

	<i>Page Number</i>
Summary of Additions and Changes Announced in the Addendum	2
Additions and Changes to Academic Programs.....	4
College of Arts and Sciences .....	4
B.S. in Biochemistry .....	4
Minor in Criminology and Criminal Justice .....	4
Elementary Subject Matter Preparation Certificate (ESMPC) .....	4
B.A. in History .....	5
B.A. in Kinesiology .....	6
College of Education.....	7
Ed.D. in Educational Leadership .....	7
Changes to Admission Requirements, Fees, and Academic Policies .....	10
Eligibility Index .....	10
Transfer Requirements .....	10
Test Requirements .....	10
English Placement Test (EPT).....	10
Entry Level Mathematics (ELM) Placement Examination .....	11
Impacted Programs .....	11
Nonresident Tuition .....	11
Determination of Residence for Nonresident Tuition Purposes .....	11
Availability of Institutional and Financial Assistance Information .....	12
Average Annual Cost of Education and Sources	
of Funds per Full-Time Equivalent Student .....	13
Grade Changes .....	13
Maximum Number of Units .....	13
Additions, Changes, and Corrections to Course Descriptions .....	14



## **SUMMARY OF ADDITIONS AND CHANGES ANNOUNCED IN THE ADDENDUM**

This Catalog Addendum  
supplements the information in the  
2004-2006 General Catalog.

## **ADDITIONS AND CHANGES TO COURSE DESCRIPTIONS**

BA 681  
 BIOL 175, 176, 309, 357, 358, 497, 512, 512L, 514, 514L, 515  
 BUS 304  
 CS 403, 443  
 ECON 301, 411, 417  
 HD 300, 361  
 HIST 338A  
 HTM 302, 305  
 KINE 390  
 LING 300B  
 LTWR 303, 350, 431, 699X-Z  
 MATH 051, 132  
 PE 203  
 SOC 315, 317, 675, 690A-D, 695A-D, 698A-D, 699A-D  
 VSAR 406  
 WMST 350

## **ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS**

### **College of Arts and Sciences**

B.S. in Biochemistry [Correction]  
 Minor in Criminology and Criminal Justice [Change to Program]  
 Elementary Subject Matter Preparation Certificate (ESMPC) [New Program]  
 B.A. in History [Change to Program]  
 B.A. in Kinesiology [New Program]

### **College of Business Administration**

None at this time.

### **College of Education**

Ed.D. in Educational Leadership [New Program]

## **CHANGES TO ADMISSION REQUIREMENTS, FEES, AND ACADEMIC POLICIES**

Eligibility Index [Change]  
 Transfer Requirements [Change]  
 Test Requirements [Change]  
 English Placement Test (EPT) [Change]  
 Entry Level Mathematics (ELM) Placement Examination [Change]  
 Impacted Programs [Change]  
 Nonresident Tuition [Change]  
 Determination of Residence for Nonresident Tuition Purposes [Change]  
 Availability of Institutional and Financial Assistance Information [Change]  
 Average Annual Cost of Education and Sources of Funds per Full-Time Equivalent Student [Change]  
 Grade Changes [Change]  
 Maximum Number of Units [Change]

## ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

### College of Arts and Sciences

#### Correction to Units Required in the **B.S. in Biochemistry (Major Requirements):**

General Education*	51
Preparation for the Major	49-50
Major Requirements	<b>33-34</b>
Students must take sufficient elective units to bring the total number of units to a minimum of 125.	

\*Nine (9) lower-division General Education units in Area B are automatically satisfied by courses taken in Preparation for the Major.

#### Changes to the **Minor in Criminology and Criminal Justice:**

1. Changes to the core requirements for the Minor:

Required Courses		
Upper-division (12 units)		
		<b>Units</b>
SOC 321 or SOC 323		4
SOC 325		4
SOC 442		4
Upper-division Electives (12 units) selected from:		
SOC 306	SOC 396	
SOC 322	SOC 443	
SOC 324	SOC 444	
SOC 327	SOC 445	
SOC 328	SOC 449	
SOC 329		
<i>Total Units</i>		<i>24</i>

2. Added to the program narrative:  
"Twelve (12) units completed for the Minor may be applied to electives in a major."

#### New Program:

### Elementary Subject Matter Preparation Certificate

The Elementary Subject Matter Preparation Certificate (ESMPC) provides prospective K-8 teachers another academic pathway to a career. This certificate allows these students to choose a Major other than Liberal Studies, and still demonstrate subject matter coverage in their undergraduate training. Students may select and complete any Major offered at CSUSM, and concurrently complete the coursework for the certificate.

The ESMPC prescribes a particular pathway through most of the General Education requirements of the bachelor's degree, and it prescribes additional coursework to ensure breadth of study across disciplines. In many cases, depending upon the Major selected by the student, the ESMPC and Major may be completed within the normal total of 120 units for the Bachelor of Arts degree. (Students should consult a Liberal Studies Advisor for specific guidance on how to combine the certificate with various Majors.)

Students who complete the ESMPC, like all prospective elementary level teachers, will still have to pass a state approved test. The ESMPC helps students to strengthen their grasp of the core subject matter areas of the K-8 curriculum and prepare themselves for passage of a state approved test. The certificate confers formal recognition that the student has completed the full breadth of ESM coursework needed for effective elementary-level instruction. The certificate demonstrates that the student's exposure in the subject matter areas extends beyond the minimum standard indicated by passage 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" or better. Coursework applied to the certificate may also be applied to fulfill Major, Minor, and GE requirements. Prospective elementary level teachers will still have to demonstrate subject matter competence by passing a state approved test before admission to a credential program.

#### Course Requirements of the ESMPC

	<b>Units</b>
History & Social Science (HSS)	
HIST 201 (LDGE C2)	3
HIST 130 (LDGE D6)	3
GEOG 201 (LDGE D)	
or GEOG 302	3
HIST 347	3
ID 340 (UDGE DD)	
or	
SOC 311 or SOC 313	
or	
WMST 301 (UDGE CC)	3
Mathematics (MATH)	
MATH 210	3
MATH 212 (LDGE B4)	3
MATH 311	3
Science (SCI)	
GES 105 (LDGE B1)	3
GES 102 (LDGE B2)	3
ES 100	3
Reading, Language, & Literature (RLL)	
LTWR 100 (LDGE C2)	3
or choose one of the following:	
LTWR 208A, 208B, 210	
LING 100	3
LING 300	3
Visual & Performing Arts (VPA)	
Choose one of the following (LDGE C1):	3
DNCE 120	
MUSC 120	
TA 120	
VPA 101	
VSAR 120	
Any VPA Studio Course*	3
*See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 130, 131, 302, 303, 480	
Human Development (HD)	
PSYC 210 (LDGE D7)	3
Physical Education (PE)	
PE 203 (LDGE E)	3
<i>Total Units for the Certificate</i>	<i>54</i>

Changes to the  
**B.A. in History:**

1. Added the Ancient History area.
2. Added the Media and History Theme to the matrix.

THEME/AREA MATRIX						
Theme/ Area	Politics and Institutions	Race and/or Ethnicity	Culture and Ideas	Gender	Economics and Class	Media and History
<b>Africa</b>	HIST 370 HIST 371 HIST 375	HIST 371 HIST 374 HIST 375	HIST 370 HIST 374			
<b>Ancient History</b>	HIST 309 HIST 310 HIST 311		HIST 309 HIST 310 HIST 311 HIST 300M			HIST 300M
<b>Asia</b>	HIST 360 HIST 363 HIST 364 HIST 365	HIST 362	HIST 360 HIST 362 HIST 363 HIST 364 HIST 365 HIST 367	HIST 367		HIST 364
<b>Europe</b>	HIST 306 HIST 308 HIST 313 HIST 318 HIST 322 HIST 323 HIST 324 HIST 325 HIST 326 HIST 300N		HIST 306 HIST 308 HIST 313 HIST 316 HIST 317 HIST 318 HIST 322 HIST 323 HIST 324 HIST 325 HIST 327 HIST 300N	HIST 316 HIST 327	HIST 317 HIST 322 HIST 325 HIST 326 HIST 300N	HIST 308
<b>Latin America</b>	HIST 352 HIST 359	HIST 355 HIST 356	HIST 352 HIST 356	HIST 355	HIST 359	HIST 355 HIST 356
<b>Middle East</b>	HIST 380 HIST 384 HIST 385 HIST 300K		HIST 380 HIST 384 HIST 385 HIST 300K	HIST 384		HIST 300K
<b>United States</b>	HIST 330 HIST 334 HIST 335 HIST 336A HIST 336B HIST 336C HIST 336D HIST 336E HIST 336F HIST 337 HIST 338 HIST 347 HIST 349 HIST 300J HIST 300P	HIST 332 HIST 334 HIST 335 HIST 336A HIST 336C HIST 337 HIST 338 HIST 339 HIST 343 HIST 344 HIST 345 HIST 346 HIST 347 HIST 350 HIST 300J	HIST 330 HIST 336D HIST 336F HIST 341 HIST 343 HIST 344 HIST 348 HIST 300E HIST 300J HIST 300P	HIST 332 HIST 336B HIST 341 HIST 343 HIST 344 HIST 348 HIST 300E	HIST 336E HIST 339 HIST 345 HIST 346 HIST 349 HIST 350	HIST 336E HIST 336F HIST 344 HIST 348 HIST 350 HIST 300P
<b>Comparative/ Transnational History</b>	HIST 381 HIST 388 HIST 389	HIST 381 HIST 382 HIST 383	HIST 382 HIST 383 HIST 388 HIST 390	HIST 382 HIST 383	HIST 389 HIST 390	HIST 381

New Program:  
**Bachelor of Arts in Kinesiology<sup>^</sup>**

Kinesiology - the study of movement - comes from the Greek kinesis, "to move." The current societal concern for the physical well-being of the American population, rekindled by the 2001 Surgeon General's "Call to Action to Prevent and Decrease Overweight and Obesity," has likewise sparked renewed interest in the study of physical education and kinesiology. The Kinesiology program at Cal State San Marcos offers a program of study intended to prepare students for careers in physical education, and provides an array of physical activity courses open to all students interested in fitness activities and sports.

The Kinesiology major is primarily designed to prepare students for the single subject teaching credential in physical education. Because this preparation requires broad and well-rounded training, with an emphasis on the study of movement, exercise physiology, nutrition and health, the major may also serve as preparation for other careers in related fields of physical education. The degree is also excellent preparation for those wishing to pursue advanced degrees in physical education, kinesiology, exercise science, sports medicine, pre-physical therapy and rehabilitation, and more.

**Advising**

Students must consult their adviser regarding the appropriate elective course choices to complement their career objectives.

**Degree Requirements**

All courses required for the major must be completed with a grade of C (2.0) or higher. 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.

	Units
General Education*	51
Preparation for the Major*	31-32
Major Requirements	36
Students must take sufficient elective units to bring the total number of units to a minimum of 120	
<b>Total Required</b>	<b>120</b>
Preparation for the Major (31-32 units)	

Supporting Courses (23 units)<sup>1</sup>:

BIOL 210	4
BIOL 211*	4
BIOL 321**	3
CHEM 312**	3
KINE 202	3
KINE 203	3
PSYC 100*	3

*\*Six (6) lower-division General Education units in Areas B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.*

*\*\* If students have completed at least 60 units of coursework at the time of completion of this course, it fulfills the upper-division Mathematics and Science (BB) requirement of General Education.*

<sup>^</sup> *The B.A. in Kinesiology has received campus approval for implementation in Academic Year 2004-05, but it is pending official authorization by the Office of the Chancellor of the California State University.*

<sup>1</sup> *The human physiology (BIOL 321) and human anatomy (KINE 203) requirements will be waived for students who have completed lower-division courses in those subjects with a grade of "C" or better at a community college or other accredited university. In addition, the CSUSM Biological Sciences Department has developed a two-semester integrated human anatomy and physiology sequence (BIOL 175 and BIOL 176), which is intended to replace the physiology and anatomy courses listed here.*



## Lower-division Techniques and Analysis Courses (8-9 units)

These courses are for Kinesiology majors only, and must be chosen in consultation with an advisor. Students interested in activity courses in these areas should take 100-level KINE courses.

Required:	
KINE 204	2
Options; choose three from the following:	
DNCE 101	3
KINE 205	2
KINE 206	2
KINE 207	2
KINE 208	2
KINE 209	2

## Major Requirements 36

Upper-division Required Courses (27)

BIOL 323	3
BIOL 374	3
KINE 300	3
KINE 301	3
KINE 302	3
KINE 304	3
KINE 305	3
KINE 306	3
KINE 403	3

## Upper-division Major Electives (9 units), to be chosen in consultation with an adviser:

Choose two of the following:	
HIST 300D	3
PSYC 330	3
SOC 314	3
SOC 316	3
SOC 318	3

Choose one of the following:	
KINE 400	3
KINE 401	3
KINE 402	3

## College of Education

New Program:

### Ed.D. in Educational Leadership\*

#### Faculty:

The Joint Ed.D. in Educational Leadership Graduate Group includes core and affiliated faculty from three universities, California State University San Marcos (CSUSM), University of California, San Diego (UCSD), and San Diego State University (SDSU).

#### Core Faculty

CSUSM: Mark D. Baldwin, Ed.D.; Fran Chadwick, Ed.D.; Zulmara Cline, Ph.D.; Jennifer Jeffries, Ed.D.; Margaret G. Kelly, Ed.D.; Juan Necochea, Ph.D.; A. Sandy Parsons, Ph.D.; Alice Quiocho, Ed.D.; Jacqueline S. Thousand, Ph.D.; Steve Lilly, Ed.D.

UCSD: Mark Applebaum, Ph.D.; Gerald Balzan, Ph.D.; Julian Betts, Ph.D.; Linda Brodkey, Ph.D.; Michael Cole, Ph.D.; Gedeon Deák, Ph.D. Nora Gordon, Ph.D.; David Gutierrez, Ph.D.; Gershon Harel, Ph.D.; James Hollan, Ph.D.; Tom Humphries, Ph.D.; Paula Levin, Ph.D.; George Lipsitz, Ph.D.; Hugh Mehan, Ph.D.; Carol Padden, P.D.; Barbara Michael Sawrey, Ph.D.; Randall Souviney, Ph.D.; Stefan Tanaka, Ph.D.; Gabrielle Weinhausen, Ph.D.

SDSU: Brock S. Allen, Margaret Basom, Carolyn J. Downey, Ph.D.; Lenoar Foster, Ed.D.; Larry E. Frase, Ed.D.; Raymond F. Latta, Ph.D.; Lionel R. Meno, Ed.D.; Valerie Pang, Ph.D.; Allison Rossett, Ed.D.; William Streshly, Ph.D.; Diane M. Yerkes, Ed.D.

#### Affiliated Faculty

CSUSM: Rene Townsend, Ed.D.; Harry Weinberg, Ed.D.

SDSU: Nancy Farnan, Ph.D.; Douglas Fisher, Ph.D.; Robert Hoffman, Ph.D.; Eleanor W. Lynch, Ph.D.; Alberto Ochoa, Ph.D.; Cynthia Park, Ph.D.; Donn Ritchie, Ph.D.; Carol Robinson-Zañartu, Ph.D.; Pamela Ross, 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 PreK-12 and postsecondary educational communities. The program is designed to increase the knowledge and abilities of PreK-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.

Students will primarily be practicing PreK-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. Students will matriculate through the program as a cohort group.

*\*The Ed.D. in Educational Leadership has been approved by the campus, the Office of the Chancellor of the California State University, and the University of California Office of the President. Official authorization from the Western Association of Schools and Colleges (WASC) for Cal State San Marcos to offer this doctoral degree is pending.*

## Admission Requirements and Application

In addition to meeting the general admissions requirements and being accepted by the Graduate Divisions of UCSD, CSUSM, and SDSU, students must be recommended for admission by the program's Graduate Admissions Committee on the basis of standards of excellence as evidenced by:

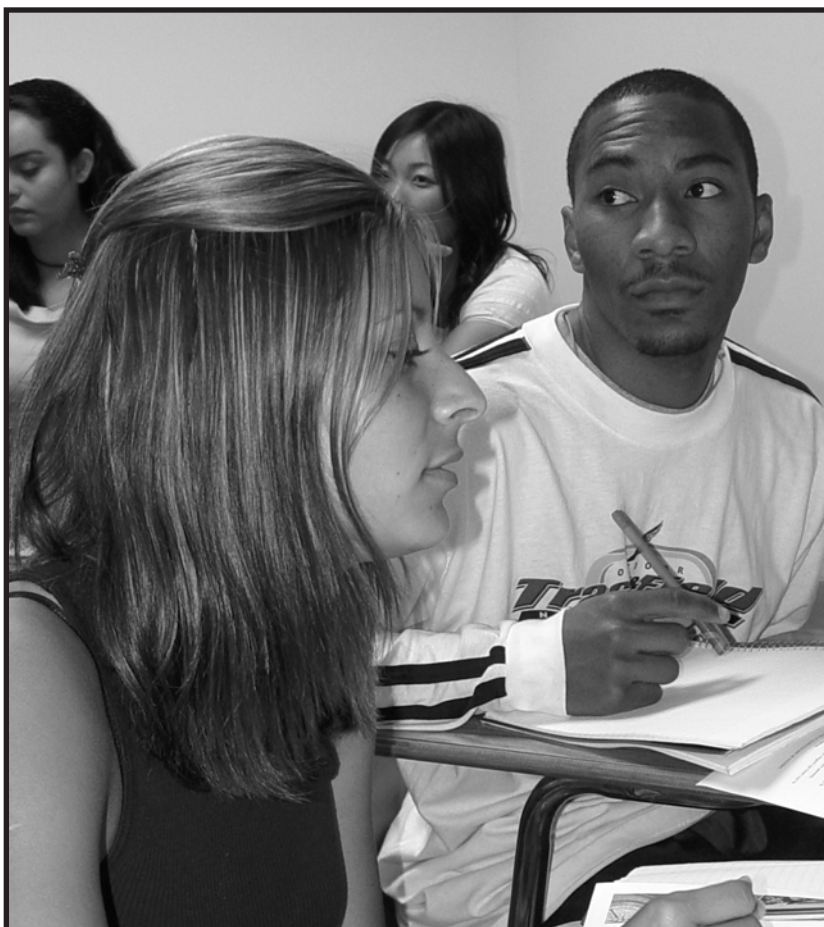
- (a) Completion of master's degree
- (b) A professional resumé
- (c) Statement of purpose that describes:
  - Demonstrated leadership experience (examples include: completion of work for the Preliminary or Professional Administrative Services Credential (Tier 1 or Tier 2) for PreK-12; program director 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;
  - Plan for how participation in program will shape candidate's future in leadership practice;
  - Potential areas of interest for dissertation research;

- (d) A total of three letters of support, two of which speak to leadership skills, and one of which speaks to the candidate's ability to engage doctoral-level work.
- (e) A writing sample, which might include a published article, thesis, or paper written for graduate course.
- (f) Transcripts of previous academic coursework taken during completion of baccalaureate and master's degree work, in addition to other post-baccalaureate 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, on weekends, and during the summer to accommodate the schedules of working school administrators. Although this is a Joint Doctoral program through UCSD, CSUSM, and SDSU, all candidates will be required to be enrolled through UCSD. In order to meet residency requirements, students will need to be enrolled for a total of 36 quarter units (or semester equivalent) for one year (four quarters) at UCSD and at least one CSU campus (CSUSM and/or SDSU). Candidates will be admitted in the fall term only.

Students will normally require three (3) calendar years (four quarters per year) to complete the degree requirements. Total time to qualifying may not exceed three (3) years, total time on support is limited to four (4) years, and total registered time may not exceed five (5) years.





## Degree Requirements

The program requires a series of core courses that address fundamental subject areas in educational leadership, such as leadership in curriculum design and delivery, instructional leadership and research, equity and diversity, change theory and human motivation, and current issues and policy analysis; broad training in research methods; and the application of this training in the preparation of doctoral dissertation research.

Leadership research practicum requires students to demonstrate the integration of coursework and practice. Students will be expected to initiate field-based research projects that are consistent with the objective of the particular course. Candidates in the program will typically select a practice-based research topic for their dissertation. Integrating theory, research, and practice is a distinctive characteristic of the program.

By the completion of the summer session of the first year, all candidates will be required to submit the Qualifying Paper (which serves as the Comprehensive Examination). This is a substantial written report consisting of a comprehensive literature review on a significant topic in educational leadership. This will provide an opportunity to assess the candidate's substantive knowledge, analytical reasoning, and writing proficiency. It is expected to be of 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)  
 Advanced Topics in Leadership A or B (4)  
 Educational Research and Evaluation  
 Design A, B, C (4, 4, 4)  
 Leadership Research Practicum A, B, C  
 (2, 2, 2)  
 Qualifying Paper Preparation (2)

### ***Second Year Program (36 Quarter Units)***

Leadership for Organizational Change (4)  
 Leadership for Organizational  
 Development (4)  
 Leadership for the Future (4)  
 Advanced Topics in Leadership A or B (4)  
 Advanced Research and Evaluation  
 Methods A, B, C (4, 4, 4)  
 Dissertation Research (2)  
 Advanced Leadership Research  
 Practicum A, B, C (2, 2, 2)

### ***Third Year Program (36 Quarter Units)***

Dissertation Research (4, 4, 4, 4)  
 Dissertation Writing Seminar A, B, C, D  
 (4, 4, 4, 4)  
 Colloquium on Educational Leadership  
 A, B (2, 2)

## CHANGES TO ADMISSION REQUIREMENTS, FEES, AND ACADEMIC POLICIES

(Revision to information appearing in the General Catalog 2004-2006)

### Eligibility Index

Replace paragraphs one and six (pages 25 and 26 in catalog):

Eligibility Index - The eligibility index is the combination of your high school grade point average and your score on either the ACT or the SAT. Beginning with admission for fall 2004, your grade point average is based on grades earned in courses taken during your final three years of high school that satisfy all college preparatory "a-g" subject requirements, and bonus points for approved honors courses (excluding physical education and military science).

Students will qualify for regular admission when the university verifies that you have graduated from high school, have a qualifiable eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and, if applying to an impacted program, have met all supplementary criteria.

### Transfer Requirements

Replace first paragraph (page 27 in catalog):

Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower division transfer students. Student who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper division transfer students. Students who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

### Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 26), from either the ACT or the SAT I of the College Board. If you are applying to an impacted program on campus and are required to submit test scores, you should take the test no later than October or November. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT I 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 I)  
Registration Unit, Box 6200  
Princeton, New Jersey 08541-6200  
(609) 771-7588  
[www.collegeboard.org](http://www.collegeboard.org)

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

### English Placement Test (EPT)

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

- A score of "Exempt" on the augmented English CST taken in grade 11.
- A score of 550 or above on the verbal section of the College Board SAT I Reasoning Test taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such course was completed with a grade of C or better.



## Entry Level Mathematics (ELM) Placement Examination

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

- A score of "Exempt" on the augmented mathematics CST taken in grade 11.
- A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the American College Testing Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement Mathematics examination (AB or BC) or Statistics examination.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement, provided such course was completed with a grade of C or better.

## Impacted Programs

The CSU designates programs as impacted when more applications 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 some campuses. You must meet supplementary admission criteria if applying to an impacted program.

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

## Nonresident Tuition

Added:

The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2003-04) is \$8,460.

## Determination of Residence for Nonresident Tuition Purposes

The law governing residence for tuition purposes at the California State University is California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at [www.calstate.edu/GC/resources.shtml](http://www.calstate.edu/GC/resources.shtml)

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

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

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

Adult noncitizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. Unmarried minor noncitizens derive their residence in the same manner as unmarried minor citizens except that both parent and minor must have an immigration status consistent with establishing domicile in the United States.

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and Title 5 of the California Code of Regulations, sections 41900-41916, 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 high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence, which will be considered along with physical presence and intent in determining reclassification.

Residence determination dates are set each term. They are:

#### Semester Term Campuses

Fall	September 20
Spring	January 25
Summer	June 1

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

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

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

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

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

Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office.

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

## Availability of Institutional and Financial Assistance Information

Director of Financial Aid and Scholarship  
(760) 750-4850

Replace all four bullets  
(page 322 in catalog):

- A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSUSM;
- For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
- A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and the 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 the student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
- The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
- The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
- The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
- The responsibility of CSUSM for providing and collecting exit counseling information for all student borrowers under the federal student loan programs;
- The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service; and
- Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation.

Vice President for Student Affairs  
(760) 750-4056  
[www.csusm.edu/student\\_affairs/](http://www.csusm.edu/student_affairs/)

Replace last bullet  
(page 323 in catalog):

- Transportation costs

Added:  
College of Education - Student Services  
Center  
Credential Office  
(760) 750-4277

- Information concerning teacher preparation programs at CSUSM, including the pass rate on teacher certification examinations.

### Average Annual Cost of Education and Sources of Funds per Full-Time Equivalent Student

The 23 campuses and the Chancellor's Office of the California State University are financed by funding provided by the taxpayers of California and student fee revenue. The systemwide cost of education is defined as total support expenditures (State University Fee revenue and General Fund support appropriations) divided by the number of full-time equivalent students. The total 2003/04 state General Fund appropriation to the CSU (not including capital outlay funding in the amount of \$199,495,000) is \$2,492,021,000 and campus budgeted State University Fee Revenue is \$802,787,000 for a total of \$3,294,808,000. The total cost of education for CSU must provide support for a projected 334,914 full-time equivalent students (FTES). The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2003/04 systemwide cost of education per full-time equivalent student is \$9,838. Of this amount, the average student fee support per FTE is \$2,572. (The State University Fee and campus fees that must be paid to apply to, enroll in, or attend the university are included in the average costs paid by the students. Individual students may pay less or more than \$2,572, depending on the campus and whether student is attending part-time/full-time, or is resident/nonresident student. Also, other campus fees may be charged that are not required of all enrolled students, which include user and penalty/deposit fee types).

### Grade Changes

Replace #3 (page 71 in catalog):

3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor.† A student must initiate contact with the instructor during the first couple of weeks of classes of the regular semester following the award of the grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Registration and Records. Forms are not to be handled by the student. If the instructor determines that there is not a valid basis for the change, and denies the student's request, the instructor's decision can be appealed to the instructor's Department Chair†and†then the appropriate College Dean.† Meetings with the instructor of record, Department Chair and College Dean are considered a part of the informal resolution process in a grade appeal. If resolution is not met through these channels, the decision can be appealed to the†Student Grade Appeal Committee in cases where the student believes a grade was issued on the basis of capricious or prejudicial treatment by the instructor.† The student has 60 days from the start of the next semester to file a formal†grade appeal.†

### Maximum Number of Units

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

Fall and Spring Semester

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

2003/04	Amount	Average Cost per FTE Student	Percentage
Total Cost of Education	\$3,294,808,000	\$9,838	100
• State Appropriation	2,492,021,000	7,441	76
• Student Fee Support	621,787,000	2,397	24



## ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

(Supplements General Catalog  
2004-2006, beginning on page 219)

### BA 681 (1)

[New Course]

#### Master's Project Extension

Intended for students who have previously enrolled in BA 680, Master's Project, to complete their project requirements in a subsequent term. *Students who did not complete BA 680 during the term in which they were registered in BA 680 must take BA 681 in the term they intend to complete their Master's Project. May be repeated for a total of two (2) units. Graded Credit/No Credit. Prerequisite: Course must be taken only after student has been registered in BA 680.*

### BIOL 175 (4)

[New Course]

#### Introduction to Human Anatomy and Physiology I

The first in a two course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Kinesiology and Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes anatomical terminology, cell and tissue structure and function, basic biochemical and metabolic pathways and the integumentary, skeletal, muscular, digestive and excretory systems. *Three hours of lecture and three hours of laboratory.*

### BIOL 176 (4)

[New Course]

#### Introduction to Human Anatomy and Physiology II

The second in a two course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Kinesiology and Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes nervous system and the senses, and the endocrine, reproductive, cardiovascular and respiratory systems. *Three hours lecture and three hours of laboratory. Prerequisite: BIOL 175.*

### BIOL 309 (3)

[New Course]

#### 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 biology majors except by consent of advisor.*

### BIOL 357 (2)

[New Course]

#### 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, BIOL 211.*

### BIOL 358 (3)

[New Course]

#### 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. *Prerequisites: BIOL 210, BIOL 211. Corequisite: CS 111.*

### BIOL 497 (4)

[New Course]

#### 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. Prerequisites: Consent of instructor.*

### BIOL 512 (3)

[New Course]

#### 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. *Prerequisites: BIOL 353 or consent of instructor.*

### BIOL 512L (1)

[New Course]

#### 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. Prerequisite or Corequisite: BIOL 512.*

### BIOL 514 (3)

[New Course]

#### Physiology 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. *Prerequisites: BIOL 353 or consent of instructor.*

### BIOL 514L (1)

[New Course]

#### Physiology 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. Prerequisite or Corequisite: BIOL 514.*

### **BIOL 515 (3)**

[New Course]

#### **Medical Physiology**

An advanced study of human physiology, particularly as it relates to disease. Examine physiological systems at the molecular, cellular and organ levels. Course consists of lectures, student reviews of current articles from the New England Journal of Medicine, 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. The section on the immune system might conclude with a discussion of AIDS, while the section on the respiratory system might conclude with a discussion of asthma. *May not be taken for credit by students who have received credit for BIOL 596A. Prerequisite: BIOL 353 or equivalent.*

### **BUS 304 (4)**

[Change in course title]

#### **Data Analysis**

### **CS 403 (3)**

[Change in number (formerly CS 303), description, and prerequisite]

#### **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 443 (3)**

[Change in number (formerly CS 543)]

#### **Database Management Systems**

Add to course description: *May not be taken for credit by students who have received credit for CS 543.*

### **ECON 301 (3)**

[Add prerequisite: ECON 201, 202, and MATH 132 or 160]

#### **Consumers and Exchange**

### **ECON 411 (3)**

[Change in prerequisite: ECON 201 and 202]

#### **Public Choice**

### **ECON 417 (3)**

[Change in prerequisite: ECON 201, 202, 301, 303 and MATH 132 or 160.]

#### **Property Transactions Costs and Information**

### **HD 300 (3)**

[Change in prerequisite: Consent of instructor]

#### **Administration in Social Service Settings**

### **HD 361 (3)**

[Change in prerequisite: Consent of instructor]

#### **Introduction to Interpersonal, Interviewing, and Interaction Skills**

### **HIST 338A (3)**

[Change in number (formerly HIST 338)]

#### **Modern U.S. Indian Policy**

Add to course description: *May not be taken for credit by students who have received credit for HIST 338.*

### **HTM 302 (2)**

[Change in course number (formerly POM 302) and title]

#### **Foundations of Operations Management**

### **HTM 305 (4)**

[Change in course title]

#### **Operations Management**

### **KINE 390 (3)**

[New Course]

#### **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.*

### **LING 300B (3)**

[New Course]

#### **Introduction to Linguistics**

An introduction to linguistic analysis of the languages of the world, the production and organization of natural sound systems, word and sentence formation patterns, and the linguistic organization of meaning. Included are introductions to language acquisition, dialect variations according to culture, region, social group, gender, and age, language history and change, animal communication, language and the brain. *Prerequisite: LING 100.*

### **LTWR 303 (3)**

[New Course]

#### **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. Intended for the non-major, but LTWR majors may petition their advisors to accept this course toward the major on a case-by-case basis. 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
- B. Nobel Laureates

### **LTWR 350 (3)**

[New Course]

#### **Reclaiming the Humanities**

Introduce 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 431 (3)**

[New Course]

#### **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 or 300B; graduate students are exempt from this prerequisite.*

**LTWR 699X (1) 699Y (2) 699Z (3)**

[Change]

**Thesis Extension**

The following text was corrected in the course description:

*Students who have not completed their thesis in LTWR 699 must register for LTWR 699X, 699Y, or 699Z.*

**MATH 051 (4)**

[Change in the requirements for enrollment]

**Entry Level Mathematics**

*Students that **have** satisfied the ELM requirement may not enroll.*

**MATH 132 (3)**

[Change in prerequisites: MATH 115 or equivalent with a grade of C or better]

**Survey of Calculus**

**PE 203 (3)**

[New Course]

**Physical Education for Elementary School Children**

A survey of physical education programs for elementary school children. Addresses the role of, and need for, physical education programs at the elementary school level; examines the standard content of 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; and to the social, historical, and cultural significance of physical education. *May not be taken by students who have received credit for PE 201.*

**SOC 315 (4)**

[Change in title and unit value]

**Gender in Society**

**SOC 317 (3)**

[Correction]

**Youth and Society**

This is a three-unit, not a four-unit course.

**SOC 675 (4)**

[Change in title, description, and unit value]

**Thesis Research**

Continuation of the efforts initiated in SOC 670 and completion of a thesis. Theses may include qualitative and quantitative analyses, evaluation studies, design of educational or training materials, and grant proposal writing. *Prerequisites: SOC 501, 515, 620, 630, 670, and advancement to candidacy.*

**SOC 690A (1) 690B (2) 690C (3) 690D (4)**

[Change in title, description, and unit value]

**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. *The course may not be taken in place of SOC 670. Corequisite: SOC 670. Prerequisites: SOC 501, 515, 610, 620, 630.*

**SOC 695A (1) 695B (2) 695C (3) 695D (4)**

[Change in title, description, and unit value]

**Independent Thesis Research**

Continuation of the efforts in SOC 690 and completion of a thesis. Research may include qualitative or quantitative analysis. *The course may not be taken in place of SOC 675. Corequisite: SOC 675. Prerequisites: SOC 501, 515, 610, 620, 630, 670 and advancement to candidacy.*

**SOC 698A (1) 698B (2) 698C (3) 698D (4)**

[Change in unit value]

**Independent Research**

**SOC 699A (1) 699B (2) 699C (3) 699D (4)**

[Change in course number, title, unit value, and description]

**Thesis Extension**

Registration in this course is required for students who have received a grade of Report in Progress (RP) in SOC 675. *Graded Credit/No Credit. Prerequisite: Prior registration in SOC 675 with an assigned grade of Report in Progress (RP). May not be taken for credit by students who have received credit for SOC 700.*

**VSAR 406 (3)**

[New Course]

**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.*

**WMST 350 (4)**

[Title not printed in catalog]

**Chicana and Latina Feminist Thought**