

	Page Number
Summary of Additions and Changes Announced in the Addendum	2
Additions and Changes to Academic Programs	3
General Education Program	5
College of Arts and Sciences	6
Arts and Technology Minor	6
B.S. in Biochemistry	6
B.S. in Biotechnology	6
B.A. in Border and Regional Studies.....	8
B.S. in Chemistry	8
Minor in Cognitive Science	8
B.S. in Computer Science	9
Computer Information Systems Option.....	9
Minor in Criminology and Criminal Justice.....	10
B.A./Minor in Economics	10
Elementary Subject Matter Preparation Certificate (ESMPC)	10
Minor in German	11
Minor in Global Studies.....	11
B.A. in History.....	14
B.S./Minor/Single Subject Preparation Program in Mathematics	15
B.A./Minor in Political Science	15
B.A. in Spanish.....	15
B.A. in Visual and Performing Arts	15
College of Business Administration	15
B.S. in Business Administration	15
Pre-business Core	15
Accountancy Option.....	15
Finance Option	16
Global Business Management Option - Management Track.....	16
Global Business Management - Marketing Track	17
Global Business Management - Supply Chain Management Track	17
High Technology Management Option.....	18
Management Option	18
Marketing Option.....	19
College of Education	20
Ed.D. in Educational Leadership	20
Master of Arts in Education, Option in Education Administration	21
Multicultural Specialist Certificate	22
Preliminary Administrative Services Credential (Tier 1).....	22
Single Subject Credential Program	22
Health and Human Services Programs.....	22
B.A. in Kinesiology	22
B.S. in Nursing	23

Changes to Admission Requirements, Fees, and Academic Policies	26
Transfer Requirements	26
Making Up Missing College Preparatory Subject Requirements.....	26
CSU Concurrent Enrollment	26
CSU Visitor Enrollment	26
Undergraduate Application Procedures.....	26
Test Requirements	26
TOEFL Requirement	27
English Placement Test (EPT)	27
Entry Level Mathematics (ELM) Placement Examination	27
Determination of Residence for Nonresident Tuition Purposes	27
Impacted Programs	28
Supplementary Admission Criteria	28
Schedule of Fees	29
Fee Waivers	29
Procedure for the Establishment or Abolishment of a Student Fee.....	29
Grade Changes	30
Maximum Number of Units	30
Admission Requirements for Graduation and Postbaccalaureate Students	31
Admission to the Department or Program.....	31
Graduate-Postbaccalaureate TOEFL Requirement	31
Graduate and Postbaccalaureate Application Procedures.....	32
Availability of Institutional and Financial Assistance Information	32
Academic Honesty	33
Average Annual Cost of Education and Sources of Funds per Full-Time Equivalent Student	33
Student Discipline	35
Additions, Changes, and Corrections to Course Descriptions	37

SUMMARY OF ADDITIONS AND CHANGES ANNOUNCED IN THE ADDENDUM

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

Additions previously announced in the
Spring 2005 and Fall 2005 Catalog
Addendum, which are still in effect, are
included in this Catalog Addendum.



ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

General Education Program

Clarification of Upper-Division General Education Restriction

Area D (Social Sciences)
[Change to Requirements]

College of Arts and Sciences

Minor in Arts and Technology [Change to Program]

B.S. in Biochemistry [Correction & Change to Program]

B.S. in Biotechnology [New Program]

B.A. in Border and Regional Studies [New Program]

B.S. in Chemistry [Change to Program]

Minor in Cognitive Science [New Program]

B.S. in Computer Science [Change to Program] and Computer Information Systems Option [New Program]

Minor in Criminology and Criminal Justice [Change to Program]

B.A. and Minor in Economics [Change to Program]

Elementary Subject Matter Preparation Certificate (ESMPC) [New Program]

Minor in German [New Program]

Minor in Global Studies [New Program]

B.A. in History [Change to Program]

B.S. in Mathematics, Minor in Mathematics, and Single Subject Preparation Program in Mathematics [Change to Program]

B.A. in Political Science and Minor in Political Science [Change to Program]

B.A. in Spanish [Change to Program]

B.A. in Visual and Performing Arts [Change to Program]

College of Business Administration

B.S. in Business Administration [Change to Program; includes new options]

Pre-business Core
Accountancy Option
Finance Option
Global Business Management Option
Management Track
Global Business Management - Marketing Track
Global Business Management - Supply Chain Management Track
High Technology Management Option
Management Option
Marketing Option

College of Education

Master of Arts in Education, Option in Education Administration [Change to Program]

Preliminary Administrative Services Credential (Tier 1) [Change to Program]

Ed.D. in Educational Leadership [New Program]

Multicultural Specialist Certificate [New Certificate]

Single Subject Credential Program [Change to Program]

Health and Human Services Programs

B.A. in Kinesiology [New Program]

B.S. in Nursing [New Program]

CHANGES TO ADMISSION REQUIREMENTS, FEES, AND ACADEMIC POLICIES

Transfer Requirements [Change]

Making Up Missing College Preparatory Subject Requirements [Change]

Undergraduate Application Procedures [Change]

CSU Concurrent Enrollment [Change]

CSU Visitor Enrollment [Change]

Test Requirements [Change]

TOEFL Requirement [Change]

English Placement Test (EPT) [Change]

Entry Level Mathematics (ELM) Placement Examination [Change]

Determination of Residence for Nonresident Tuition Purposes [Change]

Impacted Programs [Change]

Supplementary Admission Criteria [Change]

Schedule of Fees [Change]

Fee Waivers [Change]

Procedure for the Establishment or Abolishment of a Student Fee [Change]

Grade Changes [Change]

Maximum Number of Units [Change]

Admission Requirements for Graduation and Postbaccalaureate Students [Change]

Admission to the Department or Program [Change]

Graduate-Postbaccalaureate TOEFL Requirement [Change]

Graduate and Postbaccalaureate Application Procedures [Change]

Availability of Institutional and Financial Assistance Information [Change]

Average Annual Cost of Education and Sources of Funds per Full-Time Equivalent Student [Change]

Student Discipline [Change]

ADDITIONS AND CHANGES TO COURSE DESCRIPTIONS

ACCT 201, 202, 301, 302

ANTH 215

ASTR 342

BA 667, 669, 681

BIOL 160, 175, 176, 309, 357, 358, 497,
512, 512L, 514, 514L, 515, 576

BRS 300, 301, 330, 400, 430, 490,
495A-C, 498A-C, 499A-C

BUS 203, 304, 492, 493

CIS 341, 444, 490

CHEM 021, 100, 100L, 150, 313

CS 111, 305, 306, 307, 403, 433, 443,
455, 473, 475

COMM 355, 454

ECON 301, 303, 305, 411, 417, 422,
425, 455

EDAD 610, 612, 614, 616A, 616B, 618,
620, 624A, 624B, 626A, 626B

EDMS 511B, 512, 521B, 522B

EDMX 543

EDSS 543B, 544B, 545B, 546B, 547B,
572

FMST 390

GBM 351, 425, 426, 427, 430, 497

GEOG 305, 305S

GES 110

GRMN 315, 331, 390

HD 300, 361

HIST 307, 312, 338A, 338B

HTM 302, 305, 429, 430

ID 301, 340, 340B

KINE 326, 336, 390, 426, 495, 499A-F

LING 300B

LTWR 203, 303, 336, 350, 431, 441, 501,
502, 525, 699X-Z

MASS 302, 303, 304, 306, 405, 424, 456

MATH 051, 051C, 132, 315, 360, 570

MGMT 305, 315, 415, 432, 445, 452,
461, 465, 481, 482, 483, 484, 485,
498

MKTG 305, 315, 433, 442, 446, 448,
449, 481, 482, 483, 484, 485, 498

NURS 200, 201, 210, 211, 212A, 212B,
220, 221, 222, 223, 230, 231, 232,
233, 260, 261, 310, 311, 312, 320,
321, 350, 351, 352, 370, 396, 440,
441, 442, 443, 445, 450, 451, 452,
472, 490, 491, 493, 496, 499

PE 203

PHYS 203, 350, 356

PSCI 364A, 364B, 394, 416, 495A-F,
498A-C, 499A-C

PSYC 362

SOC 315, 317, 575, 675, 690A-D, 695A-
D, 698A-D, 699A-D

VSAR 301, 311, 312, 327, 406

WMST 303, 341, 350, 398

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

Changes to the General Education Program

Clarification of Upper-Division General Education Restrictions

Replace the section on page 81 in the catalog with the following:

Upper-division General Education courses must be taken outside the student's major or Department, or the primary field in the case of the Social Science major. For example, Biochemistry majors and Chemistry majors cannot use a CHEM course, Human Development students cannot use a HD course and Social Sciences major with a primary field in Communication cannot use a COMM course.

Replace the section on page 84 and 85 of the catalog with the following:

Area D: Social Sciences

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

American Institutions and Ideals

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

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

Two courses (6 units)

HIST 130 (Dh) or HIST 131 (Dh)
PSCI 100* (Dc, Dg)

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

Notice to Transfer Students.

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

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

Transfer students who do not have subject-area certification for the lower-division Area D CSU General Education-Breadth Requirement in Area D (Social Sciences) but who have completed the American Institutions and Ideals Requirement with the equivalent of six semester units of coursework, must complete the Interdisciplinary Social Sciences Requirement (D7), the Discipline-Specific or Second Interdisciplinary Social Sciences Course Requirement (D), and the Upper-Division

Social Sciences (DD) requirement. See an advisor to determine whether the D7 and/or D requirements are met by any courses taken at another institution.

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

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

D7 Interdisciplinary Social Sciences

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

One course (3 units)

Select from among:

ANTH 200	PSYC 210
GESS 101	SOC 205
GESS 102	WMST 101
PSYC 140	

D Discipline-Specific or Second Interdisciplinary Social Sciences Course

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

One course (3 units)^

Select from among:

ANTH 200	PSCI 100
ECON 202	PSYC 100
GEOG 201	PSYC 140
GESS 101	PSYC 210
GESS 102	SOC 101
HIST 130	SOC 205
HIST 131	WMST 101

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.

Courses satisfying this requirement will be identified in the Class Schedule.

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

COLLEGE OF ARTS AND SCIENCES

Change to the
Arts and Technology Minor
Correction to the Studio (Intermediate and Advanced) category; VSAR 307 has been replaced with VSAR 309

Changes to the
B.S. in Biochemistry

[Note that this has been corrected since the original publication of the Fall 2005 Catalog Addendum.]

1. Changes to Unit Requirements:

General Education*	51
Preparation for the Major*	46
Major Requirements	34-35
The minimum number of units required for this degree is 122.	

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

2. Change to Preparation for the Major:
Students are no longer required to take CS 101 or 301.

3. Change to Major Requirements:
a. Students are now required to take 3 units of Upper-division science electives.
b. Students may substitute BIOL 355 or 356 for BIOL 351 and 351L.

New Program: **B.S. in Biotechnology^**

Director of Biotechnology Programs:
Al Kern, Ph.D.

^ The B.A. in Biotechnology has received full approval by the campus and the Office of the Chancellor of the California State University. This program was implemented in Fall, 2005.

The Biotechnology major is housed in the Biological Sciences Department. Biotechnology refers to the long practiced skill of applying our knowledge of the molecular basis of life processes for the benefit of society. While classic examples of biotechnology include using bacteria and enzymes to produce cheeses and yeast to make bread and beer, modern applications exploit DNA based technologies such as immunology, biochemistry and microbiology to make new products or provide services to improve health care, agriculture, food and the environment. Over the past 20 years biotechnology has caused a profound revolution in science having significant technological and social implications.

Today, pharmaceuticals and vaccines are being designed through biotechnology to treat various cancers, heart disease, diabetes, multiple sclerosis, Alzheimer's, AIDS, obesity and other conditions. Biotechnology is responsible for hundreds of medical diagnostic tests that keep the blood supply safe from the AIDS virus and detect other conditions early enough to be successfully treated. Home pregnancy tests are also biotechnology diagnostic products. Food and agriculture biotechnology has resulted in the development of crops that are naturally resistant to pests and viruses; more tolerant of environmental stresses such as drought, salinity, and extreme cold; and more nutritious and longer lasting than their conventional counterparts. Environmental biotechnology products make it possible to more efficiently clean up hazardous waste

without the use of caustic chemicals. Bioremediation products use living cells or byproducts of living materials to clean up oil spills and other environmental problems. DNA fingerprinting is a biotech process that has dramatically improved criminal investigation and forensic medicine, and has afforded significant advances in anthropology and wildlife management. Biotechnology is a promising young field that is expected to be one of the pivotal forces in the 21st century, helping us to lead longer, healthier lives, provide more plentiful and nutritious food, and keep our environment cleaner.

The Biotechnology curriculum is comprised of courses selected from the curricula of the departments of Biological Sciences, Chemistry & Biochemistry, Mathematics, Physics and the College of Business Administration. The core curriculum provides students with a solid foundation in molecular biology, immunology, microbiology and biochemistry. It also introduces students to the applied technologies of fields such as molecular genetics/recombinant DNA technology, immunology/cell culture-hybridoma technology, biochemistry/protein purification methods and DNA sequencing/computational biology. Students are also exposed to fundamental business management and marketing theory as part of the core, and will develop skills and aptitudes important for success in the business arena. These include written and oral communication, problem solving, teamwork, leadership, flexibility, negotiation, and regulatory documentation. Since biotechnology-related industries are varied, the degree provides technical background and experience that can be applied across the diverse disciplines within the field, enabling students to adapt to their employment situation as it evolves or to move between the various biotechnology-related industries. The curriculum is meant to provide graduates with the knowledge and training needed to earn entry-level positions not only in research and development but also in areas such as technical services, sales, marketing, management, operations, regulatory affairs, technical writing, quality control and quality assurance.

Students in the Biotechnology degree program will have access to modern well-equipped laboratories and will gain experience using state-of-the-art instrumentation. The academic environment is enriched by a close faculty/student interaction and by the availability of internship positions with biotechnology companies and federal agencies. Internship employment with a biotechnology company provides a valuable, real world, career-sampling experience. Student and faculty research opportunities are also available and provide valuable training that will enable students to gain rewarding employment thereafter.

Career Opportunities

A Bachelor of Science degree in Biotechnology from CSU San Marcos prepares students to succeed in entry level positions in a number of market sectors, including pharmaceuticals, clinical diagnostics, environmental protection, food and agriculture, medical therapeutics, veterinary, scientific services and scientific equipment and supplies. The degree will also enable graduates to pursue higher degrees in areas as diverse as Biochemistry, Microbiology, Pharmacology, Environmental Science, Molecular Biology, and Plant Science.

Preparation

Freshman applicants must complete a comprehensive pattern of college preparatory study totaling 15 units with a grade of C (2.0) or better. Transfer students entering at the junior and senior level will be expected to have completed the equivalent of lower-division requirements elsewhere, including two semesters of biology, four semesters of chemistry, two semesters of physics, one semester of college-level calculus, and one semester of statistics.

Special Conditions for the Major

All courses taken for the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units in biotechnology must be completed at CSUSM.

	Units
General Education*	51
Preparation for the Major*	35
Requirements for the Major	49
Total Required	120

*Nine (9) lower-division GE units in Area B (Math and Science) are automatically satisfied by combinations of CHEM 150, MATH 160, and BIOL 211 when taken in preparation for the major. Three (3) lower-division GE units in Area D (Social Sciences) are automatically satisfied by either PSYC 100 or SOC 101, which are also required as preparation for the major. Three (3) upper-division GE units in Area CC (Arts and/or Humanities) are satisfied by students taking either PHIL 315, PHIL 340 or PHIL 345 as preparation for the major when taken no earlier than the term in which the student attains upper-division status by completing 60 semester units.

All Biotechnology majors are required to attend a series of four (4) seminars during their enrollment period at CSUSM before graduation. The seminar series focuses on Quality Control/Assurance, Regulatory Affairs, Clinical Testing/Animal Care and Scale-up Procedures delivered by industry or topic experts.

Biotechnology majors are permitted to earn the Minor in Biology. Biotechnology majors also pursuing the Minor in Biology may use either Genetics (BIOL 352) or Comparative Animal Physiology (BIOL 353), but not both, to fulfill part of the 5 elective units required for the Biotechnology degree requirement. These students must also take 12 additional units in Biology, exclusive of coursework applied to the Major in order to earn the Minor. Departmental advisors will provide information on recommended additional coursework.

Preparation for the Major (35-36 units)

CHEM 150	5
CHEM 201	3
CHEM 201L	2
CHEM 202	3
CHEM 250	3
MATH 160	5
PHYS 205	4
PHYS 206	4
PSYC 100 or SOC 101	3-4
PHIL 315, PHIL 340 or PHIL 345	3

Major Requirements

Lower-division (18 units)

BIOL 210	4
BIOL 211	4
BIOL 215	3
BIOL 215L	1
ACCT 201	3
ACCT 202	3

Upper-division (24 units)

BIOL 355	4
BIOL 356	4
BIOL 357	2
BIOL 367	4
BIOL 377	3
CHEM 351	3
MGMT 302	2
MKTG 302	2

Electives (7 units)

Select any of the following for at least six total units:

BIOL 352	4
BIOL 353	4
BIOL 358	3
BIOL 489	2
BIOL 497	4
CHEM 351L	3
CHEM 352	3
FIN 302	2
HTM 302	2
HTM 411	4
HTM 425	4
HTM 426	4
MGMT 415	4
MGMT 452	4
MGMT 461	4
MIS 302	2

The **B.A. in Border and Regional Studies** has received campus approval for implementation in Academic Year 2006-07, and is currently undergoing review at the Office of the Chancellor of the California State University. Students interested in this degree program should contact the BRS Administrative Coordinator, Nersa Niksirat, at 750-4104.

Changes to the **B.S in Chemistry**

The total number of units required for a Bachelor of Science degree was reduced from 125 to 120.

Students are no longer required to take CS 101 or 301 as preparation for the major.

New Program:

Minor in Cognitive Science

Office:

CRA 6239

Telephone:

750-8092

Faculty:

Jocelyn Ahlers, Ph.D. (Linguistics)
 Katherine Brown, Ph.D. (Communication)
 Jule Gómez de García, Ph.D. (Linguistics)
 Gina Grimshaw, Ph.D. (Psychology)
 Rocio Guillen-Castrillo, Ph.D. (Computer Science)
 Mtafiti Imara, Ph.D. (Visual and Performing Arts)
 Alicia Muñoz Sanchez, Ph.D. (World Languages and Hispanic Literatures)
 Barry Saferstein, Ph.D. (Communication)
 Miriam Schustack, Ph.D. (Psychology)
 Shaun-inn Wu, Ph.D. (Computer Science)
 Robert Yamashita, Ph.D. (Liberal Studies)
 Rika Yoshii, Ph.D. (Computer Science)
 Lorna Zorman, Ph.D. (Computer Science)

Program Offered:

Minor in Cognitive Science

The Cognitive Science Minor at Cal State San Marcos offers students the opportunity to broaden their academic experience through systematic study of the interdisciplinary field of Cognitive Science. Cognitive science has a variety of definitions, but one simple one is that it is the

interdisciplinary scientific study of the mind. The field involves contributions from the disciplines of psychology, computer science, linguistics, communication, biology, neuroscience, philosophy, anthropology, music, mathematics, and social science. The minor in Cognitive Science allows students to focus on the domain of Cognitive Science from multiple perspectives, and to customize their course selections in accordance with their individual interests within the field. The program requires courses from at least four different disciplines, and allows courses from several more. Students choosing to pursue the minor in Cognitive Science will get exposure to some of the breadth of this emerging field of study. The minor is appropriate for students in any major, but may be especially of interest to students majoring in one of the disciplines that are related to the cognitive sciences. This minor helps to prepare students for graduate study in related fields, as well as for a variety of careers in both the public and private sectors.

Requirements

Completion of twenty-two (22) units, at least twelve (12) of which must be at the upper-division level. Students are advised that some optional courses have prerequisites, and should plan accordingly.

Core Courses

CS 111	4
PSYC 100	3
PSYC 362	3

Brain and Mind

Select at least one course:

BIOL 348	3
CS 573	3
PSYC 361	3
PSYC 360	3
PSYC 465	3

Language and Mind

Select at least one course:

LING 300	3
LING 360	3
LING 371	3
LING 371B	3
LING 381	3
LING 351	3

Communication and Distributed Cognition

Select at least one course:	
COMM 355	3
COMM 400	3

Electives

Select at least one course:	
ANTH 315	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

Changes to the B.S. in Computer Science

1. The total number of units required for a Bachelor of Science degree was changed from 129 to 120.
2. Changes in Major Requirements
(Addition of CS 436 to the list below and reduction of Computer Science electives)

Major Requirements	
Upper-division (30 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	9
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Changes to the B.S. in Computer Science degree program associated with the Computer Information Systems Option

The last paragraph in the general description of the Computer Science degree program (see page 112 in the 2004-06 General Catalog) becomes:

The Cal State 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. This option in Computer Information Systems 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.

The existing requirements now bear the heading Option in Computer Science

The requirements for the new option follow:

Option in Computer Information Systems	
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)

MATH 160**	5
ECON 201	3
ECON 202**	3
ACCT 201	3
ACCT 202	3
PSYC 100** or SOC 101**	3-4
MATH 370	3
BUS 302	2
MATH 242 or MATH 440	3-4
MGMT 302	2
MKTG 302	2
HTM 302	2
FIN 302	2

Major Requirements

Upper-division (27 units)	
CS 311	3
CIS 341	3
CS 433	3
CS 436	3
CS 441	3
CS 443	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 **.

Changes to the
Minor in Criminology and Criminal Justice

1. Changes to the core requirements for the Minor:

Required Courses
Upper-division (12 units)

	Units
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	

Total Units 24

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

Changes to the
B.A. in Economics and Minor in Economics

ECON 306 may not be counted in the upper-division electives for either the Major or Minor in Economics.

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 (2.0) or better. Coursework applied to the certificate may also be applied to fulfill Major, Minor, and GE requirements. Prospective elementary level teachers will still have to demonstrate subject matter competence by passing a state approved test before admission to a credential program.

Course Requirements of the ESMPC

	Units
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
Human Development (HD)	
PSYC 210 (LDGE D7)	3
Physical Education (PE)	
PE 203 (LDGE E)	3
<i>Total Units for the Certificate</i>	54

*See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 130, 131, 302, 303, 480

New Program:
Minor in German

Office:

University Hall 205

Telephone:

750-8076

Faculty:

Michael Hughes, Ph.D.

Program Offered:

Minor in German

The German Minor provides a focused development of German language skills and knowledge of the cultures and literatures of German speaking peoples. The Minor offers students a course of study that provides an important supplement or complement to their majors. It aims to provide more tools for understanding globalization while providing students with insights and understanding of the German and Germanic cultures.

The program is designed to develop a high level of communicative competence in all four language skills-listening, reading, speaking, and writing-through a focused collection of advanced grammar and composition courses.

Students pursuing the German Minor 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 German Minor 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
<i>Total Lower-Division Coursework</i>	<i>0-14</i>
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	
<i>Total Units</i>	<i>12-26</i>

New Program:

Minor in Global Studies

Office:

CRA 6132

Telephone:

(760) 750-8050

Program Coordinator:

Scott Greenwood, Ph.D.

Faculty:

Economics

Ranjeeta Ghiara, Ph.D.

Robert Rider, Ph.D.

History

Reuben Mekenye, Ph.D.

Carmen Nava, Ph.D.

Kimber Quinney, Ph.D.

Jasamin Rostam-Kolayi, Ph.D.

Patricia Seleski, Ph.D.

Alyssa Sepinwall, Ph.D.

Zhiwei Xiao, Ph.D.

Liberal Studies

Vivienne Bennett, Ph.D.

Jorge Riquelme, Ph.D.

Aníbal Yáñez-Chávez, Ph.D.

Kimberley Knowles-Yáñez, Ph.D.

Literature and Writing Studies

Salah Moukhlis, Ph.D.

Philosophy

Manuel Arriaga, Ph.D.

Political Science

M. Kent Bolton, Ph.D.

Scott Greenwood, Ph.D.

Cyrus Masroori, Ph.D.

Cynthia Chavez Metoyer, Ph.D.

Pamela Stricker, Ph.D.

Visual and Performing Arts

William Bradbury, D.M.A.

Kristine Diekman, M.F.A.

Mtafiti Imara, Ph.D.

Andrea Liss, Ph.D.

Marcos Martinez, M.A.

Karen Schaffman, Ph.D.

Deborah Small, M.F.A.

World Languages and Hispanic Literatures

Veronica Anover, Ph.D.

Michael Hughes, Ph.D.

Jill Pellettieri, Ph.D.

Darci Strother, Ph.D.

Women's Studies

Linda Pershing, Ph.D.

Program Offered:

Minor in Global Studies

The Minor in Global Studies provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Students can choose from an approved list of courses from Economics, History, Liberal Studies, Literature and Writing Studies, Philosophy, Political Science, Visual and Performing Arts, World Languages and Literatures, and Women Studies. The Minor allows students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and one of four global issue areas: Global Security, Global Political Economy and Development, Comparative Global Issues, or Gender in the International System. The Global Studies Minor will be useful to students pursuing careers in education, international business, international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International and "think tanks" such as the Heritage Foundation), public service, and graduate study in related fields.

Requirements

The minor requires eighteen (18) units of credit, fifteen (15) of which must be at the upper-division level. Political Science majors may count either PSCI 331 or PSCI 350 as well as one other upper-division PSCI elective toward both their major and the Global Studies minor for a total of six (6) double-counted units. All other majors may double-count up to a maximum of nine (9) units of upper-division coursework toward their major and the Global Studies minor.

	Units
a. World History/World Geography	3
One of the following courses:	
HIST 202	
or	
GEOG 201	

b. Comparative Politics/International Relations	3
One of the following courses:	
PSCI 331	
or	
PSCI 350	

HIST 202 and PSCI 331 are recommended for students interested in studying a specific region of the world while PSCI 350 and GEOG 201 are recommended for students interested in studying the international system. Political Science majors may "double count" PSCI 331 or PSCI 350 for both their major and the Global Studies Minor.

c. Upper-Division Geographic Area Electives	6
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Select at least two courses for a total of at least six (6) units from different disciplines in one geographic area:

The Americas
Asia
Europe
Middle East and North Africa
Sub-Saharan Africa

Courses used to satisfy the geographic area requirement cannot also be used to satisfy the global issues requirement below.

d. Upper-Division Global Issue Electives	6
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Select at least two courses for a total of at least six (6) units from different disciplines in one global issue area:

Global Security
Global Political Economy and Development
Comparative Global Issues
Gender in the International System

Courses used to satisfy the global issues requirement cannot also be used to satisfy the geographic area requirement above.

<i>Total Units</i>	18
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Courses that may be used in the geographic and global issues areas are listed below.

The Americas

GEOG 305
GEOG 305S
GEOG 340C
HIST 352
HIST 355
HIST 356
HIST 359
ID 301
ID 306
MUSC 390
MUSC 423
PSCI 338
PSCI 341
PSCI 348*
PSCI 449*
PSCI 357*
PSCI 361
PSCI 362*
SPAN 350B
TA 421*
WLAN 370*

**Where course content is appropriate to the Americas*

Asia

GEOG 340B
HIST 363
HIST 364
HIST 365
MUSC 395
PHIL 318
PSCI 348*
PSCI 449*
PSCI 357*
PSCI 358
PSCI 362*
VPA 320

**Where course content is appropriate to Asia*

Europe

FREN 315
FREN 350
GEOG 340D
GRMN 315
GRMN 350
HIST 307
HIST 308
HIST 322
HIST 323
HIST 324
HIST 325
HIST 326
HIST 327
HIST 381
HIST 382*
HIST 388
LTWR 308A
LTWR 308B
LTWR 402
PSCI 335
PSCI 348*
PSCI 357*
PSCI 362*
PSCI 390*
PSCI 397
SPAN 350A
VSAR 307
WLAN 370*

**Where course content is appropriate to Europe*

Middle East and North Africa

HIST 384
HIST 385
PSCI 339
PSCI 348*
PSCI 364A
PSCI 364B
PSCI 449*
PSCI 357*
PSCI 362*

**Where course content is appropriate to the Middle East and North Africa*

Sub-Saharan Africa

GEOG 340A
HIST 371
HIST 374
HIST 375
MUSC 391
MUSC 424
PSCI 337
PSCI 348*
PSCI 449*
PSCI 357*
PSCI 362*

**Where course content is appropriate to Sub-Saharan Africa*

Variable Content Courses

For each of the geographic areas listed above students may petition to have the following variable content courses approved for geographic area credit when the course syllabus is appropriate to one specific geographic area of the world:

LTWR 302
LTWR 320
LTWR 330
LTWR 331
LTWR 332
LTWR 333
LTWR 410
LTWR 420
LTWR 430
LTWR 503
LTWR 504
WLAN 331

Global Security

HIST 306
HIST 349
HIST 381
HIST 388
PSCI 355
PSCI 357
PSCI 358
PSCI 361
PSCI 362
PSCI 364A
PSCI 364B
PSCI 365
PSCI 390*
PSCI 450
PSCI 455
PSCI 461
PSCI 469

**Where course content is appropriate to Global Security*

Global Political Economy and Development

ECON 441
ECON 442
ECON 443
ECON/PSCI/WMST 445
HIST 389/PSCI 363
PSCI 390*
PSCI 396
PSCI 431
PSCI 460
WMST 375

**Where course content is appropriate to Global Political Economy and Development*

Comparative Global Issues

BRS 400
DNCE 320
DNCE 321
ECON 311
ECON/PSCI/WMST 445
HIST 381
HIST 382
HIST 383
LTWR 310
LTWR 320
LTWR 410
LTWR 420
MUSC 392
MUSC 421
PSCI 390*
PSCI 396
PSCI 397
PSCI 431
PSCI 434
PSCI 460
VPA 311
SPAN 315

**Where course content is appropriate to Comparative Global Issues*

Gender in the International System

ECON/PSCI/WMST 445
HIST 316
HIST 327
HIST 355
HIST 383
HIST 384
SOC 315*
VSAR 322
VSAR 326
WMST 375
WMST 490

**Where course content is appropriate to Gender in the International System*

Additional courses may be approved to satisfy these requirements as additional courses are added to the University curriculum. Students may obtain the most current list of approved courses from the Program Coordinator, a Staff Advisor, or at the Political Science Department office.

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
Africa	HIST 319 HIST 370 HIST 371 HIST 375 HIST 379	HIST 319 HIST 371 HIST 374 HIST 375 HIST 379	HIST 370 HIST 374			
Ancient History	HIST 309 HIST 310 HIST 311		HIST 300M HIST 309 HIST 310 HIST 311 HIST 312			HIST 300M HIST 312
Asia	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 300M HIST 362
Europe	HIST 306 HIST 307 HIST 308 HIST 313 HIST 317 HIST 318 HIST 322 HIST 323 HIST 324 HIST 325 HIST 326	HIST 307	HIST 300N HIST 306 HIST 308 HIST 313 HIST 316 HIST 317 HIST 318 HIST 322 HIST 323 HIST 324 HIST 325 HIST 326 HIST 327	HIST 316 HIST 327	HIST 300N HIST 307 HIST 317 HIST 322 HIST 325 HIST 326	HIST 308
Latin America	HIST 352 HIST 355	HIST 355 HIST 356 HIST 359	HIST 352 HIST 356	HIST 355	HIST 355 HIST 356 HIST 360	HIST 355 HIST 356
Middle East	HIST 300K HIST 380 HIST 384 HIST 385		HIST 300K HIST 380 HIST 384 HIST 385	HIST 384		HIST 300K
United States	HIST 300F HIST 300J HIST 300L HIST 300P HIST 300Q HIST 330 HIST 334 HIST 335 HIST 336B HIST 336C HIST 336D HIST 336E HIST 336F HIST 337 HIST 338 HIST 347 HIST 349	HIST 300J HIST 300L 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 300E HIST 300F HIST 300J HIST 300P HIST 300Q HIST 330 HIST 336D HIST 336F HIST 341 HIST 343 HIST 344 HIST 348	HIST 300E HIST 300F HIST 332 HIST 336B HIST 341 HIST 343 HIST 344 HIST 348	HIST 300S HIST 336A HIST 336E HIST 339 HIST 345 HIST 346 HIST 349 HIST 350	HIST 300P HIST 300Q HIST 336E HIST 336F HIST 344 HIST 348 HIST 350
Comparative/ Transnational History	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

Changes to the
**B.S. in Mathematics, Minor
in Mathematics, and Single
Subject Preparation Program
in Mathematics**

1. Changes to units in the B.S. in Mathematics. The total number of units required for a Bachelor of Science degree was reduced from 124 to 120.
2. Change to Special Requirements for the Bachelor of Science and Minor in Mathematics. The second paragraph on page 143 in the 2004-06 Catalog is replaced by the following:

Each course submitted towards either the mathematics major (preparation for the major and requirements) or minor must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either MATH 498 or MATH 499 may be applied. No more than three (3) units of MATH 495 may be applied. For the major, a minimum of fifteen (15) upper-division units in mathematics must have been completed at Cal State San Marcos. For the minor, a minimum of six (6) upper-division units in mathematics must have been completed at Cal State San Marcos.

3. Added CS 464 and CS 480 to the Twelve (12) elective units choices for the major.
4. Changes to the Single-Subject Preparation Program in Mathematics

Added CS 480 to the Course Requirements in the following course selection:

Choose one of the following courses:

CS 464	3
CS 480	3
MATH 464	3
MATH 480	3

5. Changes to the Minor in Mathematics

Added CS 464 and CS 480 to the nine (9) elective units.

Changes to Requirements for the
**B.A. in Political Science and
Minor in Political Science**

1. The second paragraph on page 152 of 2004-06 Catalog is replaced by the following:

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.

2. Changes to B.A. in Political Science Global Concentration

Upper-division (36 units)	
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3

Any political science field, including US Government and Politics, Comparative Politics, International Politics, Political Theory, and "General" 21

Political Science courses

Any upper-division, non-political science course dealing with global issues (to be approved by advisor) 3

Changes to the
B.A. in Spanish

The total number of units required for a Bachelor of Arts degree was reduced from 124 to 120.

Changes to the
**B.A. in Visual and
Performing Arts**

The total number of units required for a Bachelor of Arts degree was reduced from 124 to 120.

**COLLEGE OF BUSINESS
ADMINISTRATION**

Changes to the
**B.S. in Business
Administration**

Lower-division Pre-business Core

ACCT 201	3
ACCT 202	3
BUS 202	3
BUS 203	3
ECON 201	3
ECON 202	3
MATH 132	3
PSYC 100 or SOC 101	3-4

Accountancy Option (55 units)

Accounting has often been called "the language of business." Through its accounting system an organization records its transactions and communicates its performance. The accountancy curriculum at CSUSM is designed, in part, to prepare students for careers in public accounting, including qualification to sit for the CPA examination. It also has the flexibility and provides sufficient electives to prepare students for careers in managerial accounting or governmental accounting, not-for-profit accounting, and other business-related areas.

**Foundations of Business Courses
(12 units)**

BUS 302	2
BUS 304	4
HTM 302	2
MGMT 302	2
MKTG 302	2

Core Accountancy Courses (26 units)

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

Accountancy Electives (8 units)
All 8 units must be selected from
Accountancy; i.e. FIN, GBM, HTM,
MGMT, and MKTG electives cannot be
substituted.

ACCT 406 (M,N)*	2
ACCT 407 (F,M,N,T)*	2
ACCT 420 (N)*	2
ACCT 421 (N*)	2
ACCT 422 (F)*	2
ACCT 423 (F, M)*	2
ACCT 481-5	1-4
ACCT 498	1-4

**Recommended for:*
F = Financial/Public Accounting
M = Management Accounting
N = Non-profit/Governmental
Accounting
T = Tax Accounting

Capstone (4 units)	
BUS 444	4

Senior Experience (5 units)	
BUS 492	1
BUS 493	4

Finance Option (55 units)

Finance is the study of the interaction of firms and financial markets. Financial managers attempt to identify and undertake projects that increase firm value and determine the best means by which to finance the projects they undertake. Investors, the source of financing for these projects, are free to choose from many types of securities issued by different types of firms. The risk-return profiles of these individual securities, and the impact of portfolio design on the attainment of an optimal risk-return profile, are major topic areas of finance. CSUSM students who choose the finance track are able to specialize in the study of corporate finance, investment analysis, and international finance. Students are provided an education that permits them to enjoy careers as stockbrokers, financial analysts, investment advisers, and the like.

Foundations of Business Courses (12 units)	
BUS 302	2
BUS 304	4
HTM 302	2
MGMT 302	2
MKTG 302	2
Core Finance Courses (24 units)	
ACCT 301	4
ACCT 308*	4
FIN 304	4
FIN 321	4
FIN 331	4
FIN 341	4

**HTM 304 can be substituted*

Finance Electives (10 units)	
A minimum of 2 units must be selected from electives in Finance.	
FIN 404	2
FIN 422	2
FIN 481-5	1-4
FIN 498	1-4

The remaining 8 units can be taken only from the following list.	
ACCT 302	2
ACCT 307	4
ACCT 407	2
ACCT 421	2
ACCT 422	2
ECON 301	3
ECON 302	3
ECON 323	3
ECON 331	3
ECON 416	3
ECON 417	3
ECON 421	3
ECON 451	3
ECON 471	3
HTM 406	4
MATH 440	4

Capstone (4 units)	
BUS 444	4

Senior Experience (5 units)	
BUS 492	1
BUS 493	4

Global Business Management Option - Management Track (55 units)

This track is primarily for students with several years of professional work experience in a functional area (e.g., marketing, finance, accounting, etc.) who are either more interested in preparation for management positions in a firm with global operations, or who are planning to continue on with graduate studies in business, management, international development, or related areas. Two types of courses are available in this track: management courses and a broader set of courses from business as well as arts and sciences. The management course "concentration" is best for those who have, from work experience, a good understanding of a specific functional area and who are interested in taking on management responsibilities in that functional area. Students who aspire to an academic or consulting career and wish to pursue graduate studies could also benefit from this type of management course concentration.

Foundations of Business Courses (16 units)	
BUS 302	2
BUS 304	4
FIN 302*	2
HTM 302*	2
MGMT 302*	2
MIS 302*	2
MKTG 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses. However, the excess units cannot count towards GBM electives.*

GBM Core (16 units)	
GBM 425	4
GBM 426	2
GBM 427	2
MGMT 461	4
MKTG 448	4

Management Track Requirement (1 unit)	
GBM 351	1

Foreign Language Proficiency Exam
Students will be required to demonstrate proficiency at the advanced level in at least one foreign language. Proficiency exams are administered by the Berlitz Language Center. See CoBA advisors for details.

Electives (13 units)	
ACCT 423	2
ECON 311	3
ECON 441	3
FIN 341	4
MGMT 315	2
MGMT 415	4
MGMT 452	4
MGMT 481-5	1-4
MGMT 498	1-4
PSCI 331	3
PSCI 431	3
PSCI 460	3

Capstone (4 units)	
BUS 444	4

Senior Experience (5 units)	
BUS 492	1
BUS 493	4

or Global Management Experience (5 units)	
GBM 497	5

Global Business Management Option - Marketing Track (55 units)

The Marketing track is primarily for those who want to become involved in global sales and marketing. This can include account management, global marketing campaign and strategy development and delivery, and related areas such as advertising. In all but very small firms, a career in global marketing and sales normally requires several years experience at a domestic site and a good familiarity with the firm's products and services. As a result, the specialized courses for this track are focused primarily on fundamental marketing principles and knowledge that are important for domestic and global operations.

Foundations of Business Courses (16 units)	
BUS 302	2
BUS 304	4
FIN 302*	2
HTM 302*	2
MGMT 302*	2
MIS 302	2
MKTG 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses. However, the excess units cannot count towards GBM electives.*

GBM Core (16 units)	
GBM 425	4
GBM 426	2
GBM 427	2
MGMT 461	4
MKTG 448	4

Foreign Language Proficiency Exam

Students will be required to demonstrate proficiency at the advanced level in at least one foreign language. Proficiency exams are administered by the Berlitz Language Center. See CoBA advisors for details.

Electives (14 units)	
GBM 351	1
GBM 430	2
MKTG 315	4
MKTG 433	4
MKTG 442	4
MKTG 481-5	1-4
MKTG 498	1-4

Capstone (4 units)	
BUS 444	4

Senior Experience (5 units)	
BUS 492	1
BUS 493	4

or Global Management Experience (5 units)	
GBM 497	5

Global Business Management Option - Supply Chain Management Track (55 units)

The Supply Chain Management track is primarily for those interested in working in the materials sourcing and distribution of goods area. There are three primary career outlets for this track:

- 1) working in the logistics department of a global firm,
- 2) working in an independent supply chain management firm, and
- 3) working in or running a small import-export business.

The principal objective of all three areas is to optimally manage the distribution of goods and the sourcing of supplies to manufacture those goods at the lowest cost. This involves a knowledge of transportation systems, customs and tariffs, distribution methods within the exporting and importing countries and also the payment methods for the goods being distributed. An interest in and understanding of other countries' culture and customs requirements, a good quantitative orientation and skill set, as well as a penchant for detail are all important to be successful in this area.

Foundations of Business Courses (16 units)	
BUS 302	2
BUS 304	4
FIN 302*	2
HTM 304	4
MGMT 302*	2
MKTG 302*	2

** Equivalent 4-unit courses can be substituted for these 2-unit courses. However, the excess units cannot count towards GBM electives.*

Note: The Foundations of Business requirement in the Supply Chain Management Track differ from those in the other Global Management tracks in that HTM 304 is required in place of HTM 302 and MIS 302.

GBM Core (16 units)	
GBM 425	4
GBM 426	2
GBM 427	2
MGMT 461	4
MKTG 448	4

Supply Chain Management Track Requirement (4 units)	
HTM 305	4

Foreign Language Proficiency Exam

Students will be required to demonstrate proficiency at the advanced level in at least one foreign language. Proficiency exams are administered by the Berlitz Language Center. See CoBA advisors for details.

Electives (10 units)	
A minimum of 10 units must be selected from the following CoBA courses:	
GBM 351	1
GBM 430	2
HTM 406	4
HTM 428	4
HTM 481-5	1-4
HTM 498	1-4

Capstone (4 units)	
BUS 444	4

Senior Experience (5 units)	
BUS 492	1
BUS 493	4

or Global Management Experience (5 units)	
GBM 497	5

High Technology Management Option (55 units)

Success in business is associated with firms that strategically use and develop sophisticated operations and information technologies. The High Technology Management (HTM) option is dedicated to the advancement of organizations through the use of state-of-the-art technologies, strategies, systems, tools and techniques. Students graduating with an Option in HTM are expected to have strong skills in a subset of information technology and operations management. Typical abilities of an HTM graduate should include proficiency areas such as systems analysis and design, database management, multi-media, information technology, e-commerce, telecommunications management, management science modeling, quality management, supply-chain management, and inventory management and control. Knowledge gained in HTM coursework can be applied to industries such as biotechnology, computer hardware, software and peripherals, telecommunications, manufacturing, defense and aerospace. However, nearly every organization, no matter how traditional or simple the product or service, can benefit from strategic, prudent use of technology.

Foundations of Business Courses (14 units)	
BUS 302	2
BUS 304	4
FIN 304	4
MGMT 302*	2
MKTG 302*	2

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

Core HTM Courses (12 units)	
HTM 304	4
HTM 305	4
HTM 406	4

HTM Electives (20 units)	
A minimum of 16 units must be selected from HTM electives (units outside of HTM may be substituted with prior approval from CoBA). The remaining 4 units can be taken from electives in ACCT, FIN, GBM, HTM, MGMT, or MKTG. No more than 4 units from the ACCT, FIN, MGMT, or MKTG option core can be counted as elective credit. Students in this option cannot take ACCT 308 for credit.	
HTM 411	4
HTM 425	4
HTM 426	4
HTM 427	4
HTM 428	4
HTM 429	4
HTM 430	4
HTM 481-5	1-4
HTM 498	1-4

Capstone (4 units)	
BUS 444	4

Senior Experience (5 units)	
BUS 492	1
BUS 493	4

Management Option (55 Units)

The Management Option courses concentrate primarily on relationships among members of organizations as well as organization decision-making behavior and cultures. The courses draw on many facets of the social and behavioral sciences to guide students in their intellectual development. A common theme is the use of people skills.

Students learn how to manage employees, through courses such as Leadership in Organizations (MGMT 452) and Human Resource Management (MGMT 415). Marketing courses are also taken by students to enhance their understanding of how firms develop mutually beneficial exchanges with consumers and other businesses.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
FIN 302*	2
HTM 302*	2
MIS 302*	2

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

Management Option Core Courses (20 units)

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

Management Option Electives (14 units)

Students must take a minimum of 10 units in MGMT or MKTG Electives. The remaining 4 units can be taken from electives in ACCT, FIN, GBM, HTM, MGMT, or MKTG. No more than 4 units from the ACCT, FIN, or HTM option core can be counted as elective credit. Students in this Option cannot take ACCT 308 for credit. A maximum of 4 units may be taken outside the College with prior approval from CoBA.

MGMT 315	2
MGMT 432	2
MGMT 445	2
MGMT 465	4
MGMT 481-5	1-4
MGMT 498	1-4
MKTG 315	4
MKTG 433	4
MKTG 442	4
MKTG 446	4
MKTG 448	4
MKTG 449	4
MKTG 481-5	1-4 units
MKTG 498	1-4 units

Capstone (4 units)

BUS 444	4
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Senior Experience (5 units)

BUS 492	1
BUS 493	4

Marketing Option (55 Units)

Marketing Option courses focus on the development of mutually beneficial exchanges between not-for-profit and profit-generating organizations and their customers, suppliers, and distributors. Students learn how to foster exchange with consumers and businesses, through courses such as Customer Analysis (MKTG 442) and Marketing Communication (MKTG 433).

The courses draw on many facets of the social and behavioral sciences to guide students in their intellectual development. Management Courses are also taken by students to increase their understanding of relationships among members of organizations as well as organization decision-making behavior and cultures.

Foundations of Business Courses (12 units)

BUS 302	2
BUS 304	4
FIN 302*	2
HTM 302*	2
MIS 302*	2

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

Marketing Option Core Courses (20 units)

MGMT 305	4
MKTG 305	4
MKTG 442	4
MKTG 433	4
MKTG 448	4

Marketing Option Electives (14 units)

Marketing track students must take a minimum of 10 units in MGMT or MKTG Electives. The remaining 4 units can be taken from electives in ACCT, FIN, GBM, HTM, MGMT, or MKTG. No more than 4 units from the ACCT, FIN, or HTM option core can be counted as elective credit. Students in this Option cannot take ACCT 308 for credit. A maximum of 4 units may be taken outside the College with prior approval from CoBA.

MGMT 315	2
MGMT 415	4
MGMT 432	2
MGMT 445	2
MGMT 452	4
MGMT 461	4
MGMT 465	4
MGMT 481-5	1-4
MGMT 498	1-4
MKTG 315	4
MKTG 446	4
MKTG 449	4
MKTG 481-5	1-4
MKTG 498	1-4

Capstone (4 units)

BUS 444	4
---------	---

Senior Experience (5 units)

BUS 492	1
BUS 493	4

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 received full approval by the campus, the Office of the Chancellor of the California State University, and the University of California Office of the President, and the Western Association of Schools and Colleges (WASC) for Cal State San Marcos. The program was implemented in winter, 2005.*

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 course requirements in the Master of Arts - Option in Education Administration

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
EDUC 622	3
EDUC 698	3
<i>Program Total</i>	<i>30</i>

New Certificate Offered under the M.A. in Education, Option in Critical Studies of Schooling, Culture and Language:
Multicultural Specialist Certificate

Course Requirements

EDUC 602
EDUC 641
EDUC 642
EDUC 643
EDUC 644
EDUC 647

Program Total 18

Changes to course requirements in the
Preliminary Administrative Services Credential (Tier 1)

EDAD 610 3
EDAD 612 2
EDAD 614 3
EDAD 616A 2
EDAD 616B 2
EDAD 618 4
EDAD 620 3
EDAD 624A 1
EDAD 624B 1
EDAD 626A 2
EDAD 626B 1

Program Total 24

Changes to course requirements in the
SINGLE SUBJECT CREDENTIAL PROGRAM — FULL-TIME

First Semester Units

EDSS 511 4
EDSS 521 3
EDSS 530 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

Semester Total 18

Second Semester Units

EDSS 531 2
EDSS 541 2
EDSS 555 3
EDSS 572 8

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

EDSS 543B 1
EDSS 544B 1
EDSS 545B 1
EDSS 546B 1
EDSS 547B 1
Semester Total 17
Program Total 35

HEALTH AND HUMAN SERVICES PROGRAMS

New Program:

B.A. in Kinesiology[^]

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 advisor 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	

Total Required 120

Preparation for the Major (31-32 units)

**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.*

[^] The B.A. in Kinesiology has received full approval by the campus and the Office of the Chancellor of the California State University. This program was implemented in Fall, 2004.

Supporting Courses (23 units)¹:

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

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

¹ Human physiology (BIOL 321) and human anatomy (KINE 203) require -ments 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.

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

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

B.S. in Nursing[^]

Program Director:

Judith L. Papenhausen, Ph.D., RN

Program Offered:

- Bachelor of Science in Nursing, Generic Track
- Bachelor of Science in Nursing, RN-to-BSN Track

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 B.S. in Nursing has received full approval by the campus and the Office of the Chancellor of the California State University. This program was implemented in Fall, 2005.

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 two groups of students with different pathways. Students who have had no previous nursing education follow the generic or basic program. 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 track. The generic program is a full-time program designed to be completed in four years (including the three intervening summers). The RN-to-BSN program is also a full-time program and is designed to be completed in three years (including three summers).

Preparation

High schools students are encouraged to take Algebra or college preparatory math, Spanish, Chemistry and Biology. A familiarity with computers is also encouraged.

Transfer Students

For the returning RN student, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM. These courses will be included in the maximum transfer credit of 70 lower-division units from a community college. Imbedded in these 70 units are 32 units, which will be articulated for lower-division nursing courses from a Board of Registered Nursing (BRN) approved, and regionally accredited, community college nursing program. Some prerequisite and required preparatory courses for the nursing major are also imbedded in the 51 units of required general education courses.

Special Requirements

Completion of all courses in the Pre-Nursing Core (or the equivalents of these courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0) is a prerequisite for all NURS courses.

Students in the nursing program must carry their own malpractice insurance, pass a physical health examination, and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.

Students will be expected to perform or with reasonable accommodations, demonstrate proficiency in specific core performance standards in the following five categories:

- Critical thinking ability sufficient for clinical judgment
- Interpersonal abilities sufficient to interact with individuals, families and groups
- Communication abilities sufficient for verbal and written interaction.
- Physical ability to move from place to place, demonstrated manual dexterity and eye-hand coordination
- Demonstrated auditory, visual, tactile, and olfactory ability sufficient to assess and monitor patients safely.

The academic advisor for Health and Human Services, working with the Office of Disabled Student Services, will assist students to determine what accommodations will be needed to enable students to meet these standards.

In order to remain in the Nursing program:

- 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.
- 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.
- The same core performance standards required for admission to the nursing major will be required for continuation.

**Up to 36 units of courses taken as Preparation for the Major also may be counted toward General Education requirements*

Generic Program Track

	Units
General Education*	51
Preparation for the Major*	55
Major Requirements	65
The minimum number of units required for this degree is	135

Preparation for the Major

Pre-Nursing Core	29
BIOL 160	4
BIOL 175	4
BIOL 176	4
CHEM 100	3
CHEM 100L	2
GEO 102	3
GEW 101	3
MATH 115+	3
Lower-Division General Education Critical Thinking (A3) course	3

+MATH 125, 132, or 160 may be substituted.

Other Supporting Coursework 26

ANTH 200	3
ANTH 301^	3
BIOL 215	3
BIOL 215L	1
BIOL 323^	3
PHIL 345^	3
PSYC 100	3
SOC 303	4
Growth and Development (Choose one of the following):	3
PSYC 210	
SOC 204	

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

Major Requirements

Major Requirements	65
Lower-division Nursing Requirements	35
NURS 200	4
NURS 201	2
NURS 210	2
NURS 211	1
NURS 212A	2
NURS 212B	2
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3
NURS 230	2
NURS 231	2
NURS 232	2
NURS 233	2
NURS 260	2
NURS 261	2
Upper-division Nursing Requirements	30
NURS 320	2
NURS 321	2
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	3
Choose one of the following:	3
NURS 443	
NURS 445	
NURS 450	3
NURS 451	2
NURS 490	1
NURS 491	2

RN-to-BSN Program Track

	Units
General Education*	51
Preparation for the Major*	53-55
Major Requirements	65
The minimum number of units required for this degree is	133
* Up to 36 units of courses taken as Preparation for the Major also may be counted toward General Education requirements	

Preparation for the Major	53-55
Pre-Nursing Core	29
BIOL 160	4
BIOL 175	4
BIOL 176	4
CHEM 100	3
CHEM 100L	2
GEO 102	3
GEW 101	3
MATH 115+	3
Lower-Division General Education	
Critical Thinking (A3) course	3

+ MATH 125, 132 or 160 may be substituted. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 100/100L.

Other Supporting Coursework 24-26

ANTH 200@	3
ANTH 301^	3
BIOL 215 and 215L or equivalent%	
3-4 BIOL 323^#	3
PHIL 345^	3
PSYC 100&	3
SOC 303\$	3-4
Growth and Development (Choose one of the following):	3
PSYC 210	
SOC 204 or equivalent	

@ 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.

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

% Students who have met this requirement with a course that fulfills the Lower-Division General Education Mathematics/Quantitative Reasoning (B4) requirement may substitute a course from the RN-to-BSN Recommended Upper-Division Elective list.

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

& Students who have already met the General Education Interdisciplinary Social Sciences (D7) requirement with a course taken at another institution may substitute that course for ANTH 200.

\$ Students who have met the General Education Lifelong Learning (E) requirement at another institution may substitute a course from the RN-to-BSN Recommended Upper-Division Elective list.

Major Requirements 65

Lower-Division Nursing Requirements**32

NURS 200	4
NURS 201	2
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3
NURS 230	2
NURS 231	2
NURS 232	2
NURS 233	2
NURS 260	2
NURS 261	2
Lower-division equivalent of NURS 320	2
Lower-division equivalent of NURS 321	2

** The lower-division nursing course requirement is met by the nursing coursework required for a RN licensure program completed at a BRN-approved nursing program.

Upper-Division Nursing Requirements 33

NURS 310	2
NURS 311	1
NURS 312	4
NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	3

Choose one of the following: 3

NURS 443
NURS 445

NURS 450	3
NURS 451	2

RN-to-BSN students who are directed above to substitute a General Education requirement already met at their preceding institution should select courses from the following list of Recommended Upper-Division Electives:

ANTH 370	SOC 314
ANTH 440	SOC 316
COMM 330	SOC 324
COMM 380	SOC 427
ECON 323	SOC 429
PSYC 341	NURS 452
PSYC 352	NURS 472
PSYC 356	NURS 496
SOC 307	NURS 499
SOC 309	

Changes to
**ADMISSION REQUIREMENTS,
 FEES, AND ACADEMIC
 POLICIES**
**(Revision to information
 appearing in the General
 Catalog 2004-2006)**

Transfer Requirements

Replace the second paragraph on page 27 of the catalog with the following:

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.

**Making Up Missing College
 Preparatory Subject
 Requirements**

Extension of freshman requirements to all lower-division applicants (see page 27 in the catalog)

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

1. Complete appropriate courses with a C (2.0) or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C (2.0) or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
3. Earn acceptable scores on specified examinations.

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

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

CSU Concurrent Enrollment

Replace seventh paragraph on page 28 in the catalog with the following:

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

CSU Visitor Enrollment

Replace the eighth paragraph on page 28 in the catalog with the following:

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.

**Undergraduate Application
 Procedures**

Replace the first paragraph on page 29 of the catalog with the following:

Prospective students applying for part-time or full-time undergraduate programs of study in day or evening classes must file a complete undergraduate application. The \$55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card if submitting the online application, and may not be transferred or used to apply to another term. The applications of persons denied admission to an impacted campus may be re-routed to another campus, but only if the applicant is CSU eligible.

Test Requirements

Replace the fourth paragraph on page 30 in the catalog with the following:

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

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

TOEFL Requirement

Replace the fifth paragraph on page 30 in the catalog with the following:

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 550 or above on the Test of English as a Foreign Language. Some majors may require a score higher than 550. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 213 or above. Some majors may require a higher score. Some campuses may also use alternative methods of assessing English fluency.

English Placement Test (EPT)

Replace the section on page 31 in the catalog with the following:

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

- A score of "Exempt" on the augmented English CST, i.e. the CSU Early Assessment Program (EAP), taken in grade 11.
- 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

Replace the section on page 31 in the catalog with the following:

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, i.e., the CSU Early Assessment Program (EAP), 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.

Determination of Residence for Nonresident Tuition Purposes

Replace the section on pages 32 and 33 in the catalog with the following:

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, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at www.calstate.edu/GC/resources.shtml

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

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

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

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, Subchapter 5, Article 4, 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 three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

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

Residence determination dates are set each term. They are:

Semester Term Campuses

Fall	September 20
Spring	January 25
Summer	June 1

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

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

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

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

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

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

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

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

Impacted Programs

Add to the end of the second paragraph on page 34 in the catalog the following:

Detailed impactation information is also available at
[http://www.calstate.edu/AR/impaction - info.shtml](http://www.calstate.edu/AR/impaction-info.shtml).

Applicants must file applications for admission to an impacted program during the initial filing period. If applicants wish to be considered in impacted programs at more than one campus, they must file an application to each.

Supplementary Admission Criteria

Replace the section on page 34 in the catalog with the following:

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

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the CSU Review and are made available by the campuses to applicants who seek admission to an impacted program.

Schedule of Fees, 2005-06

Legal residents of California are not charged tuition. The following reflects applicable systemwide fees and nonresident tuition for both the quarter and the semester. (Fees are subject to change without notice.)

All Students

Application Fee (nonrefundable), payable by check or money order at time application is made: \$55

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 2005-06) is \$10,170.

Fee Waivers

Replace the section on page 41 in the catalog with the following:

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

Section 68120 - Children and surviving spouses/registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships);

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

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

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

Procedure for the Establishment or Abolishment of a Student Body Fee

Replace the fifth paragraph on page 39 in the catalog with the following:

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

Units	Per Semester	Per Academic Year
<i>Undergraduate</i>		
6.1 or more units	\$1,260	\$2,520
0 to 6.0 units	\$732	\$1,464
<i>Credential Program Participants</i>		
6.1 or more units	\$1,461	\$2,922
0 to 6.0 units	\$849	\$1,698
<i>Graduate</i>		
Per Semester 6.1 or more	\$1,551	\$3,102
0.0 to 6.0	\$900	\$1,800
<i>Nonresident Students (U.S. and Foreign)</i>		
Nonresident Tuition (in addition to other fees charged all students) for all campuses:		
Charge Per Unit	\$339	

Grade Changes

Replace #3 on page 71 in catalog with the following:

3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor. A student must initiate contact with the instructor during the first couple of weeks of classes of the regular semester following the award of the grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Registration and Records. Forms are not to be handled by the student. If the instructor determines that there is not a valid basis for the change, and denies the student's request, the instructor's decision can be appealed to the instructor's Department Chair and then the appropriate College Dean. Meetings with the instructor of record, Department Chair and College Dean are considered a part of the informal resolution process in a grade appeal. If resolution is not met through these channels, the decision can be appealed to the Student Grade Appeal Committee in cases where the student believes a grade was issued on the basis of capricious or prejudicial treatment by the instructor. If a student decides to file a formal grade appeal, the grade appeal must be postmarked or stamped as received by the university no later than March 15 (for courses taken during the previous Fall semester) or October 15 (for Spring and Summer semesters).

Maximum Number of Units

Replace the fifth paragraph on page 72 in the catalog with the following:

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

Fall and Spring Semester

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

allowed to enroll beyond the nineteen (19) unit limit. Note that a 19-unit course load carries with it a commitment of 57 hours each week. Students unable to devote this much time to their classes and study should register for fewer units.

Summer Session

Summer session classes are offering in six-week and twelve-week formats. Undergraduates taking classes only in the six-week format may enroll in up to seven (7) units in each six-week block without needing approval for a higher course load. Undergraduates taking classes only in the twelve-week format may enroll in up to fifteen (15) units without needing approval. Students taking courses in both formats must complete the following Summer Overload Worksheet to determine whether they need approval for the overload. In Summer Session, students obtain approval from the dean of the college (or designee) of their major. Undeclared majors obtain approval from the Dean of the College of Arts and Sciences (or designee).

Summer Overload Worksheet for Undergraduates

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

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

If the number in (c) is 15 or less in each six-week block, then no approval is required to enroll for courses. If the number in (c) is larger than 15, then you must obtain the approval of their academic advisor. If such requests are denied, appeals may be made to your college dean. In general, only students with superior academic records and a demonstrated need for such excess enrollment will be allowed to enroll for course loads that make the number in (e) more than 15.

Note that if the number in (c) is 15, then the 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 enroll for fewer units.

¹ The number in (c) is your number of Summer Schedule Units (SSU). SSU multiplied by 3.75 is approximately the number of hours per week that you should commit to classes and study during the summer session.

Admission Requirements for Graduate and Postbaccalaureate Students

Replace the section on page 87 in the catalog with the following:

Graduate and postbaccalaureate applicants may apply for a degree objective, a credential or certificate objective. Depending on the objective, the CSU will consider an application for admission as follows:

General Requirements — The minimum requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Specifically, a student shall at the time of enrollment:

1. have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities;
2. be in good academic standing at the last college or university attended;
3. have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and
4. satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

Admission to the Department or Program

Replace the section on page 88 in the catalog with the following:

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

Students who meet the minimum requirements for graduate and postbaccalaureate studies will be considered for admission in one of the three following categories:

Postbaccalaureate Classified — If you wish to enroll in a credential or certificate program, you will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or

Graduate Conditionally Classified — You may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, you can remedy deficiencies by additional preparation; or

Graduate Classified — To pursue a graduate degree, you will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

Graduate-Postbaccalaureate TOEFL Requirement

Replace the section on page 87 in the catalog with the following:

All graduate and postbaccalaureate 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 receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score.

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

Graduate and Postbaccalaureate Application Procedures

Replace the section on page 88 in the catalog with the following:

All graduate and postbaccalaureate applicants (e.g., joint Ph.D. and Ed.D. applicants, master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission. 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. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus. An electronic version of the CSU graduate application is available on the World Wide Web at <http://www.csumentor.edu/>. Applications

submitted by way of www.csumentor.edu are preferable; specific program applications may be found at www.csusm.edu/graduate_studies/

Graduate and postbaccalaureate 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.

Availability of Institutional and Financial Assistance Information

Replace the four bullets underneath Director of Financial Aid and Scholarships on page 322 in the catalog with the following:

- A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSUSM;
- For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
- A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;

- The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
- The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
- The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
- The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
- The responsibility of CSUSM for providing and collecting exit counseling information for all student borrowers under the federal student loan programs;
- The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service; and
- Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation.

Replace the bullet under Vice President for Student Affairs on page 323 in the catalog with the following:

- Transportation costs

Add a new section after University Store on page 323 in the catalog:

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 Support Cost Per Full-Time Equivalent Student And Sources of Funds

Replace the section on page 323 in the catalog with the following:

The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total CSU 2004/05 final budget amounts were \$2,447,958,000 from state General Fund appropriations (not including capital outlay funding), \$902,669,000 from State University Fee Revenue, \$208,629,000 from other fee revenues, and \$184,709,000 from reimbursements for a total of \$3,743,965,000.

The number of projected 2004/05 full-time equivalent students (FTES) is 324,120. 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 2004/05 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is \$10,338 and when including all sources as indicated below is \$11,433. Of this amount, the average student fee support per FTE is \$2,985, which includes all fee revenue in the state higher education fund (e.g. State University Fee, nonresident tuition, application fees, miscellaneous course fees).

Academic Honesty

Replace the section on page 321 in the catalog with the following:

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

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, *California Code of Regulations*, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

I. Student Responsibilities

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

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

II. Student Sanctions

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

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

III. Definitions

Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes the following.

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

2004/05 Percentage	Amount	Average Cost per FTE Student	
Total Support Cost	\$3,743,965,000	\$11,433	100
• State Appropriation	2,447,958,000	7,553	65
• Student Fee Support ¹	1,111,298,000	2,985	30
Reimbursements	184,709,000	545	5

¹ Student fee support represents fee revenue deposited in the State Treasury/state higher education fund. The average CSU 2004/05 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is \$2,916. 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.

Guidelines:

1. Faculty members are strongly encouraged to make every reasonable effort to foster honest academic conduct. This includes adequate communication of expectations about what kinds of collaboration are acceptable within the course. Instructors should state in course syllabi their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the instructors of both courses.

- B. Fabrication: Falsification or invention of any information or citation in an academic exercise.

Guidelines:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on the single experiment for several more required analyses.
2. One must use/acknowledge the actual source from which cited information was obtained. For example, a student may not reproduce sections from a book review and indicate that the section was obtained from the book itself.

3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

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

Guidelines:

1. For example, a student who knowingly allowed copying from his or her paper during an examination would be in violation of this section.
2. Providing information about the contents of an examination to a student who will later take the examination, or taking an examination on behalf of another student, are violations of academic honesty.
- D. Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise, including:
 - (a) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work;
 - (b) the act of putting one's name as an author on a group project to which no contribution was actually made; and
 - (c) representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

Guidelines:

1. Direct Quotation: Every direct quote must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be properly cited with author(s) name(s), year of publication, page number(s), footnotes and/or endnotes, depending on the citation style used. Proper citation style for academic writing is outlined by such manuals as the MLA handbook for writers of research papers, APA: Publication manual of the American Psychological Association, or Chicago manual of style.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.
4. Material which contributes only to the student's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation format must be used and prompt acknowledgment is required.

Student Discipline

Replace the section on page 329 in the catalog with the following:

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, *California Code of Regulations*. These sections are as follows:

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- A. Cheating or plagiarism in connection with an academic program at a campus.
- B. Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- C. Misrepresentation of oneself or of an organization to be an agent of the campus.
- D. Willful, material and substantial obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- E. Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- F. Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- G. Unauthorized entry into, unauthorized use of, or misuse of campus property.
- H. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

- I. Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
- J. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- K. Abusive behavior directed toward, or hazing of, a member of the campus community.
- L. Violation of any order of a campus President, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
- M. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.
- N. Unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes.
 1. The term "academic presentation" means any lecture, speech, performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.
 2. The term "commercial purpose" means any purpose that has financial or economic gain as an objective.
 3. "Instructor of record" means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.
- O. For purposes of this Article, the following terms are defined:
 1. The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
 2. The term "campus property" includes:
 - a) real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
 - b) all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
 3. The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade, knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
 4. The term "behavior" includes conduct and expression.
 5. The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.
 6. The causes for discipline in this section shall, as appropriate, include computer-related crimes as provided in Section 502 of the Penal Code.

P. This Section is not adopted pursuant to Education Code Section 89031.

Q. Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees: Campus Emergency; Interim Suspension. The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to 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.

41303. Conduct by Applicants for Admission. Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for the California State University.

The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board actions taken under this section.

ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

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

ACCT 201 (3)

[New Course]

Introduction to Financial Accounting

Introduction to the accounting information reported to external users, including the accounting cycle, valuation of assets, liabilities and owners' equity, measurement of net income, and reporting of cash flows. Emphasis is on creation and interpretation of financial statements including required disclosures. Introduction to the business environment and vocabulary; introduction to ethics and related areas of accounting such as managerial accounting, taxation, auditing, and attestation. *May not be taken for credit by students who have received credit for ACCT 203.*

ACCT 202 (3)

[New Course]

Introduction to Managerial Accounting

Introduction to the accounting information created for internal decision makers. Includes product costing, cost-volume-profit analysis, budgetary control, and incremental analysis. Focus on strategic cost management to support efficient use of company resources. *May not be taken for credit by students who have received credit for ACCT 203. Prerequisite: Completion of ACCT 201 with a C (2.0) or better.*

ACCT 301 (4)

[Change in course number, title, and prerequisites (formerly ACCT 305)]

Intermediate Accounting I

Prerequisites: All lower-division pre-business core, all Foundation of Business courses, and the GBM Core courses.

ACCT 302 (2)

[Change in course number, title, and description (formerly ACCT 405)]

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. *Prerequisites: All lower-division pre-business core and ACCT 301.*

ANTH 215 (3)

[Change in course number (formerly ANTH 315)]

Human Origins

ASTR 342 (3)

[Change in course description]

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.*

BA 667 (3)

[New Course]

Supply Chain Management

Supply Chain Management is about management of the entire flow of materials and information in multi-stage production-distribution networks. Focus will be on four areas: (1) strategic role of the supply chain and its drivers and obstacles (2) analytical decision support tools (both models and applications) that successfully allow companies to develop, implement and sustain supplier management and collaborative strategies (3) role of information technology and E-commerce on supply chain (4) coordination of supply chain players and strategic partnership. *May not be taken for credit by students who have received credit for BA 690G. Prerequisites: BGA 501, 502 or equivalents.*

BA 669 (3)

[New Course]

Managerial Model Building

Introduces the art of mathematical modeling and fundamental techniques of management science. Provides the necessary tools to make informed management decisions and enhances decision-making skills. *May not be taken for credit by students who have received credit for BA 690H. Prerequisite: BGA 501, 502 or equivalents*

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 160 (4)

[New Course]

Microbiology for Health Sciences

Basic concepts of microbiology, including classification, metabolic activity and the effect of physical and chemical agents on microbial populations. Host parasite interactions, infectious agents, methods of transmission and control are also discussed. *Three hours of lecture and three hours of laboratory. Course is designed for students in Health and Human Services, including Nursing Programs.*

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 biological sciences 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 and 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 and 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.

BIOL 576 (1)

[New Course]

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. *Open to Graduate students and undergraduates. Three hours of laboratory. May not be taken for credit by students who have received credit for BIOL 597A. Pre- or Corequisite:* Biology 376.

BRS 300 (3)

[New Course]

Borders and Regions: Interdisciplinary Perspectives

Introduces concepts, theories, and issues central to the study of regions and borders. Examples will be drawn from local borders such as between tribal and non-tribal areas, from international border regions across the world, and from conceptual borders such as language and culture.

BRS 301 (3)

[New Course]

Research Methods in Border and Regional Studies

Introduces students to a variety of methodologies used in collecting and analyzing data in border and regional studies. Students will use case material drawn from a variety of contemporary local, regional, national, and international settings on different continents, as well as from conceptual borders such as language, culture, class, and gender.

BRS 330 (3)

[New Course]

Introduction to Migration Studies

Introduces concepts and theoretical interpretations about the causes of international migration. Provides an historical overview of the main flows of immigration to the U.S. Analyzes economic, social, political, and cultural aspects that impact the immigrants' settlement process. Compares immigration and immigrant policies. Identifies areas of conflict and cooperation that affect the relationship between newcomers and established residents in local communities, with a focus on California and San Diego County.

BRS 400 (3)

[New Course]

Comparative Border and Regional Studies

Provides an advanced comparative exploration of concepts, theories, and critical issues central to the study of contemporary conceptual and spatial borders. Course material will be comparative across multiple issues and world regions. *Prerequisites:* BRS 300, BRS 301, GEOG 305/305S, and ID 340/340B.

BRS 430 (3)

[New Course]

Immigration and Education

Broadens the knowledge of determinants of educational attainment of immigrant children in the U.S. Assesses the needs of newcomer students and the capacity of public schools to respond to those needs. Provides an historical overview of immigrants in public schools. Examines the legal framework of immigration and settlement policies. Analyzes ideological debates of key issues of immigration and education. Explores issues of education and social justice. Evaluates the possibilities for a common ground in education between newcomers and established residents.

BRS 490 (3)

[New Course]

Applied Methodologies for Border and Regional Studies

Provides students with the opportunity to apply a variety of methodologies used in collecting and analyzing data in contemporary border and regional studies. Students will select a research question for a semester-long project with three components: literature review, fieldwork, and analysis. Students may choose their topics from any region worldwide, any international border area, or any conceptual border issue. *Prerequisite:* BRS 400.

BRS 495A (1) 495B (2) 495C (3)

[New Course]

Internship for Border and Regional Studies

Faculty sponsored academic internship in community service. *May be repeated for a maximum of nine (9) units. Prerequisite:* Consent of instructor.

BRS 498A (1) 498B (2) 498C (3)

[New Course]

Independent Study

Intended for students with advanced standing in respective areas of study. Selected topic(s) must be approved and supervised by a faculty member in the Border and Regional Studies unit. *May be repeated for a total of six (6) units. Prerequisite:* Consent of instructor.

BRS 499A (1) 499B (2) 499C (3)

[New Course]

Independent Research

Designed for students with demonstrated capacity for independent research in collaboration with a faculty member in the Border and Regional Studies unit. *May be repeated for a total of six (6) units. Prerequisite:* Consent of instructor.

BUS 203 (3)

[New Course]

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. *Prerequisites:* GEW 101.

BUS 304 (4)

[Change in course title]

Data Analysis

BUS 492 (1)

[Change in unit value and course description/corequisite: BUS 493 is now a corequisite]

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.

BUS 493 (4)

[Change in unit value and prerequisite/corequisite: BUS 492 is now a corequisite instead of a prerequisite]

Problem Assessment and Critical Thinking

CHEM 021 (1)

[Change in grading method (*Graded Credit/No Credit*)]

Supplemental Instruction in Introductory Organic Chemistry

CHEM 100 (3)

[New Course]

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. *Prerequisite:* Completion of the Entry Level Mathematics (ELM) requirement.

CHEM 100L (2)

[New Course]

Organic and Biochemistry for Life Laboratory

Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions the properties of acids and bases and pH balance in the biochemistry of human body systems. Intended for students pursuing a degree in Nursing. *Prerequisite:* Completion of the Entry Level Mathematics (ELM) requirement.

CHEM 150 (5)

[Change in course description]

General Chemistry

Introduction to many of the basic qualitative models and principles in chemistry. The areas covered include: basic nuclear and atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy changes, chemical equilibria, acid-base chemistry, stoichiometry, properties of gases, and chemical properties of the common elements. The laboratory experiments and projects are designed to complement lecture material and provide real-life applications of chemistry. Intended for science majors. Fulfills the lower-division Physical Sciences requirement. Three hours of lecture, one hour of discussion, and three hours of laboratory per week. *Prerequisite:* Completion of the Entry Level Mathematics (ELM) requirement. Recommended: High School Chemistry.

CHEM 313 (3)

[Change in course description]

Energy and Society

An introduction to the scientific principles involved in the production of energy, with emphasis on the processes that influence world-wide energy policy. The subjects covered may include: energy from fossil fuels, alternative energy sources (e.g. solar, biomass, hydrogen, fuel cells, etc.), nuclear energy, and energy production in living organisms. Also discussed are the economic, environmental, political, and social issues surrounding energy production. This course is intended for the non-chemistry major.

CS 111 (4)

[Change in prerequisite: MATH 125 or equivalent]

Computer Science I

CIS 341 (3)

[New Course]

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 111.*

CIS 444 (3)

[New Course]

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)

[New Course]

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. *Prerequisite: CIS 444, CS 433, 436, and 441.*

COMM 355 (3)

[New Course]

Communication and Collaboration

Explores how individuals, groups and technologies affect collaboration in a variety of professional settings. Readings and lectures draw upon recent 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. *Strongly recommended: Prior completion of COMM 360, or COMM 440, or junior or senior status. May not be taken for credit by students who have received credit for COMM 350D.*

COMM 454 (3)

[New Course]

The Communication of Whiteness

Increases the student's understanding of basic theories, concepts, and principles regarding the idea of whiteness as a discursive (communicative) construct, and to grasp the key role that communication plays in the construction of whiteness. Explores the various ways that communicative processes have been used to create, maintain, reproduce, and challenge the social meanings of whiteness both in the United States and globally. *May not be taken for credit by students who have received credit for COMM 350C. Prerequisite: COMM 330.*

CS 305 (3)

[New Course]

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. *Prerequisite: Completion of the Entry Level Mathematics (ELM) requirement.*

CS 306 (3)

[New Course]

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. Prerequisites: Completion of the Computer Competency Requirement (CCR) and the Entry Level Mathematics (ELM) requirement.*

CS 307 (3)

[New Course]

Useful Computer Algorithms for Problem Solving

An introduction to computer algorithms that can be used by humans to solve real-world problems. Covers algorithms for problems such as searching, sorting, shortest path, minimal network cost, articulation points, 01-knapsack. Application to airlines, railroads, police, military, and other professions will be demonstrated. No programming is required. *Prerequisites: Completion of the CCR requirement and completion of the Entry-Level (ELM) Mathematics requirement.*

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 433 (3)

[Change in prerequisites: CS 231, 311]

Operating Systems

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.*

CS 455 (3)

[Change in course number (formerly CS 555)]

Logic Programming

CS 473 (3)

[Change in course number (formerly CS 573)]

Artificial Neural Networks

CS 475 (3)

[Change in course number (formerly CS 575)]

Machine Learning

ECON 301 (3)

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

Consumers and Exchange

ECON 303 (3)

[Chance in prerequisites: ECON 201, 202, and MATH 132 or 160]

Production and Exchange

ECON 305 (3)

[Change in course description and prerequisites]

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 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

ECON 422 (3)

[Reactivated Course]

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. Prerequisites: ECON 201 and 202.*

ECON 425 (3)

[New Course]

Welfare Economics

A course in applied welfare analysis that introduces students to a set of techniques used to analyze policy. Benefit-cost analysis enables the economist to evaluate the social desirability (efficiency) of different policies. In addition to focusing on efficiency, the student will also be introduced to concepts of fairness. The course combines economic theory, in particular microeconomic theory, policy analysis, and distributive ethics. *May not be taken for credit by students who have received credit for ECON 481C. Prerequisites: ECON 201, 202, 301, 303 and MATH 132.*

ECON 455 (3)

[Reactivated Course]

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 201 and 202.*

EDAD 610 (3)

[Change in course number (formerly EDAD 602), title, and description]

Leading School Communities in a Pluralistic Society

Candidates learn how to: work effectively with families, caregivers, community members and staff; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. Offers the candidate an opportunity to examine and evaluate their attitudes about diversity in order to be an effective leader in diverse settings. *Prerequisite: Consent of Program Coordinator.*

EDAD 612 (2)

[Change in course number (formerly EDAD 630), title, and description]

Elementary, Middle, and Secondary School Organization and Management

Candidates learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. Effective leadership, management concepts, and strategies that contribute to student achievement are addressed. The professional participation of all personnel in the school community is emphasized. *Prerequisite: Consent of Program Coordinator.*

EDAD 614 (3)

[Change in course number (formerly EDAD 632), title, and description]

Culture of Teaching and Learning: Leading Instruction

Candidates learn to facilitate the development, articulation, and implementation of a shared vision of teaching and learning supported by the school community. Coursework focuses on pedagogical approaches, implementation of state adopted academic content standards, frameworks and instructional materials. *Prerequisite: Consent of Program Coordinator.*

EDAD 616A (2)

[Change in course number (formerly EDAD 634A), title, and description]

Education Law and Personnel Administration

Candidates learn the basic principles of parent, student and employee due process, personnel practices relative to hiring, evaluation and discipline of employees, content of collective bargaining agreements and principles of supervision. *Prerequisite: Consent of Program Coordinator.*

EDAD 616B (2)

[Change in course number (formerly EDAD 634B), title, unit value, and description]

Resource Allocation

Candidates learn basic elements of school finance and responsibilities of administrators for allocating financial and other resources in an equitable manner. Candidates will have the opportunity to discuss budgeting principles that are based on distribution of resources in support of all students' learning. *Prerequisite: EDAD 616A and consent of Program Coordinator.*

EDAD 618 (4)

[Change in course number (formerly EDAD 636), title, unit value, and description]

Culture of Teaching and Learning: Leading for Assessment and Accountability

Candidates learn how to identify, generate and use data to make decisions about pedagogy and adjustment of instructional policies and procedures. The effective use of assessment data from the classroom, as well as from system-wide sources, in establishing and using accountability systems is addressed. *Prerequisite: Consent of Program Coordinator.*

EDAD 620 (3)

[Change in course number (formerly EDAD 638), unit value, and description]

Leadership Applied to Educational Issues

Analyzes and evaluates leadership strategies applied to school site and district issues involving staff, students, parents, district level colleagues and the larger community. *Prerequisite: Consent of Program Coordinator.*

EDAD 624A (1)

[Change in course number (formerly EDAD 640A) and title]

Professional Field Studies Beginning

EDAD 624B (1)

[Change in course number (formerly EDAD 640B) and title]

Professional Field Studies Beginning

EDAD 626A (1)

[Change in course number (formerly EDAD 640B) and title]

Professional Field Studies Advanced

EDAD 626B (1)

[Change in course number (formerly EDAD 640B) and title]

Professional Field Studies Advanced

EDMS 511B (3)

[New Course]

Elementary Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: Consent of Program Coordinator.*

EDMS 512B (3)

[New Course]

Elementary Teaching and Learning II

Focuses on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: Consent of Program Coordinator.*

EDMS 521B (3)

[New Course]

Elementary Literacy I

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: Consent of Program Coordinator.*

EDMS 522B (3)

[New Course]

Elementary Literacy II

Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Prerequisite: Consent of Program Coordinator.*

EDMX 543 (3)

[Reactivated Course]

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.*

EDSS 543B (2)

[Change in unit value]

Secondary Mathematics Education B

EDSS 544B (2)

[Change in unit value]

Secondary Social Studies Education B

EDSS 545B (2)

[Change in unit value]

Secondary Science Education B

EDSS 546B (2)

[Change in unit value]

Secondary English Education B

EDSS 547B (2)

[Change in unit value]

Secondary World Languages Education B

EDSS 572 (8)

[Change in unit value]

Advanced Student Teaching in Secondary Schools

FMST 390 (3)

[New Course]

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.*

GBM 351 (1)

[Change in course description]

Managerial Ethics in a Global Environment

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. *Prerequisites: All lower-division pre-business core, and BUS 302.*

GBM 425 (4)

[Added corequisite: BUS 302]

International Business Management

GBM 426 (2)

[New Course]

Global Management Competencies

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 315, and MKTG 302 or 315.*

GBM 427 (2)

[New Course]

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. Prerequisites: Lower division pre-business core.*

GBM 430 (2)

[New Course]

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.

Prerequisites: All lower-division pre-business core and the GBM core.

GBM 497 (5)

[Change in unit value]

Global Management Experience

GEOG 305 (3)

[Change in course number (formerly GEOG 450) and description]

The U.S.-Mexico Border

Focuses on the economic, social, and cultural geography of the border region between the United States and Mexico. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues. *May not be taken for credit by students who received credit for GEOG 450. GEOG 305 (taught in English) or GEOG 305S (taught in Spanish) is a core course of the Border and Regional Studies major, and is required of all students in the major.*

GEOG 305S (3)

[Change in course number (formerly GEOG 450S) and description]

La Frontera Mexico – Estados Unidos

Focuses on the economic, social, and cultural geography of the border region between the United States and Mexico. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues. *May not be taken for credit by students who received credit for GEOG 450S. Taught in Spanish. GEOG 305S may be taken for credit in the Spanish Major's Language and Culture Track.*

GES 110 (1)

[New Course]

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. *This course fulfills the B3 requirement. May not be taken for credit by students who have received credit for GES 101. Prerequisite: Completion of B1 requirement.*

GRMN 315 (3)

[Change in title]

Introduction to Literature in German

GRMN 331 (3)

[New Course]

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. Prerequisite: GRMN 202 or equivalent.*

GRMN 390 (3)

[New Course]

Topics in German Literature

Selected topics of study drawn from German Literature. Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. *May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 311 or 312, or consent of instructor.*

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 307 (3)

[Reactivated Course]

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 312 (3)

[New Course]

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 338A (3)

[Change in course 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.*

HIST 338B (3)

[New Course]

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.*

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

HTM 429 (4)
[New Course]
Java Programming for Business Applications
Introduces the fundamentals of Java programming, program design, and problem solving. Emphasis is on how to apply the concept of object such as information hiding, polymorphism, and inheritance to design business applications. The course uses a hands-on approach. No prior programming experience is needed. *May not be taken for credit by students who have received credit for HTM 484D. Prerequisite: pre-business core.*

HTM 430 (4)
[New Course]
Wireless Communications for Business
Students learn the principles and the emerging technologies of wireless communications. Focus on the wireless wide area networks, the wireless local networks, and their applications to improve business effectiveness. *May not be taken for credit by students who have received credit for HTM 484E. Prerequisites: All lower-division pre-business core, successful completion of University Computer Competency Requirement, and MIS 302 or HTM 304.*

ID 301 (3)
[Change in title]
Latin America in the 21st Century

ID 340 (3)
[Change in title and course description]
Diversity and Discrimination in the U.S.
Analyzes the impacts of gender, race, ethnicity, socio-economic status, religion, sexual orientation, and disability on diversity, discrimination, and social mobility in the U.S. Evaluates the challenges and opportunities for making democracy and social justice possible for all the people in the United States, including the impact of egalitarian values and the mechanisms that attempt to institutionalize them. *This course includes applications for border and regional contexts.*

ID 340B (3)
[Change in title and course description]
Diversity and Discrimination in the U.S.
Analyzes the impacts of gender, race, ethnicity, socio-economic status, religion, sexual orientation, and disability on diversity, discrimination, and social mobility in the U.S. Evaluates the challenges and opportunities for making democracy and social justice possible for all the people in the United States, including the impact of egalitarian values and the mechanisms that attempt to institutionalize them. *This course includes applications for border and regional contexts.*

KINE 326 (4)
[New Course]
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. Addresses body composition and clinical exercise physiology. *Three hours of lecture and three hours of laboratory. Prerequisites: A grade of C (2.0) or better in BIOL 175 and 176 or consent of instructor.*

KINE 336 (3)
[New Course]
Nutrition for Health and Exercise Performance
Applies fundamental biological and nutritional concepts to use nutritional intervention to enhance wellness and athletic performance via nutritional intervention. Students will review current literature and examine products designed to increase performance. Body image, the link between diet and obesity, and other maladies including eating disorders will also be examined. Activity and dietary recalls will serve as the basis for individualizing nutritional programs.

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.*

KINE 426 (3)
[New Course]
Exercise Physiology and Special Populations
An in-depth study of changes that occur due to acute and chronic exercise and the influence of aging, youth, gender, disease state, and exposure to extreme environments on these processes. Examines human bioenergetics, fuel metabolism, body composition, and neuromuscular, endocrine, and cardiorespiratory physiology with an emphasis on differences across individuals. *Prerequisites: Completion of KINE 326 with a C (2.0) or better.*

KINE 495 (3)
[New Course]
Internship in Kinesiology
Practical application of principles related to Kinesiology, as the student will intern at a site approved by the Program Director/Chair. Provides the student intern with a forum to discuss policies, career options, and practices within Kinesiology and solve potential challenges associated with the transition from student to professional. Includes resumes, cover letters, certifications, and interview techniques will also be covered. *May be repeated once for credit. Graded Credit/No Credit. Prerequisites: Senior standing in last year of Program and consent of instructor/Program Chair.*

KINE 499A (1) 499B (2) 499C (3) 499D (4) 499E (5) 499F (6)
[New Course]
Independent Study in Kinesiology
Students participate in a faculty-driven and/or independent research projects in Kinesiology, culminating in a final Project submitted by the student after consulting with the Kinesiology Faculty member. *Prerequisites: Junior or senior standing and consent of instructor.*

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 203 (3)

[New Course]

Literature and Health

Explores how literature and film articulate the personal and social dimensions of illness, pain and suffering, and human bodily variations and changes (race, class, sexualities, age, and disability). Interrogates ethical conflicts in the philosophy, technology, and practice of medicine as represented by literature and film. Genres include poetry, fiction, drama, and non-fiction. Texts range from the Bible, Greek drama, Shakespeare through contemporary literature and film, including writing by doctors and nurses. Introduces basic modes of literary and film analysis.

LTWR 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 336 (3)

[Change in course description]

Film and Other Genres

Studies various genres and/or forms of film in relationship to other arts or texts such as Japanese literature and film, E.M. Forster into film, Shakespeare into film, postmodern film and fiction, health issues in film and more. *Only six (6) units of credit may be applied toward the major. May not be taken for credit by students who have received credit for LTWR 335. 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. Hitchcock and the Masters of Suspense
- B. Detective Films and Novels
- C. The American Gilded Age in Film and Fiction

LTWR 350 (3)

[New Course]

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 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 441 (3)

[Change in course description]

Literature and Other Arts and Disciplines

Comparative study of literature and other arts or other academic disciplines such as anthropology, science, philosophy, or psychology. *Only six (6) units of credit may be applied toward the major. May not be taken for credit by students who have received credit for LTWR 440. 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. The Modern Subject in Literature, Art, Film and Psychoanalysis

LTWR 501 (3)

[New Course]

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: LTWR 300A or 300B; graduate students are exempt from this prerequisite.*

LTWR 502 (3)

[New Course]

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: LTWR 300A or 300B; graduate students are exempt from this prerequisite.*

LTWR 525 (3)

[Deleted Consent of instructor]

Theory and Practice of College Writing Instruction

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.

MASS 302 (3)

[New Course]

Media Content: Production and Meaning

Operating as both a lecture and production course, this introductory class provides a technical foundation and theoretical/conceptual context for all subsequent production-oriented courses in the Mass Media degree program. Examines the relationship between production processes, the design of media products, and their meanings. Considers the role in shaping content played by various participants in production processes. May include work in multimedia lab or production studios in order to familiarize students with multimedia equipment and production processes. (MMP, MOS, MUE)

MASS 303 (3)

[New Course]

Mass Media and Technology

A critical and historical examination of 19th, 20th, and 21st century analog and digital mass media/communication technologies. Introduces the role of media technology in human creative activity and examines the contexts in which new technologies come into use. Students will examine economic and political issues that have (and do) influence the selection of some technologies and standards over others. Students may have the opportunity to create media projects applying course concepts. (COMM 480B may be substituted for this course) (MMP, MOS, MUE)

MASS 304 (3)

[New Course]

Media and Commerce

Examines uses of mass media to inform people about products, services, and organizations. Students also consider the uses of telecommunications and computer technologies within businesses and industries to develop, produce, and distribute products and services. Subjects of study may include: advertisements, commercials, fairs, trade shows, trade magazines, organizational-professional newsletters, websites, email lists. Students have the opportunity to create media projects applying course concepts. (MOS, MUE)

MASS 306 (3)

[New Course]

Media Distribution: National and International

Examines the distribution of media products (films, TV programs, books, etc.) after the production process. Reviews related organizations and occupations. Considers how the convergence of technologies affects global media distribution. (MOS)

MASS 405 (1-4 units)

[New Course]

Special Topics in Film

Topics vary by semester. Students have the opportunity to create media projects applying course concepts. (MMP, MUE, MOS) and technological contexts. (MMP, MOS)

MASS 424 (3)

[New Course]

Genres and Production Conventions

Examines how media production participants develop products that fit common formats (e.g., sitcoms, soaps, heavy metal, rap, action films, comedies); how production participants and audiences develop recognition and understandings of genres and their conventions; and how production processes differ for various formats. Students consider the persistence and change of common cultural forms. Students have the opportunity to create media projects applying course concepts. *Prerequisite:* MASS 302 or consent of instructor. [COMM 400 may be substituted for this course] (MMP)

MASS 456 (3)

[New Course]

Film Style Production

Presents conventions and practices of the production approach called 'single camera' or 'film style' production. Considers consequences regarding time, costs, sound, editing, and aesthetics. Includes work in multimedia labs and production studios. The projects familiarize students with multimedia equipment and production processes. *Prerequisite:* MASS 302 or consent of instructor. (MMP)

MATH 051 (4)

[Correction in the requirements for enrollment]

Entry Level Mathematics

Students that have satisfied the ELM requirement may not enroll.

MATH 051C (4)

[New Course]

Computer Aided Entry Level Mathematics

Algebra: Operations with numbers, polynomials, rational expressions, powers and roots; solutions of equations and inequalities; graphs and functions. Geometry: perimeter and area; circles; volume; angles in the plane; special triangles, congruence and similarity; coordinate geometry; midpoint and distance formulas. Finite mathematics: data interpretation; simple statistics. *Note: Math 051C does not count towards any graduation requirement to be completed at CSUSM, but is counted in determining financial aid and VA benefits. A grade of C or better fulfills the Entry Level Mathematics (ELM) requirement. Prerequisites: Highest ELM score between 40 and 48 inclusive, or highest ELM score below 40 and completion of a college beginning algebra course with a grade of C or better. 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 (2.0) or better]

Survey of Calculus

MATH 315 (3)

[Change in number (formerly MATH 130); change in title, course description, and prerequisite]

Finite Mathematics

Sets, permutations, combinations, probability, linear equations and inequalities, matrices, linear programming, finance. *Credit may not be counted toward the mathematics major. Prerequisite: Completion of the B4 Lower-Division General Education requirement.*

MATH 360 (3)

[Add prerequisite: MATH 162 and 350 with a grade of C (2.0) or better in each, or consent of instructor.]

Foundations of Analysis

MATH 570 (3)

[New course]

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: MATH 360 and MATH 440.*

MGMT 305 (4)

[New Course]

Organizational Behavior

Theoretical and applied behavioral aspects involved in the effective management of organizations. Includes individual differences, motivation, communication, group dynamics, power, conflict, decision-making, and leadership. *May not be taken for credit by students who have received credit for MGMT 302 or SSM 304. Prerequisites: All lower-division pre-business core.*

MGMT 315 (2)

[Change in course number (formerly SSM 304), course description, and prerequisite]

Services Management

An overview of major organizational behavior concepts and their relationship to the management of complexities and challenges faced by service organizations. Concepts include understanding the role of services in the modern economy, managing conditions for excellent service delivery, creating value through service, and integrating management with marketing and operations in the service environment. *May not be taken for credit by students who have received credit for SSM 304. Prerequisites: All lower-division pre-business core and either MGMT 302 or 305.*

MGMT 415 (4)

[Change in course number (formerly SSM 415) and prerequisite; add the following statement to the existing course description]

Human Resource Management

May not be taken for credit by students who have received credit for SSM 415.

Prerequisites: All lower-division pre-business core and either MGMT 302 or 305, or SSM 304.

MGMT 432 (2)

[Change in course number (formerly SSM 432) and prerequisite; add the following statement to the existing course description]

In the Executive's Chair

May not be taken for credit by students who have received credit for SSM 432 or SSM 482D. Prerequisites: All lower-division pre-business core and BUS 302.

MGMT 445 (2)

[Change in course number (formerly SSM 445) and prerequisite; add the following statement to the existing course description]

Career Development

May not be taken for credit by students who have received credit for SSM 445.

Prerequisites: All lower-division pre-business core and MGMT 302 or 305, or SSM 304.

MGMT 452 (4)

[Change in course number (formerly SSM 452) and prerequisite change; add the following statement to the existing course description]

Leadership in Organizations

May not be taken for credit by students who have received credit for SSM 452.

Prerequisites: All lower-division pre-business core and either MGMT 302 or 305, or SSM 304.

MGMT 461 (4)

[Change in course number (formerly SSM 461) and prerequisite change; add the following statement to the existing course description]

Management in Different Cultures

May not be taken for credit by students who have received credit for SSM 461.

Prerequisites: All lower-division pre-business core and either MGMT 302 or 305, or SSM 304.

MGMT 465 (4)

[Change in course number (formerly SSM 465) and prerequisites; add the following statement to the existing course description]

Developing Management Skills

May not be taken for credit by students who have received credit for SSM 465 or SSM 484A. Prerequisites: All lower-division pre-business core and either MGMT 302 or 305, or SSM 304.

MGMT 481 (1)

[Change in course number (formerly SSM 481) and title]

Selected Topics in Management

MGMT 482 (2)

[Change in course number (formerly SSM 482) and title]

Selected Topics in Management

MGMT 483 (3)

[Change in course number (formerly SSM 483) and title]

Selected Topics in Management

MGMT 484 (4)

[Change in course number (formerly SSM 484) and title]

Selected Topics in Management

MGMT 485 (4)

[Change in course number (formerly SSM 485) and title]

Selected Topics in Management with Lab

MGMT 498 (1-4)

[Change in course number (formerly SSM 498) and title]

Independent Study in Management

MKTG 305 (4)

[New Course]

Principles of Marketing

Foundation course providing an overview of the role and process of marketing as a system of exchanges within society, the economy, and business organizations. Includes strategic planning, market segmentation, environmental scanning, marketing strategies, marketing mix elements, consumer and business buying behaviors and marketing research. *May not be taken for credit by students who have received credit for MKTG 302, or SSM 305. Prerequisites: All lower-division pre-business core.*

MKTG 315 (4)

[Change in course number (formerly SSM 305), description, and prerequisite]

Services Marketing

An overview of service quality with marketing frameworks and strategies used by manufacturing and service firms to compete effectively through service. Includes: gap analysis of service quality, services marketing triangle, marketing mix for services, service blueprinting, consumer behavior, service encounter analysis, services research methods and demand management. *May not be taken for credit by students who have received credit for SSM 305. Prerequisites: All lower-division pre-business core and either MKTG 302 or 305.*

MKTG 433 (4)

[Change in course number (formerly SSM 333) and prerequisite; add the following statement to the existing course description]

Marketing Communication

May not be taken for credit by students who have received credit for SSM 333.

Prerequisites: All lower-division pre-business core and BUS 302, and either MKTG 302 or 305, or SSM 305.

MKTG 442 (4)

[Change in course number (formerly SSM 442) and prerequisite; add the following statement to the existing course description]

Customer Analysis

May not be taken for credit by students who have received credit for SSM 442.

Prerequisites: All lower-division pre-business core and BUS 302 and BUS 304, and either MKTG 302 or 305, or SSM 305.

MKTG 446 (4)

[Change in course number (formerly SSM 446) and prerequisite; add the following statement to the existing course description]

Sales Management

May not be taken for credit by students who have received credit for SSM 446 or SSM 484C. Prerequisite(s): All lower-division pre-business core, BUS 302, and either MKTG 302 or 305, or SSM 305.

MKTG 448 (4)

[Change in course number (formerly SSM 448) and prerequisite; add the following statement to the existing course description]

Global and Cross Cultural Marketing

May not be taken for credit by students who have received credit for SSM 448.

Prerequisites: All lower-division pre-business core and BUS 302, and either MKTG 302 or 305, or SSM 305.

MKTG 449 (4)

[Change in course number (formerly SSM 449) and prerequisite; add the following statement to the existing course description]

Database Marketing

May not be taken for credit by students who have received credit for SSM 449 or SSM 485A or HTM 485A. Prerequisites: All lower division pre-business core and BUS 304, and either HTM 304 or MIS 302, and either MKTG 302 or 305, or SSM 305.

MKTG 481 (1)

[Change in course number (formerly SSM 481) and title]

Selected Topics in Marketing

MKTG 482 (2)

[Change in course number (formerly SSM 482) and title]

Selected Topics in Marketing

MKTG 483 (3)

[Change in course number (formerly SSM 483) and title]

Selected Topics in Marketing

MKTG 484 (4)

[Change in course number (formerly SSM 484) and title]

Selected Topics in Marketing

MKTG 485 (4)

[Change in course number (formerly SSM 485) and title]

Selected Topics in Marketing with Lab

MKTG 498 (1-4)

[Change in course number (formerly SSM 498) and title]

Independent Study in Marketing

NURS 200 (4)

[New Course]

Introduction to Nursing Practice

An overview of nursing, including the philosophy and organizing theory of the nursing program. Introduces the core concepts and clinical skills common to all levels of nursing practice. Familiarizes the student with the use of the nursing process and of nursing care based on the Orem Self-Care Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession. *Corequisites: NURS 201, 210, and 211. Prerequisites: All Pre-Nursing Core courses, and PSYC 210 or SOC 204, and consent of Program Director.*

NURS 201 (2)

[New Course]

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. *Corequisites: NURS 200, 210, and 211. Prerequisites: All Pre-Nursing Core courses, and PSYC 210 or SOC 204, and consent of Program Director.*

NURS 210 (2)

[New Course]

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. *Corequisites: NURS 200, 201, and 211. Prerequisites: All Pre-Nursing Core courses, and PSYC 210 or SOC 204, and consent of Program Director.*

NURS 211 (1)

[New Course]

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. *Corequisites: NURS 200, 201, and 210. Prerequisites: All Pre-Nursing Core courses, and PSYC 210 or SOC 204, and consent of Program Director.*

NURS 212A (2)

[New Course]

Pathophysiology and Pharmacology of Nursing Practice I

Introduction to the basics of pharmacology with a focus on specific pharmacological agents in relation to pharmacokinetic effects on the integumentary, sensory, musculoskeletal, gastrointestinal and cardiovascular body systems. Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions. *Corequisites: NURS 220 and 221. Prerequisites: NURS 230, 231, 260, and 261, and consent of Program Director.*

NURS 212B (2)

[New Course]

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. Corequisites: NURS 222 and 223. Prerequisites: NURS 212A, 220, 221, and consent of Program Director.*

NURS 220 (2)

[New Course]

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. *Corequisites: NURS 212A and 221. Prerequisites: NURS 230, 231, 260, 261, and consent of Program Director.*

NURS 221 (3)

[New Course]

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. *Corequisites: NURS 212A and 220. Prerequisites: NURS 230, 231, 260, 261, and consent of Program Director.*

NURS 222 (2)

[New Course]

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. *Corequisites: NURS 212B and NURS 223. Prerequisites: NURS 212A, 220, 221, and consent of Program Director.*

NURS 223 (3)

[New Course]

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. Corequisites: NURS 212B and 222. Prerequisites: NURS 212A, 220, 221, and consent of Program Director.*

NURS 230 (2)

[New Course]

Nursing Care of the Childrearing Family

Nursing concepts and theory related to the dynamics of the growing family. Focuses on the care of families during childrearing years and includes both normal and high-risk conditions. Nursing process is stressed in addressing both self-care requisites and deficits. Delivered in an eight-week term. *Corequisites: BIOL 323, NURS 230, and PSYC 210 or SOC 204. Prerequisites: NURS 200, 201, 210, 211, PSYC 210, and consent Program Director.*

NURS 231 (2)

[New Course]

Nursing Care of the Childrearing Family Laboratory

Application of the nursing process in the direct care of the normal and high-risk childrearing population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Delivered in an eight-week term. Twelve hours of laboratory. Corequisites: BIOL 323, NURS 230, and PSYC 210 or SOC 204. Prerequisites: NURS 200, 201, 210, 211, PSYC 210, and consent of Program Director.*

NURS 232 (2)

[New Course]

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. *Delivered in an eight-week term. Corequisites: NURS 233 and SOC 303. Prerequisites: NURS 212B, 221, 222, and consent of Program Director.*

NURS 233 (2)

[New Course]

Nursing Care of the Childbearing Lab

Application of nursing process in the direct care of infant, toddler, pre-school, school-age, and adolescent population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Delivered in an eight-week term. Twelve hours of laboratory.*

Corequisites: NURS 232 and SOC 303.

Prerequisites: NURS 212B, 221, 222, and consent of Program Director.

NURS 260 (2)

[New Course]

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. *Delivered in an eight-week term. Corequisites: BIOL 323, NURS 261, PSYC 210 or SOC 204. Prerequisites: NURS 200, 201, 210, 211, PSYC 210, and consent of Program Director.*

NURS 261 (2)

[New Course]

Psychiatric and Mental Health Nursing Laboratory

Therapeutic interventions for individuals exhibiting self-care deficits related to psychiatric disorders. Focuses on promotion of mental health in diverse clinical settings. *Delivered in an eight-week term. Twelve hours of laboratory. Corequisites: BIOL 323, NURS 260, and PSYC 210 or SOC 204. Prerequisites: NURS 200, 201, 210, 211, PSYC 210, and consent of Program Director.*

NURS 310 (2)

[New Course]

Nursing Assessment for the RN

Health assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health promotion across the life span for the RN-to-BSN student. *Corequisite: NURS 311. Prerequisites: NURS 350, 351, and consent of Program Director.*

NURS 311 (1)

[New Course]

Nursing Assessment for the RN Laboratory

Clinical practice of health assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health promotion across the life span for the RN-to-BSN student. *Three hours of laboratory. Corequisite: NURS 310. Prerequisites: NURS 350, 351, and consent of Program Director.*

NURS 312 (4)

[New Course]

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. *Prerequisites: BIOL 160, 175, 176, CHEM 100, 100L, and consent of Program Director.*

NURS 320 (2)

[New Course]

Nursing Care of Adults III

Continues the study of principles of nursing care delivery for patients and families experiencing more complex medical-surgical health care problems and severe self-care deficits. Uses the nursing process as the foundation for standard therapeutic interventions. Delivered in an eight-week term. *Corequisite: NURS 321. Prerequisites: NURS 212B, 222, 223, and consent of Program Director.*

NURS 321 (2)

[New Course]

Nursing Care of Adults III Laboratory

Application of nursing theory and concepts in the delivery of health care to acutely ill adults with increasingly complex medical-surgical problems using the nursing process and the Orem Self-Care model. Employs an increasing emphasis on the professional roles of the nurse. *Delivered in an eight-week term. Twelve hours of laboratory. Corequisite: NURS 320. Prerequisites: NURS 212B, 222, 223, and consent of Program Director.*

NURS 350 (2)

[New Course]

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. Prerequisites: RN license, admission to the RN-to-BSN nursing major, and consent of Program Director.*

NURS 351 (1)

[New Course]

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. Prerequisites: RN license, admission to the RN-to-BSN nursing major, and consent of Program Director.*

NURS 352 (3)

[New Course]

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. *Prerequisites:* BIOL 215 or equivalent, NURS 222 and 223 (generic nursing students only) or NURS 350 and 351 (RN-to-BSN students only), and consent of Program Director.

NURS 370 (3)

[New Course]

Health Promotion and Patient Education Strategies

Integration, application and evaluation of specific information regarding health education and health promotion theory, research, and practice, which is essential to the professional nursing role, and critical to improving the health of individuals and the population at large. Explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion.

Corequisites: NURS 222 and 223 (generic nursing students) or NURS 350 and 351 (RN-to-BSN students). *Prerequisites:* NURS 220 and 221 (generic students only) or admission to RN-to-BSN nursing major, and consent of Program Director.

NURS 396 (3)

[New Course]

Special Topics in Nursing

Introductory topics of interest to nursing and/or health science majors. *Prerequisite:* Upper-division standing or consent of instructor.

NURS 440 (3)

[New Course]

Community Health Nursing

Focuses on the professional nurse's role in working with aggregates in the community, exploring contemporary public health problems, and working collaboratively with the community as part of the interdisciplinary team. Includes the frameworks that guide community-based, population-focused practice and research to assist the student in developing skills in community assessment, program planning and practice interventions to help identified populations within the community maintain their optimum level of health. *Corequisites:* ANTH 301 and NURS 441. *Prerequisite:* NURS 370 and consent of Program Director.

NURS 441 (3)

[New Course]

Community Health Nursing Laboratory

Clinical experience within an official local governmental agency illustrative of the public health system. Students work as a member of an interdisciplinary team, applying the frameworks that guide community-based and population-focused public health nursing practice to help identified populations within the community maintain their optimum level of health. Focuses on care management of clients receiving services from community agencies, allied clinical experiences and community assessment and planning. *Nine hours of laboratory. Must be taken concurrently with NURS 440. Corequisites:* ANTH 301, NURS 440, 470. *Prerequisite:* NURS 370 and consent of Program Director.

NURS 442 (3)

[New Course]

Nursing Case Management of Vulnerable Populations

Development of skills in managing the care of chronically ill patients in the acute care setting and in the community in order to maintain maximum levels of function and self care ability, to reduce hospitalization, manage symptoms, and increase quality of life for persons at risk. Focuses on nursing case management models, roles and strategies used for managing high-risk client populations and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions. *Corequisites:* NURS 443 or 445. *Prerequisites:* NURS 440, 441, and consent of Program Director.

NURS 443 (3)

[New Course]

Nursing Case Management of Vulnerable Populations Laboratory: Acute Care

Application of skills to manage the chronically ill or patients identified as members of a high-risk population in the acute care setting from admission through discharge. Focuses on maintenance of maximum levels of function and self-care ability, to reduce hospitalization, manage symptoms, and increase quality of life for persons at risk. Implementation of nursing case management strategies and intervention will be used for managing high-risk client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring, discharge planning. *Nine hours of laboratory. Corequisite:* NURS 442. *Prerequisites:* NURS 440, 441, and consent of Program Director.

NURS 445 (3)

[New Course]

Nursing Case Management of Vulnerable Populations Laboratory: Community-Based

Application of skills to manage the chronically ill or patients identified as members of a high-risk or vulnerable population in the community setting. Focuses on the maintenance of maximum levels of function and self-care ability, to reduce the need for hospitalization, manage symptoms, and increase quality of life for persons at risk. Implementation of nursing case management strategies and intervention will be used for managing high-risk or vulnerable client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring, and patient education. *Nine hours of laboratory. Corequisite:* NURS 442. *Prerequisites:* NURS 440, 441, and consent of Program Director.

NURS 450 (3)

[New Course]

Nursing Leadership and Professional Issues

Organizational theory and management practices applied to health care systems. The role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Contemporary issues affecting the delivery of health care and discipline and professional practice of nursing. *Corequisite:* NURS 451. *Prerequisites:* NURS 440, 441, and consent of Program Director.

NURS 451 (2)

[New Course]

Nursing Leadership and Management Laboratory

Application of organizational theory and management practices in health care settings. Development of skills and competencies for the frontline nurse manager within and beyond the walls of the acute care setting. Operationalizes the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. *Six hours of laboratory. Corequisite:* NURS 450. *Prerequisites:* NURS 440, 441, and consent of Program Director.

NURS 452 (3)

[New Course]

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. Prerequisites:* Upper-division standing or consent of instructor.

NURS 472 (3)

[New Course]

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. *Prerequisites: Upper-division standing or consent of instructor.*

NURS 490 (1)

[New Course]

Transition to Nursing Practice Seminar

Clinical decision making in a variety of patient care situations and case scenarios with emphasis on utilization of the steps of the nursing care process. Reviews the essentials of assessment, nursing diagnosis, goal setting, implementation and evaluation in multiple health deviations and across the life span. Assessment of the student's basic nursing knowledge will be performed using a standardized nursing examination. *Corequisite: NURS 442. Prerequisite: Consent of Program Director.*

NURS 491 (2)

[New Course]

Transition to Nursing Practice Internship

Enhancement of clinical skills in acute care settings. Designed for the generic nursing student to work in a clinical setting under the supervision of a clinical preceptor and to reinforce clinical skills. *Graded Credit/No Credit. Prerequisites: NURS 320, 321, and consent of Program Director.*

NURS 493 (2)

[New Course]

Senior Nursing Internship

Designed for generic nursing students to work in a clinical setting and strengthen their professional nurse identity by working under the supervision of a clinical preceptor as a role model. Additional clinical practice in a real work setting. *May be repeated for a total of four (4) units. Graded Credit/No Credit. Prerequisite: NURS 491, and consent of Program Director.*

NURS 496 (3)

[New Course]

Special Topics in Nursing

Advanced topics of interest to nursing and/or health science majors. *Prerequisite: Upper-division standing or consent of instructor.*

NURS 499 (3)

[New Course]

Independent Study in Nursing

Independent study in nursing. Project must be approved by the faculty sponsor/instructor prior to registration. *Prerequisite: Upper-division standing and consent of instructor.*

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.*

PHYS 203 (4)

[Change in prerequisite: PHYS 203]

Modern Physics

PHYS 350 (3)

[New Course]

Great Ideas in Physics

Explores the ideas of conservation of energy, the second law of thermodynamics, the theory of relativity and quantum mechanics from both a scientific and humanistic perspective. Together, these concepts form the foundation on which the industrial and technological revolutions of the past two centuries were based. The influence of these four landmark ideas has extended far beyond the natural sciences. *Intended for non-science majors.*

PHYS 356 (3)

[New Course]

The Science of Sound and Music

An introduction to the physics of sound. Various aspects of the science of sound are covered including the nature of sound waves, their production, recording, and reproduction. The physics of musical instruments, digital synthesis of sounds, and the basics of room and auditorium acoustics are also studied. *Prerequisite: Entry-level Mathematics (ELM) Requirement.*

PSCI 364A (3)

[New Course]

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.*

PSCI 364B (3)

[New Course]

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.*

PSCI 394 (3)

[New Course]

Political Corruption and Ethics

Critical examination of ethical challenges facing those in politics and public service. Includes attention to forms, causes, and consequences of misconduct by public officials and candidates as well as potential means for controlling corrupt behavior. *(GP)*

PSCI 416 (3)

[Reactivated Course]

Urban Politics

The political process and policy making in urban areas of the United States. Evaluation of the policy choices facing urban governments including housing, environment, growth, and crime. *Prerequisite: Completion of the lower-division General Education requirement in United States and California Government (D8).*

PSCI 495A-F (1-6)

[Change in course description]

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 six (6) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C. Prerequisite: Consent of instructor. (GP)*

PSCI 498A-C (1-3)

[Change in course description]

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. Prerequisite: Consent of instructor. (GP)*

PSCI 499A-C (1-3)

[Change in course description]

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. Prerequisites: Political Science major, senior status, and consent of instructor. (GP)*

PSYC 362 (3)

[Change in prerequisites: PSYC 100 or consent of instructor]

Cognitive Processes

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 575 (3)

[Correction: Course requires Consent of instructor]

Qualitative Research Methods

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 301 (3)

[Change in course description]

Materials and Structure of Art

Advanced work in the analysis and production of the visual arts and the application of current and historical theories of art to the process of art making. A study of materials, elements, genre and structures using examples drawn from a broad historical and cultural spectrum. *Prerequisite: Completion of twenty-one (21) units of lower-division art courses or consent of instructor.*

VSAR 311 (3)

[New Course]

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: VSAR 130 and/or VSAR 131. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 312 (3)

[New Course]

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: VSAR 110 and/or VSAR 131. Fieldtrips outside of class may be required. Course meets for four hours per week.*

VSAR 327 (3)

[Change in course description]

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 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. Course meets for four hours per week.*

WMST 303 (3)

[Change in unit value]

Education, Gender and Race

WMST 341 (3)

[Change in unit value]

Men and Masculinity

WMST 350 (3)

[Title not printed in catalog; change in unit value]

Chicana and Latina Feminist Thought

WMST 398 (3)

[Change in course description]

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 nine (9) units. Prerequisite: Consent of instructor.*