (3)
Master's Culminating Experience Seminar
Students engage in the planning, preparation, and completion of their culminating experience, which may take the form of a research thesis, a curricular project within a schooling context — including the National Board Certification Teacher (NBCT) process, or a comprehensive examination. *Note: Students must continually enroll in this course until successful completion of the culminating experience. Graded Credit/No Credit. Enrollment Requirement: Successful completion of the master's option coursework and advancement to candidacy.*

ENTREPRENEURSHIP (ENTR)

College of Business Administration

Students who have remained in any ENTR course past the add/drop deadline three times may not register a fourth time for that course.

ENTR 320 (4)
Creativity, Innovation, and Entrepreneurship
Explores the impact of creativity on innovation and entrepreneurship by encouraging students to look inward, explore outward, and uncover insights about their environment. Subjects include: barriers to creativity, creative problem solving, idea generation, opportunity identification, new product development, product/service innovation, concept formulation and refinement, and other elements of the entrepreneurial and intrapreneurial experience. By course end, students will have developed one marketable product or service from which a business plan could be developed. *May not be taken for credit by students who have received credit for MGMT 320, 484A or 484-1. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status).*

ENTR 420 (2)
New Venture Marketing
Preparation and presentation of a marketing plan for a new company, product, or service. Plan development involves gathering consumer, industry, and competitive information, and obtaining feedback from other students in the class who will act as an advisory board. *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 305 with a grade of C (2.0) or better.*

ENTR 421 (2)
New Venture Management
Explores the management challenges inherent in starting a new venture. Includes a survey review of human resources (actions of the founder, compensation, and selection), physical resource acquisition (real estate space and equipment leasing), materials sourcing, regulatory processes (licenses and certifications), negotiation strategies, and business formation. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration - i.e. attained business status).*

ENTR 422 (2)
New Venture Finance
Survey course to help students understand the various options to finance a new venture, both those with a domestic or international focus. Explores the relationship between financing and incorporation and discusses risk exposure. *Enrollment is restricted to students who have completed all lower-division pre-business core (major status in Business Administration - i.e. attained business status). Prerequisite: FIN 302 or FIN 304 with a grade of C (2.0) or better.*

ENTR 423 (2)
Practicum in New Venture Creation (In the Trenches with Entrepreneurs)
Intended to provide an immersive, hands-on experience for aspiring entrepreneurs. Students will encounter and learn of the life of an entrepreneur through real-world stories and experiences of entrepreneurs discussing their business successes and failures. The focus will be on both serial entrepreneurs, as well as nascent entrepreneurs within their first three years of starting their new venture. Students will see and experience "entrepreneurship in action" by encouraging students to bridge theory and practice while working on a project of strategic importance for an existing entrepreneurial organization. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: ENTR 320 with a grade of C (2.0) or better.*

ENTR 430 (2)
New Venture Development
This is an integrative course for the Entrepreneurship track in Management. Students work in teams to apply a broad range of skills acquired from the undergraduate business sequence by developing a business plan for a new venture of the team's choosing. This includes: market, product, and competitive research; analysis of competitive advantage; market analysis; fund raising strategies; establishment of a management team; evaluation of risks and contingencies from inception through post-launch; advisory board utilization; and exit strategies. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: ENTR 320, 420, 421, 422, and 423 with a grade of C (2.0) or better.*

ENTR 481 (1)
Selected Topics in Entrepreneurship
A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. 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.*

ENTR 482 (2)
Selected Topics in Entrepreneurship
A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. 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.*

ENTR 483 (3)
Selected Topics in Entrepreneurship
A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. 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.*

ENTR 484 (4)
Selected Topics in Entrepreneurship
A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. 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.*

ENVIRONMENTAL STUDIES (ENVS)

College of Humanities, Arts, Behavioral and Social Sciences

ENVS 100 (3)
Introduction to Environmental Studies
An introduction to the ways in which human behavior impacts and is connected to environmental systems. Integrates multiple perspectives of environmental issues from the natural sciences, behavioral sciences, social sciences, culture, ethics, and the arts and humanities. Areas include: energy use, resource depletion, water supply, air pollution, population growth, urbanization, climate change, biodiversity, and more.

ENVS 210 (3)
Research Methods: Introduction to Geographic Information Systems (GIS)
Students are provided the foundations of spatial landscape analysis through computer-based, geographic information systems. Emphasizes spatial data collection, processing, analysis, and presentation using GIS software within the context of environmental and urban design. Introduces spatial variations and interactions of rural, suburban, and urban landscape. Examines land-use planning issues such as transportation, economic development, housing, open space preservation, environmental protection, urban design, and public finance.

ENVS 310 (3)
Environmental Impact Analysis
Introduces methods for analyzing and quantifying human impacts on the environment. Theoretical and applied aspects of environmental impact assessment are covered, with particular focus on preparation processes of environmental impact reports (EIRs) and statements (EISs) mandated by state and federal statutes. California planning statutes are studied, as well as the political processes surrounding land-use decisions. Introduces such areas as cost-benefit analysis, EIR/EIS review processes, and litigation and mediation of EIRs. *Enrollment Requirement: ENVS 100.*

ENVS 320 (3)
Environmental and Land-Use Design
Develops methods to study human impacts on the environmental landscape associated with land-use planning. Spatial variations and interactions of rural, suburban, and urban landscapes are studied. In addition, land-use planning approaches are examined within legal, administrative, comparative perspectives, and applied research methods. Examines such areas as transportation, open space preservation, housing, economic development, environmental protection, urban design, and public finance. *Enrollment Requirement: ES 100. Recommended ENVS 210.*

ENVS 390 (3)
Special Topics in Environmental Studies
Selected topics in Environmental Studies. *May be repeated for credit as topics change for a total of nine (9) units. Students should check the Class Schedule for listing of actual topics.*

ENVS 490 (3)
Capstone in Environmental Studies
Students will apply concepts from their coursework to complete an original research project. At least one faculty member approves and advises the student on a project that is mutually designed to satisfy the student's intellectual interests and professional objectives. The capstone project demonstrates the student's ability to integrate coursework from throughout the major in a project that examines a particular environmental topic, issue, or creative endeavor. *Enrollment Requirement: Completion of all Preparation for the Major coursework. Prerequisite: ENVS 310 and CHEM 311.*

ENVS 495A (1) 495B (2) 495C (3) 495D (4) 495E (5) 495F (6)
Internship in Environmental Studies
Research, or work in connection with an organization concerned with environmental issues. *May be repeated for credit for a total of six (6) units. Enrollment restricted to Environmental Studies majors who have obtained consent of instructor. Prerequisite: ENVS 100.*

ENVS 498A (1) 498B (2) 498C (3)
Independent Study in Environmental Studies
Special project under the direction of a faculty member in Environmental Studies. *May be repeated for credit for a total of six (6) units. Enrollment restricted to Environmental Studies majors who have obtained consent of instructor. Prerequisite: ENVS 100.*

EARTH SCIENCE (ES)

College of Sciences and Mathematics

ES 100 (3)
The Earth and Its Place in the Universe
Provides an introduction to the various areas of earth science including our place in the universe, structure and composition of the earth, earth's atmosphere, and earth's water systems. Subjects to be covered include: astronomy, geology, seismology, plate tectonics, the seasons, climate, weather, tides, oceans, and the characteristics of rivers, lakes, and estuaries. *This course satisfies the earth science content requirement for candidates in the Multiple Subject Teaching Credential Program.*

ES 101 (3)
Introduction to Earth Science I
Introductory course which presents the basic theories of the formation and composition of the earth from a geologic perspective. Discusses the theory of the origin of the earth and the solar system, the role of plate tectonics in the formation of the current global landscape, and the distribution of rocks and minerals on our planet. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

ES 102 (3)
Introduction to Earth Science II
Introductory course which presents a number of the current ideas related to the functioning of the earth's global ecosystem and its place in the universe. Subject matter includes the development of weather systems and climatic cycles, the structure and function of the oceans and their interaction with other earth systems, or the evolution and structure of the universe. *This course is not currently offered at CSU San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

ES 314 (3)
The Geosphere in Context
Explains geological materials, landforms and phenomena in the context of modern understandings of matter and the universe. Includes the synthesis and distribution of the elements, the structure of matter, the history of the solar system, the structure of Earth, plate tectonics, the properties and reactions of minerals, and the rock cycle. Focuses on the empirical evidence for current models of Earth's origin and development. *May not be taken for credit by students who have received credit for CHEM 314.*

EARLY START MATHEMATICS (ESM)

College of Science and Mathematics and First-Year Programs

ESM 5 (1)
Summer Experience in Mathematics
An Early Start experience in mathematics intended for incoming first-year students who have not yet met the CSU Entry Level Mathematics (ELM) Requirement. *Conducted primarily on-line, but students are required to come to campus three times for a total of 7.5 hours. Enrollment is restricted to incoming first-year students. ESM 5 does not count toward any graduation requirement; successful completion of this course meets the requirement for having begun remediation in the summer in order to matriculate in the fall semester, but completion of this course does not satisfy the CSU ELM Requirement. Graded Credit/No Credit.*

ESM 10 (3)
Pre-Algebra
Review of the properties of natural numbers and integers including prime factorization. Introduction to the language of Algebra: translating between word phrases and algebraic expressions, evaluating algebraic expressions, and estimating the value of an algebraic expression. Includes working with fractions, including fractions with variable expressions in the numerator and denominator, ratios, proportions, and percent as well as their use in solving common applied problems. Concludes with the interpretation of graphs and calculation of elementary statistical measures. *Also offered as MATH 10. Students may not receive credit for both.*

ESM 11 (1)
Quantitative Skills and College Success Laboratory

A mathematics laboratory for students who practice and apply learning and study skills from ESM 111. Individualized computer-driven instruction covers mathematical concepts and skills comparable to the scope of the Entry Level Mathematics (ELM) exam. Prepares students to retake the ELM exam and to succeed in their next mathematics/quantitative reasoning course. *Enrollment is restricted to incoming first-year students who have accepted admission at CSU San Marcos and submitted their Intent to Enroll. Also offered as GEL 10A. Students may not receive credit for both. Corequisite: ESM 111. ESM 11 does not count toward any graduation requirement; successful completion of this course meets the requirement for having begun remediation in the summer in order to matriculate in the fall semester, but completion of this course does not automatically satisfy the CSU ELM Requirement. Students enrolling in ESM 111 will retake the ELM examination at the conclusion of the course and may eliminate or reduce their mathematics remediation requirements. Graded Credit / No Credit.*

ESM 20 (3)
Beginning Algebra

Review of the use of algebraic expressions for the solution of linear equations and geometric problems. Introduction to the rectangular coordinate system and its use for graphing functions and representing information. Solution of linear systems of equations, linear systems of inequalities, equations, and inequalities involving the absolute value. Introduction to polynomial expressions, their properties, and the solution of polynomial equations. *Also offered as MATH 20. Students may not receive credit for both. Enrollment is restricted to incoming first-year students with a highest Entry-Level Mathematics (ELM) exam score from 30 to 38. ESM 20 does not count toward any graduation requirement but completion of this course with a grade of C (2.0) or higher allows students to take MATH 30.*

ESM 30 (3)
Entry Level Mathematics

Review of the rectangular coordinate system, lines, linear equation systems, and polynomial expressions and arithmetic. Algebraic subjects include: simplification of algebraic expressions, solution of quadratic and rational equations, properties of exponents, and arithmetic operations involving rational exponents. Geometric subjects include: determination of angles, basic geometric figures and their uses, properties of triangles, circles, polygons, and applications of the Pythagorean Theorem. *Also offered as MATH 30. Students may not receive credit for both. Enrollment is restricted to incoming first-year students with a highest Entry-Level Mathematics (ELM) exam score from 40 to 48. ESM 30 does not count toward any graduation requirement to be completed at CSUSM, but completion of this course with a grade of C (2.0) or higher will satisfy the CSU ELM requirement.*

ESM 111 (3)
Quantitative Skills and College Success

Fundamental college success skills including study skills, test taking strategies, information literacy, academic and career planning will be covered with an emphasis on the development of quantitative skills necessary for successful completion of the lower-division curriculum in mathematics. *Also offered as GEL 110. Students may not receive credit for both. Corequisite: ESM 11. Enrollment is restricted to incoming first-year students who have accepted admission at CSU San Marcos and submitted their Intent to Enroll. Students may not register for both ESM 111 and ESW 120. Students who plan on enrolling in a First-Year Learning Community at CSU San Marcos should consider ESM 5, ESM 10, ESM 20 or ESM 30 as GEL 101 is a part of First Year Learning Communities and students may not receive credit for both ESM 111 and GEL 101.*

EARLY START WRITING (ESW)

College of Humanities, Arts, Behavioral and Social Sciences and First-Year Programs

ESW 5 (1)
Introduction to the Writing Process

An Early Start class in writing intended for incoming first-year students who have not yet met the CSU English Proficiency Requirement. The emphasis is on generating, focusing and developing ideas, as well as on the fundamentals of Standard English, including grammar and punctuation. By moving students from writing paragraphs to writing a short (2-3 page) paper, the course emphasizes the writing process itself. *Enrollment is restricted to incoming first-year students. ESW 5 does not count toward any graduation requirement; successful completion of this course satisfies the requirement for having begun remediation in the summer in order to matriculate in the fall semester, but completion does not satisfy the CSU English Proficiency Requirement. Graded Credit/No Credit.*

ESW 25 (3)
Basic Writing: Introduction to College Writing

An Early Start class in writing intended for incoming first-year students who have not yet met the CSU English Proficiency Requirement. The course introduces students to writing skills such as generating ideas, focusing on those ideas, composing and revising drafts and to reading strategies such as annotation, summary, explanation, synthesis, and response necessary for college writing. This course will move from paragraphs writing to more sustained writing (5-page essay) resulting in a portfolio of work demonstrating successful development. *Enrollment is restricted to incoming first-year students. ESW 25 does not count toward any graduation requirement; successful completion of this course satisfies the requirement for having begun remediation in the summer in order to matriculate in the fall semester, but completion does not satisfy the CSU English Proficiency Requirement.*

ESW 120 (4)
Writing and Reading for College Success

Through selected material from the humanities, natural sciences, and social sciences, students learn how various disciplines examine similar topics. The intent is to illustrate how disciplines interact to create knowledge and to prepare students for the wide array of reading and writing styles that will be required of them as they fulfill lower-division course work. Fundamental college success skills, information literacy, academic and career planning are also covered. *Also offered as GEL 120. Enrollment is restricted to incoming first-year students who have accepted admission at CSU San Marcos and submitted their Intent to Enroll. Students may not register for both ESW 120 and ESM 111. Students who plan on enrolling in a First-Year Learning Community at CSU San Marcos should consider ESW 5 or ESW 25 as GEL 101 is a part of First-Year Learning Communities and students may not receive credit for both ESW 120 and GEL 101.*

FINANCE (FIN)

College of Business Administration

Students who have remained in any FIN course past the add/drop deadline three times may not register a fourth time for that course.

FIN 302 (2)
Foundations of Finance

Examines basic aspects of the financing and investment decisions made by financial managers. Subjects include financial mathematics, net present value, capital budgeting, valuation of financial securities, risk and return, cost of capital, capital structure, and dividend policy. *FIN 302 may not be taken by students who have received credit for FIN 304. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration -- i.e. attained business status), Computer Science majors in the Computer Information Systems option, and Biotechnology majors. 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.*

FIN 304 (4)
Introduction to Corporate Finance

Required course for students selecting the accountancy or finance track as their area of study. Examines the financing and investment decisions made by firms' financial managers. Subjects include financial mathematics, capital budgeting, valuation of financial securities, risk and return, cost of capital, capital structure, dividend policy, and financial analysis and planning. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

FIN 321 (4)
Investment Analysis

Examines the investment characteristics of the many types of securities traded in today's financial markets. In-depth coverage of the micro-structure of equity markets is also provided. Specific subjects to be discussed include: yield-curve analysis, trading rules, government bond pricing, corporate bond pricing, stock valuation models, market-microstructure, CAPM, APT, mutual fund investing, and an introduction to derivative products. *May not be taken for credit by students who have received credit for FIN 431 and SSM 431. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: FIN 302 or 304 with a grade of C (2.0) or better.*

FIN 331 (4)
Financial Markets and Institutions

Examines the markets in which the prices of financial assets are determined as well as the participants in these markets. Introduces students to the various types of financial assets that are traded in financial markets by market participants. Specific subjects to be discussed include depository institutions, government debt markets, corporate debt markets, equity markets, mutual funds, investment banking firms, mortgage markets, swaps, and derivative markets. *May not be taken for credit by students who have received credit for SSM 491P and FIN 430. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: FIN 302 or 304 with a grade of C (2.0) or better.*

FIN 341 (4)
Multinational Financial Management

Examines various aspects of financial planning and management for enterprises with overseas operations. Major subjects include evaluation of direct foreign investment projects, financial structure and global cost capital, foreign currency exposure management, management of political risk, working capital management, export-import financing, and multinational tax planning. *May not be taken for credit by students who have received credit for HTM 421 or FIN 421. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: FIN 302 or 304 with a grade of C (2.0) or better.*

FIN 404 (4)
Advanced Corporate Finance

Concentrates on advanced topics in corporate finance. Provides a rigorous examination of risk and return, capital budgeting, capital structure, and a dividend policy. Other subjects discussed include financial forecasting, value-based financial management, divisional cost of capital, mergers and acquisitions, leasing, working capital management and financial distress. *Prerequisite: FIN 302 or 304 with a grade of C (2.0) or better.*

FIN 422 (4)
Advanced Investment Analysis
Deepens the students understanding of issues introduced in FIN 321. Students will learn how markets function, how various financial assets are priced in these markets, and the appropriate uses of financial derivatives. Students will develop expertise in the following topic areas: market microstructure, portfolio theory, futures pricing, hedging with futures, arbitrage, option pricing, option greeks, option strategy analysis, spreads and combinations, spread series, synthetic securities, mortgage derivatives, swaps, fixed-income securities, bond duration, and the mathematics of investments. *Prerequisite: FIN 321 with a grade of C (2.0) or better.*

FIN 432 (2)
Managing Financial Risk
Provides an introduction to financial risks and the issues involved in identifying, measuring, computing and managing financial risks. Focuses on Market Risk, tools and methods for identifying sources of risk and risk factors, for hedging and implementing VAR methods. *Prerequisite: FIN 302 or FIN 304.*

FIN 481 (1)
Selected Topics in Finance
A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Perequisites may vary depending on topic.*

FIN 482 (2)
Selected Topics in Finance
A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 483 (3)
Selected Topics in Finance
A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 484 (4)
Selected Topics in Finance
A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 485 (4)
Selected Topics in Finance with Lab
A survey course of selected topics in finance in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. Three hours of lecture and two hours laboratory. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

FIN 498 (1-4)
Independent Study in Finance
The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

FIN 502 (2)
Foundations of Finance
An overview of the basic concepts and analytical techniques utilized in the field of financial management. Focuses on the investment decisions made by firms' financial managers in their attempt to maximize shareholder wealth. Includes time value of money, risk-return relationships, financial ratio analysis, net present value analysis, and the weaknesses of alternate real investment proposal analysis techniques.

FIN 602 (2)
Corporate Finance
Provides students with a continuation of their exploration of the basic concepts and analytical techniques utilized in the field of financial management. Focuses on the financing decisions made by firms' financial managers in their attempt to maximize shareholder wealth. Include advanced real investment proposal analysis, operating leverage, financial leverage, long-term capital structure, dividend policy, and financial engineering fundamentals. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

FIN 612 (2)
International Finance
A guide to financial management in an increasingly globalized world, and in particular, to the financial management. Introduces foundational knowledge of international financial management, including international financial environments, foreign exchange markets, exchange rate determinants and currency derivatives. Includes analyses of foreign exchange exposure, hedging of foreign exchange risk, making financing and investing decisions for MNCs. *Enrollment Requirement: Completion of MBA Core.*

FIN 622 (2)
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.*

FILM STUDIES (FMST)

College of Humanities, Arts, Behavioral and Social Sciences

FMST 100 (3)
Introduction to Cinema
An introduction to four elements of cinema: 1) defining categories such as "genre," "foreign," "silent," "mainstream," and "abstract;" 2) organizing structures of film such as narration, composition, sound, editing, and dramatization; 3) theories used to "read" films such as psychoanalysis, semiotics, and cultural studies; 4) production issues such as storyboarding, shooting, lighting, editing, and sound mixing. Production of a short video required.

FMST 300 (3)
Elements of Cinema
This survey analyzes the elements of cinema including photography, mise-en-scène, editing, sound, acting, and ideology. Because film is a collaborative endeavor, students will participate in collaborative learning projects in this class: some production, but mostly analytical projects. Students will examine the ways that cinema must synthesize all of its elements to function as a singular work of art. In addition, students will analyze cultural implications inherent in the production of films, in the marketing of films, and in the "reading" of cinema as text.

FMST 375 (3)
Family, Tradition and Gender in Chinese Films
A cultural study of Chinese social traditions, family values, and gender configurations as well as their historical change as represented in the recent Chinese movies produced in Mainland China, Hong Kong, and Taiwan. *May not be taken for credit by students who have received credit for FMST 390A and 390-1.*

FMST 390 (3)
Topics in Cinema Studies
Topics may take the focus of a theme, director, historical period, or genre, to name a few possibilities. *Students should check the class schedule for listing of actual topics. May be repeated for a total of six (6) units as topics change.*

FMST 398 (3)
Independent Study
Directed readings of films and of film scholarship under the guidance of an instructor. *Enrollment restricted to students who have obtained consent of supervising faculty member and Film Studies Coordinator.*

FMST 495 (3)
Internship in Film Studies
Combines readings with work experience in an appropriate film studies organization. *Enrollment restricted to students who have obtained consent of supervising faculty member and Film Studies Coordinator.*

FMST 499 (3)
Independent Research in Film Studies
Students develop an extended research project (either film or paper) using sources in consultation with a faculty advisor. *Enrollment restricted to students who have obtained consent of supervising faculty member and Film Studies Coordinator.*

FRENCH (FREN)

College of Humanities, Arts, Behavioral and Social Sciences

FREN 101 (4)
Beginning French I
Fundamentals of French language and culture, designed to develop basic ability in pronunciation, reading, conversation, and grammatical structures.

FREN 102 (4)
Beginning French II
Continuation of FREN 101. Further development of basic ability in pronunciation, reading, conversation, and grammatical structures. *Enrollment Requirement: FREN 101.*

FREN 201 (3)
Intermediate French I
Continuation of French language fundamentals. Emphasis on the development of the skills of reading, comprehension, speaking, and writing, and study of Francophone culture. *Conducted in French. Enrollment Requirement: FREN 102.*

FREN 202 (3)
Intermediate French II
Continuation of FREN 201. Further development of the four skills, with an emphasis on reading, composition, communication, culture, and review of grammatical structures. *Conducted in French. Enrollment Requirement: FREN 201.*

FREN 311 (3)
Advanced French
Focuses on further development and refinement of the four primary skills in French (speaking, writing, reading, and listening comprehension), in addition to a study of cultural factors which affect communication. *Conducted in French. Enrollment Requirement: FREN 202.*

FREN 312 (3)
French Composition and Advanced Oral Practice
Advanced-level practice of French through oral and written exercises. *Conducted in French. Enrollment Requirement: FREN 202.*

FREN 314 (3)
Advanced French for Business
Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and discourse strategies specific to the needs of the business professional. *Conducted in French. Recommended Preparation: FREN 311. Enrollment Requirement: FREN 202.*

FREN 315 (3)
Reading and Analysis of French and Francophone Literary Texts
Introduction to the principles of literary analysis, based on readings and discussion of French literature. Literary genres include fiction, theatre, essay, and poetry from France and the Francophone world. *Conducted in French. Prerequisite: FREN 311.*

FREN 350 (3)
Civilization and Culture of France and Francophone World
Study of the culture and civilization of the French-speaking world. Analysis of literature, art, history, geography, and contemporary social structures. *Conducted in French. Enrollment Requirement: FREN 202.*

FREN 380 (3)
Narrative to Film
Designed to explore similarities and differences between the narrative mode and film. Analyzes a series of novels that have been made into films. Includes theoretical aspects of writing and film. *Conducted in French. Recommended Preparation: FREN 311. Enrollment Requirement: FREN 202.*

FREN 395A (1) 395B (2) 395C (3)
Independent Study
Students may enroll in this course with the consent of the instructor only. The purpose of this course is to allow students to study their own field of interest within French and Francophone literature and culture. Readings, written papers and oral discussions will be guided by the instructor. A minimum of three analytical papers will be required. *Students must meet with the instructor weekly. May be repeated for a total of nine (9) units).*

FREN 399 (3)
Internship/Field Work in Community and University Service
Supervised projects in academically related tasks in community agencies or University-related academic services projects using the French language. Projects may include working with schools or community agencies, developing group or individual projects, translating and interpreting, tutoring on campus, etc. *Conducted in French. Community Service Learning course. Enrollment Requirement: FREN 202. Corequisite: FREN 311 or 312.*

FREN 415 (3)
Modern France in the Eyes of North African Immigrant Women Writers
Exposes students to the literary works of North African immigrant women writers such as Faiza Guène, Nina Bouraoui, Yasmina Réza, Minna Sif and others. Students will be exposed to contemporary France through the oeuvres of these authors. Literary and sociocultural study of the French in North African descents and their oeuvres. *Students will be introduced to Postcolonial theory. Conducted in French. Also offered as MLAN 415. Students may not receive credit for both.*

FREN 450 (3)
The Art of Advertising: French and Francophone Culture
Exposes students to today's France and selected Francophone countries such as Switzerland, Tahiti, Northern Africa, Western Africa, and others through the study of French and Francophone advertisements. *Conducted in French. Also offered as MLAN 450. Students may not receive credit for both.*

GLOBAL BUSINESS MANAGEMENT (GBM)

College of Business Administration

Students who have remained in any GBM course past the add/drop deadline three times may not register a fourth time for that course.

GBM 351 (1)
Ethics of Management in Global Environments
Focuses on everyday ethical dilemmas faced by students, workers and managers. Legal and social norms of different cultures provide a framework for examining ethical decision-making in the global environment. Practical approaches to action-oriented business ethics are stressed based on ethical principles, discussions of personal ethical perspectives and cultural context. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: BUS 302 with a grade of C (2.0) or better.*

GBM 425 (4)
International Business Management
Survey course to familiarize with what international business is, why it is important and how it affects business practice. Covers subjects such as the global environment, international trade, global marketing, global business strategy, foreign exchange and monetary policy issues, and international human resource management. *This course is strongly recommended prior to or concurrent with FIN 341, ECON 441 or MKTG 448. May not be taken for credit by students who have received credit for GBM 484A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Co/Prerequisite: BUS 302 with a grade of C (2.0) or better.*

GBM 426 (2)
Leadership in a Global Context
Examines global management competencies most necessary to be effective in the current global business environment. Several competency sets will be introduced and students will examine their personal strengths and weaknesses against these competency sets, including a self-development plan to help strengthen their ability to manage successfully in a global environment. *Prerequisites: BUS 302, and MGMT 302 or MGMT 305, and MKTG 302 or MKTG 305 with grades of C (2.0) or better.*

GBM 427 (2)
Cross-cultural Negotiating and Global Business

Utilizes skill-building exercises and assessment tools to improve students' negotiating and conflict management skills when negotiating globally. Emphasizes achieving win-win solutions to individual, team, and organizational problems. Subjects include: distributive and integrative bargaining, power and influence, communication and persuasion, ethics in negotiation, breakdowns and difficult negotiations, mediating conflicts, and international negotiations. Pedagogical techniques include cross-national negotiation videos, surveys identifying each student's negotiation style, negotiating in dyads, one two-hour negotiating exercise, and business case studies involving many different nations. *May not be taken for credit by students who have received credit for GBM 482C. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

GBM 428 (2)
Emerging Markets

Introduces multinational management in emerging markets and strategies required of firms to succeed. Focus is on the economies of major emerging markets by size and level of development. Students will be exposed to the major growth areas and will learn how to identify new markets. Explores consumer and industrial markets expected to develop, based on economic, demographic and migratory forecasts and examines opportunities for international and transnational corporations. *May not be taken for credit by students who received credit for GBM 484-1. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

GBM 430 (2)
Import and Export Operations

Examines importing and exporting related activities of an organization. Focuses mainly on the practical aspects of importing and exporting to familiarize students with the documentation, activities and types of issues facing import/export firms or departments within firms. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: GBM 425 with a grade of C (2.0) or better.*

GBM 440 (4)
International Travel Study

A field-based study of business management methods and issues in a particular country. The course focuses on understanding how environmental factors (e.g., political and economic systems, etc.) affect the management, marketing and overall business practices in selected countries. Visits to various government, business and educational institutions will be made. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Regions of focus will include:*

A. Asia
B. Latin America
C. Europe

GBM 481 (1)
Selected Topics in Global Business Management

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 482 (2)
Selected Topics in Global Business Management

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 483 (3)
Selected Topics in Global Business Management

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 484 (4)
Selected Topics in Global Business Management

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 485 (4)
Selected Topics in Global Business Management with Lab

A survey course of selected topics in global business management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. Three hours of lecture and two hours of laboratory. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

GBM 495 (3)
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.*

GBM 497 (5)
Foreign Business Experience
An internship in a for-profit firm, non-governmental organization (NGO), or government agency consisting of a minimum of 320 hours. *Enrollment Requirement: An application must be filled out and approved by the GBM Option Director. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status), Foundations of Business courses Prerequisites: MGMT 461 and GBM 425 with grades of C (2.0) or better. Recommended preparation for students in the Marketing Track of the GBM Option: MKTG 448.*

GBM 498 (1 - 4)
Independent Study in Global Business Management
Independent study under the direction of a faculty member. *Enrollment Requirement: A study proposal must be approved by the appropriate faculty member prior to registration. Enrollment restricted to students who have obtained consent of instructor.*

GBM 612 (2)
International Culture and Negotiations
Understanding of how business practices of other countries are essential for creating relationships, reducing conflict, and developing more effective strategies with businesspeople in other cultures. Focuses on how to use an understanding of business behaviors, assumptions, values, and attitudes to negotiate and conduct business successfully in other cultures. *Enrollment Requirement: Completion of MBA Core.*

GBM 614 (2)
Executive Seminar Doing Business in Selected Country/Region
Involves a series of guest lecturers from scholars and business leaders with expertise in particular countries or regions of the world. Potential countries/regions are Brazil, Russia, India, China and South Africa (BRICS), Latin America, the EU, and other emerging markets throughout the world. *Enrollment Requirement: Completion of MBA Core.*

GBM 685 (4)
International Experience
This culminating experience lasts ten weeks. Students spend the first five weeks at CSUSM preparing for the international experience. The second five weeks has two different tracks. International students remain in Southern California and engage in company visits and projects. Domestic students travel to one of the locations where the College has relationships (Denmark, Taiwan, China, Ecuador, India, etc.). There will be in-class lectures by local faculty and business leaders as well as visits to local businesses. *Enrollment Requirement: Completion of International Business Option.*

GLOBAL STUDIES (GBST)

College of Humanities, Arts, Behavioral and Social Sciences

GBST 100 (3)
Introduction to Global Studies
Interdisciplinary examination of social, economic, and political change in a global context. Understanding of world views, cultural contexts, and key international institutions as well as the development of skills necessary to live and work in a cross-cultural setting will be stressed. Strong emphasis on learning the techniques necessary to access and analyze varied sources of information about globalization.

GBST 300 (3)
Perspectives in Globalization
Interdisciplinary survey of global issues including development, globalization, democratization, religion, culture, and the environment. Emphasis placed on varying disciplinary perspectives of global studies, including research methods used to answer questions within the field. Focuses on the nexus between local and global processes, the roles played by nations and non-governmental organizations in global affairs, and the interaction between economics, politics, and culture in the international system.

GBST 390 (3)
Topics in Global Studies
Selected topics in Global Studies. *May be repeated for credit as topics change for a total of nine (9) units. Students should check the Class Schedule for listing of actual topics.*

GBST 400 (3)
Senior Seminar in Global Studies
Capstone course for the Global Studies major in which students integrate previous work in the major and complete an original research project. *Prerequisite: GBST 300.*

GBST 495A (1) 495B (2) 495C (3) 495D (4) 495E (5) 495F (6)
Internship
Program of study, research, and work in connection with a governmental institution, an inter-governmental organization, or a non-governmental organization concerned with global affairs. *May be repeated for credit for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

GBST 498A (1) 498B (2) 498C (3)
Independent Study
Individual study or special project under the direction of a faculty member in Global Studies. *May be repeated for credit for a total of six (6) units. Enrollment restricted to Global Studies major or minor who have obtained consent of instructor.*

GENERAL EDUCATION — LIFE LONG LEARNING AND INFORMATION LITERACY (GEL)

First-Year Programs

GEL 10A (1)
Quantitative Skills and College Success Laboratory
A mathematics laboratory for students who practice and apply learning and study skills from GEL 110. Intended for students who have not yet met the University Entry Level Mathematics (ELM) requirement. Individualized instruction covers mathematical concepts and skills comparable to the scope of the ELM exam. Prepares students to retake the ELM exam and to succeed in their next mathematics/quantitative reasoning course. *Also offered as ESM 11. Offered during Summer session for incoming first-year students. Students who have satisfied the ELM requirement should register for GEL 10B instead of this course. Enrollment restricted to students with Freshman standing. Enrollment restricted to students who have obtained consent of instructor. Corequisite: GEL 110. Graded Credit /No Credit.*

GEL 10B (1)
Quantitative Skills and College Success Laboratory
A mathematics laboratory for students who practice and apply learning and study skills from GEL 110. Intended for students who have met the University Entry Level Mathematics (ELM) requirement but who desire a mathematical refresher before taking University-level mathematics courses. Individualized instruction covers mathematical concepts and skills comparable to college algebra or pre-calculus depending on the interest of the particular student. *Offered in Summer session for incoming first-year students. Corequisite: GEL 110. Enrollment restricted to students with Freshman standing who have obtained consent of instructor. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement. Students who have not satisfied the ELM requirement should register for GEL 10A instead of this course. Graded Credit /No Credit.*

GEL 101 (3)
The Student, The University, The Community
Designed to equip students with the basic skills, concepts, and knowledge necessary to become a lifelong learner. Examination of current theory and research regarding the information age, health and wellness, career development, and psychological assessment. Practical application of the theory and research. Includes information literacy and technology skills, group and teamwork, and learning styles. *May not be taken for credit by students who have received credit for ESM 111, ESW 120, GEL 110 or GEL 120. Enrollment restricted to students with Freshman standing.*

GEL 110 (3)
Quantitative Skills and College Success
Fundamental college success skills including study skills, test taking strategies, information literacy, and academic and career planning will be covered with an emphasis on the development of quantitative skills necessary for successful completion of the lower-division curriculum in mathematics. *Also offered as ESM 111. Students may not receive credit for both. Offered in Summer session for incoming first-year students. May not be taken for credit by students who received credit for ESW 120, GEL 101 or GEL 120. Corequisite: GEL 10A or GEL 10B. Enrollment restricted to students with Freshman standing. Enrollment restricted to students who have obtained consent of First Year Program Director.*

GEL 120 (4)
Writing and Reading for College Success
Through selected material from the humanities, natural sciences, and social sciences, students learn how various disciplines examine similar topics. The intent is to illustrate how disciplines interact to create knowledge and to prepare students for the wide array of reading and writing styles that will be required of them as they fulfill lower-division coursework. Fundamental college success skills, information literacy, and academic and career planning are also covered. *Also offered as ESW 120. Students may not receive credit for both. May not be taken for credit by students who have received credit for ESM 111, GEL 101 or GEL 110. Enrollment restricted to students with Freshman standing.*

GENERAL EDUCATION — ORAL COMMUNICATION (GEO)

College of Humanities, Arts, Behavioral and Social Sciences

GEO 102 (3)
Oral Communication
Introduction to the form and content of communication. Includes: the linguistic, psychological, and cultural bases of communication; various types of communication ranging from basic speech acts to forms of persuasion; the social and political significance of communication; and how communication operates within and across a wide range of social contexts. Students become actively acquainted with some of the potential proficiencies that may be brought into various social contexts. Requires active participation in classroom exercises and practicing public speaking.

GEOGRAPHY (GEOG)

College of Humanities, Arts, Behavioral and Social Sciences

GEOG 201 (3)
World Regional Geography

Survey of major world regions and their major countries. Study of specific geographical circumstances and geographical concepts, including an emphasis on physical geography. Focuses on processes and issues such as development and under-development; population and migration; race, class, and gender; technology and economic growth; natural resources and the environment, and conflict and cooperation within a world regional framework. *May not be taken for credit by students who have received credit for GEOG 202, 301 or 302.*

GEOG 202 (3)
World Regional Geography: Geographic Information Systems (GIS) Enhanced

Enhanced survey of major world regions and their major countries using Geographic Information Systems (GIS) technology. Study of specific geographical circumstances and geographical concepts, including an emphasis on physical geography. Focuses on processes and issues such as development and under-development; population and migration; race, class, and gender; technology and economic growth; natural resources and the environment, and conflict and cooperation with a world regional framework. *Fulfills the world regional geography requirement of the Elementary Subject Matter Preparation Program and the Integrated Credential Program. May not be taken for credit by students who have received credit for GEOG 201 or 301.*

GEOG 305 (3)
The U.S.-Mexico Border

Focuses on the economic, social, and cultural geography of the border region between the United States and Mexico. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues. *May not be taken for credit by students who received credit for GEOG 450. Enrollment restricted to students with Junior or Senior standing.*

GEOG 320 (3)
Patterns of San Diego County

Conducts an interdisciplinary exploration of the geographic, historic, political, and socioeconomic factors that make up a county, with San Diego County being the principal object of study. Geographic Information Systems (GIS) software and internet mapping applications will be used to amplify this exploration. *Enrollment restricted to students with Junior or Senior standing.*

GEOG 325 (3)
America's Urban Areas: A Multidisciplinary Exploration

An interdisciplinary examination of cities in the Americas. Political, sociological, economic, historic, and geographic factors of urban areas will be explored. An emphasis will be placed on the use of geographic information systems (GIS) software and Internet resources in understanding the urban context. The objective is to provide students with a set of tools which will allow them to pursue a greater understanding of how urban areas are shaped and function.

GEOG 330 (3)
Geographic Information Systems (GIS) Explorations across the Curriculum

Introduces state-of-the-art GIS skills through problem-based learning. Through real world examples taken from across the curriculum, students develop advanced knowledge of current data sources and digital tools while honing spatial analysis and map-making skills. *May not be taken for credit by students who have received credit for ID 370-7.*

GEOG 340 (3)
Regional Geography

Offers students the opportunity to examine population and migration factors, spatial configurations, alternative theories, and special issues regarding regional development. The specific region or subregion discussed is reflected in its subtitle. Each area will be analyzed in-depth allowing a deeper understanding and discussion than is possible in a broader survey course.

E. North America
G. United States

GEOG 341 (3)
Nature and Society in California

Has California influenced people or have people changed California? A review of the historical context within which Spanish, Mexican, European, and Asian settlers arrived in California including consideration of the state's physical geography, the evolution of nature-society relationships, related myths, social relations, economic trajectories, political currents, and cultural dynamics. Through readings and film, discussion and lecture, students pursue classic themes in geography such as natural resource exploitation, regional development, and urban-rural relations. *May not be taken for credit by students who have received credit for ID 370-1. Enrollment restricted to students with Junior or Senior standing.*

GEOG 352 (3)
Environment, Development and Sustainability

Explores human-environment relationships in the context of sustainable development and global change. Engages with a number of historical and contemporary debates about geography, political economy/political ecology, and development to encourage consideration of the multiple dimensions of sustainability. Includes globalization, poverty, food/hunger/famine, natural resources, climate, and development.

GEOG 365 (3)
Globalization and Trade
Economic geography of the world economy with an emphasis on globalization, trade, de-industrialization, and sustainability. Considers the structure, institutions, and operation of the world economy. Uses case studies to explore key sectors and industries with an emphasis on their similarities and differences, their changing geography, and the effects these dynamics have on people and place. *May not be taken for credit by students who have received credit for ID 350-3. Enrollment restricted to students with Junior or Senior standing.*

GEOG 390 (1-3)
Topics in Geography
Selected topics in geography. *May be repeated as topics change for a total of nine (9) units. Students should check the class schedule for a listing of current topics.*

GEOG 422 (3)
Urban Geography: Cities in Global Context
Explores contemporary urban issues in less and more developed countries from a geographic perspective. Covers issues such as globalization in cities, social movements, gentrification and housing, mobility, transportation, poverty, employment and labor, health and sanitation, and the impacts of development and trade on cities. *May not be taken for credit by students who have received credit for GBST 390-3.*

GEOG 430 (3)
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)
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.*

GEOG 460 (3)
Food Systems and Emerging Markets
An assessment of the North American food system in the context of globalization and world development, including the impact of the U.S. food production and foreign policy on developing nations. Considers the structure and operation of the food system from the farm gate to the dinner table, with an emphasis on case studies of food production-consumption, food and agricultural regulation and emerging markets, and geographic difference. Covers related areas in entomology, soil science, food science, and agro-ecology. *May not be taken for credit by students who have received credit for ID 350-2. Enrollment restricted to students with Junior or Senior standing.*

GEOG 491 (3)
Geospatial Analysis Internship
Career-related program of study, research, and work performed at an off-campus government agency or private group concerned with geospatial analysis. Students will be supervised both on-site and by the course instructor. *Graded Credit/No Credit. Enrollment is restricted to students who have received consent of instructor.*

GEOG 499A (1) 499B (2) 499C (3)
Supervised Independent Study
Explores in greater depth selected content in Geography. *May be repeated for a total of six (6) units. Enrollment restricted to students who have received consent of instructor.*

GENERAL EDUCATION — SCIENCE (GES)

College of Science and Mathematics

GES 100 (3)
The Physical Science Around Us
Introduces some of the basic concepts and ideas of physical science and demonstrates how they are applicable to every day processes and devices in the world. Fundamental ideas to be introduced will include various subjects from the disciplines of chemistry and/or physics. Although the subjects discussed will require some mathematical knowledge, the scientific principles will be covered from a conceptual viewpoint. Intended for the non-science major. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 101 (3)
Matter, Molecules, Life, and the Environment I [Physical Science]
The first semester of a two-semester course consisting of integrated modules covering the areas of matter/energy, molecules, living systems, and environment. These modules will cover major concepts in the physical and biological sciences, emphasizing their application to real-world problems. Concepts covered will include the interactions of matter and energy, laws of motion, atomic structure of matter, structure and properties of molecules, principles of genetics, structure and function of living organisms, evolution, and interactions of organisms with each other and their environment. Includes practical experience in the application of the scientific method through laboratory activities. *Four hours per week of lecture/discussion/laboratory. A field trip outside of regular course hours may be required. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 102 (3)
Matter, Molecules, Life, and the Environment II [Life Science]
The second of a two-semester course consisting of integrated modules covering the areas of matter/energy, molecules, living systems, and environment. These modules will cover major concepts in the physical and biological sciences, emphasizing their application to real-world problems. Concepts covered will include the interactions of matter and energy, laws of motion, atomic structure of matter, structure and properties of molecules, principles of genetics, structure and function of living organisms, evolution, and interactions of organisms with each other and their environment. Includes practical experience in the application of the scientific method through laboratory activities. *Four hours per week of lecture/discussion/laboratory. A field trip outside of regular course hours may be required. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 103 (3)
The Life and Environmental Sciences Around Us
Introduces some of the basic concepts and ideas of life and environmental sciences and demonstrates how they are applicable to the world around us. Fundamental ideas to be introduced include evolution, biological molecules, genetics, physiology, and ecology. The scientific principles will be covered from a conceptual viewpoint at a level suitable for non-science majors. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 105 (3)
Introduction to Physical Science
Introduces some basic concepts of physics and chemistry. Subjects to be covered are: Forces and Motion, Energy, Waves, Light, Properties of Matter, Chemical Reactions, the Atomic Theory and Chemical Bonding. Although the subjects will require some mathematical knowledge, the scientific principles will be covered from a conceptual viewpoint. *Intended for the non-science major. This course also fulfills the Elementary Subject Matter preparation in physical science for Liberal Studies majors. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

GES 110 (1)
Activities in Physical Science
A laboratory course intended to demonstrate some of the basic ideas of physical science. Emphasizes the scientific method, collection and interpretation of data, graphical representations of data and their significance, and the principles of good experimental design, as related to physical science. Experiment subjects will focus on the larger overriding principles of physical science, such as the Law of Conservation of Mass, the Law of Conservation of Energy, Newton's Laws of Motion, Properties of Light, etc. *May not be taken for credit by students who have received credit for GES 101. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Physical Science (B1).*

GENERAL EDUCATION — WRITING (GEW)

College of Humanities, Arts, Behavioral and Social Sciences

GEW 050 (3)
Basic Writing Skills
Instruction and supervised practice in the fundamentals of writing. Intended primarily for students who receive a RP in GEW 101 and who need more practice in basic composition. *Note: GEW 050 does not count toward any graduation requirement to be completed at CSUSM. It is counted in determining financial aid and VA benefits. This course is not applicable to the requirements of a baccalaureate degree. All students enrolling in GEW 050 must have taken the CSU English Placement Test. May not be taken for credit by students who have received credit for LTWR 050. Enrollment Requirement: GEW 101 with final grade of RP.*

GEW 101 (3)
Principles of Written Communication
Focuses on writing as critical inquiry through readings of cultural texts. Students are expected to reflect critically on their processes of writing and reading, and to interrogate the ways in which texts (re)produce particular social constructions and power relations, such as those around gender, race, nationality, class, disability, and sexuality. Students learn to question, explore, explain, analyze, develop, and critique ideas effectively; undertake writing projects that have depth and complexity; and make appropriate decisions about argument, structure, and rhetorical conventions.

GRADUATE CONTINUATION (GRAD)

Graduate Studies

GRAD 699_EX (0)
Graduate Standing Continuation
Provides continuation of graduate standing for students finalizing culminating activities (thesis, project, or comprehensive exam). Designed for master's students who have completed all of their graduate coursework, including the for-credit supervised thesis/project coursework called for in their respective graduate programs. Students who are still working closely with an advisor should enroll in their respective department's graduate-level independent study course, rather than GRAD 699_EX. *May not be repeated. Graded Credit/No Credit.*

GERMAN (GRMN)

College of Humanities, Arts, Behavioral and Social Sciences

GRMN 101 (4)
Beginning German I
Designed to develop basic ability in pronunciation, reading, writing, and listening comprehension in German. *Assumes no prior knowledge of German.*

GRMN 102 (4)
Beginning German II
Further study of the basic concepts of German. Designed to develop basic ability in pronunciation, reading, writing, and listening comprehension in German. *Enrollment Requirement: GRMN 101.*

GRMN 201 (3)
Intermediate German I
Continuation of the development of communicative competence in German at the intermediate level. Includes structured practice of writing, speaking, reading, and listening comprehension in German. *Conducted in German. Enrollment Requirement: GRMN 101 and 102.*

GRMN 202 (3)
Intermediate German II
Continuation of the development of communicative competence in German at the intermediate level. Emphasis on oral production, composition, reading and listening comprehension. Includes an introduction to German culture. *Conducted in German. Enrollment Requirement: GRMN 101, 102, and 201.*

GRMN 311 (3)
Advanced German
Focuses on further development and refinement of the four primary skills in German (speaking, writing, reading, and listening comprehension), in addition to a study of cultural factors which affect communication. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 312 (3)
German Composition and Advanced Oral Practice
Advanced-level practice of German through oral and written exercises. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 314 (1-3)
Topics in German Culture
Selected topics of study drawn from German culture and civilization. Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. *May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 201.*

GRMN 315 (3)
Introduction to Literature in German
Designed to help students read, understand, and enjoy a representative selection of masterpieces of German literature. It will survey the development of German literature from the age of Enlightenment to the present. Readings in fiction, poetry, and drama will introduce the students to a critical approach to literature. *Conducted in German. Recommended Preparation: GRMN 311. Enrollment Requirement: GRMN 202.*

GRMN 318 (3)
Business German
German language and culture within the context of German business and economics. Extensive reading, listening comprehension, and speaking exercise about up-to-date issues related to business and political matters. *Course conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 331 (3)
Introduction to German Linguistics
Introduction to the linguistic analysis and scientific study of the German language. Examines a number of topics in German linguistics, including historical development and the relationship of German to other Germanic languages, German phonetics and phonology, morphology and word formation, and syntax. Looks at German sociolinguistics and dialectology, as well as varieties of German spoken in Eastern Europe and the Americas. *Course is taught in German and English. Enrollment Requirement: GRMN 202.*

GRMN 350 (3)
Civilization and Culture of German Speaking Countries
Study of the culture and civilization of the German people and the Germanic world. Analysis of literature, art, history, geography, and contemporary social structures. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 380 (3)
German Culture Through Film
Study of important aspects of German-speaking cultures and history as they are represented in film. Elements of film analysis. Compositions and analysis of selected grammar topics. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 395A (1) 395B (2) 395C (3)
Independent Study
Students will study their own field of interest within German, Austrian, and Swiss literature and culture. Readings, written papers, and oral discussions will be guided by the instructor. A minimum of three analytical papers will be required. *Students must meet weekly with the instructor. May be repeated for a total of nine (9) units. Conducted in German. Enrollment restricted to students who have obtained consent of instructor.*

GRMN 410 (3)
Topics in German Literature
Selected topics of study drawn from German Literature. *Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. May not be taken for credit by students who have received credit for GRMN 390. Conducted in German. Prerequisite: GRMN 311 or 312.*

HUMAN DEVELOPMENT (HD)

College of Education, Health and Human Services

HD 101 (3)
Introduction to Human Development Across the Lifespan
Survey the concepts, theories, and research that make up lifespan development. Students will be introduced to concepts and applications in the four emphasis areas of the Human Development Program which include Counseling, Health, Children's Services, and Adult/Gerontology. *May not be taken for credit by students who have received credit for ID 170-1.*

HD 170 (1-3)
Topics in Human Development
Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Credit may not be counted toward the Human Development major. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor.*

HD 300 (3)
Administration in Human Service Settings
Theory and research in the effective management and administration of human service organizations. Subject matter includes ethics, confidentiality, funding and grant-writing, licensure, decision making and leadership, personnel management, public relations, and program evaluation. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 301 (3)
Theories of Human Development
Survey of theories in human development (drawn primarily from psychology, sociology, biology and anthropology) with a focus on their application in understanding social problems and issues, and their use in the development and delivery of human services. *Enrollment restricted to Human Development majors (and Liberal Studies majors with a declared Special Field in Child Development or Human Development) with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 350 (3)
Health and Human Development
Focuses on the intersection between health issues and human development across the lifespan. Explores health issues as they relate to points of human development, health policy, health promotion, prevention, wellness and disease across the lifespan. Includes a discussion of developmental, family and lifespan influences on health including health issues and explores culture as it relates to these topics. Gives students interested in health care careers essential knowledge to provide effective health services. *May not be taken for credit by students who have received credit for HD 370-1. Enrollment restricted to Kinesiology majors in the Health Science Option, and Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 360 (3)
Effective Counseling Interventions Across the Lifespan
Provides a foundation in the theory of counseling and effective components of evidence-based interventions. Students will become familiar with empirically supported relationship variables that are critical to counseling interactions, evidence-based approaches to counseling across the lifespan, and specific strategies integral to these interventions. The impact of development and socio-cultural forces will be discussed. A scientific, theory-based approach to counseling, emphasizing the integration of research and clinical work, using a developmental framework, will be used. *May not be taken for credit by students who have received credit for HD 370-2. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 361 (3)
Introduction to Interpersonal, Interviewing, and Interaction Skills
Provides basic training in the interpersonal and communication skills integral to counseling-related careers. Includes a focus on ethics, confidentiality, intercultural and gender issues. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 370 (1-3)
Advanced Topics in Human Development
Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 380 (3)
Applications in Child and Youth Development
Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and sociocultural influences on development. *May not be taken for credit by students who have received credit for HD 370-3. Also offered as EDUC 380. Students may not receive credit for both. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 381 (3)
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.*

HD 490 (3)
Human Development in Perspective
A seminar intended for students in their final year of undergraduate study. Drawing from theories and knowledge gained from previous courses, this capstone course helps students to experience the application of such knowledge within allied health and human services fields. *Enrollment restricted to Human Development majors with Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 495 (3)
Field Experience in Human Development
Supervised experience providing service in health and human services setting. Students will spend approximately eight (8) hours per week, for a minimum of 90 hours during the semester, in a child, adolescent and/or adult human services organization. Students will participate in service delivery, conduct observations, attend weekly class meetings, read related material and prepare written reports. *May be repeated for a total of six (6) units, but no more than three (3) units of credit may be applied toward the major. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230. Students must have completed a pre-course orientation offered the prior semester.*

HD 497 (4)
Applied Research in Human Development
Reviews the importance of theory, research objectives and various quantitative and qualitative methods. Students will be expected to participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study. Students will be involved in data collection, data coding, data analysis and manuscript preparation. *Three hours of lecture and two hours of laboratory. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 499A (1) 499B (2) 499C (3)
Supervised Independent Study
Independent study deals with a special interest not covered in a regular course or with exploration in greater depth of a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units of credit. Enrollment restricted to students who have obtained consent of instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HEALTH INFORMATION MANAGEMENT (HIM)
College of Business Administration

HIM 610 (1)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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.*

HISTORY (HIST)
College of Humanities, Arts, Behavioral and Social Sciences

HIST 101 (3)
World Civilizations to 1500
Surveys the history of the world from the early river-valley civilizations to the year 1500. Emphasis upon Afro-Eurasia and the Americas. Subject matter includes politics, society, religion, and global interactions. *May not be taken for credit by students who received credit for HIST 201.*

HIST 102 (3)
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 received credit for HIST 202.*

HIST 130 (3)
U.S. History 1500-1877
Survey of the development and changing historical interpretation of American institutions and society from the colonial period through Reconstruction. Special attention to the interplay of European, American Indian, and African cultures in this development. Themes include immigration, colonial formation, Indian-white contact, constitutional development, economic change, religion, slavery, race relations, status of women, westward expansion, reform, and political parties. *May not be taken for credit by students who have received credit for HIST 230.*

HIST 131 (3)
U.S. History 1877-Present
A survey of the development and the changing historical interpretation of institutions and society in the United States from the end of Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development politics, economics, religion, reform, the growth of the U.S. as a world power, status of women, westward expansion, and urbanization. *May not be taken for credit by students who have received credit for HIST 231.*

HIST 300 (3)
Thematic Topics in History
Thematic topics in History. Topics may come from any world area or be comparative. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

HIST 301 (3)
Historical Methods and Writing
Offers an introduction to historical methodology and theory. Explores the various approaches historians take to their study and the variety of tools historians use, including digital history. Students will produce an original research project based on primary sources, in engagement with existing historical scholarship.

HIST 304A (3)
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 an excursion to Pompeii. *Corequisite: HIST 304B.*

HIST 304B (3)
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 305 (3)
Early Industrial Britain, 1688-1850
Charts the early economic transformation of Britain and its role in shaping issues of politics and constitutional forms; surrounding the developing of class, gender, and social relationships; framing questions of empire and imperial policy; and cultural and intellectual expression. Uses Britain's industrialization as a case study to isolate structural components of that process within the particular situation found in Britain from 1688-1850.

HIST 306 (3)
History of Internationalism and Human Rights
A course in intellectual history that considers the history behind the idea of human rights in the modern world. Explores how historical ideas about universalism and human nature from the 18th century forward led to challenges to the nation-state system as the dominant model of international society. Subjects include abolitionist movements, anti-imperialism, self-determination, and humanitarian agencies, with special emphasis on the League of Nations, United Nations, and the challenges that human rights pose to questions of national sovereignty. *May not be taken for credit by students who have received credit for HIST 300G.*

HIST 307 (3)
The Politics of Irish Nationalism
Presents Irish History both as case study in European nationalist movements and as model for British colonial/ imperial relations. Examines impact of nationalism and colonialism on state-building, economic development and cultural/ intellectual life. Particular emphasis on relationship between nationalist movements, colonial policy, and political violence. *May not be taken for credit by students who have received credit for HIST 300B.*

HIST 308 (3)
National Cinema and National History in 20th Century Europe
Explores the history of how European national identities were created, defined, and sustained in the 20th Century through the new medium of motion pictures. Examines the creation of national cinemas in several countries including Germany, France, and the Soviet Union. Considers films and filmmakers as manufacturers of national identities and myths both in support of and in opposition to European states in the 20th Century as a way of understanding a nation's history.

HIST 309 (3)
Ancient Middle East
An overview of the social, political, and cultural developments of the civilizations of the ancient Middle East, including Mesopotamia (Sumer, Akkad, and Babylonia), Egypt, Israel, Phoenicia, Asia Minor, Assyria, and Persia, and the interactions among them.

HIST 310A (3)
Ancient Greece 1: From the Bronze Age to the End of the Persian Wars
An overview of the development of the social, political, and cultural institutions of ancient Greek civilization from the Bronze Age kingdoms of the Minoan and Mycenaean periods through the development of independent city-states in the Archaic period (particularly Sparta and Athens) and ending with the Greek victory in the Persian Wars in 479 BCE. *May not be taken for credit by students who have received credit for HIST 310.*

HIST 310B (3)
Ancient Greece 2: The Classical and Hellenistic Periods
An overview of the development of the social, political, and cultural institutions of ancient Greek civilization from the "Golden Age" of Athens in the fifth century BCE, through the Peloponnesian War and the conquest of Alexander the Great, to the end of the Hellenistic period and the absorption of Greece into the Roman Empire. *May not be taken for credit by students who have received credit for HIST 310.*

HIST 311A (3)
Ancient Rome 1: The Republic
An overview of the development of the social, political, and cultural institutions of ancient Roman civilization from the founding of Rome, through the creation of the Republic and overseas expansion, to the dictatorship of Julius Caesar and the collapse of the Republic. *May not be taken for credit by students who have received credit for HIST 311.*

HIST 311B (3)
Ancient Rome 2: The Empire
An overview of the development of the social, political, and cultural institutions of ancient Roman civilization from the creation of the Empire by Augustus, through the Pax Romana and the rise of Christianity, to the "decline and fall" of the West and the creation of the Byzantine Empire in the East. *May not be taken for credit by students who have received credit for HIST 311.*

HIST 312 (3)
The Ancient World in Film
An examination of modern cinematic and television depictions of the mythology, drama, and history of ancient Greece and Rome, including the Trojan War, Alexander the Great, Cleopatra, gladiators, and early Christianity. Special emphasis is placed on understanding why the ancient world is such a popular setting for modern films, how accurately such films portray the ancient world, and how they serve as vehicles to express modern concerns and ideologies. *May not be taken for credit by students who have received credit for HIST 300M.*

HIST 313 (3)
Europe in the Middle Ages
Explores European history from the 5th until the 14th century. Includes the Carolingian world, the Roman Catholic church, popular religion and movements of dissent, feudalism, the crusades, the formation of medieval kingdoms and city-states, and artistic and cultural patterns in the high and late middle ages.

HIST 316 (3)
Gender and Authority in Medieval and Early Modern Europe
An exploration of gender ideologies and practices in traditional European society. Evaluates the social meanings of sexuality and the ways they shifted over time. This survey begins with a political and social consideration of gender in the Greco-Roman world. It then studies images and roles for men and women in medieval and early modern Europe. Subjects considered include: sexual ideologies, labor and domestic roles, the regulation of sexual practices by church and state, and the use of gendered imagery in the construction of political authority. *Meets major requirements in women's history.*

HIST 317 (3)
Renaissance and Reformation Europe
Europe in the era of the Renaissance and Reformation. Explores the rise of nation states in an era of profound religious change. Examines demographic and economic transformation as well as the beginnings of European expansion.

HIST 318 (3)
Society and Culture in Early Modern Europe
Changes in European thought, art, and society from the Renaissance to the Enlightenment. Treats the development of two European cultures–elite and popular–in response to religious change. Examines literacy and printing, scientific thinking, and developments in political theory.

HIST 319 (3)
Industrialization of Europe
Economic growth and social change in 19th Century Europe. Analyzes the processes of industrialization and their relation to class formation, gender, and politics.

HIST 320 (3)
The Age of Empire
Explores 19th Century European imperialism and its 20th Century retreat. Focuses on competition between European states; developments in colonial government and administration; effects of contacts with non-Europeans on European culture and society; and independence/liberation movements.

HIST 321 (3)
Nationalism and Unification in Europe
Explores the movements for unification and national recognition in 19th and 20th Century Europe. Includes the unification of Germany and Italy, the dismantling of the Austro-Hungarian empire, movements for independence in eastern Europe.

HIST 322 (3)
Interwar Europe 1918-1939
Political, economic, and cultural/artistic responses to WWI in Europe. Explores the attraction of totalitarian political ideologies, the aftermath of the Paris Peace Conference, economic upheaval in the Great Depression, and the coming of WWII. Subjects include rise of Nazism, Spanish Civil War, Modernist movements in thought and the arts, rise of Stalinism, and peace and appeasement.

HIST 323 (3)
Society and Culture in Modern Europe
Changes in European thought, art, and society from the rise of romanticism to post-modernism.

HIST 324 (3)
The Enlightenment and European Society
Examines the tumultuous and world-changing ideas of the Enlightenment of 18th Century Europe. Looks at challenges to traditional views of religion, knowledge, politics, gender, and peoples on other continents.

HIST 325 (3)
Revolutionary Europe
Examines revolutionary movements in modern European history, from the French Revolution of 1789 to the overthrow of communism in Eastern Europe in 1989. Examines what distinguishes "successful" revolutions from "failed" ones, and looks at the role of ideas, economic interests, and gender in the making of each revolution.

HIST 326 (3)
Europe Since 1945
Political, economic, and social developments in contemporary western Europe since the end of World War II. Themes include European relations with the United States and issues of "americanization"; political and economic integration and rivalry; terrorist, radical, and youth movements since the 1960s; and demographic trends and issues of immigration/multiculturalism.

HIST 327 (3)
Women in Modern Europe
The experience of women in Europe from the 17th Century to the present. Themes include changes in the definition of women's roles, legal and political status, and education, with attention to the impact of industrialization, the cult of womanhood, war, state family, and welfare policies on women's lives. *Meets major requirements in women's history.*

HIST 330 (3)
The Constitution and American Society
Origins and writing of the U.S. Constitution and the political and social issues that have arisen as the Supreme Court and others have interpreted, amended, and implemented the basic law of the United States.

HIST 331 (3)
Law, Sexuality, and American History
Explores the legal regulation and cultural construction of sexual expression, marriage, and gender identity from the colonial period to the present in the United States. Special attention will be paid to the impact of law on ideas about citizenship and race. *Meets major requirements in women's history.*

HIST 332 (3)
Women in the United States
The changing roles and status of women from the colonial period to the present. Explores the way women and society have continuously redefined work, family, law, education, and political activity. *Meets major requirements in women's history.*

HIST 333 (3)
British Empire in the Americas, 1497-1775
Examines the creation of the British empire in the Americas from a global perspective, exploring its impact on populations, societies, and politics in the Americas, Africa, and England. Makes comparisons with the process of empire-building in Latin America and Franco-America.

HIST 334 (3)
Foundations of the African-American Experience
The experience of African-Americans in American society from the colonial period to 1865. Includes an investigation into African heritage, the middle passage, antebellum African-American culture, enslavement, the struggle against slavery, the position of free blacks, and emancipation.

HIST 335 (3)
The African American Struggle for Equality
A survey of the development of traditional and legal segregation, the challenge provided by civil rights movements, and related themes such as black separatism and nationalism.

HIST 336A (3)
The U.S. Historical Experience: The Revolutionary Era
Explores eighteenth century British America with a focus on the American Revolution. Looks at the Revolution's intellectual origins in American and European thought and culture, its social and political origins, and its consequences for American culture, society, and politics through the 1790s.

HIST 336B (3)
The U.S. Historical Experience: United States Early Republic
An intensive consideration of the crucial first 50 years of the United States, with particular attention to the development of key political institutions and the dramatic expansion of the national economy. Subjects include the consolidation of the two party system, the growth and limits of the federal government, developing sectionalism, early industrialization, the elaboration of the Southern slave system, and the rise of gender-based, religiously inspired reform movements.

HIST 336C (3)
The U.S. Historical Experience: U.S. Civil War Era, 1845-1877
Focuses on the process of division, war, and reunion from 1845 to 1877. Examines the social and economic structures of the United States in the antebellum period and the evolution of the political crisis that led to the South's secession and to civil war. Treats the Union and Confederate home fronts during the war and analyzes major military strategies and battles. Devotes a high priority to the experience of African-Americans throughout this period. Finally, it looks at the successes and failures of the efforts to reunify and reconstruct the nation in the post-Civil War years.

HIST 336D (3)
The U.S. Historical Experience: U.S. Progressive Era, 1884 -1920
Focuses on the "Progressive Era" in American life. A time of enormous change and development and a period that saw numerous reforms at the local, state, and national levels. Examines the major forces changing American life, such as industrialization, finance capitalism, urban growth, burgeoning immigration, trade unionism, the urban poor, and the plight of laborers, women, and minorities. Looks at the perceived loss of traditional values and the sharp conflicts between urban and rural areas. Finally, analyzes the nation's rise to become an international, military, economic, and financial power. *May not be taken for credit by students who have received credit for HIST 300B.*

HIST 336E (3)
The U.S. Historical Experience: Prosperity, Depression, and War: The United States from 1920-1945

An exploration of society in the United States from 1920 to 1945. Between these years the United States moved from seemingly widespread prosperity through the Great Depression and into WWII. All of these phases induced profound changes in American society which will be monitored by examining how Americans from diverse backgrounds responded to the challenges of these eras. Covers such issues as the intolerance of the 1920s which included the "Red Scare" and a renewal of racism; the class divisions of the 1920s which became so apparent during the depression; and the impact that WWII not only had on American society as a whole, but specifically on women and minorities. *May not be taken for credit by students who have received credit for HIST 342.*

HIST 336F (3)
The U.S. Historical Experience: The United States in the Cold War Era

A history of society and culture in the United States since World War II, with particular attention to the social movements of the period, as well as the impact of the Cold War. Focuses on the struggle of Americans from diverse backgrounds for inclusion and equality, with special attention to the links between the Civil Rights Movement, feminism, the Student Movement, the Antiwar Movement, and the Chicano Movement. Examines the backlash to multicultural inclusion in the 1980s.

HIST 337 (3)
American Indian Response to White Expansion

The historical experience of American Indians from the arrival of Europeans to the end of the 19th Century.

HIST 338A (3)
Modern U.S. Indian Policy

Development of U.S. Indian policy and responses of Indian people since the imposition of the western reservation system in the nineteenth century. Considers allotment, reduction of the Indian land base, the Indian New Deal, termination, and demands for self-determination and sovereignty. *May not be taken for credit by students who have received credit for HIST 338.*

HIST 338B (3)
Native Communities in Southern California from Colonization to the 20th Century

Students will read, consider, and discuss in detail scholarly studies in the history and ethnography of native communities in Southern California, beginning with the background of colonization (beginning in San Diego in 1769) and write a substantial research paper dealing with a specific theme. (For example, the paper might concern the experience of indigenous women, the construction of native leadership, or the development of a specific event through time, such as the exile of the Cupeños from Kupa and Agua Caliente.) *May not be taken for credit by students who have received credit for HIST 300J.*

HIST 339 (3)
The American City

The development of urban areas in the United States and their influence on American thought, life, and economic development from the colonial period to the present.

HIST 340 (3)
Environmental History of the United States

Considers the complex relationship between humans and the natural environment in the United States. Specific subjects include: the Native American interaction with the environment, nature's influence on European colonization, the role of natural resources in America's national development, the human attempt to control nature in the industrial era, the emergence of conservation and preservationist movements at the end of the nineteenth century, and the development of current environmental issues and concerns over the course of the twentieth century. *May not be taken by students who have received credit for HIST 300R.*

HIST 341 (3)
Ideas in America

The development and change of social, political, religious, and economic ideas in American History from the colonial period to the present.

HIST 342 (3)
History of Sports in the United States

Surveys the history of organized sports in the United States, with special attention to the interaction of sports and gender, race, and economic issues. *May not be taken for credit by students who received credit for HIST 300D.*

HIST 343 (3)
Religion in the United States

Religious traditions studied in the context of changes of social, cultural, and political traditions of the United States from 1600 to the present.

HIST 344 (3)
The American Frontier as Symbol and Myth

The frontier as a metaphor for the hopes and fears of Europeans and Euroamericans from 1492 to the present, as seen in the works of writers, philosophers, political theorists, movie makers, historians, and others.

HIST 345 (3)
The Immigrant Experience

Patterns of migration to and the experience of immigrants in areas now part of the United States. Themes include the role of the family, neighborhood, church, and work; patterns of assimilation and acculturation; formation of political and social institutions; and the impact of immigration on the country.

HIST 346 (3)
Development of the American Frontier

The development of population, social institutions, resources, transportation, and markets along the moving line dividing indigenous and non-Indian societies from the beginnings of European colonization in the present-day United States to the early 20th Century.

HIST 347 (3)
California History
Beginning with the diverse native cultures of the region, the course explores the impact of Spanish, Mexican, and U.S. control. Traces the origins of contemporary issues through the area's economic development, multi-ethnic immigration, and evolving political institutions, and provides a survey of the human response to a place called "California."

HIST 348 (3)
United States Film History
Introduction to the history of film in the United States from its inception at the turn of the 20th Century to the present. Explores the many facets of U.S. film and looks at the manner in which the film industry developed during the course of the 20th Century. Looks at the evolution of film making and the manner in which film not only shaped but also reflected the historical moments in which it was born, with careful attention to the manner in which film reflects American society's tensions over race, class, and gender.

HIST 349 (3)
Foreign Policy of the United States
Foreign policy of the United States from the American revolution to the present.

HIST 350 (3)
Chicana/o Experience in the Borderlands
Examines the experience of people of Mexican descent (1840s-1980s) in the "borderlands" including territory in Mexico and the southwestern United States. Emphasizes the Chicano Movement as socio-political process that generated a distinctive interdisciplinary interpretation of history, "Chicano Studies." A Chicano Studies approach will be used to examine three borderlands topics: labor, migration, and gender relations. Students will use historical methods to analyze a variety of historical sources.

HIST 352 (3)
Mexico, Past and Present
Starting with the indigenous civilizations in the 16th Century, through the period of Spain's imperial rule, the 19th Century wars of independence, the Revolution of 1910, and up to the present day, students are introduced to one of the most important and fascinating nations in the region. The evolution of economic, political, and social systems are traced with an emphasis on themes of ideology, identity, and resistance. Students practice basic historical methods in the required assignments.

HIST 355 (3)
Women in Latin America
Focuses on women and gender in 19th- and 20th-Century Latin America. Students will explore the evolution of the historiography, recent research, and first-hand testimonial sources. Connections between gender, race, and class will guide the discussion. *May not be taken for credit by students who have received credit for HIST 300T.*

HIST 356 (3)
Culture and Identity in Latin America
Exploring indigenous, European, and African elements, this course encompasses Latin American nations which trace their origins to the Spanish and Portuguese empires. The theme of identity guides the discussion of cultural expressions in the aural, literary, plastic, and visual genres. The goal of national cultural unity contrasts with alternative notions of diversity, and the nation-state is the terrain where this cultural debate takes place. The time-period will be limited to the 19th and 20th centuries, allowing students to study contemporary cultural expressions as well as current historical analysis.

HIST 359 (3)
A History of Brazil
Starting with the arrival of the Portuguese in the early 16th Century through the long colonial period, independence, the Brazilian Empire, and, in the 20th Century, periods of alternating republican and military rule, this course introduces students to the fascinating experience of the other Latin America. Themes of race and economic modernization suffuse the political and cultural evolution of this nation. Syncretism in Brazilian culture and society emerges as a central theme.

HIST 360 (3)
Classical Asia
Introduces students to a selected body of classical texts from Asia, which include philosophical treatises, religious tracts and literary masterpieces that have become the intellectual foundation of Asian civilization. Focuses on culture and ideas, and helps students understand the historical and intellectual roots of contemporary Asia.

HIST 361 (3)
Modern East Asia
Examines the history of East Asia since 1600 and focuses on major social, cultural, and political developments in the region. Particular attention will be paid to themes related to tradition/modernity, reform/revolution, and nationalism/ colonialism. *May not be taken by students who have received credit for HIST 300Q.*

HIST 362 (3)
China and the West
An exploration of the relations between China and Europe since the 16th Century. Special attention to internal change, religion, and economics as well as diplomacy and politics.

HIST 363 (3)
Modern China
Examines Chinese history since the 17th century. Major themes include the Manchu conquest in the 17th century, the expansion of the Qing Empire in the 18th, the encounter with the West in the 19th, the rise of nationalism and communism in the 20th, and the emergence of China as a world power in the 21st century.

HIST 364 (3)
Image and Reality – Film and Modern Chinese History
Examines modern Chinese history by looking at a group of selected popular films produced in that country during the last 70 years. By analyzing the images and motifs of these selected films, students will discuss the recurring themes and concerns as expressed by the Chinese filmmakers and seek connection between these visual manifestations and the nation's modern history.

HIST 365 (3)
Modern Japan
Japanese History from the mid 19th Century to the present with special attention to the interplay between traditional institutions and modernization, and to the expansion of Japan.

HIST 367 (3)
Women in China
Survey of women's history in traditional China with an emphasis on the late imperial period (16th to 18th centuries). Students will read Western feminist theories together with historical records on Chinese women. The objectives of the class are: (1) to critically evaluate the universalistic claims of Western theories; (2) to learn how to ask new questions about Chinese women; (3) to gain an understanding of the ways Chinese women actually experienced their lives; and (4) to examine issues related to feminism and women's studies from a comparative perspective.

HIST 369 (3)
Southeast Asia in the Era of European Expansion
An exploration of Southeastern Asia and its cultural and political response to European expansion into Vietnam, Thailand, Indonesia, Indo-China, and the Philippines.

HIST 370 (3)
Early African History
Part I survey of African history discusses the culture expressed through the lives of the elite and the ordinary people, art and literature, and the ritual and belief systems of the African civilizations from the earliest times to 1800. Specific issues include the invention of agricultures, art and oral literature as historical records, centralization of state and urbanization and commerce, observance of religious and ritual ceremonies, and the impact of all these developments. *May not be taken for credit by students who have received credit for HIST 270.*

HIST 371 (3)
Modern African History
Part II survey of African history examines the political, socio-economic, and cultural issues in Africa (particularly in Sub-Saharan Africa) from 1800 to the present. Issues considered include Africa's increasing economic and political transformation before European intrusion, colonial occupation and African resistance, African response to colonial overrule, and the coming of independence and Africa's challenges in world affairs. *May not be taken for credit by students who have received credit for HIST 271 and 300V.*

HIST 374 (3)
Africa Under European Imperialism 1880-1975
Studies European imperialism in Africa and its political, economic, and socio-cultural impact. Emphasizes the various theories about imperialism, including Marxist, dependency, and modernist theories, especially pertaining to the motives, policies, and legacies of the colonial imperialist activities.

HIST 375 (3)
African Nationalism and Independence
Explores the rise of African nationalism since the 1940s, and the course of Africa's regaining of independence. Pays specific attention to the leading personalities in the struggle for independence and their nationalist philosophies. The political, economic, and cultural challenges of African nationalism today, such as disunity and conflicts and the poor state of the economy and education, will also be examined.

HIST 379 (3)
Africa and the World in the 20th Century
Thematic rather than a chronological study of Africa and the world in the 20th Century. Focuses on select global themes such as Pan-Africanism, communism, the Cold War, and the United Nations organization, and explores how they have variously influenced the course of African history.

HIST 380 (3)
The Middle East, 600 to 1700 C.E.
Explores the history of the region from the rise of Islam to the eighteenth century. Emphasizes the social and cultural background and circumstances of the rise of Islam; the formation and development of the early caliphate; the rise of Islamic successor states; the age of Ottoman and Safavid "gunpowder" empires; forms of cultural expression, such as art and literature; the role of women and ethnic and religious minorities, and the integration of the Middle East into an emerging world system.

HIST 381 (3)
Comparative French Colonialism: From the Caribbean to Indochina
Compares French colonialism in a variety of contexts, such as Haiti, Algeria, and Vietnam. Examines the perspectives of the colonizers and the colonized, using works of colonial theory, history, literature, and film. Explores the economic, cultural, political, and social aspects of French colonialism, from the eighteenth century to the present.

HIST 382 (3)
Travel and Contact in the Early Modern World
Examines encounters between people from different cultures in the early modern period (approximately 1500-1800). Students will read travel and captivity narratives, along with scholarly analyses of travel and of intercultural contact. Focuses on how cultural differences were regarded and managed by different peoples and different states.

HIST 383 (3)
Women and Jewish History
What was it like to be both a woman and a member of a minority group, in the diverse locales where Jews have lived? Examines the experiences of Jews in various parts of the world by focusing on the lives of women, using several historical case studies. Also covers important themes and changes affecting Jewish history, such as religious tradition, emancipation, assimilation, anti-Semitism, immigration, Zionism, the Holocaust, and feminism.

HIST 384 (3)
Women and Gender in the Middle East
Examines the history of women and gender in the region from the rise of Islam to the present. Emphasizes historiographical approaches; the roles of women in early Islamic societies and later empires; issues concerning class, ethnicity, and religion; work, marriage, and family; colonialism, nationalism, and modernity; and women's participation in twentieth-century social and political movements. *May not be taken for credit by students who have received credit for HIST 300F. Meets major requirements in women's history.*

HIST 385 (3)
Middle East, 1700-Present
Explores the history of the region from the eighteenth century to the present. Begins with the question of imperial decline and investigates the cultural and political responses of Middle Eastern societies to the challenges of European colonialism and imperialism; the emergence of nationalism and nation-state building; and modern social, political, intellectual, and religious movements. Emphasis on the historical background and development of contemporary issues, such as revolution, Islamism, women's rights, and globalization.

HIST 386 (3)
Haiti and World History
Covers Haitian history from Columbus's arrival to the present. Studies Haiti under French colonialism, during the Haitian Revolution, and after independence. Focuses on the multiple challenges that Haiti faced after independence, from internal struggles to international hostility. Gives special attention to Haiti in the twenty-first century and to issues of globalization and development. *May not be taken for credit by students who have received credit for HIST 300-6.*

HIST 387 (3)
History of the United Nations
Focuses on the creation and development of the United Nations as an international actor since 1945. Includes: UN as successor to League of Nations; creation of UN and UN system; development of UN missions (e.g., peacekeeping, human rights); the international Cold War; international politics of de-colonization and the Non-Aligned movement. Provides a critical examination of analysis of the claims and behavior of the UN over time.

HIST 388 (3)
History of War in Modern Society
War has been one of the greatest agents of change in world history, and it has shaped irrevocably the world in which we live. This course explores modern war and the idea of war since the late 18th Century and focuses on the transition in the 20th Century to the realities of both "total" wars and "world" wars, and considers the role of war in modern state-building, in social movements and institutions, and in intellectual and artistic expression. An important aspect involves a consideration of the intellectual, philosophical, and cultural history of war, including the development of the ethics of war in an international context. *This is not a course in military history.*

HIST 390 (3)
Science and Technology in U.S. History
Considers the interaction of science and technology with the historical development of the United States, from Franklin's experiments with electricity to the computer revolution in Silicon Valley, including discussions of the impact of Darwinism, the influence of electrical, communication, and transportation systems on our society, and the innovations in physics, biochemistry, and earth science that shape our weaponry, our medicine, and our interaction with the environment.

HIST 393 (1)
Experiential Learning for Future Teachers
Prepares prospective history teachers through independent study, directed readings, and experiential learning under the guidance of an instructor, with special emphasis on using technology in the history classroom. Requires minimum of 35 hours teaching experience. Several short analytical papers required. *Enrollment Requirement: Restricted to Social Science Waiver Program students who have received consent of instructor. Corequisite: EDUC 350.*

HIST 394 (3)
History and Geographic Information Systems
Investigates how geographic information systems can strengthen analysis of historical events. Learn how to use GIS software and the mapping of information to understand the history of immigration, urbanization, business, and popular culture.

HIST 398A (1) 398B (2) 398C (3)
Independent Study
Directed readings under the guidance of an instructor. Several short analytical papers required. *Enrollment restricted to students who have obtained consent of instructor and discipline advisor.*

HIST 400 (3)
Seminar in European History
An intensive look at selected areas of European History. A capstone course for history majors in which they draw from their previous work and write a paper. *Prerequisite: HIST 301.*

HIST 430 (3)
Seminar in United States History
An intensive look at selected areas of United States History. A capstone course for history majors in which they draw from their previous work and write a paper. *Prerequisite: HIST 301.*

HIST 440 (3)
Seminar in Latin American History
An intensive look at selected areas of Latin American History. A capstone course for history majors in which they draw from their previous work and write a paper. *Prerequisite: HIST 301.*

HIST 450 (3)
Seminar in African History
An intensive look at selected areas of African History. A capstone course for history majors in which they draw from their previous work and write a paper. *Prerequisite: HIST 301.*

HIST 460 (3)
Seminar in World History
An intensive look at selected areas of World History. A capstone course for history majors in which they draw from their previous work and write a paper. *Prerequisite: HIST 301.*

HIST 470 (3)
Seminar in Asian History
An intensive look at selected areas of Asian History. A capstone course for history majors in which they draw from their previous work and write a paper. *Prerequisite: HIST 301.*

HIST 495A (1) 495B (2) 495C (3)
Internship
On-site work for a historical agency such as an archive or museum, or providing historical research for a business or public agency. Requires assigned readings in theory and historical background, and a sustained project. *May be repeated for a total of three (3) units. Arranged upon request through the History discipline. Enrollment Requirement: Fifteen (15) units of upper-division History work. Enrollment restricted to students who have obtained consent of supervising faculty and discipline advisor.*

HIST 499 (3)
Independent Research
Development of an extended research paper using primary and secondary sources in consultation with a faculty advisor. *Enrollment Requirement: Fifteen (15) units of upper-division History work including HIST 301. Enrollment restricted to students who have obtained consent of instructor and discipline advisor.*

HIST 501 (3)
Historical Perspectives on Media
Explores the history of media communication and popular culture as well as the relationship between the change in media over time and the messages that they convey. *Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 502 (3)
History and Applied Media Technology
Introduction to various techniques in applying media technology to present historical research and interpretation. May include, but is not limited to, online instructional techniques, web-based archival preservation or museum presentations, multimedia presentations of historical findings, and video presentations of historical topics. *Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 510 (3)
Experiential Learning in Public History
Introduction to the field of public history, combining graduate level training in the theory and methods of public history with a minimum of 30 hours of an internship in a field placement. Considers issues in archival techniques, museum exhibition, oral history, historical preservation, and local history. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for a total of six (6) units. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 512 (3)
Teaching History: Theory and Practice
Introduction to the issues and techniques involved in the effective teaching of history at all levels. Covers the historical context of history teaching; major themes in world and U.S. history; and methods that teachers can use to involve students in actively learning about the past. Special emphasis will be placed on the use of technology in the classroom. *Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 513A (1) 513B (2) 513C (3)
History Teaching Practicum
Practical applications of teaching history in the college or university classroom for graduate teaching assistants. *Enrollment restricted to students who have obtained consent of instructor. Graded Credit/No Credit.*

HIST 518 (3)
Advanced Seminar in Ancient History
Exploration of primary and secondary sources and advanced research on a topic in Ancient History. Advanced undergraduates interested in taking this course should consult instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 528 (3)
Advanced Seminar in European History
Exploration of primary and secondary sources and advanced research in the historical literature of a topic in European History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 538 (3)
Advanced Seminar in United States History
Exploration of primary and secondary sources and advanced research on a topic in United States History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 558 (3)
Advanced Seminar in Latin American History
Exploration of primary and secondary sources and advanced research on a topic in Latin American History. *Advanced undergraduates interested in taking this course should consult the instructor. May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 568 (3)
Advanced Seminar in Asian History
Exploration of primary and secondary sources and advanced research on a topic in Asian History. *Advanced undergraduates interested in taking this course should consult the instructor. May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 578 (3)
Advanced Seminar in African History
Examination of the dominant historiographical themes and issues and advanced research on a topic in African history. *Advanced undergraduates interested in taking this course should consult the instructor. May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 588 (3)
Advanced Seminar in Middle Eastern History
Exploration of primary and secondary sources and advanced research on a topic in Middle Eastern History. *Advanced undergraduates interested in taking this course should consult the instructor. May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 591 (3)
Advanced Seminar in World History
Exploration of primary and secondary sources and advanced research on a topic in World History. *Advanced undergraduates interested in taking this course should consult the instructor. May be repeated for credit for a total of twelve (12) units as topics change. Enrollment restricted to graduate students; advanced undergraduates need consent of instructor to enroll.*

HIST 595 (3)
The Philosophy and Practice of History
Readings in the nature of historical inquiry and methodological issues. *Enrollment restricted to students who have obtained consent of instructor.*

HIST 599 (3)
Directed Readings in American History
Individual or small group exploration of the historical literature of a particular field through reading, discussion, and writing. *May be repeated for up to nine (9) units. Enrollment restricted to students who have obtained consent of instructor.*

HIST 601 (3)
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.*

HIST 620 (3)
Directed Thesis Research, Writing, and Media Presentation
Faculty supervision of the research and writing of the thesis project and/or development of the media presentation of research findings. *Graduate students who have completed 18 units or more toward the M.A. in History degree and are working on their thesis proposal or their final thesis/digital history project must remain continuously enrolled in this course. May be repeated up to seven times, but only six (6) units may be applied to the M.A. in History degree. Graded Credit/No Credit. Enrollment restricted to graduate students. Prerequisite: HIST 601 with a grade of B (3.0) or higher.*

HIST 699A (1) 699B (2) 699C (3)
Independent Study in Advanced Historical Issues
Intensive independent study of advanced historical issues based on secondary and/or primary sources. *May be repeated, but only six (6) units may be applied toward the Master of Arts in History degree.*

HEALTH INFORMATION TECHNOLOGY (HIT)

HIT 500 (2)
Healthcare Systems: Structure and Process

Provides a historical foundation for the study of the current health care system and alternate views of health. Course content includes examining the structure and process of the U.S. health care system and comparison to health care systems in other developed countries. Enablers, constraints, and incentives are identified and evaluated in terms of developing a health care system that is efficient and provides patient value. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment restricted to students who have obtained consent of department.*

HIT 510 (2)
Data Management for Healthcare Decision Support

Studies the application of analytical methods to healthcare data for decision support. Methods include the conventional tools of statistics such as descriptive measures, graphs, regression, and forecasting. Other techniques presented include "data mining" and simulation. Applications include developing evidence-based practices, identifying unnecessary/inappropriate/overused treatments/procedures/drugs; identifying gaps in care; projecting health care needs; estimating costs. Concepts of "experimental design" such as controlled vs. observational studies, randomization, double blind, and regression to the mean will be introduced. Outside speakers will be used to present actual applications. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment restricted to students who have obtained consent of instructor.*

HIT 520 (2)
Electronic Health Records

Focuses on regulatory policies and implementation issues concerning Electronic Medical Record (EMR) Systems. The goal is to provide a solid foundation so that students are capable of leading the effort in deploying an EMR system that not only meets the mandates of federal, state, and local governments, but also improves overall health care deliveries. Students will also study medical languages via an online module of this course. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment restricted to students who have obtained consent of instructor.*

HIT 530 (2)
Data Communication and Security for Healthcare

Focuses on medical data communications and security. Students will learn communication protocols, hardware & software, and regulations required to share information among healthcare institutions. In particular, policies such as HIPAA and the HITECH Act will be discussed to demonstrate security and privacy requirements for data communications. The goal is to provide students a solid foundation for implementing a secured data communication infrastructure that meets regulatory requirements. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment restricted to students who have obtained consent of instructor.*

HIT 540 (2)
Managing Healthcare System Change

The adoption and meaningful use of health information technology requires an understanding that major challenges to system success are more often behavioral than technical. The goal is to understand core theories supporting change management, learn effective leadership skills to overcome behavioral resistance to change, and apply change management techniques in complex health care organizations. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment restricted to students who have obtained consent of instructor.*

HIT 550 (2)
Project Management and Process Improvement for Healthcare

Introduces students to how healthcare systems can use operations management methods to improve healthcare processes. Specific focus will be on reducing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes. The process improvement will be measured by how it can improve quality and safety of healthcare delivery and reduce waste. The role of technology and innovative approaches in improving Efficiency Quality and Safety (EQS) in healthcare delivery will also be emphasized. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment restricted to students who have obtained consent of instructor.*

HEALTH AND SCIENCE (HSCI)

College of Education, Health and Human Services

HSCI 200 (3)
Personal Health and Wellness

Introduces the basic principles of health and wellness from a holistic perspective to enhance self-awareness and personal wellness behaviors. Subjects covered include mental, emotional, physical and socio-environmental dimensions of health, sexuality and relationships, nutrition and physical fitness, use and abuse of drugs, health care services and current health problems.

HUMANITIES (HUM)

College of Humanities, Arts, Behavioral and Social Sciences

HUM 101 (3)
Introduction to Humanities, I

An introductory survey of culture from a humanistic perspective, with particular emphasis on the Greco-Roman, Judeo-Christian, and West African cultures. Historically structured from earliest times to the Renaissance, the course presents highlights from history, science, philosophy, literature, drama, dance, art, architecture, and music. Appropriate readings and written analysis. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

HUM 102 (3)
Introduction to Humanities, II
An introductory survey of culture from the Renaissance to the present with particular emphasis on Europe, Africa, Asia, and the Americas. Historically structured, the course presents highlights from history, science, philosophy, literature, drama, dance, art, architecture, and music. Appropriate readings and written analysis. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

HUM 300 (3)
The Individual and Community
An exploration through the lens of the humanities of the relationship in European culture between the individual and the various communities–social, political, religious, and cultural–of which the individual was a part. Class materials for analysis will integrate examples from literature, religion, philosophy, history, and the arts.

HUM 301 (3)
The Individual and the State
An exploration through the lens of the humanities of the relationship in European culture between the individual and the state from the Enlightenment to the present. Themes may include patronage of the arts, the relationship of romanticism to nationalism, theories of dissent and individualism, and fascism. Materials for analysis will integrate examples from literature, religion, philosophy, history, and the arts.

INTERDISCIPLINARY STUDIES (ID)

College of Humanities, Arts, Behavioral and Social Sciences

ID 170 (3)
Introductory Special Topics in Interdisciplinary Perspectives in the Social Sciences
Explores an introductory interdisciplinary topic in the social sciences. May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics.

ID 304 (3
African-American Experience I — Myths and Realities
The first in a two-semester sequence of an introduction of the interdisciplinary field of African American Studies. Using materials and films from the field of archaeology, history, economics, anthropology, gender studies, and literature, students will examine the African-American experience in the Americas. Lectures, readings, films, and discussions will focus on African origins, the disrespect of African history, pre-Columbian contacts between African sailors and the people of the Western Hemisphere, and the Atlantic slave trade and systems of slavery in North America, selected Caribbean Islands, and Brazil.

ID 305 (3)
African American Experience II — Continuity and Change
The second in a two-semester sequence of an introduction to the interdisciplinary field of African-American Studies. Material for lectures, readings, and films will be drawn from the field of political science, history, anthropology, economics, gender studies, sociology, and literature. Focuses on the freedom struggles that began with the Haitian Revolution in the late 18th Century and the subsequent struggles for the end of slavery in Brazil, Jamaica, Cuba, and the Southern United States Examination of societies after slavery with the help of theories of development, underdevelopment, and internal colonialism.

ID 340 (3)
Diversity and Discrimination in the U.S.
Analyzes the impacts of gender, race, ethnicity, socio-economic status, religion, sexual orientation, and disability on diversity, discrimination, and social mobility in the U.S. Evaluates the challenges and opportunities for making democracy and social justice possible for all the people in the United States, including the impact of egalitarian values and the mechanisms that attempt to institutionalize them. *This course includes applications for border contexts. Enrollment restricted to students with Junior or Senior standing.*

ID 340B (3)
Diversity and Discrimination in the U.S.
Analyzes the impacts of gender, race, ethnicity, socio-economic status, religion, sexual orientation, and disability on diversity, discrimination, and social mobility in the U.S. Evaluates the challenges and opportunities for making democracy and social justice possible for all the people in the United States, including the impact of egalitarian values and the mechanisms that attempt to institutionalize them. *This course includes applications for border contexts. Enrollment restricted to students in the ICP. Enrollment restricted to students with Junior or Senior standing.*

ID 406 (3)
Dilemmas of Modern Mexico
Explores Mexico's economic and political development in the 20th and 21st centuries through the lenses of crisis, social mobilization, government responses to crisis, and political-economic change. *Enrollment restricted to students with Junior or Senior standing.*

ID 410 (3)
Militants and Activists: Movements for Social Change
Interdisciplinary exploration of how ordinary citizens create social change by organizing and participating in collective action. When, why, and how do ordinary citizens become activists and militants? Why and how do social movements succeed or fail? Presents theories of collective action and social change, and explores case studies of social movements and other social protests through the lenses of multiple disciplines. Case studies may be drawn from any region in the world. *Enrollment restricted to students with Junior or Senior standing.*

INTERDISCIPLINARY STUDIES (ID)

University-wide

ID 350 (1-3)
Topics in Interdisciplinary Perspectives in the Humanities, Social Sciences and/or Sciences
Explores an interdisciplinary topic from the perspective of at least two disciplines across the boundaries of sciences, social sciences, and humanities. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change.*

ID 360 (1-3)
Topics in Interdisciplinary Perspectives in the Humanities
Explores an interdisciplinary topic in the humanities. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change.*

ID 370 (1-3)
Topics in Interdisciplinary Perspectives in the Social Sciences
Explores an interdisciplinary topic in the social sciences. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change.*

ID 380 (1-3)
Topics in Interdisciplinary Perspectives in the Sciences
Explores an interdisciplinary topic in the sciences. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change.*

ID 395 (1-6)
Independent Study
Directed study under the guidance of an instructor. *May be repeated for up to 12 units. Enrollment is restricted to students who have obtained consent of instructor.*

ID 401 (1-3)
Advanced Topics in Interdisciplinary Studies
Advanced special topics in Interdisciplinary Studies. *The course title and description will vary by offering. Students should check the Class Schedule for listing of actual topics.*

ID 495 (1-6)
Advanced Independent Research
Under the guidance of an instructor, students develop an in-depth research project, using field research, primary and/or secondary sources. *May be repeated for a total of 12 units. Enrollment is restricted to students who have obtained consent of instructor.*

INTERDISCIPLINARY STUDIES (ID)

College of Science and Mathematics

ID 381 (3)
Natural Science for Teachers
Provides the prospective K-6 teacher with some background in the nature of scientific inquiry, data interpretation, and fundamental concepts in both physical and life sciences. Based on an inquiry-oriented approach to learning. The content will be equally divided between life and physical science. *This course meets for four (4) hours per week. Two hours of lecture and two hours of activity. Prerequisites: GES 102 and GES 105. Recommended Preparation: ES 100. Enrollment restricted to students who have completed the Entry-Level Mathematics requirement and who are in the Integrated Credential Program.*

ID 498A (1) 498B (2) 498C (3)
Interdisciplinary Library Research in the Natural Sciences
In-depth reading and researching of the literature on current interdisciplinary issues in the sciences. The student must develop an independent study project in consultation with a primary research advisor from biology, chemistry, physics, or psychology and a secondary research advisor from a second discipline. The student must write a research paper (approximately 10-20 pages) summarizing the current knowledge of the subject. The paper should include a list of literature citations in the accepted format for the primary field. An independent study contract must be completed and signed by both primary and secondary research advisors by the end of the second week of classes. *Enrollment Requirement: At least one course in the primary subject area with a grade of B or better. Enrollment restricted to students who have obtained consent of both instructors.*

ID 499A (1) 499B (2) 499C (3)
Interdisciplinary Laboratory Research In the Natural Sciences
An original research project involving interdisciplinary research in the sciences. The student must develop an independent research project in consultation with a primary research advisor from biology, chemistry, physics, or psychology and a secondary research advisor from a second discipline. The student must write a research paper (approximately 10-12 pages) summarizing the current knowledge of the research problem, the goal of the research project, the experimental methods used, the results, and how the results forward the current state of knowledge in the field. The paper should include a list of literature citations in the accepted format for the primary field. An independent study contract must be completed and signed by both primary and secondary research advisors by the end of the second week of classes. *Enrollment Requirement: At least one laboratory course in the primary subject area with a B or better. Enrollment restricted to students who have obtained consent of both instructors.*

INTERNATIONAL PROGRAM (IP)

University-Wide

IP 250 (1-12)
International Program Study Abroad
Open to students enrolled in California State University International Programs. Study undertaken in a university abroad under the auspices of The California State University. *Enrollment Requirement: Admission to CSU International Programs.*

IP 270 (1-12)
International Exchange Program
Open to students enrolled in CSUSM Exchange Programs. Study undertaken in a university abroad. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

IP 450 (1-12)
International Program Study Abroad
Open to students enrolled in California State University International Programs. Study undertaken in a university abroad under the auspices of The California State University. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

IP 470 (1-12)
International Exchange Program
Open to students enrolled in CSUSM Exchange and ISEP Programs. Study undertaken in a university abroad. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

IP 550 (1-12)
International Program Study Abroad
Open to students enrolled in California State University International Programs. Study undertaken in a university abroad under the auspices of The California State University. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

IP 570 (1-12)
International Exchange Program
Open to students enrolled in CSUSM Exchange Programs. Study undertaken in a university abroad. *Enrollment Requirement: Acceptance into the Cal State San Marcos Exchange Program.*

JAPANESE (JAPN)

College of Humanities, Arts, Behavioral and Social Sciences

JAPN 101A (4)
Beginning Japanese I (Traditional)
A traditionally taught class focusing on fundamentals of Japanese. Designed to develop basic ability in pronunciation, reading, conversation and grammatical structures. *Assumes no prior knowledge of Japanese. May not be taken for credit by students who have received credit for JAPN 101B. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes.*

JAPN 101B (4)
Beginning Japanese I (Multimedia)
Focuses on the fundamentals of Japanese. Designed to develop basic ability in pronunciation, reading, conversation, and grammatical structures. Students will receive instruction both through lectures and through self-paced language laboratory activities utilizing multimedia. *Assumes no prior knowledge of Japanese. May not be taken for credit by students who have received credit for JAPN 101A.*

JAPN 102A (4)
Beginning Japanese II (Traditional)
A traditionally taught course which serves as the continuation of JAPN 101 (A or B). Further development of basic ability in pronunciation, reading, conversation, and grammatical structures. *May not be taken by students who have received credit for JAPN 102B. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment Requirement: JAPN 101A or 101B.*

JAPN 102B (4)
Beginning Japanese II (Multimedia)
Continuation of JAPN 101A or 101B). Further development of basic ability in pronunciation, reading, conversation, and grammatical structures. Students will receive instruction both through lectures and through self-paced language laboratory activities using multimedia. *May not be taken for credit by students who have received credit for JAPN 102A. Enrollment Requirement: JAPN 101A or 101B.*

JAPN 201 (4)
Intermediate Japanese I
Continuation of Japanese language fundamentals. Emphasis on the development of the skills of reading, comprehension, speaking, and writing and study of Japanese culture. *Conducted in Japanese. Enrollment Requirement: JAPN 102A or 102B.*

JAPN 202 (4)
Intermediate Japanese II
Continuation of JAPN 201. Further development of the four skills, with an emphasis on reading, composition, communication, culture, and review of grammatical structures. *Conducted in Japanese. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment Requirement: JAPN 201.*

JAPN 295A (1) 295B (2) 295C (3) 295D (4)
Independent Study in Japanese
Students will study in their own field of interest within Japanese language and/or culture. Readings, written assignments, and oral conversations will be guided by the instructor. *Students must meet at least weekly with the instructor. May be repeated for a total of four (4) units. Enrollment Requirement: JAPN 201 and JAPN 102. Enrollment restricted to students who have obtained consent of instructor.*

JAPN 301 (3)
Advanced Japanese I
Development of increased mastery of modern spoken and written Japanese. Emphasis on vocabulary building, comprehension, grammatical patterns, and idiomatic usage. *Conducted in Japanese. Enrollment Requirement: JAPN 201 and JAPN 202.*

JAPN 302 (3)
Advanced Japanese II
Further development of increased mastery of modern spoken and written Japanese. Emphasis on vocabulary building, comprehension, grammatical patterns, and idiomatic usage. *Conducted in Japanese. Prerequisite: JAPN 301.*

JAPN 400 (3)
The Structure of Japanese
Study of grammatical, phonetic and linguistic patterns and structures in modern Japanese, based on advanced proficiency. *Conducted in Japanese. Prerequisite: JAPN 302.*

JAPN 499 (1-3)
Selected Topics in Japanese
Selected topics related to advanced study of Japanese language, literature or culture. May be repeated for credit as topics change for a total of six (6) units. *Students should check the Class Schedule for listing of actual topics. Enrollment Requirement: Advanced proficiency equal to that attained in JAPN 400. Enrollment restricted to students who have obtained consent of instructor.*

KINESIOLOGY (KINE)

College of Education, Health and Human Services

KINE 101 (1)
Step Aerobics
Aerobics fitness through step aerobics. *May be repeated for a total of eight (8) units. Graded Credit/No Credit.*

KINE 103 (1)
Basketball
Development of understanding of rules, strategies, and basic skills in competitive basketball. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 104 (1)
Golf
Development of basic skill in playing golf, including rules, etiquette, and background. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 108 (1)
Volleyball
Development of skills, rules, and strategies of volleyball. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 109 (1)
Weight Training
Instruction in techniques of weight training, with an emphasis on strength, endurance, and flexibility. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 110 (1)
Yoga
The history, philosophy, and modern practice of yoga, with an emphasis on hatha yoga (physical yoga postures). *May not be taken for credit by students who have received credit for PE 211. May be repeated for a total of four (4) units. Graded Credit/No Credit.*

KINE 111 (1)
Adapted Physical Education
A physical education course for students with physical disabilities, who require modified forms of physical activity. *May be repeated to a total of four (4) units. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor, who may request a physician's recommendation for admission into the course.*

KINE 121 (1)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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 200 (1)
First Aid and Safety
Acquaints the individual with emergency first aid procedures. Included in the subject matter will be wounds, splinting, burns, rescue breathing, diabetes, epilepsy, heart failure, stroke and environmental emergencies. Each student will have the opportunity to acquire his/her certification in Community First Aid and Safety. This course is taught by a certified American Red Cross instructor. *Enrollment restricted to Kinesiology and Pre-Nursing majors.*

KINE 201 (1)
CPR and AED
The Basic Life Support (BLS) for Healthcare Providers course covers core material such as adult and pediatric CPR (including two-rescue scenarios and use of the bag mask), foreign-body airway obstruction, and automated external defibrillation (AED). At the completion of this course, students will have the opportunity to become certified in BLS under the guidelines set forth by the American Heart Association. *Course may be repeated once in order to maintain certification. Enrollment restricted to Kinesiology and Pre-Nursing majors.*

KINE 202 (3)
Introduction to Kinesiology
Designed for first year and transfer students interested in the physical education profession. The goals of this course are to aid in the prospective majors in their career choices, to introduce students into fields closely related to exercise and nutritional sciences, to introduce students to current issues in exercise sciences, and to introduce students to key events and concepts in the evolution of exercise science as a discipline and as a profession. *Enrollment restricted to Pre-Kinesiology and Kinesiology majors.*

KINE 204 (3)
Techniques and Analysis of Fitness and Weight Training
Knowledge and understanding needed to plan and implement fitness and weight training programs. Analysis of the development, maintenance, implementation, and self-evaluation of physical fitness. Implementation of methods, techniques, instructional strategies, safety factors, motivation and necessary equipment for teaching physical fitness and weight training. Instruction and techniques in individual skills and strategies in weight training; also includes instruction on stretching for flexibility and injury prevention. *Enrollment restricted to Pre-Kinesiology and Kinesiology majors.*

KINE 209 (2)
Techniques and Analysis of Golf
Instruction and techniques in individual skills and strategies for successful performance in golf. Knowledge and understanding needed to plan and implement a golf program. *Enrollment restricted to Kinesiology majors.*

KINE 301 (4)
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 for maximizing performance. *Pre/Co-requisite: KINE 303 or KINE 403. Enrollment restricted to KINE majors.*

KINE 302 (3)
Care and Prevention of Athletic Injuries
Examines the recognition, evaluation, and care of athletic injuries, including techniques in taping, prevention and rehabilitation of injuries. *Prerequisites: BIOL 177 and 178.*

KINE 303 (3)
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 304 (3)
Adapted Physical Education
Designed to prepare Kinesiology majors to meet the physical activity program needs of persons with disabilities. Designed to understand the etiology and characteristics of persons with mental, physical, emotional, sensory, health, learning and/or multiple impairments. Understand when it is appropriate to successfully integrate the disabled individual into the physical education mainstream. *Enrollment Requirement: KINE 202. Enrollment restricted to KINE majors.*

KINE 305 (4)
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. *Pre/Co-requisites: KINE 303 or 403. Enrollment restricted to KINE majors.*

KINE 306 (3)
Exercise Fitness and Health
Examines the relationship between an active lifestyle and health and the prevention of chronic disease through positive lifestyle choices. Includes in-depth evaluation of personal fitness levels and dietary intake.

KINE 307 (3)
Techniques and Analysis of Court Sports
Instruction in individual and team skills and techniques utilized in team court sports, with a focus on basketball and badminton content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sport at the P-12 level. *May not be taken for credit by students who have received credit for KINE 205. Enrollment restricted to Kinesiology majors.*

KINE 308 (3)
Techniques and Analysis of Field Sports
Instruction in individual and team skills and techniques utilized in team field sports, with a focus on tag rugby and soccer content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sport at the P-12 level. *May not be taken for credit by students who have received credit for KINE 206. Enrollment restricted to Kinesiology majors.*

KINE 309 (3)
Techniques and Analysis of Individual Sports, Adventure Based Learning, and Outdoor Education
Instruction in individual and team skills and techniques utilized in individual sports and activities, with a focus on track and field, adventure based learning, and outdoor education content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sport at the P-12 level. *May not be taken for credit by students who have received credit for KINE 208. Enrollment restricted to Kinesiology majors.*

KINE 310 (3)
Adventure, Team Building, and Experiential Education
Adventure teambuilding for the purpose of heightening both intra- and inter-personal relationships. The art and science behind discovering social and affective attributes about self and others. Includes an off-campus community field experience at local K-12 public schools. Includes weekly movement activities that require student participation.

KINE 311 (4)
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 316 (3)
Stress Management
Identifies the psychological, physiological, emotional and behavioral aspects of stress. The body's hormonal and neurological response in times of extreme emotion and the severe health consequences of these responses will be discussed. A variety of stress reduction techniques and biofeedback methods will be taught and practiced. *Enrollment restricted to Kinesiology majors.*

KINE 318 (3)
Sport, Games, and Culture
Examines the various roles and implications of play, games, and sport in the contemporary world from a variety of academic disciplines. These include historical development of sport and their informing period philosophies, political economies, and socio-cultural influences with a focus on the everyday usage of sport. Psychological performance modalities of modern sport and the role(s) of and behavioral studies as they apply to participation and passive consumption will be explored. *May not be taken for credit by students who have received credit for KINE 390-4.*

KINE 326 (4)
Introductory Exercise Physiology
An introduction to the physiology of exercise. A description of cardiovascular, pulmonary, muscular, endocrine, neural, and metabolic responses to acute and chronic exercise. *Three hours of lecture and three hours of laboratory. Pre/Corequisites: KINE 303 or 403.*

KINE 336 (3)
Nutrition for Health and Exercise Performance
Applies fundamental biological and nutritional concepts to enhance wellness and athletic performance via nutritional intervention. Students will review current literature and examine products designed to increase performance. Activity and dietary recalls will serve as the basis for individualizing nutritional programs. *Enrollment restricted to Kinesiology majors.*

KINE 390 (1-4)
Topics in Kinesiology
Selected Topics in the field of Kinesiology. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Pre/Corequisites: KINE 303 or 304.*

KINE 400 (3)
Movement Theory and Practice of Elementary Physical Education for Children
Serves as the elementary component for preparation towards the teacher certification program for prospective physical education teachers. Provides an intensive experience focusing on the critique design, instruction, implementation, and evaluation of elementary school physical education. Designed to promote effective teacher behaviors found in the elementary physical education setting. *Two hours of lecture and three hours of laboratory. Prerequisite: KINE 202. Enrollment restricted to students with Junior standing (> 60 units).*

KINE 401 (3)
Principles, Organization and Management of Secondary School Physical Education
Serves as the secondary component for preparation towards the teacher certification program for prospective physical education teachers. Provides an intensive experience focusing on the critique design, instruction, implementation, and evaluation of middle and high school physical education. Designed to promote effective teacher behaviors found in the secondary physical education setting. *Two hours of lecture and three hours of laboratory. Prerequisite: KINE 202. Enrollment restricted to students with Junior standing (>60 Units).*

KINE 402 (3)
Applied Theory of Teaching Team, Individual, and Dual Sports
Designed to allow teacher candidates to apply a variety of physical education content within K-12 schools. Lesson plans will be used to prepare, practice, and implement appropriate physical education content during the on-campus labs and off-campus field experience. Serves as the final K-12 school experience prior to applying to the California credentialing program. *Two hours of lecture and three hours of laboratory. Enrollment restricted to students with Junior standing (> 60 Units). Prerequisite: KINE 202.*

KINE 404 (3)
Introduction to Epidemiology
An introductory course in the basic study of the risk factors for disease in populations. Emphasis on understanding the methodology of public health research, and how evidence-based medicine is used to determine optimal treatment approaches in clinical practice. Provides instruction in both observational and structured methodologies often used in epidemiological research. *Pre/Corequisites: KINE 303 or 403.*

KINE 405 (3)
Health and Drug Education
An examination of the philosophical, ethical and theoretical foundations of the professional practice of health and drug education in school, community, work site and hospital settings. Emphasis is on the importance of health behavior as a contributor to current public health problems, as well as the role of health education and health promotion in addressing these problems. *Prerequisites: BIOL 177, 178, and PSYC 100.*

KINE 406 (3)
Stress Testing and Exercise Prescription
Practical and theoretical knowledge surrounding the various modes and protocols used in graded exercise testing, muscular strength/fitness testing, and exercise prescription based on test results in healthy and diseased populations. Includes an in-depth examination of electrocardiography and a brief introduction to pharmacology. *Prerequisite: KINE 326 with a grade of C (2.0) or better.*

KINE 407 (3)
Principles of Health Promotion and Education
Provides an overview of the breadth of programs and diversity of settings in the field of health education in health promotion. Explains the importance of health behavior as a contributor to current public health problems and the role of health education and health promotion programs in addressing them. Explores the concepts and skills required for carrying out effective health education programs in a variety of different settings, including school, community, health care, and worksite settings. Also discusses issues of ethical standards and quality assurance in health education and health promotion. *May not be taken for credit by students who have received credit for KINE 390-3. Prerequisites: BIOL 177 and 178. Enrollment restricted to Kinesiology majors.*

KINE 415 (3)
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. *Prerequisite: BIOL 177 and 178.*

KINE 425 (4)
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. *Three hours of lecture and three hours of laboratory. May not be taken for credit by students who have received credit for KINE 300. Three hours of lecture and three hours of laboratory. Pre/Co-requisites: KINE 303 or 403 and MATH 125 or 160. Enrollment restricted to KINE majors.*

KINE 426 (3)
Exercise Physiology and Special Populations
An in-depth study of changes that occur due to acute and chronic exercise and the influence of disease on these processes. Examines human bioenergetics, fuel metabolism, body composition, and neuromuscular, endocrine, and cardio-respiratory physiology with an emphasis on differences across individuals. *Prerequisite: KINE 326.*

KINE 495 (3)
Internship in Kinesiology
Practical application of principles related to Kinesiology in a 90-hour internship approved by student's faculty advisor. *Graded Credit/No Credit. May be repeated once for credit. 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.*

KINE 499A (1) 499B (2) 499C (3) 499D (4) 499E (5) 499F (6)
Independent Study in Kinesiology
Students participate in faculty-driven and/or independent research projects in Kinesiology. *Graded Credit/No Credit. May be repeated for a total of six (6) units towards the major. Enrollment restricted to students who have obtained consent of instructor.*

KINE 500 (4)
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)
Motor Control
Explores how the physical and mechanical properties of organisms and their environment affect biological tissues, structures, and motor control.

KINE 502 (3)
Research Methods
Research design and methodology in human health and performance. Locating, reading, evaluating, and conducting scientific studies. Application of statistics in Kinesiology.

KINE 503 (3)
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)
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)
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)
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)
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. 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)
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)
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)
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). *Prerequisites: KINE 502 and 503.*

KINE 698 (3)
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.*

LIBERAL STUDIES (LBST)

College of Humanities, Arts, Behavioral and Social Sciences

LBST 100 (3)
Order and Change: Multiple Perspectives I
Through the interdisciplinary analysis of one social issue in depth, students learn the components of the scientific method (variables, hypothesis formation and testing), explore methods and objectives of at least four social science disciplines, and examine multiple perspectives such as gender, race, and class. Students learn about the social construction of community, regional, national, and/or global problems, the interconnections between those levels, and how social change occurs over time. *May not be taken for credit by students who received credit for GESS 101.*

LBST 300 (3)
Perspectives in Liberal Studies
Exploration of specific topics in Liberal Studies from diverse interdisciplinary perspectives. Analysis of topics/issues is described in specific course titles. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

LBST 301 (3)
Connecting Disciplines and Crossing Borders
Examines the relation between and among branches of knowledge in the social sciences, humanities, and sciences. Students will understand how disciplines overlap at their margins. Designed to help students increase their awareness of contemporary issues and scientific discoveries, while increasing their ability to communicate clearly and think critically. Provides a rationale for an interdisciplinary understanding of knowledge and its practical applications across disciplines. Scholarly and everyday concepts will be understood as they are derived from social process. The process of development and emergence of new scientific paradigms will be examined. *May not be taken for credit by students who have received credit for LBST 300F.*

LBST 307 (3)
Children and the Environment
Provides an interdisciplinary exploration of the environment and children. Students will engage in cross-disciplinary exploration of children's rights, the development of children, childhood and socioeconomic conditions in developed and developing countries, the particular environmental health issues facing children, planning and sustainability, and children's relation to wild and urban areas. Particularly useful for students who are parents, or who plan to be parents, and for those who wish to work as teachers, or with children in other professions. *Enrollment restricted to students with Junior or Senior standing.*

LBST 361 (3)
The Social Construction of Science
Explores the field of social construction of science, a true interdisciplinary area of investigation, historically built from existing perspectives in the social sciences (predominantly sociology but also anthropology, socio-linguistics, history, and philosophy). Introduces students to the basic theoretical concepts required for the analysis of science as a socio-phenomenon, its internal and external constructions, and its practice. The application of the basic tools and key concepts in the course will be accomplished through a focused exercise that explores one specific area of science such as the human genome project or distributed information systems. *May not be taken for credit by students who have received credit for LBST 361B.*

LBST 361B (3)
The Social Construction of Science
Explores the field of social construction of science, an interdisciplinary area of investigation, built from existing perspectives in the social sciences (predominantly sociology, but also anthropology, sociolinguistics, history, and philosophy). Introduces students to the basic theoretical concepts required for understanding the social situation of science and its contributions to the social world. Introduces students to the analysis of science as a social phenomenon, its internal and external constructions, and its practices. It will also show that the ideas in science are reflected in the development of social policy. The application of the basic tools and key concepts in the course will be accomplished through a focused exercise that explores one specific area of science, such as information technologies. *Corequisites: EDMS 545B and ID 381. Enrollment restricted to students in the ICP. Enrollment restricted to students with Junior or Senior standing.*

LBST 362 (3)
Technology and Social Change
Explores the impact technology has on our everyday life. The goal is to understand the complex, hidden relationships between science, technology, and culture. Examines how perceived problems in the world are viewed by particular disciplines. Each perspective provides a particular characterization of the problem, which (a) shapes the kinds of solutions, and (b) directs the kinds of technology that can be used to solve the problem. The application of technology then alters how the problem is viewed and re-interpreted. *Enrollment restricted to students with Junior or Senior standing.*

LBST 395A (1) 395B (2) 395C (3)
Internship for Liberal Studies
Faculty-sponsored academic internship in community service or education. *May be repeated for a maximum of nine (9) units. Enrollment restricted to students who have obtained consent of instructor.*

LBST 498A (1) 498B (2) 498C (3)
Independent Study
Intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved and supervised by a faculty member in the Liberal Studies program. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

LBST 499A (1) 499B (2) 499C (3)
Independent Research
Designed for students with demonstrated capacity for independent research in collaboration with a faculty member in the Liberal Studies program. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

LINGUISTICS (LING)

College of Humanities, Arts, Behavioral and Social Sciences

LING 100 (3)
English Grammar and Syntax
Presents fundamentals of the English grammatical system using traditional terminology for parts of speech and phrase and sentence types. Emphasis on how structures pattern together to form the complex but orderly system that is English grammar. Attention to integrating sentences into their logical and rhetorical contexts. Identifying and understanding source of sentence-level writing problems.

LING 300 (3)
Introduction to Linguistics
An introduction to linguistic analysis of the languages of the world, the production and organization of natural sound systems, word and sentence formation patterns, and the linguistic organization of meaning. Included are introductions to language acquisition, dialect variations according to culture, region, social group, gender, and age, language history and change, animal communication, and language and the brain. *In exceptional circumstances, students may take LING 100 and 300 concurrently, with permission of instructor. Prerequisite: LING 100.*

LING 300B (3)
Introduction to Linguistics
An introduction to linguistic analysis of the languages of the world, the production and organization of natural sound systems, word and sentence formation patterns, and the linguistic organization of meaning. Included are introductions to language acquisition, dialect variations according to culture, region, social group, gender, and age, language history and change, animal communication, and language and the brain. *In exceptional circumstances, students may take LING 100 and 300B concurrently, with permission of instructor. Enrollment restricted to students in the ICP. Prerequisite: LING 100.*

LING 305 (3)
Languages in Contact
An exploration of the language phenomena that occur in regions where two or more language communities live and work together. Introduces bilingualism, dialects, codeswitching, and mixed languages. Language data representing examples of these contact phenomena are used to study the linguistic subsystems of phonology, morphology, syntax, and semantics. *Enrollment restricted to students with Junior or Senior standing.*

LING 331 (3)
Survey of Native American Languages
Includes Native American language families, the geographical locations of Tribal people at the time of European contact, and the current locations of their descendents. Introduces the basics of linguistic structure of languages representing many of these families using language phenomena such as counting systems, non-verbal and written communication systems, songs, and culture tales. Includes discussion of current social situations that have led to the endangerment of the majority of indigenous languages in the world. *Enrollment restricted to students with Junior or Senior standing.*

LING 341 (3)
Language Issues in the United States
Introduces students to a number of issues surrounding language use in the United States today, including bilingual education, bilingualism, English-only legislation, endangered languages, ebonics, and hate speech. Each issue will be considered in its historical context and in terms of its effect on the school-age population of the United States. Class discussion, rather than lecture, will be the main venue for this exploration, and each section will involve a project considering the issue in its current, real-world context. *Enrollment restricted to students with Junior or Senior standing.*

LING 351 (3)
Language Acquisition
A general introduction to the study of language development examining current issues and linguistic theories of language acquisition, including those related to cognitive and cultural development, and the effects of sociolinguistic factors, such as gender and socioeconomic status, on language acquisition. Also explores multilingualism, early literacy, and language development in special populations. Students will discover how language is acquired via the interaction of internal and external factors. *Enrollment restricted to students with Junior or Senior standing. Prerequisite: LING 300/300B or 305.*

LING 355 (3)
Heritage Languages and Heritage Speakers
Introduces students to the linguistic and cultural properties of heritage languages, defined as languages partially acquired and later supplanted by the dominant language of a given community. Students will investigate phonological, morphological, and syntactic properties of heritage languages, cultural vs. linguistic knowledge with an emphasis on linguistic relativism, the relationship between heritage language and identity, heritage languages as a testing ground for universal properties of language, and pedagogical implications for teaching speakers of heritage languages. *Enrollment is restricted to students with upper-division standing.*

LING 360 (3)
Introduction to Cognitive Linguistics
Introduces students to the range of studies within the field of cognitive linguistics. Discusses what we can learn from language use and structure about how the mind stores information, processes data, and builds and extends categories. Data from the meaning systems of different languages will be used to introduce students to different ways of perceiving and expressing thoughts about how the world works. *Enrollment restricted to students with Junior or Senior standing.*

LING 361 (3)
Introduction to Morphology
Morphology is the study of the meaningful pieces that make up words. Introduces students to the major morphological typologies of the world's languages through analysis of data sets from different languages that represent those typologies. Students will discover how morphological systems work through examination of data from languages as diverse in their structure as Chinese, Navajo, and Russian. *Prerequisites: LING 100 or 300 or 300B or GRMN 331 or SPAN 331. Enrollment restricted to students with Junior or Senior standing.*

LING 371 (3)
Linguistic Anthropology
An exploration of the way language shapes and is shaped by culture. Investigates different aspects of languages structure which exhibit cultural variation, patterns of cognition and language acquisition, and the socio-linguistic dimensions of cultural variation. Highlights dialect variation, Ebonics, bilingualism, and considers them in light of concepts such as speech communities, language ideology, and performativity.

LING 381 (3)
Language and Gender
Gender roles are dynamic, yet culturally bound. They are determined as a group, yet performed by individuals. These roles are products of historical, sociological, geographic, economic, and linguistic phenomena. All of these contribute to the development of a culture, and all are encoded and reflected in the language used. Students will discover how these phenomena work together in the social contexts of various cultures, with a particular focus on the role language plays in creating and reporting gender roles. *May not be taken for credit by students who have received credit for ID 370M or WMST 300B. Enrollment restricted to students with Junior or Senior standing.*

LING 391 (3)
Phonetics and Phonology
Introduction to the phonetic properties of speech sounds and their organization into sound systems. Practice in recognizing, transcribing, and describing sounds. Basic principles and methods of phonological analysis and theory. *Recommended Preparation: LING 300 or GRMN 331 or SPAN 331. Enrollment restricted to students with Junior or Senior standing.*

LING 400 (3)
Interdisciplinary Perspectives on Literacy
Focuses on the multi-dimensional nature of literacy: linguistic (systems of language and their interaction in written discourse); cognitive (psychological strategies and processes used to make meaning through written discourse); sociocultural (ways individuals use literacy to mediate their interactions with their society, culture, and discipline); developmental (the manner in which the linguistic, cognitive, and sociocultural aspects of literacy are learned); and educational (issues related to the teaching of literacy in school settings). *Prerequisites: LING 300/300B or 305.*

LING 480 (3)
Field Methods for Linguistics
Introduces the process of discovering structures of a language from data obtained directly from its speakers. Emphasizes effectiveness in the field context, the ethics of linguistic field work, rapid recognition of structural features, and preliminary formulation of a descriptive grammar using computational tools. *Prerequisite: LING 300 or 305. Enrollment restricted to students with Junior or Senior standing.*

LING 499 (3)
Supervised Independent Study
Addresses a special interest not covered in a regular course or provides an opportunity to explore in greater depth a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

LITERATURE AND WRITING STUDIES (LTWR)

College of Humanities, Arts, Behavioral and Social Sciences

LTWR 100 (3)
Introduction to Literature
An inquiry into the basic nature of literature. Questions raised in this course may include: What prompts the creation of imaginative literature? What purpose does literature serve in the cultural life of a community? What are its social, philosophical, spiritual, and aesthetic values? Some consideration may be given to techniques and major critical theories, but the focus will be on critical reading for the nonspecialist. Specific works studied will be representative of several genres, cultures, and periods of literature.

LTWR 105 (3)
Texts That Have Changed the World
Examines the cultural role of literature by studying the way texts respond to ethical and moral questions affecting the past and present while also shaping the future. Special attention given to how texts react to each other and how they promote and respond to economic, political, social, and scientific changes. Students will participate in and learn about the human condition and searches for meaning, understanding, spirituality, artistic expression, communication, national identity, ethnic roots, gender identity, and new worlds. Incorporates activities and materials such as films, music, multimedia presentations and applications. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning. *The course does not count towards the LTWR major or minor.*

LTWR 107 (3)
Humor
Broad humanistic exploration of a variety of texts in which humor manifests itself, such as comedies, jokes, and satires, in an effort to understand how humor operates and how humor as a text may be distinguished from humor in other media. Examines theories of humor over the centuries and cross-cultural differences in the theory and practice of humor.

LTWR 115 (3)
Critical Reading and Writing
Critical thinking through reading and written analysis of various genres of writing. Special attention to the use of metaphoric language, the function and meaning of symbols, the structure of arguments, the use of logic, and the value of imaginative writing, particularly in relationship to ethical and moral questions. *Prerequisite: GEW 101.*

LTWR 203 (3)
Literature and Health
Explores how literature and film articulate the personal and social dimensions of illness, pain and suffering, and human bodily variations and changes (race, class, sexualities, age, and disability). Interrogates ethical conflicts in the philosophy, technology, and practice of medicine as represented by literature and film. Genres include poetry, fiction, drama, and non-fiction. Texts range from the Bible, Greek drama, and Shakespeare through contemporary literature and film, including writing by doctors and nurses. Introduces basic modes of literary and film analysis.

LTWR 206 (3)
Fantastic Journeys and Other Worlds
Explores the theme of the journey in world literature. Examines the powerful metaphors of travel, quest, passage, voyaging, pilgrimage, exile, homelessness, homecoming, wandering, and sojourning as they have played out in both classics and selected modern works. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning.

LTWR 208A (3)
World Literature: Antiquity to the 16th Century
An introduction to world literatures from antiquity to the 16th Century. Critical analyses of literary works from multiple areas of the globe. Studies of selected texts to include novels, poetry, or plays. Survey of the literature to examine various writers and their influence on the cultural/intellectual life of a particular country, together with their contributions to the advancement of literature and/or important literary movements.

LTWR 208B (3)
World Literature: 17th Century to the Present
An introduction to world literatures from the 17th Century to the present. Critical analyses of literary works from multiple areas of the globe. Studies of selected texts to include novels, poetry, or plays. Survey of the literature to examine various writers and their influence on the cultural/intellectual life of a particular country, together with their contributions to the advancement of literature and/or important literary movements.

LTWR 210 (3)
Introduction to Global Literature
Survey examining literatures from various parts and cultures of the globe, such as Europe, Asia, North and South America, and Africa. Introduction to literary analysis of global texts.

LTWR 211 (3)
Introduction to Women's Literature
Introduces students to literary works by women within changing socio-cultural contexts from the 18th to 21st century. Analyzes the role of gender and sexuality in creative works and literary criticism, including questions of women's traditions, genre, and aesthetics. Explores a diverse range of historical writing by women in English; may include recent examples of works in translation from other literary contexts. *Also offered as WMST 211. Students may not receive credit for both.*

LTWR 225 (3)
Introduction to Creative Writing
Beginner's workshop for students interested in writing fiction, poetry, and drama. Students will engage in both creative and analytical writing.

LTWR 300A (3)
Foundations of Literature and Writing Studies
A systematic exploration of foundational concepts and moments in the discipline of Literature and Writing Studies, presenting an historical perspective on the development of disciplinary and literary traditions. Provides instruction in research methodology, introduces cultural studies through literary theory, and sketches the layout of the discipline in the 21st century. *Prerequisites: GEW 101 and either LTWR 100, 208A, 208B or 210. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 300B (3)
History and Practice of Literary Commentary
Survey of current trends in critical theory, including Feminism, Marxism, Poststructuralism, Psychoanalysis, and Cultural Studies. Student writing will be based on critical practices, and methods of reading, modes of interdisciplinary analysis and argumentation, and recent debates on questions of theory, history, and textual scholarship. *Prerequisite: LTWR 300A. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 301 (1-3)
Topics in Writing
Selected topics in the writing field. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

LTWR 302 (3)
Topics in Literature
Selected topics in literature. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

LTWR 303 (3)
Masterworks in Literature
An introduction to masterpieces of the literary tradition, emphasizing historical, cultural, generic, and thematic connections. Interrogates the conditions under which these works are considered "masterpieces," and examines the social, philosophical, spiritual, and aesthetic values embedded within the works and the cultures that produce them. The content of each course is reflected by its sub-title. 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)
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 307 (3)
Writing Workshop in Argument and Analysis
Focused study of the elements of argumentation, such as audience, tone, style, structure, logic, claims, and evidence. Explores methods of analysis that help writers draw sound and insightful conclusions. Attention will be given to making appropriate rhetorical decisions in various writing contexts. Students will be asked to present their own writing in class and to respond both to published literature and to the writing of other students. *Prerequisites: GEW 101 and either LTWR 100, 208A, 208B or 210. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 308A (3)
English Literature I
Survey of literature and culture of England from the Fall of Rome to 1660. *Prerequisites: GEW 101 and either LTWR 100, 208A, 208B or 210. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 308B (3)
English Literature II
Survey of literature and culture of England from the Restoration to the present. *Prerequisites: GEW 101 and either LTWR 100, 208A, 208B or 210. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 309A (3)
United States Literature I
Survey of literature and culture of the United States from the Colonial Period to American Romanticism. *Prerequisites: GEW 101 and either LTWR 100, 208A, 208B or 210. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 309B (3)
United States Literature II
Survey of literature and culture of the United States from Realism to the present. *Prerequisites: GEW 101 and either LTWR 100, 208A, 208B or 210. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 310 (3)
Folklore and Mythology
Study of folk traditions and mythology as reflections and expressions of distinctive cultures as well as the general human condition. Subject matter may deal with issues such as mythic theory, the uses of myth in various literary genres, or the themes and forms of orally transmitted literature. *Only six (6) units of credit may be applied toward the major.*

LTWR 317 (3)
Technical Writing
A workshop for students interested in practicing writing in the professions.

LTWR 318 (3)
Writing in Community
A practicum in various aspects of developing literary community, including small press publishing (independent distribution, manuscript editing, literary magazines, small press books, and blog publishing) and public literary activities (organizing and attending public creative writing workshops and a public literary series). Writing and reading assignments will draw from CSUSM's active literary communities. *Strongly recommended: an interest in creative writing and/or contemporary literature. May be repeated up to nine (9) units with different course content, but only six (6) units may count towards the LTWR major and graduation requirements.*

LTWR 320 (3)
Sacred Texts
Study of selected texts drawn from the world's religious traditions – Christian, Jewish, Buddhist, Hindu, Taoist, Confucian, and Muslim. Emphasis will be on the intrinsic literary interest of these texts as well as their thematic impact on other genres. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 325 (3)
Creative Writing Workshop I
This creative writing workshop in multiple genres will focus on student writing. Writing assignments on different literary techniques will be coupled with the readings of literature that highlights those techniques. *Students will be asked to present their own writing in class and to respond both to published literature and the writing of other students. Prerequisites: GEW 101 and either LTWR 100, 208A, 208B or 210. Enrollment Requirement: Completion of the lower-division General Education requirement in Critical Thinking (A3).*

LTWR 330 (3)
Poetry
Studies various genres and/or forms of poetry such as modern American women's poetry, lyric poetry, epic poetry, and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 331 (3)
Fiction
Studies various genres and/or forms of fiction such as short stories, novels, detective fiction, and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 332 (3)
Non-Fiction
Studies various genres and/or forms of non-fiction such as biography, autobiography, essays, travel writing, and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 333 (3)
Drama
Studies various genres and/or forms of drama such as tragedy, comedy, theater of the absurd, and more. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

LTWR 334 (3)
Film
Studies various genres, forms, and/or directors of film. The content of each course is reflected by its sub-title. *May be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

A. The Western
B. Women Before and Behind the Camera
C. Asian Film
D. Native American Cinema

LTWR 336 (3)
Film and Other Genres
Studies various genres and/or films in relationship to other arts or texts. The content of each course is reflected by its sub-title. *Together with LTWR 334, may be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies.*

A. Hitchcock and the Masters of Suspense
B. Detective Films and Novels
D. European Cinema
E. Jane Austen: Novel into Film

LTWR 338 (3)
Children's Literature into Film
Comparative analysis of classic and award-winning novels (nineteenth century to the present) and films based on them, with attention to cultural history of the child and of literature for children. Emphasis on recurrent themes and literary tropes and key problems for critics, teachers, and parents. As well as basic terms and strategies for literary analysis, students will learn and use basics of film analysis. Distinct from children's literature courses offered in most departments/colleges of education in that its primary focus is the critical analysis of literature, film, and culture, rather than linking texts to child development or guiding students in appropriate methods for selecting texts for courses in primary and secondary education. The course is nonetheless useful and interesting to future teachers and anyone who spends time with children or is interested in writing for children. *May not be taken by students who have received credit for LTWR 302L.*

LTWR 340 (3)
The Monstrous, the Grotesque, and the Occult
Surveys discourses of the monstrous - from psychological theories of the grotesque to ancient folklore about the occult to postmodern ghost stories like the X-Files–which try to explain the incomprehensibility of our world. Examination of various texts will reveal how culture has asked, and answered, such questions as who we are and how we've come to be ourselves. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning.

LTWR 345 (3)
Native American Literatures
Examines Native literatures as tools of cultural preservation, social statement, and artistic expression. Surveys oral traditions, colonial contact literature, and contemporary authors to highlight uniquely indigenous perspectives on a range of historical, political, and cultural issues. Assesses literary and aesthetic features of Native-authored materials which may include visual arts, film, and texts. Also surveys scholarly debates in Native literary studies, introducing critical paradigms and methodologies unique to the field. *May not be taken for credit by students who have received credit for LTWR 302-1.*

LTWR 350 (3)
Reclaiming the Humanities
Introduces students to origins of the "Humanities" in the Western tradition and places works of that tradition within a global historical context. Issues include: specific contribution of religious and philosophical systems to a definition of the humanities, how artists have shaped changing notions of what constitutes the humanities, and how non-Western systems of evaluating human and social endeavors have challenged Western notions of the humanities.

LTWR 360 (3)
Emerging Literatures in a Global Context
Introduces students to written texts and films from outside the Western literary canon. Emphasis on the importance of emerging literatures in shaping global politics and creating awareness of underrepresented histories, cultures, and identities. Representative texts and films will be selected from different geographical regions.

LTWR 400 (3)
Author Studies
Critical analysis of the major works of one or two authors in any historical period or geographical location, with attention to biography, culture, and literary background. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies. Prerequisite: LTWR 300A.*

LTWR 402 (3)
Studies in Shakespeare
Study of the writings of Shakespeare. Critical analysis of Shakespeare's major plays, which might include emphasis on Shakespeare and the Human Condition, Shakespeare's Comic Vision, the Tragic Vision of Shakespeare, the Historical Plays, or a combination of plays, poems and variant themes. *Students should refer to the Class Schedule for specific course content. Prerequisite: LTWR 300A.*

LTWR 405 (3)
History of Writing and Literacy
A review of the history of the development of alphabets and writing systems. Survey of the rise of literacy since the fifteenth century and analysis of the continuing literacy problem in developed and developing countries.

LTWR 410 (3)
Global Literature I
Survey to examine the literature(s) from a particular culture or area of the globe. Analysis of ways in which literature reflects and expresses culture. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies. Prerequisite: LTWR 300A.*

LTWR 415 (3)
Literary and Cinematic Representations of the Middle East and North Africa
Analyzes cultural and social representations of the Middle East and North Africa through fiction and film. Major topics such as cultural identity, religion, history, and society will be studied. Special emphasis will be on the historic and cultural interaction between the Middle East and the West. *Prerequisite: LTWR 300A.*

LTWR 420 (3)
Global Literature II
Survey to compare literatures from various parts of the globe. Analysis of ways in which literatures reflect and express similarities and differences among cultures. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies. Prerequisite: LTWR 300A.*

LTWR 425 (3)
Creative Writing Workshop 2
Creative writing workshop in multiple genres will help students develop their prior workshop experience and individual repertoires while expanding their range of literary knowledge. Writing assignments will be coupled with reading that highlights key technical elements of the literary arts. Students will be asked to present their own writing in class and to respond both to published literature and the writing of other students. *May be repeated; up to six (6) units may be applied to graduation requirements, but only three (3) may be applied toward major requirements in Literature and Writing Studies. Prerequisite: LTWR 325.*

LTWR 430 (3)
Major Periods and Movements
Approaches to literature or literary ideas by locating them within a specific historical context or a literary background. *May be repeated; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies. Prerequisite: LTWR 300A.*

LTWR 431 (3)
U.S. Environmental Literature
Explores the U.S. literary and cultural history of the idea of nature. Focuses on the characteristic rhetorical strategies of environmental literature or nature writing - such as claims of spiritual connection and recreation, blending of description and celebration, and direct and indirect political argument. Interprets the texts we read in the context of the long development from agrarian colony to industrial capitalist nation, with the goal of understanding how the way we organize our society and its relation to the environment influences the way we think about nature. *Prerequisite: LTWR 300A.*

LTWR 441 (3)
Literature and Other Arts and Disciplines
Comparative study of literature and other arts or other academic disciplines such as anthropology, science, philosophy, or psychology. The content of each course is reflected by its sub-title. *May be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) units may be applied toward major requirements in Literature and Writing Studies. Prerequisite: LTWR 300A.*

A. The Modern Subject in Literature, Art, Film and Psychoanalysis

LTWR 450 (3)
Comparative American Ethnic Literature
Comparison of various ethnic American discourses such as African American, Chinese American, Jewish American, Latino/a American, Japanese American, Native American, Italian American, and Vietnamese American. Includes analysis of a variety of different genres ranging from autobiography to novel to poetry, and examines texts through thematic and/or historical frameworks in order to view them as products of varying cultural and historical circumstances. Questions notions of "American identity" and the "American canon." *Prerequisite: LTWR 300A.*

LTWR 460 (3)
Theories, Methods, and Themes in Cultural Studies

Readings in some of the major conceptual texts that have framed work in cultural studies, with particular emphasis on those drawn from critical theory, studies in colonialism, cultural anthropology, feminism, semiotics, gay/lesbian studies, and historicism. Examination of literature among other cultural artifacts in a variety of social contexts and from a number of theoretical and historical perspectives. *Prerequisites: LTWR 300A and 300B.*

LTWR 465 (3)
Theory and Practice of K-12 Writing Instruction

Introduction to current theory and practice of teaching writing in K-12. Special attention to advanced critical reading and writing skills.

LTWR 475 (3)
The Writing Process

A workshop in advanced expository writing as a creative process. Current research on creativity and the writing process will also be discussed. *May be repeated for a total of six (6) units.*

LTWR 495A (1) 495B (3) 495C (3) 495D (4) 495E (5) 495F (6)
Internship

Supervised experience teaching writing at the K-12 or college level or work experience in public agencies and private industries that provide opportunities to develop professional writing skills. *Students working in CSUSM's Writing Center should enroll for credit. No more than three (3) units may be applied toward the major. May be repeated for a total of six (6) units of credit. All internships are graded Credit/No Credit except CSUSM's Writing Center. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 499A (1) 499B (3) 499C (3) 499D (4) 499E (5) 499F (6)
Supervised Independent Study

Independent study deals with a special interest not covered in a regular course or with exploration in greater depth of a subject introduced in a regular course. Discussion in individual conferences. *May be repeated once for a total of up to six (6) units of credit. Graded Credit/No Credit. Note: This course cannot be substituted for other courses in the major without petition approval by the Literature and Writing Studies Curriculum Committee. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 501 (3)
Advanced Topics in Writing Studies

Selected Topics in Writing Studies. *May be repeated for a total of (6) units with new course content. Students should check the Class Schedule for listing of actual topics. Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300- or 400-level.*

LTWR 502 (3)
Advanced Topics in Literature

Selected topics in literature. *May be repeated for a total of (6) units with new course content. Students should check the Class Schedule for listing of actual topics. Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300- or 400-level.*

LTWR 503 (3)
Literary Period or Movement

Advanced, historically oriented study of a literary period, such as the Renaissance, or a movement, such as Postmodernism. *The content of each course is reflected by its sub-title. Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300 or 400 level. May be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6) may be applied toward major requirements or the Master's degree in Literature and Writing Studies.*

A. Renaissance to Romanticism
B. Postmodern Narratives of Identity
C. Marxism and Literature
D. The Literature of Witchcraft

LTWR 511 (3)
Literature in Translation

Study of select literary texts and literary criticism written in languages other than English. Students will study texts in the original language and compare them to their English translation(s) with a focus on idiom, style, grammar, and argumentative detail. Includes a survey of translation theory. Requires good (i.e., equivalent of third-year instruction) reading knowledge of a foreign language. Completion with a grade of B or better satisfies the Language Other than English Requirement for graduate students in Literature and Writing Studies. *May be repeated for a maximum of six (6) units. Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300- or 400-level.*

LTWR 513 (3)
Studies in Contemporary Literature

Focuses on literature produced within the last 20-25 years, including fiction, poetry, drama, and mixed genre work. Explores narrative, poetic, and dramatic structures (both conventional and non-conventional) and the relationship between literary conventions and cultural context. Course assignments can be creative, analytical, or some combination of both. Specific geographical focus varies, but in some semesters, the course will emphasize world or non-western literature. Students may also be required to attend several public literary readings. *Together with LTWR 502A, may be repeated as issues/themes change for a total of six (6) units. Prerequisite for undergraduates: LTWR 308B and 309B.*

LTWR 525 (3)
Theory and Practice of College Writing Instruction
Wide reading in current theory and practice of teaching writing at the university level. Exploration of the implications for writing instruction of current discourse theory and linguistics (sentence-level and text-level). Review research on writing and instruction and examination of models of classroom and individual conferencing. Students will also tutor in the University Writing Center. *Prerequisite for undergraduates: Completion of LTWR 300A and 300B. Additional enrollment requirement for undergraduates: Nine (9) additional units of LTWR courses at the 300- or 400-level.*

LTWR 545 (3)
Advanced Creative Writing
For students who wish to increase their skills in the writing of fiction and poetry. The content of each semester will be determined by the instructor and may include short stories, poetry, novel, play or screen-writing. *May be repeated for a total of six (6) units of credit with new course content. Prerequisite for undergraduates: LTWR 325.*

LTWR 600 (3)
Research and Critical Methodology
Introduction to research methods and the critical and theoretical approaches common to the graduate study of literature and exposi-tory writing, with attention to basic reference works, bibliographical techniques, analytical strategies, scholarly frames of reference, and pedagogy. *Recommended for the first semester of graduate study.*

LTWR 601 (3)
Literary Study in a Multicultural World
Relationship of literature to gender, race, class, and nationality. Changing conceptions of literary canons. Exploration, through literary texts, of values in literature and the constituents of literary value.

LTWR 602 (3)
Composition Theories and Practices I
An introduction to current debates and crucial issues in rhetoric and composition, with special attention to the relationships between theories and practices of writing, between rhetoric and culture, between ideology and pedagogy, and between composition studies and other disciplines. Prepares students to teach composition at the post-secondary level, such as in the CSUSM GEW program. *May be repeated for a total of twelve (12) units of credit. Only six (6) units may be counted toward the master's degree. Students who teach in GEW 101 or GEW 050 must register for LTWR 602 every time they teach. Enrollment Restriction: Students must be accepted into the LTWR Master's program and obtain consent of instructor.*

LTWR 605 (3)
Seminar in Thematic Studies
Study of a thematic motif over time or across cultures, for example: alienation and exile, cultural taboo, colonial discourse, or the representa-tion of criminality. May also address studies such as the nature of the hero and aspects of love or death. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 606 (3)
Seminar in Genre Studies
An examination of one or more genres, for example: satire, utopian fiction, autobiography, travel narrative, landscape poetry, the essay, or film. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 607 (3)
Seminar in Comparative Studies
Comparison of theoretical and literary representations across cultures (e.g., East/West studies), across modes of discourse (e.g., oral/written), or across media (e.g., literature/art or literature/music). *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 608 (3)
Seminar in Critical and Theoretical Studies
Close study of one or several bodies of critical theory currently applied to literary studies, i.e. psychoanalytic, feminist, Marxist, new-historical, post-structuralist. Emphasis will be on terminology, methods of readings, modes of interdisciplinary analysis and interpretation, and recent debates on questions of theory, history, and culture. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 612 (3)
Seminar in Rhetorical Theories and Cultures
Close study of one or several bodies of rhetorical theory in relation to cultures, for example: gender and rhetoric, adolescence and rhetoric, black English and rhetoric, and popular culture and rhetoric. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree.*

LTWR 613 (3)
Seminar in Creative Writing
For students who wish to continue refining their skills in poetry, short stories, novels, and/or screen writing. Content to be decided by collabo-ration between the student and the instructor. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree. Enrollment Requirement: LTWR 325, 545, or equiva-lent experience in creative writing.*

LTWR 615 (3)
Scholarly Publishing in Literature and Writing
Faculty-supervised training in literary and composition publishing. Critical examination of academic journals with goal of submitting work to journals. Possible work on academic journal. *May be repeated with new course content, but only six (6) units may be applied toward the Master's degree. Prerequisites: LTWR 525. Enrollment Requirement: One 600-level course. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 690A (1) 690B (2) 690C (3) 690D (4) 690E (5) 690F (6)

Graduate Research

Faculty-supervised research. *May be repeated, but no more than six (6) units of credit may be applied toward the Master's degree. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 695A (1) 695B (2) 695C (3) 695D (4) 695E (5) 695F (6)

Internship

Supervised experience either teaching writing at the college level or working in public agencies and private industries that provide opportunities to develop professional writing skills. *Students who want credit for working in CSUSM's Writing Center should enroll. Graded Credit/No Credit. Only three (3) units may be applied toward the Master's degree. Enrollment restricted to students who have obtained consent of instructor.*

LTWR 699 (3)

Graduate Thesis

Enrollment Requirement: Completion of twenty-four (24) units in the graduate program prior to enrollment. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.

LTWR 699X (1) 699Y (2) 699Z (3)

Thesis Extension

Registration in this course is limited to students who have received a satisfactory grade in LTWR 699 and who expect to use the facilities and resources of the University to work on or complete the thesis. *Students who have not completed their thesis in LTWR 699 must register for LTWR 699X, 699Y, or 699Z. Graded Credit/No Credit. May be repeated, but credit will not be applied toward the Master of Arts in Literature and Writing Studies degree. Enrollment Requirement: Prior registration in LTWR 699 with a satisfactory grade.*

MASS MEDIA (MASS)

College of Humanities, Arts, Behavioral and Social Sciences

MASS 301 (3)

Media Theory

Introduction to the theories of mediated communication, including theories based on normative, critical/cultural, and social scientific approaches. Explores the historical development of the major Western philosophical perspectives regarding the media and their role and impact in society.

MASS 303 (3)

Mass Media and Technology

A critical and historical examination of 19th, 20th, and 21st century analog and digital mass media/communication technologies. Introduces the role of media technology in human creative activity and examines the contexts in which new technologies come into use. Students will examine economic and political issues that have (and do) influence the selection of some technologies and standards over others. Students may have the opportunity to create media projects applying course concepts.

MASS 304 (3)

Global Media

An exploration of "globalization" as an historical — as well as a contested — process, and of cultural, social, technological economic political processes at work in "mass media globalization". Case studies link discussions of specific forms (i.e., music, radio, video, journalism, internet/web cell phones, broadcast satellites, and points of origin) to old and new audiences. These case studies are contextualized in a consideration of specific communication processes associated with trade, war, community development, policy making and reform, and privatization/deregulation.

MASS 322 (3)

Media Power

Illustrates how media power operates in culture through discourse in local and global contexts. Students examine the power dynamics among producers, subjects and audiences in and around mass media: who makes what for whom and how. Readings and discussions will explore power-inflected relations in mass media, along with discovering possibilities in how to reclaim media power. What happens when historical others make work about themselves, their cultures and communities?

MASS 451 (3)

Media, Religion, Popular Culture

A study of the theoretical foundations and the process of constructing religiosity and spirituality on electronic media. Explores construction of religiosity in religious media. Examines construction of spirituality in secular media. Investigates the commodification of religiosity and spirituality in popular culture.

MASS 452 (3)

Ethical Challenges of the Mass Media

Examination of ethical standards and practices of the mass media. Focuses on the conduct as a future media practitioner and the impact students will have on others in particular and society in general. Includes development of ethical decision-making skills.

MASS 460 (3)
Political Economy of Mass Media

Theories and problems concerning systems of support and control of the mass media, with special reference to the role of special interest groups and the political state. Emphasis on allocations of spectrum, time, money, energy, materials, and humanresources among agencies of mass communication systems. Consideration is given to questions of access to media institutions and the operations of such institutions in light of governmental regulations and policies. Some focus on the significance of mass communication in conducting foreign affairs, as well as the role of mass communication in developing nations.

MASS 470 (1-4)
Topics in Mass Media

Focuses on a specific aspect of mass media which involves mass media production and/or media organization and systems and/or media uses and effects. *Topics vary by semester. Students should check the Class Schedule for listing of individual topics and the areas. May be repeated for credit as topics change for a total of six (6) units.*

MASS 495 (3)
Mass Media Internship

Provides students with opportunities to examine organizational, intercultural, mediated, and other modes of communication during routine work activities in private and public enterprises outside of the classroom setting. Students complement classroom and laboratory learning with that of the work world. Internships may be paid or unpaid. *May be repeated for credit for a total of six (6) units toward the COMM or MASS major in any combination from 495 and 499. Also offered as COMM 495. Students may not receive credit for both. Corequisite: Internship placement. Enrollment restricted to students who have obtained consent of instructor. Enrollment Requirement: COMM 100. Prerequisite: COMM 300 or 330 or 360 or 390 or MASS 303 or 304. Enrollment restricted to Communication or Mass Media majors with Junior or Senior status (more than 60 completed units) who have obtained consent of instructor.*

MASS 499A (1) 499B (2) 499C (3)
Independent Study

May be used by students who desire to do individualized projects with a professor. *May be repeated for a total of six (6) units. MASS 495 and MASS 499 may total no more than six (6) units applied toward the major. Enrollment restricted to students who have obtained consent of instructor.*

MATHEMATICS (MATH)

College of Science and Mathematics

MATH 10 (3)
Pre-Algebra

Review of the properties of natural numbers and integers, including prime factorization. Introduction to the language of Algebra: translating between word phrases and algebraic expressions, evaluating algebraic expressions, and estimating the value of an algebraic expression. Includes working with fractions, including fractions with variable expressions in the numerator and denominator, ratios, proportions, and percent as well as their use in solving common applied problems. Concludes with the interpretation of graphs and calculation of elementary statistical measures. *Note: MATH 10 does not count toward any graduation requirement to be completed at CSUSM, but it is counted towards financial aid and VA benefits. Enrollment restricted to students who have not satisfied the Entry Level Mathematics (ELM) requirement and whose highest ELM examination score is below 30. Students who have satisfied the ELM requirement may not enroll.*

MATH 20 (3)
Beginning Algebra

Review of the use of algebraic expressions for the solution of linear equations and geometric problems. Introduction to the rectangular coordinate system and its use for graphing functions and representing information. Solution of linear systems of equations, linear systems of inequalities, equations, and inequalities involving the absolute value. Introduction to polynomial expressions, their properties, and the solution of polynomial equations. *Note: MATH 20 does not count toward any graduation requirement to be completed at CSUSM, but it is counted towards financial aid and VA benefits. Enrollment Requirement: Highest Entry-Level Mathematics (ELM) exam score from 30 to 38, or completion of MATH 10 with a grade of C (2.0) or better. Students who have satisfied the ELM requirement may not enroll.*

MATH 22 (1)
Supplemental Instruction in MATH 30

Peer-facilitated learning session focused on development of skills needed to succeed in MATH 30 and subsequent math courses. Intended to provide a collaborative learning environment where students can work on problem solving, general study skills, and MATH 30 course content. *May be repeated for a total of two (2) units. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.*

MATH 30 (3)
Entry Level Mathematics

Review of the rectangular coordinate system, lines, linear equation systems, and polynomial expressions and arithmetic. Algebraic subjects include: simplification of algebraic expressions, solution of quadratic and rational equations, properties of exponents, and arithmetic operations involving rational exponents. Geometric subjects include: determination of angles, basic geometric figures and their uses, properties of triangles, circles, polygons, and applications of the Pythagorean Theorem. *Note: MATH 30 does not count toward any graduation requirement to be completed at CSUSM, but it is counted towards financial aid and VA benefits. Enrollment Requirement: Highest Entry-Level Mathematics (ELM) exam score from 40 to 48, or completion of MATH 20 with a minimum grade of C (2.0) or better. Students who have satisfied the ELM requirement may not enroll. Students who complete MATH 30 with a grade of C (2.0) or better will satisfy the ELM requirement.*

MATH 30C (3)
Computer Aided Entry Level Math

Review of the rectangular coordinate system, lines, linear equation systems, and polynomial expressions and arithmetic. Algebraic subjects include: simplification of algebraic expressions, solution of quadratic and rational equations, properties of exponents, and arithmetic operations involving rational exponents. Geometric subjects include: determination of angles, basic geometric figures and their uses, properties of triangles, circles, polygons, and applications of the Pythagorean Theorem. Content is identical to MATH 30, and part of the content is taught with the help of computer software. *Note: MATH 30C does not count toward any graduation requirement to be completed at CSUSM, but it is counted towards financial aid and VA benefits. Enrollment Requirement: Highest Entry-Level Mathematics (ELM) exam score from 40 to 48, or completion of MATH 20 with a minimum grade of C (2.0) or better. Students who have satisfied the ELM requirement may not enroll. Students who complete MATH 30C with a grade of C (2.0) or better will satisfy the ELM requirement.*

MATH 100 (3)
Mathematical Ideas

Basic mathematical concepts such as logic, number theory, number systems, algebra, geometry, functions, graphs, counting methods, probability, and statistics together with related cultural and historical perspectives. Applications of mathematics will be emphasized. *May not be taken for credit by students who have received credit for GEM 100. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 110 (3)
Critical Thinking

Critical thinking in decision-making. Formal and informal fallacies of language and thought; the often unreliable guide of common-sense reasoning; analysis and criticism of ideas; distinction between fact and judgment, belief and knowledge; inductive and deductive arguments; and effective techniques of decision-making. Students will learn critical thinking skills to apply to common issues of everyday life.

MATH 115 (3)
College Algebra

Equations and inequalities, functions, graphs, polynomials, exponential and logarithmic functions, conics, sequences and series, counting principles, binomial theorem, and systems of linear equations. *Students preparing to take MATH 160 should take MATH 125 instead of this course. May not be taken for credit by students who have received credit for MATH 120 or MATH 125. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 125 (4)
Pre-Calculus

Designed for students preparing to take MATH 160. Equations and inequalities, functions, graphs, polynomial and rational functions, trigonometric functions, exponential and logarithmic functions, systems of linear equations, conics, sequences and series, and the binomial theorem. *May not be taken for credit by students who have received credit for MATH 115. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 132 (3)
Survey of Calculus

Basic calculus concepts with applications to business, economics, and the social sciences. Differential calculus for algebraic, exponential, and logarithmic functions; optimization, linearization, and other applications of derivatives; introduction to integral calculus. Includes use of graphing calculators. *Enrollment Requirement: MATH 115 with a grade of C (2.0) or better.*

MATH 142 (3)
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 have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 160 (5)
Calculus with Applications, I

Differential and integral calculus of functions of one variable: analytic geometry, limits, continuity, derivatives, analysis of curves, integrals, and applications; algebraic, trigonometric, logarithmic, and exponential functions; and historical perspectives. Includes a laboratory experience using either computers or graphing calculators. *Enrollment Requirement: A strong background in high school mathematics (Algebra I and II, Geometry, and Trigonometry) or MATH 125 with a grade of C (2.0) or better.*

MATH 162 (4)
Calculus with Applications, II

A continuation of differential and integral calculus: inverse trigonometric and hyperbolic functions, integration methods, indeterminate forms, coordinate systems, planes and lines in space, sequences and series, applications, and historical perspectives. Includes a laboratory experience using either computers or graphing calculators. *Prerequisite: MATH 160 with a grade of C (2.0) or better.*

MATH 200 (3)
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 Entry-Level Mathematics (ELM) requirement.*

MATH 210 (3)
Math for K-8 Teachers I: Number Sense

Designed to reinforce mathematical concepts for those teaching in grades K-8. Emphasis on numeric concepts: sets, logic, counting numbers, integers, rational numbers, real numbers, some number theory, and measurement and estimation, appropriate use of technology, and historical/cultural perspectives. *Credit may not be counted toward the mathematics major. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 212 (3)
Mathematics for K-8 Teachers II: Geometry, Measurement, and Reasoning

Designed to reinforce mathematical concepts for those teaching in grades K-8. Emphasis on patterns and functional relationships; geometric concepts in two- and three-dimensional space: points, lines, planes, curves, triangles, convex figures, parallelism, congruence, similarity, symmetry, perimeter, area, and volume; problem-solving strategies; appropriate use of technology; and historical/cultural perspectives. *Credit may not be counted toward the mathematics major. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement. Prerequisite: MATH 210 with a grade of C (2.0) or better.*

MATH 242 (3)
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 260 (4)
Calculus with Applications, III

Differential and integral calculus of functions of several variables: three dimensional analytic geometry, vector calculus, partial derivatives, multiple integrals, line integrals, applications, and historical perspectives. Includes a computer laboratory experience. *Prerequisite: MATH 162 with a grade of C (2.0) or better.*

MATH 262 (3)
Introduction to Differential Equations

Models involving first-order equations, higher-order linear equations, systems of equations, numerical methods, and applications. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes. Enrollment Requirement: MATH 162 with a grade of C (2.0) or better.*

MATH 264 (3)
Introduction to Linear Algebra

Matrix algebra, systems of linear equations, vector spaces, independence, linear transformations, eigenvalues and eigenvectors, and applications. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes. Enrollment Requirement: MATH 115 with a grade of C (2.0) or better.*

MATH 270 (3)
Basic Discrete Mathematics

Exposure to fundamental discrete mathematical skills and knowledge: basic logic and applications in computer science, methods of proof, functions, relations, set, basic counting techniques, graphs, trees, and applications in computer science. *Prerequisite: MATH 160 with a grade of C (2.0) or better.*

MATH 303 (3)
Themes for Society

Descriptive overviews of selected areas of mathematics which play a visible role in the modern world. Topics include management science and operations research, political science, statistics, computer science, biology, and some late 20th Century advancements in pure mathematics. *Credit may not be counted toward the mathematics major. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

MATH 304 (3)
Women and Mathematics

Examination of the social phenomena that have led to the small number of women in the mathematical profession. Exploration of the controversy concerning research on the comparative mathematical ability of boys and girls. Study of the lives, times, and works of women mathematicians. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

MATH 308 (3)
Non-Statistical Mathematics in the Social Sciences

Themes involving applications of mathematics in the social sciences such as: proportional representation, voting rules and aggregation of individual preferences, spatial models of election competition, power in weighted voting systems, power indices in politics, balance theory and social inequalities, measurement theory, game theory, static models of animal dominance, rumor and information networks. *May not be taken for credit by students who have received credit for MATH 404. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

MATH 311 (3)
Mathematics for K-8 Teachers III: Algebra, Probability, Statistics, and Data Analysis

Designed to reinforce mathematical concepts for those teaching grades K-8. Emphasis on linear and quadratic equations and inequalities; collection, organization, and representation of data; inferences, predictions, and arguments based on data; basic notions of chance and probability; appropriate use of technology; and historical/cultural perspectives. *May not be taken for credit by students who have received credit for MATH 311B. Credit may not be counted toward the mathematics major. Prerequisite: MATH 212 with a grade of C (2.0) or better.*

MATH 311B (3)
Mathematics for K-8 Teachers III: Algebra, Probability, Statistics, and Data Analysis

Designed to reinforce mathematical concepts for those teaching grades K-8. Emphasis on linear and quadratic equations and inequalities; collection, organization, and representation of data; inferences, predictions, and arguments based on data; basic notions of chance and probability; appropriate use of technology; and historical perspectives. *Credit may not be counted toward the mathematics major. May not be taken for credit by students who have received credit for MATH 311. Prerequisite: MATH 212 with a grade of C (2.0) or better. Corequisite: EDMS 512B, EDMS 522B, EDMS 543B. Enrollment restricted to students participating in the Integrated Credential Program.*

MATH 314 (2)
Workshop for Future Mathematics Educators

Provides a discussion forum for students pursuing the Mathematics Single-Subject CSET Waiver Program, while co-enrolled in EDUC 350, Foundations of Teaching as a Profession. Discussions focus on various mathematical subject matter typically presented in secondary-level classrooms, which students visit and observe in EDUC 350. Students link their observations from the field experience to their own study of relevant mathematical skills and knowledge. *Credit may not be counted towards the mathematics major. Prerequisite: MATH 162 with a grade of C (2.0) or better. Corequisite: EDUC 350.*

MATH 315 (3)
Finite Mathematics

Sets, permutations, combinations, probability, linear equations and inequalities, matrices, linear programming, and finance. *Credit may not be counted toward the mathematics major. May not be taken for credit by students who have received credit for MATH 130. Enrollment restricted to students who have completed the lower-division General Education requirement in Mathematics/Quantitative Reasoning (B4).*

MATH 330 (3)
Introduction to the History of Mathematics

Major currents in the evolution of mathematical thought from early civilization to modern times. *Prerequisite: MATH 160 with a grade of C (2.0) or better.*

MATH 340 (3)
Stochastic Modeling in Business and Economics

Introduction to stochastic modeling with emphasis on application in business and economics. Discrete probability distributions including uniform, Bernoulli, binomial, hypergeometric, multinomial, and geometric. Random variables, expected value, and standard deviation. Joint distributions, conditional distributions, independence, and conditional expected value. Laws of large numbers. Discrete time Markov chains and martingales. Applications to include queuing models, cash and inventory management models, and stock option pricing. *May not be taken for credit by students who have received credit for MATH 440, 441, or 571. Prerequisites: MATH 132 or 160 or 264 and MATH 315 or 374 with a grade of C (2.0) or better.*

MATH 346 (3)
Mathematical Methods for Physics

Survey of mathematical methods applicable to physics. Includes series, complex analysis, ordinary and partial differential equations, and special functions and transforms. *Recommended Preparation: MATH 260. Prerequisite: MATH 162 with a grade of C (2.0) or better.*

MATH 350 (3)
Foundations for Theoretical Mathematics

Bridge course between computation-driven mathematics and theoretical mathematics. Designed to familiarize the student with the language and process of rigorous mathematical thought, speech, and writings through the introduction of typical and important examples from algebra, analysis, combinatorics, and geometry. Covers elementary logic, methods of proof, mathematical induction, sets, relations, including order relations and equivalent relations, functions and inverse functions, and binary operations. Mathematics majors are encouraged to take this course as early as possible. *Prerequisite: MATH 160 with a grade of C (2.0) or better.*

MATH 362 (3)
Differential Equations

Analysis and application of ordinary differential equations: linear and nonlinear equations, existence and uniqueness theorems, analytic methods, qualitative analysis of solutions, and numerical methods. Combines theoretical ideas along with hands-on experience using appropriate computer software. *Prerequisite: MATH 162 with a grade of C (2.0) or better.*

MATH 374 (3)
Linear Algebra

Systems of linear equations, vector spaces, independence, bases, dimension, orthogonality, least squares, determinants, eigenvalues and eigenvectors, positive definiteness, computation, and linear programming. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *Prerequisite: MATH 160 with a grade of C (2.0) or better.*

MATH 378 (3)
Number Systems

Numbers: natural, rational, real, and complex. Algebraic laws: commutative, associative, and distributive. Brief introduction to groups, rings, and fields. Divisibility and unique factorization for integers and polynomials. Integers modulo n as finite rings and fields. The rational numbers as a non-complete countable ordered field. The real numbers as a complete uncountable ordered field. Sequences and limits including Cauchy sequences, lim inf and lim sup. Complex numbers including De Moivre's theorem and related trigonometric identities. Factoring polynomials over the various number systems. The Fundamental Theorem of Algebra. *Prerequisite: MATH 350 or MATH 370 with a grade of C (2.0) or better.*

MATH 390 (1)
Mathematics Colloquium

Guest lecturers present seminars on mathematical topics, e.g., recent advances in mathematics research, interesting applications of mathematics, or fun and challenging math problems. Students must attend each seminar, prepare a journal summarizing the content of each presentation, and write a follow up paper on one of the topics that they found particularly interesting. *May be repeated for credit for a total of three (3) units. Graded Credit/No Credit. Enrollment Requirement: MATH 162 with a grade of C (2.0) or better.*

MATH 410 (3)
Modern Geometry

Critical review of the foundations and basic structure of plane and solid Euclidean geometry, non-Euclidean geometries, incidence and affine geometries; convexity and applications. *Prerequisite: MATH 350 or 370 with a grade of C (2.0) or better.*

MATH 422 (3)
Introduction to Number Theory

Divisibility, Euclidean algorithm, unique factorization, congruences, and quadratic reciprocity. May also cover some of the following: included primitive roots and indices, continued fractions, sum of squares, introduction to Diophantine equations, prime numbers, pseudo-primes, the prime number theorem, and factorization and primality-testing algorithms. *May not be taken for credit by students who have received credit for MATH 372. Prerequisite: MATH 378 with a grade of C (2.0) or better.*

MATH 430 (3)
Foundations of Analysis

A classical treatment of the basic concepts of calculus of one variable: the real number system, limits, continuity, differentiability, the Riemann integral, and sequences and series of numbers and functions. *May not be taken for credit by students who have received credit for MATH 360. Prerequisite: MATH 378 with a grade of C (2.0) or better.*

MATH 440 (4)
Introduction to Mathematical Probability and Statistics

Basic concepts of probability: axiomatic formulation, combinatorics, conditional probability, independence, standard discrete and continuous random variables, expectation, variance, joint distributions, limit theorems. Statistical inference: tests of significance, point estimation methods, confidences intervals, simple linear regression. Combines theoretical ideas with hands-on experience using appropriate computer software packages. *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)
Introduction to Probability

Discrete and continuous probability spaces, axiomatic formulation, combinatorics, conditional probability and independence, standard discrete and continuous probability distributions (including uniform, Bernoulli, binomial, Poisson, geometric, normal, and exponential), random variables, expectation and variance, joint distributions, and limit theorems. Emphasis on modeling. Simple proofs required. Additional topics may include random walks, branching processes, and generating functions. *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.*

MATH 442 (3)
Introduction to Mathematical Statistics

Data analysis and inferential statistics: random samples, estimation, sufficient statistics, confidence intervals, hypothesis tests, curve fitting, linear regression, least squares, and goodness of fit. Covers both theory and applications, with emphasis on applications. Simple proofs required. *Prerequisite: MATH 441 with a grade of C (2.0) or better.*

MATH 448 (3)
Mathematical Models and Methods in Biology

Introduces mathematical models in Biology and their analysis. Both one dimensional models, including the Malthusian Model and the logistic model, and multi-dimensional models, including structured population models and predator-prey models, are studied, as are matrix models for base substitution in DNA, phylogenetic trees, and sequence alignment. Mathematical concepts and methods to formulate and analyze these models include limits, derivatives, matrix algebra, eigenvectors, probability theory, and dynamic programming. Software is used to simulate models and visualize the numerical results. *Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.*

MATH 464 (3)
Numerical Analysis and Computing

Computer arithmetic, solution of a single algebraic equation, solution of systems of equations interpolating polynomials, numerical integration, numerical solution of ordinary differential equations, error analysis, and computational effort of numerical algorithms. Combines theoretical ideas with hands-on laboratory experience. *Also offered as CS 464. Students may not receive credit for both. Prerequisite: CS 111 and MATH 162.*

MATH 470 (3)
Introduction to Abstract Algebra

An introduction to the theory of groups, rings, and fields, with abstract ideas reinforced by concrete and important examples, such as permutation groups, polynomial rings, and finite fields. The power of the axiomatic systems introduced will be illustrated via several applications to concrete and classical problems. *Prerequisite: MATH 378 with a grade of C (2.0) or better.*

MATH 472 (3)
Introduction to Graph Theory

Fundamental concepts of undirected and directed graphs, trees, connectivity and traversability, planarity, colorability, networks, and matchings; emphasis on modern applications. *Prerequisite: MATH 350 or 370 with a grade of C (2.0) or better.*

MATH 474 (3)
Introduction to Combinatorics

Introduction of the basic tools of combinatorics and their applications. Permutations, combinations, occupancy problems, generating functions, recurrences, inclusion/ exclusion, graph theory, pigeonhole principle, experimental design, and coding theory. *Prerequisite: MATH 350 or 370 with a grade of C (2.0) or better.*

MATH 480 (3)
Introduction to Optimization

Modern study of linear programming with an emphasis on model formulation, solution, and interpretation of software output. Applications in work-scheduling, diet, capital budgeting, blending, production process, transportation, assignment, transshipment, and flow problems. Programming methods include the simplex method and its specialized variations, Big M Method, goal programming, and integer programming. Theoretical aspects include optimality conditions, sensitivity analysis, and duality. Requires using industry-standard software to strengthen the ideas and concepts. *Also offered as CS 480. Students may not receive credit for both. Prerequisite: MATH 374.*

MATH 490 (3)
Senior Seminar

Presentation and discussion of selected areas of mathematics in order to supplement available offerings. Sample areas include differential forms, complex variables, partial differential equations, and a second course in analysis, abstract algebra, or discrete math. *May be repeated twice as course content changes, with consent of the program, for a maximum of nine (9) units of credit from MATH 490 and 491. Enrollment Requirement: Twelve (12) units of upper-division mathematics. Other requirements to be determined by instructor.*

MATH 491 (3)
Senior Seminar with Lab

Presentation and discussion of selected areas of mathematics in order to supplement available offerings. Sample areas include mathematical modeling and a second course in numerical analysis, optimization, or statistics. *This course meets for four hours per week. May be repeated for a maximum of nine (9) units of credit for MATH 490 and 491. Enrollment Requirement: Twelve (12) units of upper-division mathematics. Other requirements to be determined by instructor.*

MATH 495 (1-3)
Internship in Mathematics

Faculty-sponsored academic internship in business, industrial, government, research firm, or university labs and centers. *Enrollment restricted to students who have obtained consent of instructor.*

MATH 498A (1) 498B (2) 498C (3)
Individual Study in Mathematics

Individually directed reading and study in mathematical sciences literature. *May be repeated for a maximum of three (3) units. Enrollment Requirement: Twelve (12) units of upper-division Mathematics. Enrollment restricted to students who have obtained consent of instructor.*

MATH 499A (1) 499B (2) 499C (3)
Independent Research in Mathematics

Designed for students capable of independent and original research. *May be repeated for a maximum of three (3) units. Enrollment Requirement: Twelve (12) units of upper-division mathematics. Enrollment restricted to students who have obtained consent of instructor.*

MATH 503 (3)
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.*

MATH 505 (3)
Readings from Original Sources
Mathematics studied through the reading, analysis, and discussion of original papers. *May be repeated once for credit with consent of instructor. Enrollment requirements to be determined by instructor.*

MATH 510 (3)
Mathematical Communication
Selected topics in advanced mathematics chosen to demonstrate appropriate use of technology and effective organization and presentation of mathematics in oral and written form. Includes three aspects of mathematical writing: writing expository mathematics, writing formal mathematics, and writing as a tool to learn; preparation of mathematical lectures; and development software modules/notebooks. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350. Additional enrollment requirement for all students: At least nine (9) other units of upper-division mathematics.*

MATH 520 (3)
Algebra
Review and continuation of the study of algebra begun in MATH 470. Covers some of the following: the theory of finite group theory including the Sylow Theorems, polynomial ring, unique factorization, number fields, and finite fields. The latter half of the course will cover field extensions and Galois Theory, including the classic theorems on the unsolvability of the general quintic and the impossibility of certain ruler and compass constructions, such as trisecting an angle. *Prerequisite for undergraduate students and enrollment requirement for graduate students: MATH 470 with a grade of C (2.0) or better.*

MATH 521 (3)
Computational and Applied Algebra
Introduction to algebraic tools and ideas that have applications in such fields as cryptography, coding theory, number theory, algebraic geometry, integer programming, computing modeling, and robotics. Includes some of the following: finite fields, Gröbner bases, resultants, algebraic curves, and their codes. *Prerequisite for undergraduate students and enrollment requirement for graduate students: MATH 470.*

MATH 522 (3)
Number Theory
Introduction to number theory from the algebraic and/or analytic point of view. Includes some of the following: congruences, finite fields and rings, and quadratic reciprocity; quadratic forms and Diophantine equations; elliptic curves; the Gaussian integers, the Eisenstein integers, and unique factorization in these rings; other quadratic and cyclotomic fields and ideal factorization; and introduction to analytic number theory, primes in arithmetic progressions, and the prime number theorem. *Prerequisite for undergraduate students and enrollment requirement for graduate students: MATH 470 with a grade of C (2.0) or better.*

MATH 523 (3)
Cryptography and Computational Number Theory
Algorithms for factorization and primality testing: pseudo-primes, quadratic sieve, Lucas Test, continued fractions, factorization using elliptic curves, and public key cryptosystems such as RSA, which is widely used for secure transfer of data on the internet. Additional background material (such as the rudiments of elliptic curves) will be introduced as needed. Combines theoretical ideas with computer lab experimentation and implementation. *Some familiarity with a computer language is useful but not required. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 with a grade of C (2.0) or better.*

MATH 528 (3)
Advanced Linear Algebra
Vector spaces; dual spaces; linear transformations; bilinear forms and their matrix representations; Jordan and other canonical forms; finite-dimensional spectral theory; and connections to other branches of mathematics. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 with a grade of C (2.0) or better.*

MATH 530 (3)
Measure Theory
Lebesgue measure, measurable functions, the Lebesgue integral, Fubini's Theorem, Lp-spaces, and differentiation. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430.*

MATH 532 (3)
Ordinary Differential Equations
Theory and applications of ordinary differential equations. Existence and uniqueness of solutions, methods for solving equations, linear differential equations, singularities, qualitative analysis of solutions, and systems of equations. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 534 (3)
Partial Differential Equations
Theory and applications of partial differential equations. Cauchy problems, boundary problems, the Cauchy-Kovalevsky Theorem, Fourier Series, harmonic functions, elliptic equations, and hyperbolic equations. *Enrollment Requirement: MATH 260 and 362. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 535 (3)
Multivariable Advanced Calculus
Analysis in several variables including multivariable derivatives and integrals, inverse function theorem, implicit function theorem, and generalizations of the fundamental theorem of calculus (e.g., Stokes' Theorem). Some of these topics may be presented from the point of view of differential forms. *Enrollment Requirement: MATH 260. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 536 (3)
Complex Analysis
Study of functions of a complex variable, including analytic functions, contour integrals, Cauchy's Theorem, poles and residues, Liouville's Theorem, Laurent Series, the Residue Theorem, analytic continuation, and conformal mappings. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430.*

MATH 537 (3)
Calculus of Variations
Study of the theory of maximum and minimum values of functions defined on spaces of infinite dimension. Includes topics such as Euler's equation, geodesics, the isoperimetric problem, optimization constrained by subsidiary conditions, and the Weierstrass-Erdman corner conditions. Emphasis to be on both theory and application. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 362, 374, and 430.*

MATH 538 (3)
Applicable Analysis
Foundations of functional analysis; linear and metric spaces; different modes of convergence; Hilbert Space; and applications. May include topics such as calculus of variations, fixed point theorems, and operator theory. *Prerequisites for undergraduates and enrollment requirement for graduate students: MATH 362, 374, and 430.*

MATH 540 (3)
Concrete Mathematics
Blend of continuous and discrete topics including sums, recurrences, elementary number theory, binomial coefficients, generating functions, discrete probability, and asymptotic methods. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 470 or 472 or 474.*

MATH 541 (3)
Structural Graph Theory
Material covered will be selected from a subset of the following subjects: trees and cycles; independence and matching; graph partitioning, packing, and covering; tournaments; flows; algorithmic aspects; topological graph theory; and facility location. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 470 or 472 or 474.*

MATH 542 (3)
Advanced Graph Theory
Graphs and digraphs; traversability; factorization; planarity and embedding; coloring; graph Ramsey theory; probabilistic methods; extremal graph theory; and algebraic graph theory. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 470 or 472 or 474.*

MATH 544 (3)
Advanced Combinatorics
Enumeration; combinatorial set systems; combinatorial designs; Ramsey theory; combinatorial optimization; matroids; and axiomatic social choice. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 470 or 472 or 474.*

MATH 550 (3)
Geometry
Geometric ideas selected from the following fields: euclidean geometry, hyperbolic geometry, projective geometry, introductory algebraic geometry, and computational geometry. Combines theoretical ideas with hands-on laboratory experience. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 470.*

MATH 552 (3)
Introduction to Differential Topology and Geometry
Introduction to curves, surfaces, and possibly higher dimensional manifolds from the point of view of differential topology and/or differential geometry. Includes some of the following: Curves (e.g., Frenet-Serret Theorem and its consequences, isoperimetric inequality, four-vertex theorem, line integrals, Fenchel's Theorem); the topological classification of surfaces, vector fields, and curvature on surfaces (leading up to some of the following: geodesics, minimal surfaces, Gauss's theorema egregium, and the Gauss-Bonnet Theorem); and introduction to higher dimensional manifolds, differential forms, and integration (possibly including Stokes' Theorem and global invariants such as the Euler characteristic and de Rham cohomology). *Enrollment Requirement: MATH 260. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 and 430.*

MATH 555 (3)
General Topology
Topological spaces, open and closed sets, metric spaces, continuity, compactness, and connectedness. Other subjects may include separation axioms, fundamental groups, classification of surfaces, and completion of metric spaces. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430.*

MATH 561 (3)
Computational Linear Algebra
Provides a thorough background in the formulation and analysis of algorithms for numerical linear algebra. Includes fundamentals of scientific computation, subspaces, rank-revealing matrix factorizations, numerical solutions of linear systems, linear least squares, regularization, perturbation theory, and iterative methods. Combines theoretical ideas with laboratory experience. *Knowledge of computer language is required. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374.*

MATH 563 (3)
Numerical Solution of Ordinary Differential Equations
Survey of numerical methods for the solution of ordinary differential equations including Runge-Kutta, Taylor's, Voterra, and multistep methods. Analysis of convergence and implementation of various methods using numerical software. Covers the stability of differential equations and stability regions for numerical schemes. Subjects include the method of lines, two-point boundary value problems, and Volterra integral equations. *Prerequisite: MATH 362 and MATH 374 with a grade of C (2.0) or better.*

MATH 564 (3)
Nonlinear Programming
Theory and techniques for solving constrained and unconstrained nonlinear programming problems. Techniques include Quasi-Newton Secant Methods, Broyden's Method, conjugate gradient methods, and line search methods. Theoretical aspects include convexity, Lagrangian Multipliers, optimality conditions, convergence, primal problem, duality, saddle points, and line searches. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 374 or 480 or CS 480.*

MATH 570 (3)
Introduction to Stochastic Processes
Elements of stochastic processes, discrete-time and continuous-time Markov chains, random walks, branching processes, birth and death processes, and Poisson point processes. Applications to queues and stochastic networks, resource management, biology, and physics. May include optimal stopping, hidden Markov models, renewal processes, martingales, Brownian motion, and Gaussian processes. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430 and 440.*

MATH 571 (3)
Probability and Random Processes
Framework for probability theory: probability spaces as measure spaces, random variables, expectation and conditional probability. Major results such as limit theorems for sums of random variables, zero-one laws, and ergodic theorems. Applications may include branching processes, Markov Chains, Markov Random Fields, martingales, percolation, Poisson Processes, queuing theory, random walks, and renewal processes. Combines theoretical ideas with hands-on laboratory experience using appropriate computer software packages. *Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 430 or 440.*

MATH 620 (3)
Seminar in Advanced Mathematics
Advanced mathematics chosen from areas represented in the program faculty and intended to build on 500-level material. Covers the following: algebra and number theory, analysis, combinatorics and graph theory, computational mathematics, geometry, and probability. *May be repeated for a maximum of twelve (12) units of credit for MATH 620 and 621. Enrollment restricted to students who have obtained consent of instructor.*

MATH 621 (3)
Seminar in Advanced Mathematics with Lab
Advanced mathematics chosen from areas represented in the program faculty and intended to build on 500-level material. Covers the following: algebra and number theory, analysis, combinatorics and graph theory, computational mathematics, geometry, and probability. *May be repeated for a maximum of twelve (12) units of credit for MATH 620 and 621. This course meets for four hours per week. Enrollment restricted to students who have obtained consent of instructor.*

MATH 697 (1)
Workshop in the Teaching of Mathematics
Discussion of syllabus construction, lecture preparation, assignment and grading of homework, construction and grading of exams, and resolution of classroom problems. *May be repeated, but credit will not be counted toward the Master of Science degree. Graded Credit/No Credit. Enrollment restricted to students with graduate standing in mathematics.*

MATH 699 (3)
Thesis
Preparation of a thesis for the master's degree. *Graded Credit/No Credit. May be repeated for a total of six (6) units, but students may enroll in only one section per semester. Enrollment requires approval of the graduate coordinator.*

MASTER IN CYBERSECURITY (MCS)

College of Business Administration and College of Mathematics and Sciences

MCS 510 (3)
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)
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)
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 three hours of laboratory.*

MCS 610 (4)
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 three hours of laboratory. *Prerequisites: MCS 510, 511, 512.*

MCS 611 (4)
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 three hours of laboratory. Prerequisites: MCS 510, 511, 512.*

MCS 660 (2)
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)
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)
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)
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.*

MANAGEMENT (MGMT)
College of Business Administration

Students who have remained in any MGMT course past the add/drop deadline three times may not register a fourth time for that course.

MGMT 302 (2)
Foundations of Organizational Behavior
Important concepts and applications in organizational behavior including motivation, leadership, group dynamics, organization design, decision-making, communication, and organization change. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), Computer Science majors in the Computer Information Systems option, and Biotechnology majors. 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.*

MGMT 305 (4)
Organizational Behavior
Theoretical and applied behavioral aspects involved in the effective management of organizations. Includes individual differences, motivation, communication, group dynamics, power, conflict, decision-making, and leadership. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

MGMT 415 (4)
Human Resource Management
Effective management of employees such as recruitment and interviewing, training and development, performance appraisal, compensation and benefits, employee relations, workforce demographics, and employment law. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status) or Biotechnology majors. Prerequisites: MGMT 302 or MGMT 305 with a grade of C (2.0) or better.*

MGMT 420 (4)
Personnel Selection and Appraisal

Overview of the process for employee selection and appraisal. Topics include job analysis, test validity/reliability, legal issues and a variety of selection techniques (e.g., recruiting applications, interview, mental ability/personality tests). Employee appraisal issues include norm-based and absolute appraisal politics and rater motivation. *May not be taken for credit by students who have received credit for MGMT 484B and 484-2. Co/Prerequisite: MGMT 415.*

MGMT 422 (2)
Training and Development

Overview of the process for designing training and development programs. Covers the assessment, design, development, implementation and evaluation activities required to effectively and efficiently develop employee knowledge, skills, abilities, and other competencies. Prepares students to understand, develop and evaluate human resource development strategies and plans based on principles of equity, efficiency, and effectiveness. Relevant for all managerial positions to ensure human resources are equipped with required competencies in the short-and long-term to achieve desired performance, organizational loyalty, and risk mitigation for illegal behaviors and practices in the workplace. *May not be taken for credit by students who have received credit for MGMT 482-3. Pre/Corequisite: MGMT 415.*

MGMT 425 (2)
Employment Law

Overview of the laws and legal principles necessary to address and assess employment challenges and situations with individual employees, groups, labor unions, and employers. Presented from the perspective of both the employee and the manager/organization. Includes the examination of the employment relationship, federal statues and state laws, and the legal theories and principles for analyzing the various forms of workplace discrimination. *May not be taken for credit by students who received credit forMGMT 482-2. Pre/Corequisite: MGMT 415.*

MGMT 428 (4)
Compensation and Benefits

Overview of the process for designing employee compensation and benefits strategies. Covers pay models, strategic perspectives of pay, pay structures, pay levels, pay-for-performance, benefits determination, benefits options, and compensation systems. Prepares students to understand, develop and evaluate compensation strategies and plans based on principles of equity, efficiency, and effectiveness. Relevant for all managerial positions to ensure adequate motivation or desired performance, organizational loyalty and risk mitigation for unfair pay practices. *May not be taken for credit by students who have received credit for MGMT 484-3. Pre/Corequisite: MGMT 415.*

MGMT 432 (2)
In The Executive's Chair

Provides students opportunities to learn from and network with 10-12 business executives each semester in an interview format. The guest executives share insights about their careers, their companies and industries, diverse functional areas and business concepts, and critical business decisions they have made. Course emphasis is on learning from the successes and failures of these effective business leaders. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: BUS 302 with a grade of C (2.0) or better.*

MGMT 445 (2)
Career Development

Provides students with opportunities to learn about and practice 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. The course will involve guest speakers, in-class discussions and group activities, personal assessment and analysis, and video illustrations. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: MGMT 302 or MGMT 305 with a grade of C (2.0) or better.*

MGMT 452 (4)
Leadership in Organizations

In-depth analysis of the process of leadership in organizations with a focus on the development of personal leadership skills. Emphasis on students' ability to conceptualize, integrate, and apply diverse approaches to the leadership and motivation of people in organizations. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status) or Biotechnology majors. Prerequisites: MGMT 302 or MGMT 305 with a grade of C (2.0) or better.*

MGMT 461 (4)
Management in Different Cultures

Examination of the impact of culture on managerial decisions. Key management decisions in a number of industries and countries are examined to highlight the complexities of management in a global environment. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status) or Biotechnology majors. Prerequisites: MGMT 302 or MGMT 305 with a grade of C (2.0) or better.*

MGMT 465 (4)
Developing Management Skills

Globalization, increased workforce diversity, and technological change require managerial skills that are effective in a changing workplace environment. This advanced organizational behavior course integrates theory and practice with understanding and application. Management skills at the personal level include personal awareness, management of stress, and creative problem solving. At the interpersonal level, the focus is on communicating effectively, gaining power and influence, motivating others, and managing conflict. At the group level, the emphasis is on empowerment skills and effective team building. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: MGMT 302 or MGMT 305 with a grade of C (2.0) or better.*

MGMT 470 (2)
Strategic Management of Technological Innovation

Technology and innovation strategy is the approach that a firm takes to obtain and use technology to achieve a new competitive advantage, or to defend an existing technology-oriented competitive advantage against erosion. Emphasis on the development and application of conceptual models which clarify against erosion. Emphasis is also on the development and application of conceptual models which clarify the interactions between competition, patterns of technological change, and the structure and development of internal firm capabilities, rather than on any specific area of the technological or product development process. *May not be taken for credit by students who have received credit for MGMT 482-1. Prerequisites: All lower-division pre-business core courses; BUS 302, MGMT 305 or MGMT 302; MKTG 305 or MKTG 302.*

MGMT 474 (4)
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 481 (1)
Selected Topics in Management

Survey course of selected topics in management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 482 (2)
Selected Topics in Management

Survey course of selected topics in management designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 483 (3)
Selected Topics in Management

Survey course of selected topics in management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 484 (4)
Selected Topics in Management

Survey course of selected topics in management designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 485 (4)
Selected Topics in Management with Lab

Survey course of selected topics in management designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MGMT 498 (1-4)
Independent Study in Management

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

MGMT 502 (2)
Foundations of Managemen

Important concepts and applications in management including motivation, group dynamics, organization design, decision-making, communication, and organization change.

MGMT 521 (2)
Principles of Organizational Behavior and Leadership for Security Management

Overview of 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 602 (2)
Leadership and Business Ethics
In-depth analysis of the process of leadership and ethics in organizations. Focuses on students' ability to conceptualize, integrate, and apply diverse approaches to the leadership and motivation of people in organizations, and highlights the importance of ethical behavior by leaders and followers. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

MGMT 604 (2)
Human Resource Management
Introduction to the principles and practices of human resource management including employment law, HR planning/recruiting, selection, training, performance management and compensation/benefits. Presents theoretical and practical information relating to the "most important asset" in organizations today – people. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

MGMT 606 (2)
Managing the Sustainable Enterprise
The role of business in building a sustainable world, what sustainability means to business, how it is measured and reported, and how to formulate and implement actionable value-generating strategies. Preparation for thriving in a changing business environment that values innovativeness and adaptability to current global challenges. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

MGMT 622 (2)
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)
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.*

MILITARY SCIENCE (MILS)

College of Business Administration

MILS 101 (3)
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)
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)
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)
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)
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)
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)
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)
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.*

MANAGEMENT INFORMATION SYSTEMS (MIS)

College of Business Administration

Students who have remained in any MIS course past the add/drop deadline three times may not register a fourth time for that course.

MIS 302 (2)
Foundations of Management Information Systems

Survey of management information systems topics with an emphasis on service applications. Includes computer hardware and software, databases, information systems development, and the role of information systems in the organization. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status) or Biotechnology majors. Prerequisites for BIOT students: ACCT 201, ACCT 202, and MATH 160 with grades of C (2.0) or better in all courses.*

MIS 304 (4)
Principles of Management Information Systems

Introduction to subjects in management information systems. Includes computer hardware and software, databases, information systems development, and the role of information systems in the organization. *Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

MIS 308 (4)
Enterprise Systems

Provide students with an understanding of the theoretical and practical issues related to the application of enterprise systems within organizations. The main focus of this course is to demonstrate how enterprise systems integrate information and organizational processes across functional areas with a unified system comprised of a shared database and shared reporting tools. *Prerequisites: MIS 302 or MIS 304 and all lower-division pre-business core.*

MIS 320 (2)
MIS Executives Seminar

Exposes students to challenges facing various industries and introduces students to innovative information system solutions to enhance organizational effectiveness through guest speeches and discovery learning. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration -- i.e. attained business status).*

MIS 328 (4)
Mobile Business Applications

Introduces students to business mobile application development. Studies the impact of the various mobile technologies on business processes. Students will also be introduced to development guidelines, application frameworks, and development environments. Students will learn a programming language to enable them to build mobile applications. Coverage of the underlying theory will be coupled with hands-on exercises through the development of innovative mobile solutions to practical business problems. *May not be taken for credit by students who have received credit for MIS 484-2. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

MIS 388 (4)
Java Programming for Business Applications

Covers methods for developing solutions to business and system problems using object-oriented techniques. Covers the fundamental elements of object-oriented programming. Students will learn how to use classes and objects, and the Java Library to develop object-oriented business applications. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

MIS 408 (4)
Information Systems for Business Intelligence

Provides an introduction to using Decision Support Systems for business intelligence. Data management, data warehouses and data marts that support reporting and online analytic processing are studied. The use of key performance indicators, dashboards and scorecards for performance management and opportunity assessment are addressed. Text and web mining are discussed, and the applications of selected machine learning techniques, such as decision trees, genetic algorithm and neural network, are illustrated. Students actively participate in the delivery of this course through lab projects, case studies, and project presentations. *Prerequisites: MIS 302 or MIS 304 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).*

MIS 409 (4)
Big Data Information Systems

Examines the insights and uses of Cloud computing and Big Data. Focuses on the applications of data models in the cloud computing and Big Data environments. Describes Big Data, unstructured data types, and their uses. Discussions include impact of factors such as variety, velocity, and volume of Big Data. Describes cloud computing, its uses, benefits, and challenges. Examines the emerging data models for these areas including the relevance of data super-sets and importance of correlation vs causality. Examines Big Data applications in different areas such as retail, health, finance, supply chain/logistics, and marketing. *May not be taken for credit by students who have received credit for MIS 484-4. Prerequisite: MIS 302 or MIS 304 with a grade of C (2.0) or better.*

MIS 411 (4)
Database Management
Introduction to data modeling, database design, and database administration. Coverage of the relational database model and construction of a database application using a relational database management system. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration -- i.e. attained business status) or Biotechnology majors. Recommended Preparation: MIS 302 or MIS 304 or ACCT 308 with a grade of C (2.0) or better.*

MIS 418 (2)
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 425 (4)
Business Systems Development
Introduces the methodologies that are widely used in Information Systems Development Projects. Discusses both general project management issues/techniques, such as project scheduling and critical path analysis, and methodologies specifically used in business systems development, such as SDLC, Agile approach, etc. *Enrollment restricted to students who have completed all lower-division pre-business core (major business 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 426 (4)
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)
Multimedia in Business
Models and develops business processes using multimedia authoring tools. Includes introduction of multimedia principles and technologies, concepts of process re-engineering, and design of a virtual business. *Students are required to develop a multimedia product. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration -- i.e. attained business status). 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 430 (4)
Wireless Communications for Business
Students learn the principles and the emerging technologies of wireless communications. Focus on the wireless wide area networks, the wireless local networks, and their applications to improve business effectiveness. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: MIS 302 or MIS 304 with a grade of C (2.0) or better.*

MIS 435 (4)
Web Business Applications
Examines the design, management, and application of Internet-based e-business transaction systems. Specifically, students will learn how to tackle dynamic and database-enabled e-business problems. The introduction of Web programming and client-server solutions will also be addressed in real business settings. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: MIS 302 or MIS 304 with a grade of C (2.0) or better.*

MIS 440 (4)
Electronic Commerce: Applications and Strategies
Examines the current status and emerging trends of Electronic Commerce, including policies, strategies, technologies, and its impact on traditional business. Teaches students the basic technology components for the most important forms of Ecommerce (i.e. B2C, B2B, C2C, and mobile commerce, et al.), strategies and profit analysis of a typical online storefront, and the resolutions of channel coordination between online and offline selling. Students will also learn the scope of public policies on Ecommerce activities. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: MIS 302 or MIS 304 with a grade of C (2.0) or better.*

MIS 480 (4)
Managing Information Systems Project
Students obtain a business information requirement for a virtual company in the Information Systems Operations Management Department; learn to develop or respond to Request For Proposals; and develop and deploy a creative IS business solution. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration -- i.e. attained business status). Prerequisites: MIS 411 and MIS 425.*

MIS 481 (1)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 482 (2)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 483 (3)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 484 (4)
Selected Topics in Management Information Systems
A survey course of selected topics in management information systems in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 485 (4)
Selected Topics in Management Information Systems with Lab
A survey course of selected topics in management information systems in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MIS 488 (2)
Mobile Project Development and Agile Management
Introduces students to the general concept of mobile computing, mobile application development and agile management. Students will study the process and guidelines to design and develop mobile business applications. Students will learn agile software development principles and apply them to accomplish project objectives. Coverage of the underlying theory will be coupled with hands-on exercises through working on real-world business mobile projects. *May not be taken for credit by students who have received credit for MIS 482-2.*

MIS 498 (1-4)
Independent Study in Management Information Systems
Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

MIS 502 (2)
Foundations of Management Information Systems
Examination of the value of information technology (IT), how an organization can capture this value, and how to enhance competiveness through IT. Introduces the latest IT and discusses implications for operations, marketing, decision-making, and e-Business activities. Also covers factors that govern the choice of IT applications, key challenges in managing IT resources, and how IT influences business strategy.

MIS 522 (2)
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 612 (2)
Data Management for Business Intelligence
Data modeling, database design, and database administration in the context of business intelligence. Includes the role of data, files, and database in an organization, database models at conceptual and logical levels, schemas for data integrity reinforcement, as well as relational algebra and SQL using cases. Software commonly used in the industry, such as Oracle and/or Teradata, will be adopted for database implementation. *Enrollment Requirement: Completion of MBA Core.*

MIS 614 (2)
Data Warehousing
Introduction to fundamental concepts of data warehouse, its major characteristics and physical architecture. Concepts including MOLAP, ROLAP, Star Schema, snowflake schema, and parallel computing are illustrated using real world applications. Also examines issues related to building, utilizing and maintaining a data warehouse. Software packages such as R and PERL are used to practice cleaning, validating, converting and integrating data from a variety of sources. Popular data warehouse solutions (e.g. Oracle and Teradata) are compared. *Enrollment Requirement: Completion of MBA Core.*

MIS 616 (2)
Data Mining in Action
Hands-on approach to examining business intelligence applications in various business functions including finance, marketing, accounting, HR, etc. Use of existing software packages to conduct model training, prediction, and data analysis that are suitable for specific problems. Students will develop their ability to think critically by integrating data from different business functions. *Enrollment Requirement: Completion of MBA Core.*

MIS 621 (3)
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)
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.*

MARKETING (MKTG)

College of Business Administration

Students who have remained in any MKTG course past the add/drop deadline three times may not register a fourth time for that course.

MKTG 302 (2)
Foundations of Marketing
Marketing is the process of identifying and satisfying customers' needs for products, services and ideas, and simultaneously creating and delivering a standard of living to society. Examines the components of the marketing process, sources and uses of marketing intelligence, consumer behavior and international marketing. *MKTG 302 may not be taken by students who have received credit for MKTG 305. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration -- i.e. attained business status), Computer Science majors in the Computer Information Systems option, and Biotechnology majors. 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.]*

MKTG 305 (4)
Principles of Marketing
Foundation course providing an overview of the role and process of marketing as a system of exchanges within society, the economy, and business organizations. Includes strategic planning, market segmentation, environmental scanning, marketing strategies, marketing mix elements, consumer and business buying behaviors and marketing research. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

MKTG 310 (2)
Personal Branding
Introduces the process of designing brand identity and developing a personal brand. Emphasizes foundational concepts in branding, principles of graphic design, and the design of a portfolio of vehicles through which students communicate their personal brand. *May not be taken for credit by students who received credit for MKTG 482-3. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status) or obtained instructor approval.*

MKTG 315 (2)
Services Marketing
An overview of service quality with marketing frameworks and strategies used by manufacturing and service firms to compete effectively through service. Includes: gap analysis of service quality, services marketing triangle, marketing mix for services, service blueprinting, consumer behavior, service encounter analysis, services research methods and demand management. *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 340 (2)
Personal Selling and Business Development
Communicating with potential and current customers is essential for an organization's success. Traditional sales processes are only part of the process; sales positions are a company's front line contact with consumers. Students will learn, practice, and develop the skills necessary for successful sales activities in today's changing marketplace. *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 433 (4)
Marketing Communication
Marketing communication – including advertising, personal selling and other forms of promotion – is glue that binds organizations with their customers. Course examines the determinants of communication effectiveness and efficiency; the components of marketing communication; and the process of designing, implementing, controlling, and evaluating marketing communication strategies. *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 442 (4)
Marketing Research

Examines marketing research, the systematic and objective process of planning, gathering, analyzing, and reporting information to improve marketing decisions. Marketing research is an important business activity because it links customers to the organization through information–information used to clarify market opportunities, formulate marketing actions, and monitor marketing performance. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: BUS 202 or BUS 304, and either MKTG 302 or MKTG 305 with grades of C (2.0) or better.*

MKTG 445 (4)
Consumer Behavior

Integrates psychological, sociological, and other perspectives on the study of consumption. It examines research and theory from the social sciences that is relevant to understanding consumer behavior and, consequently, useful for developing and evaluating marketing strategies that influence consumer behavior. *May not be taken for credit by students who have received credit for MKTG 484-1. 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 446 (2)
Sales Management

A key component of a firm's business-to-business marketing effort is the sales force. Focuses on the management of sales forces by examining how to plan, implement and evaluate the sales effort. Key responsibilities of sales managers are examined. These include planning, recruiting, training, motivating and evaluating the sales force. Attention is also given to sales forecasting, territory design and quota setting methods. *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 448 (2)
Global and Cross Cultural Marketing

Provides opportunities and challenges of exchanging goods and services globally. Emphasizes cross-cultural understanding as central to success when entering and competing in new markets and submarkets both domestically and abroad. Applies international business strategy to market decisions. *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 449 (4)
Database Marketing

Database Marketing involves systematic collection, analysis, and application of customer information to build long-term customer relationships. Draws upon database management, statistics, finance, and marketing skills. Discussion focuses on what critical customer information should be collected and how to maintain it in relational databases. Students learn to analyze databases to predict customer behaviors, retention rates, and levels of spending. Students use these databases to make informed choices concerning which customers to target and how to develop long-term relationships with them. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: BUS 204 or BUS 304 and either MKTG 302 or MKTG 305 with grades of C (2.0) or better.*

MKTG 450 (4)
Consumer Demand and Channel Collaboration

Meeting consumers' needs while operating the most efficient supply chain possible is a paradox. Students will examine the role of consumer demand as part of a project to analyze consumer data and participate in collaborative discussions to identify a solution that improves supply chain activities. The objective is to create a plan to get the right product to the right consumer at the right time with the right price to meet consumer needs and create an efficient supply chain process. *May not be taken for credit by students who have received credit for MKTG 482A or MKTG 484A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*

MKTG 451 (4)
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. *May not be taken for credit by students who have received credit for MKTG 482A or 484A. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: MKTG 302 or MKTG 305 with a grade of C (2.0) or better.*

MKTG 452 (4)
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)
Using Social Media for Marketing

Social media are a dynamic set of technologies that are being used by companies to promote themselves and their products. Consumers are adopting devices that are linked to the Internet continuously. New forms of social media are constantly being introduced. Companies are using forms of social media to reach these consumers. The purpose of this course is to determine how to best use social media as part of an integral promotional campaign. *May not be taken for credit by students who have received credit for MGMT 484-2. 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 481 (1)
Selected Topics in Marketing

A survey course of selected topics in marketing in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 482 (2)
Selected Topics in Marketing

A survey course of selected topics in marketing designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 483 (3)
Selected Topics in Marketing

A survey course of selected topics in marketing in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 484 (4)
Selected Topics in Marketing

A survey course of selected topics in marketing designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 485 (4)
Selected Topics in Marketing with Lab

A survey course of selected topics in marketing designed to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites may vary depending on topic.*

MKTG 498 (1-4)
Independent Study in Marketing

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

MKTG 502 (2)
Foundations of Marketing

Fundamental concepts related to the role of marketing in strategic decision-making. Includes basic definitions and understanding of various marketing philosophies; understanding the marketing environment; market segmentation, targeting and positioning; fundamentals of consumer buying behavior; and the elements of the marketing mix including and product and services, pricing, promotion, and distribution strategies.

MKTG 602 (2)
Marketing Management

Application of the basic concepts introduced in MKTG 502 through the use of case studies focused on strategic decision-making. Case analyses focus on decisions related to products and services, pricing, distribution, promotion, and market entry. *Enrollment Requirement: Completion of the Foundations courses.*

MKTG 612 (2)
Customer-Focused Marketing Intelligence

Determining what data is necessary and how it can be monitored and used to better understand consumers to improve marketing decisions. Includes 3600 view of the customer, sentiment analysis, network analysis, anthropological analysis, survey analysis, and integrating disparate forms of data to understand an individual company's customers and joint customers when partnering with another company. *Enrollment Requirement: Completion of MBA Core.*

MKTG 614 (2)
Global Marketing and Sales

Challenges of marketing and sales in a global economy, difficulties that arise when buyers and sellers come from different national or cultural backgrounds. Covers the impact of cultural, political and economic differences in international marketing, and the challenges of face-to-face personal selling efforts, particularly for industrial products in global markets. *Enrollment Requirement: Completion of MBA Core.*

MKTG 622 (2)
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)
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.

MODERN LANGUAGE STUDIES (MLAN)

College of Humanities, Arts, Behavioral and Social Sciences

MLAN 101 (4)
Beginning Study of a Second Language
Basic concepts of a language other than English, Spanish, French, German, Chinese, or Japanese. Designed to develop oral and written communication skills and enhance cultural knowledge. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. May be repeated for credit as language changes.*

MLAN 102 (4)
Beginning Study of a Second Language
Continuation of MLAN 101. Further study of basic concepts of a language other than English, Spanish, French, German, Chinese, or Japanese. Designed to develop oral and written communication skills and enhance cultural knowledge. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. May be repeated for credit as language changes. Enrollment Requirement: MLAN 101 (in the same language).*

MLAN 115 (3)
Introduction to Literatures of the World in Translation: Beginnings to 1600
Introduction to literature as a universal artistic human expression, found throughout all times and all cultures. Readings from several broad regions of the world, and from before the 16th century, will be studied to determine what is both particular and universal about literature, how literature is an interpretation of life, and how that interpretation provides meaning.

MLAN 116 (3)
Introduction to Literatures of the World in Translation: 1600 to Present
Introduction to literature as a universal artistic human expression, found throughout all times and all cultures. Readings from several broad regions of the world, from 15th century to the present time, will be studied to determine what is both particular and universal about literature, how literature is an interpretation of life, and how that interpretation provides meaning.

MLAN 201 (3)
Intermediate Study of a Foreign Language I
Further study of a language other than English, Spanish, French, German, Chinese, or Japanese. Emphasis on development of the skills of reading, listening, comprehension, speaking, and writing. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Conducted in the appropriate language other than English. May be repeated for credit as language changes. Enrollment Requirement: MLAN 102 (in the same language).*

MLAN 202 (3)
Intermediate Study of a Foreign Language II
Continuation of MLAN 201.
Further development of the four skills in a language other than English, Spanish, French, German, Chinese, or Japanese. Emphasis on oral and written composition, communication, and review of grammatical structures. *Conducted in the appropriate language other than English. May be repeated for credit as language changes. This course is not currently offered at Cal State San Marcos. It is listed only for transfer-credit and course equivalency purposes. Enrollment Requirement: MLAN 201 (in the same language).*

MLAN 216 (1-6)
Intermediate Second Language for Special Purpose
Intermediate study of a language other than English, Spanish, French, German, Chinese, or Japanese. Designed to develop oral and written communication skills, with special emphasis on vocabulary, conversational practice, and cultural background necessary for successful communication within a specialized context. *This course does not fulfill the graduation requirement for a language other than English. Course maybe repeated for credit as language and/or subject matter changes. Enrollment Requirement: MLAN 102.*

MLAN 220 (3)
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 316 (1-6)
Advanced Second Language for Special Purpose
Advanced-level study of a language other than English, Spanish, French, German, Chinese, or Japanese. Designed to develop oral and written communication skills, with special emphasis on vocabulary, conversational practice, and cultural background necessary for successful communication within a specialized context. *Course may be repeated for credit as language and/or subject matter changes. Enrollment Requirement: MLAN 216.*

MLAN 331 (3)
World Languages and Their Speakers
Designed to introduce students to the variety of language and linguistic phenomena in the world today, this course examines the history, pronunciation, alphabets, and speakers of languages greater and lesser known that have helped to shape the contemporary sociopolitical context. *This course requires no knowledge of any language other than English and can be a great introduction to future second language study. Recommended Preparation: A course in Introductory Linguistics.*

MLAN 350 (3)
The Origins and Contemporary Aspects of Latino Culture
Influences and results of mixed background are examined in the literature, the arts and the ideas of major figures throughout the centuries. The course seeks to allow students to make connections, examine and question theories, and draw conclusions about heritage and the meaning of self. It also seeks to educate Latinos and non-Latinos as to major artistic and literary movements, and important historical developments as manifested in writings, arts and music so they can reach their own conclusions about what it means to be Latino.

MLAN 351 (3)
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.*

MLAN 360 (3)
Migrant and Diaspora Cinema in Europe
Study of narrative films about migrants and diasporas in Europe. Introduces concepts central to the study of multiculturalism and multilingualism. Elements of film analysis, and socio-linguistics. *Enrollment is restricted to students with upper-division standing.*

MLAN 370 (3)
Literature of the Spanish and Portuguese-Speaking World
A survey, in English, of literary works originally written in Spanish or Portuguese. Works selected for their cultural, historical, and/or literary significance. Includes exploration of how literature can reflect (or distort) culture. Special emphasis on the works of marginalized authors (women, indigenous writers, etc.). *May not be taken for credit by students who received credit for SPAN 370. Conducted in English. Knowledge of Spanish/Portuguese not required.*

MLAN 415 (3)
Modern France in the Eyes of North African Immigrant Women Writers
Exposes students to the literary works of North African immigrant women writers such as Faiza Guène, Nina Bouraoui, Yasmina Réza, Minna Sif and others. Students will be exposed to contemporary France through the oeuvres of these authors. Literary and sociocultural study of the French in North African descents and their oeuvres. Students will be introduced to Postcolonial theory. *Conducted in English. Also offered as FREN 415. Students may not receive credit for both.*

MLAN 450 (3)
The Art of Advertising: French and Francophone Culture
Exposes students to today's France and selected Francophone countries such as Switzerland, Tahiti, Northern Africa, Western Africa, and others through the study of French Francophone advertisements. *Conducted in English. Also offered as FREN 450. Students may not receive credit for both.*

MLAN 696A (1) 696B (2) 696C (3)
Directed Independent Study in Modern Languages
Individual research or study of a particular aspect of the literature, linguistics, or civilization of a modern language. Enrollment restricted to students with graduate standing. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

MASTER OF SOCIAL WORK (MSW)

College of Education, Health and Human Services

MSW 500 (3)
Human Behavior and Social Environment I
Human development across the lifespan. Multiple lifespan theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, and ecological theories. Emphasis on the application of these theories to social work practice. Impact of human diversity on lifespan development from prenatal through later adulthood. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 501 (3)
Human Behavior and Social Environment II
Applies macro theories of human behavior, including ecological perspectives, to groups, organizations, and communities. Influence of human diversity in these groups, organizations, and communities, and the impact of discrimination for individuals within these systems. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 500.*

MSW 510 (3)
Generalist Practice I
Generalist social work practice with individuals, families, groups, organizations, and communities. Foundational knowledge, values, principles, and skills. Evidence-based practice and multicultural contexts. *Enrollment restricted to students enrolled in the Master of Social Work program. Corequisite: MSW 540.*

MSW 511 (3)
Generalist Practice II: Individuals, Families, and Groups
Direct social work practice with individuals, families, and groups. Emphasis on direct practice with multiculturally diverse clients, use of DSM-5, group process, evidence-based practice, and self-monitoring skills. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 510. Corequisite: MSW 541.*

MSW 512 (3)
Generalist Practice III: Organizations and Communities
Social work intervention in organizational and community practice. Knowledge and skills in working with organizations and communities to promote social and economic justice, sustainable services and programs, and evidence-based practice. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 510.*

MSW 520 (3)
Social Welfare Policy
Social welfare policies and services in the U.S. Analysis of diverse social, political, and economic assumptions underlying the social welfare system. Role of the social work profession in developing social policy, addressing social problems, and advancing social and economic justice. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 525 (3)
Law and Ethics in Social Work
Survey of laws pertaining to social work. Examination of social work ethics and values. Intersection of these laws, ethics, and values within a framework of culturally competent social work practice and social justice. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 540 (3)
Field Instruction I
First course of a foundation two-semester sequence. Supervised practice in a social services or related agency developing basic micro, mezzo, and macro skills with an emphasis on culturally competent social work practice. Field seminar and 16 hours weekly supervised agency field experience. *Graded Credit/ No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Corequisite: Enrollment in MSW 510.*

MSW 541 (3)
Field Instruction II
Second course of a foundation two-semester sequence. Supervised practice in a social services or related agency enhancing basic micro, mezzo, and macro skills with an emphasis on culturally competent social work practice. Field seminar and 16 hours weekly supervised agency field experience. *Graded Credit/ No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 540.*

MSW 550 (3)
Research Methods in Social Work
Introduction to research methods in social work and the relationship between social work research and practice. Design research studies and evaluate the evidence-base of social work interventions. Emphasis on multicultural research skills. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 602 (3)
Clinical Assessment and Diagnostic Formulation
Assessment of psychopathology across the life span. Developing diagnostic skills with the DSM-5 system. Understanding DSM-5 criteria within a culturally relevant, resiliency, and strengths-based social work perspective. Social worker's role in the use of psychopharmacology. Focus varies by CYF or BH concentration. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 630A (3)
Advanced Direct Practice I: Individuals/CYF
Direct practice with children, youth, and families, related to individual functioning and interpersonal interactions. Various theoretical approaches. Ecological systems framework with additional focus on multicultural issues. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 511. Corequisite: MSW 642.*

MSW 630B (3)
Advanced Direct Practice I: Individuals/BH
Direct practice course for working with individuals in behavioral health settings. Various theoretical approaches. Emphasis on the recovery paradigm in mental health services. Additional focus on multicultural issues. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 511. Corequisite: MSW 642.*

MSW 631A (3)
Advanced Direct Practice II: Groups and Families/CYF
Direct practice skills for working with individuals, families, and groups in children, youth, and families settings. Family and group theoretical approaches. Assessments and interventions with an emphasis on cultural competency. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: MSW 630A. Corequisite: MSW 643.*

MSW 631B (3)
Advanced Direct Practice II: Groups and Families BH
Direct practice skills for working with individuals, families, and groups in behavioral health settings. Family and group theoretical approaches. Assessments and interventions with an emphasis on cultural competency. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 630B. Corequisite: MSW 643.*

MSW 635A (3)
Advanced Policy: CYF
Social welfare policy for children, youth, and families in the U.S. Children's policies in mental health, education, and juvenile justice. Specific focus on policies in child welfare, inclusive of permanency planning, kinship care, and family preservation. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 520.*

MSW 635B (3)
Advanced Policy: BH
Development of mental health policy in the U.S., and its relationship to the delivery of mental health services for various populations across the life span. Focus on diversity issues in mental health policy. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 520.*

MSW 642 (3)
Advanced Field Instruction I
First course of a two-semester advanced field practicum with an emphasis on culturally competent social work practice. Supervised practice in a social services or related agency developing advanced social work skills. Field seminar and 20 hours weekly supervised agency field experience. *Graded Credit/ No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 541. Corequisite: Concurrent enrollment in MSW 630A for CYF concentration, or MSW 630B for BH concentration.*

MSW 643 (3)
Advanced Field Instruction II
Second course of a two-semester advanced field practicum with an emphasis on culturally competent social work practice. Supervised practice in a social services or related agency enhancing advanced social work skills. Field seminar and 20 hours weekly supervised agency field experience. *Graded Credit/ No Credit. Prerequisite: MSW 642. Corequisite: Concurrent enrollment in MSW 631A for CYF concentration, or MSW 631B for BH concentration. Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 650 (3)
Advanced Research Methods in Social Work
Second course in research methods in social work. Qualitative and quantitative data analytic techniques, program evaluation, and grant writing. Emphasis on multicultural research skills. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 550 and completion of 30 MSW units with a minimum cumulative GPA of 3.0, and advancement to candidacy.*

MSW 655 (3)
Social Work Leadership Practice
Applies program design, strategic planning, problem solving, human resources, supervision, administration, resource development, budgeting, quality assurance, and public relations in social work leadership practice. Examines theories of organizational behavior and management. Impact of diversity issues within organizations. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: MSW 520 and MSW 525.*

MSW 661 (3)
Social Work in Health Care
Roles and responsibilities of social workers as part of an interdisciplinary health care team. Culturally competent social work in acute, ambulatory, preventive, long-term, and palliative care settings. Ethical dilemmas in social work in health care. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 662 (3)
Social Work with Older Adults
Social work practice with older adults. An ecosystemic and culturally competent approach to the biological, cultural, ethnic, gender, geographic, psychological, and social issues of relevance to older adults. Analysis of theories on aging. Assessments and interventions in social work with older adults population. *Enrollment restricted to students enrolled in the Master of Social Work program. Enrollment is restricted to students who have obtained consent from the department. Prerequisite: MSW 501.*

MSW 667 (3)
Addictions: Assessment and Treatment
Survey of various addictions, alcohol use, and substance use. Assessment and treatment issues across the lifespan and with diverse populations. Clinical, ethical, legal, and policy issues. Emphasis on strengths-based, multicultural practice. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 670 (3)
Cognitive and Brief Therapies
Cognitive and brief treatment approaches, including cognitive behavior therapy, solution focused therapy, and narrative therapy. Evidence-based treatment applications. Assessment and intervention issues across the life span. Integrating diversity considerations within a strengths-based perspective in social work practice. *Enrollment restricted to students enrolled in the Master of Social Work. Prerequisite: MSW 501.*

MSW 671 (3)
Direct Practice with Military and Veteran Families
Develops advanced practice social work skills for treating the emotional, social, and spiritual needs of diverse military and veteran couples and families. Emphasis is on supporting resilience through treatment, case management, advocacy, empowerment, and resources. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 672 (3)
Direct Practice with Military Personnel and Veterans
Develops advanced practice social work skills in providing evidence-based psychotherapy to active duty military personnel and veterans experiencing bio-psycho-social and spiritual challenges. Emphasis is on strength, resilience, and community-based models in addition to traditional clinical treatment approaches. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 690 (1-3)
Selected Topics in Social Work
Various topics of special interest in social work. *May be repeated for credit as topics change for a total of six (6) units.*

MSW 695(3)
Thesis I
Under the guidance of a thesis advisor, complete a thesis proposal and literature review for a research study that will have a positive contribution to the field of social work. Prepare instruments and IRB protocol as applicable. *Graded Credit/ No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: Pre/ Corequisite MSW 650; and completion of 30 MSW units with a minimum cumulative GPA of 3.0, and advancement to candidacy.*

MSW 698 (3)
Capstone Project/ Thesis II
Completion of a capstone project or research thesis as the culminating experience in the MSW program. Under the guidance of a project or thesis advisor, complete a project or thesis. The project or thesis will address an area of need within the field of social work. *Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: MSW 650.*

MSW 699 (1)
Capstone Project/Thesis Extension
Registration in the course is limited to students who have received a grade of Report in Progress (RP) in MSW 698. *Graded Credit/No Credit. May be repeated. Enrollment restricted to students enrolled in the Master of Social Work program.*

MUSIC (MUSC)

College of Humanities, Arts, Behavioral and Social Sciences

There is a Music Option in the Visual and Performing Arts major.

MUSC 101 (4)
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)
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. *May not be taken for credit by students who received credit for MUSC 205. Prerequisite: MUSC 101 or consent or instructor. May not be taken for credit by students who received credit for MUSC 205.*

MUSC 120 (3)
Introduction to Music
Comparative study of various musical styles and cultures. Emphasis on basic musical materials, how music is constructed and performed, and the social and cultural milieu in which it is created. Includes concert, folk and popular music from Western Europe, America, Indonesia, North India, Japan, and West Africa, among others. Through listening and analysis, students will learn the fundamentals of music and search for relationships between and commonalities among musical cultures.

MUSC 140 (3)
Beginning Guitar
An introduction to guitar performance. Students will learn to read, write, and perform guitar music of progressive difficulty. Emphasis on basic music theory, different levels of guitar technique, scales, chord-building and sight-reading skills. *May not be taken by students who have received credit for VPA 380L.*

MUSC 145 (3)
Beginning Piano
An introduction to piano performance. Students will learn to read, write, and perform piano music of progressive difficulty. Emphasis on basic music theory, different levels of piano technique, scales, chord-building and sight-reading skills. *May not be taken by students who have received credit for VPA 380M and MUSC 130.*

MUSC 146 (3)
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 180 (3)
Topics in Music
Selected topics in music. *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.*

MUSC 194 (1)
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)
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)
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)
Music Theory III
Introduction to counterpoint, and advanced chromatic harmony. . *Enrollment Requirement: MUSC 102, or equivalent. Prerequisite: MUSC 102.*

MUSC 202 (4)
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)
Introduction to Music Technology
Introduction to computers and their use in a musical context. Includes an historical overview of the field and in-depth investigation of the use of computers and synthesizers in creating musical compositions (both printed and recorded). Students will learn the basics of synthesis, MIDI (Musical Instrument Digital Interface, the language by which computers and synthesizers can "talk" to each other), sequencing, computer music notation, and random computer-generated compositional processes. Computer ethics and word processing will also be covered. Projects will be completed in Microsoft Word (word processing), Vision (sequencing), Finale (notation), and M (random compositional processes.) *Two hours of lecture and two hours of laboratory. May not be taken by students who have received credit for MUSC 302.*

MUSC 220 (3)
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)
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. May not be taken for credit by students who received credit for MUSC 293.*

MUSC 301 (3)
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)
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)
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)
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)
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)
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)
Recording Techniques
A technical review of the art of studio and field recording techniques. Students will learn basic and advanced microphone techniques, the uses of analog and digital recording devices, special signal processing, and digital and analog mixing. *May not be taken by students who have received credit for MUSC 304. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 311 (3)
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)
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)
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)
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)
Survey of World Music I
Explores the music of Native Americans,
Black music in America, West African music, European folk music, and the music of India. Students will be required to complete an anthropological/ethnomusicological field work study in one of the indigenous music styles in Southern California. The project will include interviews with native informants, field recordings, and other appropriate research. *May not be taken for credit by students who have received credit for MUSC 421.*

MUSC 323 (3)
Music in Ritual and Religion
Cross-cultural studies of the music identified with worship. Examples drawn from Africa, Europe, United States, the Caribbean, South America, Islam, East Asia, and India.

MUSC 324 (3)
Survey of World Popular Music
An introduction both to the great diversity of the world's popular musics, and to some of the issues involved in the production of popular music worldwide. Musics addressed will cover a broad geographic area, including parts of Africa, the Americas, Europe, the Middle-East, and South, East, and Southeast Asia. Issues of religion, gender, politics, ethnic or regional identity, cultural property, appropriation, and mass-media will be examined as influential factors informing popular music practices across geographic and cultural boundaries.

MUSC 325 (3)
History of Rock Music
An exploration of the history of rock music from its origins in early jazz, blues and country to the present. Course will not be strictly chronological but rather an investigation of various rock genres (primarily from the U.S. and Great Britain), their forms and elements, their development, and their placement in history. Includes discussion of the elements of musical language and basic music analysis. Music is studied in the social and political context in which it was created.

MUSC 340 (1)
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. May not be taken for credit by students who have received credit for MUSC 393. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 380 (3)
Topics in Music
Advanced special topics in music. *May be repeated for credit as topics change for a total of six (6) units. Students should check the class for listing of actual topics.*

MUSC 389 (1)
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)
Andean Ensemble
A performance ensemble specializing in the music of Bolivia, Peru, Ecuador, and Chile. Students learn to play bamboo flutes, pre-Columbian instruments, and panpipes. Guitarists and vocalists are welcome. Music is sung in Spanish, Quechua, and Aymara. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 391 (1)
African Ensemble
Exploration of performance practice in traditional African music through organized performances of selected musical types and forms. Students will be introduced to various techniques as a basis for the integration of music, dance, and drama in traditional African societies. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 392 (1)
World Music Ensemble
Systematical study of the literature, instruments, and techniques of a selected style of music. Includes research and performance. The topic and style of music is variable. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 394 (1)
Vocal Ensemble
A vocal ensemble specializing in many different musical styles. Performances will include works from jazz, traditional, popular, and classical repertories. Emphasis will be placed on correct vocal and performance techniques and improvement of musical skills. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 395 (1)
Javanese Gamelan Ensemble
Exploration of performance practice in traditional Javanese Gamelan music through organized performances of selected musical types and forms. Students will be introduced to various techniques as a basis for the integration of music, dance, and drama in traditional Indonesian societies. *May be repeated; a total of eight (8) units may be counted toward graduation requirements.*

MUSC 396 (1)
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 402 (3)
Advanced Composition With Computers
A study of the advanced techniques of digital music technology. Includes digital audio recording and editing, signal processing, alternative MIDI controllers, live performance with electronics, advanced synthesis, sampling, and sequencing techniques. Students will compose works in several styles with a final project to be presented in concert. *Two hours of lecture and two hours of composition activity are required. May be repeated for a total of six (6) units. Prerequisite: MUSC 302 or 304.*

MUSC 422 (3)
Andean Music and Culture
An introduction to Andean culture through music performance, listening, and research. Students will learn to play authentic Andean instruments from Peru, Chile, Ecuador, and Bolivia. Extensive reading and analytical listening are a part of this course. *May not be taken for credit by students who have received credit for MUSC 422S.*

MUSC 423 (3)
Music of the African Diaspora
Students will explore and trace the influences of African culture in the new world. Exploration of the dispersion of music, religion, social structure, and culture.

MUSC 424 (3)
African Music and Culture
A survey of traditional and modern cultures on the African continent. Special attention is given to the development of an understanding of African religious systems, social structures, and the arts as a manifestation of the African world view.

MUSC 425 (3)
Latin American Music and Society
An in-depth survey of the music and culture of Latin America as seen through the lens of history. The materials will be organized in the following historical periods: the Pre-Columbian Era, the Colonial Era, the Republican Era, and modern trends in Latin American music. Folkloric, concert, and popular music will be examined in relation to class strata in Latin America. Special emphasis will be placed on the music of Mexico, Brazil, the Andean region, and Cuba. *May not be taken for credit by students who have received credit for MUSC 425S.*

MUSC 427 (3)
Music and Culture in the United States
A survey of the music and culture of the United States through study of the various social strata and ethnic groups which make up the fabric of American life. Music will be studied in the historical, social, and cultural context of the time in which it was created with special attention paid to historical periods such as the Civil War, the turn of the century, the Great Depression through World War II, the 1960s, and the present.

MUSC 428 (3)
Music Traditions of Southeast Asia
Intended to introduce the student to some of the musical traditions practiced in Southeast Asia, and to expose him or her to principal themes and issues that necessarily arise when researching music of this area. Characteristics of instruments and instrumental ensembles, sound structures, theatrical traditions, and vocal performance will be among the major musical topics covered in the course. Historical, socio-demographic, political, and even western academic factors shaping contemporary images of Southeast Asian music will also be addressed. Ultimately, by studying just a few traditions, the course will aim to bring home the inexhaustible breadth and depth of Southeast Asia's musical diversity.

MUSC 430 (3)
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)
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 480 (3)
Music Activities for Children and Adults
Explores various modes of musical expression within a multicultural context. No background in music is required. An emphasis will be placed on performance, composition, and listening activities that can be applied to the K-12 classroom. *Two hours of lecture and two hours of laboratory. This course satisfies the Liberal Studies requirement for work in Studio Arts.*

MUSC 490 (3)
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.*

MUSC 495A (1) 495B (2) 495C (3)
Internship
Intended to provide students with the opportunity to work directly with selected and approved individual artist or group of artists as field, creative, or studio experience. *May be repeated for a total of six (6) units. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 498A (1) 498B (2) 498C (3)
Independent Study
Intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved by the Visual and Performing Arts Independent Study Committee and supervised by a faculty member or academic advisor. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

MUSC 499A (1) 499B (2) 499C (3)
Independent Research
Designed for students with demonstrated capacity for independent research, field, creative and studio work, and analyses of data. *May be repeated for a total of six (6) units. Enrollment Requirement: Upper-division courses appropriate to area of proposed study. Enrollment restricted to students who have obtained consent of instructor.*

NURSING (NURS)

College of Education, Health and Human Services

NURS 200 (4)
Introduction to Nursing Practice
An overview of nursing, including the philosophy and organizing theory of the nursing program. Introduces the core concepts and clinical skills common to all levels of nursing practice. Familiarizes the student with the use of the nursing process and of nursing care based on the Orem Self-Care Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession. *Enrollment Requirement: Simultaneous enrollment in NURS 201, 210, and 211. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 201 (2)
Introduction to Nursing Practice Laboratory
Application of basic therapeutic nursing interventions in the clinical setting within the context of Orem's Self-Care Theory. Includes clinical experiences in the ambulatory and/or acute or long-term health care settings, as well as simulated experiences in the Nursing Skills Laboratory. *Nine hours of laboratory. Enrollment Requirement: Simultaneous enrollment in NURS 200, 202, 210, and 211. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 210 (2)
Nursing Communication and Assessment
Introduction to the components of health assessment, therapeutic communication, and interview techniques with an emphasis on cultural and community variables. Introduces the student to the role of the nurse as teacher and health promoter. *Enrollment Requirement: Simultaneous enrollment in NURS 200, 201, and 211. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 211 (1)
Nursing Communication and Assessment Laboratory
Practice of health assessment techniques and basic therapeutic communication skills in the Nursing Skills Laboratory and community settings. Includes practice in patient education and health promotion. *Three hours of laboratory. Enrollment Requirement: Simultaneous enrollment in NURS 200, 201, and 210. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 212A (2)
Pathophysiology and Pharmacology of Nursing Practice I
Examines specific pharmacological agents in relation to pharmacokinetic effects on the integumentary, sensory, musculoskeletal, gastrointestinal, immune, and cardiovascular body systems. Pharmacoketics and pharmacodynamics of antinfectives therapy is included. Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the lifespan. Cellular level and body system stress responses are examined. Provides rationale for nursing interventions. *Enrollment Requirements: NURS 200, 201, 210, and 211. Simultaneous enrollment in NURS 220, 221, 260, and 261.*

NURS 212B (2)
Pathophysiology and Pharmacology of Nursing Practice II
Introduction to the basics of pharmacology with a focus on specific pharmacological agents in relation to pharmacokinetic effects on the endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems. Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions. *Enrollment Requirement: NURS 200, 210, 211, 212A, 220, and 221. Simultaneous enrollment in NURS 222 and 223.. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 220 (2)
Nursing Care of Adults I
Principles of nursing care delivery for patients and families experiencing medical-surgical health care problems and mild to moderate self-care deficits involving disorders of the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, and immune systems. Uses the nursing process as the foundation for standard therapeutic interventions. *Enrollment Requirement: Simultaneous enrollment in NURS 221, 260, 261, and 212A. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 221 (3)
Nursing Care of Adults I Laboratory
Application of nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Orem Self-Care model. Uses an increasing emphasis on the professional roles of the nurse. *Nine hours of laboratory. Enrollment Requirement: Simultaneous enrollment in NURS 220, 260, 261, and 212A. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 222 (2)
Nursing Care of Adults II
Continuation of the study of principles of nursing care delivery for patients and families experiencing medical-surgical health care problems and moderate self-care deficits involving disorders of the endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems and those with acute cardiac and oncological conditions. Uses the nursing process as the foundation for standard therapeutic interventions. *Enrollment Requirement: NURS 212A, 220 and 221. Simultaneous enrollment in NURS 223 and 212B. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 223 (3)
Nursing Care of Adults II Laboratory
Application of nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Orem Self-Care model. Uses an increasing emphasis on the professional roles of the nurse. *Nine hours of laboratory. Enrollment Requirement: NURS 212A, 220 and 221. Simultaneous enrollment in NURS 222 and 212B. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 230 (2)
Nursing Care of the Childbearing Family
Nursing concepts and theory related to the dynamics of the growing family. Focuses on the care of families during childbearing years and includes both normal and high-risk conditions. Nursing process is stressed in addressing both self-care requisites and deficits. *Enrollment Requirement: 212A, 220, 221, 260 and 261. Simultaneous enrollment in NURS 231. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 231 (2)
Nursing Care of the Childbearing Family Laboratory
Application of the nursing process in the direct care of the normal and high-risk childbearing population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Enrollment Requirement: NURS 212A, 220, 221, 260 and 261. Simultaneous enrollment in NURS 230. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 232 (2)
Nursing Care of Children

Nursing concepts and theory related to health care of the infant, toddler, school-age, and adolescent. Focuses on care of children within the family, emphasizing acute illness, health promotion, and growth and development. The nursing process is stressed in addressing both self-care requisites and deficits. *Enrollment Requirement: NURS 212B, 221 and 222. Simultaneous enrollment in NURS 233. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 233 (2)
Nursing Care of Children Laboratory

Application of nursing process in the direct care of infant, toddler, pre-school, school-age, and adolescent population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Twelve hours of laboratory. Enrollment Requirement: NURS 212B, 221, and 222. Simultaneous enrollment in NURS 232 and 491. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 260 (2)
Psychiatric and Mental Health Nursing

Theories and concepts related to the dynamics of individuals undergoing acute and chronic psychosocial self-care deficits. Focuses on use of self, therapeutic communication, and nursing process. *Enrollment Requirement: NURS 200, 201, 202, 210, and 211. Simultaneous enrollment in NURS 212A, 220, 221, and 261. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 261 (2)
Psychiatric-Mental Health Nursing Lab

Therapeutic interventions for individuals exhibiting self-care deficits related to psychiatric disorders. Focuses on promotion of mental health in diverse clinical settings. *Six hours of laboratory. Enrollment Requirement: NURS 200, 201, 202, 210, and 211. Simultaneous enrollment in NURS 212A, 220, 221, and 260. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 300 (4)
Fundamentals of Nursing Communication and Skills

Introduction to professional and clinical issues in nursing. Theoretical and conceptual approaches to nursing, the nursing process, basic nursing skills, therapeutic communication, legal/ethical issues, basic leadership and cultural issues are included within the context of Orem's Self-Care Nursing model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession. *Enrollment Requirement: Simultaneous enrollment in NURS 301, 302, 314 and 315. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 301 (3)
Practicum: Fundamentals of Nursing

Structured simulated experience in the Nursing Skills Laboratory and clinical activities in long-term nursing settings. Focuses on application of clinical skills and techniques, medication administration, therapeutic communication and use of nursing process. *Enrollment Requirement: Simultaneous enrollment in NURS 300, 302, 314 and 315. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 302 (1)
Introduction to Pharmacology for Accelerated BSN Students

Explores the introductory pharmacology principles, including the basics to pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Patient education needs regarding the use of pharmaceutical agents in health promotion will be explored. This course will include how drugs are named, classified and administered; pharmacologic actions; common therapeutic uses; side and adverse effects; and nursing administration issues/precautions. Drug categories included are the central and autonomic nervous system agents, agents for chronic pain management, and glycemic agents. *Course content is similar to NURS 202 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. May not be taken for credit by students who have received credit for NURS 496-5. Enrollment Requirements: NURS 300, 301, 314, 315. Consent of instructor. Enrollment Requirement: All pre-nursing core courses.*

NURS 310 (2)
Nursing Assessment for the RN

Health assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health promotion across the life span for the RN-to-BSN student. *Enrollment Requirement: NURS 350, 351. Simultaneous enrollment in NURS 311. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 311 (1)
Nursing Assessment for the RN Laboratory

Clinical practice of health assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health promotion across the life span for the RN-to-BSN student. *Three hours of laboratory. Enrollment Requirement: NURS 350, 351. Simultaneous enrollment in NURS 310. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 312 (4)
Pathophysiology and Pharmacology

Systematic review of the principles of pharmacology with a focus on specific pharmacological agents in relation to pharmacokinetic effects on all body systems. Reviews related pathophysiological disruptions to normal system functioning, provides pathophysiological rationale for nursing interventions and the impact of these alterations on the individual throughout the life span. *Enrollment Requirement: Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 314 (4)
Health Assessment, Teaching, and Health Promotion
Introduction to health assessment including history-taking, physical examination of body systems, and documentation of findings across the life span. Includes the principles of patient education and health promotion and concept integration into the formation of nursing care plans. *Enrollment Requirement: Simultaneous enrollment in NURS 300, 301, 302, and 315. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 315 (2)
Practicum: Health Assessment and Teaching
Clinical application of health assessment techniques across the life span including history-taking, physical examination of body systems, and documentation in the simulated environment of Nursing Skills Laboratory. Application of assessment skills and the formation and implementation of patient education/health promotion nursing care plans in long term care settings. *Enrollment Requirement: Simultaneous enrollment in NURS 300, 301, 314, and 315. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 316A (2)
Pathophysiology and Pharmacology for Accelerated BSN Students I
Introduction to the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of endocrine, integumentary, sensory, musculoskeletal, gastrointestinal, chronic respiratory, and cardiovascular systems and the common pharmacological agents used for treatment of system dysfunction. *Course content is similar to NURS 212A due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 300, 301, 314, and 315. Simultaneous enrollment in NURS 322 and 323. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 316B (2)
Pathophysiological and Pharmacology for Accelerated BSN Students II
Introduction to the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of the hematological, acute/critical respiratory and cardiovascular, oncology renal/genitourinary, and neurological systems and the common pharmacological agents used for treatment of system dysfunction. *Course content is similar to NURS 212B due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirements: NURS 316A, 322, and 323. Simultaneous enrollment in NURS 324 and 325. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 320 (2)
Nursing Care of Adults III
Continues the study of principles of nursing care delivery for patients and families experiencing more complex medical-surgical health care problems and severe self-care deficits. Uses the nursing process as the foundation for standard therapeutic interventions. *Enrollment Requirement: NURS 212B, 222 and 223. Simultaneous enrollment in NURS 321 and 352. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 321 (2)
Nursing Care of Adults III Laboratory
Application of nursing theory and concepts in the delivery of health care to acutely ill adults with increasingly complex medical-surgical problems using the nursing process and the Orem Self-Care model. Employs an increasing emphasis on the professional roles of the nurse. *Delivered in an eight-week term. Twelve hours of laboratory. Enrollment Requirement: NURS 212B, 222 and 223. Simultaneous enrollment in NURS 320. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 322 (4)
Nursing of Adults in the Acute Care Setting I
Principles of nursing care delivery focusing on adults and older adults experiencing health deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, respiratory and cardiovascular, endocrine, hematological, renal/genitourinary systems in acute care settings. Focus on chronic system dysfunction where applicable. Uses nursing process as the foundation for standard nursing interventions. *Enrollment Requirement: NURS 300, 301, 314, and 315. Simultaneous enrollment in NURS 316A, 323, 360, and 361. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 323 (4)
Practicum: Nursing of Adults in the Acute Care Setting I
Clinical practice focusing on adults and older adults in acute care settings experiencing health deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, endocrine, hematological, renal/genitourinary, respiratory, and cardiovascular systems. Focus on chronic dysfunction where applicable. Nursing care is provided through the use of Orem's Self-Care model. *Enrollment Requirement: NURS 300, 301, 314, and 315. Simultaneous enrollment in NURS 316A, 322, 360, and 361. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 324 (4)
Nursing of Adults in the Acute Care Setting II
Principles of nursing care delivery focusing on adults in the acute care and critical care settings experiencing health deviations of neurological and immune systems including neoplastic diseases and trauma. Focus is on patients experiencing acute neurological, neurovascular, cardiovascular and respiratory conditions and those with complex, multi-system failure. *Enrollment Requirement: NURS 316A, 322, 323, 360 and 361. Simultaneous enrollment in NURS 316B and 325. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 325 (4)

Practicum: Nursing of Adults in the Acute Care Setting II

Clinical practice focusing on adults in acute care and critical care settings experiencing health deviations of neurological and immune systems including neoplastic diseases and trauma. This also includes those experiencing acute neurological, neurovascular, cardiovascular and respiratory conditions and those with complex, multi-system failure. *Enrollment Requirement: NURS 316A, 322, 323, 360, and 361. Simultaneous enrollment in NURS 316B and 324. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 330 (2)

Nursing Care of the Childbearing Family for Accelerated BSN Students

Introduction to the principles of nursing care for childbearing women and families including both normal and high risk conditions. Emphasis on health promotion in childbearing families in acute and outpatient settings. *Course content is similar to NURS 230 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316A, 322, 323, 360, and 361. Simultaneous enrollment in NURS 324, 325, 316B, and 331. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 331 (2)

Nursing Care of the Childbearing Family Laboratory for Accelerated BSN Students

Application of the nursing process in the direct care of the normal and high-risk childbearing population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Course content is similar to NURS 231 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316B, 322, and 323. Simultaneous enrollment in NURS 330. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 332 (2)

Nursing Care of Children for the Accelerated BSN Students

Presents nursing concepts and theory that are related to normal and high-risk health care for the infant, toddler, school-age, and adolescent. Focuses on nursing care for children in the context of family. Emphasizes family-centered nursing care concepts involved in growth and development, health promotion, and acute illness. Nursing process is stressed in addressing both self-care requisites and deficits. *Course content is similar to NURS 232 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316B, 324, and 325. Simultaneous enrollment in NURS 333. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 333 (2)

Nursing Care of Children for Accelerated BSN Students Laboratory

Application of family-centered nursing care for the infant, toddler, pre-school-age, and adolescent population. Emphasis is placed on teaching and health promotion in acute and ambulatory clinical settings. *Course content is similar to NURS 233 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316B, 324, and 325. Simultaneous enrollment in NURS 332. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 350 (2)

Role Transition for the RN

Provides the Registered Nurse with the conceptual base for the practice of nursing, built around a core of theories and related concepts which will facilitate transition of the Registered Nurse to the baccalaureate nursing curriculum. Focus is on the roles of the professional nurse as advocate, educator, provider and coordinator of care. *Corequisite: NURS 351. Enrollment restricted to students with RN license and admission to the RN-to-BSN nursing major. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 351 (1)

Role Transition Seminar for the RN

Returning Registered Nurses will apply, review, and validate concepts and theories related to medical-surgical, mental health, pediatrics and obstetrical nursing practice that are the basis for the upper-division baccalaureate nursing major courses. Seminar discussions of the application of these concepts to patient care in clinical settings. *Corequisite: NURS 350. Enrollment restricted to students with RN license and admission to the RN-to-BSN nursing major. Enrollment restricted to students who have obtained consent of Program Director.*

NURS 352 (3)

Nursing Research

An understanding of the research process and research utilization in clinical practice. Students develop skills in reading, analyzing and critiquing research related to nursing. *Enrollment Requirement: NURS 222 and 223 and simultaneous enrollment in NURS 320 and 321 for generic nursing students only. Enrollment Requirement: NURS 350, 351 and 370 and simultaneous enrollment in NURS 310 and 311 for RN-to-BSN students only. Enrollment Requirement: NURS 324, 325, and 316B and simultaneous enrollment in NURS 330, 331, 450, and 451 for ABSN students only. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 360 (2)
Psychiatric-Mental Health Nursing for Accelerated BSN Students
Principles of therapeutic communication and the nursing process for clients exhibiting acute and/or chronic self-care deficits related to psychiatric disorders. Overview of contemporary psychosocial treatment modalities with a focus on health promotion in diverse aggregate populations. Course content is similar to NURS 260 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. *Enrollment Requirement: NURS 300, 301, 314, and 315. Simultaneous enrollment in Nursing 316A, 322, 323, and 361. Enrollment restricted to students who have obtained consent of the Director of School of Nursing.*

NURS 361 (2)
Psychiatric-Mental Health Nursing for Accelerated BSN Students Laboratory
Application of the nursing process with an emphasis on therapeutic interventions for individuals exhibiting acute and/or chronic self-care deficits related to psychiatric disorders. Focuses on health promotion of mental health in diverse populations across the continuum of mental health and illness. *Course content is similar to NURS 260 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 300, 301, 314, and 315. Simultaneous enrollment in NURS 316A, 322, 323, and 360. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing*

NURS 370 (2)
Health Promotion and Patient Education Strategies
Integration, application and evaluation of specific information regarding health education and health promotion theory, research, and practice, which is essential to the professional nursing role, and critical to improving the health of individuals and the population at large. Explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion. *Enrollment Requirement: NURS 220 and 221 (generic students only). Simultaneous enrollment in NURS 212B, 222, and 223 for generic nursing students; or NURS 350 and 351 for RN-to-BSN students. Enrollment restricted to students admitted to RN-to-BSN nursing major. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 396 (3)
Special Topics in Nursing
Introductory topics of interest to nursing and/or health science majors. *Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students with upper-division standing.*

NURS 440 (3)
Community Health Nursing
Focuses on the professional nurse's role in working with aggregates in the community, exploring contemporary public health problems, and working collaboratively with the community as part of the interdisciplinary team. Includes the frameworks that guide community-based, population-focused practice and research to assist the student in developing skills in community assessment, program planning and practice interventions to help identified populations within the community maintain their optimum level of health. *Enrollment Requirement: NURS 370 for generic nursing students only and simultaneous enrollment in NURS 441 or 447. Enrollment Requirement: NURS 324, 325, 330, and 331 and simultaneous enrollment in NURS 442, 447, 490, and 495 for ABSN students. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 442 (2)
Nursing Case Management of Vulnerable Populations
Development of skills in managing the care of chronically ill patients in a community setting in order to maintain maximum levels of function and self care ability, to reduce hospitalization, manage symptoms, and increase quality of life for persons at risk. Focuses on nursing case management models, roles, and strategies used for managing high-risk client population in the community settings and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions. *Enrollment Requirement for generic students: NURS 440 and 441 and simultaneous enrollment in NURS 443 or 445, 450, 451, and 490. Enrollment Requirement for ABSN students: NURS 324, 325, 330, and 331 and simultaneous enrollment in NURS 440, 447, and 495. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 445 (3)
Practicum: Community-Oriented Nursing and Case Management
Application of skills to manage the chronically ill or patients identified as members of a high-risk or vulnerable population in the community setting. Focuses on the maintenance of maximum levels of function and self-care ability, to reduce the need for hospitalization, manage symptoms, and increase quality of life for persons at risk. Implementation of nursing case management strategies and intervention will be used for managing high-risk or vulnerable client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring, and patient education. *Nine hours of laboratory. Enrollment Requirement: NURS 440 and 441.Simultaneous enrollment in NURS 442, 450, 451, and 490. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 450 (3)
Nursing Leadership and Professional Issues
Organizational theory and management practices applied to health care systems. The role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Contemporary issues affecting the delivery of health care and discipline and professional practice of nursing. *Enrollment Requirement: NURS 324, 325, and 316B. Simultaneous enrollment in NURS 330, 331, 352, and 451. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 451 (2)
Nursing Leadership and Management Laboratory
Application of organizational theory and management practices in health care settings. Development of skills and competencies for the frontline nurse manager within and beyond the walls of the acute care setting. Operationalizes the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. *Six hours of laboratory. Enrollment Requirement: NURS 324, 325, and 316B. Simultaneous enrollment in NURS 330, 331, 352, and 450. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 452 (3)
Legal Aspects of Health Care Delivery
Explores the legal issues related to health care delivery and health care providers. Includes negligence, malpractice, liability, informed consent, confidentiality, treatment of vulnerable persons, ethical dilemmas, advanced health directives, and licensure and practice acts. *Open to non-nursing majors. Enrollment restricted to students with upper-division standing.*

NURS 472 (3)
Complementary Approaches to Health and Healing
Explores complementary approaches to health and healing including acupuncture, acupressure and therapeutic touch, homeopathic remedies, holistic, chiropractic and osteopathic approaches, nutrition, mind/body interactions and herbal/botanical products. Examines various culturally based health practices such as Latin American, Native American, Mexican, and traditional Oriental practices and healers. *Enrollment restricted to students with upper-division standing.*

NURS 480 (2)
Family Nursing: Theory and Practice
Introduction to the theory, research, and practice of family nursing. Includes an exploration of the current theoretical foundation of family nursing, elements of family assessment, cultural diversity among families, and nursing practice associated with family health patterns, health promotion, and interventions. *Enrollment Requirement: Completion of 200-level nursing courses and NURS 370. Enrollment restricted to students who have obtained consent of the Director of Nursing.*

NURS 490 (1)
Transition to Nursing Practice Seminar
Clinical decision making in a variety of patient care situations and case scenarios with emphasis on utilization of the steps of the nursing care process. Reviews the essentials of assessment, nursing diagnosis, goal setting, implementation and evaluation in multiple health deviations and across the life span. Assessment of the student's basic nursing knowledge will be performed using a standardized nursing examination. *Enrollment Requirement: Simultaneous enrollment in NURS 442, 443 or 445, 450, and 451 for generic students. Simultaneous enrollment in NURS 440, 442, 447, and 495 for ABSN students. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 491 (1)
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. *Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of the Director of Nursing. Prerequisites: NURS 320 and 321 for traditional BSN students; NURS 324 and 325 for accelerated BSN students.*

NURS 493 (2)
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. *This course is an optional senior-level experience. May be repeated three times for a total of six (6) units. Graded Credit/No Credit. 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. Prerequisites: NURS 320 and 321 for traditional BSN students; NURS 324 and 325 for accelerated BSN students.*

NURS 496 (1-6)
Special Topics in Nursing
Advanced topics of interest to nursing and/or health science majors. *Enrollment restricted to students with upper-division standing.*

NURS 497A (1)
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)
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 499 (1-3)
Independent Study in Nursing
Independent study in nursing. Project must be approved by the faculty sponsor/instructor prior to registration. *Enrollment restricted to students with upper-division standing who have obtained consent of instructor. May be repeated for a total of nine (9) units.*

NURS 500 (2)
Theoretical Bases of Nursing Research and Evidence Based Practice

Exploration of the interface of theory, research and clinical practice. Middle range theories from nursing and other disciplines are examined for their potential use as a foundation for research and clinical practice in advanced nursing. Theory construction through the use of concept analysis techniques and basics of the research process is explored. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 502 (2)
Advanced Health Assessment

The theory and practice of advanced health assessment and application to the advanced nursing role is examined. An emphasis on the analysis and synthesis of subjective and objective data to diagnose health problems and develop management plans is made. Students will focus on promotion of health in individuals across the age range and within the family, community, and cultural context. *Enrollment Requirement: NURS 503A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 503A (1)
Advanced Health Assessment Field Study

Application of advanced health assessment techniques in the skills lab. Students will complete a health assessment and physical examination in the skills lab. In addition, students will integrate health promotion activities into lab assignments. The minimum requirement for this practicum is 45 hours. *Enrollment Requirement: NURS 502 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 504 (3)
Advanced Pathophysiology

Exploration of the application of advanced knowledge of complex physiological functions and pathophysiological processes related to the care of individuals with altered health states across the life span. Alterations in function and adaptive, integrative and regulatory mechanisms at the molecular, cellular,organ and system levels are studied. The primary focus is to provide a foundation for clinical decision-making and management of health problems across the lifespan.

NURS 506 (3)
Advanced Pharmacology

Examination of the theoretical basis for pharmacological treatment of common chronic health problems. Selected classifications of drugs with emphasis on the principles of pharmacokinetics, the pathophysiological basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education on medication therapy, and issues of adherence are explored.

NURS 508 (2)
Health Care Policy

Exploration of the characteristics of the current health care environment as it pertains to policy development, health planning, and economic management at the global, national, state and local levels. Multidisciplinary decisions regarding equitable distribution of existing sources, policy development, program evaluation, and client/population outcomes are examined. Students are introduced to the Agency for Health Care Policy and Research Quality and Quality and Safety Education for Nurses. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 510 (2)
Nursing Research Methods

Refinement of the student's understanding of the research process, qualitative and quantitative research design, and corresponding methods of analysis. Sampling theory, recruitment of participants, methods of data collection, reliability and validity, and scientific rigor are explored. Students analyze, evaluate, and interpret studies contributing evidence for practice and knowledge development. Students will prepare a draft proposal for their directed graduate project. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 512 (3)
Biostatistics for Advanced Nursing Practice

Emphasizes the development of competency in terminology, concepts, and correct uses and interpretation of biostatistics by the advanced practice nurse to include assessing the quality of observed data and collecting quality data. The use of biostatistics for research and evidence-based practice projects is highlighted and the intersection of biostatistics and epidemiology is explored. Exercises include critical appraisal of research methods and practical application of statistical software packages. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 514 (3)
Epidemiology for Advanced Nursing Practice

Emphasizes the development of competency in epidemiology for advanced nursing practice. Methods studied include rates, levels of prevention, vital statistics, modes of transmission, and models of causation. Practice phenomena are explored using case examples and nursing and healthcare-related outcomes. Assessment of the quality of observed data and collection methods will be performed. The intersection of biostatistics and epidemiology is explored. Exercises include the application of epidemiologic approaches to disease surveillance, treatment, communication, and prevention. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 520 (2)
Advanced Practice Care of the Pediatric Client

Preparation of the advanced practice nurse to provide care to infants, children, and adolescents. Includes common developmental, behavioral, acute and chronic illness, and health promotion and maintenance. Includes specific pediatric primary, secondary, and tertiary prevention with etiology of condition or disease, differential diagnosis, and clinical management. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 526 (1)
Advanced Practice Care of Women in the Childbearing Years

Preparation of the family nurse practitioner to provide care to women in the childbearing years. Overview of theory and research on the assessment and management of women to include concepts of gynecology, family planning, pregnancy and postpartum care, and menopause. Emphasis on health promotion of women throughout the lifespan. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 530 (2)
Advanced Practice Nursing

Introduces competencies and other foundational components of advanced practice nursing for the Clinical Nurse Specialist and Nurse Practitioner. Subjects include history, roles, options, and choices that are associated with professional practice and career development. The role of technology, evidence-based decision making, leadership, change, collaboration, and outcomes of evaluation are explored. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 532A (3)
Advanced Practice Management of Clients and Families Across the Life Span I

Advanced study of the management of patients with common acute/chronic illnesses and health and developmental problems by advanced practice nurses in a variety of health care settings. The advanced practice nurse assumes responsibility and accountability for health promotion, assessment, diagnosis, and management of acute/chronic illness and client problems including prescription of pharmacological agents within a specialty area of clinical practice. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. The APN uses theory, research, and best practices to manage the care of individuals, families, and populations, and works to provide quality, cost-effective care. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program. Prerequisites: NURS 502, 503A, 504, and 506.*

NURS 532B (3)
Advanced Practice Management of Mental Health Clients and Families Across the Lifespan I

Advanced study of the management of chronically ill patients with complex mental health needs and psychiatric disorders by advanced practice nurses in a variety of acute care settings. Health promotion, assessment, diagnosis and management of client problems including prescription of pharmacological agents within a specialty area of clinical practice are examined. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. Theory, research and best evidenced based practices are identified in the care of individuals, families and populations with the multidisciplinary team to provide quality, cost-effective care. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program. Prerequisites: NURS 502, 503A, 504, and 506.*

NURS 532C (2)
Advanced Concepts of Palliative Care Nursing Across the Lifespan in Acute Care

Provides an overview of the foundations of palliative care for individuals and their families who are experiencing serious illness within the interprofessional palliative care team. An emphasis of this course is the philosophy, theory, evidence based standards of care, and the interprofessional aspects of a comprehensive and compassionate system of palliative care for individuals and their families experiencing complex illness with uncertain timing of death. Current trends and business practices that affect provision of quality care and use of compassionate resources at the end of life are analyzed. *Enrollment is restricted to students who have obtained consent from the department. Corequisites: NURS 533F or NURS 533G.*

NURS 533A (4)
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)
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)
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)

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 533F (4)

Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in Acute Care - NP

The clinical practicum for the Nurse practitioner will focus on the physiological, psychosocial, cultural, spiritual, and bereavement aspects of care. Emphasis is on care of individuals with a serious or chronic illness and their families, which will require individualized, discriminating plans of care and implementing treatment plans and prescriptives for those experiencing complex symptoms. Development of expertise in reflecting the nursing perspective within the inter-professional team, and its contribution to transforming palliative care practice. Current practice issues such as APN role, billing and reimbursement will be addressed. Requires 180 clinical hours. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 532C. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533G (4)

Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in Acute Care - CNS

The clinical practicum is for the Clinical Nurse Specialist and will focus on the physiological, psychosocial, cultural, spiritual, and bereavement aspects of care. Emphasis is on care of individuals with a serious or chronic illness and their families, which will require individualized, discriminating plans of care and implementing treatment plans and prescriptives for those experiencing complex symptoms. Development of expertise in reflecting the nursing perspective within the interdisciplinary team, and its contribution to transforming palliative care practice. Current practice issues such as APN role, billing and reimbursement will be addressed. Requires 180 clinical hours. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 532C. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 534A (2)

Advanced Practice Management of Clients and Families Across the Life Span II

Advanced study of the management of clients/families with acute/chronic illnesses and health problems by advanced practice nurses in a variety of health care settings. The advanced practice nurse assumes responsibility and accountability for health promotion, assessment, diagnosis, and management of acute/chronic illness and client problems including prescription of pharmacological agents within a specialty area of clinical practice. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. The APN uses theory, research, and best practices to manage the care of individuals, families, and populations, and works to provide quality, cost-effective care. *Prerequisites: NURS 502, 503A, 504, and 506. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 534B (2)

Advanced Practice Management of Mental Health Clients and Families Across the Lifespan II

Advanced study of the management of clients with complex mental health needs by Advanced Practice Nurses in primary and specialty clinics, schools, faith communities, and public health, home health, and hospice agencies. The role of the APN in health promotion, assessment, diagnosis, and management of client problems including the prescription of pharmacological agents in the community/home setting will be examined. The emphasis will be on the development of sound clinical decision making and diagnostic reasoning skills. Theory, research, and best practices for the care of individuals, families, and aggregates across the lifespan are examined with an emphasis on collaboration with the multidisciplinary team to provide quality, cost-effective care in the community/home setting. *Prerequisites: NURS 502, 503A, 504, and 506. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 534C (2)

Advanced Concepts of Palliative Care Nursing Across the Lifespan in the Community

Introduces students to the advanced practice palliative and hospice care nurse in the care of patients/families with a serious or chronic disease experiencing progressive illness. The students will gain knowledge of the palliative care system, ranging from palliative care, hospice care, and family support services in bereavement. New trends, advances, and issues in home management of complex conditions, innovative delivery systems, legal, ethical and policy consideration will be explored. *Enrollment is restricted to students who have obtained consent from the department. Corequisites: NURS 535F or NURS 535G. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535A (4)
Advanced Field Study: Advanced Practice Management of Clients and Families Across the Life Span 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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535C (4)
Advanced Field Study: Management of Mental Health Clients and Families Across the Life Span 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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535D (4)
Advanced Field Study: Management of Clients and Families Across the Life Span II – FNP

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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535E (3)
Advanced Field Study: Management of Clients and Families Across the Life Span II – APHN

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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535F (4)
Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in the Community – NP

During 180 clinical hours of field study the Nurse Practitioner will provide comprehensive care to patients with a chronic illness and their families. Engages in advanced holistic physical assessment of pain, symptoms, and quality of life for patients with serious or chronic illnesses in a variety of settings in the community under the direction of a skilled clinician in palliative care. Learning experiences will focus on conducting patient/family conferences; exploring current and emerging models of palliative care delivery; and creating approaches to enhancing continuity of palliative care across settings. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 534C. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535G (4)
Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in the Community – CNS

During 180 clinical hours of field study the Clinical Nurse Specialist will provide comprehensive care to patients with a chronic illness and their families. Engage in advanced holistic physical assessment of pain, symptoms, and quality of life for patients with serious or chronic illnesses in a variety of settings in the community under the direction of a skilled clinician in palliative care. Learning experiences will focus on conducting patient/family conferences; exploring current and emerging models of palliative care delivery; and creating approaches to enhancing continuity of palliative care across settings. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 534C. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 536 (2)
Chronic Illness Concepts

Exploration of chronic illness concepts and trajectories of common disease states including heart failure, diabetes, chronic obstructive pulmonary diseases and cancer. Theories and research related to chronic illness concepts is presented, including the classic work of Corbin and Strauss. Students will examine the social, psychological, economic and quality of life issues surrounding chronic illness that impact clients, caregivers, families and communities. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 539A (4)
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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 539C (4)
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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 539D (4)
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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 539E (4)
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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 539F (4)
Advanced Palliative Care Externship – NP

Designed for the Nurse Practitioner and provides an overview of the foundations of palliative care for individuals and their families who are experiencing serious illness within the interdisciplinary palliative care team. An emphasis of this course is the philosophy, theory, evidence based standards of care, and the interdisciplinary aspects of a comprehensive and compassionate system of palliative care for individuals and their families experiencing complex illness with uncertain timing of death. Current trends and business practices that affect provision of quality care and use of compassionate resources at the end of life are analyzed. Requires 180 clinical hours. *Enrollment is restricted to students who have obtained consent from the department. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 539G (4)
Advanced Palliative Care Externship – CNS

During 180 clinical hours of field study the Clinical Nurse Specialist will integrate advanced knowledge of palliative care in assessing and managing the symptoms of those experiencing a serious or chronic illness within the palliative care focus. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of this field study. Students will explore and experience the role of the advanced practice nurse on the palliative care team, in family meetings, and during patient support groups. *Enrollment is restricted to students who have obtained consent from the department. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 542 (1)
Current Topics in Total Pain Management

Focuses on advanced bio-psycho-social and spiritual aspects of the pain experience and interpatient differences and how these form the basis for understanding pain perception, physiological and behavioral reactions and response to pain interventions. Content includes an integrated overview of the neurobiology of pain, measurement of pain, pharmacological and nonpharmacological approaches for acute and chronic pain syndromes, health policy and care delivery models for improving pain assessment and management. Skill development will focus on comprehensive pain assessment and management of challenging pain syndromes such as those that require titration and conversion of opioids. *Enrollment is restricted to students who have obtained consent from the department. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 544 (1)
Palliative Care for Special Populations
Students acquire competencies in patient/family assessment, communication, decision-making, and interdisciplinary collaboration in palliative care for special populations (veterans, homeless, substance abusers). The unique challenges of pain assessment and pain management in special clinical populations are considered. *Enrollment is restricted to students who have obtained consent from the department. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 546 (1)
Loss, Grief, and Bereavement
Focuses on the identification and examination of current and emerging bereavement theories, emphasizing transdisciplinary clinical application with grieving individuals and families. The grieving process as a progression of coping, management and growth through significant losses and life transitions. Skill development in designing effective coping strategies that facilitate healing in families and communities. *Enrollment is restricted to students who have obtained consent from the department. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 548 (1)
Self-Assessment, Self-Awareness and Self-Care
The content of this course provides a basis both for personal development and professional growth. Students acquire competencies in cultural sensitivity and therapeutic relationships. *Enrollment is restricted to students who have obtained consent from the department. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 552 (3)
Quality Improvement, Evaluation and Accreditation in Nursing Organizations
Explores the historical evolution of quality initiatives in health care and the emergence of the patient safety movement to prevent errors within the system of care delivery. Provides a focus on quality assessment and improvement, organizational performance, and outcomes evaluation. An in depth familiarization with the Agency for Health Care Policy and Research quality and safety indicators, Quality and Safety Education of Nurses (QSEN) and Quality of Care Measures (Q-SPAN) is expected. Standards for accreditation of nursing service organizations are examined. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 554 (3)
Resource Management, Finances and Technology in the Health Care
Overview of health care finance and management of human, financial and community resources to ensure quality, cost-effective outcomes of nursing care. Special circumstances of clients and their families are considered to promote optimum use of available resources. Examines use of knowledge of information systems and technology to improve healthcare outcomes at the point of care. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 556 (3)
Clinical Nurse Leader Patient Management in the Acute Care Setting
Advanced study of the management of patients in a variety of acute care settings. The CNL designs, coordinates, integrates and evaluates care of clients and their families at the unit level. Includes a focus on application of evidence-based practice, collection and evaluation of outcomes, assessment of population risk, interdisciplinary collaboration, client advocacy, client and staff education, direct provision of complex care and application of cost-effective care principles in acute care of clients. *Enrollment Requirement: NURS 557 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 557 (3)
Advanced Field Study: Clinical Nurse Leader Patient Management in the Acute Care Setting
The clinical practicum allows for immersion in the CNL role in the acute care setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum requirement for this practicum is 90 hours. *Enrollment Requirement: NURS 556 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 558 (3)
Clinical Nurse Leader Management of Complex Patients
Advanced study of the management of patients in a variety of acute care settings. The Clinical Nurse Leader (CNL) designs, coordinates, integrates and evaluates care of clients and their families at the unit level. Includes a focus on application of leadership and communication, evidenced-based practice, collection and evaluation of outcomes related to informatics, assessment of population risk, interdisciplinary collaboration, client advocacy, client and staff education, health promotion, and patient centered complex care and application of cost-effective care principles in acute care of clients. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 559 (3)
Advanced Field Study: Clinical Nurse Leadership Management of Complex Patients in the Acute Care Setting
The clinical practicum allows for continuation of the clinical experience in the CNL role in the acute care setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum requirement for this practicum is 90 hours. *Enrollment Requirement: NURS 558 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 560 (2)
Advanced Concepts of Gerontology Nursing Care
Focuses on the aging population including theories and research on aging, ethnicity, adjustments and common aging changes. Strategies to promote wellness and self-care are discussed. Pathologies common to the elderly and nursing interventions are examined. Gerontological care issues are explored. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 570 (3)
Curriculum Development for Nursing Education

Analysis and evaluation of theories and research pertaining to curriculum development. Students will have the opportunity to develop curriculum using current nursing and education theory and research designed to meet the needs of diverse learners in collegiate and staff development settings. *Enrollment Requirement: NURS 571 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 571 (2)
Advanced Field Study: Staff Development/Education

Practicum designed to provide experience in staff development, orientation and continuing education in a clinical agency. Mandatory education requirements, evaluation of staff competencies and staff training records and applications for continuing education are examined. The student will be assigned a preceptor who works in a staff development/education department. The minimum requirement for this practicum is 90 hours. *Enrollment Requirement: NURS 570 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 572 (2)
Clinical Evaluation and Simulation in Nursing Education

Examination of the use of the skills laboratory, clinical agency, and clinical simulation for educating and evaluating nursing skills. Content will focus on theory and research related to evaluating nursing skills and using simulation as a clinical activity in nursing education. Students will develop a simulation scenario and become familiar with the use of medium and high fidelity manikins. Includes an exploration of tools for clinical evaluation including skills performance checklists, skills clustering and simulation scenarios. *Enrollment Requirement: NURS 573 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 573 (2)
Advanced Field Study: Student Teaching

Practicum designed to provide a practice teaching experience in a program of nursing in a community college or baccalaureate setting. The student will be assigned to a preceptor who is a faculty member in a nursing program teaching didactic and clinical nursing consistent with the student's area of clinical expertise. The minimum requirement is 90 hours of practice teaching. *Enrollment Requirement: NURS 572 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 580 (3)
Advanced Concepts in Psychiatric Mental Health Nursing

Examination of theories and treatment modalities for individuals, groups and families with complex psychiatric-mental health needs. Emphasis on development of advanced mental health nursing competencies in interviewing, formulating a therapeutic relationship and interventions skills. Clinical phenomenon from case studies are analyzed. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 582 (2)
Advanced Psychiatric Mental Health Assessment and Psychiatric Disorders

Advanced comprehensive assessment skills, differential diagnosis, and psychotherapeutic management of clients with common and major psychiatric disorders across the lifespan are introduced. The focus will be on the development of diagnostic reasoning skills and sound clinical judgment. The continued refinement of psychotherapeutic and culturally sensitive approaches in the development of the therapeutic alliance as a parallel process to assessment is emphasized. *Corequisite: NURS 583. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 583 (1)
Advanced Field Study: Mental Health Assessment

Development of skills in motivational interviewing and the establishment of a therapeutic alliance with patients with psychiatric disorders. Involves performing components of a comprehensive psychiatric assessment and interpretation of assessment findings. *Enrollment restricted to students who have obtained consent of instructor. Prerequisites: NURS 580 and 584. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 584 (3)
Advanced Psychopharmacology

Examines the psychopharmacologic treatment of psychiatric disorders across the life span and within vulnerable and culturally diverse populations. It is designed to provide an analysis of pharmacokinetics, and the effects and side effects of major classes of psychopharmacologic agents. It is expected that participants will develop skills in assessing the need for psychotropic interventions, and in the examination of complementary and alternative therapies as they relate to chronic illness and psychiatric disorders across the life-span. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 596 (1-4)
Topics in Advanced Nursing

Special topics supportive of the concentration areas in this program will be offered on an occasional basis. *May be repeated for credit as topics change for a total of six (6) units. Enrollment restricted to students enrolled in the Masters of Science in Nursing Program.*

NURS 597A (1) 597B (2) 597C (3)
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)
Directed Graduate Project
Refinement of a project proposal and completion of graduate project. Ideas for projects include the design, implementation and evaluation of an evidenced-based innovation, completion of a grant proposal or evaluation of a product or procedure. Other ideas may be presented to the faculty for approval. Students may take 1, 2 or 3 project units at a time. *May be repeated for a total of three (3) units. Prerequisite: NURS 510, 512, and advancement to candidacy Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 599A (1), 599B (2), 599C (3)
Graduate Thesis
Refinement of a proposal and completion of a graduate thesis using either quantitative or qualitative research methods. Students may take 1, 2 or 3 thesis units at a time. *May be repeated for a total of three (3) units. Prerequisite: NURS 510, 512, and advancement to candidacy. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 600 (1)
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. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

OPERATIONS MANAGEMENT (OM)

College of Business Administration

Students who have remained in any OM course past the add/drop deadline three times may not register a fourth time for that course.

OM 302 (2)
Foundations of Operations Management
Introduces the elements associated with the design and operation of a service organization and the integration of these elements within the overall corporate strategy. Contemporary issues covered include operations in global markets, designing and controlling the service process and planning for operations. Students need to refer to their option checklist for the appropriate introductory production and operations management requirement. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status), Computer Science majors in the Computer Information Systems option, and Biotechnology majors. 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.*

OM 305 (4)
Operations Management
Intensive study of the elements associated with the design and operation of companies in manufacturing and service industries and the integration of these elements within the entire corporate strategy. Includes operations in global markets, designing and controlling the transformation process, and planning for operations. Focuses on the quantitative model building approach to problem-solving with extensive use of computer software. Students need to refer to their option checklist for the appropriate introductory production and operation management requirement. *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 406 (4)
Decision Models: A Computer Integrated Approach
Covers scientific approaches to decision making. The subject matter will include structuring real life situations into mathematical models and discussing solution methods to solve such problems. Post-optimality analysis and comparison of different alternatives will also be included. The main emphasis will be on business applications although applications in government, natural and social sciences, and economics will also be discussed. Software packages will be used extensively. *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)
Supply Chain Management
A systems approach to manage the entire flow of information and materials to enable an organization to provide products/ services better than the competition. Focus on the following three areas and their interrelationships: (1) strategic role of the supply chain and its key performance drivers, (2) role of E-Commerce technologies on managing and improving a supply chain, and (3) analytical models for supply-chain analysis. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: BUS 304 or 204 with a grade of C (2.0) or better.*

OM 435 (2)
Project Management
Provides students with skills to work successfully in a project environment and accomplish project objectives by explaining concepts and techniques. Real-world case studies are used to show how these techniques can be efficiently implemented in practice. *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 440 (4)
Pricing and Revenue Management
Pricing and revenue management is concerned with dynamic pricing and product availability decisions across various selling channels of a firm. The objective is to develop optimal decisions that will maximize the firm's profit. Within the broader area of pricing theory, the course emphasizes optimization of pricing and capacity allocation decisions, using quantitative models of consumer behavior, demand forecasts and market uncertainty, and the tools of constrained optimization. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisites: BUS 304 or BUS 204 with a grade of C (2.0) or better.*

OM 441 (4)
Business Logistics Management
Business logistics management is concerned with the physical movement and storage of goods and the associated managerial activities that are important for effective control. Covers the science and art of modeling the economic trade-off involved in supply chain and logistics management, the data requirements and operating parameters required by supply chain models. Topics such as vehicle route design, warehouse size and location decisions, strategic supply chain design, cross-docking locations, and optimal operational strategies are modeled and examined. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e. attained business status). Prerequisites: BUS 304 or BUS 204 with grades of C (2.0) or better.*

OM 442 (2)
Procurement and Supplier Management
The purchase of goods and services by most organizations represents a significant level of spending. Consequently in every organization there should be a serious concern over value received for spending these funds and how supply management can contribute effectively to organizational goals and strategies. Case studies and exercises will be used. The topics include: Strategic role of purchasing, supplier selection, supplier relationship management, international sourcing, E-procurement, price determination, purchasing services, and auctions. Negotiation skills will be developed throughout the course. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e. attained business status). Prerequisites: BUS 304 or BUS 204 with grades of C (2.0) or better.*

OM 481 (1)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e. attained business status). Prerequisites may vary depending on topic.*

OM 482 (2)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e. attained business status). Prerequisites may vary depending on topic.*

OM 483 (3)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e. attained business status). Prerequisites may vary depending on topic.*

OM 484 (4)
Special Topics in Operations Management
A survey course of selected topics in operations management in support of global supply chain management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e. attained business status). Prerequisites may vary depending on topic.*

OM 485 (4)
Special Topics in Operations Management with Lab
A survey course of selected topics in operations management in order to supplement available offerings. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change. Three hours of lecture and two hours of laboratory. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e. attained business status). Prerequisites may vary depending on topic.*

OM 498 (1-4)
Independent Study in Operations Management
Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member prior to registration. *Enrollment restricted to students who have obtained consent of instructor.*

OM 502 (2)
Foundations of Operations Management
Elements associated with the design and operation of companies in manufacturing and service industries and the integration of these elements within the entire corporate strategy. Includes operations in global markets, designing and controlling the transformation process, and planning for operations. Focuses on the quantitative model building approach to problem solving.

OM 612 (2)
Business Analytics
Introduction to the tools used extensively in business organizations to solve managerial problems. Such methods generate results that support decision-making at all levels of the organization over various time horizons. Includes deterministic such as linear, integer, and network optimization using Excel Solver, and probabilistic models such as decision analysis and Monte Carlo Simulation using Crystal Ball. *Enrollment Requirement: Completion of MBA Core.*

OM 614 (2)
Business Forecasting
Methods used to predict the uncertain nature of business trends in an effort to help managers make better decisions and plans. Study and manipulation of historical data in the search for patterns that can be effectively extrapolated to produce forecast. Includes exploring data patterns, moving averages and smoothing methods, regression with time series data, ARIMA methodology, and judgmental forecasting and forecast adjustment. *Enrollment Requirement: Completion of MBA Core.*

OM 616 (2)
Global Supply Chain Management
Managing material and information flows in multi-stage production-distribution networks. The knowledge and tools for developing, implementing, and sustaining strategies for managing global supply chains. Basic supply chain issues are reviewed, followed by more advanced themes related to coordinating global supply chain players and the incentive problems related to this subject. *Enrollment Requirement: Completion of MBA Core.*

OM 622 (2)
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.*

PHYSICAL EDUCATION (PE)

College of Education, Health and Human Services

PE 182 (3)
Topics in Physical Education
Introduction to studio experiences in Physical Education. Exploration of fundamental concepts and theories through basic studio processes and movement. *Two hours of lecture and two hours of activities. May be repeated for credit as topics change for atotal of six (6) units.*

PE 203 (3)
Physical Education for Elementary School Children
Survey of physical education programs for elementary school children. Addresses the role of, and need for, physical education programs in the elementary school level; examines the California content standards for physical education instruction; and develops skills in applying that content in the elementary school setting. Specific attention is given to motor skill and movement concepts; fitness, wellness, exercise physiology and disease prevention; drugs/narcotics, alcohol, tobacco, and nutrition; and to the social, historical, and cultural significance of physical education. *May not be taken for credit by students who have received credit for PE 201.*

PUBLIC HEALTH (PH)

College of Education, Health, and Human Services

PH 501 (3)
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.*

PH 502 (3)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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/AIDS and malaria. *Enrollment restricted to students admitted to the MPH Program.*

PH 562 (3)
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)
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)
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)
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), 697B (2), 697C (3)
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), 698B (2), 698C (3)
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.*

PHILOSOPHY (PHIL)
College of Humanities, Arts, Behavioral and Social Sciences

PHIL 110 (3)
Critical Thinking
A survey of concepts and methods geared to the advancement of skills in critical thinking. Subject matter includes the nature of critical thinking; the relations between logic and language; the relations between rhetorical persuasion and rational argumentation; the nature of word definition; the practical functions of language; the structure of arguments, deductive and inductive; the difference between valid and invalid, or strong and weak reasoning; methods for analyzing and evaluating arguments; common argumentative fallacies; basic symbolic logic.

PHIL 210 (3)
Symbolic Logic
Use of symbolic notation to understand the structure of logical arguments. Translation of sentences from ordinary language into logical notation, construction of truth tables, and the use of formal deduction rules to prove the validity of arguments. *Prerequisite: Completion of the Entry-Level Mathematics (ELM) requirement or completion of the Critical Thinking General Education (A3) requirement.*

PHIL 310 (3)
Western Philosophy: Ancient Greece and Rome
Surveys the development of Western philosophy in ancient Greece and Rome, from 700 BCE to 300 CE. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, sciences, and technology, and the context of political, social, and economic life. *May not be taken for credit by students who have received credit for PHIL 320.*

PHIL 311 (3)
Western Philosophy: The Middle Ages and the Renaissance
Surveys the development of Western philosophy in the Middle Ages and Renaissance. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, religion, and sciences, and the context of political, social, and economic life.

PHIL 312 (3)
Western Philosophy: The Early Modern Period
Surveys the development of Western philosophy in the early modern age, 1600-1800. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, sciences, and technology, and the context of political, social, and economic life.

PHIL 314 (3)
Western Philosophy: Late Modern and Post-Modern
Surveys the development of Western philosophy in the late modern age, 1800-2000. Study of philosophy is set against background consideration of broader historical and cultural developments in the arts, sciences, and technology, and the context of political, social, and economic life.

PHIL 315 (3)
Ethics: Theory and Application
An introduction to ethical theory and applied ethics. Surveys the major ethical theories developed in Western philosophy, and examines the ways in which theoretical approaches are applied to contemporary personal and social issues. Study of philosophy is complemented by discussion of intellectual history and exploration of a range of related disciplines such as bioethics, environmental ethics, business ethics, and public policy.

PHIL 318 (3)
Non-Western Philosophy: Theories of Value and Action
A survey of ethical traditions from non-Western cultures. Emphasis is on the religious and philosophical traditions of Asia, but African and Native American traditions are also discussed. Subjects include Hinduism and the Vedic traditions, Buddhism, Taoism, Confucianism, and others.

PHIL 330 (3)
Philosophy in Literature
Selected readings of literary and philosophical texts, attuned to the problem of human identity. Literary texts present concrete examples of individuals facing the task of forging an understanding of themselves; philosophical texts offer a variety of conceptual and terminological resources for the study of the processes of self-identification. Themes include: society, culture, and history; action and social interaction; public and private life; time and mortality; sexuality and gender; race and ethnicity; and modes of self-knowledge.

PHIL 335 (3)
Social and Political Philosophy
A survey of classical social and political thinkers of Western world. Intends to heighten critical awareness of the basic conceptual presuppositions of life in political society, the fundamental issues and problems that arise from political life, and the values underpinning democratic political traditions. Theses include: the basic nature of social existence, the purposes of government, the role of the state, and the dissemination of political power.

PHIL 340 (3)
Ethics and the Environment
A study of recent developments in the field of environmental ethics: Examines the moral and ethical status of the natural world. Environmental ethics is the attempt to think through issues such as: the proper place of human beings in nature, the extent of our moral and ethical obligations to the natural world, the ethical foundations of public environmental policy, the principles that govern environmental use and protection, and the legitimacy of various approaches to environmental advocacy. A survey of classical ethical theories will provide context for discussion of environmental ethics, and examination of current environmental issues (i.e., the Endangered Species Act, the debate over use of public lands) will serve as a "testing ground" for the practical application of environmental ethical theories.

PHIL 342 (3)
Philosophy of Technology
Exploration of technology and its complicated and essential role in the human experience. Approach encompasses several different philosophical directions including: metaphysical questions about the nature of technology, epistemological questions about our ability to understand technology, political and ethical questions about the uses and consequences of technology, and psychological questions about the influence and effect of technology on human life.

PHIL 345 (3)
Bioethics and Medical Ethics
A survey of ethical issues in biological and medical research and practice. Offers an introductory survey of ethical and moral theory, and investigates the application of moral and ethical theory to issues such as animal and human research, the doctor-patient relationship, reproductive technologies, and biotechnology.

PHIL 355 (3)
Philosophy of Religion
A philosophical investigation of the religious dimension of human experience. Explores the standard, classic texts in the philosophy of religion, discussing a range of viewpoints regarding the significance of religious experience. Subjects include phenomenology of religious experience, the intelligibility of religious belief and disbelief, and various approaches to the nature of divinity and its meaning for human life.

PHIL 390 (3)
Topics in Philosophy
Selected topics of study drawn from the sub-disciplines of philosophy. Topics will vary according to the instructor and semester offered. *Students should check the Class Schedule for listing of actual topics. May be repeated for a total of six (6) units of credit as topics change.*

PHIL 490 (1)
Exit Seminar for the Minor
The Exit Seminar allows students and faculty to reflect on the learning experience of the Philosophy Minor. Students construct a brief portfolio of essays written for coursework in the Minor, and complete a reflective essay discussing their overall experience of the Minor. *Students are interviewed by faculty regarding their progress through the Minor, and share their experiences with one another in guided discussions of the Minor curriculum. To be taken in the final semester of coursework for the Minor. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of Program Director.*

PHIL 499 (3)
Supervised Independent Study
Addresses a special interest not covered in a regular course or provides an opportunity to explore in greater depth a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units of credit. Enrollment restricted to students who have obtained consent of instructor.*

PHYSICS (PHYS)

College of Science and Mathematics

PHYS 101 (4)
Introduction to Physics I
An overview of the principles of mechanics, thermodynamics, and waves. The areas covered include: observation and measurement, kinematics, dynamics, work and energy, impulse, and momentum, fluids, heat and temperature, oscillations, and waves in mechanical media. *Three hours of lecture and three hours of laboratory. Enrollment Restriction: Completion of the Lower-Division General Education requirement in Mathematics/Quantitative Reasoning (B4). Enrollment Requirement: Completion of a course in trigonometry at the high school or university level.*

PHYS 102 (4)
Introduction to Physics II
An overview of the principles of electricity and magnetism, light and optics, and modern physics. The areas covered include: electric charge, electric fields, electric potential, DC circuits, magnetism, magnetic fields, geometrical and physical optics, and atomic and nuclear physics. *Three hours of lecture and three hours of laboratory. Enrollment Requirement: PHYS 101.*

PHYS 201 (4)
Physics of Mechanics and Sound
A broad coverage of the principles of mechanics and wave motion. The areas covered include: observation and measurement, kinematics, dynamics, work and energy, impulse and momentum, equilibrium of rigid bodies, rotational motion, oscillations, and waves in mechanical media. Required for students whose field of study is physics, chemistry, or computer science. *Three hours of lecture and three hours of laboratory. Recommended Preparation: High school physics. Enrollment Requirement: Completion of MATH 160 with a minimum grade of C (2.0).*

PHYS 202 (4)
Physics of Electromagnetism and Optics
A broad coverage of classical electromagnetism and optics. The areas covered include: electric charge, electric fields, electric potential, capacitors and dielectrics, DC circuits, magnetic fields, magnetic properties of matter, AC circuits, Maxwell's equations, electromagnetic waves, the nature and propagation of light, geometrical optics, and wave optics. *Three hours of lecture and three hours of laboratory. Enrollment Requirement: PHYS 201 or 205, and MATH 162 with a minimum grade of C (2.0) in each.*

PHYS 203 (4)
Modern Physics
An overview of the fundamental ideas of modern physics and coverage of the principles of fluids and thermodynamics. The areas covered include: fluids, temperature, heat, the kinetic theory of gases, entropy, and the laws of thermodynamics, along with the theory of special relativity, wave particle duality, an introduction to quantum mechanics and atomic physics, the electronic properties of solids, nuclear physics, and a descriptive introduction to the standard model and cosmology. *Three hours of lecture and three hours of laboratory. Enrollment Requirement: PHYS 202 or 206.*

PHYS 205 (4)
Physics for the Biological Sciences I
A broad coverage of the principles of mechanics, properties of matter and wave motion. The subjects covered include: observation and measurement, kinematics, dynamics, energy, momentum, equilibrium, fluids and solids, thermodynamics, oscillations, and waves. *Required for students whose field of study is biology. Three hours of lecture and three hours of laboratory. Recommended Preparation: High school physics or an introductory college level physics course. Co/Prerequisite: MATH 160.*

PHYS 206 (4)
Physics for the Biological Sciences II
A broad coverage of electromagnetism, optics, and nuclear physics. The areas covered include: electrostatics, electric fields, magnetism, magnetic fields, electric circuits, geometrical optics, optical instruments, nuclear physics, radiation, and spectroscopy. *Required for students whose field of study is biology. Three hours of lecture and three hours of laboratory. Enrollment Requirement: Completion of PHYS 201 or 205, and MATH 160 with a minimum grade of C (2.0) in both courses.*

PHYS 210 (1)
Problem Solving in Physics
Problem solving sessions focused on interpreting physical situations and applying physics concepts to solve problems. Students will practice using graphical and mathematical representations, planning and carrying out solutions, and assessing answers. Participation in these sessions can improve student performance in traditionally difficult courses. Strongly recommended for all students enrolled in lower-division physics courses. *Corequisite: Enrollment in the appropriate lower-division Physics course. The content of each course is reflected by its subtitle. May be repeated as course number (below) changes for a maximum of three (3) units.*

A. Problem solving for PHYS 201
B. Problem solving for PHYS 202
C. Problem solving for PHYS 203
D. Problem solving for PHYS 205
E. Problem solving for PHYS 206

PHYS 280 (3)
Introduction to Electronics
Introduction to the design and measurement techniques of modern electronics. Includes AC circuit theory, passive filters, semiconductor diodes, transistors, operational amplifiers, including active filters, and a general introduction to digital circuits. The activities provide students with an opportunity for hands-on experience with a wide range of electronic circuits. *Two hours of lecture and two hours of activity. Recommended completion or concurrent enrollment: PHYS 203. Enrollment Requirement: PHYS 202.*

PHYS 301 (4)
Digital Electronics
Introduction to digital computer hardware design including: gates, flip-flops, registers, and memory to perform logical and arithmetic operations on numeric and other data represented in binary form. The laboratory uses digital logic integrated circuitry for experiments with combinational and sequential networks, and simple digital systems. *Enrollment Requirement: CS 231, PHYS 202 or 206, and MATH 270.*

PHYS 306 (3)
Introduction to Physics Education Research
An introduction to research in physics education and research-based physics teaching. Subjects include how people learn and understand physics concepts and the nature of science. Additional subjects will include research-based curricula, pedagogical approaches, and challenges associated with implementing novel teaching methods. Useful for students interested in teaching and learning physical sciences. *Enrollment Requirement: PHYS 203.*

PHYS 315 (3)
Science in Film and TV
Intended for the non-science major, the goal of this course is to introduce students to the fundamental concepts in the physical and life sciences. Popular motion pictures, television programs and commercials, and video documentaries that contain scientific themes will be used to introduce relevant concepts, and will also serve as a common background from which students can expand their scientific understanding. *Also offered as CHEM 315. Students may not receive credit for both.*

PHYS 320 (3)
Classical Mechanics
Classical mechanics and associated mathematical and numerical techniques: principles of Newtonian mechanics, and an introduction to Hamiltonian and Lagrangian Dynamics. Applications to central force problems and small vibrations, and other selected topics in mechanics, including applications in engineering and biological systems. *Enrollment Requirement: PHYS 203.*

PHYS 321 (3)
Electromagnetism
Introduction to the applications of Maxwell's Equations and the propagation of EM waves in relation to matter. Subjects to be covered include: dielectrics, conductors, plasmas, and waveguides, and selected topics in EM wave radiation, propagation, absorption, transmission, and diffraction. *Enrollment Requirement: PHYS 203 and MATH 260.*

PHYS 323 (3)
Quantum Physics
A survey of quanta based physical theories, and their experimental foundations and applications: quantum physics of atoms, molecules, nuclei, and electrons; introduction to condensed matter physics. *Recommended Preparation: MATH 346. Enrollment Requirement: PHYS 203.*

PHYS 324 (3)
Statistical Mechanics and Thermodynamics
Covers the laws of thermodynamics with applications to ideal and non-ideal systems. Includes elementary kinetic theory of gases, entropy, and classical and quantum statistical mechanics. Other topics covered may include magnetism and low-temperature physics. *Enrollment Requirement: PHYS 203.*

PHYS 351 (3)
How Things Work
An examination of the everyday objects and technologies that surround us. Familiar objects are used as a context for exploring basic physical principles. Among other topics, the course will explore how microwave ovens, cameras, hard drives, and photocopiers work. *No previous coursework in science or technology is assumed; intended for science and non-science majors.*

PHYS 356 (3)
The Science of Sound and Music
An introduction to the physics of sound. Various aspects of the science of sound are covered, including the nature of sound waves and their production, recording, and reproduction. The physics of musical instruments, digital synthesis of sounds, and the basics of room and auditorium acoustics are also studied. *Enrollment restricted to students who have completed the Entry Level Mathematics (ELM) Requirement.*

PHYS 357 (3)
The Science of Speech and Hearing
Provides a foundation in the science of sound as applied to speech and hearing with application in the field of communicative disorders. Students learn the fundamental science of the production and perception of sound. The physical and physiological aspects of speech and its measurement are 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 356 and 490-3-EX. Also offered as SLP 357. Students may not receive credit for both.*

PHYS 380 (2)
Applied Laboratory Techniques
Experimental work, including an introduction to the equipment and techniques used in mechanics, electromagnetism, optics, electronics, quantum physics, nuclear physics, biophysics, medical physics, and/or geophysics. An emphasis will be placed on experimental design and data analysis. *Six hours of laboratory. Enrollment Requirement: PHYS 203.*

PHYS 390 (1-3)
Special Topics in Physics
Selected topics in physics. Focuses on one or more current issues in the physics literature. *A course description will be available before registration the semester offered. May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics.*

PHYS 402 (4)
Computer Interfacing and Control
Introduction to the design and use of digital computer interfaces, including serial parallel, USB, and synchronous and asynchronous interfaces. The laboratory provides hands-on experience in computer interfacing through integrated circuits, sensors, and microcontrollers. *Three hours of lecture and three hours of laboratory. May not be taken for credit by students who have received credit for PHYS 302. Prerequisite: PHYS 301 with a minimum grade of C (2.0).*

PHYS 403 (3)
Signals and Systems Processing
Introduction to signals and digital processing including: fundamentals of signals, signal processing, filter synthesis, discrete-time systems, discrete fourier transforms and FFT, Z-transforms, sampling quantization, and image processing. *Enrollment Requirement: PHYS 203 with a minimum grade of C (2.0).*

PHYS 421 (3)
Applied Electromagnetic Waves and Optics
Includes radiation and propagation of electromagnetic waves, ray optics, physical optics, optical devices, laser optics, holography, and optics of vision. *Enrollment Requirement: MATH 162. Prerequisites: PHYS 321 and MATH 346.*

PHYS 422 (3)
Applied Solid State Physics
Selected topics in solid-state physics. Includes crystal structure, thermal, electrical, and magnetic properties of solids, elementary band theory, semiconductors, and solid-state devices. *May not be taken for credit by students who have received credit for PHYS 322. Enrollment Requirement: PHYS 203, and an upper-division non-GE mathematics course.*

PHYS 423 (3)
Quantum Mechanics
A study of the concepts and theories of nonrelativistic quantum mechanics. Includes the Schroedinger equation, operators, angular momentum, the hydrogen atom, and applications to simple quantum mechanical systems. *Prerequisites: PHYS 323 and MATH 346.*

PHYS 440 (3)
Biological Physics
A modern view of biological systems from the analytical and quantitative perspective of physics. Examines how seemingly complex biological systems are similar and different from the physical systems that physicists generally analyze. Applies simple physical models to understand several biological systems at a quantitative level. Intended for physics, biology and chemistry students. *Prerequisites: PHYS 202 or PHYS 206.*

PHYS 442 (3)
Physical and Geometric Optics
Advanced treatment of physical and geometrical optics. Subjects may include: lenses and aberrations, polarization, fiber optics, interferometry, spectroscopy, phototonics, lasers, and optical sensors. *Prerequisite: PHYS 321; recommended MATH 346. May not be taken for credit by students who received credit for PHYS 490-5.*

PHYS 480 (2)
Advanced Applied Physics Laboratory
Experimental work, including in-depth experimentation in mechanics, electromagnetism, optics, electronics, quantum physics, computational physics, biophysics, medical physics, and/or geophysics. An emphasis will be placed on experimental design and data analysis. *Six hours of laboratory. Enrollment Requirement: PHYS 203 and 280.*

PHYS 490 (1-3)
Advanced Topics in Physics
Selected advanced topics in physics. Focuses on one or more current issues in the physics literature. *A course description will be available before registration in the semester offered. May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics.*

PHYS 498A (1) 498B (2) 498C (3)
Senior Library Thesis
Library or theoretical physics research project. The student must consult with a physics faculty member to decide on the topic and then produce a 10-20 page paper. The paper must summarize the current state of knowledge on the subject and include an appropriate bibliography. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

PHYS 499A (1) 499B (2) 499C (3)
Senior Laboratory Thesis
Experimental or laboratory physics research project. The student must consult with a physics faculty member to decide on the research problem and then work collaboratively under the guidance of the faculty member in the laboratory. The student will produce a 10-20 page paper summarizing the research and the results obtained. An appropriate bibliography must be included. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

POLITICAL SCIENCE (PSCI)

College of Humanities, Arts, Behavioral and Social Sciences

CP =	*Comparative Politics*
GP =	*General Political Science*
INP =	*International Politics*
PT =	*Political Theory*
USGP =	*U.S. Government and Politics*

PSCI 100 (3)
U.S. Government and Politics
The principles of the U.S. Constitution, and a survey of political institutions and processes that developed under it, including the legislature, the executive, the courts, state and local government, federalism, and civil liberties.

PSCI 301 (3)
The Practice of Political Research
Introduction to methods of inquiry and analysis in political research. A variety of qualitative and quantitative approaches will be explored, including case studies, field research, archival studies, elite interviewing, surveys, and experimentation. *Enrollment restricted to students with Junior/Senior standing with declared major in Political Science.*

PSCI 305 (3)
Race, Ethnicity, Power and Politics in the U.S.
Processes and policies that have and have not incorporated racial and ethnic groups into the U.S. political system. Focuses on African-Americans, Latinos, and Asians. *Recommended Preparation: PSCI 100. (USGP)*

PSCI 319 (3)
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 321 (3)
Making Public Policy
Analysis of the process of policy making in the United States, from problem identification through policy formulation, adoption, implementation and evaluation of impact. Analysis applied to such areas such as social policy, health care and inequality. *Enrollment requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc).*

PSCI 331 (3)
World Political Systems
Comparative analysis of political behavior and institutions in political systems of different types. *May not be taken for credit by students who have received credit for PSCI 330. (CP)*

PSCI 335 (3)
European Politics
Study of the political systems of selected European nations that represent the various forms of government in the region. *Recommended Preparation: PSCI 331. (CP)*

PSCI 337 (3)
African Politics
Focus on the political systems of Africa. Problems of political development in the region; relations among selected African states, and relations with non-African systems. *Together with PSCI 449D, may be repeated for a total of six (6) units with consent of instructor. Recommended Preparation: PSCI 331. (CP)*

PSCI 338 (3)
Government and Politics of Selected Latin America Nation-State(s)
Detailed analysis of the government and politics of a particular Latin American nation-state. The content of each course is reflected by its title. *Students should check the Class Schedule for listing of actual topics. May be repeated as countries change for a total of six (6) units. Recommended Preparation: PSCI 331. (CP)*

PSCI 339 (3)
Introduction to the Politics of the Arab World
Introduction to the politics and societies of the Middle East and North Africa with emphases on dispelling common misconceptions about the Arab and Islamic world, the impact of European colonialism, and detailed analysis of the government and politics of particular Arab countries. *Recommended Preparation: PSCI 331. (CP)*

PSCI 340 (3)
Asian Politics
Focus on China, Japan, Korea, and the ASEAN states. Political behavior, ideas, and institutions of East Asia. Role of competing ideologies and systems of behavior, interaction of domestic and foreign policies. *(CP)*

PSCI 341 (3)
Latin American Politics Through Film
Through a series of films, documentaries, readings, and group discussion, the course is designed to bring to life a diverse region that encompasses great wealth and desperate poverty, with democratic and statist governments and a complex, multicultural heritage. *May be repeated for a total of six (6) units with consent of instructor. Recommended Preparation: PSCI 331. (CP)*

PSCI 342 (3)
Issues in Latin American Politics
Analysis of selected contemporary issues affecting the processes of political and economic development in Latin America, including similarities and differences in the experiences of various Latin American states. *The content of each course is reflected by its title. May be repeated as issues/themes change for a total of six (6) units. Recommended Preparation: PSCI 331. (CP)*

A. Democratization
B. Economic Development
C. Environmental Politics of Latin America

PSCI 343 (3)
Power and Gender in the Muslim World
Explores the intersection between Islam, gender, culture, and politics in Muslim countries in contemporary Africa, Asia, and the Middle East. *Also offered as WMST 343. Students may not receive credit for both. Recommended Preparation: PSCI 331. (CP)*

PSCI 348 (3)
Government and Politics of a Selected Nation-States
Detailed analysis of a particular political system. *May be repeated for credit as topics change for a total of six (6) units. Recommended Preparation: PSCI 331. (CP)*

PSCI 349 (3)
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 350 (3)
Global Governance
Basic international political principles and practices, including characteristics of the international system, foreign policy making, security and defense, alliances, law and organization, and international conflict. *(INP)*

PSCI 355 (3)
U.S. Foreign Policy
Formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of the President and Congress, and the influence of public opinion. *Recommended Preparation: PSCI 350. (INP)*

PSCI 356 (3)
Russia and the World
Analysis of the changes in international politics resulting from the breakup of the Soviet Union and the emergence of the Commonwealth of Independent States. Focuses on changes from Soviet period, relations among former republics, and impact on international security. *Recommended Preparation: PSCI 350. (INP)*

PSCI 357 (3)
Foreign Policy of a Selected Nation-State
Detailed analysis of the foreign policy of a selected nation-state. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Recommended Preparation: PSCI 350. (INP)*

PSCI 358 (3)
America in Vietnam — The Vietnam War
Examines the literature on the Vietnam War: what were its causes; how did America get involved; what were the U.S. decision-making processes involved. It does this in two fundamental ways. First, examines the history of Vietnam, its origins, its relations with its neighbors, etc. Second, examines literature concerning the causes of U.S. involvement; presumed "lessons" therefrom; and the actual decision-making processes. *Recommended Preparation: PSCI 350. (INP)*

PSCI 359 (3)
The United States and the Arab World
Historical analysis of relations between the United States and various Arab countries with particular emphases on the geo-strategic politics of oil, the United States' response to the increasing role of religion in the politics of the Middle East and North Africa, and the regional impact of Great Power rivalries like those between Britain and France, and the United States and the Soviet Union. *Recommended Preparation: PSCI 350. (INP)*

PSCI 361 (3)
U.S.-Latin American Relations
Examines relations between the U.S. and Latin America, including an overview of significant historical epochs and the analysis of major contemporary political issues. *(INP)*

PSCI 362 (3)
International Relations in a Selected Region
Detailed analysis of international interactions within a selected global region. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Recommended Preparation: PSCI 350. (INP)*

PSCI 364A (3)
Arab-Israeli Conflict: Origins to 1948
Detailed study of relations between Jews, Muslims, and Christians in the Middle East from ancient times to the establishment of the State of Israel in 1948. *May not be taken for credit by students who have received credit for PSCI 362A. Recommended Preparation: PSCI 350. (INP)*

PSCI 364B (3)
Arab-Israeli Conflict: 1948 to the Present
Detailed study of relations between Israelis and Palestinians, Israel and the Arab countries, and United States policy towards the Middle East, from the establishment of the State of Israel in 1948 to the present day. *May not be taken for credit by students who have received credit for PSCI 362A. Recommended Preparation: PSCI 350. (INP)*

PSCI 365 (3)
International Organization and Law
Historical development and contemporary structure of international organizations, such as the United Nations, NATO, and regional economic associations. Development of international law and settlement of international disputes. *Recommended Preparation: PSCI 350. (INP)*

PSCI 366 (3)
The Search for Peace: The Arab-Israeli Peace Process
A study of the main approaches to conflict resolution through a focus on the Arab-Israeli peace process. The discussion will include theories of conflict and conflict resolution, peace studies, negotiation, the role of external powers, and mediation. Explores the theoretical topics through a critical examination of the Israeli-Palestinian conflict, beginning with Jewish settlement in Ottoman Palestine in the 1880s to the present peace process. *May not be taken for credit by students who have received credit for PSCI 362-1. Recommended Preparation: PSCI 350. (INP)*

PSCI 368 (3)
Model United Nations
Examines the history, principles,institutional organization and functions of the United Nations. Theories of multilateral negotiation and norms of diplomatic engagement will be reviewed. In addition, this course provides the medium to simulate the activities of the U.N. General Assembly. Each student will represent a country, and is responsible to pursue and protect the interests of that country in interaction with other participants. *May not be taken for credit by students who have received credit for PSCI 390G. Recommended Preparation: PSCI 350. (INP)*

PSCI 369 (3)
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 370 (3)
Foundations of Political Thought
Analysis of basic concepts and principle political theorists from the Greeks to the present, including Plato, Machiavelli, Locke, John Stuart Mill, and Marx. *(PT)*

PSCI 371 (3)
Ancient and Medieval Political Theory
Detailed analysis of political thought from Plato to Aquinas. Major themes include citizenship, justice, equality, and democracy. *(PT)*

PSCI 372 (3)
Democracy and the Modern States
Detailed analysis of political thought from Machiavelli to Burke. Major themes include popular government, the role of the state, civil-religious relations, and popular sovereignty. *(PT)*

PSCI 373 (3)
Contemporary Political Ideologies
Detailed analysis of 19th and 20th Century political thought, including Marx, Freud, Weber, and Existentialists. Major themes include individual freedom, class conflict, elitism, and totalitarianism. *(PT)*

PSCI 379 (3)
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 390 (3)
Topics in Political Science
Selected topics in the field of Political Science. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. (GP)*

PSCI 391 (3)
Gender and Public Policy
Using gender as a lens, examines women and men as actors in variety of policy settings ranging from economic policies, education, equal opportunity, child care to reproductive rights in the U.S. Analyzes how policies have differently affected women and men socially, politically, and economically and across racial and ethnic lines. Considers social construction of gender, feminism and men's studies, as they relate to political and policy issues, such as Title IX, ERA, and issues of educational and economic equity. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP)*

PSCI 392 (3)
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. *(GP)*

PSCI 394 (3)
Political Corruption and Ethics
Examines both outright misconduct by public officials and potentially unique ethical dilemmas that may confront individuals in the public realm. Attention will be given to various political institutions and levels of government. Possible underlying causes of misconduct and potential reforms will also be examined. *(GP)*

PSCI 396 (3)
Green Planet Politics
Environmental problems respect no political boundaries; their resolution depends on successful collaboration among political players at many levels. Analyzes how these political players - ranging from world leaders to grassroots activists - struggle to solve global environmental problems within both formal and informal political structures. It uses case studies and other active learning methods to examine the controversial nature of protecting and managing natural resources on a global scale. *Recommended Preparation: PSCI 350. (INP)*

PSCI 397 (3)
Comparative Social Policy: U.S. and Europe
Compares social welfare policies in the U.S. and Western Europe, including an historical survey of the development of the social welfare state, as well as an examination on how ethnicity, gender, socioeconomic status, and levels of political efficacy, power, and alienation affect the social welfare policy process and how policy solutions have had different consequences for affected groups. Explores how the concept of welfare changes when focused on the individual or on other entities, such as corporations. *Recommended Preparation: PSCI 321 and/or PSCI 331. (USGP or CP; see advisor.)*

PSCI 401 (3)
Campaigns and Elections
Analysis of factors influencing voting choices; campaign strategies and techniques; changes and trends in U.S. elections, and methods of predicting and interpreting election results. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 402 (3)
Public Opinion and U.S. Politics
Analysis of the major concepts, theories, methodological approaches, and substantive findings in the field of U.S. political opinion. Includes the formation of political attitudes and beliefs; political tolerance and racial attitudes; attitudes toward the political system and its leaders; foreign and domestic policy attitudes; the media and political opinion; and the effects of public opinion on policy. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 406 (3)
Party Politics in the U.S.
Role, organization, and behavior of political parties in the United States. Analysis of the functions of political parties in government, their relationship to interest groups, and their electoral role. Emphasis on the importance of the two-party system. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 410 (3)
Congress and the Legislative Process
The legislative process in U.S. Congress and state legislatures. Analysis of law making, representation, behavior of individual legislators. Considers relationships between legislatures and other branches of government. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 412 (3)
Constitutional Law: Powers of Government
Examination of the development of the constitutional system and the Supreme Court in the United States. Emphasis on the power of judicial review and interpretation of separation of powers, federalism, the police power, and the commerce clause through an analysis of leading Supreme Court decisions. *Enrollment Requirement: PSCI 100. (USGP)*

PSCI 413A (3)
Constitutional Law: Civil Liberties
Explores the development of constitutional doctrines regarding personal freedoms protected from government intrusion. Using excerpts of Supreme Court opinions as the primary readings, students examine such topics as the incorporation of Bill of Rights protections against state and local governments, the constitutional rights of criminal suspects, the right to privacy, and freedom of expression. Throughout the course, students will explore the political aspects of Supreme Court decision-making and the impacts of the Court's decisions. *Prerequisite: Students should have completed the Dc (U.S. Constitution) requirement of the GE curriculum before beginning this course. May not be taken for credit by students who have received credit for PSCI 390-7 and 413. (USGP)*

PSCI 413B (3)
Constitutional Law: Equal Protection and Civil Rights

Explores the development of civil rights policies in the U.S. Reading materials will include Supreme Court opinions, as well as social scientific and legal scholarship. Examines many forms of past and present legal oppression in the U.S., with attention to race/ethnicity, gender, sexual orientation, and immigration status. Allows students to better understand legal equality/inequality in the U.S. and to better understand the courts in the U.S. as political and policy-making institutions. *Prerequisite: Students should have completed the Dc (U.S. Constitution) requirement of the GE curriculum before beginning this course. May not be taken for credit by students who have received credit for PSCI 390-6 and 413. (USGP)*

PSCI 414 (3)
U.S. Judicial Process

Politics of U.S. federal and state judiciaries, including judicial behavior and judicial policy development. Also addresses debates over judicial philosophy and the selection of judges. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP)*

PSCI 415 (3)
State Politics

Politics and policy-making at the state level. 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. *(Dg). (USGP).*

PSCI 417 (3)
Presidency in the U.S.

Examines the U.S. Presidency, including roles, public expectations, powers and institutions of the federal executive. Includes attention to executive relations with the legislative and judicial branches and presidential decision-making. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP)*

PSCI 418 (3)
American Indian Political and Economic Development

Surveys the historical, political, and legal foundations of American Indian political and economic development in the United States. Focuses on the cultural, political, and legal dilemmas posed by tribal governments: how they maintain cultural legitimacy in the face of colonial cultural imposition, and how they articulate retained rights in a system of shared sovereignty. Provides an analysis of social, cultural, political, economic, and legal impact of various economic development strategies, including legalized gaming on Native American communities. *May not be taken for credit by students who have received credit for PSCI 390-4 and SOC 489-3. Also offered as AIS 468 and SOC 468. Students may only receive credit for one of these courses. Service Learning course.*

PSCI 419 (3)
Topics in U.S. Politics

Selected topics in U.S. politics. *May be repeated for credit as topics change for a total of six (6) units. Enrollment requirement: One upper-division U.S. government course. Students should check the Class Schedule for listing of actual topics. (USGP)*

PSCI 420 (3)
U.S. Environmental Policy

Examination of the development and evolution of environmental policy in the United States. Emphasis on the various institutions, political leaders and social movements active in the creation and evolution of landmark environmental legislation and environmental policy. Analyzes the impact of such policies on various stakeholder groups, especially across racial and ethnic and class lines. Uses case studies to understand controversial nature of protecting and managing natural resources in U.S. *May not be taken for credit by students who have received credit for PSCI 390F. Enrollment restricted to students who have completed the Lower-Division General Education requirements in United States and California Government (Dc and Dg). (USPG)*

PSCI 422 (3)
Media and Politics

Analyzes role of news media in the political system and assesses the manner in which Americans' political beliefs, choices, and actions are influenced by mass media presentations. Examines how news organizations interact with officials, organized groups, and the public to assess media influence on elections, policy making, and politics in general. *May not be taken for credit by students who have received credit for PSCI 419-1. Enrollment Requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP).*

PSCI 431 (3)
Global Development

Analysis of the process and challenges of political development in developing countries. Influence of economic problems, international relations, and cultural factors. *Recommended Preparation: PSCI 331. (CP)*

PSCI 434 (3)
Comparative Public Policy

Cross-national analysis of public policies, such as welfare, housing, and health care in different types of political systems. *Prerequisite: PSCI 331. (CP)*

PSCI 439 (3)
Special Topics in Middle East Politics

Analysis of selected contemporary issues affecting the processes of political and economic development in the Middle East, including similarities and differences in the experiences of various Middle Eastern states. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for a listing of actual topics. Prerequisite: PSCI 339 or HIST 385.*

PSCI 445 (3)
Gender and Development

Gender analysis remains in the peripheries of development theory and practice despite evidence which suggests that "modernization" results in disparate outcomes for similarly situated women and men. To bridge this analytical gap in development studies, the course explores the gender dimensions of the dramatic structural changes taking place in the world economy. *Also offered as ECON 445 and WMST 445. Students may only receive credit for one of the courses. May not be taken for credit by students who received credit for PSCI 449B. Recommended Preparation: PSCI 331. (CP)*

PSCI 449 (3)
Topics in Comparative Politics

Selected topics in comparative politics. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Prerequisite: One upper-division comparative politics course. (CP)*

PSCI 450 (3)
Theories of International Relations

Classical and modern version of the "balance of power," bipolarity, multipolarity, international systems theory, deterrence and game theory, decision-making theory, and conflict resolution theory. *Recommended Preparation: PSCI 350. (INP)*

PSCI 455 (3)
National Security Institutions and Policy

Analysis of the national security institutions and the objectives of national security policy. Focuses on military structure and power, strategic doctrine, alliance management, and nonmilitary components of security. *Prerequisite: PSCI 350. Recommended Preparation: PSCI 331. (INP)*

PSCI 460 (3)
Global Money and Power

Theories of dependence and integration, politics of international finance; protectionism in trade; role of multinational corporations and cartels in the world economy; North-South relations. *(INP)*

PSCI 461 (3)
International Conflict, War, and Peace

Sources of international conflict and war. Analysis of different types and levels of conflict, such as guerrilla warfare, low-intensity conflict, and regional war. Means of conflict resolution and maintenance of peace. *Recommended Preparation: PSCI 350. (INP)*

PSCI 462 (3)
Resource Wars

Provides comprehensive exposure to international debates/conflicts arising from global environmental decline and competition for scare and vital resources. Resource issues are likely to play an increasingly important role in international affairs, and unless given greater attention by the international community, will provide a significant and growing source of friction and conflict at the international and intra-national levels. Using case studies, students explore environmental security, resource scarcity, global governance and interdependence in the Middle East, Africa, Latin America and Asia. *May not be taken for credit by students who have received credit for PSCI 390J. Recommended Preparation: PSCI 350.*

PSCI 463 (3)
The Global-Jihadis Hydra and U.S. Foreign Policy

Examines non-state threats to U.S. foreign policy. Increasing numbers of non-state actors challenge U.S. security interests, and traditional policy such as "deterrence" and "containment" prove less effective than with state actors. Policymakers must therefore account for these threats. This course considers one in detail: global-jihadis hydra. *May not be taken for credit by students who have received credit for PSCI 469B and 469-1. (INP)*

PSCI 465 (3)
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. (INP)*

PSCI 469 (3)
Topics in International Relations

Selected topics in international relations.
May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Enrollment Requirement: One (1) upper-division international relations course. (INP)

PSCI 470 (3)
American Political Thought

Analysis of the political ideas that have emerged in the United States, including the colonial period. Major themes include constitutionalism, republican government, civil liberties, and social justice in industrial society. *Recommended Preparation: PSCI 370. (PT)*

PSCI 479 (3)
Topics in Political Theory

Selected topics in political theory. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics. Enrollment Requirement: One (1) upper-division political theory course. (PT)*

PSCI 494 (3)
Senior Seminar in Political Science
Capstone course integrates previous PSCI coursework in political science. Required for all Political Science majors and must be taken in the last year upon successful completion of the Political Science core courses. *Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor. Prerequisite: PSCI 301, 331, 350, and 370 with a minimum grade of C (2.0) or better.*

PSCI 495A (1) 495B (2) 495C (3) 495D (4) 495E (5) 495F (6)
Internship
Program of study, research, and work in connection with a government agency or private group concerned with public policy. *May be repeated for credit for a total of nine (9) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor. (GP)*

PSCI 498A (1) 498B (2) 498C (3)
Independent Study
Individual study or special project under the direction of a faculty member in political science. *May be repeated for credit for a total of six (6) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C. Enrollment restricted to students who have obtained consent of instructor. (GP)*

PSCI 499A (1) 499B (2) 499C (3)
Independent Research
Individual research under the direction of a faculty member in political science. *May be repeated for credit for a total of six (6) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C. Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor. (GP)*

PSYCHOLOGY (PSYC)

College of Humanities, Arts, Behavioral and Social Sciences

PSYC 100 (3)
Introduction to Psychology
Introduction to basic concepts, problems, and research methods in the science of psychology. Includes perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. The requirements will include participation in low-risk psychological experiments or completion of additional short papers.

PSYC 104 (3)
Psychology for Living
Psychological principles, theory, and research are discussed in the context of applied situations and self-improvement. Areas covered include stress and anger management, sexuality and relationship issues, drug abuse, choosing a career, improving study and test-taking skills, changing unwanted behaviors, parenting concerns, and selecting mental health services.

PSYC 110 (3)
Critical Thinking in Psychology
An introduction to critical thinking skills as they are applied in the science of psychology. Basic critical thinking skills covered include logical inferences and fallacies, distinguishing fact from opinion, scientific reasoning and interpreting research findings. Emphasis will be on using critical thinking skills to examine a number of contemporary issues involving human behavior, such as hypnosis, ESP, subliminal perception, persuasion and propaganda, drug legalization, AIDS prevention, and the effects of television.

PSYC 210 (3)
Child Growth and Development
An introductory survey course that utilizes a chronological approach to examine human development from birth through adolescence. Includes a study of physical development and health; developmental issues of children with special needs; cognitive and moral development; social and personality development; and genetic, sociocultural, and other influences on development.

PSYC 215 (3)
Child, Family, Community
Study of child and adolescent development within the psychosocial worlds of family, school, and community. Bidirectional effects and interactions among these influences will be explored. Age, gender, diverse abilities, ethnicity, socioeconomic, and public factors that affect development of values, attitudes, morals, and behavior of children and youth will be considered within an ecological framework.

PSYC 220 (3)
Introductory Statistics in Psychology
Basic statistical methods for analysis of data in psychology; descriptive and inferential statistics; hypothesis testing; parametric tests of significance. Introduction to linear regression and correlation; analysis of variance; nonparametric techniques. The requirements will include participation in low-risk psychological experiments or completion of additional short papers. *Two hours of lecture and two hours of activities.*

PSYC 230 (3)
Research Methods in Psychology
The fundamentals of research methods in psychology. Focus will be on issues of reliability, validity, and ethical considerations in conducting research with humans and animals. Participation in designing and conducting experiments, data analysis and interpretation, and preparation of research reports. The requirements will include participation in low-risk psychological experiments or completion of additional short papers. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100 and 220 must be completed with a grade of C (2.0) or better.*

PSYC 231 (1)
Psychology Research Methods Laboratory
Introduces students to the basics of statistical software; date collection, entry, and analysis; and report writing. Students will actively participate in the research process and apply what was learned in their research methods class. The fundamentals learned in this class will prepare students for upper-division psychology lab courses. *Three hours laboratory. Prerequisites: PSYC 100, 220, and a lecture-only research methods course with grades of C (2.0) or better. May not be taken for credit by students who have received credit for PSYC 230; (this course is for transfer students who did not have a lab component in their lower-division research methods course.)*

PSYC 300 (3)
Computer Applications in Psychology
Exploration of the application of computer technology to the scientific study of behavior, including new and emerging technologies for psychological research, software and statistical packages, computer ethics, and professional report writing. *Prerequisite: PSYC 220 must be completed with a grade of C (2.0) or better.*

PSYC 310 (3)
Theories of Developmental Psychology
Provides an overview of theories of child and adolescent development and examines the ways in which theory informs research and practice in dealing with children and adolescents. Examines application of the major theories, discusses strengths and weaknesses of each, and places their development in historical and cultural context. *Prerequisites: PSYC 100, 210, and 215 with a grade of C (2.0) or better.*

PSYC 328 (3)
Developmental Psychopathology
Causes and effects of various psychological disorders of childhood and adolescence are examined from an integrative perspective that addresses biological, genetic, family, social, and cultural influences as well as individual processes including cognition, emotion, attachment, moral development, gender, and sexuality. Diagnoses, treatments, and interventions are covered as well as comorbidities and developmental norms. *Enrollment Requirements: PSYC 100, 331 or 349.*

PSYC 330 (3)
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)
Infancy and Childhood: Theories and Research Study
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 332 (3)
Social Psychology
Study of individuals and groups as they are affected by social interactions. Subjects include social influence (conformity, obedience), attitudes and attitude change, attraction, altruism, aggression, social perception and cognition, interpersonal influence, and group processes. Prerequisite: PSYC 100.

PSYC 333 (3)
Psychology of Prejudice
Examines psychological theory and research on prejudice, discrimination, and stereotyping from the perspectives of both the holders and targets of prejudice. In particular, the course emphasizes the cognitive, motivational, and social bases of prejudice, racism, sexism, as well as prejudice reduction. *May not be taken by students who have received credit for PSYC 440J. Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 334 (3)
Psychology of Personality
Theory and assessment techniques in personality research. Subject matter includes study of personality structure, development, personality dynamics, and determinants of personality. *Prerequisite: PSYC 100.*

PSYC 336 (3)
Abnormal Psychology
Causes, symptoms, prevention, and treatment of mental disorders. Regular visits to local psychiatric facilities may be required. *Prerequisite: PSYC 100.*

PSYC 338 (3)
Environmental Psychology
Examines human behaviors associated with environmental problems, including global warming, ozone depletion, acid rain, destruction of the rainforests, and depletion of natural resources. Covers such subjects as the commons dilemma, rational choice, values, and incentives. Examines interventions designed to change human behavior such as conservation, public transportation, recycling, and environmental education. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 340 (3)
Survey of Clinical Psychology
Introduction to the field of clinical psychology with an emphasis on the application and evaluation of techniques of individual and group counseling and therapy. Includes methods, diagnosis, research, therapeutic techniques, educational and professional requirements, ethics. *Prerequisites: PSYC 100 and PSYC 336.*

PSYC 341 (3)
Multicultural Perspectives in Psychology
Theory and research in the study of psychosocial issues of racial, ethnic, and cultural groups, both in the U.S. and elsewhere. Subject matter includes examining the relationship of race, culture, and social class in psychological development and discussing the research implications for the multicultural study of psychology. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 342 (3)
Group Dynamics
Study of small group behavior and team effectiveness. Examines subjects such as group membership, systems theory, communication, group decision-making, group development and performance, and conflict management. Focuses on diverse perspectives in organizations and work groups. Cross-cultural work settings, and gender differences in leadership and group behavior. Theory and research about group dynamics will be applied to organizational, educational, and counseling settings. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 343 (3)
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 344 (3)
Positive Psychology
Examines psychological theory and research on the study of optimal human functioning and what makes life worth living. Focuses on such topics as happiness, strengths, hope, forgiveness, wisdom, and gratitude. Covers core assumptions, measurement techniques, research findings, and practical applications and interventions. Students have the opportunity to evaluate their well-being, strengths, and limitations, and learn ways to apply positive psychology to important domains in their lives and in the lives of the people with whom they interact. *May not be taken by students who have received credit for PSYC 440K. Enrollment Requirement: Completion of the Lower-Division General Education requirement in Discipline-specific or interdisciplinary Social Sciences (D).*

PSYC 345 (3)
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 346 (3)
Principles of Behavior Change
An examination of theories and methods of behavioral change. Focuses on behavioral and cognitive-behavioral approaches to making positive changes in human behavior. Includes social learning theory and the application of learning principles to psychological and behavioral problems. *Prerequisites: PSYC 100 and 336, or consent of instructor.*

PSYC 348 (3)
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)
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)
Social Cognition
Critically examines the theories, research, and practical applications centered around the basic issue of how people make sense of other people, themselves, and their social environment. Subject matter covered includes attribution theory, schemas and person perception, self-perception, prejudice and stereotyping, nonverbal communication, and social inference. *May not be taken for credit by students who received credit for PSYC 422. Enrollment Requirement: PSYC 100 or consent of instructor.*

PSYC 350 (3)
Psychology of Women
Theories and research in the study of the psychological characteristics of women in the social contexts of culture, class, and race, including sex and gender similarities and differences, the construction of gender roles, stereotypes, intimacy, work and achievement, motherhood, violence against women, mental and emotional adjustment, and aging. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 352 (3)
Human Sexuality
Examines physical, intrapsychic, and interpersonal aspects of sexuality; also anatomical, physiological, and emotional aspects, love and attraction, sexual dysfunction treatment, sexually transmitted diseases, sex and aging, legal aspects of sexual behavior, sexual exploitation, and eroticism in American culture. Presentations will be frank and explicit. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 353 (3)
Psychology in the Workplace: Industrial/Organizational Psychology
Current psychological principles and traditional theories in industry and work organizations. Selection, placement, training, and motivation of people in work situations. Environmental and human influences, system safety, and organizational development. *May not be taken for credit by students who have received credit for PSYC 418. Prerequisite: PSYC 100.*

PSYC 354 (3)
Educational Psychology: Psychological Perspectives
An introduction to psychological research and theory on how instruction affects student learning. Learning, motivation, development, individual differences, psychological aspects of the classroom, and evaluation as related to the educative process. *Credit may not be counted toward programs in the School of Education. Prerequisite: PSYC 100.*

PSYC 356 (3)
Developmental Psychology: Adulthood and Aging
Theories and research in adult development and aging. Includes cognitive, social, psychological, and physical development; vocational and family changes, retirement, successful and unsuccessful adjustment patterns. Issues of gender, social class, and racial/ethnic factors, and their impact on aging will be covered extensively. *Enrollment Requirement: PSYC 100.*

PSYC 360 (3)
Biopsychology
Introduction to the biological bases of behavior, including material central to physiological psychology, comparative psychology, behavioral genetics, and sensory psychology. Issues to be addressed include but are not limited to neuroethology, behavioral endocrinology, evolutionary theory, sociobiology, and sensory systems. *Prerequisite: PSYC 100 or BIOL 211.*

PSYC 361 (3)
Brain and Mind
Examines the relationship between the brain and the behavior produced by the brain. Intended for non-majors, this course will review basic neuroanatomy and physiology, and consider mind/brain relations in the context of psychoactive drugs, brain development, neurological disorders, sexual behavior, and cognitive abilities such as language, memory, thinking, and consciousness. *Also offered as BIOL 348. Students may not receive credit for both. May not be counted toward the Psychology Major or Minor. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

PSYC 362 (3)
Cognitive Processes
Theoretical and research approaches to the study of thinking, problem-solving, language, concept learning, decision making and judgment, cognitive development, and cognitive structure. *Prerequisite: PSYC 100.*

PSYC 363 (3)
Drugs, Brain, Behavior and Society
An introduction to the use of drugs in modern society. Emphasizes psychoactive drugs, including psychotherapeutic drugs and drugs of abuse. Explores the effects of drugs on the brain and behavior, psychological and biological factors responsible for their use and misuse, as well as social, cultural, historical and legal aspects of drug use. The content will range from general principles of drug action to focused information on specific classes of drugs. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D).*

PSYC 391 (3)
Laboratory in Physiological Psychology
Advanced research methods in physiological processes underlying brain function and behavior. Application of methodological principles to research in such areas as neuroanatomy, physiology, behavioral neuroscience and psychopharmacology. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 360 must be completed with a grade of C (2.0) or better.*

PSYC 392 (3)
Laboratory in Sensation and Perception
Advanced research methods in sensory and perceptual processes. Application of methodological principles to research in such areas as audition and vision. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 360 must be completed with a grade of C (2.0) or better.*

PSYC 393 (3)
Laboratory in Cognitive Psychology
Advanced research methods in human cognitive processes. Application of methodological principles to research in such areas as memory and problem-solving. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 362 must be completed with a grade of C (2.0) or better.*

PSYC 394 (3)
Laboratory in Comparative Animal Behavior

Advanced research methods in animal behavior, including human behavior. Application of methodological principles to research in such areas as predator/prey interactions, communication, aggression, and mating behavior. *Two hours lecture and three hours laboratory; one or more field trips required. Prerequisites: PSYC 100, 220, 230, and 360 must be completed with a grade of C (2.0) or better.*

PSYC 395 (3)
Laboratory in Developmental Psychology

Advanced research methods in life-span developmental psychology. Application of methodological principles to research in such areas as cognitive and social development. *Two hours lecture and three hours laboratory. PSYC 100, 220, 230 and either 331 or 349 must be completed with a grade of C (2.0) or better.*

PSYC 396 (3)
Laboratory in Social Psychology

Advanced research methods in social psychology. Application of methodological principles to research in such areas as group interaction and person perception. *Two hours lecture and three hours laboratory. Prerequisites: PSYC 100, 220, 230, and 332 must be completed with a grade of C (2.0) or better.*

PSYC 402 (4)
Psychological Testing

Principles and practices of group and individual testing in aptitude, intelligence, interest, and personality. Theory, construction, evaluation, interpretation, uses, and limits of psychological tests. Reliability, validity, item analysis, norms, and test construction and selection. Ethical, sociocultural, and gender issues in testing. *Prerequisites: PSYC 100, 220, 230 with grades of C (2.0) or better. Enrollment Requirement: One upper-division psychology laboratory course.*

PSYC 424 (3)
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.*

PSYC 432 (3)
Health Psychology

Examines areas of health, illness, treatment, and delivery of treatment that may be elucidated by an understanding of psychological concepts and research. Explores the psychological perspective on these areas and considers how the psychological perspective might be enlarged and extended in the health care area. *Prerequisites: PSYC 100, 220, and 230 must be completed with a grade of C (2.0) or better. Enrollment Requirement: Three (3) units of upper-division psychology courses must be completed with a grade of C (2.0) or better.*

PSYC 440 (3)
Topics in Psychology

An intensive look at selected areas of psychology. Course description available before registration in the semester offered. *May be repeated for credit as topics change, but only three (3) units may be counted toward the major. Students should check the Class Schedule for listing of actual topics. Prerequisites: Vary according to the topic.*

PSYC 461 (3)
Neuropsychopharmacology

An examination of the ways that drugs affect the brain and behavior. Emphasis on psychoactive drugs, including antipsychotics, antidepressants, mood stabilizers, anxiolytics and drugs of abuse. Although social, cultural and political aspects of drug use will be briefly touched upon, when appropriate, the primary focus of the course will be neurobiological and behavioral effects of the drugs. *Prerequisite: PSYC 360 must be completed with a grade of C (2.0) or better.*

PSYC 465 (3)
Human Neuropsychology

Principles and practice of human neuropsychology. Material will focus upon basic topics, theory and empirical research concerning human neuroanatomy, brain-behavior relationships, and the clinical application of this knowledge base. Major emphasis will be placed upon disorders of the central nervous system which affect cognitive and emotional processes. *Prerequisite: PSYC 360 or 362 must be completed with a grade of C (2.0) or better.*

PSYC 490 (3)
History of Psychology

Historical, philosophical, and scientific background of Psychology; major traditions and conceptual issues. This is a capstone course and should be taken by psychology majors in their final semester at CSUSM. *Enrollment Requirement: Completion of nine (9) units of upper-division psychology courses.*

PSYC 495 (3)
Field Experience in Psychological Settings

Supervised field experience in on- and off-campus settings which provide psychological services, such as medical settings, mental health clinics, schools, and industry. Students will spend approximately six hours per week in a field placement for observation and participation, attend weekly class meetings, read related material, and prepare written reports. Application forms must be completed prior to enrollment. *May be repeated, but no more than three (3) units of credit may be applied toward the major. Enrollment Requirement: Nine (9) units of upper-division psychology courses. Enrollment restricted to students who have obtained consent of instructor. Specific sections of this course may carry additional prerequisites.*

PSYC 498A (1) 498B (2) 498C (3) 498D (4)
Independent Study
Study plan must be approved by the fourth week of classes. Individual library study (e.g., review of literature) under direction of a faculty member. *May be repeated, but no more than three (3) units of credit may be applied toward the major. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 499A (1) 499B (2) 499C (3) 499D (4)
Independent Research
Study plan must be approved by the fourth week of classes. Independent research investigation (e.g., empirical laboratory or field research) in collaboration with a faculty member. *May be repeated, but no more than three (3) units of credit may be applied toward the major. Enrollment Requirement: Completion of at least one upper-division laboratory course in psychology. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 520 (3)
Graduate Statistics
Introduction to theory and application of some of the more advanced parametric and nonparametric statistical techniques employed in psychological research. Topics will include but are not limited to multiple regression, analysis of covariance, factor analysis, causal modeling, and discriminant function analysis. *Two hours of lecture and two hours of activities. Prerequisite: PSYC 424. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 530 (3)
Advanced Research Methods
Advanced study of research design, including experimental, quasi-experimental, and non-experimental designs, assessment of reliability and validity, and ethical use of human and animal subjects in research. *Prerequisite: PSYC 424 or 520. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 550 (3)
Proseminar in Social/ Personality Psychology
An exploration of research and theory in social and personality psychology. Advanced study of theories of personality and individual differences, social perception, group processes, attitudes, and the application of personality and social psychological theories across a variety of social, institutional, and cultural settings. A substantial portion of class time is devoted to the critical examination of current research articles and theoretical models in social/ personality psychology. Students will make formal oral and written presentations of individual or group projects/assignments. *May be repeated for a total of six (6) units. Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 552 (3)
Proseminar in Developmental Psychology
Advanced study of current research and theory in developmental psychology. Issues such as temperament, attachment, gender-identity, cognition, and emotion will be considered from a developmental perspective, as well as the influences of family relationships, social interactions, cultural values, education, and social policy on development. Class discussions and assignments will encourage critical and analytic thinking as well as active learning approaches. Students will make formal oral and written presentations of individual and/or group projects. *May be repeated for a total of six (6) units. Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 554 (3)
Proseminar in Cognitive Psychology
Advanced study of human cognition. Focuses on theory and research in areas such as attention, categorization, memory, knowledge representation, learning and skill acquisition, psychology of language, thinking, reasoning, problem-solving, and judgment. Relevant issues in neuropsychology, cognitive development, and cognitive disorders will be included to complement the focus on normal adult performance. The role of culture in cognitive activity will be discussed. Discussions and assignments will center around a critical examination of current literature in these areas, including both integrative and interdisciplinary (cognitive science) perspectives. *May be repeated for a total of six (6) units. Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 556 (3)
Proseminar in Comparative/Physiological Psychology
Advanced study of the biological bases of behavior. Critical examination of current research articles and theoretical models in one or more areas of biological psychology such as neuroanatomy and physiology, psychopharmacology, endocrinology, evolutionary theory, and the adaptive significance of behavior. Students will make formal oral and written presentations of individual or group projects. *May be repeated for a total of six (6) units. Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 558 (3)
Proseminar in Counseling/ Clinical Psychology
In-depth seminar designed to investigate and discuss current topics in counseling/ clinical psychology, including assessment and intervention techniques, professional ethics, multicultural issues, and outcome research. Students will present formal written and oral presentations and lead class discussions of advanced issues relevant to counseling/clinical theory, research, or practice. *May be repeated for a total of six (6) units. Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 560 (3)
Selected Topics in Psychology
Examination of a topic of current interest in a specific area of psychology. Enrollment restricted to students enrolled in the psychology graduate program. *May be repeated for credit as topics change for a total of six (6) units. Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 600 (3)
Contemporary Issues in Psychology
Students will receive exposure to theoretical background, current research, and contemporary issues in counseling/clinical, cognitive, comparative/physiological, developmental, and social/ personality psychology. Presentations will be given by faculty, second year graduate students, and guest speakers in their fields of expertise. Professional issues including ethics in psychological research and practice, the dissemination of scholarly discourse, the status and coherence of the discipline, and its role in a multicultural, global society will also be explored. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 680 (3)
Teaching of Psychology
An introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology. Students will explore a range of options available to a college instructor in the presentation of course material, learning assessment tools, test construction, and grading. Different styles of learning, especially as they may apply to a multicultural student population, will be explored. Students will have the opportunity to write and practice giving lectures, lead mock discussion groups, and construct mock exams. *Students must enroll in PSYC 680 in the first semester of their second year of study. Graded Credit/No Credit. Enrollment Requirement: Completion of fifteen (15) units in the graduate program. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 681 (3)
Field Placement
Students will spend a minimum of ten hours per week working within a social service, mental health, educational or business/industry setting, with the goal of applying psychological knowledge to and learning about the delivery of services in that setting. Students will be supervised both on site, and by the course instructor. Students enrolled in the course will meet three hours per week as a group to discuss issues and readings relevant to their experiences. *Graded Credit/No Credit. Enrollment Requirement: Completion of nine (9) units in the graduate program. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 690 (3)
Graduate Research
Faculty-supervised research. *May be repeated, but no more than six (6) units of credit may be applied toward the Master's degree. Enrollment restricted to students who have obtained consent of instructor.*

PSYC 699 (3)
Graduate Thesis
Preparation of the thesis. *Graded Credit/No Credit. Enrollment Restriction: Approved thesis proposal, and completion of eighteen (18) units in the graduate program. Enrollment restricted to students who have obtained consent of thesis advisor.*

PSYC 700A (1) 700B (2) 700C (3)
Thesis Extension
Registration in this course is limited to students who have received a grade of Report in Progress (RP) in PSYC 699. *May be repeated. Graded Credit/No Credit. Enrollment Requirement: Prior registration in PSYC 699 with an assigned grade of Report in Progress (RP).*

SPEECH LANGUAGE PATHOLOGY (SLP)

College of Education, Health and Human Services

SLP 150 (3)
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)
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)
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)
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)
Language Development and Assessment for Practitioners
Serves as a general introduction to the study of language acquisition and assessment. Principles of typical and atypical first and second language acquisition will be examined. Students will read and explore how theoretical viewpoints and evidence-based practice influences their approach to acquisition and assessment of typical and atypical language development. Students will gain "explicit" knowledge in language assessment and analysis techniques of natural speech. *May not be taken for credit by students who have received credit for SLP 351 and 551.*

SLP 320 (3)
Anatomy and Physiology of the Speech and Hearing Mechanism
Explores the anatomy and physiology of speech and hearing including respiration, phonation, resonance, articulation and perception. An introduction to the central and peripheral nervous system also is provided. *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)
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)
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)
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)
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)
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)
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)
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)
Diagnostics in Speech-Language Pathology
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 260, 360, and 450.*

SLP 451 (3)
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)
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)
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)
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)
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)
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)
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, dementia, dysarthria and apraxia of speech. A survey of historical and contemporary literature related to the nature of these communication disorders, including prominent theories will be covered. *May not be taken for credit by students who have received credit for EDSL 473.*

SLP 491 (3)
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)
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)
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)
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)
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)
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 not be taken for credit by students who have received credit for EDSL 599. May be repeated. Enrollment restricted to students who have obtained consent of instructor. Prerequisite: SLP 150.*

SLP 602 (3)
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." *May not be taken for credit by students who have received credit for EDSL 602.*

SLP 622 (3)
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. *May not be taken for credit by students who have received credit for EDSL 622.*

SLP 631 (3)
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. *May not be taken for credit by students who have received credit for EDSL 631.*

SLP 632 (2)
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. *May not be taken for credit by students who have received credit for EDSL 632.*

SLP 641 (2)
Supervised Clinical Experience: Children/Adults
Development of competence in the diagnosis and treatment of a variety of communicative disorders in children and/or adults through supervised practice. Involves a minimum of 40 clock hours of supervised diagnosis and treatment including case history review, interview, test administration, data analysis, treatment plan design, oral and written report presentation, and treatment plan implementation. Experience may also include activities related to staffing, educational support, counseling, prevention of communicative disorders, and the enhancement of speech, language, hearing, and communicative effectiveness. *May 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)
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)
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 642 (4)
Supervised Clinical Experience: Children/Adults II
Development of competence in the diagnosis and treatment of a variety of communicative disorders in children and/or adults through supervised practice. Involves a minimum of 80 clock hours of supervised diagnosis and treatment including: case history review, interview, test administration, data analysis, treatment plan design, oral and written report presentation, and treatment plan implementation. Experience may also include activities related to staffing, educational support, counseling, prevention of communicative disorders, and the enhancement of speech, language, hearing, and communicative effectiveness. *Graded Credit/No Credit. May be repeated for a total of sixteen (16) units. Co/Prerequisite: SLP 652.*

SLP 642A (4)
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)
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)
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. *May not be taken for credit by students who have received credit for EDSL 645. Graded Credit/No Credit.*

SLP 651 (2)
Professional Seminar I

Students will develop an understanding of the clinical process, including: orientation to clinical terminology, reading files, looking at general disorder areas, understanding the overall communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, carryover, data collection, and preparing for first clinical experience. *May not be taken for credit by students who have received credit for EDSL 651. Graded Credit/No Credit.*

SLP 652 (1)
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. May not be taken for credit by students who have received credit for EDSL 652. Enrollment Requirement: Lower-Division requirement in Life Sciences. Prerequisite: SLP 651.*

SLP 653 (1)
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. May not be taken for credit by students who have received credit for EDSL 653. Co-requisite: SLP 642. Prerequisites: SLP 652, and admission to the MA in Education Option in Communicative Sciences and Disorders.*

SLP 654 (2)
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. May not be taken for credit by students who have received credit for EDSL 654. Co-requisite: SLP 641 or 642. May be repeated to a total of four (4) units.*

SLP 661 (3)
Disorders of Articulation and Phonology

Exploration of articulation and phonological disorders, resulting from a variety of etiologies. Introduction to evaluation tools, interpretation of results, and intervention methods. Includes theories of phonological development. *May not be taken for credit by students who have received credit for EDSL 661.*

SLP 662 (2)
Fluency Disorders

Exploration of the nature of fluency disorders across the lifespan. Introduction to evaluation tools, interpretation of results, and intervention techniques. Exposure to current theories of the development of fluency disorders. *May not be taken for credit by students who have received credit for EDSL 662.*

SLP 663 (2)
Voice Disorders

Exploration of the nature of voice disorders across the lifespan, including symptomatology, development, and etiology. Introduction to evaluation tools, interpretation of results, and intervention techniques. Introduction to instrumentation used in the evaluation of voice disorders. *May not be taken for credit by students who have received credit for EDSL 663.*

SLP 664 (3)
Motor Speech Disorders

Exploration of the nature of motor speech disorders in children and adults, including sypmtomatology and etiology. Introduction to evaluation tools, interpretation of results, and intervention techniques. Includes current theories on the nature of these disorders and their treatment. *May not be taken for credit by students who have received credit for EDSL 664. Prerequisite: SLP 691.*

SLP 665 (1)
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. *May not be taken for credit by students who have received credit for EDSL 665.*

SLP 671 (3)
Language Disorders in Infants and Preschool Children

Exploration of disorders of language in infancy and preschool-age children. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs, and oral and written report presentations. Includes current theoretical models on the nature of developmental language disorders. *May not be taken for credit by students who have received credit for EDSL 671.*

SLP 672 (3)
Language Disorders in School-Aged Children and Adolescents

Exploration of disorders of language in school-age children and adolescents. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs, and oral and written report presentations. Includes current theoretical models on the nature of language disorders in this population. *May not be taken for credit by students who have received credit for EDSL 672.*

SLP 673 (4)
Language and Cognitive Disorders in Adults
Exploration of acquired language and cognitive disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs, and oral and written report presentations. Includes current theoretical models on the nature of language breakdown. *May not be taken for credit by students who have received credit for EDSL 673. Prerequisite: SLP 691.*

SLP 673A (2)
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. *May not be taken for credit by students who have received credit for EDSL 673A. Prerequisite: SLP 691.*

SLP 673B (2)
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. *May not be taken for credit by students who have received credit for EDSL 673B. Prerequisite: SLP 691.*

SLP 681 (2)
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. *May not be taken for credit by students who have received credit for EDSL 681.*

SLP 691 (3)
Neuroscience for the Speech-Language Pathologist
Exploration of the central and peripheral nervous systems with specific attention to neurological structures and pathways involved in speech, language, hearing and cognitive functions. Review of neurological conditions and their communication correlates. *May not be taken for credit by students who have received credit for EDSL 691.*

SLP 692 (3)
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. *May not be taken for credit by students who have received credit for EDSL 692. Prerequisite: SLP 691.*

SLP 693 (3)
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. *May not be taken for credit by students who have received credit for EDSL 693.*

SLP 694 (2)
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 and EDSL 693. Prerequisites: SLP 671 and 672.*

SLP 695 (1-4)
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. May not be taken for credit by students who have received credit for EDSL 695. Enrollment restricted to students who have obtained consent of instructor.*

SLP 698 (3)
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.*

SOCIOLOGY (SOC)
College of Humanities, Arts, Behavioral and Social Sciences

SOC 101 (4)
Introduction to Sociology
Analysis and description of the structure and dynamics of human society. The application of scientific methods to the observation and analysis of social groups and processes. Students learn the language, tools, findings, and theories of the sociologist at work.

SOC 105 (4)
Introduction to Justice Studies
An introduction to the interdisciplinary field of Justice Studies. Explores economic, social, and criminal justice issues by means of sociological, philosophical, and legal perspectives and methodologies. Students will critically assess the obstacles and opportunities central to the pursuit of justice in the United States and abroad. Topics of analysis may include formal legal systems, institutionalization of injustice, environmental justice, and genocide.

SOC 201 (3)
Introductory Statistics for the Social Sciences
Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing.

SOC 203 (3)
The Child in Society
The social position of children in today's society. Comparisons with the past and other cultures. Special focus on children's peer cultures, social problems confronting youth, and institutions which socialize and control children.

SOC 204 (3)
Human Relationships Across the Life Course
A comparative analysis of a variety of human relationships across the life course, including processes of relationship development and change within areas of kinship, friendship, sexual intimacy, employment, and social organizations.

SOC 303 (3)
Families and Intimate Relationships
A comparative analysis of the changing structure of families across various cultures and historical time periods. Interconnections between family life and broader economic and political forces are examined. Emphasis on mate selection, reproduction, child rearing, marital dissolution, remarriage, and the wide diversity of family forms in current U.S. society.

SOC 307 (3)
Human Sexuality
Sexuality viewed as a normative and institutional pattern of human behavior. Analysis of research on contemporary attitudes and practices.

SOC 308 (4)
Morality and the Law
An analysis of the complex relationships between law and morality. Includes a consideration of contemporary controversies related to the use of law to regulate morality in the United States.

SOC 309 (3)
Aging and Society
Examines the social correlates of human aging, with a concentration on adulthood and old age. Presents multiple perspectives on the myriad interrelationships between aging and society, drawing on studies in biology, psychology, history, anthropology, political science, economics, and sociology. Particular attention is given to comparisons of aging experiences across race/ethnic, sex, socioeconomic, cultural, and national lines. In addition, students may pursue a service-learning activity benefiting elder members of the local community.

SOC 311 (4)
Inequality
An examination of inequality in opportunity, educational and occupational attainment, wealth and power, and its effects on individuals, groups, and societies. Will be analyzed by interdisciplinary readings from historical and contemporary sources and analyses of computerized data comparing social indicators by gender, race, and class. Diverse perspectives on the quest for equality of different social groups.

SOC 313 (4)
Critical Race/Ethnic Studies
A critical examination of the origins and character of contemporary relations among ethnic and racial groups in the United States. Applications of sociological concepts and theories to contemporary issues such as affirmative action, immigration, and racial/ ethnic stratification.

SOC 314 (4)
Health and Society
An analysis of health and sickness in American society, with comparison to other cultures. Overview of how behavior is defined as disease, rates of disease, responsibility for health, health care training, health care systems, and access.

SOC 315 (4)
Gender in Society
A consideration of the development of gender identity and gender socialization in a social context; how notions of femininity and masculinity are shaped within various social institutions–family, work, media, education; and how these social definitions change across the life course. Emphasis on how gender relations vary across communities–race and ethnicity, sexuality, age, socioeconomic class, and nationality.

SOC 316 (4)
Mental Health and Society
Focuses on a sociological understanding of the definition, recognition, treatment, and causes of mental illness. Particular emphasis on the social factors associated with mental health and illness, especially those related to social class, race and ethnicity, and gender. Examines the processes through which the family, community, and mental health care institutions respond to problems in living and the historical interpersonal processes that shape these responses.

SOC 317 (3)
Youth and Society
The social position of youth in today's society and comparisons with the past and other cultures. Special focus on youth subcultures, social problems confronting youth, and institutions which socialize and control youth.

SOC 318 (4)
Sociology of Sport
Assessment of the most central and controversial topics in the institution of sport. Addresses the intersection of sport with politics, gender, ethnicity, and education, both in North America and other countries.

SOC 320 (4)
Sociological Theory
Exploration of the nature of theory in sociology, and an analysis of selected social theorists. *Prerequisite: SOC 101.*

SOC 321 (4)
Sociology of Deviance
An analysis of sociological theories of deviance, conformity, and social control.

SOC 322 (4)
Critical Perspectives on Youth Gangs
A sociological examination of youth gangs. Factors related to formation and maintenance of youth deviant culture at different periods of time. Gang resistance to social control, variations by race, class, and gender. Community and neighborhood influences.

SOC 323 (3)
Juvenile Delinquency
An examination through multicultural and interdisciplinary perspectives of the nature of juvenile delinquency and its causes. Choices in treatment, prevention, and control of delinquents in different historical and cultural contexts, and variations in policies affecting juvenile justice systems across nations.

SOC 324 (4)
Drugs and Alcohol in Society
Examines the role of legal and illegal drugs and alcohol in building and maintaining U.S. culture and subcultures. Investigates reasons and social justifications for use, criminalization and enforcement, treatment, and domestic and international implications.

SOC 325 (4)
Criminology
The nature and extent of crime in American society, theories of factors and influences that are related to criminal behavior, and the impact of crime on society. *Prerequisite: SOC 105.*

SOC 327 (4)
Law Enforcement
Sociological analysis of law enforcement systems and the role of police. Problems affecting the control of crime and the relation of police to the community.

SOC 331 (4)
Social Welfare Policies and Services
The nature and development of the social welfare system and policies in the United States. Examination of the delivery of human services through governmental and private agencies, social work, and other human service careers, the role of volunteerism, and comparisons with social welfare systems in other countries.

SOC 335 (3)
Sociology of Work and Occupations
The impact of work on individuals; the nature of different types of work, including professions and jobs in bureaucracies; the changing composition of the labor force.

SOC 339 (4)
Social Inequality and Civil Rights
Examines the struggle for civil rights, equality, and justice, focusing on the differential treatment of people on the basis of race, class, gender, and sexual orientation. Using the Civil Rights Movement in the United States as a touchstone, this course compares various struggles for human rights such as slavery, abolitionism, territorial expansion, immigration, segregation, the anti-Imperialist struggles of Ghandi, and affirmative action.

SOC 345 (4)
Latino Communities
Comparative analysis of selected communities with a special emphasis on local Chicano communities in California and transnational immigrants.

SOC 347 (3)
Black Communities
Historical, demographic and cultural examination of the social communities of Black people.

SOC 348 (3)
American Indian Communities
An in-depth examination of American Indian communities, with special emphasis on Southern California Indian communities. Students will understand contemporary issues and concerns facing American Indians today. Themes covered include, tribal sovereignty, demography, decolonization, education, identity, environment, health and wellness, cultural survival, and cultural empowerment. In partnership with local tribes, students will apply the knowledge and analytical skills gained in the classroom to help address environmental, social, and cultural issues within the community. Includes community work and has a field component. *May not be taken for credit by students who have received credit for SOC 489-1. Also offered as AIS 348. Students may not receive credit for both.*

SOC 349 (3)
Asian American/Pacific Islander Communities
Offers an interdisciplinary approach to Asian American and Pacific Islander communities in the United States through an examination of the following: empire, war, and immigration; historical memory and popular culture; and, community-based mobilization and advocacy on social justice. *May not be taken for credit by students who have received credit for SOC 489-2.*

SOC 350 (3)
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 AIS 350. Students may not receive credit for both. May not be taken for credit by students who received credit for SOC 489-5 or NATV 380-1.*

SOC 351 (3)
Sociology of Religion

Analysis of the interplay of society and religion; the clergy as an occupational group; the relationship of religious ideology to social change.

SOC 353 (4)
Social Change and Social Movements

Forms and processes of social change (modernization, industrialization, urbanization, revolution) in the United States and other countries. The relationship of social change to collective behavior. Development of social conflict, ideologies, and mass organizations; consequences of the success and failure of social movements.

SOC 360 (4)
Quantitative Research Methods

The logic of procedures of social science methodology. Range of types of methods available for various approaches to quantitative social research. Problem formulation, design, data collection, and analysis of a research project. *Prerequisite: SOC 201.*

SOC 361 (4)
Qualitative Methods in Sociology

Focus on the range of qualitative methods which may include participant observation, qualitative interviewing, and textual and visual analysis. The course also considers the applicability of qualitative methods to particular research questions as well as the theoretical, ethical, and practical issues that arise in conducting qualitative research. Students will engage in qualitative research that includes intensive collection and analysis of qualitative data.

SOC 370 (3)
American Indian Women and Activism

Examines the roles of American Indian women in politics, social work, academia, business, environmental, health issues, culture and community. Compares and contrasts the ideology of the predominantly white feminist movement with the goals and concerns of the "Red Power" movement and will emphasize American Indian socio-cultural values and concerns. Readings, films, guest lectures will provide an overview of contemporary experiences of American Indian women in the United States from an American Indian perspective. Profiles prominent American Indian female activists, tribal leaders and writers, in addition to topics of serious concern to American Indian women: violence, racism, loss of culture and language, education, health care and other manifestations of continued colonization. *May not be taken for credit by students who have received credit for NATV 380-3 and SOC 489-8. Also offered as AIS 370. Students may not receive credit for both.*

SOC 373 (4)
Race, Gender and Work

The impact of race and gender as dimensions of social structure and personal experience in the world of work. Sociological theories are presented for analyses of race and gender consequences for economic location, occupational race and gender segregation, workplace discrimination in hiring, promotion, and severance, experiences of workplace culture, and social policy to address inequalities.

SOC 375 (3)
Race and Identity

The impact of race upon the social construction of the self through sociological theory and a series of narratives and studies of racial identity, asking: How does race matter in the perennial questions of "who am I?" How does racial identity get constructed externally and internally through social interactions and in social institutions? How is racial identity attached to other categories of self (e.g., woman, student, and worker) and how do people negotiate conflicted valuations of racial identity?

SOC 395 (4)
Current Issues in Sociology

In-depth examination of selected topics and timely social issues. *May be repeated for credit as topics change for a total of eight (8) units.*

SOC 400 (3)
Contemporary American Indian Health and Wellness

Examines American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic perspective. Studies current AIAN health status and health behaviors and maintenance of a healthy environment, and theories of health behavior change. Tribal sovereignty and connectedness related to personal/community health and health care access will be evident throughout all aspects of the course. Includes historical and contemporary perspectives and ethical standards for tribally-appropriate health-related research and associated historic issues will be discussed. *May not be taken for credit by students who have received credit for NATV 380-2 and SOC 489-6. Also offered as AIS 400. Students may not receive credit for both.*

SOC 401 (4)
History of Social Theory
European and American foundations associated with the development of modern sociological theory, with emphases on theorists who have had a strong impact on modern sociology.

SOC 403 (3)
International Children's Rights
Examines the U.N.'s Convention on the Rights of the Child and its call for children's rights to survive, to develop, to be protected from harm, and to participate. Students learn about issues such as child labor, education, war, childcare, trafficking, sexual exploitation, homelessness, health, poverty, and play. Themes also include: globalization and social processes, children's agencies, and the diversity of children's experiences based on gender, ethnicity, race, and social class.

SOC 406 (4)
Women and Crime
A critical analysis of women as offenders and victims of crime. How the social construction of gender impacts the processing of women in different stages of the criminal justice system.

SOC 411 (4)
Social Stratification and Classes
Nature and systems of differentiation and ranking in societies, emphasis on changes in class structure in the United States; comparative analysis of life chances and social mobility in the United States and other societies.

SOC 413 (4)
Sociology of Education
The relationship of the educational system to the social structure in the United States and other societies. The school or university as a social organization. Class, ethnic, gender, and other social factors affecting educational opportunity and outcomes. Roles of teachers, students, and administrators.

SOC 415 (4)
Divorce and Remarriage
Examines the interpersonal and social consequences of separation and divorce among intimate partners. The prevalence and causes of divorce, as well as the consequences of separation and divorce for couples, children, and extended family members will be explored. Models and evidence of successful responses to separation and divorce will also be considered. Remarriage and blended families will be examined with respect to the types of relationship challenges and successes that occur.

SOC 416 (4)
Families in Poverty
Considers the contemporary intersections of poverty and families in the U.S. Explores definitions of poverty, prevalent theoretical understandings of poverty, the impact of poverty on families and the strategies they use to cope, demographics, existing and proposed policies designed to mitigate poverty and their relationships to families. Pays particular attention to systems of race, class, and gender to questions of causes vs. symptoms of poverty and to political economic issues. *Recommended Preparation: SOC 303.*

SOC 417 (4)
Family Violence
Examines the prevalence, causes, and consequences of the various types of violence that occur within family and intimate relationships. Historical trends and proposed solutions to ending such violence will be explored. The nature of specific forms of violence within families–child abuse, domestic violence, and elder abuse–will be considered with emphasis on both the interpersonal dynamics and broader sociopolitical forces involved.

SOC 418 (4)
Domestic Violence Prevention and Intervention
Examines domestic violence prevention and intervention programs and policies in the United States. Evaluates the effectiveness of community, state, and federal prevention efforts for intimate partner violence. The range and effectiveness of intervention services for both victims and perpetrators of domestic violence will also be explored. Includes critical examination of various treatment models from sociological perspectives. *May not be taken for credit by students who have received credit for SOC 486-1.*

SOC 419 (4)
Inequalities and Health
A sociological understanding of social class, race, and gender differences in health and health care utilization. Historical and international comparisons of the organization and access to health care contribute to an understanding of the social and personal consequences of inequities in care delivery.

SOC 423 (4)
Sociology of Emotions
Examines how emotions like pain, anger, love, envy, jealousy, shame, joy, anxiety, and happiness motivate human behavior. Emphasis on social aspects of emotions that are shaped by social interaction and social structure. Social construction of emotions and the interchange between social rules and affect is examined.

SOC 424 (3)
Women and Health
Analysis of women's health maintenance and disease prevention, gender bias in medical treatment, medicalization of "natural" processes, and women and the health system, medical-legal system, and bio-medical research. Subject matter may include: eating disorders, contraception, sexually transmitted diseases, fertility, stress and mental illness, menopause, breast cancer, and alternative and traditional healing systems. Issues of social class, nationality, race, culture, and sexual preference are emphasized throughout. *Recommended Preparation: Previous coursework in the area of health and illness. Also offered as WMST 424. Students may not receive credit for both.*

SOC 425 (4)
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 427 (4)
Social Gerontology
Demographic trends, economic status, family relationships, physical and social needs of the elderly.

SOC 429 (4)
Death and Dying
Comparative analysis of the social, psychological, and organizational study of dying; ethical issues, cultural practices.

SOC 437 (4)
Feminism and Justice
Through the lens of feminist theories of Marxism, Socialism, Critical Race Theory, and Post-Modernism, this class will explore issues of justice related to social, legal, ideological, and material conditions. Issues of education, health, public policy, children, labor, and a critique of the feminist movement by women of color may be discussed.

SOC 439 (4)
Social Justice and the Environment
Explores contemporary issues in society raised by environmental activists and scholars. Upon completion of the course, students will recognize the importance of the environment and environmental issues for our understanding of issues of justice in society.

SOC 442 (4)
Analysis of the Justice System and Criminal Law
Sociological examination of the juvenile and adult justice systems in the United States within the context of race, gender, and social inequality. Overview of the processes of the justice system from the commission of crimes and offenses through sentencing and appeal procedures, with special consideration of the role and applications of criminal law. *Enrollment restricted to students with Senior status (90 units).*

SOC 443 (4)
Sociology of Law
The origin and development of legal norms in various social settings; special attention to the difference between sociological and legal reasoning; law as an instrument of social change; law as a profession.

SOC 444 (4)
Perspectives on Corrections and Penology
Critical analysis and evaluation of different institutional and community-based punishment and correction models, examined both historically and in contemporary American society.

SOC 445 (4)
White Collar Crime
Critical examination of the history, causes, consequences, and prevention of economic crime and the abuse of power in corporations, businesses, unions, and government. How society responds to this costly form of deviance.

SOC 448 (2)
Racial Profiling
Critical examination of racial profiling in three areas of the social realm-on the streets as part of "war on drugs" policies, as an issue of immigration and "border patrol," and as a "national security" concern post 9/11. Examines both formal and informal social processes surrounding racial profiling, including historical and contemporary legislation that overtly and covertly influences racialized law enforcement. Analysis of the discourse surrounding racial profiling is emphasized, both in the scholarly and public realms. *Recommended Preparation (but not required): SOC 313. May not be taken for credit by students who have received credit for SOC 490-1.*

SOC 449 (4)
Comparative Analysis of Crime and Justice
Global examination of selected criminal justice systems comparing differences in the delivery of legal, correctional, and political/cultural objectives across different nations.

SOC 461 (4)
Black/African Roots of Latino Identities
Global and Critical Race Studies perspectives direct this examination of Latino identities highlighting Black or Afro-descendant identities in the Americas. Case studies trace the dynamic development of identity among Afro-descendant peoples, with emphasis on South and Central America, Mexico, and the Caribbean, concluding with an examination of the United States.

SOC 463 (2)
Seminar in White Privilege
Critically examines the construction of whiteness in terms of privilege, racism, and notions of supremacy. A range of interdisciplinary texts address the meaning of "whiteness" in U.S. society as a privileged identity, group, culture, and status. The reproduction of white privilege through institutional practices and social interactions is emphasized. Intensive reading and a research project are required. *May not be taken for credit by students who have received credit for SOC 485C. Prerequisite: SOC 313.*

SOC 465 (2)
Critical Race Theory
Critically assesses racial theory from essentialist constructions to social constructionist, post-structural, and post-modern perspectives. Class, gender, and social movement factors are also discussed in reference to the "racializing" process. *Prerequisite: SOC 313.*

SOC 467 (3)
Race and Representation
Critically assesses the discourse of race as it concerns representation. Students will complete work at the following signal points of the course: Racial history, stereotypes, "authentic" colonized cultural products and their appropriations by the colonizer, later representations of these products for global consumer consumption. *May not be taken for credit by students who have received credit for SOC 485H. Prerequisite: SOC 313.*

SOC 468 (3)
American Indian Political and Economic Development
Surveys the historical, political, and legal foundations of American Indian political and economic development in the United States. Focuses on the cultural, political, and legal dilemmas posed by tribal governments: how they maintain cultural legitimacy in the face of colonial cultural imposition and how they articulate retained rights in a system of shared sovereignty. An analysis of social, cultural, political, economic, and legal impact of various economic development strategies, including legalized gaming on Native American communities. *May not be taken for credit by students who have received credit for PSCI 390-4 and SOC 489-3. Also offered as AIS 468 and PSCI 418. Students may only receive credit for one of these courses. Service Learning course.*

SOC 469 (2)
Critical Perspectives on Colonialism
A critical examination of colonialism and its social consequences. *Prerequisite: SOC 313.*

SOC 470 (1-4)
Topics in Advanced Research Methods
In-depth examination of selected research methods used in the social sciences. Emphasis is on in-depth understanding of methodologies not covered in SOC 360 or SOC 361. *Course may not be substituted for SOC 360 or 361. May be repeated for credit as topics change for a total of eight (8) units. Prerequisites: SOC 360 and 361.*

SOC 471 (1-4)
Advanced Topics in Sociological Theory
Seminar of in-depth study of advanced topics in sociological theory. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics. Course may not be substituted for SOC 320.*

SOC 475 (4)
Popular Criminology
An examination of key criminological, criminal justice and social justice concepts through lens of popular culture. Analysis of various forms of media in order to understand the ways that depictions of these justice-related topics in popular culture can both enlighten and distort the issues. *May not be taken for credit by students who have received credit for SOC 490-3 and SOC 490-6.*

SOC 480 (4)
Capstone Seminar in Sociological Scholarship
A capstone course for majors, in which students review sociological scholarship on a topic that varies across semesters. Students will produce a written report demonstrating their mastery of key learning objectives in the major. *Prerequisite: SOC 320, and either SOC 311 or 313 or 315.*

SOC 485 (2-4)
Seminar on Sociological Topics
In-depth consideration of selected topics in Sociology. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics.*

SOC 486 (2-4)
Topics in Children, Youth, and Families
A seminar on selected topics for an in-depth concentration in children, youth, and families. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics.*

SOC 487 (2-4)
Topics in Aging and the Life Course
A seminar on selected topics for an in-depth consideration of the sociology of aging and the life course. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics.*

SOC 488 (2-4)
Topics in Health, Education, and Welfare
In-depth consideration of special topics in health, education, and welfare. Topics will depend on student interest and contemporary health, education, and welfare issues. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics.*

SOC 489 (2-4)
Topics in Critical Race Studies
A seminar on selected topics for in-depth consideration in critical race studies. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics.*

SOC 490 (2-4)
Topics in Criminology and Criminal Justice
In-depth examination of selected and timely topics in the field of criminology and criminal justice. *May be repeated for credit as topics change for a total of eight (8) units. Students should check the Class Schedule for listing of actual topics.*

SOC 494 (4)
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 of senior status. Enrollment restricted to students who have obtained consent of instructor. Prerequisites: SOC 311 and SOC 325.*

SOC 495 (4)
Capstone Seminar in Community Service
Selective placement of students in work-study situations in organizations which provide service to the local community. Includes participation in a coordinating seminar and producing a written analysis of the organization that demonstrates mastery of learning objectives for the major. *Enrollment restricted to students who have obtained consent of instructor. Prerequisites: SOC 320 or 325 and either SOC 311 or 313 or 315.*

SOC 496 (3)
Internship in Research
Selective placement of students in work-study situations in social research settings. Includes participation in a coordinating seminar. *Prerequisite: SOC 360. Enrollment restricted to students who have obtained consent of instructor.*

SOC 498A (1) 498B (2) 498C (3) 498D (4)
Independent Study
Selected studies for an in-depth consideration. *Enrollment restricted to students who have obtained consent of instructor.*

SOC 499A (1) 499B (2) 499C (3) 499D (4)
Independent Research
Selected research for an in-depth consideration. *Enrollment restricted to students who have obtained consent of instructor.*

SOC 501 (2)
Pro-Seminar in Sociological Practice
Introduces students to the range of approaches to the field of sociological practice that include evaluation/needs assessment research, clinical sociology, community organizing, and program development in social service agencies. Examines the contributions of classic studies in these areas as well as the theoretical, methodological, and political challenges posed to traditional approaches by feminist theory and methods, critical race theory, and participatory action research. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 515 (4)
Social Research Process
Focuses on applied and evaluation social research. Addresses actual problems of conducting social research in diverse communities. Special consideration is given to methods for tailoring research strategies to different environments, setting up diagnostic procedures, monitoring programs, determining accountability, and designing impact assessments. Incorporates practice in the methods of applied social research: sampling, question wording, data collection, techniques of interviewing, mail questionnaire design, telephone surveys, focus groups, and group interviewing. Sensitivity to ethnicity, gender, class, and age will be emphasized. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 517 (2)
Seminar in Sociology of the Life Course I
Provides advanced training in the sociological study of childhood, adolescence, and young adulthood. Interconnections between social processes and individual development during the first three decades of life will be addressed from a number of theoretical and methodological perspectives. The importance of social contextual factors such as intergenerational relationships, gender, socioeconomic conditions, race/ethnicity, laws, and demographics for shaping one's early life course will be explored in detail. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 519 (2)
Seminar in Sociology of the Life Course II
Focuses on the sociological study of adulthood and old age. Elucidates reciprocal linkages between the aging self and society over the life course. Considerable attention will be paid to exploring historical and current influences of political, legal, and economic policies on individual lives. Micro-level issues related to parenting adult children, changes in health, work and retirement, widowhood, and death/dying will be explored. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 521 (2)
Seminar in Health Institutions and Policies
Examines health care institutions and policies in the United States and abroad, focusing on the cultural and socioeconomic environments that shape them. Focuses on the following issues: 1) historical and contemporary developments; 2) impact of technological innovation and governmental regulation; 3) health care labor force; 4) comparative analysis of the place of health care institutions and policy in social and cultural systems; and 5) varying institutional and health policy needs among diverse groups based on class, race, and gender. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 523 (2)
Seminar in Community Mental Health
Examines community-based mental health treatment. Addresses the following issues: 1) history of community mental health; 2) community treatment and deinstitutionalization; 3) models of community mental health; 4) the role of psychiatrists and other mental health professionals; 5) case management and the role of informal support networks; 6) crisis intervention and hospital and non-hospital alternatives; 7) the role of prevention and chronic mental illness as a lifestyle; and 8) patient rights and the ethics of community mental health. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 525 (3)
Seminar in the Community and the Family
Examines diverse communities in terms of the resources/services available in relation to the conditions and needs of families. Addresses family structure, composition, and well-being in relation to governmental policy and programs (e.g., AFDC, WIC, etc.), and the significance of differences in race, ethnicity, and class on family patterns and values. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 527 (4)
Seminar in Social Welfare and Social Policies
The underlying antecedents to the historical development of social welfare systems and policies in the United States will be examined, and comparisons made to welfare systems in other countries. The development of social policies applied to families, children, and the aged will be analyzed with a special focus on the impact of social welfare and policies on diverse populations. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 529 (2)
Seminar in Criminological Theories and Policies
A systematic examination of classical and contemporary theories of crime and delinquency. The conceptual development, historical and cultural background, critical assessment of policies, and scientific efficacy of different theories will be studied. The prominence and success of criminal justice policies developed on the basis of different theories of the etiology and prevention of crime will be examined. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 575 (4)
Qualitative Research Methods
Students will learn the theory and practice of approaches to qualitative research, emphasizing field research methods and qualitative interviewing. Subjects covered will include: observing and conducting interviews, maintaining relations in the field, pursuing members' meanings, and the impact of gender, race, and class in field research. Centers on the processes entailed in writing and analyzing field notes and interview transcripts that will lead to a finished ethnography. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 610 (4)
Social Theory and Public Policy
Provides training in the practical application of social theory to understanding and acting on social problems. Emphasizes methods for realizing an integration between theory and practice in the conduct of one's professional activities across a broad range of potential careers. Particular emphasis is placed on theoretically guided analyses of the creation, maintenance, and change of social policy. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 620 (4)
Quantitative Research Methods
Focuses on strategies for data analysis, data preparation (coding, data entry), quantitative analysis (univariate, bivariate, multivariate), the presentation of quantitative findings (preparation of tables, graphs) and the writing of conclusions and recommendations from evaluations. Considers the social impact and ethics of evaluation research, pitfalls encountered in applying social research techniques in the real world and ways to assess evaluation research. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 630 (4)
Critical Perspectives in Human Services Delivery
Designed to assist students in understanding human service delivery from the diverse perspectives (of race, gender, class, age, sexuality, and disability) of those who receive services. Focuses on: 1) the historical development of social services in varying economic, political, social, and philosophical climates; 2) critical assessments of the theories and practices guiding social service delivery; and 3) the effectiveness of human services in meeting the needs of diverse groups. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 640 (2)
Sociological Advocacy
Trains advanced students to effectively communicate sociological theory and research to non-sociologists. Prepares students to share sociologically informed observations with various constituencies, including: 1) employers and co-workers; 2) local, national, and international communities, and 3) political and economic elites and their organizations. Students will be encouraged to be cognizant of the perspectives and sensitivities of those from different racial, ethnic, class, gender, age, and sexual preference/orientation groups, and those with disabilities. Written and oral presentation strategies will be emphasized. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 650 (3)
Seminar in Current Issues in Criminal Justice and Juvenile Justice
Reviews the American criminal justice system for adults and for juveniles. Trends in law enforcement, practices in the juvenile justice system, the organization of the courts and the correctional system, and the interaction of these systems with individuals varying in gender, race, ethnicity, and social class will be examined with a special emphasis on the measurement of system effectiveness. Factors related to crime such as drugs and youth gangs will also be emphasized. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 652 (2)
Seminar in the Evaluation of Crime Prevention and Delinquency Programs
An overview of current developments in the study of crime and delinquency, with an emphasis on evidence from the most recent evaluations of innovative preventive and corrective programs implemented in the United States and in other countries. Sensitivity to issues of race, ethnicity, gender, and social class in the evaluation of criminal justice programs will be addressed. Discussions will center on program designs, evaluation methods, and current efforts to redress problems in criminal justice. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 654 (2)
Seminar in the Sociology of Education
Focuses on the role of education in American society, particularly the ways in which schools create and maintain gender, race, and class inequalities. Explores advanced sociological theories, empirical studies, policies related to schooling as related to K-12, higher education, and international comparisons. Subjects include, but are not limited to, the sociological examination of school practices, working life of teachers, specific groups' experiences of schooling and school reform. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 660 (2)
Teaching Sociology
Focuses on pedagogical concerns and strategies for teaching sociology at the college level. Designed as a workshop to enable students to actively participate in creating and cultivating a teaching self. The professional role is a dual one involving both the creation of knowledge through research and the dissemination of that knowledge through teaching. Designed to acquaint students with some of the major educational and professional issues associated with college and university teaching. *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 680 (2)
Writing for Sociology Graduate Students
Designed to assist graduate students with various aspects of scholarly and professional sociological writing at the graduate level. Students will work to refine drafts of a major project or paper with attention to topics such as: defining a problem, reviewing the literature to find a focus, drawing upon sociological theory, and writing introductions and conclusions. Attention will be given to developing analytic strategies and organizational skills as well as to the mechanics of good writing. *May be repeated for credit for a total of four (4) units. Only two (2) units may count toward the M.A. in Sociological Practice. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 685 (2-4)
Seminar in Topics
Seminars on topics supportive of the concentration areas in this program will be offered on an occasional basis. *May be repeated for credit as topics change for a total of six (6) units. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

SOC 690 (4)
Independent Thesis Proposal Preparation
Independent research in preparation for the thesis, develops an in-depth understanding of the thesis proposal. Students will work closely with their thesis chair to plan research activities and complete thesis proposal. *May be repeated twice for a total of three semesters of proposal preparation. Graded Credit/No Credit. Prerequisites: SOC 501, 515, 610, 620, and 630.*

SOC 695 (4)
Independent Thesis Research
Continuation of the efforts in SOC 690 and completion of a thesis. Research may include qualitative or quantitative analysis. *Graded Credit/No Credit. Enrollment Requirement: Advancement to candidacy. Prerequisites: SOC 501, 515, 610, 620, 630, and 690.*

SOC 698A (1) 698B (2) 698C (3) 698D (4)
Independent Research
Selected research experiences for the basis of in-depth consideration. Research projects supportive of student's primary concentration interests may be pursued. *May be repeated, but no more than four (4) units may be counted toward the major. Enrollment restricted to students who have obtained consent of faculty advisor. Prerequisites: SOC 501, 515, 610, 620, and 630.*

SOC 699 (4)
Thesis Extension
Registration in this course is required for students who have received a grade of Report in Progress (RP) in SOC 675 or 695. *Graded Credit/No Credit. Prerequisite: SOC 675 or 695 with an assigned grade of Report in Progress (RP).*

SPANISH (SPAN)

College of Humanities, Arts, Behavioral and Social Sciences

SPAN 101 (4)
Beginning Spanish I
An introduction to the Spanish language and Spanish-speaking cultures, with emphasis on the development of communicative skills and grammatical structures. *Though no prior knowledge of Spanish is assumed, to promote language acquisition this course is conducted in Spanish.*

SPAN 102 (4)
Beginning Spanish II
Continuation of SPAN 101. Further study of the Spanish language and Spanish-speaking cultures, with emphasis on the development of communicative skills and basic structures. *At time of enrollment in course, basic knowledge of Spanish (equivalent to that demonstrated upon successful completion of Spanish 101), is mandatory. Conducted in Spanish. Two years of high school Spanish with one year of high school Spanish taken and passed within the last two years, or completion of SPAN 101 with a grade of C (2.0) or better.*

SPAN 150 (5)
Accelerated Beginning Spanish
A beginning-level Spanish course taught at an accelerated pace. Emphasis on the development of communicative skills, basic structures, and cultural competence. Covers the equivalent of Spanish 101 and 102 in one semester. *Intended for students who have had significant exposure to beginning Spanish but are not ready to begin intermediate Spanish at CSUSM. Recommended Preparation: At least two years of high school Spanish. Enrollment restricted to students who have obtained consent of Foreign Language Proficiency Assessor to enroll.*

SPAN 199 (1)
Intensive Spanish Practice
This non-traditional course requires that students live in an off-campus group setting, typically for a weekend period (Friday through Sunday). During this time, students are permitted to speak only Spanish. Structured activities include: workshops on grammar, literature, composition, accent use, group discussions, student participation in skits and songs, and community excursions. *Note: This course does not fulfill the graduation requirement for a Language Other than English. Students are required to attend a mandatory orientation session prior to the scheduled intensive weekend, and should contact the instructor for further details. Conducted in Spanish. Enrollment Requirement: SPAN 102. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 201 (3)
Intermediate Spanish I
Continuation of Spanish language fundamentals. Emphasis on the development of the skills of reading, listening comprehension, speaking, writing, and on culture. *At time of enrollment in course, basic communicative skills (reading, writing, speaking, listening) in Spanish, equivalent to those demonstrated upon completion of Spanish 102, are mandatory. Conducted in Spanish. Two years of high school Spanish taken and passed within the last two years, or completion of SPAN 102 with a grade of C (2.0) or better.*

SPAN 201C (3)
Intermediate Spanish for the Medical Field
Intermediate course in Spanish designed for students whose professional careers and personal interests take them to the medical field. This course will enable students to hold conversations with Spanish-speaking patients and their families. Students will develop basic and intermediate skills in the target language to carry on medical functions or tasks. Helpful for students who have a basic knowledge of Spanish and whose goal is to apply the target language to a medical setting. This course fulfills the University's Language Other than English *Requirement. Enrollment Requirement: Spanish 102, or two years of High School Spanish.*

SPAN 202 (3)
Intermediate Spanish II
Continuation of SPAN 201. Further development of the four skills, with an emphasis on reading, composition, and grammar review. *Conducted in Spanish. Enrollment Requirement: SPAN 201.*

SPAN 210 (3)
Intermediate Reading and Composition
Students will be guided through structured activities to increase their competence in reading and writing in Spanish. Readings will focus on topics from a variety of written sources (literature, print media, etc.). Students will be introduced to the process of writing in Spanish, and will complete compositions and written activities based on the readings studied. Intended for students who may need more work in these areas prior to attempting upper-division Spanish courses. *Conducted in Spanish. Enrollment Requirement: SPAN 202.*

SPAN 250 (3)
Spanish for Heritage Spanish Speakers
Designed for students who come from a Spanish-speaking background, yet who have completed little or no formal study of Spanish. Through intensive review of grammar, along with writing and speaking exercises aimed at strengthening proficiency in these areas, the course will emphasize the development and refinement of communication skills. Special attention will be focused on the problems particular to bilingual students, such as orthography, the use of "Spanglish," and the idea of "standard Spanish" vs. regional variations. *Conducted in Spanish.*

SPAN 266 (1-6)
Intermediate Spanish in a Study Abroad Setting
Study of Spanish language and/or Hispanic culture, at an intermediate level. Course completed in a study abroad setting, where students complement their in-class lessons with real-life opportunities to use Spanish in practical, every day situations. *Conducted in Spanish. May fulfill the graduation requirement for a Language Other than English only with prior consent of Spanish faculty advisor. May be repeated for credit. Enrollment Requirement: SPAN 102.*

SPAN 301A (3)
Advanced Spanish for Non-Native Spanish Speakers
Designed to assist non-native Spanish speakers in their continued development of Spanish language skills necessary for upper-division study. Intensive review of grammar with emphasis on contrastive features, interference from English and other specific areas of Spanish typically problematic for non-native speakers. Through reading and viewing of modern texts and media, special attention is paid to oral and written language development across a number of Spanish language registers. *Conducted in Spanish. This course should be taken concurrently with SPAN 302. Enrollment Requirement: SPAN 202.*

SPAN 301B (3)
Advanced Spanish for Heritage Spanish Speakers
Designed to assist heritage speakers of Spanish in the refinement of Spanish language skills necessary for upper-division study. Intensive review of grammar with specific emphasis on areas typically problematic for heritage speakers. Through reading and viewing of modern texts and media, special attention is paid to oral and written language development across a number of Spanish language registers. *Conducted in Spanish. This course should be taken concurrently with SPAN 302. Enrollment Requirement: SPAN 202 or 250.*

SPAN 302 (3)
Basic Theory and Practice of Composition
Focuses on the principles of writing and the development of basic composition skills. Through analysis of literary genres (such as academic and literary essays, journalistic prose, and short prose narratives) students will learn of Spanish grammatical, rhetorical, and literary devices essential to developing a written voice and writing with coherence and clarity in Spanish. Extensive writing assignments will also focus on expansion of vocabulary and syntax, and learning techniques for revision. *Course conducted in Spanish. Should be taken concurrently with SPAN 301A or SPAN 301B. Enrollment Requirement: SPAN 202.*

SPAN 303 (3)
Advanced Theory and Practice of Written Composition
Develops advanced skills in composition specifically for academic writing. Through analysis of a variety of literary genres (such as argumentative and critical essays, research papers, journalistic prose and prose fiction) students will sharpen critical thinking skills, develop a further understanding of Spanish grammatical, rhetorical and literary devices essential to developing a written voice and writing with coherence and clarity in Spanish. Extensive writing assignments will focus on further developing and refining vocabulary and syntax, as well revision skills. *Course conducted in Spanish. Prerequisite: SPAN 302.*

SPAN 305 (3)
Advanced Oral Communication
Intensive practice of oral communication skills at the advanced level. Through group discussions, oral presentations, skits, role-playing, and other communicative activities, students will develop skills and strategies for effective oral communication in Spanish. Course includes introduction to cultural factors affecting verbal and non-verbal communication in Spanish. Intended for non-native speakers of Spanish. *Conducted in Spanish. May include a service learning component. May be repeated for credit for a total of six (6) units, but only three (3) units may be applied toward the Spanish major. Enrollment Requirement: SPAN 202.*

SPAN 314B (3)
Advanced Spanish for Business
Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the business professional. *Conducted in Spanish. Co/Prerequisite: SPAN 303.*

SPAN 314C (3)
Advanced Spanish for Medical Personnel
Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the medical professions. *Co/Prerequisite: SPAN 303.*

SPAN 314D (3)
Advanced Spanish for Social Services
Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the social service professional. *Conducted in Spanish. Co/Prerequisite: SPAN 303.*

SPAN 314E (3)
Advanced Spanish for Law Enforcement
Intensive oral and written practice at the advanced level. Focuses on vocabulary, simulation, and communication specific to the needs of the law enforcement professional. *Conducted in Spanish. Co/Prerequisite: SPAN 303.*

SPAN 315 (3)
Reading and Analysis of Hispanic Literary Texts
Introduction to the principles of literary analysis, based on readings and discussion of Hispanic literature. Literary genres include fiction, theatre, essay, and poetry from Spain and Latin America. *Conducted in Spanish. Co/Prerequisite: SPAN 303.*

SPAN 317 (3)
Spanish Sociolinguistics
A study of the ethnic and linguistic diversity that has shaped the Spanish language from its origins to its use today around the world. Lexical, semantic, phonological, morphological, and syntactic structures that define the different varieties of Spanish today are explored, as are issues of language use throughout the Spanish speaking world. *Conducted in Spanish. Prerequisite: SPAN 303.*

SPAN 330 (3)
Techniques for Professional Translation and Interpretation in Spanish
Lexical, syntactical, stylistic, cultural, and practical applications in Spanish/English, English/Spanish translation. *Conducted in Spanish. Enrollment Requirement: Completion of a college-level English composition. Prerequisite: SPAN 303.*

SPAN 331 (3)
Introduction to Spanish Linguistics
An introduction to the analysis of the sounds, structures, and grammatical patterns of contemporary Spanish from a modern linguistic perspective. *Conducted in Spanish. Prerequisite: SPAN 303.*

SPAN 350A (3)
Spanish Civilization
Analysis of the character and personality of the Spanish people as revealed through literary and artistic works. *Conducted in Spanish. Co/Prerequisite: SPAN 303.*

SPAN 350B (3)
Spanish American Civilization
Analysis of the character and personality of the various regions and nations of Spanish America as revealed through literary and artistic works. *Conducted in Spanish. Co/Prerequisite: SPAN 303.*

SPAN 366 (1-6)
Advanced Spanish in a Study Abroad Setting
Study of Spanish language and/or Hispanic culture, at an advanced level. Course completed in a study abroad setting, where students complement their in-class lessons with real-life opportunities to use Spanish in a practical, everyday situations. *Conducted in Spanish. May be repeated for credit. Enrollment Requirement: SPAN 202. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 380 (3)
Narrative to Film
Designed to explore similarities and differences between the narrative mode and film. Analyzes a series of novels that have been made into films. Includes theoretical aspects of writing and film. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 395A (1) 395B (2) 395C (3)
Independent Study
Students will study their own field of interest in Spanish language, literature, and/or culture. Readings, written papers, and oral discussions will be guided by the instructor. Activity will be created on an individual basis. Students must meet weekly with the instructor. *May be repeated for a total of nine (9) units of credit. Conducted in Spanish. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 398A (1) 398B (2)
Community Service Project
Supervised projects in community service that involve use of Spanish. *May be repeated for a total of four (4) units. May not be counted toward the major or minor. Graded Credit/No Credit. Prerequisites: SPAN 301A or 301B, and 302.*

SPAN 399 (3)
Internship/Field Work in Community and University Service
Supervised projects in academically related tasks in community agencies or University-related academic service projects using the Spanish language. Projects may include working with schools or community agencies, developing group or individual projects, translating and interpreting, tutoring on campus, etc. *May be repeated for a total of nine (9) units. Conducted in Spanish. Prerequisites: SPAN 301A or 301B, 302, and 303.*

SPAN 400A (3)
Hispanic Prose Fiction
Reading, discussion, and critical analysis of works of Spanish or Latin American prose fiction. Will cover novel and short story by authors such as Cervantes, Galdós, Pardo Bazán, Azuela, Borges, Fuentes, and García Márquez. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 400B (3)
Hispanic Poetry
Reading, discussion, and critical analysis of works of Spanish and Latin American poetry. Will cover poetry works such as El Cid and such authors as Sor Juana Inés de la Cruz, Quevedo, Bécquer, Darío, Paz, Neruda, Parra, Machado, Castellanos and García Lorca. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 400C (3)
Hispanic Theatre
Reading, discussion, and critical analysis of works of Spanish and Latin American theatre. Will cover works by playwrights such as Lope de Vega, Tirso de Molina, Calderón, Zorrilla, Vilalta, and Gambaro. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 400D (3)
Hispanic Essay
Reading, discussion, and critical analysis of works of Spanish and Latin American essay. Will cover works by authors such as Gracián, Larra, Madariaga, Martí, Sarmiento, Rodó, Paz, and Poniatowska. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 410A-Z (3)
Author Studies
Critical analysis of the major works of an Hispanic author in any historical period or geographical location, with attention to biography, culture, and literary background. *Conducted in Spanish. The content of each course is reflected by its title. May be repeated as author changes for a total of nine (9) units. Prerequisite: SPAN 315.*

A. Allende, Isabel
B. Borges, Jorge Luis
C. Calderón de la Barca, Pedro
D. Castellanos, Rosario
E. Cervantes y Saavedra, Miguel de
F. Cortázar, Julio
G. Cruz, Sor Juana Inés de la
H. Darío, Rubén
I. Esquivel, Laura
J. Fuentes, Carlos
K. García Lorca, Federico
L. García Márquez, Gabriel
M. Martín Gaite, Carmen
N. Neruda, Pablo
O. Paz, Octavio
P. Puig, Manuel
Q. Quevedo, Francisco de
R. Rojas, Fernando de
S. Ruiz, Juan
T. Rulfo, Juan
U. Valdés, Luis
V. Valle Inclán, Ramón del
W. Vega, Lope de
X. Yáñez, Agustín
Y. Zayas y Sotomayor, María de

SPAN 415 (3)
Hispanic Women Authors
Exposes students to the literary works of Hispanic women authors such as María de Zayas, Sor Juana Inés de la Cruz, Carmen Martín Gaite, Elena Poniatowska, Rosario Ferré, and others. Includes an introduction to feminist literary criticism. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 421 (3)
Viva el Teatro – Spanish Theatre in Performance
An active interdisciplinary approach to the study of theatre. Following the presentation of a historical and theoretical background, students will approach and analyze a variety of Spanish and Latin American plays both as works of literature and as theatre in performance. Students will acquire basic acting techniques as well as develop skill in literary analysis. Issues of gender, class, community, and sexuality contained in the plays will be explored within an aesthetic context. *Conducted in Spanish. Also offered as TA 421. Students may not receive credit for both. Two hours of lecture and two hours of theatre activities.*

SPAN 422S (3)
Literatura Chicano/a
Designed to offer a window to the growing space produced by Chicano/a literature. Approaches texts focusing on the construction of identity and representation. Concentrates on contemporary Chicano/a literature beginning with the 1950's and extending to the present. Major contemporary works began being published during these decades. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 423 (3)
Contemporary Mexican Novel
Explores contemporary Mexican novel. Analyzes narrative strategies, construction of identity at an individual as well as national level, social constructions, the function of parody, feminist approaches, historicity, and the family myth. *Conducted in Spanish. Prerequisite: SPAN 315.*

SPAN 450A (3)
Seminar in Language
Seminar in a specialized topic dealing with the Spanish language as it has developed, changed, and reached its present form in Spain and Latin America. Concentration on a specific element in the historical, phonetic or semantic evolution of Spanish, or on pedagogical ramifications/applications. *May be repeated for a total of six (6) units. Conducted in Spanish. Prerequisites: SPAN 301A or 301B and 302 and 303. Additional enrollment requirement: One upper-division Spanish linguistics course.*

SPAN 450B (3)
Seminar in Literature
Seminar in a specialized topic in the literature of Spain or Latin America. Focuses on a single author, period, genre, or critical approach in Hispanic literature. *May be repeated for a total of six (6) units. Conducted in Spanish. Prerequisites: SPAN 400A, 400B, 400C, or 400D.*

SPAN 450C (3)
Seminar in Civilization
Seminar in a specialized area pertaining to the civilization of Spain or Latin America. Focuses on a particular aspect of the culture, history, politics, or arts of the Hispanic world within a specific regional or chronological framework. *May be repeated for a total of six (6) units. Conducted in Spanish. Prerequisite: SPAN 350A or 350B.*

SPAN 460 (3)
Advanced Spanish for Teachers
Intensive, individualized oral and written practice at the advanced level. Focuses on linguistic skills and cultural knowledge specific to the needs of future teachers of Spanish. *No more than (3) units may be applied toward the major. May be repeated for a total of (6) units.*

SPAN 466 (1-6)
Advanced Seminar in Spanish in a Study Abroad Setting
Seminar in Spanish language and/or Hispanic literature, linguistics, or culture, at an advanced level. Course complement in a study abroad setting, where students complete their in-class lessons with real-life opportunities to use Spanish in practical, every day situations. *Conducted in Spanish. May be repeated for credit. Prerequisite: SPAN 301A or 301B. Enrollment restricted to students who have obtained consent of instructor.*

SPAN 500 (3)
History of Latin America Literature
A master's level survey of major works of Latin American poetry, theatre, and narrative from the colonial period to the 21st century, including writers such as Sor Juana Inés De La Cruz, Esteban Echeverría, Rubén Dario, Gabriela Mistral, Alejo Carpentier, Gabriel García Márquez, and Roberto Bolaño. C*onducted in Spanish. Enrollment Restricted to students with graduate standing in Spanish.*

SPAN 510 (3)
History of the Spanish Language
Intensive diachronic study of the development of the Spanish language, from its origin in spoken Latin, to Old Spanish to Modern Spanish. Includes analysis of morphological changes. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 511 (3)
Spanish Dialectology
Phonological, morphological, and syntactic variations in Spanish as spoken in the Hispanic world, from synchronic and diachronic points of view. Includes the study of Spanish as spoken in various regions of the United States. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 512 (3)
Spanish in the United States
Sociolinguistic functions of the various social and stylistic varieties of Spanish in the US in spoken and written forms. Study of morphological, phonological, lexical, and syntactical differences and similarities with the standard Latin American and peninsular Spanish. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 513 (3)
Acquisition of Spanish as a First and Second Language
Survey of theories of first- and second-language acquisition, with emphasis on the acquisition of Spanish. Includes a study of the various dimensions of bilingualism, with emphasis on Spanish-English bilingualism. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 514 (3)
The Teaching of Spanish to Child and Adolescent Learners
Study of theories of child and adolescent second-language acquisition. Survey of techniques and methods of teaching Spanish to child and adolescent learners. Emphasis on practical classroom applications consistent with theoretical research in this field. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 515 (3)
The Teaching of Spanish to Adult Learners
Study of the theories of adult second-language acquisition. Survey of techniques and methods of teaching Spanish to adult learners. Emphasis on practical classroom applications, consistent with theoretical research in this field. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 520 (3)
Theory and Practice of Literary Criticism in Spanish
Analysis and application of methods of current literary theory and criticism in relation to principal texts in Spanish and Latin American literature. Techniques of literary scholarship. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 521 (3)
Pre-Columbian Spanish American Literature
In-depth examination of pre-Hispanic texts such as the Popol Vuh, Nahuatl poetry and other Aztec, Mayan, Quiché, Quechuan, and Incan religious, legal, and literary texts. Exploration of theories of oral literature. Study of cultural factors affecting literary manifestations in pre-Columbian societies. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 522 (3)
Colonial Latin American Literature
In-depth examination of Latin American texts produced during the colonial period (1520-1810) in Latin America. Study of major genres including the chronicles of the conquistadores and major literary figures such as Sor Juana Inés de la Cruz and major movements such as the colonial Baroque. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 523 (3)
19th and 20th Century Latin American Literature
In-depth examination of texts produced in Latin America from the independence period to the present. Study of major genres, literary figures and movements, with an emphasis on the development of national consciousness and the themes of nationality vs. universality. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 524 (3)
Latin American Literature of the "Boom"
In-depth examination of Latin American authors such as Borges, Rulfo, Fuentes, Vargas Llosa, García Marquez, and Carpentier. Emphasis on the innovative structure and language brought to Hispanic literature by this movement. Study of cultural, social, political, and literary factors that contributed to the emergence of this movement. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 525 (3)
Contemporary Latin American Literature
In-depth examination of post-"boom" Latin American authors to the turn of the century. Emphasis on the contributions of women authors. Study of representative works in all genres. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 526 (3)
Chicano/Latino Literature in Spanish
In-depth examination of U.S. authors who write in Spanish and/or who are of Hispanic descent. Discussions of issues such as otherness, decanonization, and ethnicity. Exploration of social, political, economic, and other factors that affect literary production and dissemination. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 531 (3)
Medieval Spanish Literature
Survey of Medieval Spanish literary manifestations, including analysis of both written and oral literature. Study of masterpieces such as the Poema del Mío Cid, El Libro de Buen Amor and La Celestina, as well as non-canonical literature of the Medieval period. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 532 (3)
Golden Age Spanish Literature
Study of literature in Spain during the Renaissance and Baroque (Golden Age) periods. Survey of canonical and non-canonical works of poetry, narrative, and theatre. Exploration of social and political factors affecting literary production during this time period. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 533 (3)
18th and 19th Century Spanish Literature
Study of the principal literary works representing the following literary movements/periods in Spain: Enlightenment, Romanticism, Realism, and Naturalism. Includes canonical and non-canonical works in all major genres. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 534 (3)
20th Century Spanish Literature
In-depth study of literary currents and representative works of poetry, narrative, theatre, and essay from the early 20th Century to modern day Spain. Emphasis on the Generations of 1898 and 1927, the effects of the Spanish Civil War on literary production, and the changes in literary production in post-Franco Spain. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 540 (3)
Contemporary Mexican Society
In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in modern-day Mexico. Includes discussion of Mexican-U.S. relations. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 541 (3)
Contemporary Spanish Society
Study of the social, political, economic, religious, and artistic factors that contribute to life in modern-day Spain. Includes discussion of Spanish-U.S. relations. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 542 (3)
Contemporary Central-American Society
In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in modern-day Central America. Includes discussion of Central American-U.S. relations. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 543 (3)
Contemporary Caribbean Society
In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day Spanish-speaking Caribbean nations. Includes discussion of Caribbean-U.S. relations. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 544 (3)
Contemporary Andean Society
In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day Spanish- speaking Andean nations. Includes discussion of Andean-U.S. relations. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 545 (3)
Contemporary Southern Cone Society
In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day Spanish-speaking Southern Cone (Cono Sur) nations. Includes discussion of Southern Cone-U.S. relations. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 546 (3)
Contemporary U.S. Latino Society
In-depth study of the social, political, economic, religious, and artistic factors that contribute to life in the modern-day United States for Latinos. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 551 (3)
Cinema of the Spanish-Speaking World
Study of Spanish, Latin American, or Latino cinema from historical and stylistic perspectives. Emphasis on the study of narration in film and fiction, and the formal links between the two media. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 552 (3)
The Hispanic Image in U.S. Film, Television, and Advertising
Exploration of the portrayal of the Hispanic individual and Hispanic groups in print and film media in the United States, by both Hispanic and non-Hispanic film-makers, writers, and companies. Discussion of theories of popular culture, as well as psychological, sociological, political, and economic factors contributing to these images. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 566 (1-6)
Graduate-Level Spanish in a Study Abroad Setting
Graduate-level work in Spanish language and/or Hispanic literature, linguistics, or culture, at a graduate level. Course completed in a study abroad setting, where students complement their in-class lessons with real-life opportunities to use Spanish in practical, everyday situations. *Conducted in Spanish. May be repeated for credit. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 599 (3)
Internship in Community Service
Intensive study of a particular aspect of the local Hispanic community, through placement as an intern at a location where the needs of this community are served. Internships may include placement at sites devoted to education, health care, commerce, social services, and international relations. *May be repeated for a total of six (6) units. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 601 (3)
Seminar in Hispanic Civilization
Intensive study of a particular aspect of Spanish, Latin American, or U.S. Latino culture and civilization. Subject matter may emphasize historical, sociological, political, or economic issues related to the Spanish-speaking world. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 602 (3)
Seminar in Applied Linguistics
In-depth analysis of one or more methodologies of second language acquisition and instruction. Linguistic research and classroom applications of selected methodologies. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 603 (3)
Seminar in Author Studies
Critical study of a major author or authors of the Spanish-speaking world. Special attention to biography, culture, and literary background. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 604 (3)
Seminar in Genre Studies
Examination of Hispanic literature with an emphasis on a particular genre or sub-genre; for example: poetry, narrative, theatre, autobiography, and essay. Includes a discussion of literary theory pertinent to the genre studied. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 605 (3)
Seminar in Regional Studies
Examination of the literature, culture, or linguistic patterns of a specific area of the Spanish-speaking world; for example: Mexico, Spain, Central America, the Caribbean, the Andean region, the Southern Cone region, and the Spanish-speaking United States. *May be repeated for a total of six (6) units with new course content. Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 606 (3)
Seminar in Gender Studies
Examination of "otherness" in Hispanic literature through the study of works written by individuals who explicitly or implicitly identify themselves as part of a group defined by its gender or sexuality. Works of female, gay, and lesbian authors will be studied in conjunction with pertinent theoretical frameworks. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 610 (3)
Multimedia in Spanish Instruction
Theory and applications of teaching Spanish through multimedia and interactive technologies. Research and development of interactive multimedia programs for use in the classroom and in the language laboratory. *Conducted in Spanish. Enrollment restricted to students with graduate standing in Spanish.*

SPAN 695 (3)
Teaching Methodology of Spanish at the University Level
A practicum course devoted to the teaching of lower-division Spanish language courses at CSUSM. Requires regular attendance. All Teaching Associates to-be must enroll in this course either before their teaching assignment or concurrently. *May not be repeated. Units earned in SPAN 695 will be counted toward the 30-unit requirement for the Master's degree. Enrollment restricted to students with graduate standing in Spanish who have been appointed to teach.*

SPAN 696 (3)
Directed Individual Study or Research
Individual research or study of a particular aspect of the literature, linguistics, or civilization of the Spanish-speaking world. A written proposal for the study/research must be approved in advance by the student's faculty advisor and the Department Chair. The number of units which a student can take depends on the nature of the student's academic goals and the consent of the faculty advisor and graduate committee. *Only six (6) units of credit may be applied toward the Master's Degree in Spanish. Enrollment restricted to students with graduate standing in Spanish who have obtained consent of instructor.*

SPAN 698A (1) 698B (2) 698C (3) 698D (4) 698E (5) 698F (6-12)
Preparation for Graduate Examinations
Independent research and preparation for taking the Spanish Master's Degree comprehensive exams. *Units earned in SPAN 698 may not be counted toward the 30-unit requirement for the Master's Degree in Spanish. Graded Credit/No Credit. May be repeated for a total of twelve (12) units. Enrollment restricted to students with graduate standing in Spanish who have obtained consent of instructor, faculty advisor, or Department Chair.*

SOCIAL SCIENCES (SSCI)

College of Humanities, Arts, Behavioral and Social Sciences

SSCI 301 (3)
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)
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.*

TRANSFER SUCCESS (TS)

First-Year Programs

TS 250 (1)
Transfer Success for Veterans and Military
Facilitates the transition of military and veterans from military service or community college to a four-year university environment and into sustainable careers. Includes an exploration of self, as well as the opportunities available to veterans both on and off campus that will enhance their academic success, timely progression toward degree completion, and achievement of career goals. *Graded Credit/No credit. Enrollment restricted to students who have obtained consent of instructor.*

THEATRE ARTS (TA)

College of Humanities, Arts, Behavioral and Social Sciences

There is a Theatre Arts Option in the Visual and Performing Arts major.

TA 101 (3)
Introduction to Acting
A beginning course in the basics of acting: establishing a working vocabulary and acquiring the essential skills that an actor employs. Through exercises and practical assignments, the student actor explores the imagination as her/his primary creative resource. Students will also receive an introduction to the history of acting in the twentieth century. Open to majors and non-majors.

TA 102 (3)
Voice for Actors and Public Speakers
The fundamental theory and practice of healthy and articulate vocal production: controlling breath, phonation, resonation, enunciation, projection, vocal quality, and proper Standard American English. The intent is to produce a vocally expressive actor.

TA 105 (3)
Intro to Technical Theatre
A general survey of technical theatre including stagecraft, lighting, sound design, costuming, make-up, production organization, business management, and promotion. Course will include practical skills in all areas. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.*

TA 115 (3)
Beginning Acting I
In a workshop environment, the student will learn the basic tools and terminology of acting. The student will apply their knowledge and experience to the performance of short scenes. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.*

TA 116 (3)
Beginning Acting II
Designed to improve the actor's skill for performing scenes and monologues with truth and power. Actors in this class will continue to develop their vocal and physical technique. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.*

TA 120 (3)
Introduction to Theatre
An introduction to the language of theatre through a comparative study of various theatre styles and cultures. Emphasis will be placed on production design, acting, direction, how theatre is constructed and performed, and the social and cultural context in which it is created. Includes theatre from across the globe including that of Europe, Asia, Africa, and Americas. Through watching plays and analysis, students will learn the fundamentals of theatre and search for relationships between and commonalities among the cultures studied.

TA 124 (3)
History of Theatre: Ancient Greece Through the 17th Century
A survey of the influence of different cultures, traditions, and technologies on the development of the theatre as a social institution from ancient Greece through the 17th Century. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.*

TA 125 (3)
History of the Theatre: 18th Century to the Present
A survey of the influence of different cultures, traditions, and technologies on the development of the theatre as a social institution from the 18th Century to the present. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.*

TA 201 (3)
Intensive Actor Training
The application of rigorous actor training techniques to develop the actor's ability to create compelling performances. The coursework will integrate physical vocal and imagination training with psychological work, text analysis and ensemble training. *This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.*

TA 222 (3)
Introduction to African American Theatre
Designed to give students of all backgrounds an introductory understanding to the world of modern African American theatre. Covers elements of style, design, criticism, and history as they pertain to the genre. There will also be a performance element to the class. Discussion will include issues of politics, race, and gender in the American Theatre.

TA 300 (3)
Theatre for Social Change
Designed to demonstrate how theatre can be used to address social issues as it explores the role that theatre with a social perspective has played in the history of world theatre. The class will use real-life controversy — one relevant to this community — as a base. Students will do substantial research on a chosen topic/issue and then use that information to write and perform a play. *Two hours lecture and two hours laboratory.*

TA 301 (3)
Acting I
A studio class centered around the student's practice of basic acting techniques. Each student will be required to prepare a monologue and a scene to be performed in class. Basic approaches to theatrical movement and voice will be explored. *Course may be repeated for credit for a total of nine (9) units. Recommended Preparation: TA 101 or a beginning acting class taken at another institution.*

TA 302 (1)
Movement for Actors
Through Western and non-Western approaches, student will work on developing a physical awareness for stage work, including spatial awareness, directing energy, and ensemble development.

TA 304 (3)
Acting Shakespeare
Exploration of Shakespeare's language through examining and performing scenes from the plays. Study of heightened realities of poetic drama, verse analysis, research, and methods and how to approach classical text as an actor.

TA 305 (3)
Design and Production for Theatre
An introduction through lecture, demonstration, and practical hands-on experience of all four areas of theatrical design: scenic, costume, lighting, and sound. Students will serve as designers and technical crew for this semester's CSUSM theatre. *May be repeated for a total of twelve (12) units, including any previous enrollment in VPA 380G. Course meets for four hours (4) per week.*

TA 307 (3)
On-Camera Acting
Provides hands-on experience in acting for film and television. Students will work in various genres (e.g., commercials, romantic comedy, drama, etc.) discuss acting techniques as they apply to film performance via practical projects, reading, written assignments and critiques. *May be repeated for a total of six (6) units.*

TA 310 (3)
Acting II
Introduces a range of rehearsal techniques that help the actor approach onstage events with imagination and a rich emotional life. Focuses on beginning scene study with an emphasis on exploring action/objective and the given circumstances of a selected text. Also focuses on self-awareness by freeing the actors body, breaking down inhibitions, cultivating the imagination, and honing skills in listening and improvisation. *May not be taken for credit by students who have received credit for VPA 380-5. May be repeated; a total of nine (9) units may count toward graduation requirements. This course meets for two hours of lecture and two hours of activity each week. Recommended Preparation: TA 301 or a beginning acting class taken at another institution.*

TA 311 (3)
Acting Ensemble
Focuses on building an ensemble with particular emphasis upon the analysis of text. Students will explore and analyze the script and its author and will present a scene publicly at the end of the semester. Uses the methods of Michael Chekhov to teach how to examine a play and analyze a character within the context of the larger performance ensemble. Culminates in a public performance. Ensemble segments may include Chicano theatre, feminist theatre, and African American theatre. *May be repeated; a total of nine (9) units may count toward graduation requirements. This course meets for two hours of lecture and two hours of activity each week.*

TA 320 (3)
Modern World Theatre in Europe and Latin America
Through individual and group readings, students will study European and Latin American dramatic works. Focuses on the relationship between theatre in both form and content, and the society giving rise to a particular work. Works drawn from both the traditional and emerging canon will be examined in terms of acting style, content, imagery, and motive. Students will examine plays from other countries considering their perspectives, relevance and meaning to our own multicultural society in light of prevailing world conditions. Issues such as identity, gender, sexuality, race, class, community, and ethnicity will be analyzed through in-class discussions and library research.

TA 323 (3)
Power and Popular Culture
Through critical analysis of advertising, popular film, theatre, and television, this course offers an active interdisciplinary approach for exploring the way women, gays, ethnic minorities, and individuals of different classes are portrayed, allowed access, and share power within these mediums as both cultural expressions and fields of employment. The analysis of popular culture and the meaning it reflects in light of prevailing world conditions poses an awareness of the subsequent choices confronting individuals and communities in U.S. society. Issues of identity, gender, sexuality, race, class, community, and ethnicity will be considered not only for their cultural expression but as the mechanisms of larger world systems. Through individual and group readings, in-class discussions, and film showings, this course will provide ample opportunities for the development of in-depth research projects.

TA 324 (3)
Women Playwrights and Performers in the Americas
Examines issues surrounding women in the Americas as theatre artists and playwrights in the 20th Century. Uses an active interdisciplinary approach to analyze how women have used playwriting and performance as a means of self-expression. Seen through various cultural perspectives, the relationship between the creative act and a woman's cultural, social, and historical positions will be of particular interest. Examination of the special role of women as conscious agents of cultural transformation in a rapidly changing world. Draws upon areas of contemporary literary theory, feminist theory, literature, women's studies, psychology, and theatre arts.

TA 325 (3)
Latino/Chicano Theatre in the United States
Through individual and group readings of specific works of theatre, this course will examine the role of Latino/Chicano Theatre as a part of American Theatre and a distinct voice in World Theatre. Students will examine social, political, and aesthetic elements which have given rise to the development of Latino/Chicano theatre, including the struggle for justice, cultural and community integrity, biculturalism, bilingualism, identity, race, and cultural chauvinism. The perspectives and works of other Latino populations will be included as part of an examination of comparative and competing Latino world views within the United States. *The course will include a performance aspect.*

TA 328 (3)
Stage to Film

Through play readings, viewing selected films of plays and occasional attendance at performances, students will analyze and examine distinctions between theatre and film as they pertain to film adaptation. Students will compare and contrast aesthetic, economic, social, and political issues involved in the translation and adaptation of stage plays to film. Addresses the relevance of theatre as a medium focused on the delivery of human energy in relationship to film as a mechanized counterpart in an increasingly technologically focused society.

TA 401 (3)
Playwriting

An intermediate course in the fundamentals of playwriting. Students learn the principles of play writing, do writing exercises designed to stimulate imagination, and develop writing techniques which are designed to help them put those principles into practice. Throughout the course students are guided through the various stages of the playwriting process which culminates with in-class reading of the short plays they have completed. *May be repeated to a total of six (6) units.*

TA 402 (3)
Acting Studio

A process-oriented class designed to offer students a wide variety of voice/mind/body awareness techniques that facilitate relaxation and kinesthetic intelligence. These topics will be applied to the creation of original performance work and to contemporary play texts in order to explore the ways in which the emotional content of the written word and the movement expression of that text are informed by a fully engaged body. *May be repeated; a total of six (6) units may count toward graduation requirements. This course meets for one hour lecture and two hours activity each week. Recommended Preparation: TA 301and either TA 310 or 311; or two acting classes taken at another institution.*

TA 410 (3)
Contemporary American Theatre – Society's Taboos

Through individual and group readings, this course presents theatre written and performed as a document of society's concerns. Analysis of representative dramatic pieces from different cultures and/or ethnic groups in the United States. Considers relevant historical, cultural, and philosophical perspectives and the meaning each work offers within the context of our multicultural society. Explores the relationship between art and politics through issues including identity, gender, sexuality, race, class, community, and ethnicity. This exploration will include in-class discussions, library research, and attendance at theatre events.

TA 420 (3)
Bilingual Theatre – Spanish/English

Through study and performance of bilingual texts, students will acquire practical and critical skills that will enable them to understand and employ techniques for working with a Mexican/American bilingual population. The phenomenon of bilingualism (English/Spanish) in the American Southwest will serve as the foreground for this interdisciplinary approach to theatre and performance. Plays will be examined within a historical context accounting for factors and perspectives that have shaped the use of language in our society including colonialism, migration, assimilation, acculturation, and cross-cultural interaction. *Two hours lecture and two hours theater activities. Enrollment Requirement: SPAN 202.*

TA 421 (3)
Viva el Teatro – Spanish Theatre in Performance

An active interdisciplinary approach to the study of theatre. Following the presentation of a historical and theoretical background, students will approach and analyze a variety of Spanish and Latin American plays both as works of literature and as theatre in performance. Students will acquire basic acting techniques as well as develop skill in literary analysis. Issues of gender, class, community, and sexuality contained in the plays will be explored within an aesthetic context. *Conducted primarily in Spanish. Also offered as SPAN 421. Students may not receive credit for both. Two hours of lecture and two hours of theatre activities. Recommended Preparation: TA 301.*

TA 480 (3)
Theatre Activities for Children and Adults

Explores various modes of expression in the theatre arts through active in-class learning based on independent and group work. Students will gather material through library research, then analyze and synthesize material into texts for performances in the classroom and in the community. The material used in class provides for the examination and comparison of different cultural perspectives as seen through dramatic texts and theatrical exercises. These different cultural perspectives include an awareness of the changing conditions in our world and the role of theatre/art work as a voice and tool of understanding within this context. Provides students with a platform for self-examination and challenges within an aesthetic and cultural environment geared towards the non-professional. An emphasis will be placed on theatre activities that can be applied to the K-12 classroom. *This course satisfies the Liberal Studies requirement for work in Studio Arts. Two hours lecture and two hours theatre activities. May be repeated for a total of six (6) units of credit.*

TA 489A (4) 489B (2)
Production and Performance

Provides students with an engaging and practical experience essential for understanding and synthesizing theoretical and textual work in theatre arts. Students will participate in various aspects of play production including analysis acting, play development, library research, technical theatre, and audience development. Stage work includes rigorous interaction between student, professor, and the text. *May be repeated for a total of sixteen (16) units in any combination from TA 489A and TA 489B. Students may enroll in TA 489B twice per semester.*

TA 489S (4)
Theater Production in Spanish

Provides students with an engaging and practical experience essential for understanding and synthesizing theoretical and textual work in theatre arts. Students will participate in various aspects of play production including analysis acting, play development, library research, technical theatre, and audience development. Stage work includes rigorous interaction between student, professor, and the text. *May be repeated for up to (4) four times.*

TA 495A (1) 495B (2) 495C (3)
Internship
Designed to link the student directly with a selected and approved theatre or individual for the purpose of providing additional creative and/or studio skills as sell as a practical understanding of the discipline. *Graded Credit/No Credit. May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

TA 498A (1) 498B (2) 498C (3)
Independent Study
This course is intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved by the Visual and Performing Arts Independent Study Committee and supervised by a faculty member or academic advisor. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

TA 499A (1) 499B (2) 499C (3)
Independent Research
Designed for students with demonstrated capacity for independent research, field, creative and studio work. Research topic must be approved by Visual and Performing Arts Independent Study Committee and supervised by faculty advisor. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

VISUAL AND PERFORMING ARTS (VPA)

College of Humanities, Arts, Behavioral and Social Sciences

VPA 101 (3)
Introduction to Interdisciplinary Arts
Introduction to interdisciplinary Arts bridges multiple disciplines in the discussion of interdisciplinary art forms. The course examines collaborative and shared creative practices in visual art, digital media, music, theater, and dance, and allows for hybrid practice and thinking. The course focuses on the aesthetic and formal issues of interdisciplinary art along with historical, cultural, political and social dimensions. Introduction to Interdisciplinary forms of engagement.

VPA 180 (3)
Topics in the Arts
Selected topics in the introduction to the visual and performing arts (dance, music, theatre, visual arts); for example, a basic survey of the history of music, theatre, art, and others. *May be repeated for credit as topics change for a total of six (6) units.*

VPA 181 (3)
Studio Work in the Arts
Introduction to studio experience in the visual and performing arts. Exploration of fundamental concepts of dance, music, theatre, and the visual arts through basic studio processes such as acting fundamentals, music fundamentals, drawing, basic movement, and dance. *May be repeated for credit as topics change for a total of six (6) units.*

VPA 302 (3)
The Process of Multidisciplinary Art
Exploration of the elements, forms, functions, and meaning of the visual and performing arts in their sociocultural context. Examines how artistic forms interact with each other and with other cultural elements to reflect the world we live in. Focuses on developing and practicing creative competencies and professional discipline applied to specific projects culminating in a final exhibition. Includes the organization and installation of a professional exhibit/performance event including all steps from advertising, outreach, reception and documentation. *Enrollment requirement: Completion of lower-division SofA option requirements. Enrollment restricted to SofA students.*

VPA 311 (3)
Arts of World Cultures
Explores contemporary world cultural practices ranging from indigenous expressions to new electronic forms in a global and multi-disciplinary context. Encompasses the arts from regional cultures throughout the world, including Africa, the Americas, Asia, and Europe examined through the multiple viewpoints of gender, race, class, and sexuality. Explores diverse cultural practices shaped by memories and aspirations as well as by personal, collective, and mythic histories. These cultural practices offer transformative paradigms for social engagement and creativity. The exploration of global art theories and practices will assist students in developing their analytical, perceptual, and creative skills. This exploration, in turn, will encourage students to expand the power, clarity, and range of their own voices and visions.

VPA 320 (3)
Culture of India through Dance, Music, and Film
Designed to give an insight into the understanding of the culture of India through the appreciation of dance, music, and film. The subcontinent of India is diverse with different languages, customs and traditions, dress, and values which is reflected in the different art forms present therein. The uniqueness of the various performing arts is shown in the subtle yet clear distinctiveness found in the music and dance forms of the north, south, east, and west of India. The course is divided into several sections and will be taught with the help of videos, films, audio tapes, and also guest artists, who will perform lecture-demonstrations.

VPA 321 (3)
Learning Through the Arts
Seeks to develop the student both personally and professionally, recognizing the inter-relationship between these two elements in art instruction. Three areas of focus include introducing arts experiences to children, integrating arts into classroom content, and providing a framework for the (elementary) student to experience the process of art. *This course satisfies the Liberal Studies requirement for work in Studio Arts.*

VPA 380 (1-3)
Topics in the Arts
Selected topics in the visual and performing arts (dance, music, theatre, visual arts), for example, theories of the visual arts, urban aesthetics, African-American music, images of women in the arts, and others. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

VPA 381 (3)
Studio Work in the Arts
Studio experience in the visual and performing arts. Exploration of basic concepts of dance, music, theatre, or the visual arts through various studio processes such as drawing, group instrumental lessons, dance movement, or acting. *May be repeated for credit as topics change for a total of six (6) units.*

VPA 402 (3)
Multidisciplinary Collaborative Projects
Students will be guided through a series of structural, problem-solving exercises designed to equip them to complete collaborative projects in the arts. The projects will be idea-or theme-centered and require a high level of cooperation from the involved students. The primary disciplines included in the project will be music, the visual arts, and theatre; may also include film, video, and movement. Special emphasis will be placed on the notion of "inclusion" and therefore materials can be drawn from traditional classical cultures, pop materials, electronic sounds and or images, text, and folk art forms.

VPA 403 (3)
Art in the Community
Provides the student an opportunity to demonstrate his/her ability to integrate the principles, practices, and other experiences acquired in the program beyond individual coursework. Students will learn and apply field research techniques, theory, and appropriate methodologies as well as the operation of field equipment. Emphasis will be placed on the immediate communities of North County as an area of field activity. As a field research experience, the course is designed to enhance the student's understanding of the ethnography of our communities and the role of the arts in the lives of the people. It also will encourage individual and collective creativity in the synthesis of the arts.

VPA 420 (3)
Popular Arts and the Media in the Western and Non-Western World
A critical analysis of popular arts as they are manifested in the global arena. The students will study a specific popular art form within an historical, cultural, societal, and contemporary frame of reference. Special attention will be given to the relationship of the popular arts and the mass media.

VPA 425 (3)
Capstone Workshop
Workshop/class designed for Visual & Performing Arts graduating seniors who will be working on their culminating projects. *May not be taken for credit by students who have received credit for VPA 380K.*

VPA 495A (1) 495B (2) 495C (3)
Internship
Special projects in the arts that focus on work experience with arts organizations, schools, and other community institutions. *May be repeated for a total of three (3) units. Enrollment restricted to students who have obtained consent of instructor.*

VPA 498A (1) 498B (2) 498C (3)
Special Projects in the Arts
Special independent projects in the arts. May be in research or studio area. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

VISUAL ARTS (VSAR)

College of Humanities, Arts, Behavioral and Social Sciences

There is a Visual Arts Option in the Visual and Performing Arts major.

VSAR 102 (3)
The Computer and the Visual Arts
Introduces the student to the computer as a tool for making art. Includes elementary two-dimensional design principles. Students will evaluate the work of contemporary artists utilizing the computer and digital imagery in a variety of formats. Students will create work utilizing text and image in a number of art projects. *Two hours of lecture and two hours laboratory.*

VSAR 110 (3)
Introduction to Sculpture
Introduction to the fundamental principles of three-dimensional design. Includes a brief survey of traditional and contemporary media, ideas, history and sculpture as a means of cultural expression. A variety of techniques and materials are used. Includes training with basic tools and equipment in a wood and metal shop. Emphasis on development of the ideas and methods of art expression. *Two hours of lecture and three hours of laboratory.*

VSAR 120 (3)
Introduction to Visual Arts
Introduction to the language of the visual arts through a comparative study of various artistic styles, cultures and ways of seeing. Emphasis on sculpture, painting, installation art, photography, architecture, film and multimedia, and their cultural contexts. Explores art from across the globe, including Europe, Asia, Africa and the Americas. Through various participatory visual and written exercises in class and visits to art sites, students will learn the fundamentals of the visual arts and how the arts relate to their lives.

VSAR 122 (3)
Survey of World Cinema
Introduces the student to a diverse selection of film, video and digital media from around the world. Covers such subjects as indigenous aesthetics, the political and social force of Third Cinema within revolutionary societies, changing ethnographic cinematic practice, and various approaches to narrative structures within particular cultures. Questions the ethical implications of a Hollywood-dominated film industry. Addresses how particular countries undertake production and distribution within their economies. *May not be taken for credit by students who have received credit for VSAR 222.*

VSAR 123 (3)
Ways of Seeing: Introduction to the History of Photography
Introduces students to the multiple histories of photography, contemporary photographers and the dynamic forms of photographic and digital images produced today. Explores the development of photography as an art form, and as a conveyer of truth and evidence within the traditions of journalism, advertising, family snapshots, memorials and more. Students develop a critical and creative approach to the meaning and use of photographically derived images through interactive class lectures, discussions, readings, writing and hands-on assignments.

VSAR 130 (3)
Visual Arts Fundamentals
Introduction to the fundamentals of design in the visual arts with a focus on two dimensional design. Students create projects that allow first-hand exploration of basic elements of design, such as line, shape, balance, texture, scale, and proportion. While intended to build basic skills and develop problem solving strategies, this course will also emphasize the way in which the fundamentals of design contribute to the overall content and meaning of visual works. Through slide lectures, readings, and field-trips students will be exposed to historical and contemporary examples of how the principles of design play out in a wide variety of art including film, video, and new media. *Fieldtrips outside of class may be required.*

VSAR 131 (3)
Drawing I
Focuses on developing drawing skills and the application of these skills to conceptually more complex projects. The first part of the course will emphasize practicing the ability to see and to render observations with the help of line, value, and other visual elements. As students develop these skills, they will be encouraged to reach beyond traditional drawing methods into areas of collage, mixed media and narrative media. *Recommended Preparation: Completion of VSAR 130. Course meets for four hours per week.*

VSAR 132 (3)
Survey of World Cinema
Introduces the student to a diverse selection of film, video and digital media from around the world. Covers such subjects as indigenous aesthetics, the political and social force of Third Cinema within revolutionary societies, changing ethnographic cinematic practice, and various approaches to narrative structures within particular cultures. Questions the ethical implications of a Hollywood-dominated film industry. Addresses how particular countries undertake production and distribution within their economies. *May not be taken for credit by students who have received credit for VSAR 222.*

VSAR 203 (3)
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 301A (3)
Materials and Themes of Art A
Hands-on studio course exploring the metaphorical power of materials and themes in art. Covers themes that have been central to art-making in the past and present such as Time, Place, Body and Science. Students create projects around these themes in various media while learning technical skills and experimenting with materials. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Arts (C1).*

VSAR 301B (3)
Materials and Themes of Art B
Hands-on studio course exploring the metaphorical power of materials and themes in art. Covers themes that have been central to art-making in the past and present such as Time, Place, Language, Identify and Spirituality. Students create projects around these themes in various media while learning technical skills and experimenting with materials. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Arts (C1).*

VSAR 302 (3)
Digital Photography
Designed to allow the student to explore the computer as a tool for making art. Includes information about contemporary artists and their use of the computer in the creation of artists' books, wall pieces, sculptural and installation works, socially interactive networks, and other art forms. Students will create work utilizing text and image in a number of individual and collaborative projects. Includes a segment on computer ethics, and utilizes word processing and two other applications pertinent to the arts. *Two hours of lecture and two hours of laboratory. Enrollment restricted to VPA majors.*

VSAR 303 (3)
Introduction to Video Arts
Introduction to video art practice and theory. All phases of videotape production from conception to finished product utilizing experimental, narrative and documentary techniques. Includes digital and electronic time-based video production, video installation art, field production, non-linear computer based editing, lighting and sound design. Lectures, demonstrations, hands-on projects, video screenings, discussions, research and field trips. Public screening of work. *Two hours of lecture and three hours laboratory.*

VSAR 304 (3)
Advanced Video Production
Offers students the opportunity to continue to develop and hone skills in video production and post-production including narrative, experimental, documentary and installation utilizing digital audio and video tools and software. Includes lectures, screening, and lab. Development of practical and critical skills through the study and analysis of current issues surrounding the production, interpretation and dissemination of video in relation to visual arts. Public screening of work. *Two hours of lecture and two hours of laboratory. May be repeated for a total of six (6) units. Recommended Preparation: VSAR 303, 305 or 306 or a basic video class taken at another institution.*

VSAR 305 (3)
Art and Digital Video for the Web
Designed for those interested in experimenting with streaming media including video, audio and other moving images on the web within theoretical and practical contexts of artmaking. Covers basic desktop digital video and audio applications, video and audio streaming and basic web design. Integrates reading and writing on various aspects of new media within the context of art and society, including self-publishing, game theory, gender and cyberspace, copyright issues, narrative, and interactivity. Final production results in public presentation of live internet video or radio performance, and public web site. *Two hours of lecture and two hours of laboratory. Recommended Preparation: COMM 370, VSAR 302, 303, 304, 405.*

VSAR 306 (3)
Video in the Community
Explores video, art, activism and community service. Students learn the latest in video production technology while using video within the community as a tool for social or political change, indigenous expression, cultural understanding, community organization, or advancement of social causes. Video projects relevant to communities will be identified, developed, and produced by the students in collaboration with members of that community and faculty. *Public screening or broadcast of work. Two hours of lecture and two hours of laboratory. May be repeated for a total of six (6) units.*

VSAR 307 (3)
Holocaust Art, Photography and Film
Interdisciplinary course confronts the problems and promises involved in artistic, photographic and filmic attempts to represent the European Holocaust during WWII. Investigates artworks and artifacts (i.e., family photos and museum displays) from the 1940s to contemporary work, focusing on aesthetic, documentary, memorial and political approaches to representing the history and memories of the Holocaust. Offers a theoretical and visual foundation to approaching and researching the representation of other traumatic historical events. *May not be taken for credit by students who have received credit for ID 360A.*

VSAR 308 (3)
Audio Art and Sound Design
An introductory studio course in sound art from the 19th century to present day computer-based experiments in audio. Investigates audio art and sound design as it relates to public space and performance arts, and integrates sculpture, audio electronics, video and sound design software. Hands-on projects may include audio for sculptural installations, sound design for theater or performance, surround sound design for video or film, and computer/ electronic interactive audio art. No musical experience necessary. *Public exhibition, screening or performance of work. Two hours of lecture and two hours laboratory. May be repeated for a total of six (6) units.*

VSAR 309 (3)
Generating Narrative in Video and New Media
A studio course explores narrative or storytelling structures in video and new media through hands-on research and writing projects. Projects may include creating a narrative video, rich media web project, an interactive CD or DVD, an internet radio show, or an interactive 3-D art installation. Sound, video, web or multimedia applications and technologies will be covered, as well as methods and theories of story structures across cultures. *Results in public presentation of student work. Two hours of lecture and two hours laboratory. Also offered as MASS 432. Students may not receive credit for both.*

VSAR 310 (3)
Performance Art
An introductory studio course in performance art. Emphasis will be placed on, the body as the primary medium of performance, improvisational structures, site-specific performances, and creating performances from a cross disciplinary perspective. This theory and practice course will consist of intensive practical experience, critiques of student work, and lectures and class discussions on contemporary and historical practices in performance art. The structure of the course is assignment-based with one public performance planned at the end of the semester. *Two hours of lecture and two hours laboratory.*

VSAR 311 (3)
Drawing II

An in-depth exploration of drawing as a medium of observation, expression and narrative. Provides exposure to historical and contemporary examples of drawing. Students will enhance their drawing skills and learn to experiment with the medium through hands-on studio practice. Development of conceptually strong and layered work is emphasized. *Recommended Preparation: VSAR 130 and/or VSAR 131. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 312 (3)
Sculpture II

Provides exposure to historical and contemporary examples of sculpture and an understanding of three-dimensional language as a medium of communication and expression. Students will expand their knowledge of sculptural techniques and engage in experimentation in order to explore the vocabulary of materials, space, and time. Students will be challenged to develop conceptually layered work and encouraged to try mixed media. *Recommended Preparation: VSAR 110 and/or VSAR 131. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 313 (3)
Digital Arts and the Environment

Investigates a broad range of artistic practices and contemporary artists who use digital media to comment on and shape current environmental debates. Explores a broad range of environmental perspectives to enrich our understanding of current environmental concerns and their interpretation through digital media. Lectures, screenings, interviews, group discussions, and research. Final projects include site-specific art exhibitions, artist's books, photographic series, and videos.

VSAR 314 (3)
Digital Photo Documentary: Production

Investigates a broad range of artistic practices and contemporary artists who use digital media as a tool for social and political change. Explores a broad range of environmental perspectives to enrich our understanding of current social, political, and cultural concerns and their interpretation through digital media. Includes lectures, screenings, interviews, group discussions, research. Final projects include a photographic and writing component, and may include gallery, museum, and alternative space exhibitions as well as online exhibitions of the work. *May be taken twice for credit.*

VSAR 315 (3)
Artists Books

This hands-on studio course investigates the history of artists' books and radical new uses of the book format. Students explore the intersection of writing, art, photography, new media, and the recent wave of publishing made possible by digital technologies and online printing. Students will be encouraged to experiment with multimedia approaches often employed in contemporary artists books. *May not be taken for credit by students who have received credit for VPA 380J and VPA 380-7. May be repeated for a total of six (6) units. Prerequisite: VSAR 302.*

VSAR 316 (3)
Graphic Design

Introduces students to ways in which computers and vector-based output tools can be combined to create original art using image editing and enhancing and design and layout tools. Projects focus on color theory, font management, typography, illustration, and page-layout, as well as logo, poster, and brochure design. Emphasis on output to print, Web, and other electronic media, including mobile devices. Graphic design as an art practice for creative expressions will be explored. *May not be taken for credit by students who have received credit for VPA 380-2. This course meets for two hours of lecture and two hours of activity each week.*

VSAR 317 (3)
Media Distribution

Examines the distribution of media products, and focuses on identifying and critiquing distribution patterns, structures, practices, and the institutions that offer mediated experience. Highlights two parallel trends in the context of technological advances and convergences: consolidation of mass media industries, and the simultaneous empowerment of independent and guerilla distribution. Students will be able to examine and work within a number of distributor models and strategies including grassroots/community media, self-publishing, viral marketing, festivals, trade shows, pod and web casting, and learn about the communication processes used to create distribution networks.

VSAR 319 (3)
Video Installation Art

Studio course covering the history, theory, and production of art forms which utilize video and media, such as drawing, sculpture, physical computing, and audio. Treats the production of video as one artistic component in a multi-disciplinary artwork. Students learn about shooting and editing video, creating installation environments in which to integrate video, and how this work is presented in museums, galleries, and other non-traditional art spaces. *May not be taken for credit by students who have received credit for VPA 380-9.*

VSAR 320 (3)
Public Expression in the Arts

Examines public art, government funding for the arts, the First Amendment, and censorship. Subject matter will be explored in both a historical and a social context through various case studies.

VSAR 321 (3)
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 322 (3)
Contemporary Women Artists
Examines issues crucial to women as visual artists. Subject matter includes: How women use art as a means of self-expression and as a strategy for examining cultural values; the relationship between artistic production and women's traditional acts of reproduction; society's perception of women as artists; and provocative debates introduced into feminist thinking and art by reconsiderations of the charged arena of sexual difference.

VSAR 323 (3)
Chicana/o Art of the Border Region
Survey of Chicano and Chicano-inspired art along the U.S.-Mexico border. Examines recent art forms and practices as represented in the work of individual artists, as well as, cultural groups and organizations. Looks at the influences which have inspired the invention of Chicano art within a community context.

VSAR 325 (3)
Pre-Columbian Mesoamerican Art and Society
Examines Pre-Columbian Mesoamerican art as it reflects social, structure, religion, social roles, ideology, economic and political organization, world view, and the family. The course will cover the preclassic, classic, and postclassic periods, focusing on four maincultural areas: the Olmec, the Maya, the Zapotec, Teotihuacan and Classic central Mexico, and the Aztec and Mixteca-Puebla style of highland Mexico.

VSAR 326 (3)
Feminist Art and Motherhood
Critically examines what has been the taboo relationship of motherhood to feminist art and theory as they have developed during the late 20th Century. This interdisciplinary course focuses on the various ways feminist artists, writers, philosophers and other cultural theorists are addressing the dilemmas of representing feminist motherhood and how these approaches are interpreted in contemporary visual culture. Previous historical limitations and mutual exclusivities for women as mothers will be analyzed in relation to new revisionings of motherhood by women and men who have different ethnicities, classes and other varied life experiences.

VSAR 327 (3)
Modern and Contemporary Art Movements
Covers the modern and contemporary movements in visual, performance, time-based and audio art, including Russian Futurism, European Dada and Surrealism, International Fluxus, Experimental Cinema and video and performance art globally. Fosters understanding of these art movements within their social, political, historical, and cultural contexts. Emphasis is on the experimental, revolutionary and transformative effects of these movements. Students will attend performances, film and art events.

VSAR 328 (3)
Video Art History and Theory
Covers the history and theory of video as a global art form while linking it to other significant art movements in painting, sculpture, music and performance art. Includes understanding video genres such as narrative, experimental, documentary, installation, web-based and commercial. Analyzes the relation of counter-culture media to television and mainstream film. Screenings, discussion, research and hands-on projects.

VSAR 329 (3)
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 330 (3)
Art and Science: Historical and Contemporary Practice
Surveys the connection between art and science from the Renaissance to the present, focusing on themes including space, time, process, pattern, and material. Introduces the structural parallels between art and science as well as the cultural and ethical issues surrounding science as they are reflected through art. Lecture and readings will be supplemented by videos and field trips, as well as visiting artists and scientists.

VSAR 331 (3)
Art, Science and Technology
Focuses on the juncture of art and science in contemporary art practice. Investigates the research agenda of various areas of science and the artistic responses to this scientific research. Examines issues around the visual representation of scientific data. Exposes different approaches, materials, and technologies used by artists today. Project will be developed based on themes including environmental art and science, the body (biology and medicine), and space, time, and light (physics).

VSAR 333 (3)
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 361 (3)
New Documentary Film

Explores the concepts and histories that underlie new genres of documentary film and examines films made in this new style produced from the 1980s to the present. Contemporary documentary film has replaced the authoritative voice and singular point-of-view characteristic of traditional documentary film with multiple voices and diverse cultural perspectives. Students view and analyze new documentary films whose genres include the combination of historical and personal documentary, non-fiction, and experimental work. Students will explore the aesthetic and technical dimensions of the films, as well as conduct research on their historical, cultural, and political backgrounds. Explores the idea of how knowledge is transmitted cinematically. *May not be taken for credit by students who have received credit for VPA 380-10.*

VSAR 402 (3)
Imaginary Worlds: Video Compositing

Creation of short, experimental videos using the techniques of motion graphics and compositing applications. Engages students in designing imaginary worlds through writing, research, and digital techniques. Includes historical examples of filmic imagination, from George Belies to Pixar. *May not be taken for credit by students who have received credit for VPA 380-8.*

VSAR 403 (3)
Interactive Multimedia

Studio-oriented discussions offering advanced skills development in the use of interactive multimedia production tools, utilizing audio, video, and computer technologies. Covers the theory and practice of integrated audio, video and computer media production, including all phases of multimedia production from conception to finished product. Course includes: lectures, demonstrations, hands-on skills training, multimedia presentations, discussions, research papers, and field trips. Two hours of lecture and two hours laboratory. Prerequisites: MUSC 302, VSAR 302 or VSAR 303.

VSAR 404 (3)
Art and Web Design

Utilizes a number of digital tools for the production of web based art projects. Pivots around the creative passions of net artists whose ideas have transformed our digital culture. Students develop interactive content with image, textual, and data components that they publish online. Explores the ethical and social implications of information on the web and examines the impact of the internet on the arts. Art & Web Design includes lectures, demonstrations, hands-on training, discussions, and creative projects. *Two hours lecture and two hours laboratory.*

VSAR 405 (3)
Critical Theories of the Arts in Cyberspace

Explores the impact of the rapidly developing information technologies of the arts – film, video, literature, music, performance, and visual art. Examines the breakdown of disciplinary boundaries as the interactive multimedia technologies combine video, text, audio, and graphic images. Also explores the social and ethical implications of the new technologies and their relationship to the arts. Students will study artists whose work has been shaped by information technologies and who are helping to define the electronic interfaces and virtual worlds of the future. Includes lectures, demonstrations, hands-on training, discussions, and research papers.

VSAR 406 (3)
Installation Art

Installation art creates meaning through the interaction of various elements (objects, images, projections, etc.) with each other and their surrounding place. This hands-on studio course serves as an introduction to the history of installation and site-specific art. Students will be encouraged to experiment with multimedia approaches often employed in contemporary installations. *At least one Lower-Division and one upper-division course in studio art and/or art and technology is recommended. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 409 (3)
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 420 (3)
Contemporary Artists

A survey examining the multiple worlds of the contemporary art world. Current issues, ideas, and intuitions which contribute to the shaping of today's art are analyzed through the individual and collaborative works of African-Americans, Asian-Americans, Chicanos, feminists, gays and lesbians, "the mainstream," and other artists. Cross-influences, dialogue and debates of the last 40 years will be emphasized. Lectures and discussions will be supplemented with field trips to museum exhibitions, public art sites, private collections, and artists' studios.

VSAR 422 (3)
Art and Technology of the Moving Image

Hands-on survey of the history and theory of filmmaking, video production, new media, and the moving image. The parallel developments of projected imagery and animation from the 16th Century through contemporary practices utilizing computer technologies will be covered. Students will acquire practical and critical skills through studying and analyzing the development of theoretical discourses that frame past and current issues surrounding the production and interpretation of the moving image. Films and videotapes addressing diverse cultural, ethnic, and social concerns throughout the world will be screened, analyzed, compared, and contrasted.

VSAR 423 (3)
Critical History of Photography

Designed to allow students to critically examine the early modern development of photography and the medium's contemporary usages, cultural meanings and contested histories. Focuses on the intersections between the photograph as art object, historical record, advertising image and cultural artifact through an examination of the representation of various peoples' cultural histories and identities. Also considers new artistic approaches to redefining the documentary tradition, especially in light of the relationships between photography and new media technologies. Course is based on discussions, lectures, on-site critical viewing, research papers and collaborative projects.

VSAR 424 (3)
Media Genre

Examines how media production participants develop products that fit common formats (e.g., sitcoms, soaps, heavy metal, rap, action films, comedies); how production participants and audiences develop recognition and understandings of genres and their conventions; and how production processes differ for various formats. Students consider the persistence and change of common cultural forms. Students have the opportunity to create media projects applying course concepts. *May not be taken for credit by students who received credit for VPA 380-19 and MASS 424.*

VSAR 432 (3)
Media Narrative

Explores narrative within traditional and modern media communications. Students examine narrative techniques used in newspaper and TV reportage, comic books, fiction film, reality television, web content, and computer gaming. Coursework develops critical ability to understand how various narratives can create hegemonic or alternative models of the world, giving students the tools to express themselves powerfully in any media. *May not be taken for credit by students who have received credit for COMM 480Q and MASS 432.*

VSAR 433 (3)
Story Writing for Media

Explores the theory and practice of feature-length screen/media writing and narrative, as commonly seen in fiction film and television, as well as in creative documentaries. Through theory and workshop course examines structure, archetypes, character, theme, plot, conflict, action, and dialogue. Students create scenes, outlines, and analysis of their own original feature-length stories. *Recommended, but not required MASS 432. May not be taken for credit by students who have received credit for COMM 480L, MASS 405A, MASS 430A, MASS 433.*

VSAR 440 (3)
Advanced Digital Photography Fieldwork

Presentation of projects that are characterized by the combination of traditionally discrete artistic disciplines in combination with computer-generated texts and images. Emphasis on manifestation of ideas through class discussion and critique of presented work. *Two hours of lecture and two hours of laboratory. Prerequisite: VSAR 302.*

VSAR 457 (3)
Video Studio Production

Focuses on integrating political and social analysis with studio production. Discussions of community-based media and independent media makers will be used in creating alternatives to corporate commercial media. The course provides the technical means and creative encouragement to make alternative studio productions. All work will be produced in the studio and transmitted to on and off-campus audiences while encouraging dialogue about difference and power, media representation and reception. *May not be taken for credit by students who have received credit for VPA 380-15 and MASS 457.*

VSAR 460 (3)
Art and Social Change

Exploration of how the desire for social change has led modern and contemporary artists and art movements to align with political and social causes. Readings may include theoretical texts, artists' proposals and manifestos, and case studies in arts and political engagement. Consideration of students' own capacities for community leadership and arguments, motivations, and actions that allow them to contribute to social change creatively through participating in service learning or a class project. *May not be taken for credit by students who have received credit for VPA 380-18.*

VSAR 480 (3)
Art Activities for Children and Adults

Explores various media in the visual arts. No background in the visual arts is required. Emphasis will be placed on arts activities that require few materials and that can be applied to the K-12 classroom. *Satisfies the Liberal Studies requirement for work in the Fine Arts, and Humanities (Studio Arts). Two hours of lecture and two hours of laboratory.*

VSAR 495A (1) 495B (2) 495C (3)
Internship
Intended to enable eligible students to work directly with selected and approved individual artist or group of artists in creative and/or studio environment. *May be repeated for a total of six (6) units. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of supervising faculty member or faculty advisor.*

VSAR 498A (1) 498B (2) 498C (3)
Independent Study
Designed for students who have completed upper-division courses in this major area of study. *Special topic(s) must be approved by the Visual and Performing Arts Independent Study Committee. May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of faculty advisor.*

VSAR 499A (1) 499B (2) 499C (3)
Independent Research
Designed for students with demonstrated capacity for independent research, field, creative and studio work. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of faculty committee and academic advisor.*

WOMEN'S STUDIES (WMST)

College of Humanities, Arts, Behavioral and Social Sciences

WMST 101 (3)
Introduction to Women's Studies
An introduction to the scholarship on women, both disciplinary and interdisciplinary, with an emphasis on critical thinking. Explores works by and about women, gender roles, and contemporary issues around the world, and analyzes arguments surrounding women's status.

WMST 180 (3)
Introductory Topics in Women's Studies
Introductory special topics in Women's Studies. The course title and description will vary by offering. *Students should check the Class Schedule for listing of actual topics. May be repeated for credit as topics change, for a total of six (6) units.*

WMST 201 (3)
Women: Contemporary Issues
Surveys contemporary issues in women's lives from the standpoints of diverse groups of women. Subject matter includes, but is not limited to, images of women, reproductive rights, sexuality, economic justice, political empowerment, family relations, and cultural practices. Subject matter is introduced in a variety of ways, including case studies, narratives, novels, film, and music. Students may do cross-cultural research on the Internet and Lexis/Nexis for their final project. *This course is not currently offered at Cal State San Marcos. It is listed for transfer-credit and course equivalency purposes.*

WMST 205 (3)
Gender and Identity in Pop Culture and the Media
Examines the ways in which gender and social identity have been portrayed in popular culture and the media, as well as the economic, political, and historical conditions that affect and inform these images. Focuses special attention on the economic, political, and historical conditions that have shaped representations of gender, race, class, and sexual identity in popular culture.

WMST 211 (3)
Introduction to Women's Literature
Introduces students to literary works by women within changing socio-cultural contexts from the 18th to 21st centuries. Analyzes the role of gender and sexuality in creative works and literary criticism, including questions of women's traditions, genre, and aesthetics. Explores a diverse range of historical writing by women in English; may include recent examples of works in translation from other literary contexts. *Also offered as LTWR 211. Students may not receive credit for both.*

WMST 300 (1-3)
Topics in Women's Studies
Special topics in Women's Studies. The course title and description will vary by offering. *May be repeated for credit as topics change for a total of six (6) units.*

WMST 301 (3)
Gender, Race, and Class in Contemporary Societies
Explores the intersection of gender, race, and class in the modern world. Themes include the expression of gender, race, class, and sexual identity in arts and humanities; the structures of discrimination; theories about race, class, and gender; and the lively debates across cultural and ethnic lines concerning these issues.

WMST 303 (3)
Education, Gender and Race
Explores the relationships between education, gender, and race/ethnicity. Course content will include such issues as identity development in girls and boys; controversies about gender, race, and education; feminist theories about learning and teaching; social stratification in schools; and pedagogical methods designed to empower all students through education. Using contemporary case studies, students will examine multiple dimensions of school life–such as formal and informal curricula, student-teacher relationships, and the social construction of teaching–for their gendered and racialized components. *May not be taken for credit by students who have received credit for WMST 300K.*

WMST 320 (3)
Introduction to Feminist Pedagogies
Focuses on the study of feminist approaches to university learning. Special emphases on feminist theories of student-centered learning, innovative teaching methods in higher education, and social change through higher education. *Designed for students who are preparing to serve as Peer Discussion Leaders in WMST 101. Enrollment Requirement: WMST 101, or other introductory Women's Studies course.*

WMST 321 (3)
Feminist Pedagogies in Practice

Feminist theory is used to reflect upon classroom leadership and experience. *Designed for students who are serving as Peer Discussion Leaders in WMST 101, under faculty supervision. May be repeated for a total of six (6) units. Enrollment Requirement: WMST 101, or other introductory Women's Studies course. Enrollment restricted to students who have obtained consent of instructor.*

WMST 323 (3)
Women in Performance: Choreographies of Resistance

Explores issues of power, representation, and access in relation to the female body in dance, performance art, body arts, and the staging of political empowerment. Examines crucial historical figures and moments when the body in motion ruptures or destabilizes normalized expectations. *Also offered as DNCE 323. Students may not receive credit for both.*

WMST 325 (3)
Folktales of Strong Girls and Women in the Middle East, Africa, and Asia

Explores stories that either present images of strong girls and women or convey feminist messages about gender roles, women's abilities, or gender politics in the Middle East, Africa, and Asia. Designed to help students understand the many and complex ways in which women from a variety of nations and cultures have negotiated their social standing, using folktales and stories to convey messages about strong, capable, and smart girls and women who provide role models and leadership for others.

WMST 326 (3)
Feminist Art and Motherhood

Critically examines what has been the taboo relationship of motherhood to feminist art and theory as they have developed during the late 20th Century. This interdisciplinary course focuses on the various ways feminist artists, writers, philosophers and other cultural theorists are addressing the dilemmas of representing feminist motherhood and how these approaches are interpreted in contemporary visual culture. Previous historical limitations and mutual exclusivities for women as mothers will be analyzed in relation to new revisioning of motherhood by women and men who have different ethnicities, classes and other varied life experiences. *May not be taken for credit by students who have received credit for WMST 300-18. Also offered as VSAR 326. Students may not receive credit for both.*

WMST 328 (3)
Body and Identity

Explores the social construction and performances of the body and identity through a cross-cultural look at definitions and meanings of the body, codes inscribed on it by our everyday practices (wearing makeup, working out), and choices of decorative markers (clothing, jewelry, tattoos, piercings). How are gender, race, ethnicity, and power status signaled by the body? How is rebellion enacted through the body? Anthropological perspectives are used to explore how people approach these issues across cultural, economic, political, social, and religious contexts. *May not be taken for credit by students who have received credit for ID 370-2 and WMST 300-6. Also offered as ANTH 328. Students may not receive credit for both.*

WMST 330 (3)
Women as Leaders

Internationally, women contribute to a growing share of public activity, the labor market, and civic leadership. Based on recent feminist research on leadership development, this course will address the challenges of and opportunities for leadership as they affect women from different cultural backgrounds. Subjects include cultural perceptions of leadership, traditional stereotypes of femininity, and the evaluation of leadership skills. Biographies of women leaders will be used to explore some of the key factors that have shaped women's successes. *May not be taken for credit by students who have received credit for WMST 300G.*

WMST 338 (3)
Sexualities, Gender Indentities, and Incarceration

Exploration of punishment, criminalization and adjunction processes related to gender and sexualities in the prison system.

WMST 341 (3)
Men and Masculinities

Focuses on various meanings of male identity and the effects that notions of masculinity have had on both men and women. Examines cultural beliefs, values, and representations of masculinity and male identities. Explores distinct perspectives on the meanings of masculinity–past, present, and future–in relation to socialization, work, family, race and ethnicity, class, culture, sexuality, and technological change. Focuses primarily on the United States, with cross-cultural comparisons to the construction of masculinity in other countries. *May not be taken for credit by students who have received credit for WMST 300H.*

WMST 343 (3)
Power and Gender in the Muslim World

Explores the intersection between Islam, gender, culture, and politics in Muslim countries in contemporary Africa, Asia, and the Middle East. *Also offered as PSCI 343. Students may not receive credit for both.*

WMST 345 (3)
Gender and Violence

Explores the intersections of gender and violence, examining violence against women through a feminist lens, masculinities and violence, and race, class, gender, and sexualities and violence. Interrogates the concept of "violence," exploring physical, emotional, psychological, and structural violence, as well as state violence, societal responses to violence, and feminist resistance in the U.S. and around the globe. Subjects may include intimate partner violence, LGBT violence, rape and sexual assault, state-sponsored violence, and militarized violence. *May not be taken for credit by students who have received credit for WMST 300-11.*

WMST 347 (3)
Reproductive Rights
Explores the history of reproductive rights for women in the United States and globally, including the emergence of family planning practices, the design and availability of contraception, access to abortion, and assistive technologies. With an emphasis on the intersections of race, class, gender, sexuality, abilities, and geography, course materials focus on legal and policy developments, religious/political/cultural contexts, women's activism, and feminist theoretical perspectives of reproductive rights and wrongs. *May not be taken for credit by students who have received credit for WMST 300-13.*

WMST 350 (3)
Chicana and Latina Feminist Thought
Introduction to the foundational writings in Chicana and Latina feminist theory with close attention to how race, class, gender, and sexuality affect Chicana and Latina lives. Includes triple oppressions theory, identity politics, mestiza consciousness, Chicana subjectivity (agency), lesbian identities, and media analysis.

WMST 351 (3)
Black Feminist Thought and Activism
Explores Black Feminist consciousness and activism along with its impact, historically and theoretically. Focuses on the principles and practices associated with its evolution through struggle over time in the U.S. and the Diaspora, the relationship of Black Feminist theorizing with other feminisms, and resistance and applications for social change. Explores key scholarly debates about self and community, the "multiplicity of oppressions," and the intersection of race with gender, class, sexuality, and nation. *May not be taken for credit by students who have received credit for WMST 300-2.*

WMST 370 (3)
Transnational Feminisms
Focuses on non-Western feminisms—their histories, practices, politics, theories, and the connections with Western feminisms that helped shape the transnational dynamics of feminist movements. Highlights relations among local, national, and regional feminisms and women's movements; explores competing theories of gender relations and women's rights and powers; and examines critically key debates about transnational activism, including how women differ, what interests and problems they share, the nature of agency, and the role of international institutions.

WMST 375 (3)
Feminist Activism
Explores women's international movement, giving attention to the relationship between U.S. women's movements for social change and global feminist struggles. Interdisciplinary readings, including fiction and feminist theory, focus on women's activism in various countries and regions of the world. *Activism project required.*

WMST 380 (3)
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.

WMST 398 (3)
Independent Study
Directed readings and research under the guidance of an instructor. Semester project, paper, or performance required. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*

WMST 401 (3)
Seminar in Women's Studies
Topic announced each semester prior to registration. Explores readings in feminist theory and scholarship. Includes a cross-cultural or cross-national perspective. *May be repeated for a total of six (6) units as topics change.*

WMST 407 (3)
The Politics of Sexualities
Examines the social and political construction of categories of sexual and gender identities (such as lesbian, gay, bisexual, queer, transgender, heterosexual), the resulting social coercion of behavior, and the role coercion plays in dividing and disempowering people cross-culturally. Subject matter includes the history of romantic and sexual relationships between people in relation to culture and social institutions, the development of gender and sexual identities in social contexts, related political movement, and the power of heteronormativity in society.

WMST 416 (3)
Sex Work
Examines a variety of issues related to sex work, such as prostitution, trafficking in women and children, pornography, sex tourism, and erotic shows. Material will draw from communications, economic, feminist, health, socio-political, and other perspectives, with an emphasis on the global nature of the sex industry.

WMST 424 (3)
Women and Health
An exploration of women and health. Analysis of women's health maintenance and disease prevention, gender bias in medical treatment, medicalization of "natural" processes, women and the health system, medical-legal system, and bio-medical research. Subject matter may include, but is not limited to: eating disorders, contraception, sexually transmitted diseases, fertility from pregnancy to birthing, stress and mental illness, menopause, breast cancer, and alternative and traditional healing systems. Issues of social class, nationality, race, culture, and sexual preference are emphasized throughout. *Recommended Preparation: previous coursework in the area of health and illness. Also offered as SOC 424. Students may not receive credit for both.*

WMST 445 (3)
Gender and Development
Gender analysis remains in the peripheries of development theory and practice despite evidence which suggests that "modernization" results in disparate outcomes for similarly situated women and men. To bridge this analytical gap in development studies, the course explores the gender dimensions of the dramatic structural changes taking place in the world economy. *Also offered as ECON 445 and PSCI 445. Students may only receive credit for one of the courses. May not be taken for credit by students who received credit for PSCI 449B.*

WMST 450 (3)
Cinema and Gender
Investigates the power of film and the film industry in representing and shaping gendered positions in a variety of cultural settings. Explores dominant and alternative practices of gendering cinematic characters and viewers. May employ particular thematic frameworks (e.g., mothers and daughters, gender and European cinema, women in the silents, or gender and documentary film).

WMST 490 (3)
Feminist Perspectives: Theories and Research
Examines major schools of feminist theory and feminist approaches to research on women and gender across an array of academic disciplines. The application of feminist perspectives and reassessments of social theory in the humanities, social sciences, and sciences may be included. Student research projects may include bibliographies, archival research, ethnographic, survey, literary analysis, or other formats.

WMST 495A (1) 495B (2) 495C (3) 495D (4) 495E (5) 495F (6)
Internship in Women's Studies
Combines readings with placement in an appropriate social justice or women's advocacy organization, public, private, or nonprofit. *May be repeated for a total of nine (9) units in any combination of units from WMST 495A-F.*

WMST 499 (3)
Independent Research in Women's Studies
In consultation with a faculty advisor, students develop an extended research project using primary and/or secondary sources. *May be repeated for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.*



Academic and Administrative Listings

Academic and Administrative Listings..... 575-590
Administrators & Faculty Emeriti & Emeritae 588-590
Trustees of the California State University.....593

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Aboolian, Robert (2002)
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Sepinwall, Alyssa (1998)
Professor, History
B.A., University of Pennsylvania
M.A., Stanford University
Ph.D., Stanford University

Shapiro, Adam (2011)
Professor, Sociology
B.A., University of Florida
M.A., University of Texas at Austin
Ph.D., University of Texas at Austin

Sharif, Shahed (2011)
Assistant Professor, Mathematics
B.A., University of Michigan
Ph.D., University of California, Berkeley

Sheath, Robert G. (2001)
Professor, Biological Sciences
B.Sc., University of Toronto
Ph.D., University of Toronto

Shore, Ted (2006)
Professor, Human Resources
B.A., State University of New York at Buffalo
M.A., City College/City University of New York
Ph.D., Colorado State University

Siyahhan, Sinem (2014)
Assistant Professor, Education
B.S., Istanbul Bilgi University
M.S., Indiana University, Bloomington
Ph.D., Indiana University, Bloomington

Small, Deborah (1992)
Professor, Visual and Performing Arts
B.A., University of California, Irvine
B.S., University of Pennsylvania
M.F.A., University of California, San Diego

Solomon, Lucy HG (2015)
Assistant Professor, School of Arts/Media Design
B.A., Boston College
M.F.A., Claremont Graduate University

Soriano, Fernando (1999)
Professor, Human Development
B.A., University of California, Riverside
M.S., University of Colorado, Boulder
Ph.D., University of Colorado, Boulder

Spady, Thomas (2008)
Associate Professor, Biological Sciences
B.S., University of Nebraska
Ph.D., University of Nebraska

Stall, Patricia H. (2002)
Professor, Education
B.A., North Western Oklahoma State University
M.A., University of New Mexico
M.A., University of New Mexico
Ph.D., University of New Mexico

Stewart, Kristin (2015)
Assistant Professor, Marketing
B.A., Auburn University
M.B.A., Auburn University
Ph.D., The University of Texas

Stoddard Holmes, Martha (2000)
Associate Dean, College of Humanities, Arts, Behavioral and Social Sciences
Professor, Literature and Writing Studies
B.A., Cornell University
M.A., University of Colorado, Boulder
Ph.D., University of Colorado, Boulder

Stowell, Laurie P. (1992)
Professor, Education
B.A., Capital University
M.A., The Ohio State University
Ph.D., The Ohio State University

Stricker, Pamela (1996)
Professor, Political Science
B.A., California State University, Northridge
M.A., University of California, Riverside
Ph.D., University of California, Riverside

Strother, Darci L. (1993)
Professor, Modern Language Studies
B.A., University of Pennsylvania
M.A., University of California, Irvine
Ph.D., University of California, Irvine

Stuhr, Paul (2008)
Associate Professor, Kinesiology
B.S., San Diego State University
M.A., Saint Mary's College of California
Ph.D., Ohio State University

Styles, Alan (2006)
Associate Professor, Financial Accounting, International Accounting
B.A., University of Brighton, United Kingdom
M.S., University of North Texas
Ph.D., University of North Texas

Suarez, Theresa (2008)
Associate Professor, Sociology
B.A., University of California, Santa Cruz
M.A., University of California, Los Angeles
M.A., University of California, San Diego
Ph.D., University of California, San Diego

Sun, Qi (2006)
Assistant Professor, Corporate Finance
B.A., Peking University
M.A., Chinese University of Hong Kong
Ph.D., University of Wisconsin-Milwaukee

Sun, Xiaojie (Christine) (2015)
Assistant Professor, Accounting
B.S., Sun Yat-sen University, Guanzhou
M.B.A., Drexel University, Philadelphia
Ph.D., Drexel University, Philadelphia

Sun, Yi (2003)
Associate Professor, Decision and Information Sciences
B.A., Foreign Affairs College, China
M.A., University of Florida
Ph.D., University of Florida

Sustaita, Diego (2016)
Assistant Professor, Biological Sciences
B.S., California State University, Northridge
M.S., California State University, Northridge
Ph.D., University of Connecticut

Swan, Richelle (2003)
Associate Professor, Sociology
B.A., University of California, Los Angeles
M.S., Arizona State University
Ph.D., University of California, Irvine

Thomas, Jacky (2014)
Assistant Professor, Social Work
B.A., University of Kentucky
MSW, University of Kentucky
Ph.D., University of Kentucky

Thomas, Marie (1995)
Professor, Psychology
B.A., College of Mount St. Vincent
M.A., Fordham University
Ph.D., Fordham University

Thompson, Susan M. (1998)
Librarian
B.A., University of Denver
M.A., University of Denver
M.L.I.S., University of Denver

Thousand, Jacqueline S. (1996)
Professor, Education
B.A., University of Wisconsin
M.S., University of Vermont
Ph.D., University of Vermont

Toyokawa, Noriko (2015)
Assistant Professor, Human Development
B.A., Tokyo University of Foreign Studies
M.S., Pennsylvania State University
Ph.D., Oregon State University

Trischman, Jacqueline A. (1995)
Professor, Chemistry and Biochemistry
B.S., Virginia Polytechnic Institute and State University
Ph.D., University of California, San Diego

Trujillo, Keith A. (1994)
Professor, Psychology
B.A., California State University, Chico
Ph.D., University of California, Irvine

Tsai, Kim M. (2015)
Assistant Professor, Psychology
B.A., University of California, Santa Cruz
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Tsay, Wenyuh (1998)
Associate Professor, Finance
B.B.A., National Chiao Tung University, Hsinchu, Taiwan
M.B.A., University of Oregon
Ph.D., University of Utah

Tsui, Stephen (2008)
Associate Professor, Physics
B.S., University of Houston
M.S., University of Houston
Ph.D., University of Houston

Uy-Tioco, Cecilia (2014)
Assistant Professor, Communication
B.A., Ateneo de Manila University
M.A., Gallatin School of Publishing
M.A., New School University 2004
Ph.D., George Mason University

Valadez, Gilbert (2001)
Associate Professor, Education
B.A., Pitzer College
M.A., Brown University
M.A., University of San Francisco
Ed.D., University of San Francisco

Vanderbilt, Kimberly (2013)
Assistant Professor, Psychology
B.S., University of California, San Diego
M.A., University of California, San Diego
Ph.D., University of California, San Diego

Vargas, Manuel (2013)
Director, School of Education
B.A, University of the Americas
M.A., University of Alabama
Ph.D., University of Alabama

Van Vooren, Carol (2009)
Associate Professor, Education
B.A., San Diego State University
M.A., San Diego State University
Ed.D., University of La Verne

Villarreal, Sarah (2008)
Associate Vice President, Community Engagement
B.A., University of California, Los Angeles
M.A., University of Redlands

Vourlitis, George Luis (1998)
Professor, Biological Sciences
B.A., University of California, Santa Barbara
M.S., San Diego State University
Ph.D., University of California, Davis

Wallace, Mark (2005)
Associate Professor, Literature and Writing Studies
B.A., George Washington University
M.A., State University of New York, Buffalo
Ph.D., State University of New York, Buffalo

Watson, Kathleen (1992)
Professor, Organizational Behavior
B.S., University of Utah
M.B.A., University of Utah
Ph.D., University of Utah

Watts, Jill (1992)
Professor, History
B.A., University of California, San Diego
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Weigt, Jill M. (2003)
Professor, Sociology
B.A., University of California, Davis
M.S., University of Oregon
Ph.D., University of Oergon

Wendling, Laura M. (1995)
Professor, Education
B.A., San Diego State University
M.Ed., University of Washington
Ph.D., University of Washington

Whittlesey, Marshall (2001)
Associate Professor, Mathematics
B.S., Trinity College
Sc.M., Brown University
Ph.D., Brown University

Williams, Carrick C. (2014)
Assistant Professor, Psychology
B.A., Kansas State University
M.A., Michigan State University
Ph.D., Michigan State University

Wu, Shaun-inn (1991)
Professor, Computer Science & Information Systems
B.S., Soochow University
M.S., New Mexico State University
M.S., University of Texas, El Paso
Ph.D., New Mexico State University

Xiao, Zhiwei (1995)
Associate Professor, History
B.A., University of Dalian
M.A., College of Saint Rose
Ph.D., University of California, San Diego

Yamashita, Robert C. (1997)
Associate Professor, Liberal Studies (Science and Society)
B.A., University of Massachusetts, Amherst
M.A., University of California, Berkeley
Ph.D., University of California, Berkeley

Yáñez-Chávez, Aníbal (1992)
Associate Professor, Anthropology
B.A., University of Wisconsin-Milwaukee
M.A.T., Wayne State University
Ph.D., University of California, Berkeley

Yi, Hua (1999)
Librarian
B.A., Shanghai Foreign Language Institute M.A., Vanderbilt University
M.L.S., University of Kentucky

Yoshii, Rika (1993)
Professor, Computer Science and Information Systems
B.S., University of California, Irvine
M.S., University of California, Irvine
Ph.D., University of California, Irvine

Young, Jimmy (James) (2015)
Assistant Professor, Social Work
BSW, Brigham Young University
MSW Eastern Washington University
Ph.D., Virginia Commonwealth University

Yuan, Yuan (1991)
Professor, Literature and Writing Studies
B.A., Shandong University
M.A., Shandong University
Ph.D., University of Wisconsin-Milwaukee

Zaerpour, Nima (2016)
Assistant Professor, Operations and Supply Chain Management
B.S., Sharif University
M.S., University of Tehran
Ph.D., Erasmus University

Zaldivar, Antonio (2014)
Assistant Professor, History
B.A., Florida State University
M.A., Western Michigan University
Ph.D., University California, Los Angeles

Zera, Stephen P. (1996)
Associate Professor, Finance
B.S., Shippensburg University of Pennsylvania
Ph.D., Florida Atlantic University

Zhang, Xiaoyu (2002)
Professor, Computer Science & Information Systems
B.S., University of Science and Technology of China
M.S., University of Science and Technology of China
M.S., University of Texas, Austin
Ph.D., University of Texas, Austin

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Anderson, Beverlee B. (1992)
Professor Emerita, Marketing
B.S., Admin., The Ohio State University
B.S., Ed., The Ohio State University
M.B.A., The Ohio State University
Ph.D., The Ohio State University

Baker-Degler, Therese L. (1989)
Professor Emerita, Sociology
Founding Faculty
B.A., Cornell University
Ph.D., University of Chicago

Bennett, Vivienne (1994)
Professor Emerita, Liberal Studies (Latin American Studies)
B.A., University of Wisconsin
M.A., University of Texas
Ph.D., University of Texas

Biggs, Bonnie (1990)
Librarian Emerita
B.A., San Diego State University
M.L.S., University of Southern California

Boehning, Rochelle L. (1990)
Professor Emeritus, Computer Science & Information Systems
B.S., Pittsburg State University
M.S., Pittsburg State University
M.S., University of Missouri-Rolla
Ph.D., University of Missouri-Rolla

Bonomo, Carol J. (1989)
Administrator Emerita, Office of the President
B.M., Barrington College
M.A.L.A., San Diego State University

Bray, Richard N. (1994)
Professor Emeritus, Biological Sciences
B.S., San Diego State University
M.A., University of California, Santa Barbara
Ph.D., University of California, Santa Barbara

Clark, Stella T. (1990)
Professor Emerita, Modern Language Studies
B.A., University of Mississippi
M.A., University of Kansas
Ph.D., University of Kansas

Cohen, Larry W. (1989)
Professor Emeritus, Biological Sciences
Founding Faculty
B.A., University of California, Los Angeles
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Diehr, George (1990)
Professor Emeritus, Management Science
B.S., Harvey Mudd College
M.B.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Elwood, Ann (1989)
Lecturer Emerita, History
B.A., Fairleigh Dickinson College
M.A., University of California, San Diego
Ph.D., University of California, San Diego

Gannon, Martin J. (2003)
Professor Emeritus, Strategy and International Management
B.A., University of Scranton
Ph.D., Columbia University

Golich, Vicki L. (1992)
Professor Emerita, Political Science
B.A., Occidental College
M.A., California State University, Fullerton
Ph.D., University of Southern California

Gray, Marti A. (1989)
Administrator Emerita, CSUSM Foundation
B.A., Southern Oregon State College
M.B.A., San Diego State University

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Professor Emerita, History
Founding Faculty
B.A., Monmouth College
M.A., The College of William and Mary
Ph.D., University of Notre Dame

Hanor, Joan (1995)
Professor Emerita, Educational Technology
B.F.A., Massachusetts College of Art
M.A., University of Iowa
Ph.D., University of Wisconsin-Madison

Hayden, Katherine (2002)
Professor Emerita, Education
B.A., Woodbury University
M.A., Pepperdine University
Ed.D., Pepperdine University

Herlihy, Catherine S. (1991)
Librarian Emerita
B.A., Lake Erie College
A.M.L.S., University of Michigan

Keating, Joseph F. (1993)
Professor Emeritus, Education
B.S., State University of New York, Albany
M.S.T., Union College
Ph.D., University of New Mexico

Kreisler, Alan "Fritz"
Professor Emeritus, Student Health and Counseling Services

Leiter, Linda (1990)
Administrator Emerita, Human Resources and Campus Enterprises
B.A., University of California, Santa Barbara

Lilly, Steve (1990)
Dean Emeritus, College of Education
Professor, Education
B.S., Bellarmine College
M.A., Peabody College
Ed.D., Peabody College

Lou, Sheldon X.C. (1993)
Professor Emeritus, Production and Operations Management
B.S.E.E., Quig-hua University, Beijing
M.S., Massachusetts Institute of Technology
Ph.D., Massachusetts Institute of Technology

McDaniel, Janet E. (1991)
Professor Emerita, Education
B.A., Whitman College
M.Ed., University of Washington
Ph.D., University of Washington

McWilliams, Spencer A. (2001)
Professor, Emeritus, Psychology
B.A., California State University, Long Beach
Ph.D., University of Rochester

Melcher, Trini U. (1989)
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B.S., Arizona State University
M.B.A., Kent State University
Ph.D., Arizona State University
C.P.A., Ohio and Arizona

Mitchell, Susan E. (1996)
Administrator Emerita, Student Academic Support Services
B.A., San Diego State University
M.A., San Diego State University
Ed.D., University of San Diego

Montanari, John R. (Dick) (1991)
Professor Emeritus, Management
B.S., University of Dayton
M.B.A., University of New Mexico
D.B.A., University of Colorado

Morris, G.H. "Bud" (1997)
Professor Emeritus, Communication
B.A., University of Texas, Austin
M.A., University of Texas, Austin
Ph.D., University of Texas, Austin

O'Boyle, Cherie G. (1992)
Professor Emerita, Psychology
B.A., California State University, Sacramento
M.S., University of Oregon
Ph.D., University of Oregon

Oddou, Gary (2001)
Professor Emeritus, Organizational Behavior
B.A., Brigham Young University
M.A., Brigham Young University
Ph.D., Brigham Young University

Omens, Alan (1991)
Lecturer Emeritus, Management and Organizational Behavior
B.A., Southern Illinois University
M.B.A., University of Washington
Ph.D., University of Kansas

Papenhausen, Judith L. (2005)
Administrator Emerita, Nursing
B.S., California State University, Los Angeles
M.S., California State University, Los Angeles
Ph.D., University of Texas, Austin

Parsons, A. Sandy (1992)
Professor Emerita, Education
B.S., California Polytechnic State University,
San Luis Obispo
M.S., California State University, Los Angeles
Ph.D., University of Texas, Austin

Punch, Sandra L. (1990)
Administrator Emerita, Career and Transfer Student Services
B.A., San Diego State University
M.S., San Diego State University

Quiocho, Alice (1996)
Professor Emerita, Education
B.A., Holy Names College
M.A., Azusa Pacific University
Ed.D., University of Washington

Reid, K. Brooks (1989)
Professor Emeritus, Mathematics
Founding Faculty
B.A., University of California, Berkeley
M.A., University of Illinois, Urbana-Champaign
Ph.D., University of Illinois, Urbana-Champaign

Reid, Marion T. (1989)
Dean Emerita, Library
B.S., University of Illinois, Urbana-Champaign
M.S., University of Illinois, Urbana-Champaign

Rocha, Victor (1991)
Professor, Biological Sciences
B.A., California State University, Los Angeles
M.A., California State University, Los Angeles
Ph.D., University of California, Riverside

Shaw, Linda L. (1993)
Professor Emerita, Sociology
B.A., California State University, Long Beach
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Sonntag, Gabriela (1991)
Librarian Emerita
B.A., University of Arizona
M.L.S., University of Texas

Veres, Wayne (1992)
Chief Information Officer of Instruction and Information Technology Services and Dean, Library, Emeritus
B.S., National University
M.S., California State University San Marcos

Wahlund, Thomas M. (1997)
Professor Emeritus, Biological Sciences
B.S., Southern Illinois University, Carbondale
M.S., Southern Illinois University, Carbondale
Ph.D., Southern Illinois University, Carbondale

Welch, Steven C. (1990)
Professor Emeritus, Chemistry and Biochemistry
B.S., University of California, Los Angeles
Ph.D., University of Southern California

Whitehorse, David (1992)
Professor Emeritus, Education
B.A., University of California, San Diego
M.P.A., San Diego State University
M.A., University of Hawaii, Manoa
Ph.D., Northern Arizona University

Worden, Patricia E. (1989)
Administrator Emerita
Founding Faculty
B.A., University of Colorado, Boulder
Ph.D., University of California, San Diego

Zwick, Peter R. (1990)
Administrator Emeritus
B.A., Grinnell College
M.A., Duke University
Ph.D., Duke University

University Council

The President's University Council is a community advisory board consisting of leaders from the University's geographic service area who represent a wide range of professional interests to the development and welfare of the University. The purpose of the University Council is to further the purposes and objectives of the University by providing advice and support to the University's community engagement objectives.

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Habitat for Humanity San Diego

Carmen Rene, Vice Chair
NRG

Trudy Armstrong
The San Diego Foundation

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Community Strategies Group, Inc.

Joe Bear
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Community Relations Director

Gina McBride
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Palomar College

Roberto Ramirez
Mountain Meadow Mushroom Farms, Inc.

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Matthew Tucker
North County Transit District

Heather Whitley-Quinn
Manpower

Emily Ortiz Wichmann
Oceanside Unified School District Board (Ret.)

Office of the Chancellor

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Chancellor – CSU System

Mr. Steve Relyea
Executive Vice Chancellor and Chief Financial Officer

Dr. Loren J. Blanchard
Executive Vice Chancellor, Academic and Student Affairs

Mr. Framroze Virjee
Executive Vice Chancellor, General Counsel

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Vice Chancellor, Human Resources

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Vice Chancellor and Chief University Auditor

Academic Senate

(760) 750-4058

The Academic Senate acts as a representative body of the faculty for the purposes of sharing in the governance of the University and expressing opinions of the faculty on academic and operational matters.

The Academic Senate has roughly 60 voting members elected by their faculty peers or serving as chairs of senate committees, and one student and one staff representative; there are about 17 ex-officio members drawn from the administrative ranks on campus.

The Academic Senate is primarily responsible for designing and delivering the curriculum. Further, the Academic Senate formulates, evaluates, and recommends to the President policies and procedures which pertain to the development, maintenance, and improvement of the University program in academic matters. The Constitution and By-laws of the University Faculty and the Academic Senate establish the basis upon which the Academic Senate participates in the governance of Cal State San Marcos.

Cal State San Marcos Native Advisory Council

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Tribal Liaison

University Auxiliary and Research Services Corporation

The University Auxiliary and Research Services Corporation is a non-profit, public-benefit corporation chartered as an auxiliary organization to support the mission of Cal State San Marcos.

Board of Directors

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Community Member

San Marcos University Corporation

The University Corporation is a nonprofit, auxiliary organization that advances the goals and meets the evolving needs of the University by providing facilities and services that enhance the student experience at CSU San Marcos. The University Corporation oversees student housing, the Clarke Field House, University Student Union, Campus Recreation and Summer Conferences.

For additional information about the University Corporation, including who serves on its Board of Directors, please go to their web site at www.csusm.edu/ucorp.

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The Honorable Toni G. Atkins
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President

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Appointed Trustees

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

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Douglas Faigin (2017)
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J. Lawrence Norton (2019)
Steven Stepanek (2017)
Peter J. Taylor (2021)
Maggie White (2017)

Correspondence with Trustees should be sent to:

c/o Trustees Secretariat
The California State University
401 Golden Shore
Long Beach, California 90802-4210.



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OFFICIAL NOTICES AND POLICIES

Availability of Institutional and Financial Assistance Information

To obtain information regarding institutional and/or financial assistance, contact the administrator(s) and/or department(s) listed below:

Athletic Coordinator

(760) 750-7100

- Information concerning athletic opportunities available to male and female students and the financial resources and personnel that Cal State San Marcos dedicates to its men's and women's teams.

Cashier's Office

(760) 750-4491

- Information concerning the cost of attending.
- If requested, additional costs for specific programs.
- Fees and tuition (where applicable).
- Information concerning the refund policies of Cal State San Marcos for the return of unearned tuition and fees or other refundable portions of institutional charges.

Jeanne Clery Crime Disclosure Act

Chief of Police

(760) 750-4567

- Information concerning California State San Marcos policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus.
- The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff. The annual security and fire safety report includes statistics for the previous three years concerning reported crimes, and incidents of fire that occurred on campus, in certain off-campus buildings or property owned or controlled by the California State University, and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Police Department of each campus, or by accessing the following web site: www.calstate.edu/police/clery_report.html.

Dean of Students Office

(760) 750-4935
(TDD 750-4909)
www.csusm.edu/dos

The Dean of Students Office provides general information concerning campus policies, procedures, and regulations and offers help to students seeking to resolve campus problems. Students needing assistance with any university matter are invited to begin with this office. Specific policies regarding student grievances, student grade appeals, student conduct, and discrimination, harassment, and retaliation are administered by this office.

- Cougar Care Network: (CCN) is CSUSM's early support initiative to improve student success, retention, and persistence. Through early alert referrals from campus community members, CCN serves as a safety "net" to assist students who may be experiencing challenges inside or outside of the classroom. More information can be found on the CCN web site at: www.csusm.edu/ccn.
- Co-Curricular Model: The Co-Curricular Model (CCM) creates an integrated learning environment where students are empowered to apply the knowledge and skills learned in the classroom through a myriad of intentional learning opportunities. The CCM provides a framework to support integrated learning at CSUSM, serves as a resource to guide the development of co-curricular learning opportunities, and promotes student engagement so that upon graduation, students will be competitive in a global workforce. The CCM is grounded in five student learning outcomes: Civic Engagement and Social Responsibility, Leadership and Interpersonal Development, Career and Professional Development, Critical Thinking and Ethical Reasoning, and Holistic Learning.
- Tukwut Life: Tukwut Life is a campus-wide, community-supported initiative that defines the Cal State San Marcos student life experience. Under the leadership of the Dean of Students Office, our vision is for students to see, hear, taste, and touch student life on CSUSM's campus. Through signature programs, events and leadership opportunities, students will engage in meaningful relationships and develop memories that will last a lifetime. These holistic, transformative learning experiences will help students succeed in and outside of the classroom and develop them into dynamic leaders.
- Students at Cal State San Marcos are subject to the same federal, state, and local laws as other citizens. Of particular importance are regulations established by the State of California through its Education Code. In addition, regulations from the Board of Trustees and the local University directly affect student life on campus. Students are responsible for their behavior on campus and are expected to know and comply with all policies and regulations printed in this Catalog. Information on all policies that affect students is available in the Dean of Students Office.
- Information concerning grievance procedures for students who feel aggrieved in their relationships with the University, its policies, practices, and procedures, or its faculty and staff.

- The Civility Campaign, an effort led by the Dean of Students Office, defines civility to reflect the community values of CSUSM. The University strives to be a community demonstrating respect for oneself and for others, treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure, and supportive climate enabling all community members to engage as full and active participants where the free flow of ideas are encouraged and affirmed. For more information, visit www.csusm.edu/civility.

Cougar Care Network

University Student Union (USU) 3500

(760) 750-7627 ccn@csusm.edu

www.csusm.edu/ccn

The Cougar Care Network (CCN) is the "First Stop Shop for All Things Student!" The CCN is an early support initiative for all CSUSM students to improve student success, retention, and persistence by providing you with the information, resources, and support needed to ensure your personal and academic success. The CCN serves as a "safety net" to assist students who may be experiencing challenges inside or outside the classroom.

Student Self-Referral

The Cougar Care Network (CCN) is there for you to find answers, resolve concerns, access resources, and seek support. The CCN will work with you individually to connect you to the information, resources, and support needed to ensure your personal and academic success.

Faculty and Staff Referral

Faculty and Staff refer students to the Cougar Care Network (CCN) by submitting an online form to connect you to the appropriate on-campus department. The CCN will connect you to on and off campus information, resources, and support to decrease barriers to your personal and academic success.

Most of your needs will be addressed by a member of the Cougar Care Network such as the CARE Team (Dean of Students Office), Personalized Academic Success Services (PASS), Disabled Student Services (DSS), Housing & Residential Education, the Educational Opportunity Program (EOP), Office of the Registrar, Financial Aid Office, Undergraduate Advising Services, and other departments across campus.

Student Health and Counseling Services

(760) 750-4915 (TDD 750-4924)

- Information regarding campus policies, procedures, and regulations as they relate to services provided, immunization requirements, or in response to domestic violence/sexual assault situations.
- Information concerning the prevention of drug and alcohol abuse and rehabilitation programs.
- We are here to help students cope with personal and academic concerns.

Director of Disabled Student Services

(760) 750-4905 (TDD 750-4909)

- Information regarding special facilities and services available to students with disabilities.

Director of Financial Aid and Scholarships

(760) 750-4850

- A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at California State University San Marcos;
- For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
- A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
- The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
- The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
- The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;
- The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
- The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
- The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;
- The exit counseling information the school provides and collects for student borrowers; and

- Contact information for ombuds offices available for disputes concerning federal, institutional and private loans.
- The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.
- Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov.

Financial Aid Business Office
(760) 750-4492

- Disbursement of any financial aid funds.
- Information concerning Cal State San Marcos' policies regarding the return of federal Title IV student assistance funds as required by regulation.

Provost and Vice President for Academic Affairs
(760) 750-4050
www.csusm.edu/aa/

The Provost and Vice President for Academic Affairs is the university's chief academic officer and is responsible for ensuring the integrity and excellence of all academic activities. The deans of the colleges, extended learning and international programs, instructional and information technology services, and the library, report to the Provost as do the vice provost and the associate vice president for faculty affairs. The Provost functions as the President's designee in such matters as retention, tenure and promotion of faculty, and also acts as the administrator in charge of the campus in the absence of the President.

Deputy Director, Institutional Planning and Analysis
(760) 750-4062

- Information regarding student retention and graduation rates at CSUSM and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest.

In 2014, the one-year continuation rate was 82. 3% and 85.5% for transfers. For more information on retention, please visit: http://www.csusm.edu/ipa/ret-graduation/index.html.

Parking and Commuter Services
Belinda Garcia, Director
(760) 750-7500
parking@csusm.edu

- Transportation costs.

Vice President for Student Affairs
(760) 750-4056
www.csusm.edu/studentaffairs/

The Office of the Vice President for Student Affairs provides executive leadership for five major areas: Student Development Services (including the Dean of Students), Student Academic Support Services, Enrollment Management Services, ASI, and The University Corporation. The Office of the Vice President administers policies and procedures, addresses general inquiries and provides referrals, and supports Student Affairs. The mission of the Student Affairs Division is to promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community.

University Store
(760) 750-4730

- Estimated costs of books and supplies.

School of Education - Student Services Center
Credential Office
(760) 750-4277

- Information concerning teacher preparation programs at CSUSM, including the pass rate on teacher certification examinations.

Student Housing
www.csusm.edu/housing

- The typical student room cost for 2016/17 in Student Housing ranges from $7,350 - $11,300 depending on room size, location and number of roommates in each room. CSUSM does not require a board plan as all of our housing has full kitchens in each student apartment. Pay as you go dining options are also available on campus and prepaid meal cards (in varying denominations) are available for purchase through our Campus Dining (www.csusm.edu/uarsc/commservices/diningserv/).

AVERAGE SUPPORT COST OF EDUCATION AND SOURCE OF FUNDS PER FULL-TIME EQUIVALENT STUDENT

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 2015/16 budget amounts were $2,987,063,000 from state General Fund (GF) appropriations and before adding $20.5 million CalPERS retirement adjustment, $1,654,161,000 from tuition fee revenue and after tuition fee discounts (forgone revenue), and $491,651,000 from other fee revenues for a total of $5,132,875,000. The 2015/16 resident FTES target is 356,450 and the nonresident FTES based on past-year actual is 18,630 for a total of 375,080 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 2015/16 average support cost per FTES based on GF appropriation and net tuition fee revenue only is $12,790 and when including all sources as indicated below is $14,101, which includes all fee revenue (e.g. tuition fees, application fees, and other campus mandatory fees) in the CSU Operating Fund. Of this amount, the average net tuition and other fee revenue per FTES is $5,721.

2015/16	*Amount*	*Average Cost Per FTES*	*Percentage*
State Appropriation (GF)[1]	2,987,063,000	8,380	59.4%
Net Tuition Fee Revenue[2]	1,654,161,000	4,410	31.3%
Other Fees Revenue[2]	491,651,000	1,311	9.3%
TOTAL SUPPORT COST	**5,132,875,000**	**14,101**	**100.0%**

1 Represents state GF appropriation in the Budget Act of 2015/16; GF is divisible by resident students only (356,450 FTES)

2 Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of tuition fee discounts) submitted in campus August 2015/16 final budgets. Revenues are divisible by resident and nonresident students (375,080 FTES).

The average CSU 2015/16 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the University is $6,815 ($5,472 tuition fee plus $1,343 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.

Drug-Free Campus Information

Legal Sanctions

There are numerous Federal, State, and local statutes and ordinances relating to the manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol. These statutes impose legal sanctions for both felony and misdemeanor convictions related to violations of applicable laws and ordinances. Detailed information regarding these statutes, which may change over time, is available from the University Police Department. Scheduled drugs considered to be controlled substances are listed in Schedules I through V of the Controlled Substances Act (21 U.S.C. 812), and are further defined by regulations 21 CFR 1308.11 through 1308.15. Copies of the Act and regulations are available for review via the internet at leginfo.ca.gov.

According to Federal and/or State Laws:

1. The manufacture, sale, or distribution of all scheduled drugs is a felony, which could result in serving time in prison; simple possession of controlled substances can be punished by civil fines of up to $10,000 per violation and a jail sentence.
2. Distribution or possession with the intent to distribute a controlled substance on University property requires a sentence up to twice the prescribed sentence for the original offense, and twice the prescribed parole time.
3. The cultivation, possession for sale, or sale of marijuana is a felony.
4. Possession of one ounce or more of marijuana for personal use is a misdemeanor, which could include payment of a fine or serving time in jail; possession of less than one ounce for personal use is a misdemeanor, which could include a fine up to $100.00.
5. It is a misdemeanor to sell, furnish, give, or cause to be sold, furnished or given away, any alcoholic beverage to a person under 21 or any obviously intoxicated person, and no one under 21 may purchase alcoholic beverages.
6. It is unlawful for any person under 21 to possess alcoholic beverages on any street or highway or in any place open to public view.

Health Risks Associated with Substance Abuse

Substance abuse dependence may result in a wide spectrum of extremely serious health and behavioral problems. Substance abuse results in both short-term and long-term effects upon the body and mind.

Acute health problems may include heart attack, stroke, and sudden death -- which, in the case of some drugs such as cocaine, can occur after first-time use. Long-lasting health effects of drugs and alcohol may include disruption of normal heart rhythm, high blood pressure, leaks of blood vessels in the brain, bleeding and destruction of brain cells and permanent memory loss, infertility, impotency, immune system impairment, kidney failure, cirrhosis of the liver, and pulmonary damage. Drug use during pregnancy may result in fetal damage and birth defects causing hyperactivity, neurological abnormalities, and developmental difficulties. In addition to the problem of toxicity, contaminant poisoning often occurs with illegal drug use. HIV infection associated with intravenous drug use is a prevalent hazard.

Information and literature about the health risks associated with substance abuse are available from the Office of Human Resources and Equal Opportunity, and Student Health and Counseling Services. The Student Health Services web site contains more detailed information on mandatory online training: http://www.csusm.edu/shcs/onlinetraining/index.html.

Alcohol and Other Drug Programs and Assistance

A variety of services have been designed to help prevent or treat substance abuse. Students are encouraged to seek assistance for substance abuse or dependency problems voluntarily (self-referral). These services include workshops regarding substance abuse; individual case evaluation, counseling, referral to outside counseling and treatment providers, treatment follow-up, and assistance in dealing with health care providers.

On-site and/or referral services are available through Student Health and Counseling Services. Counseling Services staff members are available for consultation with university employees regarding students with possible substance abuse problems. Please schedule an appointment by calling (760) 750-4915 or at www.csusm.edu/shcs.

Information disclosed by a student participating in counseling services is considered confidential, in accordance with Federal and State laws and University policies.

Disciplinary Sanctions

Consistent with procedures established pursuant to Section 41304 of Title V of the California Code of Regulations, any student at Cal State San Marcos may be expelled, suspended, placed on probation, or given a lesser sanction for violating university policies and campus regulations. Students found to be in violation of this program may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

Policy Distribution Requirement

The publication of this Drug-Free Campus Information in the catalog is a partial fulfillment of a U.S. Department of Education requirement of institutions of higher learning. For more information regarding this policy, please visit: http://www.csusm.edu/policies.

Immigration Requirements For Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation of these requirements is available from the Associate Vice President of Enrollment Management Services, Cal State San Marcos, San Marcos, CA 92096-0001, (760) 750-4809.

Nondiscrimination Policy

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 California State University San Marcos to comply with all applicable federal and state laws prohibiting discrimination on these bases. Student inquiries concerning compliance may be presented to Studen Affairs at 3600 Craven Hall, or by calling (760) 750-4056. 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 California State University San Marcos to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Student inquiries concerning compliance may be presented to Student Affairs at 3600 Craven Hall, or by calling (760) 750-4056. 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) 750-4056. 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, gender identity, or gender expression 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 verbal, nonverbal or physical 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 harassment could include being forced to engage in unwanted sexual contact as a condition of membership in a student organization; being subjected to video or photographic exploitation, or a campaign of sexually explicit graffiti; or frequently being exposed to unwanted images of a sexual nature in a classroom that are unrelated to the coursework. University policy covers unwelcome conduct of a sexual nature. While romantic, sexual, intimate, personal or social relationships between members of the University community may begin as consensual, they may evolve into situations that lead to sexual harassment or sexual misconduct, including dating or domestic violence, or stalking.

Sexual misconduct: All sexual activity between members of the University community must be based on affirmative consent. Engaging in any sexual activity without first obtaining affirmative consent to the specific activity is sexual misconduct, whether or not the conduct violates any civil or criminal law. Sexual activity includes, but is not limited to, kissing, touching intimate body parts, fondling, intercourse, penetration of any body part, and oral sex. It also includes any unwelcome physical acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, and dating violence. When based on gender, domestic violence or stalking also constitutes sexual misconduct. Sexual misconduct may include using 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) to engage in sexual activity. Men as well as women can be victims of these forms of sexual misconduct. Sexual activity with a minor is never consensual when the complainant is under 18 years old, because the minor is considered incapable of giving consent.

Sexual assault is a form of sexual misconduct 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 misconduct and is any willful and unlawful use of force or violence upon the person of another because of that person's gender or sex as well as touching an intimate part of another person against that person's will and for the purpose of sexual arousal, gratification or abuse.

Rape is a form of sexual misconduct 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 respondent's relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant.

Acquaintance rape is a form of sexual misconduct 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.

Affirmative consent means an informed, affirmative, conscious, voluntary, and mutual agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that s/he has the affirmative consent of the other participant(s) to engage in the sexual activity. Lack of protest or resistance does not mean consent nor does silence mean consent. Affirmative consent must be voluntary, and given without coercion, force, threats or intimidation.

- The existence of a dating or social relationship between those involved, or the fact of past sexual activities between them, should never by itself be assumed to be an indicator of affirmative consent. A request for someone to use a condom or birth control does not, in and of itself, constitute affirmative consent.
- Affirmative consent can be withdrawn or revoked. Consent to one form of sexual activity (or sexual act) does not constitute consent to other forms of sexual activity. Consent given to sexual activity on one occasion does not constitute consent on another occasion. There must always be mutual and affirmative consent to engage in sexual activity. Consent must be ongoing throughout a sexual activity and can be revoked at any time, including after penetration. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

- A person who is incapacitated cannot give affirmative consent. A person is unable to consent when s/he is asleep, unconscious or is incapacitated due to the influence of drugs, alcohol, or medication so that s/he could not understand the fact, nature or extent of the sexual activity. A person is incapacitated if s/he lacks the physical and/or mental ability to make informed, rational decisions. 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's own intoxication or incapacitation from drugs or alcohol does not diminish that person's responsibility to obtain affirmative consent before engaging in sexual activity.
- A person with a medical or mental disability may also lack the capacity to give consent.
- Sexual activity with a minor (a person under 18 years old) is not consensual, because a minor is considered incapable of giving legal consent due to age.
- It shall not be a valid excuse that a person affirmatively consented to the sexual activity if the respondent knew or reasonably should have known that the person was unable to consent to the sexual activity under any of the following circumstances:
  - o The person was asleep or unconscious;
  - o The person was incapacitated due to the influence of drugs, alcohol or medication, so that the person could not understand the fact, nature or extent of the sexual activity;
  - o The person was unable to communicate due to a mental or physical condition.
- It shall not be a valid excuse that the respondent believed that the person consented to the sexual activity under either of the following circumstances:
  - o The respondent's belief in affirmative consent arose from the intoxication or recklessness of the respondent;
  - o The respondent did not take reasonable steps, in the circumstances known to the respondent at the time, to ascertain whether the person affirmatively consented.

Consensual relationships: Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. While sexual and/or romantic relationships between members of the University community may begin as consensual, they may evolve into situations that lead to discrimination, harassment, retaliation, sexual misconduct, dating or domestic violence, or stalking.

- A University employee shall not enter into a consensual relationship with a student or employee over whom s/he exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. In the event such a relationship already exists, each campus shall develop a procedure to reassign such authority to avoid violations of policy.
- This prohibition does not limit the right of an employee to make a recommendation on the personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or MPP/confidential personnel plan.

Domestic violence 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. It does not include roommates who do not have a romantic, intimate, or sexual 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. For purposes of this definition, "abuse" means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.

Dating violence 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. For purposes of this definition, "abuse" means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.

Stalking means a repeated course of conduct directed at a specific person that would cause a reasonable person to fear for his/her or others' safety or to suffer substantial emotional distress. For purposes of this definition:

- Course of conduct means two or more acts, including but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveys, threatens, or communicates to or about a person, or interferes with a person's property;
- Reasonable person means a reasonable person under similar circumstances and with the same protected status as the complainant;
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- 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.

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) 750-4056
  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/
E-mail: 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

Discrimination, Harrassment and Retaliation Administrator:

Mr. Travis Gregory, Associate Vice President, Human Resources & Payroll Services
1200 Craven Hall; tgregory@csusm.edu; (760) 750-4416
Link to EO 1096: http://www.calstate.edu/eo/EO-1096.pdf

Campus Equal Employment Opportunity Coordinator
Ms. Lisa McLean, Senior Manager, Labor & Employee Relations
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
CRA 6201; (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 misconduct, 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 as provided below under confidentiality and sexual misconduct, dating violence, domestic violence, and stalking, any University employee who knows or has reason to know of allegations or acts that violate University policy shall promptly inform the Title IX Coordinator. These employees are required to disclose all information including the names of the parties, even where the person has requested that his/her name remain confidential. The Title IX Coordinator will determine whether confidentiality is appropriate given the circumstances of each such incident (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 misconduct, 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/misconduct, 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 misconduct; therefore, victims should not be deterred from reporting incidents of sexual misconduct 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 misconduct 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 misconduct 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, up to including suspension or expulsion. 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 misconduct will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1098 at www.calstate.edu/EO/EO-1098-rev-6-23-15.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 but not be limited to: 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 MISCONDUCT, DATING VIOLENCE, DOMESTIC VIOLENCE AND STALKING

The University encourages victims of sexual misconduct, dating violence, domestic violence, or stalking (collectively sexual misconduct) to talk to someone about what happened – so they can get the support they need, and so the University can respond appropriately.

PRIVILEGED AND CONFIDENTIAL COMMUNICATIONS

Physicians, Psychotherapists, Professional Licensed Counselors, Licensed Clinical Social Workers and Clergy - Physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers, and clergy who work or volunteer on or off campus, acting solely in those roles or capacities as part of their employment, and who provide medical or mental health treatment or counseling (and those who act under their supervision, including all individuals who work or volunteer in their centers and offices) may not report any information about an incident of sexual misconduct 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, licensed clinical social workers, 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 those who act in that role under their supervision, along with non-professional counselors or advocates who or volunteer in sexual assault centers, victim advocacy offices, women's centers, gender equity centers, or health centers) may talk to a victim without revealing any information about the victim and the incident of sexual misconduct 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 licensed counselor, licensed clinical social worker, 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 misconduct, 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, licensed clinical social workers, 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 misconduct, 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 misconduct incidents when they are on notice of it. When a victim tells the Title IX Coordinator or another University employee about a sexual misconduct 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 misconduct directly to the campus Title IX Coordinator. As detailed above, all University employees except physicians, licensed professional counselors, licensed clinical social workers, 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 misconduct incident except as otherwise required by law or University policy. A sexual misconduct 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 misconduct. 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 (www.calstate.edu/EO/EO-1095.pdf).

Additional Resources

- CSUSM's sexual violence prevention and education statement, which includes facts and myths about sexual misconduct, at [http://www.csusm.edu/title9/myths.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
- California Coalition Against Sexual Assault (http://calcasa.org/) 1215 K. Street, Suite 1850
  Sacramento, CA 95814
  (916) 446-2520
- Know Your Rights about Title IX
  http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html
- 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

Nondiscrimination in Student Employment

Students who have concerns regarding discrimination in university employment situations are advised to contact Human Resources and Equal Opportunity in Craven Hall 1200-H or by phone at (760) 750-4416.

Student Complaint Procedure

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

(1) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at http://www.wascsenior.org/comments. WASC is the agency that accredits the CSU's academic program.

(2) If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the campus president or designee at Dilcie Perez, Dean of Students, dperez@csusm.edu. The president or designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor's Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.

Assembly Bill (AB) 540

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

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

Smoking Policy

The National Institute for Occupational Safety and Health (NIOSH) has determined that environmental tobacco smoke and sidestream smoke is potentially carcinogenic to occupationally exposed workers. Secondary tobacco smoke can also lead to an increased risk of heart disease in non-smokers. Because tobacco smoke is also a major contributor to indoor air pollution and a significant health hazard for several populations, smoking is prohibited in all state buildings and vehicles where California State University San Marcos employees work or ride. To diminish possible health effects and indoor air quality issues from second-hand smoke, Cal State San Marcos chooses to limit smoking on campus to specific, designated official smoking areas. These locations comply with State of California law effective 01/01/04 and CSUSM policy, requiring a minimum of 25 ft. distance from any public building entrances, exits, and all operable windows. The locations are also based upon recognized current smoking gathering areas and areas that will limit smoke-filled airstreams from entering campus buildings. Changes to designated smoking areas will only be made after careful review and to support the campus' efforts to mitigate second-hand smoke. Consideration will be given to reasonableness of smoking gathering areas in proximity to non-smoking areas and to allow for proximity, in support of operations, of break areas for employees who smoke. Additionally, Cal State San Marcos will collaborate with any property owners or managers who are in a formally recognized agreement with the institution. Any university student or employee smoking in non-smoking areas will be subject to appropriate discipline and/or other personnel action in accordance with the relevant collective bargaining agreement and the Education Code. Additionally, any person willfully violating this policy may receive a misdemeanor citation as authorized by Education Code section 89031.

Use of Cameras to Deter Theft of Property

Closed circuit video cameras may be used on campus to deter the theft of property and to assist the further investigation of crimes occurring on campus. A copy of the University Policy and Procedure regarding video cameras is available from http://www.csusm.edu/policies/index.html.



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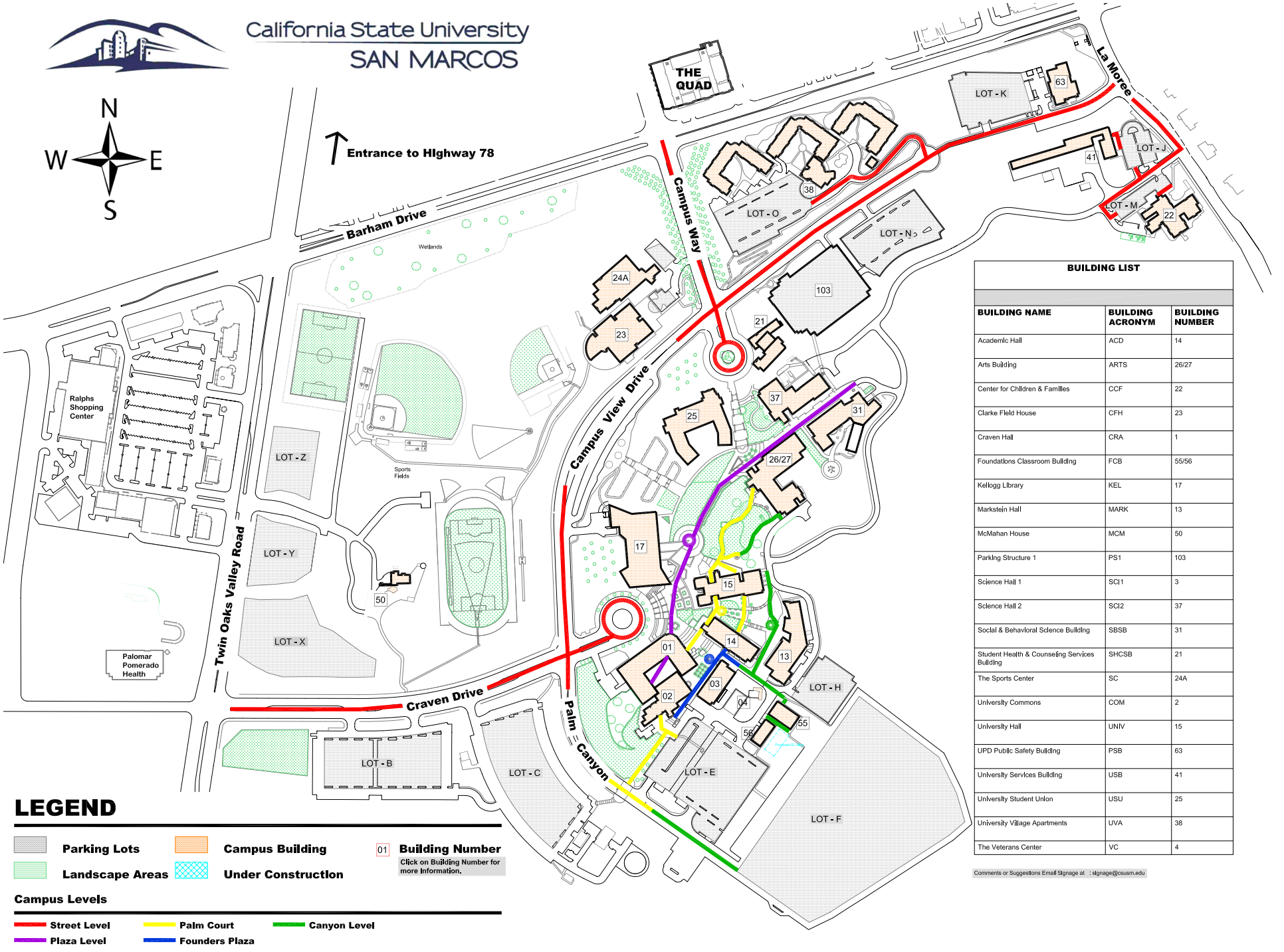
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LEGEND

- Parking Lots
- Landscape Areas
- Campus Building
- Under Construction
- 01 Building Number — Click on Building Number for more information.

Campus Levels

- Street Level
- Plaza Level
- Palm Court
- Founders Plaza
- Canyon Level

BUILDING LIST

BUILDING NAME	BUILDING ACRONYM	BUILDING NUMBER
Academic Hall	ACD	14
Arts Building	ARTS	26/27
Center for Children & Families	CCF	22
Clarke Field House	CFH	23
Craven Hall	CRA	1
Foundations Classroom Building	FCB	55/56
Kellogg Library	KEL	17
Markstein Hall	MARK	13
McMahan House	MCM	50
Parking Structure 1	PS1	103
Science Hall 1	SCI1	3
Science Hall 2	SCI2	37
Social & Behavioral Science Building	SBSB	31
Student Health & Counseling Services Building	SHCSB	21
The Sports Center	SC	24A
University Commons	COM	2
University Hall	UNIV	15
UPD Public Safety Building	PSB	63
University Services Building	USB	41
University Student Union	USU	25
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