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This Catalog Addendum supplements the information in the 2006-2008 General Catalog.

Additions previously announced in the Spring and Fall 2007 Catalog Addendum, which are still in effect, are included in this Catalog Addendum.



LIST OF NEW AND CHANGED COURSES

Detailed course information begins on page 23 of this Addendum.

ANTH 305, 350, 380, 390, 430, 440, 460, 480, 481, 498, 499

ARAB 101, 102, 201

BA 611, 615, 616, 617, 621, 625, 626, 628, 630, 635, 641, 645, 646, 650, 664, 667, 690

BIOL 318, 320, 354, 370, 377L, 381, 381L, 400, 400L, 503, 515, 530, 531, 533

BRS 400, 453

CHEM 100M, 308, 315

COMM 451, 495

CS 100, 331, 351, 421, 535, 551, 572, 574, 577, 635

DNCE 201, 301, 390

ECON 600

EDAD 626

EDEX 602

EDMS 555B

EDMX 511, 512, 521

EDSL 350, 641, 642, 643, 644, 651, 652, 661, 662, 663, 664, 671, 672, 673, 681, 682, 691, 692, 693

EDST 635, 636, 637

EDUC 350B, 364B, 698

GBM 426

GEL 010A, 010B, 110, 120

GBST 100, 300

HIST 340, 361, 387, 501, 502, 510, 512, 513A, 513B, 513C, 518, 528, 538, 558, 568, 578, 588, 591, 592, 601, 620, 621A, 621B, 621C, 699A, 699B, 699C

ID 406

ID 406

KINE 101, 107, 110, 200, 201, 204, 300, 301, 302, 304, 305, 326, 400, 401, 402, 403, 406, 426

LING 305, 331, 361, 391, 499

LTWR 303C, 503C, 504B, 513

MKTG 483, 484, 485, 498

MASS 302, 304, 306, 424, 456, 457, 460, 495

MATH 242, 270, 311B, 314, 346, 538, 699

MUSC 130, 140, 325

NATV 480, 481

PHYS 101, 210, 280, 306, 315, 320, 321, 323, 324, 380, 421, 422, 423, 480

PSCI 301, 336, 339, 340, 356, 359, 405, 410, 439, 462, 493, 494

PSYC 215, 333, 393

SOC 324, 403, 406, 442, 488, 501, 575, 654, 680, 699A, 699B, 699C, 699D

SPAN 395A, 395B, 395C, 695

TA 301, 305

VPA 425

WLAN 115, 116

WMST 201, 407

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS**Changes to the General Education Program****Additional text added to Area BB**

Requirement for Natural Science Majors, end of column. See page 87 of Catalog:

A major in the natural sciences (Biological Sciences, Biotechnology, Biochemistry,

Chemistry, Computer Science, and Mathematics) may satisfy the BB requirement as follows.

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

Correction to Area C Requirement:

VSAR 130 was incorrectly listed under the C-2 Humanities requirement. It should be listed under the C-1 Arts Requirement (first column on page 88 of the Catalog).

Correction to C: Arts and/or Humanities

Select an additional course from C1 or C2 above, or select one from the following disciplines:

ARAB, DNCE, FMST, FREN, GRMN, HIST, HUM, JAPN, LTWR, MUSC, PHIL SPAN, TA, VPA, VSAR, WLAN or any approved upper-division arts and/or humanities (CC) course. Exceptions: Courses in the same subject area as the courses taken to satisfy the C1 and C2 requirements, independent study courses, internship courses, approved critical thinking (A3) courses, approved American history Dh courses, approved upper-division science and/or mathematics (BB) courses, and approved upper-division social sciences (DD) courses. Note that completion of a single course can be counted toward only one of the requirements (C1, C2, C and CC), but AH 111 may be repeated to satisfy both the C1 and C2 requirements.

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

Correction to Area DD Requirement:

Missing box at the end of last paragraph, DD Requirement. See page 89 of the Catalog:

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

Additional text added to Area DD Requirement for Social Science Majors

(third column on page 89 of the Catalog):

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

COLLEGE OF ARTS AND SCIENCES

New Program:

B.A. in Anthropology*

Program Coordinator:

Bonnie Bade, Ph.D.

Programs Offered:

- Bachelor of Arts in Anthropology

Areas of Concentration:

- Medical Anthropology
- Indigenous Anthropology

- Minor in Anthropology

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

The anthropology major at Cal State San Marcos is an applied, collaborative, and interdisciplinary course of study that engages students directly with the interests and efforts of local communities. The anthropology major emphasizes cultural anthropology, one of the four sub-disciplines of anthropology, and takes into primary consideration the special role of Cal State San Marcos in the north San Diego county region and the opportunities for community-based research and fieldwork.

The anthropology major has two research areas—medical anthropology and indigenous anthropology – that interrelate and complement each other as well as articulate with regional community interests. After a core curriculum of anthropological concepts and methods, anthropology students work collaboratively with local communities and agencies, including farm workers, local Native American Bands, migrants and immigrants, local health service providers, state and county Departments of Health, indigenous Mexicans and Oaxaqueños, and other communities. Through an engaged and innovative curriculum that responds to state and regional needs, the anthropology program trains students in qualitative and quantitative research methods that include ethnography, participant observation, ethnographic film, social documentation, ethnomedicine, ethnobotany, and applied archaeology. The anthropology major distinguishes itself through long-term collaborative research projects that enhance student learning experiences, promote the interests of local communities, and practice complementary exchange between the university and the community.

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

There are two concentrations providing different paths to completion the anthropology major that have distinct yet related areas of focus: Medical Anthropology or Indigenous Anthropology. The CSUSM anthropology major purposely targets Medical and Indigenous anthropology because its objective is to provide unique learning opportunities to students that engage them in collaborative research projects with local and regional entities.

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

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

CSUSM anthropology students gain hands-on field research experience through participation in long-term and on-going research among some of San Diego County's diverse communities. The North County and Southern California location of CSUSM places it within a rich network of communities and organizations, from transnational immigrant and farm worker organizations to community health clinics and Native American reservations.

*The B.A. in Anthropology has received full approval by the campus and the Office of the Chancellor of the California State University.

Program Objectives

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

- Respect the many ways of knowing and doing that we encounter in professional, civic, and daily life.

Community Partners

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

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

Career Opportunities

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

Special Conditions for the Bachelor of Arts and Minor in Anthropology

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

Articulation with Community Colleges

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

Requirements for the Bachelor of Arts in Anthropology

General Education	51
Preparation for the Major	06
Major Requirements	30-31
Breadth Electives	12
Students must take a sufficient number of elective units to bring the total to a minimum of	120

Preparation for the Major (6)

ANTH 200	3
ANTH 215	3

Major Requirements (30-31)

Core Anthropology Courses (6 units)	
ANTH 330	3
ANTH 390	3

Foundational Anthropology Courses for major (15 units)

Choose five of the following courses:	
ANTH 301	3
ANTH 305	3
ANTH 310	3
ANTH 325	3
ANTH 350	3
ANTH 370	3
ANTH 380	3

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

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

Indigenous Anthropology	
ANTH 440	3
ANTH 470	4
ANTH 480	3
ANTH 481	3

Breadth Electives (12 units)

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



New Program:

B.S. in Applied Physics*

Office:

Science 2 Hall, Third Floor

Telephone:

(760) 750-8063

Department Chair:

Charles De Leone, Ph.D.

Faculty:

Charles De Leone, Ph.D.

Michael Burin, Ph.D.

Graham Oberem, Ph.D.

Edward P. Price, Ph.D.

Program Offered:

- Bachelor of Science in Applied Physics
 - Applied Physics Option
 - Applied Electronics Option

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

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

Applied physics baccalaureate-level graduates will have unique critical thinking and problem-solving abilities that will be valuable to employers in a wide range of technical fields.

The Applied Physics Degree requires the completion of 120 semester units in one of two options, Applied Physics or Applied Electronics, each of which allows students to focus on a particular area of interest. Both options will provide opportunities for student research in collaboration with faculty in the Physics Department. These undergraduate research opportunities will provide valuable training that will make graduates more competitive in the job market.

Preparation

Freshman applicants must complete a comprehensive program of college preparatory study totaling between 24 and 28 units, depending on the option chosen. Transfer students entering at the junior and senior level will be expected to have completed the equivalent required physics and supporting courses elsewhere. All courses taken for the major, including supporting courses, must be completed with a grade of C (2.0) or better.

*The B.S. in Applied Physics has received full approval by the campus and the Office of the Chancellor of the California State University.

Degree Requirements

Either option for the Bachelor of Science in Applied Physics requires the completion of 120 semester units. As a part of each option, students are required to complete 51 units of General Education courses. Six (6) to nine (9) units of lower-division General Education, including the laboratory requirement in Area B (Math and Science), are automatically satisfied by combinations of CHEM 150, CS 111, MATH 160, and PHYS 201. The exact number of units satisfied in this way will depend on the option chosen. A minimum of 18 units in physics must be completed at Cal State San Marcos.

Applied Physics Option

This option is intended for those students who wish to pursue a career in industry where the application of the principles of physics might be important in modeling, or in research and development.

	Units
General Education*	51
Preparation for the major*	39-40
Option requirements	35-36
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	120

* Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.

Preparation for the Applied Physics Option

Non-physics supporting courses
(24-25 units)

	Units
CHEM 150†	5
CS 111† 4	
MATH 160†	5
MATH 162†	4
MATH 346	3

Choose one of the following courses:

MATH 260†	4
MATH 362	3
MATH 370	3
MATH 374	3

Lower-division Physics courses (15 units)

PHYS 201†	4
PHYS 202	4
PHYS 203	4
PHYS 280	3

† These courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education.

Option Requirements

Upper-division Physics courses (25 units)	
PHYS 320	3
PHYS 321	3
PHYS 323	3
PHYS 324	3
PHYS 421	3
PHYS 422	3
PHYS 423	3
PHYS 380 or PHYS 480	2
PHYS 499B	2

Electives for the major 10-11

Select elective courses from the following list:

CHEM 402
PHYS 301
PHYS 380*
PHYS 402
PHYS 403
PHYS 480*

* PHYS 380 or PHYS 480 may be chosen as an elective, if it has not already been taken as part of the upper-division core.

Students may also take up to six (6) units of elective courses in another major in the natural or mathematical sciences, chosen in consultation with and approved by the physics academic advisor prior to taking the course.

Applied Electronics Option

This option is intended for those students who wish to pursue a career in which an understanding of the design of electronic devices, possibly interfaced to computers and/or research equipment, is required.

	Units
General Education*	51
Preparation for the major*	42-43
Option requirements	32-33
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	120

* Six (6) lower-division General Education units in Area B (Math and Science) are automatically satisfied by courses taken in Preparation for the Major.

Preparation for the Applied Electronics Option

Lower-division Physics courses (15 units)	
PHYS 201†	4
PHYS 202	4
PHYS 203	4
PHYS 280	3

† These courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education.

Non-physics supporting courses (27-28 units)

	Units
CS 111†	4
CS 211	4
CS 231	4
MATH 160†	5
MATH 162†	4
MATH 346	3

Choose one of the following courses:

MATH 260†	4
MATH 362	3
MATH 370	3
MATH 374	3

Option Requirements

Upper-division Physics courses (24 units)	
PHYS 301	4
PHYS 320	3
PHYS 321	3
PHYS 323	3
PHYS 402	4
PHYS 403	3
PHYS 380 or PHYS 480	2
PHYS 499B	2

Electives for the major 8-9
Select elective courses from the following list:

CS 331
PHYS 324
PHYS 380*
PHYS 421
PHYS 422
PHYS 423
PHYS 480*

* PHYS 380 or PHYS 480 may be chosen as an elective, if it has not already been taken as part of the upper-division core.

Students may also take up to six (6) units of elective courses in another major in the natural or mathematical sciences, chosen in consultation with and approved by the physics academic advisor prior to taking the course.

Correction to the

B.S. in Chemistry:

Adding the following text to the end of the Special Conditions paragraph on page 113 in the Catalog:

Transfer students must complete a minimum of 24 units counted toward the chemistry major at CSUSM.

New Program:

Communicative Science and Disorders Preparation Certificate

Office:

UNIV 323

Telephone:

(760) 750-8585

Program Coordinator:

Suzanne Moineau, Ph.D., College of Education

Faculty:

Biology
Brian Norris, Ph.D.

Linguistics
Jocelyn C. Ahlers, Ph.D.
Jule Gómez de García Ph.D.

Science and Society
Robert Yamashita, Ph.D.

Psychology
Maureen Fitzpatrick, Ph.D.
Sharon Hamill, Ph.D.
P. Wesley Schultz, Ph.D.
Marie Thomas, Ph.D.

The certificate program provides the undergraduate coursework that is a prerequisite for a student to be admitted to a Master's level program in Speech-Language Pathology, including the planned MA in Education, Option in Communicative Sciences and Disorders at CSUSM. The MA program is intended to lead to qualification to practice as a licensed, credentialed and certified Speech-Language Pathologist in any setting of the profession.

Preparation for the Certificate:

	Units
LING 100	3
Required Courses:	
BIOL 320	3
BIOL 321	3
EDSL 350	3
ID 340	3
LING 300	3
LING 351	3
LING 360	3
LING 391	3
PSYC 220	3
PSYC 330	3
PHYS 356	3
<i>Total Units</i>	36

Changes to the

M.S. in Computer Science

Replace the Thesis, Project, or Comprehensive Written Exam section on page 124 of the Catalog:

Thesis, or Project

Each student will be assigned an advisor at the time of acceptance to the program. It is expected that the student and her/his advisor will work together closely to identify elective courses and choose possible research topics for the thesis or research project.

A thesis is the written result of a systematic study of a significant Computer Science problem. It defines, develops, and executes an investigation into a chosen problem area. The motivation, approach, and results of the investigation are communicated in a clear and logical fashion; it is grammatically correct, logically organized and technically sound. The finished product should evidence originality, and critical and independent thinking through documentation. The thesis must be planned, organized, executed, and completed while the student is enrolled in the Master's program. Guidelines on the preparation and official submission of the thesis can be obtained from the Department Chair's office. The final copies of the thesis are to be delivered to the committee members at least two (2) weeks prior to the oral defense of the thesis which must be held at least two weeks prior to the end of a regular semester.

A project is the written result of a comprehensive implementation or analysis of a particular computer system or problem encountered in the literature. The composite elements of the project are the same as for a thesis, but the scope is more narrow. The project must be completed while the student is enrolled in the Master's program. Project submission forms can be obtained from the Department Chair's office. The final copies of the project are to be delivered to the committee members at least two (2) weeks before an oral presentation, which must be held at least two weeks prior to the end of a regular semester.

Changes to the

Minor in Global Studies

Replace the requirements on page 132-137 of the Catalog with the following:

Requirements for a Minor in Global Studies

The Minor in Global Studies requires a minimum of twenty (20) units of credit, at least seventeen (17) of which must be at the upper-division level. Political Science majors may double-count up to a maximum of six (6) units of upper-division coursework toward their major and the Minor in Global Studies. All other majors may double-count up to a maximum of nine (9) units of upper-division coursework toward their major and the Minor in Global Studies.

	Units
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a. Introduction to the Global System	3
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One of the following courses:

GBST 100 or
HIST 202 or
GEOG 201

b. Interdisciplinary Core Course	3
----------------------------------	---

GBST 300

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 Culture Elective	2-3
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Select one course for a total of at least two (2) units from a list of courses offered by the World Languages, Literature and Writing, and Visual and Performing Arts departments.

e. Upper-Division Global Issue Electives	6
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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:

Foreign Policy
Global Conflict and Cooperation
International Law and Human Rights
Global Political Economy and Development
Gender in Global Perspective

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

<i>Total Units</i>	20-21
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Geographic Areas

Two courses in one of the geographic areas listed below for a total of six (6) units in one geographic area.

The courses selected must be from different disciplines.

The Americas

GEOG 340C
HIST 352
HIST 355
HIST 356
HIST 359
ID 301
ID 306
PSCI 338
PSCI 341
PSCI 348*
PSCI 449*

*Where course content is appropriate to the Americas
--

Asia

GEOG 340B
HIST 363
HIST 364
HIST 365
PHIL 318
PSCI 348*
PSCI 449*
VPA 320

*Where course content is appropriate to Asia
--

Europe

GEOG 340D
HIST 307
HIST 308
HIST 322
HIST 323
HIST 324
HIST 325
HIST 326
PSCI 335
PSCI 348*
PSCI 449*
PSCI 397
VSAR 307

*Where course content is appropriate to Europe

Middle East and North Africa

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

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

Sub-Saharan Africa

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

*Where course content is appropriate to Sub-Saharan Africa

Global Culture

One course (2-3 units) from the list below:

DNCE 320
DNCE 321
FREN 315
FREN 350
GRMN 315
GRMN 350
LTWR 320
LTWR 410
LTWR 420
MUSC 390
MUSC 391
MUSC 392
MUSC 395
MUSC 421

MUSC 423
MUSC 424
SPAN 315
SPAN 350B
TA 421
VPA 311
WLAN 370

Global Issues

Two courses in one of the following global issues areas listed below for a total of at least six (6) units. The two courses selected must be from different disciplines.

Foreign Policy

HIST 349
PSCI 355
PSCI 357
PSCI 361
PSCI 455

Global Conflict and Cooperation

HIST 388
PSCI 358
PSCI 362
PSCI 396
PSCI 450
PSCI 461
PSCI 469

International Law and Human Rights

HIST 306
PSCI 365
SOC 449

Global Political Economy and Development

BRS 300
BRS 330
ECON 441
ECON 442
ECON 443
ECON/PSCI/WMST 445
HIST 381
HIST 389/PSCI 363
PSCI 431
PSCI 460

Gender in Global Perspective

ECON/PSCI/WMST 445
HIST 316
HIST 327
HIST 355
HIST 383
HIST 384
SOC 315*
WMST 375*

*Where course content is global in nature

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

Changes to the
B.A. in History

Replace the requirements on page 142 of the Catalog with the following:

Preparation for the Major**Units**

Fifteen (15) units in lower-division courses including:

Two history sequences in two different world areas	12
GEW 101 or equivalent*	3
Total units	15

*Strongly recommended to be taken by the beginning of the junior year.

Upper-Division Requirements Upper-division (33 units) HIST 301**	3
--	---

Nine (9) additional upper-division History courses	27
--	----

400-level History Seminar course	3
----------------------------------	---

<i>Total Units</i>	33
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Of the 33 upper-division units:

a. One course must have the majority of its content before 1800.

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

c. Note: One course must have considerable content on Women's History/Gender.

In addition, students must complete and submit a portfolio of their course-work including a written narrative.

**Strongly recommended to be taken at the beginning of the junior year. Prerequisite for 400-level Seminar.

New Program:

M.A. in History

Graduate Program Coordinator:

Jill Watts, Ph.D.

The mission of the Master of Arts in History is to build students' expertise in the field of history with an additional focus on the critical study of the history of media and/or the applied use of media/technology in presenting history to the public. Historians have always used various forms of media to communicate information about the past and they have always taken advantage of advances in media and technology to teach the public about its history. Currently, new media technology is revolutionizing how history is taught and how the stories of the past are conveyed to the public. The Master of Arts in History Program will offer students opportunities to explore media as they have changed over time, beginning with the earliest oral and visual forms of historical communication through the rise of modern electronic media and computer technology. Students pursuing the Master of Arts in History will be required to take courses that develop their skills in critically analyzing media as they relate to history and acquire skills in new media and/or technology to convey historical information to the public.

This program is designed to provide students with a practical degree that prepares them for a variety of post-graduate careers including: community college and post-credential teaching (enhanced by training in history and the new media classroom); public history (including museumship, historical societies, and electronic archives); media and journalism; doctoral education; urban planning; local, state, and city governmental jobs; public service; and a number of other possibilities both in the public and private sectors. The degree is designed to offer students the opportunity to practice their skills in the workplace. Some students may elect to pursue the option of an internship in a public or private agency where their training in historical content and media/technology can be practically applied. Additionally, the program, in an effort to serve students who are

interested in educational careers in history at the college level, offers a curriculum that will allow them to explore pedagogical issues associated with history teaching and to gain actual experience teaching history in college classrooms.

During their course of study, students will be required to master historiography, the philosophy of history, specific historical topics, and acquire technical skills. All Master of Arts degree candidates will take one course in the critical study of the history of media and one course in applied media and history in which they will produce a media-based project.

The Department of History at California State University, San Marcos is ideally situated to offer an advanced degree in History. Located in Southern California with access to the Los Angeles and San Diego areas, the Department of History can draw on the region's resources in the film and television industries as well as the well-established computer and software industries connected with multi-media production. The faculty of the Department of History offer a wide coverage of world areas and periods including Africa, the Ancient World, Asia, Europe, Latin America, the Middle East, the United States, and Comparative/World History. Additionally, the department houses faculty who have expertise in critical historical media studies and in applying new media technology to preserving history and delivering historical content. Building on these strengths, the Department of History at California State University, San Marcos is able to offer this unique degree that blends the benefits of the traditional history Master's program with an applied dimension in new technologies that are revolutionizing the communication of information and the public's understanding of the past.

Admission Requirements and Application

All applicants meeting the admission requirements for the Department of History must also meet the University requirements for graduate study. Applicants to the Master's Program in History must have completed a Bachelor's degree from an accredited university in history or in an allied field with at least four upper-division courses in history. Furthermore, applicants must have completed HIST 301 (Historical Methods and Writing) or the equivalent before beginning graduate work. Applicants must have either met the CSUSM requirements for Computer Competency or the equivalent at another institution. Additional requirements for admission to the program are as follows:

- Admission to the University for Graduate Studies.
- Overall minimum grade point average of 3.0 with a minimum grade point average of 3.0 in the undergraduate major.
- The General Test for the Graduate Record Examination (GRE). While the minimum acceptable score may vary year by year, it is unlikely that an applicant will be admitted with a score of less than 500 on the verbal section of the exam. The score must be from a test taken no earlier than five years preceding the date of application.
- TOEFL, if appropriate with a minimum score of 550.
- Two sets of official transcripts from all colleges and universities attended with official verification of graduation.
- At minimum, three letters of recommendation that assess academic accomplishments and potential for graduate study.
- A 750-word statement of research intent describing historical fields of study including mention of interest and/or experience in media and technology, relevant educational background, and post-graduate career/educational objectives.
- One formal academic writing sample, as recent as possible. Preferably, this should be a sample from previous college or university coursework and should not be written simply for the purpose of admission.

Application Materials

A complete application consists of:

Application materials sent directly to the Admissions Office of Cal State San Marcos

- Completed university application form
- Application fee
- One set of official transcripts that include all work done at all colleges and universities

Application materials to be sent directly to the Department of History (see address below)

- Completed departmental application form;
- One set of official transcripts that includes work done at all colleges and universities;
- Statement of Interest;
- GRE test scores (and TOEFL where appropriate.);
- Writing Sample; and
- Three Letters of recommendation.

Address for Departmental materials: Administrative Coordinator, Department of History, 333 South Twin Oaks Valley Road, California State University San Marcos, San Marcos, California, 92096.

Application Deadlines:

Deadline for submission: Applications for Fall admissions are due no later than March 15. Applications for Spring admission are due no later than November 15. However, applications may be accepted for review for as long as space is available in the program. It is possible that class scheduling and available spaces will significantly limit spring admissions.

Degree Requirements

Students must complete 30 units of graduate study, 24 of which must be at the graduate level. Generally, none of the 30 units of course work applied to the Master of Arts degree in History may have been applied toward a previous academic degree, however, in some cases up to 6 graduate history units not earned at CSUSM may be applied by petition. (Only coursework done as a post-baccalaureate student will be

considered for application toward the graduate degree.) All students are required to complete the core sequence of graduate courses (HIST 501*, HIST 502*, and HIST 601). Additionally, all students are required to complete two semesters of thesis research and presentation (HIST 620). Students who do not complete their thesis project in two semesters of HIST 620 may register for additional semesters of HIST 621, but the units from HIST 621 do not count toward conferral of the degree. The remainder of the units will consist of 500- or 600-level courses in history but the department will allow up to two 400-level courses (6 units) to count towards the degree; 400-level courses must be approved by either the Graduate Coordinator or Thesis Advisor. Additionally, students may apply no more than a total of 6 units of HIST 510 HIST 699A, 699B, 699C toward the degree, although students may register for additional semesters of these courses. Students may include up to three units of 400, 500, 600-level courses taken from another department if approved by petition. It is possible, in some specific cases, students may be allowed to petition to take limited additional graduate credits outside of the Department of History.

* In some rare circumstances, the department may allow substitutions for HIST 501 and/or 502 by petition.

Course of Study

Students intending to complete the program in two years will proceed with graduate coursework in the following manner:

First Year: First Semester

HIST 601
HIST 501
HIST 500-level or 600-level seminar or approved elective*

First Year: Second Semester

HIST 502
HIST 512
HIST 500-level or 600-level seminar or approved elective*

Second Year: First Semester

HIST 510

HIST 500-level or 600-level seminar or approved elective*
HIST 620

Second Year: Second Semester

HIST 500-level or 600-level seminar or approved elective*
HIST 500-level or 600-level seminar or approved elective*
HIST 620

* Students take three of the five courses marked with an asterisk.

Continuation

For a student to continue in the program they must meet the following requirements:

- Students must maintain a 3.0 GPA (A=4.0). If a student's GPA falls below 3.0, s/he will be placed on academic probation the following semester. If the GPA remains below 3.0 for two semesters in a row, then the student will be dropped from the program.
- Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled or who have a leave of absence longer than two semesters are dropped from the program and must reapply.
- All the requirements for the degree are to be finished within five years after matriculation into the graduate program. Authorized leaves of absence do not extend the time limit for completion of the degree.

Advancement to Candidacy

All students must select a main thesis advisor from the tenure-track history faculty based on areas of interest and planned thesis or media project. Students should consult regularly with their advisor regarding course selection and research proposal. Students will choose two additional faculty members (at least one must be another member of the history faculty) for their committee. A student must request to be advanced to candidacy after completing 18 units. To be advanced to candidacy, the student must do the following:

- Form a thesis or media presentation committee and submit to the committee approval form with copies to committee members and the history graduate coordinator.

- Submit a thesis or media presentation proposal (750 words excluding working bibliography) to committee members that states the topic, a working thesis, the nature of the project, and establishes that the project can be successfully completed.
- Receive approval on the proposal from all committee members.

Thesis or Media Project Requirement

Students may opt either to complete the degree with a thesis or a media/technology project. A thesis is comprised of a primary source-based research paper that makes an original and substantial contribution to historical scholarship. The thesis will also demonstrate an appropriate grasp of the secondary materials related to the topic under investigation. Alternatively, students may submit a media/technology project that applies new media and/or technology techniques to the delivery of a primary source-based research project. In this instance, students will prepare a new media/technology presentation (i.e., a substantial website project, a video or film project, a digitized database, or an archival project) that will be accompanied by a written analysis that discusses the media project and demonstrates how the project both exhibits the appropriate grasp of related secondary materials as well as makes an original, primary source-based contribution.



Changes to the B.S. in Kinesiology

Programs Offered:

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

The program described as the Kinesiology major in the 2006-2008 General Catalog is now the Option in Physical Education in the Kinesiology major. Two new options are now also being offered: Applied Exercise Science and Pre-Physical Therapy.

Option in Applied Exercise Science

This option prepares students to meet academic requirements needed for enrollment into postgraduate programs (MS) in Exercise Science/Physiology/Human Performance, and potentially Occupational Therapy or Nutrition/Dietetics, or to pursue careers in personal training, strength and conditioning, corporate wellness, or fitness industry after graduation. However, students wishing to meet all requirements for entry into specific graduate programs should meet with the Kinesiology Undergraduate Advisor and/or faculty, and contact potential graduate schools to obtain exact entry requirements.

Option Requirements

General Education 51*	31*
Preparation for the Major	
Major Requirements	40-41

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

*Twelve (12) units of lower-division General Education units in Areas B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.

Preparation for the Major

(31 units)	
BIOL 175	4
BIOL 176	4
BIOL 210	4
CHEM 100 & 100L	5
KINE 200	1
KINE 201	1
KINE 202	3
KINE 204	3
MATH 115	3
PSYC 100	3

Major Requirements

(40-41 units)
Upper-Division Core (37)

KINE 300	3
KINE 301	3
KINE 302	3
KINE 304	3
KINE 305	3
KINE 306	3
KINE 326	4
KINE 336	3
KINE 403	3
KINE 406	3
KINE 426	3
KINE 495	3

Electives

Choose one of the following (3-4)

HIST 300D	3
KINE 390	3
PHYS 205	4
PSYC 330	3
PSYC 356	3
PSYC 336	3
SOC 314	4

Option in Pre-Physical Therapy

This option prepares students to meet academic requirements needed for enrollment into postgraduate programs in physical therapy, and can be supplemented with additional coursework for such programs as pre-med and pre-dental. Upon graduation, students may obtain employment in a broad range of medical, commercial, and educational settings. However, students wishing to meet all requirements for entry into specific graduate programs in these careers should meet with Kinesiology faculty, and contact potential graduate schools to obtain exact entry requirements.

Option Requirements

General Education	51*
Preparation for the Major	44-46*
Major Requirements	28

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

*Twelve (12) units of lower-division General Education units in Areas B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.

Preparation for the Major

(44-46 units)

BIOL 175	4
BIOL 176	4
BIOL 210	4
CHEM 100 & 100L	5
CHEM 150	5
KINE 200	1
KINE 201	1
KINE 202	3
KINE 204	3
MATH 115 OR MATH 160**	3-5
PHYS 205	4
PHYS 206	4
PSYC 100	3

**MATH 160 is a prerequisite for PHYS 205 and PHYS 206. Students who complete a non-calculus-based physics sequence that is accepted by the Kinesiology Department in lieu of PHYS 205 and PHYS 206 may substitute MATH 115 or an equivalent course for MATH 160.

Major Requirements

(28 units)

Upper-Division Core (25)

KINE 300	3
KINE 301	3
KINE 302	3
KINE 305	3
KINE 326	4
KINE 403	3
KINE 426	3
KINE 495	3

Electives

Choose one of the following (3)

BIOL 367	4
BIOL 376	3
KINE 336	3
KINE 390	3
KINE 406	3
PSYC 330	3
PSYC 336	3
SOC 314	4
SOC 316	4

Changes to the

B.S. in Kinesiology**Option in Applied Exercise Science**

PSYC 300 was incorrectly listed in the Electives category. PSYC 330 replaces PSYC 300.

Option in Pre-Physical Health

PSYC 300 was incorrectly listed in the Electives category. PSYC 330 replaces PSYC 300.

Change to the

B.A. in Liberal Studies**Option 2: Integrated Credential Program (ICP)**

Lower-Division	54-57
Upper-Division and COE Prerequisite Courses	42-46
Post-baccalaureate	39

The minimum number of units required for this degree is 138-139

The second option of the Liberal Studies Major, the Integrated Credential Program (ICP) combines two programs and leads to the baccalaureate degree in Liberal Studies as well as to the multiple subject teaching credential. The ICP is offered by faculty in both the CSUSM College of Arts and Sciences (COAS) and the CSUSM College of Education (COE). The ICP meets California's most recent teacher preparation requirements, and conforms to the CSU Academic Senate framework for Integrated Teacher Preparation Programs.

The ICP is an upper-division curricular pathway. The lower-division requirements in preparation for the ICP option are the same as those for Option 1 of the Liberal Studies Major. In the ICP, students concurrently complete the upper-division coursework of the Liberal Studies Major and the multiple subject credential course work. The ICP includes the upper division breadth of study requirements; the depth of study requirement, the COE prerequisite courses, and the COE multiple subject credential course work. ICP students complete five semesters of upper-division and credential coursework as members of a cohort group in a block-schedule format.

For students who strictly follow the prescribed, highly structured curriculum, it is possible to earn the bachelor's degree and the teaching credential in nine semesters of full-time study, rather than the ten semesters normally needed to complete these programs.

- In some rare circumstances, the department may allow substitutions for HIST 501 and/or 502 by petition.

Course delivery in the five upper-division and credential-program ICP semesters is clustered around themed semesters: Literacy, Mathematics, Science, Social Science, and Student Teaching. For the first four semesters, students take undergraduate-level courses to expand their knowledge of a basic subject area in the K-8 curriculum, and they take credential-program courses focused on teaching methods appropriate to that content area. As students advance through the program, they learn to harness their mastery of subject-matter content to appropriate classroom teaching methods.

Note: Students considering the ICP should be aware that the choice could affect their starting teaching salary, upon completion of the bachelor's degree and teaching credential. Before making a choice, students are urged to consult a Liberal Studies or ICP Advisor for further information.

Preparation for the ICP Option

(Lower-Division: 54 - 57 units*)

At the lower-division level, students follow the same 54-57 unit "preparation for the major" curriculum required for all Liberal Studies majors. Please refer to the lower-division course requirements listed for Option One of the Liberal Studies Major.

Upper-Division Course Requirements:

Breadth of Study and Credential-Program Prerequisites (27-30 units*)

Courses must be taken in the following areas, in order to fulfill the Liberal Studies Breadth of Study requirement and satisfy prerequisites for further coursework in the credential program:

Breadth of Study Coursework	
	Units
ID 340B	3
ID 381	3
HIST 347	3
LBST 361B	3
LING 300B	3
MATH 311B	3
VPA 321	3
Total Units	21
Credential-Program Prerequisites	
EDUC 350	
or 350B* 3	
EDUC 364B	3
EDUC 422	3
Total Units	9

*Note: Students may fulfill this requirement with a lower-division equivalent to EDUC 350 (Foundations of Teaching as a Profession).

Depth of Study Requirement (15-16 units)

All students must fulfill the Depth of Study requirement by selecting and completing a module of coursework clustered around one of the seven K-8 subject areas. Various modules are developed and offered by faculty in related academic fields. Each module is designed to provide the student with a more focused and sustained study of a particular subject matter area. Depth of study allows students to gain appreciation of the full development of a given academic field, from basic concepts and methods to more advanced applications and theoretical horizons. Prospective teachers may select a module in a given subject area in order to develop a particular classroom specialty, or just to pursue an intellectual or creative interest. Each module includes an overall assessment of the student's grasp of the field, as a final graduation requirement.

Credential Program Requirements (39 units)	
The multiple subject credential program consists of the following coursework:	
	Units
EDMS 511B	3
EDMS 512B	3
EDMS 521B	3
EDMS 522B	3
EDMS 543B	3
EDMS 544B	3
EDMS 545B	3
EDMS 555B	3
EDMS 575B	1
EDUC 560A	1
EDUC 560B	1
EDMS 571B	6
EDMS 572B	6
Total Units	39

Lower-Division Years

In addition to the Preparation for the ICP coursework, and other LDGE requirements, students must also complete

- EDUC 350B or EDUC 350
(or a lower-division equivalent to this course).
- EDUC 364B
must be taken in the semester prior to being accepted into the ICP
- EDUC 422

Semester 1: Language, Culture and Learning

Required Core Courses (10 units)

	Units
EDMS 511B	3
EDMS 521B	3
EDMS 560A	1
LING 300B	3

Required Non-Core Courses (6 units)

Depth of Study Course #1	3
VPA 321	3

Semester 2: Mathematics

Required Core Courses (12 units)

EDMS 512B	3
EDMS 522B	3
EDMS 543B	3
MATH 311B	3

Required Non-Core Courses (3 units)

Depth of Study Course # 2	3
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Semester 3: Science

Required Core Courses (9 units)

EDMS 545B	3
ID 381	3
LBST 361B	3

Required Non-Core Courses (6 units)

Depth of Study #3	3
HIST 347	3

Semester 4: Community

Required Core Courses (10 units)

EDMS 544B	3
EDMS 555B	3
EDMS 560B	1
ID 340B	3

Required Non-Core Courses (6 units)

Depth of Study Course #4	3
Depth of Study Course #5	3

Semester 5: Professional Practice

Required Core Courses (13 units)

EDMS 571B:	6
EDMS 572B:	6
EDMS 575B	1



New Program:
Minor in Linguistics

Office:
 Craven Hall, 6140

Telephone:
 (760) 750-4104

Program Co-Directors:
 Jocelyn Ahlers, Ph.D.
 Jule Gómez de García, Ph.D.

Faculty:
 Jocelyn Ahlers, Ph.D.
 Jule Gómez de García, Ph.D.

Linguistics is the scientific study of language, and as such offers students the opportunity to look at one of the tools used by human beings to create and perform cultural and social identities and practices. The field of linguistics draws on a wide area of inquiry, including the investigation of the ways that languages change over time, description of the ways in which language functions as a part of cultures, considerations of the interrelatedness of language and thought, examination of the process of language acquisition, and analysis of the functioning of the brain and the vocal organs in the production and analysis of speech. Thus, students from a wide range of majors will find the Minor in Linguistics to be an excellent complement to their chosen field of study. The purpose of the Minor in Linguistics is to introduce students to the analysis of linguistic structures through the core courses of the minor, and then to provide students with the opportunity to pursue, through a range of course options, the direction of linguistic study that best complements their chosen major.

Requirements

Completion of eighteen (18) units of credit, fifteen (15) of which must be at the upper-division level. No more than 9 units may be counted towards other majors or minors. Coursework applied to the minor may also be used to fulfill General Education requirements. Each course counted toward the minor must be completed with a grade of C or better.

a. Required Lower-Division
 (3 units)

LING 100

b. Required Upper-Division
 (9 units)

LING 300
 or
 LING 305

LING 361
 or
 LING 391

LING 480

c. Three (3) units selected from the
 following: Language Structures
 Courses

GRMN 331
 LING 305
 LING 350
 LING 360
 LING 499
 SPAN 331
 SPAN 450A

d. Three (3) units selected from the
 following: Language and Society
 Courses

LING 331
 LING 341
 LING 351
 LING 371
 LING 381
 LING 400
 LING 451
 LING 499
 SPAN 317
 WLAN 331

Units
 3

3

3

3

3

3

3

3

3

3

3

Units

3

3

3

3

3

3

3

3

3

3

New Program:
B.A. in Mass Media[^]

Office:
 Craven Hall, Sixth Floor

Telephone:
 (760) 750-8048

Department Chair:
 Dreama Moon, Ph.D.

Faculty:
 Jonathan Berman, M.F.A.
 Katherine Brown, Ph.D.
 Michelle Holling, Ph.D.
 Anthony P. Hurst, Ph.D.
 Michael Huspek, Ph.D.
 Minda Martin, M.F.A.
 Dreama Moon, Ph.D.
 G.H. (Bud) Morris, Ph.D.
 Kristin Moss, Ph.D.
 Liliana Castañeda Rossmann, Ph.D.
 Barry Saferstein, Ph.D.

Program Offered:
 • Bachelor of Arts in Mass Media

The Bachelor of Arts in Mass Media degree provides students with theoretical and practical frameworks for understanding media development, production, distribution, and its multiple social, political, cultural, and cognitive effects domestically and globally. We aim to produce graduates who are theoretically grounded, digitally literate, and sensitive to the ways in which power affects media production, distribution, representation, and access. In our program, we generate a lively and stimulating socially conscious based and intellectual environment—one that allows every student to expand the scope of his or her cultural experience. The program is broad-based, focusing on a wide range of traditional and alternative media including television, radio, recorded music, journalism, publishing, the world wide web, and new communication technologies within their cultural, social, historical, economic, global, and political contexts. The goal of the degree program is to develop theoretically informed and critical consumers and innovative creators of media texts. The program requirements for a degree in Mass Media include core courses which form the foundation of study and electives that allow the student to digital



develop their interests according to their intellectual and career goals. As all coursework is aligned with the four cornerstones of the degree—Theory, History, Criticism, and Production—the core program provides a theoretical and methodological foundation for critically analyzing and creating media. Students in the Mass Media major will develop a general understanding of the relation between media texts and production processes, power, and culture through breadth and depth course requirements. Students will complete courses across the following three concentration areas as well as completing more in-depth study in the concentration of their choice: Media Uses and Effects (MUE), Media Organizations and Systems (MOS), and Mass Media Production (MMP).

^ The B.A. in Mass Media has received full approval by the campus and the Office of the Chancellor of the California State University.

MUE: Media Uses and Effects

Courses in this area emphasize research and theory about:

- The ways that individuals, groups, enterprises, and institutions use mass media as part of routine activity; and
- The ways that information distributed by mass media and practices associated with the use of mass media affect individuals, groups, cultures, and societies.

MOS: Media Organizations and Systems

Courses in this area emphasize research and theory about:

- Mass media distribution and regulatory systems (national and international);
- The development and functioning of media organizations;
- The development and functioning of media industries; and
- The effects of governmental regulatory bodies on mass media development and distribution.

MMP: Mass Media Production

Courses in this area emphasize:

- Training in the production of video, television, film, recorded music, digital multimedia, news, and radio;
- Understanding of the communication processes that shape routine production activities and the resulting products;
- Understanding of the conventions guiding media production;

- Understanding the influence and application of media technologies; and
- Understanding politics and ethics related to use of, and access to, media technologies.

Students' required senior Capstone Projects must demonstrate proficiency in the selected concentration (MUE, MOS, or MMP). The Capstone Projects provide the faculty an opportunity to assess learning outcomes. The Capstone Projects will demonstrate understanding of:

- The development, production, distribution, and effects of telecommunications, print, and digital media;
- The relations between mass media, professional expertise, technological change, social structure, and culture;
- The local and global natures and effects of mass media;
- The complexities of building and managing careers in media industries and occupations; and
- Production or analytical skills relevant to each student's selected concentration.

Careers

The Mass Media degree prepares students to understand the complexities of building and managing careers in media industries and occupations. They learn how media production and distribution organizations operate, as well as how media industries are structured and regulated. Students learn media production skills and develop media products that they can present to prospective employers. They also study the types of work interaction that commonly occur in such organizations by examining collaboration, teamwork, and production schedules. The Mass Media major at CSUSM emphasizes the interrelation between media industries, media products, cultures, and social structures. As media technologies converge, the B.A. in Mass Media will provide students with skills and analytical tools to help them examine, understand, and manage the consequences of change. In particular, the Mass Media major emphasizes the relationship between technological change, production conventions, and organizational structures. With a foundation in studies of communication, culture, and interaction, the major provides students with understandings of the types of professional discourse, work interaction, and organizational

structures that shape mass media careers and products. The B.A. will prepare students for a variety of occupations that work with mass media. These include:

- Production, distribution, and management positions in television, video, motion picture, multimedia, music, radio, news, and publishing enterprises;
- Careers in telecommunications and mass media regulatory organizations; and
- Positions that work with mass media in advertising, marketing, promotions, and public relations departments of private, government, and public service organizations.

The Mass Media B.A. also will prepare students who want to pursue graduate or professional degrees with knowledge of theories and research methods that will prepare them for advanced study.

Preparation

High school students should take four years of English, including Composition. Social Science and Civics courses, including History and Economics, are encouraged. Familiarity with computers and the Internet is also desirable.

Transfer Students

Community college transfer students may transfer a maximum of nine (9) lower-division units in Mass Media or Communication courses. Students must have earned a grade of C (2.0) or higher in the coursework to be counted for credit toward the major.

Requirements for the Major

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

No more than six (6) hours of independent study and/or internship may be applied toward the major. Independent Study may be applied to field distribution requirements at the discretion of the professor under whose supervision the student is doing the study. The internship does not count toward field distribution requirements but may be used as elective credit.

	Units
General Education	51
Preparation for the Major	12
Major Requirements	36
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120.	

<i>Total Required</i>	<i>120</i>
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Preparation for the Major

Lower-division (6 units)	
COMM 100	3
PSYC 220 or SOC 201	3
Upper-division (6 units)	
COMM 330	3
COMM 360	3

Major Requirements (36)

Upper-division Core (15 units)	
MASS 302	3
MASS 303	3
MASS 304	3
MASS 306	3
COMM 390	3

Capstone Project (3 units)

MASS 490	3
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Upper-division Electives (18 units)

After completing the Upper-division Core courses, students must select one of the three concentrations (MUE, MOS, or MMP), and take at least 12 units of their Upper-division Elective courses in that concentration. Specific courses in these concentrations are described within the Mass Media course listings. These 12 units may include upper-division Communication courses that have been specified as applying to the Mass Media B.A. Students may include a maximum of 6 units of qualifying upper-division courses from majors other than Mass Media or Communication. Students should contact their department advisors to verify the acceptability of upper-division elective courses from other majors.

Changes to the B.S. and Minor in Mathematics

Special Conditions for the Bachelor of Science and Minor in Mathematics
Replace the following conditions on page 160 of the Catalog with the following: For the major, a minimum of twenty-one (21) upper-division units in mathematics must be completed at Cal State San Marcos. For the minor, a minimum of nine (9) upper-division units in mathematics must be completed at Cal State San Marcos.

Changes to the M.S. in Mathematics

Replace the entire description on pages 162, 163 of the 2006-08 Catalog with the following:

Graduate Program Coordinator: Wayne Aitken, Ph.D.

The Master of Science Program in Mathematics at Cal State San Marcos is designed to provide breadth of exposure in mathematics and to enhance the intellectual attitudes and the analytic skills needed for comprehension, appreciation, creation, and application of mathematics. There is a deliberate, applicable emphasis in the courses in the program, and many courses are delivered in a computerized environment. The program will provide students opportunity for computer enhancement of many mathematical concepts, for learning connections between various areas of mathematics, for developing good mathematical skills, for developing independent learning skills, and for cooperative group problem solving.

Graduates will be prepared for a wide range of career opportunities, as the skills and attitudes fostered in the program are in demand in academe, business, government, and industry. In particular, graduates will be well-prepared to teach in secondary schools, community colleges, and some four-year colleges. They will be prepared to enter a doctoral program in mathematics or mathematics education. The computational and applicable orientation of the program will offer graduates significant training for careers as mathematical scientists in business, government, and industry. There will be opportunity, on a limited scale, for students to serve as student assistants for the undergraduate mathematics program or to assist faculty in their scholarly activity.

Admission Requirements and Application

Admission to the program requires an undergraduate major in mathematics or related field (such as computer science), which includes the equivalent of MATH 430 and MATH 470. Admission also requires a 2.5 grade point average in the last sixty (60) units attempted at the undergraduate level, and a 3.0 grade point average in the last thirty (30) units of the undergraduate major. Students who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status, but the units earned to remove these deficiencies may not be used towards the Cal State San Marcos Master of Science. All applicants, regardless of citizenship, who do not possess a Bachelor's Degree from a post-secondary institution or a country where English is the principal language, must take the combined Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the paper-based TOEFL or on the writing portion of the computer-based TOEFL.

A complete application consists of:
Application Materials sent directly to the Admission Office of Cal State San Marcos

- A completed application form for admission to Cal State San Marcos
- Application fee
- One set of official transcripts from all colleges and universities attended, with indication of graduation

Application Materials sent directly to the Mathematics Department (see address below)

- A request for entry to the M.S. program via letter, which also includes an expository description of the student's educational preparation and career aspirations;
- One set of official transcripts from all colleges and universities attended and official indication of graduation (if not in English, certified English translations must be included); and
- At least two letters of recommendation from individuals who can comment on the mathematical capabilities of the applicant.

Application materials sent directly to the Mathematics Department Administrative Coordinator at: California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadlines:

Applications, including verification of English proficiency, should be received in the department by:

- March 15th

However, applications will be accepted as long as space allows.

Degree Requirements

The Master of Science in Mathematics requires thirty-six (36) units of coursework with an overall of at least 3.0 grade point average. At least twenty-seven (27) of these units must be at the 500-level or above, and any 400-level courses must be approved by the department. No course, or equivalent, which is required for a Bachelor of Science in Mathematics at Cal State San Marcos can be used to satisfy these requirements. At least thirty (30) units towards the degree must be earned at Cal State San Marcos; any units not earned in residence at Cal State San Marcos must be approved by the department. All requirements must be satisfied within five years of initial acceptance into the program.

Two options are available:

- Thirty (30) units of non-thesis coursework, six (6) units of MATH 699, and a Masters Thesis, or
- Thirty-six (36) units of non-thesis coursework and a comprehensive examination.

Continuation

Students must earn a 3.0 overall average in graduate coursework in order to graduate. Student are limited to a total of three (3) C's in their graduate coursework. Any student earning four (4) or more C's will be dropped from the program.

Advancement to Candidacy

To advance to candidacy a student must complete at least 18 units of the 36 required for the Master's degree. (These 18 cannot include units required for conditional acceptance. Units for MATH 470 or 430 cannot be counted, since they

are entry requirements for the Master's program. All other 400 level courses must be approved by the Graduate Coordinator to count as part of these 18 units.)

In addition, a student must have a GPA of 3.0 in the Master's program, be classified (that is, have all terms of conditional acceptance satisfied), and be in good standing (not on probation). A student must also complete the departmental advancement to candidacy form with attached study plan listing the courses he/she will complete to finish the degree, and the courses that he/she has completed to date. The study plan must include the proposed date of graduation.

A student pursuing the thesis option must find a thesis advisor, and two other faculty members for the thesis committee. He/she must give an oral presentation to the thesis committee describing progress to date and proposing a thesis topic, and attach a short description of the thesis proposal to the advancement to candidacy form (1-3 pages). The student must obtain the signatures of the thesis committee and the department graduate coordinator on the advancement to candidacy form. A thesis committee member's signature indicates that the proposed work, if completed properly, is sufficient for a Master's thesis. The graduate coordinator's signature indicates that (i) the student has met the requirements for advancement to candidacy, (ii) the student's study plan will, if completed properly, satisfy the requirements for the Master's degree, and (iii) that the composition of the thesis committee is consistent with departmental and university policy. Any departures from, or changes to the study plan must be approved by the student's thesis advisor and the graduate coordinator.

A student pursuing the comprehensive exam option must include a target date for the comprehensive exam in his/her study plan. The student must obtain the signature of the departmental graduate coordinator on the advancement to candidacy form. The graduate coordinator's signature indicates that (i) the student has met the requirements for advancement to candidacy, and (ii) the student's study plan will, if completed properly, satisfy the requirements for the Master's degree. Any departures from, or changes to the study plan must be approved by the graduate coordinator.

A student must advance to candidacy by the last day of classes of the semester preceding the semester in which he/she plans to graduate. Only students pursuing the thesis option may graduate in the summer semester, and they must get permission from all members of the thesis committee.

Thesis Requirements

A thesis is the written result of a systematic study of a significant mathematical problem. It defines, develops, and executes an investigation into a chosen problem area. The motivation, approach, and results of the investigation are communicated in a clear and logical fashion; it is grammatically correct, logically organized, and mathematically sound. The finished product evidences originality, critical and independent thinking, and thorough documentation. The thesis must be planned, organized, executed, and completed while enrolled in the masters program. It must be a coherent, substantial document, appropriate for six (6) units of graduate coursework.

Guidelines for preparing and officially submitting the thesis can be obtained from the Graduate Program Coordinator's Office. The final copies of the thesis are to be in the hands of the members of the thesis committee at least two weeks prior to a required oral, public defense of the thesis which must be held at least one week prior to the end of a regular semester. The thesis must demonstrate mathematical skills and general scholarship at the level expected of a professional mathematician. Both the thesis and the project must demonstrate mathematical skills and general scholarship at a level expected of a professional mathematician. Mathematical skills can be demonstrated by the development of new mathematics, critical evaluation of existing mathematics, application of existing mathematics to non-mathematical contexts, or development of mathematical models. General scholarship refers to understanding, organizing, and communicating knowledge relevant to the undertaking in a conventionally acceptable format.

Comprehensive Exam

A comprehensive examination is a written examination administered during the student's final semester. It is intended as a culminating experience for the master's degree, and it is used to assess the student's ability to integrate his or her knowledge of mathematics, to think critically and independently, and to demonstrate mastery of the coursework. The problems will reflect the coursework of the student, and the student's responses will be evaluated both on the basis of logical correctness as well as on written presentation. The examination will be offered as needed at most once each regular semester, at least four weeks prior to the end of the semester.

Changes to the Minor in Physics

Office:
Science 2 Hall, Third Floor

Telephone:
(760) 750-8063

Department Chair:
Charles De Leone, Ph.D.

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

Program Offered:

- Minor in Physics

Physics is a study of the fundamental macroscopic and microscopic properties of nature, from the building blocks of matter to the origin, extent, and future of the universe itself. Physicists seek to measure, understand, model, and control the processes in the physical world around us.

Requirements for a Minor in Physics

Completion of a minimum of twenty-three (23) units, eleven (11) of which must be at the upper-division. Students must earn a grade of C (2.0) or better in each class in the minor.

Units

a. Required lower-division (12) Choose one of the two sequences: PHYS 201 and 202 (4 units each)	8
or PHYS 205 and 206 (4 units each)	8
PHYS 203	4
b. Required upper-division (8) At least eight (8) units chosen from any PHYS courses numbered 300 or higher	
c. Additional coursework as necessary, if the courses in (a) and (b) do not account for the required minimum twenty-three (23) units: Up to six (6) units of upper-division coursework in other science majors may be counted, with the prior written approval of a physics advisor.	
Total Units	23

Changes to the
B.A. in Political Science
Added PSCI 493 or 494 to the
upper-division requirements for all
majors and reduced units in the
concentrations to keep the total unit
requirement the same. The new
requirements are listed below:

General Concentration Requirements

Upper-division (36 units)	
	Units
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 493 or 494	3
Any upper-division course in U.S. Government and Politics Field	3
Additional upper-division units in three (3) of four (4) fields of political science (U.S. Government and Politics, Comparative Politics, International Politics, Political Theory)	18

*Three (3) lower-division General Education units in Area D (Social Sciences) are automatically satisfied by PSCI 100 which is required as Preparation for the Major.

Global Concentration Requirements

Upper-division (36 units)	
	Units
PSCI 301	3
PSCI 331	3
PSCI 350	3
PSCI 370	3
PSCI 493 or 494	3
Any upper-division units in Comparative Politics and International Politics fields of political science	18
Upper-division, non-political science course dealing with global issues (to be approved by advisor)	3

Correction to the
B.A. in Visual and Performing Arts Visual Arts Option
Add VPA 181 and remove VSAR 181
from the list of Studio courses under
Preparation for the Major.

New Program:
Minor in Visual Arts

The Visual Arts Minor is designed for students with a special interest in the visual arts who are not able to make the full commitment to the major (see the Visual Arts Option in the Visual and Performing Arts Major). The Minor will provide students with a strong background in visual arts including theory, history and studio practice. Students will complete a select series of courses that will offer them an overview of historical and current practices in art, intermediate skills in studio art, and basic skills in new technologies.

Requirements

Note: Courses used to satisfy requirements of the Minor may also be used to fulfill General Education requirements. Students may apply up to nine units of transfer credit toward the Minor. Students must earn a grade of C (2.0) or better in each course for the Minor.

Required courses:	Units
VSAR 120	3
VSAR 130	3
VSAR 302	3
VSAR 131	3
VSAR 110	3
Critical/Theoretical Study	3
<i>Select one:</i>	
VSAR 307	
VSAR 320	
VSAR 322	
VSAR 323	
VSAR 324	
VSAR 326	
VSAR 327	
VSAR 405	
VSAR 420	
VSAR 423	
Upper-Division Studio	3
<i>Select one:</i>	
VSAR 301	
VSAR 303	
VSAR 305	
VSAR 306	
VSAR 309	
VSAR 310	
VSAR 311	
VSAR 312	
VSAR 393	
VSAR 404	
VSAR 406	
<i>Total Units</i>	21



COLLEGE OF BUSINESS ADMINISTRATION

Changes to the Master of Business Administration

Philosophy

The fundamental mission of the College of Business Administration is to educate the leaders of tomorrow's business and non-profit organizations by concentrating on the management skills needed in the complex, multicultural and technological environments of the future. The design philosophy for the graduate program is to integrate rigor with relevance and theory with practice.

The program has been influenced by the writings of premier educators, commissions, and managers, as well as by the talents of our faculty and by the needs of our constituencies. It is modern in structure and pedagogy as well as content. It recognizes the sea-changes such as diversity, a global economy, technology, the cooperative nature of decision making, and the accelerating rates of change that are occurring in business, government and society, and in higher education.

The program emphasizes a commitment to values: ethics, respect for the individual and the environment, intellectual curiosity, commitment to lifelong learning, and self-direction. It makes use of information technologies in the delivery of the program and requires that students develop a significant level of proficiency in the application of technology. Information literacy and library research skills are salient in the dynamic world of global business and as such are emphasized in the program. The curriculum stresses the importance of good communication skills for successful management; thus written and oral presentations are part of every course.

Description of the Program

The Master of Business Administration is designed for the employed student who has several years of work experience as a professional and is either preparing to enter management or has moderate management experience.

The program requires 64 units of course work. Each MBA course (except the MBA Project course, BA 680) will include a one-unit theme project. The instructor is responsible for selecting the theme for the courses/section from the following: Ethics, Evolving Technology, Globalization or Environment themes. New themes may be introduced in the future. For each section of each course there will be only one theme and all students enrolled in a section will engage in activities related to the assigned theme. Throughout the program, it is hoped that students will be exposed to multiple themes.

Program Schedule

The program is designed for working professionals. Groups of 25-40 students take courses in a predetermined sequence. The full Master's Program can be completed in 32 months. Students attend Fall, Spring, and Summer terms. Because students will normally enroll in 8 units per term, they will not be classified as full-time graduate students.

Admission Requirements

1. A GMAT score of 500 or above, with a minimum 30th percentile score in the Verbal section, a minimum 30th percentile score in the Quantitative section, and a 4.0 score in the Analytical Writing section.
2. A Grade Point Average (GPA) of "B" (3.0) or better in the last 60 graded semester units, from a WASC-equivalent university. Only regular courses from four-year colleges and/or universities will be used in calculating an applicant's GPA—no extension courses or community college courses will be included.
3. The Work Experience requirement is at least three years of full time, professionally relevant work experience.

The primary data for assessment includes the following required items:

- Transcripts of university-level course work. GPA will be computed from most recent 60 semester units of academic coursework taken at the graduate or upper-division level.
- The Graduate Management Aptitude test (GMAT), taken within the last 5 years.
- Resume documenting 3 years of relevant work experience.
- Two essays covering career achievements plus expected challenges and rewards from the MBA Program.
- Three Letters of Recommendation.

The admissions committee will also evaluate the applicant's skills in quantitative methods (including basic calculus), communication, and computer applications. Where deficiencies are identified, the applicant may be required to complete equivalent courses or workshops.

Advancement to Candidacy

In order to be considered for advancement, MBA students must be in good standing with an overall graduate GPA of at least a 3.0, have no more than 8 units (including BA 680) remaining towards the completion of the MBA program.

Graduation Requirements

Completion of the MBA degree requires: (1) an overall GPA of at least 3.0 (B average) in all coursework within the program, (2) a minimum grade of 2.0 (C) in each course, and (3) Advancement to candidacy.

The program requires a total of 64 units.

Required Courses (52 units)

	Units
BA 611	4
BA 615	4
BA 616	4
BA 617	4
BA 621	4
BA 625	4
BA 626	4
BA 630	4
BA 635	4
BA 645	4
BA 650	4
BA 680	4
ECON 600	4

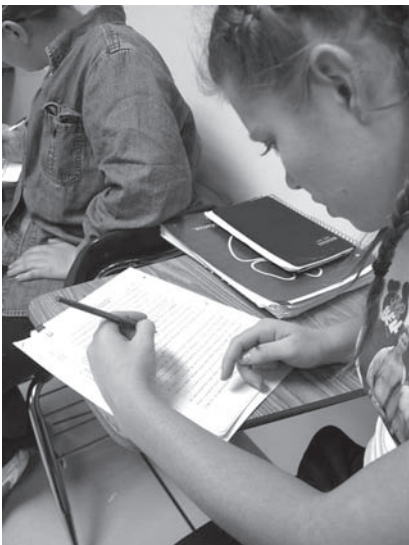
Elective Courses (12 units)

BA 628	4
BA 641	4
BA 646	4
BA 664	4
BA 667	4
BA 681	1-4
BA 690	1-4
BA 698	1-4

Changes to the

B.S. in Business Administration, Global Business Management Option, Management Track

The Management Track of the Global Business Management Option has been inactivated. Students who have already officially declared this track may continue following its requirements until graduation. Students who have not already declared this track are no longer being accepted into this program.



COLLEGE OF EDUCATION

New Program:

Certificate of Advanced Study in Science Teaching

The goals and objectives of the certificate are to prepare educators who are equipped with a repertoire of knowledge, skills, and dispositions in Science Education and who demonstrate leadership in science instruction pedagogy by understanding and applying the California science education standards.

It is intended to serve regularly enrolled, graduate candidate students who wish to gain an additional certificate to the Master's degree as well as those students who would like to advance their knowledge in science teaching without necessarily taking the sequence of all the courses for the master's degree.

In order to qualify for the certificate the candidate must:

- Obtain a minimum passing grade of B in each of the required science courses prescribed below.
- Complete an Action Research Project as a field experience in an educational setting. The Action Research will be completed as part of the EDST 610 class requirement.

Required courses

	Units
EDST 610	3
EDST 611	3
EDST 612	3
EDST 613	3
<i>Total Units</i>	<i>12</i>

Changes to the

Certificate Offered under the M.A. in Education, Multicultural Specialist Certificate

This is now the Certificate of Advanced Study in Multicultural Education, with the following requirements:

Course Requirements

	Units
EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3

Program Total 12

Change to the

Concurrent Preliminary Level I Education Specialist Mild/Moderate and/or Moderate/Severe Disabilities Program with the Multiple-Subject/English Learner Authorization

Change to the Fall Semester category; EDMS 543 has been replaced by EDMX 543.

Change to the

Internship Partnership with San Diego Unified School District and Capistrano Unified School District for Preliminary Level I Education Specialist Mild/Moderate and/or Moderate/Severe Disabilities Program with Options for Multiple-Subject/English Learner Authorization

	Units
Year I	
EDMX 511 or EDMS 511	3
EDMX 512 or EDMS 512	3
EDMX 521 or EDMS 521	3
EDMX 631	3
EDMX 627	3
EDMX 622	3
EDMX 633	3
EDMX 671	7
EDEX 660	2
<i>Total</i>	<i>30</i>

	Units
Year II	
EDMS 543 or EDMX 543	3
EDMS 555	3
EDMX 632	3
EDMX 672	7
<i>Total</i>	<i>16</i>

New Program:

General Option in Education (30 units)

In the General Option in Education, students must complete the following requirements: CLAD Competency (if they currently do not possess the Bilingual/Cross-cultural Language and Academic Development (B/CLAD) certificate; the core coursework (6 units); the culminating experience (3 units); and 21 units of 600-level elective courses selected to best suit their interests and goals. The elective courses may be chosen from the following areas: Educational Administration; Literacy Education; Schooling, Culture and Language; Science, Mathematics and Educational Technology for Diverse Populations; Special Education; and Teaching, Learning and Leadership. It is possible to earn optional certificates by completing certain collections of courses in some of these areas.

Courses Offered for the General Option in Education

The following courses may be used in the General Option in Education of the Master of Arts in Education:

Course	Units	Area of Concentration
EDAD 612	2	Educational Administration
EDAD 614	3	Educational Administration
EDAD 616A	2	Educational Administration
EDAD 616B	2	Educational Administration
EDAD 618	4	Educational Administration
EDAD 620	3	Educational Administration
EDAD 624A	1	Educational Administration
EDAD 624B	1	Educational Administration
EDAD 626A	2	Educational Administration
EDAD 626B	1	Educational Administration
EDEX 660	2	Special Education
EDEX 638	3	Special Education
EDEX 639	3	Special Education
EDEX 651	3	Special Education
EDEX 652	2	Special Education
EDEX 661	2	Special Education
EDMX 572	7	Special Education
EDMX 622	3	Special Education
EDMX 627	3	Special Education
EDMX 631	3	Special Education
EDMX 632	3	Special Education
EDMX 633	3	Special Education
EDMX 634	4	Special Education
EDST 610	3	Science Education
EDST 611	3	Science Education
EDST 612	3	Science Education
EDST 613	3	Science Education
EDST 620	3	Mathematics Education
EDST 621	3	Mathematics Education
EDST 622	3	Mathematics Education
EDST 623	3	Mathematics Education
EDST 630	3	Educational Technology
EDST 631	3	Educational Technology
EDST 632	3	Educational Technology
EDST 633	3	Educational Technology
EDUC 604	3	Teaching, Learning & Leadership
EDUC 606	3	Literacy Education
EDUC 610	3	Literacy Education
EDUC 612	3	Teaching, Learning & Leadership
EDUC 613	3	Literacy Education
EDUC 614A	3	Literacy Education
EDUC 614B	3	Literacy Education
EDUC 616	3	Literacy Education
EDUC 618	3	Literacy Education
EDUC 619	3	Literacy Education
EDUC 620	3	Teaching, Learning & Leadership
EDUC 621	3	Literacy Education
EDUC 623	3	Literacy Education
EDUC 624	3	Teaching, Learning & Leadership
EDUC 626	3	Teaching, Learning & Leadership
EDUC 627	3	Literacy Education
EDUC 628	3	Teaching, Learning & Leadership
EDUC 641	3	Schooling, Culture and Language
EDUC 642	3	Schooling, Culture and Language
EDUC 643	3	Schooling, Culture and Language
EDUC 644	3	Schooling, Culture and Language
EDUC 646	3	Schooling, Culture and Language
EDUC 647	3	Schooling, Culture and Language
EDUC 649	3	Schooling, Culture and Language
EDUC 650	3	Schooling, Culture and Language
EDUC 694	1	Schooling, Culture and Language
EDUC 696	3	Teaching, Learning & Leadership

New Program:

Option in Communicative Sciences and Disorders with Clinical-Rehabilitative Services Credential in Language and Speech (75 Units)

This Master's level program will prepare candidates for the professional practice of Speech-Language Pathology. The coursework and practicum experiences that comprise this option enable candidates to simultaneously obtain the Master of Arts in Education degree, fulfill the academic requirements for the American-Speech Language Hearing Association's membership and certification, and meet the California Commission on Teacher Credentialing requirements for obtaining the Clinical-Rehabilitative Services Credential in Language and Speech. Although Cross-Cultural, Language, and Academic Development (CLAD) competence is not a credential requirement, it is a program emphasis.

To be admitted to this Master's Option, a candidate does not have to satisfy California subject matter competence (i.e., passage of the CSET or PRAXIS). Instead, a candidate must show evidence of completion of foundational coursework. Specifically, a candidate must show evidence of successful completion of a CCTC-approved baccalaureate-level cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study must include 27 units of upper-division undergraduate subject matter in basic sciences plus an introductory course on speech-language services that includes a minimum of 25 observation hours.

After earning this Master of Arts degree, to be licensed as a Speech-Language Pathologist in California and to obtain the Certificate of Clinical Competence (CCC) through the American Speech-Language Hearing Association, candidates must (a) take and pass with a minimum score of 600 the National Examination in Speech-Language Pathology administered by the Educational Testing Service and (b) complete either thirty-six (36) weeks of full-time supervised experience or seventy-two (72) weeks of part-time supervised experience. This Master's Option in Communication Sciences and Disorders prepares candidates to pass the national exam and allows candidates to complete their 36 weeks of supervised

experience in partner school districts in the Cal State San Marcos service area of San Diego, Riverside, Orange, and Imperial counties. Additionally, in order to maintain state licensure and national certification, professionals must demonstrate continued professional development by accumulating professional development contact hours (these differ between states and national level and can be obtained by contacting the appropriate governing bodies).

Additional Admission Requirements

Because this Master of Arts option leads to an initial credential and, therefore, does not require applicants to hold a valid California credential for consideration for admission, the following additional admission requirements also apply.

1. *College of Education Application Fee.* A \$25 credential application fee is due upon application to a credential program.
2. *Bachelor's Degree.* A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering this program option.
3. *Undergraduate Subject Matter in Basic Sciences.* Evidence of successful completion of a CCTC-approved baccalaureate-level cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study must include 27 units of upper-division undergraduate subject matter in basic science/mathematics as outlined by CTC, plus an introductory course on speech-language services that includes a minimum of 25 observation hours.
4. *CBEST Examination.* Students must take the California Basic Educational Skills Test (CBEST) prior to admission to the program. Students are urged to take this examination at the earliest possible time after deciding to pursue this Communication Sciences and Disorders Master's degree and Clinical-Rehabilitative Services Credential in Language and Speech. CBEST must be passed before engaging in any practicum experiences.
5. *Certificate of Clearance.* Candidates must obtain a Certificate of Clearance from the Commission that verifies the candidate's personal identification prior to assuming field experience responsibilities. (Statutory basis: Education Code Section 44320(d) from the CCTC).
6. *Prerequisite Courses.* Candidates must complete a minimum of 30 unit hours of a CCTC-approved baccalaureate-level sequence in Speech and Language Sciences or Communicative Disorders coursework that includes EDSL 350 or its equivalent and 27 additional subject matter unit hours. Prior to or concurrent with program admission, candidates also must complete EDUC 422. Prerequisite courses must be completed within five (5) years prior to beginning the Master's program, whether taken at Cal State San Marcos or taken as an equivalent course at another college or university.
 - a) EDSL 350 – This course is an orientation to speech and language pathology as a career. Students participate in at least 25 observation hours that must be evidenced through a letter of verification through this course. Applicants from other institutions of higher education must evidence completion of an equivalent course and verify 25 observation hours through a letter of verification or an equivalent mechanism from their previous institution. Those who cannot evidence these 25 hours will be required to make up and verify the hours before engaging in any clinical practicum experiences.
 - b) EDUC 422 – Before or concurrent with admission to the program, students must obtain competency in using a set of education-specific electronic tools by completing EDUC 422 or waiver request, and must have begun an electronic professional portfolio.

Required Master's-Level Courses

	Units
Foundation courses:	
EDEX 602	3
EDMX 631	3
EDMX 632	3
EDUC 622	3
EDUC 698	3
<i>Total Units</i>	<i>15</i>

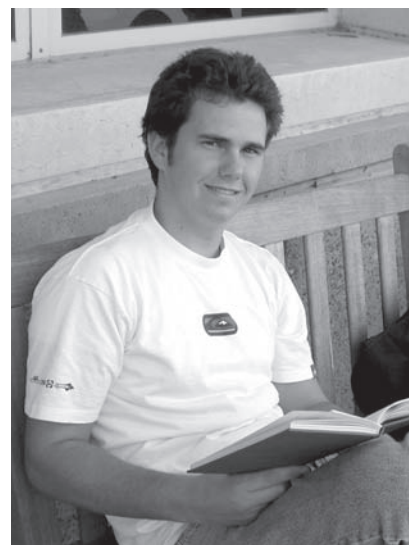
Practicum/Professional courses:

EDSL 641 (semesters 2 & 4 – 2 units each)	4
EDSL 642 (semesters 3 & 5 – 4 units each)	8
EDSL 643 (semester 4)	2
EDSL 644 (semester 5)	6
EDSL 651 (semester 1)	2
EDSL 652 (semesters 2, 3, 4 – 1 unit each)	3
<i>Total Units</i>	<i>25</i>

Core content courses:

EDSL 661	3
EDSL 662	2
EDSL 663	2
EDSL 664	3
EDSL 671	3
EDSL 672	3
EDSL 673	4
EDSL 681	3
EDSL 682	3
EDSL 691	3
EDSL 692	2
EDSL 693	4
<i>Total Units</i>	<i>35</i>

Program Total Units 75



CHANGES TO ADMISSION REQUIREMENTS AND ACADEMIC POLICIES

(Revision to information appearing in the General Catalog 2006-08)

Change to Add/Drop and Withdrawal Policy

Replace first paragraph, first column, on page 70 of the Catalog with the following:

ADDING COURSES

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

Admission and Application

Replace first column on page 19 of the Catalog with the following:

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

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at <http://www.csumentor.edu>. The CSUMentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applying online via www.csumentor.edu is encouraged, and many CSU campuses will facilitate use of online applications for admission. Application in "hard copy" form may be obtained online or at any California high school or community college or from the Office of Admission at any of the campuses of the California State University.

Importance of Filing Complete, Accurate, and Authentic Application Documents

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

The California State University International Programs

The California State University International Programs is now affiliated with universities in two additional countries, for a total of 20 countries. Add the following to the list appearing on page 58 of the Catalog:

Ghana	University of Ghana, Legon
South Africa	University of Kwazulu Natal Nelson Mandela Metro politan University

Fees and Debts Owed to the Institution

Add the following text to the bottom of paragraph that appears on page 33 of the Catalog:

For more information or questions, please contact Colleen Nickles, Senior Director of Financing & Treasury in the CSU Chancellor's Office, at (562) 981-4579 or cnickles@calstate.edu

Determination of Residence for Nonresident Tuition Purposes

Replace the fourth paragraph, middle column that appears on page 27 of the Catalog with the following:
Non-citizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Impacted Programs

Detailed impact information is available at www.csumentor.edu, in addition to the web site identified on page 28 of the Catalog:
<http://www.calstate.edu/AR/impactioninfo.shtml>

Supplementary Admission Criteria

Add to the end of the second paragraph, middle column, on page 28 of the Catalog: Details regarding the supplemental admissions criteria are also provided at <http://www.calstate.edu/AR/impactioninfo.shtml>



Application Filing Periods

Terms in 2007-08	Applications First Accepted	Initial Filing Period
Summer Semester 2007	February 1, 2007	February 1-28, 2007
Fall Semester 2007	October 1, 2006	October 1-November 30, 2006
Spring Semester 2008	August 1, 2007	August 1-31, 2007

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

Eligibility Index

Replace text that appears on page 19 and 20 of the Catalog with the following:

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

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

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

For admission to terms during the 2007-2008 college year, the university has no plans to include the writing scores

from either of the admissions tests in the computation of the CSU Eligibility Index.

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

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

Subject Requirements

Replace last bullet that appears on page 20 of the Catalog with the following:

1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list.

Upper-Division Transfer Requirements

Generally, applicants will qualify for admission as an upper division transfer student if:

1. they have a grade point average of at least 2.0 (C or better) in all transferable units attempted;
2. they are in good standing at the last college or university attended; and
3. they have completed at least 60 transferable semester units of college coursework with a grade point average of 2.0 or higher and a grade of C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking and quantitative reasoning, e.g. mathematics. The 60 units must include all of the general education requirements in communication in the English language (both oral and written) and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Provisional Admission First-Time Freshman

Replace text on page 20 of the Catalog with the following:

Cal State San Marcos may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and

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

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

English Placement Test (EPT)

Replace text on page 25 of 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 as part of the California Standards Test.
- A score of 550 or above on the verbal section of the College Board SAT taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.

- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken 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 Advanced Placement program.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided this course was completed with a grade of C or better.

Entry Level Mathematics (ELM) Placement Examination

Replace text on page 25 of 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 courses in high school (Algebra I, Algebra II, and Geometry). The CSU ELM must be completed by all entering undergraduates with the exception of those who present proof of one of the following:

- A score of "Exempt" on the augmented mathematics California Standards Test, i.e., the CSU Early Assessment Program (EAP), taken in grade 11.
- A score of "conditionally exempt" on the augmented CST, i.e. the CSU Early Assessment Program (EAP) plus successful completion of a Senior-Year Mathematics Experience (SYME).
- A score of 550 or above on the mathematics section of the College Board SAT or on the College Board SAT Subject Tests-Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the ACT Mathematics Test.

- A score of 3 or above on the College Board Advanced Placement Calculus examination (AB or BC) or Statistics examination.

Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement provided the course was completed with a grade of C or better.

Procedure for the Establishment or Abolishment of a Student Body Fee

Add the following text to the bottom of paragraph that appears on page 33 of the Catalog:

For more information or questions, please contact Colleen Nickles, Senior Director of Financing & Treasury in the CSU Chancellor's Office, at (562) 981-4579 or cnickles@calstate.edu.

Maximum Number of Units

Summer Session

Clarification to text that appears on page 68, third top column:

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

TOEFL Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present a score of 80 or above on the internet-based TOEFL (213 on the computer-based TOEFL, and 550 on the paper-based TOEFL). Applicants may also submit IELTS results. An IELTS score of 6.0 or above is required.

Graduate/Post-Baccalaureate TOEFL Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must present a score of 80 or above on the internet-based TOEFL (213 on the computer-based TOEFL, and 550 on the paper-based TOEFL). Applicants may also submit IELTS results. An IELTS score of 6.0 or above is required. Replace text on pages 74 and 75 of the Catalog with the following:

Repeat of Courses and GPA Adjustment Policy for Undergraduates

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

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

1. If an undergraduate student has received a grade of C-(1.7) or less in a course, has repeated the course in a subsequent term, and has earned a better grade, then an Undergraduate Student GPA Adjustment Request form may be submitted to the Cougar Central. Any request confirmed as complying with this policy will be granted.

2. When a request is granted, one prior grade earned in the course is ignored for the purpose of calculating the GPA. However, all grades for a given course will be maintained as a part of the student record and will appear on the student's transcripts.

3. A maximum of five (5) different GPA adjustments may be granted for a student over the course of the undergraduate career. Only one adjustment may be granted for any single course.

4. Since CR/NC grades do not enter into the GPA calculation, it is not necessary to submit this form when repeating a course in which a grade of NC was earned. If a course previously taken for a grade is repeated CR/NC, the original grade(s) will continue to be calculated in the GPA.

5. Unless the student submits an Undergraduate student GPA Adjustment Request Form to the Enrollment Services Information Center before applying for graduation, all grades earned in repeated enrollments in the course will be used to calculate the student's GPA.

6. In specific circumstances, where a student has successfully repeated a course, has not filed the Request Form, and University officials (Academic Advisors and Evaluators in Registration & Records) deem the GPA adjustment to be in the student's best interests, the GPA adjustment will be made administratively by the office of Registration & Records (to remove the student from academic probation or disqualification, or to restore the

GPA to good standing, in order to issue a diploma). In such cases, students will be notified of the adjustment and will have the right to request its reversal.

7. A request may not be filed until the student has completed the repeat, and may not be filed if the student received a grade of CR, NC, F, I, RD, SP or U the last time that the course was repeated.

8. If a student wishes to repeat a course for the sake of filing a request, and the course is not scheduled to be offered during the student's expected time to degree, then the program director (or designee) of the program offering the original course may approve substitution of a similar course to be repeated instead. If a course with variable topics is repeated, then with the pair of exceptions stated immediately below, the same topic (identified by specific course number and suffix) must be repeated in order to omit the earlier grade from the GPA calculation. If the topic has been converted to a new course, and is identified as such in the catalog description of the new course, then the new course may be taken to repeat the topic. If the same topic is not scheduled to be offered again within the term of the student's expected time to degree, the program director (or designee) of the program offering the course may approve substitution of a similar topic offered under the same course number. The substitute course (or topic) must be taken after completion of the original course.



ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

(Supplements General Catalog 2006-08, beginning on page 245)

ANTH 305 (3)

[New Course]

Medical Anthropology

General survey of medical anthropology including the study of specific medical cultures, ethnomedicine, ethnobotany, medical concepts and treatments, illness causation, etiology, diagnostic methods, prognosis, treatment practices, health care delivery systems, patient-provider relationship, cross-cultural medicine, and the organization of health care systems. Includes examination of the role of medical anthropology in cross-cultural medicine.

ANTH 350 (3)

[New Course]

Visual Anthropology

Explores the field of visual anthropology, including, but not limited to, the examination of ethnographic film, process and production of ethnographic film, the relationship between the filmmaker and the subjects of the film, ethnographic photography, visual representation, multimedia presentation of ethnographic data, digitization of ethnographic data, community-led visual ethnography, and the use of ethnographic film in community advocacy.

ANTH 380 (3)

[New Course]

General Archaeology

General survey of global archaeological sites, archaeological practice, and current issues in archaeology including intellectual property rights and the relationship between archaeology and world/regional cultural resources. Includes study of material culture, the archaeological record, survey and excavation, dating technologies, and subsistence patterns. Includes the examination of local archaeological sites/collections, pictographs, lithic techniques, indigenous land and resource management practices, indigenous knowledge of archaeological sites, including ceremonial, food gathering and processing, village sites, and contemporary use of culturally significant sites by local indigenous bands.

ANTH 390 (3)

[New Course]

Anthropological Research Methods

Introduces the fundamental methods in cultural anthropology including research design, participant observation, informant selection, organization of field notes, household and community questionnaires, structured and unstructured interviews, oral and life histories, case studies, focus groups, archival research and secondary data, and coding and analysis of qualitative data. Includes construction of research problems, research design, research implementation, preparation of human subject protocols, strategies of data collection and analysis, and report preparation.

ANTH 430 (3)

[New Course]

Medical Ethnography

Involves advanced students conducting ethnographic fieldwork in local health clinics or hospitals or with local communities with unique medical cultures. Examines patterns of health service utilization and access to clinical health care, as well as alternatives to clinical health care. Students, working collaboratively with either health care professionals and/or ethnic populations with special health care needs, such as immigrant or indigenous communities, document and analyze ethnographic data pertaining to the delivery and consumption of health care services and the generation of health care alternatives. A focused research question is examined through interviewing, participant observation, data collection, and analysis involving the community under study and specific health service providers. *Service Learning course. Prerequisite: ANTH 200.*

ANTH 440 (3)

[New Course]

Farmworker Health Ethnography

Involves field and quantitative ethnographic research regarding the health and health care practices of local farmworker communities. Students record work histories, living conditions, health behaviors, health histories, and use of clinical and non-clinical health care forms to assess the status of

health and health care practices among local agricultural workers. Collaboration with the National Latino Research Center results in the production of an annual report on farmworker health in North County San Diego.

Service Learning course. Prerequisite: ANTH 200.

ANTH 460 (3)

[New Course]

Questioning Cultural Competency

Examines the relationship between concepts of cultural competency and realities of cultural interface. Focuses on individual and community interaction with health care and other social institutions. Includes cross-cultural capabilities, identification of needs and help-seeking behaviors; and the value of support networks. Examines economic and social barriers to services; institutional adaptation to diversity; and the role of community in decision-making. Students generate research questions and conduct case studies regarding cultural competency and cross-cultural capabilities. *Prerequisite: ANTH 200.*

ANTH 480 (3)

[New Course]

Local Archaeological Practice

Students perform archaeological research relating to local cultural resource management (CRM) and documentation. Students engage with professional archaeologists and Native American communities to learn site research methods and identification and documentation of material culture. Primary goals of this class include providing students with a general understanding of CRM and the legislation that drives CRM; exposing students to archaeological practice in a CRM context, and exposing students to various cultural viewpoints regarding recovered archaeology. *Also offered as NATV 480. Students may not receive credit for both. Service Learning course. Prerequisite: ANTH 200.*

ANTH 481 (3)

[New Course]

Native American Archaeological Monitoring

Students work with local Native American bands concerning cultural preservation and the monitoring of archaeological sites threatened by development. Students examine traditional land use management and the traditional knowledge associated with specific sites. Students learn site research methods, identification and documentation of material culture, interpretation of federal, state, county, city, and private documents including Environmental Impact Reports, California Environmental Quality Act, land use legislation, and assessment of cultural significance. Covers preservation options, ethics, and specific case studies. *Also offered as NATV 481. Students may not receive credit for both. Service Learning course. Prerequisite: ANTH 200.*

ANTH 498 (3)

[Change in unit value]

Directed Research in Anthropology**ANTH 499 (3)**

[Change in unit value]

Directed Research in Medical Anthropology**ARAB 101 (4)**

[New Course]

Beginning Arabic I

An introduction to the Arabic language and Arabic-speaking cultures, with emphasis on the development of communicative skills and grammatical structures. Language laboratory practice is a mandatory component of the course. *No prior knowledge of Arabic is assumed. May not be taken for credit by students who have received credit for WLAN 101A.*

ARAB 102 (4)

[New Course]

Beginning Arabic II

Continuation of ARAB 101. Further study of the Arabic language and Arabic-speaking cultures, with emphasis on the development of communicative skills and basic structures. Language laboratory practice is a mandatory component of the course. *At time of enrollment in course, basic knowledge of Arabic (equivalent to that demonstrated upon successful completion of Arabic 101), is mandatory. May not be taken for credit by students who have received credit for WLAN 102A. Prerequisite: ARAB 101 or equivalent.*

ARAB 201 (3)

[New Course]

Intermediate Arabic I

Further study of the Arabic language at the intermediate level. Emphasis on development of the skills of reading, listening comprehension, speaking, and writing. Includes study of diverse Arabic-speaking cultures. *Conducted in Arabic. May not be taken for credit by students who have received credit for WLAN 201A. Prerequisite: ARAB 102 or equivalent course, or two (2) years High School Arabic completed within the last two (2) years.*

BA 611 (4)

[New Course]

Financial Accounting

Introduces a set of financial statements used by stakeholders for decision-making. Examines procedures developed by accountants in the preparation of the income statement, balance sheet and statement of cash flows in accordance with generally accepted accounting principles. Building on the basic understanding of financial reporting, the course presents a framework for corporate managers to analyze a firm's performance and its financial position. Use of accounting information for firm valuation will also be emphasized. *Prerequisite: Admission to the MBA Program.*

BA 615 (4)

[New Course]

Statistics

Methods of statistical inference emphasizing applications to administrative and management decision problems. Topics include classical estimation and hypotheses testing, regression, correlation, analysis of variance, nonparametric methods and statistical probability. *Prerequisite: Admission to the MBA Program.*

BA 616 (4)

[New Course]

Organizational Behavior and Human

Resources Management Concepts
An expansive inquiry into human resources issues from both the Organizational Behavior and Human Resources perspectives. Incorporates many practical applications, as well as an understanding of employment practices and policies from a strategic standpoint. *Prerequisite: Admission to the MBA Program.*

BA 617 (4)

[New Course]

Leadership and Business Ethics

Focuses on aspects of leader-follower interaction including ethical decision-making, effective use of power, politics, and influence; understanding what motivates followers both individually and in teams and managing diversity and business ethics. *Prerequisite: Admission to the MBA program.*

BA 621 (4)

[New Course]

Managerial Accounting

Focuses on how corporate managers use managerial accounting as a tool for internal decision-making and control. Examines concepts and techniques of cost allocation, performance evaluation, and compensation to support corporate strategies. Subjects discussed include capital budgeting for long-term projects, contracting, transfer pricing, performance evaluation for corporate executives, and control issues in business organizations based on managerial accounting information. *Prerequisite: Admission into the MBA Program and BA 611.*

BA 625 (4)

[New Course]

Management Science

Provides students with a hands-on approach to managerial decision making using optimization techniques. Emphasis will be on showing optimization models in action and helping managers make informed decisions. Examines modeling issues, discusses solution techniques, and uses state of the art software packages. The main focus is on business applications in Accounting, Finance, Marketing and Operations. *Prerequisite: BA 615.*

BA 626 (4)

[New Course]

Financial Decision Making

Introduces the theory and practice of corporate finance. Provides students with understanding of essential risk and return relationships. Presents concepts and information on which sound financial decisions are based. *Prerequisite: ECON 600.*

BA 628 (4)

[Change in unit value and prerequisite]

*Prerequisite: Admission to the MBA Program.***Business Research Methods****BA 630 (4)**

[New Course]

Marketing Management

Introduces students to the issues and challenges of successfully marketing products, services, or intangibles within the context of changing environments.

Prerequisite: Admission into the MBA Program and ECON 600.

BA 635 (4)

[New Course]

Information Technologies and Management

Offers future business managers a rigorous study of information technologies that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Includes fundamental concepts of information technology, major types of business information systems and their roles in organizations and, current issues in identifying, acquiring and implementing new technology applications. Primary focuses are the managerial aspects of information technologies for improving productivity and gaining competitive advantage in the global e-commerce environment. Societal and ethical impact of information technologies on organizations and human behavior will be analyzed. Future trends of new information technologies will also be discussed. *Prerequisite: Admission to the MBA Program.*

BA 641 (4)

[Change in unit value, description, and prerequisite]

Global Business Strategy from a Marketing Perspective

Acquaints students with the challenges, constraints, and opportunities for entering new segments of the global marketplace, adapting strategies to those new markets and developing strategies for competing effectively on a global scale. *May not be taken for credit by students who have received credit for BA 690E. Prerequisite: BA 630.*

BA 645 (4)

[New Course]

Operations Management

Examines opportunities and obstacles of a global competitive environment.

Focuses on the efficient and effective deployment of capital, material, information, technology, and human resources. Examines the relationship of operations to functional areas and topics such as capacity, managing change, and quality management. *Prerequisite: BA 615.*

BA 646 (4)

[New Course]

Simulation and Risk Analysis

Introduces students to concepts, methodologies and applications of computer simulation in business. Focuses on spreadsheet simulation with the Crystal Ball software package. *Prerequisite: Admission into the MBA Program and BA 625.*

BA 650 (4)

[New Course]

Strategic Management in the Global Environment

Capstone course taught from a global strategic manager's perspective. Focuses on the diagnosis of problems and the implementation of solutions.

Prerequisite: Advancement to candidacy.

BA 664 (4)

[Change in unit value and prerequisite: Admission into the MBA Program.]

Quality Management and Process Innovation**BA 667 (4)**

[Change in unit value and prerequisite: Admission into the MBA Program and BA 615.]

Supply Chain Management**BA 690 (1-4)**

[Change in prerequisite: Admission into the MBA Program]

Selected Topics in Business Management**BIOL 318 (3)**

[New Course]

Plants and Society

Introduction to the impact of aquatic and terrestrial plants on society, including vegetables and fruit, spices and herbs, beverage plants, herbal medicines, toxic-poisonous species, psychoactive plants, and other economically important

species from a variety of habitats. The role of humans in the development of these important plants and latest developments in biotechnology will be discussed.

BIOL 320 (3)

[New Course]

Anatomy and Physiology of the Speech and Hearing Mechanism

Explores the anatomy and physiology of speech and hearing including respiration, phonation, resonance, articulation and perception. An introduction to the central and peripheral nervous system also is provided. *Prerequisite: Completion of the Lower-Division General Education requirement in the life sciences (B2).*

BIOL 354 (4)

[Change in prerequisites: BIOL 210, 211, 215, and 215L]

Principles of Ecology**BIOL 370 (4)**

[Change in title and course description]

Plant Physiology

An examination of the physiological processes that contribute to plant growth and development, including the underlying molecular and genetic mechanisms. Areas covered include primary metabolism, water and nutrient relations, plant hormones, and plant biotechnology applications. *Three hours of lecture and three hours of laboratory. Recommended: BIOL 351. Prerequisites: BIOL 210 and 211.*

BIOL 377L (1)

[New Course]

Immunology Lab

As a complimentary course to Immunology (BIOL 377), this technique-oriented course will cover modern immunological assays and methodologies. Specific techniques covered in detail include hemagglutination, ELISAs, immunoprecipitation and Western blot assays. A section on animal handling, targeting animal research ethics, rodent handling and tissue dissection will be explored. Students will also be exposed to immunological database and algorithmic tools in a bioinformation unit. *Three hours of laboratory. Corequisite or Prerequisite: BIOL 377.*

BIOL 381 (3)

[New Course]

Plant Diversity

Introduction to the major taxonomic groupings of plants with emphasis on structure, function, adaptations, life histories, systematics, and evolution. Includes single cell to multicellular construction, water-to-land transition, structural adaptations, and trends in reproduction from cell division to simple sexual reproduction to well protected embryos and complex co-evolution of pollinators. *Three hours of lecture. Field trip outside of class may be required. Prerequisites: BIOL 210 and 211.*

BIOL 381L (1)

[New Course]

Plant Diversity Laboratory

Provides hands-on experience examining plants representing the diversity of plant life, including live cultures and specimens, microscopic materials, video clips, and preserved collections. Students will learn how to identify major groupings and representative genera by their distinguishing characteristics. Students will also learn a variety of microscopic and macroscopic techniques that will be useful in plant identification. *Three hours of laboratory. Field trip outside of class may be required. Corequisite: BIOL 381. Prerequisites: BIOL 210 and 211.*

BIOL 400 (3)

[Change in course number (formerly BIOL 378)]

Vertebrate Biology

May not be taken for credit by students who have received credit for BIOL 378.

BIOL 400L (1)

[Change in course number (formerly BIOL 378L)]

Vertebrate Biology Laboratory

May not be taken for credit by students who have received credit for BIOL 378L.

BIOL 503 (3)

[New Course]

Genomics and Proteomics

An introduction to whole genome and whole proteome analyses. Specific topics covered will include genome sequencing, microarrays, comparative genomics, large scale mutagenesis and gene silencing, and 2-D gel electrophoresis. Using the primary literature and current scientific reviews as guides, explores both the technologies that underlie genomics and proteomics and the impacts that current genomics and proteomics studies are having on our understanding of all biology, from agriculture to human disease. *May not be taken for credit by students who have received credit for BIOL 596G. Prerequisites: BIOL 351 and 352.*

BIOL 515 (3)

[New Course]

Medical Physiology

An advanced study of human physiology, particularly as it relates to disease. Examines physiological systems at the molecular, cellular and organ levels. Consists of lectures, student reviews of current articles from medical journals, group presentations, and class discussions designed as an in-depth examination of a particular disease, its causes and current treatments. Subjects will be organized around physiological systems and their defects. *May not be taken for credit by students who have received credit for BIOL 596A. Prerequisite: BIOL 353 or consent of instructor.*

BIOL 531 (3)

[New Course]

Biological Data Analysis I – Linear Models

A large fraction of common statistical analysis types in the biological sciences can be expressed as a linear model. Teaches students to use linear models to statistically analyze data, and emphasizes the conceptual unity of seemingly disparate analytical techniques. Specific analysis types will include: analysis of variance, analysis of covariance, linear regression, logistic regression, and log linear models. New advances in likelihood-based model selection will also be addressed. Additional subjects will be selected by students. *May not be taken for credit by students who have received credit for BIOL 596H. Prerequisite: Graduate standing, or completion of BIOL 215 and BIOL 215L, or equivalent.*

BIOL 532 (3)

[New Course]

Biological Data Analysis II – Multivariate Analysis

From molecular biology to ecosystem studies, technology is facilitating collection of large, multivariate biological data sets. Multivariate analyses seek to simplify, summarize, and test hypotheses about these complex data sets. Addresses major issues in multivariate analysis, and will introduce students to common analysis types and visualization approaches. Subjects covered will include: principal components analysis, discriminant analysis, canonical correlation, and redundancy analysis. Additional subjects will be selected by students based on their needs and interests. *May not be taken for credit by students who have received credit for BIOL 596H. Prerequisite: Graduate standing, or completion of BIOL 215 and BIOL 215L, or consent of instructor.*

BIOL 533 (4)

[New Course]

Geographic Information Systems Applications in Landscape Ecology

Explores how landscape structure and pattern affect ecological processes, at the individual, population, community, and ecosystem levels. Applications to land use planning and conservation biology will be covered. The primary enabling technologies for this new, rapidly growing discipline include remote sensing (such as satellite imagery) and geographic information systems (GIS), which will be covered during a weekly lab session. *May not be taken for credit by students who have received credit for BIOL 596J and 597C. Prerequisite: Graduate standing or BIOL 354, or consent of instructor.*

BRS 400 (3)

[Change in Prerequisites: GEOG 305/305S or LING 305, BRS 300, 301 and ID 340/340B.]

Comparative Border and Regional Studies

BRS 453 (3)

[New Course]

Border Water Conflicts

Explores conflicts over water in international border regions. Rivers and aquifers do not stop at international borders.

Many neighboring countries face complex issues co-managing boundary waters, and water becomes a contested resource. Studies political economic facets of transfrontier water issues to understand how water conflicts arise and are addressed. Cases may include U.S.-Mexico border; Jordan River Basin in the Middle East; Nile in Sudan, Ethiopia, and Egypt; Euphrates in Turkey, Syria, and Iraq; and others. *May not be taken by students who have received credit for ID 370P.*

CHEM 100M (1)

[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 a health-related field. Content is identical to CHEM 100L, except that CHEM 100M is delivered in high school classrooms. Corequisite or Prerequisite: CHEM 100. Prerequisite: Completion of the entry Level Mathematics (ELM) requirement or consent of instructor.*

CHEM 308 (3)

[New Course]

Environmental Chemistry

An introduction to the basic chemical processes in the environment. The subject matter will include environmentally related processes of both natural and human origin. Also included will be the chemistry relevant to air, water, and land-based pollution. All areas to be studied will utilize the ideas of chemical bonding, kinetics, and/or thermodynamics as a basis for understanding the environmental processes.

Prerequisites: CHEM 201 and 250.

CHEM 315 (3)

[New Course]

Science in Film and TV

Intended for the non-science major, the goal of this course is to introduce students to the fundamental concept in the physical and life sciences. Popular motion pictures, television programs and commercials, and video documentaries that contain scientific themes will be used to introduce relevant concepts, and will also serve as a common background from which students can expand their scientific understanding. *Also offered as PHYS 315. Students may not receive credit for both.*

COMM 451 (3)

[New Course]

Communicating Common Ground

Building learning through service to local communities, this course offers an opportunity for students to explore their own assumptions, values, questions, and beliefs regarding key issues in intercultural communication and social justice within a service learning framework. Students will critically analyze the interrelationships among communication, social justice, and community service through an examination of the principles and precepts of service learning and diversity training. In addition, students will learn theories and perform applications of needs assessment, training development, leadership, and evaluation. *May not be taken for credit by students who have received credit for COMM 450C. Prerequisite: COMM 330.*

COMM 495 (3)

[Change in number and unit value (formerly COMM 495A, 495B, 495C), description, and prerequisites]

Communication Internship

Provides students with opportunities to examine organizational, intercultural, mediated, and other modes of communication during routine work activities in private and public enterprises outside of the classroom setting. Students complete classroom and laboratory learning with that of the work world. Internships may be paid or unpaid. *May be repeated for credit for a total of six (6) units toward the COMM or MASS major in any combination from 495 and 499. Also offered as MASS 495. Students may not receive credit for both. Open only to Communication or Mass Media majors with Junior or Senior status (more than 60*

completed units). Corequisite: Internship placement. Prerequisites: Consent of instructor, COMM 100, and one of the following: 300, 330, 360, 390 or MASS 302, 303, 304 or 306.

CS 100 (1)

[Change in course description]

Computer Basics

Serves as an introduction to the potential of microcomputers, social, historical perspectives, word processing, spreadsheets, communications, operating systems, editors, and networking. *Students fulfill the Computer Competency Requirement by passing this course. May not be taken by students who have passed the Computer Competency Requirement exam. Graded Credit/No Credit. Credit may not be counted toward the computer science major.*

CS 331 (3)

[Change in prerequisites: PHYS 301 or equivalent; deleted corequisite]

Computer Architecture**CS 351 (3)**

[Change in prerequisites: CS 311 or equivalent and MATH 370 or equivalent]

Programming Languages**CS 421 (3)**

[Change in prerequisites: Prerequisites: CS 311, MATH 370. Prerequisite or Corequisite: CS 351]

Theory of Computing**CS 535 (3)**

[Change in course description and prerequisites]

Introduction to Computer Graphics

Introduces basic theory and programming in computer graphics. Includes graphics pipeline, rasterization, windowing and clipping, OpenGL programming, theory of domain transformations, mathematics of three-dimensional graphics involving rotation, scaling, translation and perspective projection, curve and surface modeling, lighting and shading, texture mapping, visibility algorithms, shading languages, and ray-tracing. *May not be taken for credit by students who have received credit for CS 435. Prerequisites: CS 311 and MATH 264 or 374.*

CS 551 (3)

[Change in prerequisite: CS 351.]

Prerequisite or Corequisite: CS 421]

Advanced Programming Languages**CS 572 (3)**

[New Course]

Artificial Intelligence and Games

A comprehensive study of artificial intelligence techniques and their application to computer games. Analysis of the algorithms that work on a character-by-character basis. Analysis and study of an artificial intelligence-based game model split into three components: strategy, decision-making, and movement.

Additionally, this course will provide the background for students interested in graphics applied to computer games development.

Prerequisite: CS 351 or equivalent.

CS 574 (3)

[Change in title, course description, and prerequisite]

Intelligent Information Retrieval

In-depth discussion of recent approaches in the field of the indexing, processing, retrieval, and ranking of textual data. Study of classic and current retrieval models, algorithms, and information retrieval system implementations.

Practical applications using existing information retrieval systems. Advanced topics will address "intelligent" IR, including Natural Language Processing techniques, "smart" Web agents, and cross-linguistic information retrieval.

Prerequisite: CS 311.

CS 577 (3)

[New Course]

Intelligent Tutoring Systems

Study of concepts and structures necessary to design and implement intelligent tutoring systems. Comparison with non-intelligent systems. Includes knowledge representation techniques for the pedagogical model, domain model, and student model. Interface issues will be discussed. A small tutoring system will be implemented. *Prerequisite: CS 421.*

CS 635 (3)

[New Course]

Advanced Computer Graphics

Covers advanced concepts and methods of three-dimensional computer graphics. Studies the recent developments in rendering, modeling, animation, and visualization. Provides students with sufficient background to write advanced computer graphics applications. *May not be taken for credit by students who have received credit for CS 697E. Prerequisite: CS 535 or CS 536.*

DNCE 201 (3)

[Add to course description: This course meets for four (4) hours per week.]

Contemporary Dance Technique I**DNCE 301 (3)**

[Change in course description]

Contemporary Dance Technique II

Focuses on continuing to develop and hone technical precision, dynamic variation, alignment, and performance. Includes guest artists, live performances, and research papers/projects. *This course meets for four (4) hours per week.*

DNCE 390 (3)

[Add to course description: This course meets for four (4) hours per week.]

Choreography Workshop**ECON 600 (4)**

[New Course]

Managerial Economics

Teaches students how to use microeconomic analysis to understand the economic environment in which a firm operates and how to make optimal decisions within the firm. Subjects may include: demand and supply analysis; production and cost theory; the impact of market setting; price discrimination; moral hazard and incentives; strategic interactions among firms using game theory; and transaction cost economics. *Prerequisite: This course is open only to students enrolled in the MBA program.*

EDAD 626A (2)

[Correction: Course in Catalog appears as one-unit. The course is for two-units.]

**Professional Field Studies
Advanced****EDEX 602 (3)**

[New Course]

School Communities in a Pluralistic Society

Focuses on the pluralistic nature of society reflected in the contemporary school. Participants will develop interdisciplinary leadership and organizational skills to support students with diverse communication and learning characteristics and examine current best practices and emerging promising practices in the inclusive delivery of educational services. Students will demonstrate knowledge about certification, specialty recognition, licensure and other relevant professional credentials.

EDMS 555B (3)

[New Course]

Elementary Multilingual Education

Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.*

EDMX 511 (3)

[New Course]

**Elementary Teaching and Learning
for Education Specialists I**

Provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; and the planning and delivery of meaningful lessons; utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. *Prerequisite: Admission to the Education Specialist Credential Program.*

EDMX 512 (3)

[New Course]

**Elementary Teaching and Learning
for Education Specialists II**

Provides opportunities to apply learning theories to educational practice; to develop universally designed lessons; and to utilize appropriate teaching strategies for differentiating and accommodating learning differences of students with disabilities and other learning challenges. Candidates are introduced to special education pre-referral and referral processes, and characteristics of students with disabilities. *Prerequisite: Admission to the Education Specialist Credential Program.*

EDMX 521 (3)

[New Course]

Elementary Literacy for Education Specialists

Focuses on developing Education Specialists' understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Prerequisite: Admission to the Education Specialist Credential Program.*

EDSL 350 (3)

[New Course]

Introduction to Speech and Language Services

Explores acquisition of speech and language skills in children and deviations from the normal patterns, including disorders of language, articulation, and voice; language differences in a multicultural society; and stuttering. Students will complete 25 hours of observation hours within a school setting. The role of the speech and language pathologist within the public schools also will be studied.

EDSL 641 (2)

[New Course]

Supervised Clinical Experience: Children/Adults

Development of competence in the diagnosis and treatment of a variety of communicative disorders in children and/or adults through supervised practice. Involves a minimum of 40 clock hours of supervised diagnosis and treatment including case history review, interview, test administration, data analysis, treatment plan design, oral and written report presentation, and treatment plan implementation. Experience may also include activities related to staffing, educational support, counseling, prevention of communicative disorders and the enhancement of speech, language, hearing and communicative effectiveness. *May be repeated for a total of four (4) units. Prerequisite and/or Corequisite: EDSL 652.*

EDSL 642 (4)

[New Course]

Supervised Clinical Experience: Children/Adults II

Development of competence in the diagnosis and treatment of a variety of communicative disorders in children and/or adults through supervised practice. Involves a minimum of 80 clock hours of supervised diagnosis and treatment including: case history review, interview, test administration, data analysis, treatment plan design, oral and written report presentation, and treatment plan implementation. Experience may also include activities related to staffing, educational support, counseling, prevention of communicative disorders and the enhancement of speech, language, hearing and communicative effectiveness. *May be repeated for a total of eight (8) units. Prerequisite and/or Corequisite: EDSL 652.*

EDSL 643 (2)

[New Course]

Supervised Clinical Experience: Children/Adults: Practicum in Audiology

Development of competence in the screening of hearing through supervised audiological practice. Students develop skills in the diagnosis, treatment and referral of individuals with hearing disorders through supervised practice. Practice includes a minimum of 35 hours in total – with a minimum of 15 in screening and 15 in habilitation/rehabilitation of individuals with hearing impairment. *Prerequisite: EDSL 682.*

EDSL 644 (6)

[New Course]

Supervised Clinical Experience: Student Teaching

Development of competence in the diagnosis and treatment of children with a variety of communicative disorders through supervised school-based practice. Includes a minimum of 120 clock hours of supervised practice in the diagnosis and treatment of communication disorders in children, including: case history intake, interview, test administration and interpretation, data analysis, lesson plan design, oral and written case presentation, and lesson plan/treatment implementation. Also includes activities related to staffing, consulting, education, prevention of communicative disorders and the enhancement of communicative effectiveness. *Prerequisite: EDSL 652.*

EDSL 651 (2)

[New Course]

Professional Seminar I

Students will develop an understanding of the clinical process, including: orientation to clinical terminology, reading files, looking at general disorder areas, understanding the overall communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, carryover, data collection, and preparing for first clinical experience.

EDSL 652 (1)

[New Course]

Professional Seminar II

Students will develop an understanding of diagnostic and treatment methodology used in clinical settings with a wide variety of populations and clinical profiles. Students will discuss clinical cases and problems in their clinical practicum, and will develop skills in reflective practice. *May be repeated for a total of three (3) units. Corequisites: EDSL 641 or 642 or 643. Prerequisite: EDSL 651.*

EDSL 661 (3)

[New Course]

Disorders of Articulation and Phonology

Exploration of articulation and phonological disorders, resulting from a variety of etiologies. Introduction to evaluation tools, interpretation of results and intervention methods. Includes theories of phonological development.

EDSL 662 (2)

[New Course]

Fluency Disorders

Exploration of the nature of fluency disorders across the lifespan. Introduction to evaluation tools, interpretation of results and intervention techniques. Exposure to current theories of the development of fluency disorders.

EDSL 663 (2)

[New Course]

Voice Disorders

Exploration of the nature of voice disorders across the lifespan, including symptomatology, development, and etiology. Introduction to evaluation tools, interpretation of results and intervention techniques. Introduction to instrumentation used in the evaluation of voice disorders.

EDSL 664 (3)

[New Course]

Motor Speech Disorders

Exploration of the nature of motor speech disorders in children and adults, including symptomatology and etiology. Introduction to evaluation tools, interpretation of results and intervention techniques. Includes current theories on the nature of these disorders and their treatment.

Prerequisite: EDSL 691.

EDSL 671 (3)

[New Course]

Language Disorders in Infants and Preschool Children

Exploration of disorders of language in infancy and preschool-age children. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models on the nature of developmental language disorders.

EDSL 672 (3)

[New Course]

Language Disorders in School-Aged Children and Adolescents

Exploration of disorders of language in school-age children and adolescents. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models on the nature of language disorders in this population.

EDSL 673 (4)

[New Course]

Language and Cognitive Disorders in Adults

Exploration of acquired language and cognitive disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models on the nature of language breakdown.

Prerequisite: EDSL 691.

EDSL 681 (3)

[New Course]

Hearing Disorders

Exploration of the nature of hearing disorders across the lifespan, with a particular focus on developmental hearing disorders. Includes methods of hearing assessment. Students explore the educational and psychological impact of hearing loss facing children.

EDSL 682 (3)

[New Course]

Aural Rehabilitation

Exploration of intervention methods used to work with individuals with hearing loss. Students study assistive listening devices and acquire insight into the deaf community. Students demonstrate skills in data collection, lesson plan design and implementation, and oral and written report presentations.

Prerequisite: EDSL 681.

EDSL 691 (3)

[New Course]

Neuroscience for the Speech-Language Pathologist

Exploration of neural development across the lifespan, and study of brain-behavioral correlations for speech, language, hearing and cognitive functions. Discussion of the implications for assessment and treatment in clinical practice. Exposure to current theories on brain development and functioning in typically developing individuals and those with neural injury or developmental abnormalities.

EDSL 692 (2)

[New Course]

Dysphagia

Normal and disordered phases, anatomy and physiology of swallowing. Students will explore assessment techniques for dysphagia and understand how to distinguish problems in the different phases of swallowing. Students will discuss treatment techniques and advantages and disadvantages of each of the treatment techniques. *Prerequisite:* EDSL 691.

EDSL 693 (4)

[New Course]

Seminar in Counseling in Communicative Disorders

Exploration of the theoretical rationale for counseling/coaching individuals and families who have communicative disorders. Students participate in exercises and training to develop specific techniques for working with individuals across the lifespan with communicative disorders, and their family members and caregivers.

EDST 635 (3)

[New Course]

Hardware Operations and Functions to Support Teaching and Learning

Prepares educators to use computer and software resources and settings to support student needs. Includes universal access issues, tools and important copyright law. *May not be taken for credit by students who have received credit for EDST E633B.*

EDST 636 (3)

[New Course]

Software and Web Site Evaluation and Tools

Prepares educators to critically examine education-specific software for classroom use and to evaluate educational web sites. Includes development of a teacher web page, use of online survey tools and blogs. *May not be taken for credit by students who have received credit for EDST E633C.*

EDST 637 (3)

[New Course]

Instructional Technology Planning and Management

Prepares educators to plan, manage and access technology infused classroom environments. Includes the development and piloting a technology-rich instructional unit utilizing technology, and the use of rubrics for assessment. *May not be taken for credit by students who have received credit for EDST E633D.*

EDUC 350B (3)

[Change in prerequisite: Application to the Integrated Credential Program and consent of Program Coordinator]

Foundations of Teaching as a Profession**EDUC 364B (3)**

[Change in prerequisite: Application to the Integrated Credential Program and consent of Program Coordinator]

The Role of Cultural Diversity in Schooling

EDUC 698 (3)

[Change in title and course description]

Master's Culminating Experience Seminar

Students engage in the planning, preparation, and completion of their culminating experience, which may take the form of a research thesis, a curricular project within a schooling context – including the National Board Certification Teacher (NBCT) process, or a comprehensive examination. *Note: Students must continually enroll in this course until successful completion of the culminating experience. Prerequisites: Successful completion of the master's option coursework and advancement to candidacy. Graded Credit/No Credit.*

GBM 426 (2)

[Change in title]

Leadership in a Global Context**GEL 010A (1)**

[New Course]

Quantitative Skills and College Success Laboratory

A mathematics laboratory for students who practice and apply learning and study skills from GEL 110. Intended for students who have not yet met the University Entry Level Mathematics (ELM) requirement. Individualized instruction covers mathematical concepts and skills comparable to the scope of the ELM exam. Prepares students to retake the ELM exam and to succeed in their next mathematics/quantitative reasoning course. *Offered during Summer session for incoming first-year students. Corequisite: GEL 110. Prerequisite: Freshman standing and consent of instructor. Students who have satisfied the ELM requirement should register for GEL 010B instead of this course*

GEL 010B (1)

[New Course]

Quantitative Skills and College Success Laboratory

A mathematics laboratory for students who practice and apply learning and study skills from GEL 110. Intended for students who have met the University Entry Level Mathematics (ELM) requirement but who desire a mathematical refresher before taking University-level mathematics courses. Individualized instruction covers mathematical concepts and skills comparable to college algebra or pre-calculus depending on the interest of the particular student. *Offered in Summer session for incoming first-year students. Corequisite: GEL 110. Prerequisite: Freshman standing, completion of the ELM requirement, and consent of instructor. Students who have not satisfied the ELM requirement should register for GEL 010A instead of this course.*

GEL 110 (3)

[New Course]

Quantitative Skills and College Success

Fundamental college success skills including study skills, test taking strategies, information literacy, academic and career planning will be covered with an emphasis on the development of quantitative skills necessary for successful completion of the lower-division curriculum in mathematics. *Course offered in Summer session for incoming first-year students. May not be taken for credit by students who received credit for GEL 101 or GEL 120. Corequisite: GEL 010A or GEL 010B. Prerequisite: Freshman standing and consent of First Year Program Director.*

GEL 120 (4)

[New Course]

Writing and Reading for College Success

Through selected material from the humanities, natural sciences and social sciences, students learn how various disciplines examine similar topics. The intent is to illustrate how disciplines interact to create knowledge and to prepare students for the wide array of reading and writing styles that will be required of them as they fulfill lower-division college success skills, information literacy, academic and career planning are also covered. *Prerequisite: Freshman standing or consent of instructor.*

GBST 100 (3)

[New Course]

Introduction to Global Studies

Interdisciplinary examination of social, economic, and political change in a global context. Understanding of world views, cultural contexts, and key international institutions as well as the development of skills necessary to live and work in a cross-cultural setting will be stressed. Strong emphasis on learning the techniques necessary to access and analyze varied sources of information about globalization.

GBST 300 (3)

[New Course]

Global Economics, Politics, and Society

Interdisciplinary survey of global issues including development, globalization, democratization, religion, culture, and the environment. Strong emphasis on the nexus between local and global processes, the roles played by nations and non-governmental organizations in global affairs, and the interaction between economics, politics, and culture in the international system.

HIST 340 (3)

[New Course]

Environmental History of the United States

Considers the complex relationship between humans and the natural environment in the United States. Specific subjects include: the Native American interaction with the environment, nature's influence on European colonization, the role of natural resources in America's national development, the human attempt to control nature in the industrial era, the emergence of conservation and preservationist movements at the end of the nineteenth century, and the development of current environmental issues and concerns over the course of the twentieth century. *May not be taken by students who have received credit for HIST 300R.*

HIST 361 (3)

[New Course]

Modern East Asia

Examines the history of East Asia since 1600 and focuses on major social, cultural and political developments in the region. Particular attention will be paid to themes related to tradition/modernity, reform/revolution, and nationalism/colonialism. *May not be taken by students who have received credit for HIST 300Q.*



HIST 387 (3)

[New Course]

History of the United Nations

Focuses on the creation and development of the United Nations as an international actor since 1945. Includes: UN as successor to League of Nations; creation of UN and UN system; development of UN missions (e.g., peacekeeping, human rights); the international Cold War; international politics of de-colonization and the Non-Aligned movement. Provides a critical examination of analysis of the claims and behavior of the UN over time.

HIST 501 (3)

[New Course]

Historical Perspectives on Media

Explores the history of media communication and popular culture as well as the relationship between the change in media over time and the messages that they convey. Advanced undergraduates interested in taking this course must consult the instructor.

HIST 502 (3)

[New Course]

History and Applied Media Technology

Introduction to various techniques in applying media technology to present historical research and interpretation. May include, but is not limited to, online instructional techniques, web-based archival preservation or museum presentations, multimedia presentations of historical findings, and video presentations of historical topics. Advanced undergraduates interested in taking this course should consult the instructor.

HIST 510 (3)

[New Course]

Experiential Learning in Public History

Introduction to the field of public history, combining graduate level training in the theory and methods of public history with a minimum of 30 hours of an internship in a field placement. This course will consider issues in archival techniques, museum exhibition, oral history, historical preservation, and local history. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for a total of six (6) units.*

HIST 512 (3)

[New Course]

Teaching History: Theory and Practice

Introduction to the issues and techniques involved in the effective teaching of history at all levels. The course will cover the historical context of history teaching; major themes in world and U.S. history; and methods that teachers can use to involve students in actively learning about the past. Special emphasis will be placed on the use of technology in the classroom. *Advanced undergraduates interested in taking this course should consult the instructor.*

HIST 513A (1) 513B (2) 513C (3)

[New Course]

History Teaching Practicum

Practical applications of teaching history in the college or university classroom for graduate teaching assistants.

Prerequisite: Consent of instructor.

HIST 518 (3)

[New Course]

Advanced Seminar in Ancient History

Exploration of primary and secondary sources and advanced research on a topic in Ancient History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 528 (3)

[New Course]

Advanced Seminar in European History

Exploration of primary and secondary sources and advanced research in the historical literature of a topic in European History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 538 (3)

[New Course]

Advanced Seminar in United States History

Exploration of primary and secondary sources and advanced research on a topic in United States History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 558 (3)

[New Course]

Advanced Seminar in Latin American History

Exploration of primary and secondary sources and advanced research on a topic in Latin American History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 568 (3)

[New Course]

Advanced Seminar in Asian History

Exploration of primary and secondary sources and advanced research on a topic in Asian History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 578 (3)

[New Course]

Advanced Seminar in African History

Examination of the dominant historiographical themes and issues and advanced research on a topic in African history. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 588 (3)

[New Course]

Advanced Seminar in Middle Eastern History

Exploration of primary and secondary sources and advanced research on a topic in Middle Eastern History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 591 (3)

[New Course]

Advanced Seminar in World History

Exploration of primary and secondary sources and advanced research on a topic in World History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 592 (3)

[New Course]

Advanced Seminar in International History

Exploration of primary and secondary sources and advanced research on a topic in International History. Advanced undergraduates interested in taking this course should consult the instructor. *May be repeated for credit for a total of twelve (12) units as topics change.*

HIST 601 (3)

[New Course]

The Philosophy and Practice of History

Exploration of the nature of historical inquiry, historiography, particularly an overview of the different genres of history, and methods of research used in advanced historical writing. Students will be introduced to core philosophical debates about the historical method and texts that exemplify different types of historical writing.

HIST 620 (3)

[New Course]

Directed Thesis Research, Writing, and Media Presentation

Faculty supervision of the research and writing of the thesis project and/or development of the media presentation of research findings. *May be repeated for credit for a total of six (6) units. Graded Credit/No Credit.*

HIST 621A (1) 621B (2) 621C (3)

[New Course]

Thesis Research, Writing, and Media Presentation Continuation

Continuation of faculty supervision of the research and writing of the thesis project and/or development of the media presentation of research findings. *May be repeated, but credit will not be applied toward the Master of Arts in History degree. Graded Credit/No Credit.*

HIST 699A (1) 699B (2) 699C (3)

[New Course]

Independent Study in Advanced Historical Issues

Intensive independent study of advanced historical issues based on secondary and/or primary sources. *May be repeated, but only six (6) units may be applied toward the Master of Arts in History degree.*

ID 406 (3)

[Change in course number (formerly ID 306)]

Dilemmas of Modern Mexico

May not be taken for credit by students who received credit for ID 306.

KINE 101 (1)

[Change in course title and description]

Step Aerobics

Aerobics fitness through step aerobics. *May be repeated for a total of eight (8) units. Graded Credit/No Credit.*

KINE 107 (1)

[Change in Grading Method: Graded Credit/No Credit]

Tae Kwon Do**KINE 110 (1)**

[Change in Grading Method: Graded Credit/No Credit]

Yoga**KINE 200 (1)**

[New Course]

First Aid and Safety

Acquaints the individual with emergency first aid procedures. Included in the subject matter will be wounds, splinting, burns, rescue breathing, diabetes, epilepsy, heart failure, stroke and environmental emergencies. Each student will have the opportunity to acquire his/her certification in Community First Aid and Safety. *This course is taught by a certified American Red Cross instructor.*

KINE 201 (1)

[New Course]

CPR and AED

The Basic Life Support (BLS) for Healthcare Providers course covers core material such as adult and pediatric CPR (including two-rescue scenarios and use of the bag mask), foreign-body airway obstruction, and automated external defibrillation (AED). At the completion of this course, students will have the opportunity to become certified in BLS under the guidelines set forth by the American Heart Association. *Course may be repeated once in order to maintain certification.*

KINE 204 (3)

[Change in unit value]

Techniques and Analysis of Fitness and Weight Training**KINE 300 (3)**

[Add prerequisites: BIOL 175, 176, and completion of Basic Math (B4) requirement]

Biomechanics of Human Movement**KINE 301 (3)**

[Add prerequisites: BIOL 175, 176, KINE 202]

Motor Control and Learning**KINE 302 (3)**

[Add prerequisites: BIOL 176, 176]

Sports Medicine**KINE 304 (3)**

[Add prerequisites: KINE 202 or consent of instructor]

Adapted Physical Education**KINE 305 (3)**

[Add prerequisites: BIOL 175, 176, KINE 202, 204]

Applied Kinesiology**KINE 326 (4)**

[Added prerequisite: BIOL 175, 176]

Introductory Exercise Physiology**KINE 400 (3)**

[Add prerequisites: KINE 202, 304, and junior standing (>60 units)]

Movement Theory and Practice of Elementary Physical Education for Children**KINE 401 (3)**

[Add prerequisites: KINE 202, 304, and junior standing (>60 units)]

Principles, Organization and Management of Secondary School Physical Education**KINE 402 (3)**

[Add prerequisites: KINE 202, 304, and junior standing (>60 units)]

Applied Theory of Teaching Team, Individual, and Dual Sports**KINE 403 (3)**

[Add prerequisites: KINE 204 and completion of Basic Math (B4) requirement]

Measurement and Evaluation in Kinesiology**KINE 406 (3)**

[New Course]

Stress Testing and Exercise Prescription

Practical and theoretical knowledge surrounding the various modes and protocols used in graded exercise testing, muscular strength/fitness testing, and exercise prescription based on test results in healthy and diseased populations. Includes an in-depth examination of electrocardiography and a brief introduction to pharmacology. *Prerequisite: KINE 326 with a grade of C (2.0) or better.*

KINE 426 (3)

[Add prerequisites: KINE 204, 326]

Exercise Physiology for Special Populations**LING 305**

[Change in course title]

Languages in Contact**LING 331 (3)**

[New Course]

Survey of Native American Languages

Includes Native American language families, the geographical locations of Tribal people at the time of European contact, and the current locations of their descendents. It introduces the basics of linguistic structure of languages representing many of these families using language phenomena such as counting systems, non-verbal and written communication systems, songs and culture tales. Current social situations that have led to the endangerment of the majority of indigenous languages in the world will also be discussed.

LING 361 (3)

[New Course]

Introduction to Morphology

Morphology is the study of the meaningful pieces that make up words. Introduces students to the major morphological typologies of the world's languages through analysis of data sets from different languages that represent those typologies. Students will discover how morphological systems work through examination of data from languages as diverse in their structure as Chinese, Navajo, and Russian. *Prerequisites: LING 300 or 305 or GRMN 331 or SPAN 331.*

LING 391 (3)

[New Course]

Phonetics and Phonology

Introduction to the phonetic properties of speech sounds and their organization into sound systems. Practice in recognizing, transcribing, and describing sounds. Basic principles and methods of phonological analysis and theory. *Prerequisites: LING 300 or 305 or GRMN 331 or SPAN 331.*

LING 499 (3)

[New Course]

Supervised Independent Study

Addresses a special interest not covered in a regular course or provides an opportunity to explore in greater depth a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units. Prerequisite: Consent of Instructor.*

LTWR 303C (3)

[Addition to Course Series]

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

C. California Stories

LTWR 503C (3)

[New Course]

Literary Period or Movement

Advanced, historically oriented study of a literary period such as the Renaissance, or a movement such as Post Modernism. A. Renaissance to Romanticism
B. Postmodern Narrative Identity
C. Marxism and Literature

LTWR 504B (3)

[Addition to Course Series]

Advanced Author Studies

Advanced critical studies of a major author or authors. Special attention will be given to the cultural production of the text(s) as well as the historical reception of the author. *Prerequisite: LTWR 300A or 300B; graduate students exempt from this prerequisite. The content of each course is reflected by its subtitle. Together with LTWR 604, may be repeated as issues/themes change; up to nine (9) units may be applied to graduation requirements, but only six (6)*

may be applied toward major requirements or the Master's degree in Literature and Writing Studies.

A. Collin/Victorian Novel

B. Johnson and Boswell

LTWR 513 (3)

[New Course]

Studies in Contemporary Literature

Focuses on literature produced within the last 20-25 years, including fiction, poetry, drama, and mixed genre work. Explores narrative, poetic, and dramatic structures (both conventional and non-conventional) and the relationship between literary conventions and cultural context. Course assignments can be creative, analytical or some combination of both. Specific geographical focus varies, but in some semesters, the course will emphasize world or non-western literature. Students may also be required to attend several public literary readings. *Open to graduates and advanced undergraduates. Together with LTWR 502A, may be repeated as issues/themes change for a total of six (6) units. Prerequisite(s): Undergraduate students need to have completed their 6 hours of courses in Preparation for the Major and also to have taken either 308B or 309B. There are no prerequisites for graduate students.*

MKTG 483 (3)

[Title printed incorrectly in catalog]

Selected Topics in Marketing**MKTG 484 (4)**

[Title printed incorrectly in catalog]

Selected Topics in Marketing**MKTG 485 (4)**

[Title printed incorrectly in catalog]

Selected Topics in Marketing**MKTG 498 (1-4)**

[Title printed incorrectly in catalog]

Independent Study in Marketing**MASS 302 (3)**

[Change in course title and description]

Media Production and Context

Introduction to the critical study of media representation and digital video production. Students learn critical media literacy aimed at analyzing mainstream representations of Otherness while exploring the concepts of voice, style and structure using alternative productions that challenge dominant images.

Students make short media productions in which they turn the critical lens on the Other-izers by occupying and interrogating producer, subject and audience positions. Students explore content around identity by creating analytical media memoirs about aspects of their personal history. (MUE, MOS, MMP)

MASS 304 (3)

[Change in course title and description]

Global Media

An exploration of "globalization" as an historical – as well as a contested – process, and of cultural, social, technological economic political processes at work in "mass media globalization". Case studies link discussions of specific forms (i.e., music, radio, video, journalism, internet/web cell phones, broadcast satellites, and points of origin) to old and new audiences. These case studies are contextualized in a consideration of specific communication processes associated with trade, war, community development, policy making and reform, and privatization/deregulation. (MUE, MOS, MMP)

MASS 306 (3)

[Change in course description]

Media Distribution: National and International

Examines the distribution of media products, and focuses on identifying and critiquing distribution patterns, structures, practices, and the institutions that offer mediated experience. Highlights two parallel trends in the context of technological advances and convergences: consolidation of mass media industries, and the simultaneous empowerment of independent and guerilla distribution. Students will be able to examine and work within a number of distributor models and strategies including grassroots/community media, self-publishing, viral marketing, festivals, trade shows, pod and web casting, and learn about the communication processes used to create distribution networks. (MUE, MOS, MPP)

MASS 424 (3)

[Change in course title]

Media Genres

MASS 456 (3)

[Change in course title and description]

Media Critique

Critical analysis of a variety of modes of production and explores alternative options. Devoting considerable critical attention to the relationship between production practices and the texts which result from them, students will hone their technical, aesthetic, and media literacy skills by producing one media project. The instruction will be conceptually based and reflects on media styles as well as offering students the opportunity to critique each other's work. *Prerequisite: MASS 302 or consent of instructor.* (MMP)

MASS 457 (3)

[Change in course title]

Video Studio Production

MASS 460 (3)

[Wrong title and course description printed in the catalog]

Topics in Media Uses and Effects

Focused study on a specific aspect of media uses and effects. *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. Topics vary by semester.* (MUE)

MASS 495 (3)

[Change in number (formerly MASS 495A, 495B, 495C), description, and prerequisites]

Communication Internship

Provides students with opportunities to examine organizational, intercultural, mediated, and other modes of communication during routine work activities in private and public enterprises outside of the classroom setting. Students complete classroom and laboratory learning with that of the work world. Internships may be paid or unpaid. *May be repeated for credit for a total of six (6) units toward the COMM or MASS major in any combination from 495 and 499. Also offered as COMM 495. Students may not receive credit for both. Open only to Communication or Mass Media majors with Junior or Senior status (more than 60 completed units). Corequisite: Internship placement. Prerequisites: Consent of instructor, COMM 100, and one of the following: 300, 330, 360, 390 or MASS 302, 303, 304 or 306.*

MATH 242 (3)

[Change in title, description, and prerequisites]

Introduction to Statistics

Types of data, measures of central tendency and variation, visualizing data, counting principles, standard random variables, probability, conditional probability, standard discrete probability distributions, normal probability distribution, tests for normality, sampling distribution, central limit theorem, hypothesis tests for means and proportions, correlation and regression. *May include computer software such as Excel, Minitab, or courseware. Credit may not be counted toward the mathematical sciences major. Prerequisite: MATH 115.*

MATH 270 (3)

[New Course]

Basic Discrete Mathematics

Exposure to fundamental discrete mathematical skills and knowledge: basic logic and applications in computer science, methods of proof, functions, relations, sets, basic counting techniques, graphs, trees, applications in computer science. *Prerequisite: MATH 160 with a grade of C (2.0) or better.*

MATH 311B (3)

[New Course]

Mathematics for K-8 Teachers III: Algebra, Probability, Statistics, and Data Analysis

Designed to reinforce mathematical concepts for those teaching grades K-8. Emphasis on linear and quadratic equations and inequalities; collection, organization, and representation of data; inferences, predictions, and arguments based on data; basic notions of chance and probability; appropriate use of technology; historical perspectives. *Credit may not be counted toward the mathematics major. May not be taken for credit by students who have received credit for MATH 311. Corequisite: EDMS 512B, EDMS 522B, EDMS 543B. Prerequisites: MATH 212 with a grade of C or better and participation in the Integrated Credential Program.*

MATH 314 (1)

[New Course]

Workshop for Future Mathematics Educators

Provides a discussion forum for students pursuing the Mathematics Single-Subject CSET Waiver Program, while co-enrolled in EDUC 350, Foundations of Teaching as a Profession. Discussions focus on various mathematical subject matters typically presented in secondary-level classrooms which students visit and observe in EDUC 350. Students link their observations from the field experience to their own study of relevant mathematical skills and knowledge.

Credit may not be counted towards the mathematics major. Corequisite: EDUC 350. Prerequisite: MATH 162 with a grade of C or better.

MATH 346 (3)

[New Course]

Mathematical Methods for Physics

Survey of mathematical methods applicable to physics. Includes series, complex analysis, ordinary and partial differential equations, and special functions and transforms. *Recommended: MATH 260. Prerequisite: MATH 162.*

MATH 538 (3)

[Change in prerequisites]

Applicable Analysis

Prerequisites: MATH 362, 374 and 430, or consent of instructor

MATH 699 (3)

[Change in course description and prerequisites]

Thesis

Preparation of a thesis for the master's degree. *Graded Credit/No Credit. Students may enroll in only one section per semester. Prerequisite: Approval of the graduate coordinator.*

MUSC 130 (3)

[New Course]

Beginning Piano

An introduction to piano performance. Students will learn to read, write, and perform piano music of progressive difficulty. Emphasis on basic music theory, different levels of piano technique, scales, chord-building and sight-reading skills. *May not be taken by students who have received credit for VPA 380M.*

MUSC 140 (3)

[New Course]

Beginning Guitar

An introduction to guitar performance. Students will learn to read, write, and perform guitar music of progressive difficulty. Emphasis on basic music theory, different levels of guitar technique, scales, chord-building and sight-reading skills. *May not be taken by students who have received credit for VPA 380L.*

MUSC 325 (3)

[New Course]

History of Rock Music

An exploration of the history of rock music from its origins in early jazz, blues and country to the present. Course will not be strictly chronological but rather an investigation of various rock genres (primarily from the U.S. and Great Britain), their forms and elements, their development, and their placement in history. Includes discussion of the elements of musical language and basic music analysis. Music is studied in the social and political context in which it was created.

NATV 480 (3)

[New Course]

Local Archaeological Practice

Students perform archaeological research relating to local cultural resource management (CRM) and documentation. Students engage with professional archaeologists and Native American communities to learn site research methods and identification and documentation of material culture. Primary goals of this class include providing students with a general understanding of CRM and the legislation that drives CRM; exposing students to archaeological practice in a CRM context, and exposing students to various cultural viewpoints regarding recovered archaeology. *Also offered as ANTH 480. Students may not receive credit for both. Service Learning course. Prerequisite: ANTH 200*

NATV 481 (3)

[New Course]

Native American Archaeological Monitoring

Students work with local Native American bands concerning cultural preservation and the monitoring of archaeological sites threatened by development. Students examine traditional land use management and

the traditional knowledge associated with specific sites. Students learn site research methods, identification and documentation of material culture, interpretation of federal, state, county, city, and private documents including Environmental Impact Reports, California Environmental Quality Act, land use legislation, and assessment of cultural significance. Covers preservation options, ethics, and specific case studies. *Also offered as ANTH 481. Students may not receive credit for both. Service Learning course. Prerequisite: ANTH 200.*

PHYS 101 (4)

[Reactivated Course]

Introduction to Physics I

An overview of the principles of mechanics, thermodynamics and waves. The areas covered include: observation and measurement, kinematics, dynamics, work and energy, impulse, and momentum, fluids, heat and temperature, oscillations, and waves in mechanical media. *Three hours of lecture and three hours of laboratory. Prerequisites: Two years of high school algebra or equivalent, trigonometry, and completion of the Entry-Level Mathematics (ELM) requirement.*

PHYS 102 (4)

[New Course]

Introduction to Physics II

An overview of the principles of electricity and magnetism, light and optics, and modern physics. The areas covered include: electric charge, electric fields, electric potential, DC circuits, magnetism, magnetic fields, geometrical and physical optics, and atomic and nuclear physics. *Three hours of lecture and three hours of laboratory. Prerequisite: PHYS 101.*

PHYS 210 (1)

[New Course]

Problem Solving in Physics

Problem solving sessions focused on interpreting physical situations and applying physics concepts to solve problems. Students will practice using graphical and mathematical representations, planning and carrying out solutions, and assessing answers. Participation in these sessions can improve student performance in traditionally difficult courses. *Strongly recommended for all students enrolled in lower-division physics courses. Corequisite: Enrollment in the appropriate lower-division Physics course. The content of each course is reflected by its sub-title. May be repeated as course number (below) changes for a maximum of three (3) units.*

- A. Problem solving for PHYS 201
- B. Problem solving for PHYS 202
- C. Problem solving for PHYS 203
- D. Problem solving for PHYS 205
- E. Problem solving for PHYS 206

PHYS 280 (3)

[New Course]

Introduction to Electronics

Introduction to the design and measurement techniques of modern electronics. Includes AC circuit theory, passive filters, semiconductor diodes, transistors, operational amplifiers, including active filters, and a general introduction to digital circuits. The activities provide students with an opportunity for hands-on experience with a wide range of electronic circuits. *Two hours of lecture and two hours of activity. Recommended completion or concurrent enrollment: PHYS 203. Prerequisite: PHYS 202.*

PHYS 306 (3)

[New Course]

Introduction to Physics Education Research

An introduction to research in physics education and research-based physics teaching. Subjects include how people learn and understand physics concepts and the nature of science. Additional subjects will include research-based curricula, pedagogical approaches, and challenges associated with implementing novel teaching methods. Useful for students interested in teaching and learning physical sciences. *Prerequisites: PHYS 203 or consent of instructor.*

PHYS 315 (3)

[New Course]

Science in Film and TV

Intended for the non-science major, the goal of this course is to introduce students to the fundamental concept in the physical and life sciences. Popular motion pictures, television programs and commercials, and video documentaries that contain scientific themes will be used to introduce relevant concepts, and will also serve as a common background from which students can expand their scientific understanding. *Also offered as CHEM 315. Students may not receive credit for both.*

PHYS 320 (3)

[New Course]

Classical Mechanics

Classical mechanics and associated mathematical and numerical techniques: Principles of Newtonian mechanics, an introduction to Hamiltonian and Lagrangian Dynamics. Applications to central force problems and small vibrations, and other selected topics in mechanics, including applications in engineering and biological systems. *Prerequisite: PHYS 203.*

PHYS 321 (3)

[Reactivated Course]

Electromagnetism

Introduction to the applications of Maxwell's Equations and the propagation of EM waves in relation to matter. Subjects to be covered include: dielectrics, conductors, plasmas, and wave guides, and selected topics in EM wave radiation, propagation, absorption, transmission, and diffraction. *Prerequisites: PHYS 202, 203, and MATH 162 and 260.*

PHYS 323 (3)

[Change in title, course description, and prerequisite]

Quantum Physics

A survey of quanta based physical theories, their experimental foundations and applications: quantum physics of atoms, molecules, nuclei and electrons; introduction to condensed matter physics. *Recommended: MATH 346. Prerequisite: PHYS 203.*

PHYS 324 (3)

[New Course]

Statistical Mechanics and Thermodynamics

Covers the laws of thermodynamics with applications to ideal and non-ideal systems. Includes elementary kinetic theory of gases, entropy, classical and quantum statistical mechanics. Other topics covered may include magnetism and low-temperature physics. *Prerequisite: PHYS 203.*

PHYS 380 (2)

[New Course]

Applied Laboratory Techniques

Experimental work including an introduction to the equipment and techniques used in mechanics, electromagnetism, optics, electronics, quantum physics, nuclear physics, biophysics, medical physics, and/or geophysics. An emphasis will be placed on experimental design and data analysis. *Six hours of laboratory. Prerequisite: PHYS 203.*

PHYS 421 (3)

[New Course]

Applied Electromagnetic Waves and Optics

Includes radiation and propagation of electromagnetic waves, ray optics, physical optics, optical devices, laser optics, holography, and optics of vision. *Prerequisites: PHYS 321, MATH 162, MATH 346.*

PHYS 422 (3)

[Change in course number (formerly PHYS 322), title, description, and prerequisites]

Applied Solid State Physics

Selected topics in solid-state physics. Includes crystal structure, thermal, electrical, and magnetic properties of solids, elementary band theory, semiconductors, and solid-state devices. *May not be taken for credit by students who have received credit for PHYS 322. Prerequisites: PHYS 203, and an upper-division non-GE mathematics course.*

PHYS 423 (3)

[New Course]

Quantum Mechanics

A study of the concepts and theories of nonrelativistic quantum mechanics. Includes the Schrodinger equation, operators, angular momentum, the hydrogen atom, and applications to simple quantum mechanical systems. *Prerequisites: PHYS 323, MATH 346.*

PHYS 480 (2)

[New Course]

Advanced Applied Physics Laboratory

Experimental work including in-depth experimentation in mechanics, electromagnetism, optics, electronics, quantum physics, computational physics, biophysics, medical physics, and/or geophysics. An emphasis will be placed on experimental design and data analysis. *Six hours of laboratory. Prerequisites: PHYS 203, 280.*

PSCI 301 (3)

[Change in course description]

The Practice of Political Research

Introduction to methods of inquiry and analysis in political research. A variety of qualitative and quantitative approaches will be explored, including case studies, field research, archival studies, elite interviewing, surveys, and experimentation. *Prerequisites: Declared major in Political Science, or consent of instructor.*

PSCI 336 (3)

[Reactivated Course]

Russian Politics

Analysis of the transition to post-Soviet political institutions in Russia and the other Soviet successor states. Influence of nationalism, economics, and western values on emerging structures and policies. *(CP)*

PSCI 339 (3)

[Change in title and course description]

Introduction to the Politics of the Arab World

Introduction to the politics and societies of the Middle East and North Africa with emphases on dispelling common misconceptions about the Arab and Islamic world, the impact of European colonialism, and detailed analysis of the government and politics of particular Arab countries.

PSCI 340 (3)

[Reactivated Course]

Asian Politics

Focus on China, Japan, Korea, and the ASEAN states. Political behavior, ideas, and institutions of East Asia. Role of competing ideologies and systems of behavior, interaction of domestic and foreign policies. (CP)

PSCI 356 (3)

[Reactivated Course]

Russia and the World

Analysis of the changes in international politics resulting from the breakup of the Soviet Union and the emergence of the Commonwealth of Independent States. Focuses on changes from Soviet period, relations among former republics, and impact on international security. (INP)

PSCI 359 (3)

[New Course]

The United States and the Arab World

Historical analysis of relations between the United States and various Arab countries with particular emphases on the geo-strategic politics of oil, the United States' response to the increasing role of religion in the politics of the Middle East and North Africa, and the regional impact of Great Power rivalries like those between Britain and France, and the United States and the Soviet Union. *Recommended: PSCI 339 or HIST 385. Prerequisite: PSCI 350.*

PSCI 405 (3)

[Reactivated Course]

Clash of Interests: Groups in U.S. Politics

Interest group organization, methods, funding, and influence in U.S. politics. Considers effect of interest groups, especially PACs, on democratic government. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 410 (3)

[Reactivated Course]

Congress and the Legislative Process

The legislative process in U.S. Congress and state legislatures. Analysis of law making, representation, behavior of individual legislators. Considers relationships between legislatures and other branches of government. *Prerequisite: PSCI 100 or equivalent. (USGP)*

PSCI 439 (3)

[New Course]

Special Topics in Middle East Politics

Analysis of selected contemporary issues affecting the processes of political and economic development in the Middle East, including similarities and differences in the experiences of various Middle Eastern states. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for a listing of actual topics. Prerequisite: PSCI 33, or HIST 385, or consent of instructor.*

PSCI 462 (3)

[New Course]

Resource Wars

Provides comprehensive exposure to international debates/conflicts arising from global environmental decline and competition for scarce and vital resources. Resource issues are likely to play an increasingly important role in international affairs, and unless given greater attention by the international community, will provide a significant and growing source of friction and conflict at the international and intra-national levels. Using case studies, students explore environmental security, resource scarcity, global governance and interdependence in the Middle East, Africa, Latin America and Asia. *May not be taken for credit by students who have received credit for PSCI 390J.*

PSCI 493 (3)

[New Course]

Senior Seminar in Political Science (Supervision Setting)

Capstone course – offered in an individual, supervision-course setting – for political science which integrates previous work in the major. Students write a series of thought papers, and complete a research project and senior portfolio. *Open only to Political Science majors. This course or PSCI 494 is required for all Political Science majors and must be taken as three (3) of the last nine units of the major. Prerequisites: Completion of core classes; Senior status and consent of instructor.*

PSCI 494 (3)

[New Course]

Senior Seminar in Political Science

Capstone course for political science which integrates previous work in the major. Students write a series of thought papers, and complete a research project and senior portfolio. *Open only to Political Science majors. This course or PSCI 493 is required for all Political Science majors and must be taken as three (3) of the last nine units of the major. Prerequisites: Completion of core classes; Senior status and consent of instructor.*

PSYC 215 (3)

[New Course]

Psychosocial Influences on Child Development

Study of child and adolescent development within the psychosocial worlds of family, school, and community. Bidirectional effects and interactions among these influences will be explored. Age, gender, diverse abilities, ethnicity, socioeconomic, and public factors that affect development of values, attitudes, morals, and behavior of children and youth will be considered within an ecological framework.

PSYC 333 (3)

[New Course]

Psychology of Prejudice

Examines psychological theory and research on prejudice, discrimination, and stereotyping from the perspectives of both the holders and targets of prejudice. In particular, the course emphasizes the cognitive, motivational, and social bases of prejudice, racism, sexism, as well as prejudice reduction. *May not be taken by students who have received credit for PSYC 440J. Prerequisite: Satisfaction of Lower-Division, General Education, Area D.*

PSYC 393 (3)

[Correction to prerequisites: PSYC 100, 220, 230, and 362]

Laboratory in Cognitive Psychology**SOC 324 (2)**

[A course change is under review as this addendum is going to press. Check the on-line class schedule for the number of units.]

Drugs and Alcohol in Society**SOC 403 (3)**

[New Course]

Children's Human Rights in a Global Society

Examines the U.N.'s Convention on the Rights of the Child and its call for children's rights to survive, to develop, to be protected from harm, and to participate. Students engage in learning about issues such as child labor, education, war, childcare, trafficking, sexual exploitation, homelessness, health, poverty, and play. The themes for the course are: globalization and social processes; children's agencies; and, the diversity of children's experiences based on gender, ethnicity, race, and social class.

SOC 406 (4)

[Change in course number (formerly SOC 306)]

Women and Crime

May not be taken for credit by students who have received credit for SOC 306.

SOC 442 (4)

[Added: Prerequisite or Corequisite: SOC 325]

Analysis of the Justice System and Criminal Law**SOC 488 (2-4)**

[The units were incorrectly listed in the catalog; this course is for two-to-four (2-4) units]

Topics in Health, Education and Welfare**SOC 501 (2)**

[Change in prerequisites: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.]

Pro-Seminar in Sociological Practice**SOC 575 (4)**

[Change in prerequisites: Enrollment in the Master of Arts in Sociological Practice Program or consent of instructor.]

Qualitative Research Methods**SOC 654 (2)**

[New Course]

Seminar in the Sociology of Education

Focuses on the role of education in American society, particularly the ways in which schools create and maintain gender, race, and class inequalities. Explores advanced sociological theories, empirical studies, policies related to schooling as related to K-12, higher education, and international comparisons. Subjects include, but are not limited, to the sociological examination of school practices, working life of teachers, specific groups' experience of schooling and school reform. *May not be taken for credit by students who have received credit for SOC 685A. Prerequisites: Enrollment in the M.A. in Sociological Practice Program or consent of instructor.*

SOC 680 (2)

[New Course]

Writing for Sociology Graduate Students

Designed to assist graduate students with various aspects of scholarly and professional sociological writing at the graduate level. Students will work throughout the semester to refine drafts of a major project or paper with attention to topics such as: defining a problem; reviewing the literature to find a focus; drawing upon sociological theory; and writing introductions and conclusions. Attention will be given to developing analytic strategies and organizational skills as well as to the mechanics of sentence structure and punctuation. *May not be taken for credit by students who have received credit for SOC 685E. May be repeated for credit, along with SOC 685E for a total of four (4) units. Only two (2) units may count toward the M.A. in Sociological Practice. Prerequisite: Enrollment in the Master of Arts in Sociological Practice Program, or consent of instructor.*

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

[Change in prerequisite]

Thesis Extension

Prerequisites: Prior registration in SOC 675 or SOC 695 with an assigned grade of Report in Progress (RP)]. *May be repeated up to six (6) times for 24 units of credit. Units may not be applied to the required units for the Master of Arts in Sociological Practice.*

SPAN 395A (1) 395B (2) 395C (3)

[New Course]

Independent Study

Students will study their own field of interest in Spanish language, literature, and/or culture. Readings, written papers, and oral discussions will be guided by the instructor. Activity will be created on an individual basis. Students must meet weekly with the instructor. *May be repeated for a total of nine (9) units of credit. Conducted in Spanish. Prerequisite: Consent of instructor.*

SPAN 695 (1-3)

[Change in unit value]

Supervised Teaching of Spanish at the University Level

TA 301 (3)

[Added course repeatability]

Acting

Course may be repeated for credit for a total of nine (9) units.

TA 305 (3)

[Change in unit value]

Design and Production for Theatre

Course meets for four hours (4) per week.

VPA 425 (3)

[New Course]

Capstone Workshop

Workshop/class designed for Visual & Performing Arts graduating seniors who will be working on their culminating projects. *May not be taken for credit by students who have received credit for VPA 380K.*

WLAN 115 (3)

[New Course]

Introduction to Literatures of the World in Translation: 1600 to Present

Introduction to literature as a universal artistic human expression, found throughout all times and all cultures. Readings from several broad regions of the world, and from before the 16th century, will be studied to determine what is both particular and universal about literature, how literature is an interpretation of life, and how that interpretation provides meaning.

WLAN 116 (3)

[New Course]

Introduction to Literatures of the World in Translation: 1600 to Present

Introduction to literature as a universal artistic human expression, found throughout all times and all cultures. Readings from several broad regions of the world, from 15th century to the present time, will be studied to determine what is both particular and universal about literature, how literature is an interpretation of life, and how that interpretation provides meaning.

WMST 201 (3)

[Reactivated Course]

Women: Contemporary Issues

Surveys contemporary issues in women's lives from the standpoints of diverse groups of women. Subject matter includes, but is not limited to images of women, reproductive rights, sexuality, economic justice, political empowerment, family relations, and cultural practices. Subject matter is introduced in a variety of ways, including case studies, narratives, novels, film, and music. *Students may do cross-cultural research on the Internet and Lexis/Nexis for their final project.*

WMST 407 (3)

[Reactivated Course]

Women United, Women Divided

Examines the social construction of categories of sexual orientation (like heterosexual, lesbian, or bisexual), the resulting social coercion of behavior, and the role that coercion plays in dividing and disempowering women cross-culturally. Subject matter includes the history of romantic relationships between women, contributions made to culture and social institutions, the development of sexual identity in a social context, related political movements, and the psycho-social impact of heterosexism in society.

