

SPRING 2012 CATALOG ADDENDUM

TABLE OF CONTENTS

	Page
Additions and Changes to Academic Programs.....	5
General Education Program.....	5
College of Business Administration	6
B.S. in Business Administration – Business Administration Option.....	6
College of Education, Health, and Human Services.....	7
M.A. in Education.....	7
Admission Requirements – Grading	7
Option 1: General Option.....	7
Option 3: Preliminary Special Education Credential.....	7
International Baccalaureate Teacher Studies and Preparation.....	10
Single Subject Credential Program/English Learner Authorization with Option for Preliminary Mild/Moderate Education Specialist Credential	10
Concurrent Multiple Subject and Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program with a Master of Arts in Education Option	15
Internship Partnership with Service Area School Districts Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program with Multiple Subject Credential Option.....	17
Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist “Add On” Program	20
Internship Partnership with Service Area School Districts for Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist “Add On” Program.....	22
B.S. in Nursing – Generic Program Option	25
Accelerated Bachelor of Science in Nursing (ABSN) – Generic Program Option	27
RN-to-BSN Program Option.....	29
M.S. in Nursing	32
Option 1: Accelerated RN-to-MSN	36
Option 2: M.S. in Nursing.....	37
College of Humanities, Arts, Behavioral and Social Sciences	42
Minor in Border Studies.....	42
B.A. in Environmental Studies	43
Minor in Geography.....	45
B.A. in History – Single-Subject Preparation for Teaching Option	46
B.A. in Liberal Studies – ESM and ICP Options.....	48
Minor in Music Technology	49
Minor in Video/Film Production	50
B.A. in Women’s Studies.....	50

College of Science and Mathematics	51
B.S. in Biotechnology	51
M.S. in Computer Science	53
Minor in Mathematics.....	53
Changes to Admission Requirements, Fees, and Academic Policies	54
Admission and Application.....	54
Eligibility Index Table for California High School Graduates or Residents of California	54
Making Up Missing College Preparatory Subject Requirements	54
Lower-Division Transfer Requirements	55
Transfer Policies of CSU Campuses.....	55
Returning Students.....	55
Readmission of Previously Disqualified Students	56
International Student Admission Requirements	56
English Language Admission Requirement for Undergraduate Applicants.....	56
English Placement Test (EPT).....	57
Entry Level Mathematics (ELM) Examination	58
CSU Immunization Requirements	58
Determination of Residence for Nonresident Tuition Purposes	60
Impacted Programs	61
Supplementary Admission Criteria.....	61
Credit for International Baccalaureate Certificates or Diplomas.....	61
Registration Fees Table.....	62
User Fees Table.....	63
Refund of Mandatory Fees, Including Nonresident Tuition.....	64
Fee Waivers	65
The California State University International Programs	66
Declaration of Major and Specialization	67
Repeat of Courses for GPA Adjustment.....	68
Excess-Units Seniors	69
Student Conduct.....	70
Graduation Requirements	70
Graduation Requirements for Second Bachelor’s Degree	72
Graduate and Post-Baccalaureate Admission Requirements.....	72
English Language Admission Requirement for Graduate and Post-Baccalaureate Applicants	73
Withdrawal Policy for Credential and Graduate Students.....	73
Average Support Cost Per Full-Time Equivalent Student and Source of Funds.....	75
Non-Discrimination Policy	76
Additions, Changes, and Corrections to Course Descriptions.....	78

This Catalog Addendum supplements the information in the 2010-12 General Catalog.

Additions previously announced in the Spring 2011 and Fall 2011 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 78 of this Addendum.

ACCT 308
ANTH 328, 391
BA 615
BIOL 216, 370, 370L, 383, 380L, 390, 452, 683, 690
BIOT 498
BRS 300, 364, 453
CHEM 105M, 150, 341, 416
CS 100, 105, 306, 307, 331, 513, 613, 643, 673
DNCE 124, 130, 390
ECON 444
EDEX 637
EDMX 570, 573, 575, 622, 635
EDSL 651
EDUC 422A, 422B, 422C, 630, 631, 632A, 632B, 633, 634, 653, 654, 655
ENTR 320, 420, 421, 422, 481, 482, 483, 484
ENVS 100, 105, 200, 210, 310, 320, 490
FIN 302, 304
GEOG 320, 341, 365, 460
GRAD 699_EX
GRMN 380
HD 170, 300, 301, 361, 370, 490, 497
HIST 101, 102, 336A, 342, 393
ID 340, 350, 360, 370, 380
KINE 305, 400, 401, 402
LING 371
LTWR 431
MATH 10, 20, 30, 30C, 100, 448, 563
MGMT 302, 305, 470
MIS 302, 304, 411, 425, 430
MKTG 302, 305
MUSC 180, 380
NURS 202, 212A, 230, 231, 233, 261, 302, 316A, 316B, 330, 331, 332, 333, 360, 361, 440, 441, 442, 480, 491, 493, 495, 500, 502, 503A, 508, 510, 512, 514, 520, 526, 530, 532A,

532B, 533A, 533B, 533C, 533D, 533E, 534A, 534B, 535A, 535B, 535C, 535D, 535E, 536,
539, 540, 580, 582, 584
OM 302, 435
PE 200
PHYS 301, 490
PSCI 345, 415, 422, 463
PSYC 353, 392, 396, 560
SOC 448, 675, 695A, 695B, 695C, 695D
SPAN 500, 695
TA 305, 310, 311, 489, 489S
VPA 380
VSAR 313, 316, 319, 330, 331, 361, 402
WMST 300, 321, 328

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

Changes to the General Education Program

Clarification of B2 Courses

One course (3-5 units). Select from among:

The following B2 courses are intended primarily for non-science majors:

GES 102

GES 103

The following B2 course is intended primarily for science majors:

BIOL 211*

**Biological sciences, biochemistry and biotechnology majors must take CHEM 150 and BIOL 211; computer science (computer science option), chemistry, and mathematics majors must take PHYS 201.*

The following B2 courses are restricted to Kinesiology and Nursing majors (including Pre-Kinesiology and Pre-Nursing):

BIOL 175

BIOL 177

Addition to B4 Courses:

Add CS 105

Addition to C1 Courses:

Add DNCE 124

Addition to D (Dg) Courses:

Add GEOG 341

Addition to CC Courses:

VSAR 361

Addition to DD Courses:

Add ANTH 328, BRS 364, GEOG 365, PSCI 345, PSCI 415, and WMST 328

Course Decertification for BB:

KINE 336

COLLEGE OF BUSINESS ADMINISTRATION

B.S. in Business Administration Option* **(55 units)**

This option is only available to students earning their degree at CSUSM Temecula.

**This option has received full approval by the campus, but is pending official authorization by the Office of the Chancellor of the California State University.*

The coursework of this option provides a broad exposure to all the business disciplines with the intention of giving the student a general background in business. Further study in 3 additional disciplines provides greater depth in certain areas, thus preparing students for a variety of career opportunities.

Foundations of Business

(26 units)

BUS 302	2
BUS 304	4
FIN 304	4
MIS 304	4
MGMT 305	4
MKTG 305	4
OM 305	4

Business Administration Option Electives

(20 units)

Electives chosen from the Core, Elective, and/or Track Requirement courses in at least three of the other Business Administration options

20

Capstone

(4 units)

BUS 444	4
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Senior Experience

(5 units)

BUS 492	1
BUS 493	4

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

Change to

M.A. in Education – Admission Requirements

(Replace the following information appearing in the 2010-12 General Catalog, page 288.)

Grading

All coursework will earn a letter grade. A grade-point average of 3.0 must be maintained and any grade of less than a B- will be subject to review.

Change to

M.A. in Education

Option 1: General Option

(30 units)

(Replace text in 2010-12 Catalog, page 288)

Candidates must complete the core coursework (6 units), the culminating experience (3 units), and 21 units of 600-level elective courses selected to best suit their interests and goals. Upon faculty approval, up to nine (9) units of 500-level credential coursework taken at CSUSM as a post-baccalaureate student may be applied toward the 21 units of electives; each such applied unit reduces the number of units that may be transferred into the program. The elective courses may be chosen from the following described areas. Optional certificates are also available to those completing certain collections of courses within specified areas.

Change to

M.A. in Education

Option 3: Preliminary Special Education Credential

The Master of Arts in Education Preliminary Special Education Credential Option is specially designed for teachers who hold a valid basic teaching credential and who are seeking both a master's degree and a career path in special education by adding on the Mild/Moderate and the Moderate/Severe Preliminary Education Specialist Credential(s).

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g., Attention Deficit Disorder), or specific learning disability. The Preliminary Moderate/Severe Education Specialist credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. Both credentials authorize instruction of English learners.

Requirements for program admission:

1. A basic teaching credential (e.g., Multiple Subject, Single Subject);
2. Submission of the Application for Master of Arts in Education and/or Advanced Credential Programs applications and payment of a \$25 application fee;
3. Interview with the special education admissions committee;
4. Three letters of recommendation from individuals familiar with the candidate's work in the field of education;
5. Statement of Purpose describing the candidate's interest in pursuing the credential(s);
6. GPA according to the university admissions policy;
7. Submission of the Graduate/Post-baccalaureate Application to the University and payment of application fee; and
8. Official transcripts.

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the Student Services Center for details (760) 750-4277.

Program Coursework	Units
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Pre/Co-requisite (if equivalency has not been determined)

Completion of SB 2042 program or EDST 630 or EDUC 422	3
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Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice

EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572 or 672	7
EDMX 575	2

Core Master of Arts in Education Courses

EDUC 602	3
EDUC 622	3
EDUC 698	3

<i>Master of Arts and Mild/Moderate Education Specialist Total</i>	<i>34-37</i>
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Additional Course and Clinical Practice for the Preliminary Moderate/Severe Education Specialist Credential

EDMX 635	4
EDMX 573	6

English Learner Authorization

Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following course:

EDUC 641	3
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Additional Required Credential Courses for Single Subject Credential Holders

EDMS or EDMX 521	3
EDMS or EDMX 543	3

Total 34-56

TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC website for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional

development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

New Program:

International Baccalaureate Teacher Studies and Preparation

Courses in this area fulfill the International Baccalaureate (IB) professional development requirement for program authorization and evaluation in IB schools. Completion of either the Primary Years curriculum or the Middle Years curriculum prepare newly credentialed teachers, experienced teachers, teacher leaders, and school site administrators for the International Baccalaureate Teacher Award Level I Certificate.

Primary Years:	Units
EDUC 630	3
EDUC 632A	2
EDUC 631	3
EDUC 632B	2

Middle Years:	
EDUC 633	3
EDUC 632A	2
EDUC 634	3
EDUC 632B	2

New Program:

Single Subject Credential Program/English Learner Authorization with Option for Preliminary Mild/Moderate Education Specialist Credential

Admission

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

Subject Matter Competency: Teacher education candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Subject matter competency must be completed before beginning the program.

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

Program Description

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

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

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

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

An important aspect of the program is the acquisition of the authorization to teach English learners in order to better serve the needs of students from diverse language and cultural backgrounds. Requirements are met through the infusion of content and experience through specific courses and during clinical practice experiences.

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

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

COURSE SEQUENCE FOR SINGLE SUBJECT CREDENTIAL CANDIDATES

	Units
EDSS 511	3
EDSS 521	3
EDSS 530	3
EDSS 531	2
EDSS 541	3
EDSS 555	3
<i>Total Core Common Coursework Units</i>	<i>17</i>

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

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

Single Subject Only Clinical Practice

EDSS 571	6
EDSS 572	8
<i>Total Single Subject Only Clinical Practice Units</i>	<i>14</i>

Total Single Subject Program Units 34-35

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

Courses	Units
EDSS 511	3
EDMX 622	4
EDSS 530	3
EDSS 531	2

EDSS 541	3
EDSS 555	3
<i>Total Core Common Coursework Units</i>	<i>18</i>

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

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

Additional Preliminary Mild/Moderate Education Specialist Courses

EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 575	2
EDMS 521 or EDMX 521	3
EDMS 543 or EDMX 543	3
<i>Total Additional Education Specialist Coursework Units</i>	<i>20</i>

Concurrent Single Subject and Education Specialist Candidates

Clinical Practice

EDSS 572	8
EDMX 572	7

*Total Concurrent Single Practice and Education Specialist
Clinical Practice Units* *15*

Total Concurrent Single Subject and Mild/Moderate Education Specialist

Program Units **56-57**

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

Candidate Learning Outcomes and TPA and TPE Assessment

Candidate learning outcomes are defined by SB2042 as Teaching Performance Expectations. The CSUSM College of Education identifies additional TPEs beyond the state required TPEs in explicitly addressed concepts stated in the COE Mission Statement. See details regarding TPEs in the single subject and special education clinical practice handbooks at the COE website, www.csusm.edu/COE. Candidate must be successful in meeting Single Subject and Education Specialist Teaching Performance Expectations to progress in clinical practice and to be recommended for a credential.

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

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements

Successful completion of the Single Subject program results in issuance of a 5-year Preliminary Single Subject Credential. SB 2042 requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Single Subject Credential. Those who earn the 5-year Preliminary Mild/Moderate Education Specialist Instruction Credential also must complete an induction program to qualify for the Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the Education Specialist clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Change to
Concurrent Multiple Subject and Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program with a Master of Arts in Education Option

Admission requirements are the same as the Multiple Subject Credential.

Concurrent candidates receive both the Multiple Subject and the Preliminary Mild/Moderate Education Specialist Instruction Credentials with the option to also complete the Preliminary Moderate/Severe Education Specialist Instruction Credential. The Authorization to Teach English Learners is met through coursework and clinical experiences. A bilingual emphasis may be added to the Multiple Subject Credential for qualified candidates.

The Multiple Subject Credential authorizes instruction of students in grades K through 8. The Preliminary Education Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults with identified disabilities. The Mild/Moderate Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

Full-time concurrent candidates may complete coursework and clinical practice for the Multiple Subject and Preliminary Mild/Moderate Education Specialist Credentials in three semesters. Moderate/Severe Education Specialist coursework and clinical practice requirements may be completed in an additional semester. For part-time candidates, time to completion is longer. Candidates who successfully complete all of the Concurrent Multiple Subject courses and both Concurrent Multiple Subject Clinical Practice experiences, the RICA and TPA assessments, and other credentialing requirements may be awarded the Multiple Subject Credential and apply for admission to the Special Education Master of Arts Option to complete remaining Education Specialist courses and clinical practice experiences as master's candidates. See the Master of Arts in Education – Option 3: Special Education Preliminary Preparation program description for admissions requirements, and courses and clinical practice that may be applied toward the master's degree.

Concurrent Multiple Subject

Courses	Units
EDMX 511	3
EDMX 512	3
EDMX 521	3
EDMX 543	3
EDMS 544	3
EDMS 545	3
EDMS 555	3
EDMX 622	4

Concurrent Multiple Subject Clinical Practice

EDMX 570	6
EDMX 571	7

Concurrent Multiple Subject Total 38

Additional Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice

EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572	7
EDMX 575	2

Concurrent Multiple Subject and Mild/Moderate Education Specialist Total 59

Additional Moderate/Severe Education Specialist Course and Clinical Practice

EDMX 635	4
EDMX 573	6

Concurrent Multiple Subject, Mild/Moderate, & Moderate/Severe Total 69

TPA and TPE Assessment

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

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements

Successful completion of Multiple Subject requirements results in the issuance of a 5-year Preliminary Multiple Subject Credential. SB 2042 requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple Subject Credential. Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Change to

Internship Partnership with Service Area School Districts Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program with Multiple Subject Credential Option

This Internship Partnership Option is for credential candidates who do not have a basic (e.g., Multiple Subject, Single Subject) credential and who wish to earn the Preliminary Mild/Moderate Education Specialist Instruction Credentials with the option to complete the Multiple Subject Credential and/or the Preliminary Moderate/Severe Education Specialist Instruction Credential. The Authorization to Teach English Learners is met through coursework and clinical experiences.

Intern Eligibility

Eligibility for intern teaching includes:

- 1) Certificate of Clearance;
- 2) Bachelor's Degree as evidenced by official transcripts verifying awarding of Bachelor's degree;
- 3) Completed U.S. Constitution requirement;
- 4) Basic Skills Exam (CBEST or CSET Writing Skills) passed before intern teaching;
- 5) All CSET sections passed before intern teaching;
- 6) Successful progress in program coursework, Teacher Performance Assessment, and Education Specialist Teaching Performance Expectation assessments;
- 7) Completion of EDUC 350, 364, EDMS/EDMX 511, and EDMS/EDMX 521 or the equivalent; and

8) Tuberculin Clearance.

Candidates in this internship option must also apply with and be selected for employment as an intern with a partnering school or school district.

Authorizations and Course of Study

The Preliminary Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults with identified disabilities. The Mild/Moderate Credential authorizes instructional service to students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Moderate/Severe Credential authorizes instructional service to students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities.

Coursework and clinical practice for the Mild/Moderate internship sequence usually takes two academic years to complete, inclusive of summer session offerings. Each intern candidate's course and clinical practice sequence is individually planned with the Education Specialist Intern Program Coordinator or designee.

Credential Courses Completed Prior to Internship Assignment	Units
EDMS or EDMX 511	3
EDMS or EDMX 521	3

Courses Completed Prior to or During Internship Assignment	
EDMS or EDMX 512	3
EDMS or EDMX 543	3
EDMS 555	3
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 575 (Concurrent with EDMX 672)	2

Clinical Practice Completed During Internship Assignment	
EDMX 671 (Year 1)	7
EDMX 672 (Year 2)	7

<i>Mild/Moderate Education Specialist Internship Total</i>	<i>47</i>
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This Internship Option ONLY:

The Preliminary Education Specialist Instruction Credential(s) may be granted prior to the Multiple Subject Credential. To be granted the Multiple Subject Credential, the following courses and clinical experience must be successfully completed.

Additional Courses and Clinical Practice for Multiple Subject Credential

EDMS 544	3
EDMS 545	3
EDMX 571	7

Multiple Subject and Education Specialist Total 60

Additional Course and Clinical Practice for Preliminary Moderate/Severe Education Specialist Credential

EDMX 635	4
EDMX 573	6

Mild/Moderate and Moderate/Severe Education Specialist Total 70

TPA and TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate’s Clear Credential Program.

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

Clear Credential Requirements

Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential. Successful completion of Multiple Subject requirements results in the issuance of a 5-year Preliminary Multiple Subject Credential that requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple Subject Credential. An essential clearing requirement is

the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Change to

Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist “Add On” Program

This Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist “Add On” Program is specially designed for teachers who have completed a basic (e.g., Multiple Subject, Single Subject) credential and have satisfied California subject matter competence requirements. (An emergency or substitute permit is not a basic credential.) The Authorization to Teach English Learners is met through coursework and clinical experiences.

This credential program prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities. The program provides the option to obtain a Master of Arts in Education degree with a special education emphasis. See the Master of Arts in Education – Option 3: Special Education Preliminary Preparation program description for admissions requirements, courses, and clinical practice that may be applied toward the master’s degree.

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

Requirements for program admission:

1. A basic teaching credential (e.g., Multiple Subject, Single Subject);
2. Submission of the Master of Arts in Education and/or Advanced Credential Programs applications and payment of a \$25 application fee;
3. Interview with the special education admissions committee;

4. Two letters of recommendation from individuals familiar with the candidate's work in the field of education;
5. Statement of Purpose describing the candidate's interest in pursuing the credential(s);
6. GPA according to the University admissions policy;
7. Submission of the Graduate/Post-baccalaureate application to the University and payment of application fee; and
8. Official transcripts.

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the Student Services Center for details (760) 750-4277.

Program Coursework	Units
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Co-requisite (if equivalency has not been determined)

Completion of SB 2042 program or EDST 630 or EDUC 422	3
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Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice

EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572	7
EDMX 575	2

<i>Mild/Moderate Education Specialist Total</i>	<i>25-28</i>
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English Learner Authorization

Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following courses:

EDUC 602	3
EDUC 641	3

Additional Required Courses for Single Subject Credential Holders

EDMS or EDMX 521	3
EDMS or EDMX 543	3

**Additional Moderate/Severe Education
Specialist Course and Clinical Practice**

EDMX 635	4
EDMX 573	6

Total 35- 50

TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate’s Clear Credential Program.

Clear Credential Requirements

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Change to
Internship Partnership with Service Area School Districts for Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist “Add On” Program

This Intern Partnership Option prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities while working as a special educator. Admission requirements for the program are the same as those described for the Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist “Add On” Program.

Intern Eligibility

Eligibility for intern teaching in this program includes the following:

- 1) Valid teaching credential;

- 2) Bachelor's Degree as evidenced by official transcripts verifying awarding of Bachelor's degree;
- 3) Completed U.S. Constitution requirement;
- 4) CSET passed for subject area(s) and grade and developmental levels of students the intern will instruct;
- 5) Successful progress in program coursework and Education Specialist Teaching Performance Expectations;
- 6) Minimum of 120 clocked hours of foundational classroom management and planning, reading/language arts, specialty pedagogy, human development, and teaching English learners; and
- 7) Tuberculin Clearance.

Candidates in this internship option must also apply with and be selected for employment as an intern with a partnering school or school district. Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the Student Services Center for details (760) 750-4277.

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

The Authorization to Teach English Learners is met through coursework and clinical experiences. The program provides the option to obtain a Master of Arts in Education degree with a special education emphasis. See the Master of Arts in Education – Option 3: Special Education Preliminary Preparation program description for application information, and courses and clinical practice that may be applied toward the master's degree.

Program Coursework		Units
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Co-requisite (if equivalency has not been determined)

Completion of SB 2042 program or EDST 630 or EDUC 422		3
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Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice

EDMX 622		4
EDMX 627		3
EDMX 631		3
EDMX 632		3
EDMX 633		3
EDMX 575 (Concurrent with EDMX 672)		2

Clinical Practice Completed During Internship Assignment

EDMX 672 7

Mild/Moderate Education Specialist

Internship Total 25 - 28

English Learner Authorization

Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following courses:

EDUC 602 3

EDUC 641 3

Additional Required Courses for Single Subject Credential Holders

EDMS or EDMX 521 3

EDMS or EDMX 543 3

Additional Moderate/Severe Education Specialist Course and Clinical Practice

EDMX 635 4

EDMX 573 6

Total (with Moderate/Severe credential added)

35 - 50

TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary

credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Change to
B.S. in Nursing
Generic Program Option

	Units
General Education*	51
Preparation for the Major*	53
Major Requirements	65
<i>The minimum number of units required for this degree is 133</i>	

Preparation for the Major
(53 Units)

Pre-Nursing Core (29 units)	
BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 105*	4
CHEM 105L*	1
GEO 102*	3
GEW 101*	3
MATH 115+ *	3

Lower-Division General Education Critical Thinking (A3) course	3
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+MATH 125, 132, or 160 may be substituted.

Other Supporting Coursework (24 Units)	
ANTH 200*	3
ANTH 301^*	3
BIOL 216	3
BIOL 323^*	3
PHIL 345^*	3

PSYC 100*	3
SOC 303	3
HD 101	3

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

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

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

Major Requirements

(65 Units)

Lower-Division Nursing Requirements

(37 Units)

NURS 200	4
NURS 201	2
NURS 202	1
NURS 210	2
NURS 211	1
NURS 212A	3
NURS 212B	2
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3
NURS 230	2
NURS 231	2
NURS 232	2
NURS 233	2
NURS 260	2
NURS 261	2

Upper-division Nursing Requirements

(28 Units)

NURS 320	2
NURS 321	2
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	2
NURS 450	3
NURS 451	2
NURS 490	1

NURS 491	1
Choose one of the following:	3
NURS 443	
NURS 445	

Change to
**Accelerated Bachelor of Science
in Nursing (ABSN)**

	Units
General Education*	51
Preparation for the Major*	50
Major Requirements	69

*The minimum number of units required
for this degree is 133*

Preparation for the Major
(50 Units)

Pre-Nursing Core (29 units)	
BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 105*	4
CHEM 105L*	1
GEO 102*	3
GEW 101*	3
GEM 100*	3
Lower-Division General Education	
Critical Thinking (A3) course	3
Other Supporting Coursework (21 Units)	
ANTH 200@	3
ANTH 301^	3
BIOL 216	3
BIOL 323#*	3
PHIL 345^	3
PSYC 100*	3
HD 101	3

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

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

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

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

Major Requirements

(69 Units)

NURS 300	4
NURS 301	3
NURS 302	1
NURS 314	4
NURS 315	2
NURS 316A	3
NURS 316B	2
NURS 322	4
NURS 323	4
NURS 324	4
NURS 325	4
NURS 330	2
NURS 331	2
NURS 332	2
NURS 333	2
NURS 352	3
NURS 360	2
NURS 361	2
NURS 440	3
NURS 442	2
NURS 447	4
NURS 450	3
NURS 451	2
NURS 480	2
NURS 490	1
NURS 495	2

Change to
RN-to-BSN Program Option

	Units
General Education*	51
Preparation for the Major*	47
Major Requirements	71

The minimum number of units required for the RN-to-BSN nursing student is 122 semester units. A maximum of 70 units can be transferred from the previous nursing program and includes general education, preparation for major courses, and 33 units of lower-division nursing. The number of units needed to be completed may vary depending on units previously completed in a community college. RN- to-BSN students must complete 9 units of upper-division electives and complete the second language requirement. Irrespective of the number of courses previously attempted, the RN-to-BSN students will need to complete the following courses or their equivalent(s):

Preparation for the Major

(47 Units)

Pre-Nursing Core

(29 Units)

	Units
BIOL 160	4
BIOL 175*	4
BIOL 176*	4
CHEM 105*	4
CHEM 105L*	1
GEO 102*	3
GEW 101*	3
MATH 115+*	3
Lower-Division General Education Critical Thinking (A3) course	3

+ MATH 125, 132, or 160 may be substituted. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.

Other Supporting Coursework

(18 Units)

ANTH 200@*	3
ANTH 301^*	3
BIOL 215^^	3
PHIL 345^*	3
PSYC 100&*	3
BB Upper-Division Science and mathematics course ^	3

** Up to 37 units of courses taken as Preparation for the Major may also be counted toward General Education requirements. Most RN transfer students have required growth and development and nutrition content integrated into their previous nursing program. For those who wish additional nutrition content, BIOL 343 is recommended.*

Major requirements

(72 Units)

Lower-Division Nursing Requirements**

(33 Units)

NURS 200	4
NURS 201	2
NURS 202	1
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3
NURS 230	2
NURS 231	2
NURS 232	2
NURS 233	2
NURS 260	2
NURS 261	2

Lower-Division equivalent of NURS 320 2

Lower-Division equivalent of NURS 321 2

Upper-Division Nursing Requirements

(38-Units)

NURS 310	2
NURS 311	1
NURS 312	4
NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	2
NURS 450	3
NURS 451	2
NURS 480	2
NURS 499#	4

Choose one of the following: 3
NURS 443
NURS 445

RN-to-BSN students who are directed above to substitute a General Education requirement already met at their preceding institution should select courses from the following list of recommended upper-division electives:

ANTH 370
ANTH 440
BIOL 343
COMM 330
COMM 380
ECON 323
PSYC 341
PSYC 352
PSYC 356
SOC 303
SOC 307
SOC 309
SOC 314
SOC 316
SOC 324
SOC 427
SOC 429
NURS 452
NURS 472
NURS 496
NURS 499

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

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

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

& Students who have already met the General Education Discipline-Specific or Second Interdisciplinary Social Sciences Course (D) requirement with a course taken at another institution may substitute that course for PSYC 100.

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

#Students are required to complete a total of 4 units of NURS 499 and implement course content from one or all of NURS 352, 370, or 450 in their clinical work setting. Units can be used for one course or divided across courses according to a faculty approved independent study.

Change to

M.S. IN NURSING

Interim Program Director

Denise Boren, Ph.D., RN

Graduate Program Coordinators

Denise Boren, Ph.D., APN – Clinical Nurse Specialist

Nancy Romig, DNSc, APN – Psychiatric Mental Health Clinical Nurse Specialist and Family Nurse Practitioner

Linnea Axman, Dr.PH, APN – Advanced Public Health Nurse

Amy Carney, Ph.D., APN – Family Nurse Practitioner

Pamela Kohlbry, Ph.D., RN – Clinical Nurse Leader

Deborah Bennett, RN, MSN – Nursing Education

The mission of the graduate program in nursing at California State University San Marcos is to provide superior graduate education to qualified students, leading to the Master of Science in Nursing (MSN) degree. Our objective is to prepare nurses in generalist and advanced practice roles for positions in the health care industry, community or public health agencies, and academia, and for continued study at the doctoral level.

The MSN program includes a strong foundation in theory and research inquiry. The School of Nursing acknowledges the responsibility to address the nursing and health care needs in populations and communities around the globe, including those who are underserved and vulnerable. The graduate program builds on the knowledge gained at the baccalaureate level and promotes nursing scholarship at the local, state, national, and international levels through research, service, and practice. Values, ethics, and multicultural perspectives are heavily embedded within the graduate program. Cultural sensitivity and competence are emphasized in the curriculum as students interface with a diverse population both professionally and in the care of clients, families, and communities.

The master's degree program is designed for two groups of students with different pathways. Students who have completed an associate degree program in nursing (ADN) at a community college and seek completion of their baccalaureate and master's degree follow the RN-to-MSN Option 1. Students who have completed a baccalaureate degree follow the MSN only Option 2. Both options are designed as part-time programs; however, courses will be available for full-time students. The RN-to-MSN program is designed to be completed part-time in 4 years (including summers). The (basic) MSN is designed to be completed part-time in 2.5 years, depending on whether a summer session is elected. Full-time status and use of summers would shorten the program. If the student chooses full-time study, it is possible to complete the program in 2 years.

Students in both options have the choice of three concentrations. The first is the Nursing Education Concentration, which offers the student courses in the theories of adult learning, curriculum design and development, and classroom and online teaching strategies. The second concentration is Advanced Practice Nurse, which prepares the student for advanced practice nursing through courses in advanced assessment, advanced pathophysiology/pharmacology, and

advanced practice management of clients in acute care and community settings. Students in the Advanced Practice Nurse Concentration are required to choose one of two tracks: Clinical Nurse Specialist or Nurse Practitioner. Students will also choose a specialization for the Clinical Nurse Specialist track including Adult Health, Pediatrics, Gerontology, Advanced Public Health, or Psychiatric/Mental Health, and for the Nurse Practitioner track including Family Nurse Practitioner or Psychiatric Mental Health Family Nurse Practitioner. Students will complete a minimum of 500 hours of advanced field study and will be eligible to sit for a national certification exam upon completion of the MSN program. The third concentration is Clinical Nurse Leader, which prepares the student to be a leader, manager, and educator at the unit level. The Clinical Nurse Leader role is learned through courses in health systems leadership, quality improvement, evaluation and accreditation in nursing organizations, financial resource management, and management of patients in the acute care setting. Students in the Clinical Nurse Leader Concentration may specialize in Gerontology or Education.

Student Learning Outcomes

The Master of Science in Nursing has been designed for nurses seeking careers as nurse educators, advanced practice nurses, or generalist nurses responsible for leadership and management of patient populations at the unit level in an acute care facility.

Students who graduate with a Master of Science in Nursing will:

1. Gain theoretical and empirical knowledge from the discipline of nursing, the humanities, the natural, social, cultural, organizational, and biological sciences, and education applicable to the practice of professional nursing at the advanced level.
2. Acquire communication, leadership, and advanced clinical expertise which are essential for working with interdisciplinary teams and managing the care for culturally diverse individuals, families, or populations.
3. Apply the nursing process at the advanced nursing level through critical thinking, diagnostic reasoning, and sound clinical decision making in order to manage and evaluate the comprehensive, coordinated, and culturally sensitive nursing care of individuals, families, and communities.
4. Achieve proficiency in the application of new knowledge based on research to provide quality health care for a culturally diverse population and initiate change to improve nursing practice (innovation), or generate new knowledge through conduct of research using a new application of ideas from prior research or from new, original ideas (thesis).
5. Master the ability to perform within the advanced nursing role as a clinical nurse leader, clinical nurse specialist, nurse practitioner, or nurse educator.

6. Enhance the ability to collaborate, consult, and lead a health care team in the planning, implementation, and improvement of health care services consistent with the health needs of an increasingly diverse and multicultural society.
7. Develop the ability to collaborate with nurse leaders and other health care professionals in the formulation of health care policy, provide leadership in the health care delivery system, and integrate the principles of fiscal management, budgeting, and health economics when managing health care in a variety of settings serving a diverse population.
8. Acquire the ability to become a successful generalist, advanced practice nurse, or nurse educator in the health care industry or academic institutions of North County and other geographic locations that serve a diverse population.
9. Build on the baccalaureate foundation for continuing personal and professional self-growth, development, and lifelong learning and the necessary educational background to enable the pursuit of a higher degree in advanced nursing practice (Doctor of Nursing Practice) or research (Doctor of Philosophy in Nursing).
10. Build on the ability to perform a self assessment of personal sociocultural values, ethics, and religious beliefs, and evaluate how these factors correspond to those of one's own clients and professional nursing actions.
11. Master cultural assessment and global awareness to provide culturally sensitive nursing care to clients, families, and communities from around the world who differ from the nurse by virtue of race, culture, and/or ethnicity.

Transfer Students

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

Admission and Application Requirements

Admission to the RN-to-MSN program requires an associate degree from an accredited community college and completion of all courses in the Pre-Nursing Core (or the equivalents of these courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0).

Nursing courses and Pre-Nursing Core courses for which the student earns less than a grade of C (2.0) may be repeated once with consent of instructor, but only on a space-available-basis. While in the BSN component of the program, the student must maintain a 3.0 GPA. Those who do not perform at this level may elect to complete the baccalaureate via the RN-to-BSN program.

Admission to the Master of Science in Nursing program requires a baccalaureate degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN) accredited program, a minimum GPA of 3.0 for the last 60 semester hours of undergraduate course work, and evidence of satisfactory completion of physical assessment, inferential statistics, and nursing research with a grade of C (2.0) or better at the baccalaureate level. For students enrolled in the RN-to-MSN track, physical assessment and pathophysiology will be taken at the graduate level. One year of recent Registered Nurse experience is recommended for both tracks prior to advancement to candidacy.

Students should have computing skills sufficient to complete graduate work, including skills in word processing and statistical software programs. Admission decisions will be influenced by the strength of the undergraduate program, academic achievement, community service, and the educational goals of individual applicants.

Special Requirements

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

The academic advisor for the School of Nursing, working with the Office of Disabled Student Services, will assist students to determine what accommodations will be required for students to meet the standards of our program.

A complete application consists of:

- a completed application form;
- one set of official transcripts from colleges and universities attended with indication of an undergraduate degree;
- evidence of completion of an undergraduate or graduate level bioethics course;
- proof of licensure as a registered nurse in California;
- a reference list of three person's qualified to assess the applicant's potential to succeed as a graduate student, including one nursing faculty in the student's baccalaureate program ;
- a resume or curriculum vitae; and
- a 1-2 page essay outlining professional and educational goals.

Applicants will be admitted annually in the fall semester. To be considered for admission, all required applications should be received by May 1. Review of applications will continue until all the openings for fall semester have been filled. Applicants are notified of admission decisions following this process.

Degree Requirements

Option 1: Accelerated RN-to-MSN

The total number of units required for the RN-to-MSN nursing student is 170 to 179 semester units (depending on the concentration and track chosen). A maximum of 70 units can be transferred from the previous nursing program and includes general education, preparatory to the major courses, and 33 units of lower-division nursing. The number of units needed to be completed may vary depending on units previously completed at a community college. RN – MSN students must complete 9 units of upper-division electives and the second language requirement. Irrespective of the number of courses previously attempted, the RN-to-MSN students will need to complete the following courses or their equivalent(s): 51 units of general education, 47 unit for preparation for the major, 31 upper-division nursing units, and 41-50 graduate nursing units. The units may vary depending on units previously completed at a community college.

Required Prerequisite/Preparatory Nursing Courses for the RN-to-MSN Student

ANTH 200*	3
ANTH 301**	3
CHEM 105	4
CHEM 105L	1
BIOL 216	3
BIOL 160	4
BIOL 175*	4
BIOL 176	4
GEO 102*	3
GEW 101*	3
PSYC 100*	3
MATH 115*	3
PHIL 345**	3
Lower Division General Education	
Critical Thinking (A3) course*	3
BB Upper Division Science	
and/or math course**	3

**Usually part of the 51 units of general education.*

***Upper division general education courses. MATH 125, 132, or 160 may be substituted for Math 115. This requirement may also be satisfied by any Lower-Division General Education*

Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.

****Most RN transfer students have required growth and development and nutrition content integrated into their previous nursing program. For those who wish to add additional nutrition content, BIOL 343 is recommended.*

Students will complete the second language requirement. Spanish is strongly recommended.

The RN-to-MSN student is required to complete the following **31 units** of nursing courses.

	Units
NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	2
NURS 443 or NURS 445	3
NURS 450	3
NURS 451	2
NURS 480	2
NURS 499#	4

Students are required to complete a total of 4 units of NURS 499 and implement course content from one or all of NURS 352, 370, or 450 in their clinical work setting. Units can be used for one course or divided across courses according to a faculty approved independent study.

Additionally, the graduate program outlined in Option 2 is required for completion of Option 1. By completing these requirements, students in Option 1 earn the units required for the BSN and 45-58 units required for the MSN.

Option 2: M.S. in Nursing

Students in Option 2 must complete the 41-50 units required for the MSN. In addition, students in both Option 1 and 2 will write a 15-20 page concept analysis paper in NURS 500, and this paper will be used to conduct a writing assessment in keeping with the Graduation Writing Assessment Requirement (GWAR).

The following core courses are required for the MSN. The NURS 598 and NURS 599 courses can be taken with variable units but must total 3 units required for completion of the program.

Graduate Core
(20 Units)

	Units
NURS 500	2
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3
NURS 508	2
NURS 510	2
NURS 512	2
Three units taken from:	3
NURS 598A (1), 598B (2) or 598C (3) or NURS 599A (1), 599B (2) or 599C (3)	

Nursing Education Concentration
(24 Units)

	Units
NURS 570	3
NURS 571	2
NURS 572	2
NURS 573	2
EDUC 608	3
EDST 641	3

Students should select a **3 unit** clinical course and a **3 unit** advanced field study (NURS 532A or 532B and NURS 533A or 533B **or** NURS 534A or 534B and NURS 535A or 535B). For the clinical course and corresponding advanced field study, students may focus on adult, pediatric, gerontology, or psychiatric/mental health nursing. Students will select one **3 unit** additional education course relative to nursing education. The following courses are recommended electives:

	Units
EDUC 624	3
EDUC 626	3
EDST 631	3
EDST 635	3
EDST 636	3

Advanced Practice Nurse (APN) Concentration
(26-30 Units)

	Units
NURS 530	2
NURS 540 or NURS 580	2 3

NURS 532A or 532B	3
NURS 533A or 533B or 533C or 533D or 533E	3
NURS 534A or 534B	2
NURS 535A or 535B or 535C or 535D or 535E	3
NURS 536	2
NURS 539	6

Students in the APN concentration are required to choose a specialty and take additional courses totaling 46 to 50 units. This includes 500 hours of advanced field study required for a National certification exam. Students will be prepared to sit for the exam upon graduation from the MSN program.

CNS in Adult Health Specialty

(3 Units)

EDUC 608	3
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CNS in Pediatrics Nursing Specialty

(6 Units)

NURS 520	3
EDUC 608	3

CNS in Gerontology Nursing Specialty

(6 Units)

NURS 560	3
EDUC 608	3

**CNS in Psychiatric-Mental Health
Nursing Specialty**

(6 Units)

NURS 582	3
EDUC 608	3

**CNS Advanced Public Health
Nursing Specialty**

(3 Units)

NURS 514	3
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Family Nurse Practitioner

(3 Units)

NURS 520	2
NURS 526	1

**Psychiatric Mental Health Family
Nurse Practitioner**

(6 Units)

NURS 582	3
NURS 584	3

Clinical Nurse Leader (CNL) Concentration

(21 Units)

	Units
NURS 550	3
NURS 552	3
NURS 554	3
NURS 556	3
NURS 557	3
NURS 558	3
NURS 559	3

Students in the CNL concentration may choose to specialize (not required) in Gerontology Nursing (11 units). The additional courses required are:

	Units
NURS 536	2
NURS 560	3
NURS 539	6

Students in the CNL concentration may specialize in nursing education (10 units). The additional courses required are:

	Units
NURS 570	3
NURS 572	2
NURS 573	2
EDUC 608	3

Continuation

Students must maintain a 3.0 GPA and a grade of C or better in all classes. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Students must be continuously enrolled or request a leave of absence if time is needed away from studies. Students who are not continuously enrolled or have a leave of absence for longer than two semesters must petition the School of Nursing for continuation. All requirements for the degree must be completed within five years of beginning any coursework in the MSN program.

Students will receive advisement from the School of Nursing's advisors until they have reached candidacy and form a thesis or project committee. The thesis or project committee will be comprised of at least two School of Nursing faculty. The third member may be faculty from the School of Nursing, the wider university, or the general community. Advisors will work closely with students in selection of courses and research or project topics.

Advancement to Candidacy

A draft of the thesis or project proposal will be completed as part of the requirement for the graduate level research course (NURS 510). The students will form a thesis or project committee following completion of the course. Committee members will review and approve thesis or project proposals. Students will advance to candidacy once they have successfully passed an oral defense of their thesis or project proposal. The thesis or project committee will assist with refinement of the proposal and with the research for the thesis or evaluation of the project and will serve as the committee for the oral examination once the thesis or project is completed. To advance to candidacy, a student must:

1. Be in good standing with an overall GPA of at least 3.0;
2. Have completed 20 units of the core courses toward the graduate degree; and
3. Have successfully proposed his/her thesis or project to the faculty.

COLLEGE OF HUMANITIES, ARTS, BEHAVIORAL AND SOCIAL SCIENCES

New Program

Minor in Border Studies

The Minor in Borders Studies offers an interdisciplinary opportunity to explore communities and territories which emerge in border regions worldwide. The courses which make up the minor examine human interactions that shape and are shaped by borders that divide people and places. The curriculum provides an understanding of how border communities are formed and sustained, and explores the interrelationships of diverse groups across the cultural, geopolitical, linguistic, and social frontiers that exist in communities.

Requirements

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

	Units
Preparation (3 units):	
GEOG 201 or GEOG 302	3
Required Core Classes (9 units):	
BRS 300	3
BRS 301	3
BRS 400	3
Six (6) units selected from the following:	
BRS 330	3
BRS 364	3
BRS 430	3
BRS 453	3
GEOG 305*	3
GEOG 305S*	3
GEOG 320	3
GEOG 341	3
GEOG 460	3
LING 305	3

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

Special Conditions for the Minor in Border Studies

Completion of a Border Studies Minor is not available to students whose major course of study includes the Bachelor of Arts in Liberal Studies, Border Studies Option. However, students whose major course of study includes the Bachelor of Arts in Liberal Studies,

Elementary Subject Matter Preparation, or Integrated Credential Program (or any other major at the university) are eligible to complete a Minor in Border Studies.

New Program

B.A. in Environmental Studies*

Office:

CRA 6239

Telephone:

To be determined

Program Director:

To be determined

Faculty:

Anthropology

Bonnie Bade, Ph.D.

Biological Sciences

Richard N. Bray, Ph.D.

Tracey Brown, Ph.D.

Matthew Escobar, Ph.D.

George Vourlitis, Ph.D.

Chemistry and Biochemistry

Karno Ng, Ph.D.

Economics

Robert Brown, Ph.D.

Latin American Studies

Vivienne Bennett, Ph.D.

Literature and Writing Studies

Lance Newman, Ph.D.

Physics

Edward Price, Ph.D.

Political Science

Pamela Stricker, Ph.D.

Psychology

P. Wesley Schultz, Ph.D.

Urban and Regional Planning

Kimberly Knowles-Yáñez, Ph.D.

Visual and Performing Arts

Judit Hersko, MFA

Deborah Small, MFA

**The B.A. in Environmental Studies has received full approval by the campus and the Office of the Chancellor of the California State University, and is currently awaiting implementation.*

Program Offered:

- Bachelor of Arts in Environmental Studies

The Environmental Studies Program at California State University San Marcos will provide a collaborative setting for faculty, students, and community partners to study environmental and land-use issues. The degree provides introductory training in physical sciences, life sciences, social sciences, land-use planning, geographic information systems (GIS), environmental policy and law, research methods, and environmental arts and humanities.

The multidisciplinary core of the degree comprises four general areas:

- *Life and Physical Sciences* provides the scientific background for the major, consisting of courses in biology, chemistry, physics, ecology, and geomorphology.
- *Social Sciences and Policy* exposes students to institutional and legal frameworks of environmental policy, and to processes by which policy is established.
- *Research Methods* prepares students with the quantitative tools – GIS, statistics, and research methods – necessary for applied work in the professional arena, and also for graduate studies.
- *Environmental Arts and Humanities* encourages students to think critically, ethically, and aesthetically about the environment.

Career Opportunities

Students will be prepared to pursue diverse careers in land management agencies, environmental policy, environmental review processes in both private and public sectors, outdoor recreation, government, environmental education, and non-profit organizations.

New Program
Minor in Geography

Geographers study why and where people, places, and environments are located on the planet and the processes of social and spatial change they are experiencing. The Minor in Geography provides students with a suite of courses that use geographic understanding to explore issues and themes related to social justice and the environment, globalization and global change, border development, climate change impacts and adaptation, water governance, and economic development.

The minor program provides students with analytical tools, research opportunities, global understanding, and broad preparation for further graduate study, and for careers in business, education, environmental management, international and community development, and government. It is an excellent addition to majors in Anthropology, Business Administration, Biochemistry, Biological Sciences, Border Studies, Communications, Ethnic Studies, Global Studies, History, Liberal Studies, Native Studies, Political Science, Sociology, and Women's Studies.

Requirements:

Completion of eighteen (18) units of credit, twelve (12) of which must be at the upper-division level. Students may choose any upper-division course in geography in addition to those listed below. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

Preparation for the Minor (Choose two):

	Units
ES 100	3
GEOG 201	3
GEOG 302	3

Core Courses for the Minor (Choose four):

BRS 300	3
BRS 330	3
BRS 364	3
BRS 453	3
GEOG 302	3
GEOG 305	3
GEOG 305S	3
GEOG 320	3
GEOG 340A-G	3
GEOG 341	3
GEOG 460	3
ID 340	3
LBST 307	3

* Students may not take both GEOG 305 and GEOG 305S, nor both GEOG 201 and 302.
 **Additional courses may be available; check the class schedule for the latest offerings.

New Program:

B.A. in History – Single-Subject Preparation for Teaching Option

Students interested in majoring in History and teaching at the secondary level may elect the Single-Subject Preparation for Teaching. Successful completion of this option will allow students to waive the California Subject Examination for Teachers (CSET) in History/Social Science. For certification of this option, students must maintain a 2.7 GPA both in overall work and in all courses used to complete the major and option.

Lower-Division Preparation for the Major

Thirty units in lower-division courses including:

U.S. History Survey

HIST 130 and 131 6

World History

HIST 101 and 102 6

Related breadth courses including

U.S. Government

PSCI 100 3

Economics including Macro/Micro Economics

ECON 201 and 202 6

GEW 101

3

Supporting social science courses: PSYC 100 and SOC 101

recommended, but other lower or upper-division courses in Psychology or Sociology can satisfy this requirement. 6

Total Units

30

Upper Division Requirements

Forty-six units in upper-division courses including:

GEOG 302 or 320

3

Political Science, U.S. focus Choose from: PSCI 305, 321, 412, 413	3
Political Science, Global focus Choose from PSCI 331, 350	3
EDUC 350 Note: HIST 393 and EDUC 350 should be taken concurrently.	3
HIST 301 Historical Methods and Writing	3
HIST 347 California History	3
2 U.S. Courses from HIST 336C, 336D, 336E, 336F	6
Upper-division History electives, U.S. focus	6
Upper Division History electives, non-U.S. focus <u>Note:</u> Of the above, courses must be taken from at least three world areas that include: Africa, Asia, Europe, Latin America, Middle East, and Comparative/Transnational history	12
HIST 393 Experiential Learning in History for Future Teachers	1
History course, 400 level seminar	3
<i>Total Units</i>	<i>46</i>

Note: of the history courses above:

- one course must have the majority of its content before 1800
 - one course must have considerable content on Women's History/Gender.
 - one course must have significant consideration of ethical, moral, or religious issues in history.
- Choose from: HIST 306, 310A, 310B, 313, 317, 318, 323, 341, 343, 356, 380, 383, 388

Students must complete and submit a portfolio of their coursework with a written narrative reflecting on their pre-credential teaching experience, and must complete all of the above courses with a GPA of 2.7 or above.

**Change to
B.A. in Liberal Studies
ESM Option: Breadth of Study Requirement**
(Upper-Division: 15-16 units)

Courses must be taken in the following areas in order to fulfill the Breadth Study requirement. In some areas, only a single course can fulfill this requirement; in others, a choice of courses is available. Additional courses may be approved to satisfy these requirements as additional courses are added to the college curriculum. Students should consult a Liberal Studies advisor in order to obtain an up-to-date list of approved courses.

Mathematics	
MATH 311	3
Linguistics	
LING 300	3
California History	
HIST 347 or GEOG 341	3
Interdisciplinary Studies	
One from the following list***	3
ANTH 301, 325, 370, 470	
BRS 300, BRS 364	
GEOG 305, 305S, 320, 325, 340G	
ID 301, 304, 305, 306, 350, 410	
LBST 301, 307, 361, 362, 375	
LING 304, 305, 341, 371, 381	
TA 323, 325	
VSAR 323	
WMST 424	

*** See advisors or Liberal Studies web site for updated lists.

**Change to
B.A. in Liberal Studies
ICP Option: Breadth of Study Course Coursework**

Courses must be taken in the following areas, in order to fulfill the Breadth of Study requirements and the Depth of Study Requirements, and to satisfy prerequisites for further coursework in the Credential Program:

	Units
ID 340B	3
ID 381	3
HIST 347 or GEOG 341	3
LBST 361B	3
LING 300B	3
MATH 311B	3
VPA 321	3
<i>Total Units</i>	<i>21</i>

New Program:

Minor in Music Technology

The Music Technology Minor is designed for students whose focus is on the creation of music and/or sound design with the use of computer-based technology. Students in the program study basic and advanced recording technology, microphone techniques, sampling, sound editing, processing, and synthesis techniques, as well as music theory (introductory) and American popular music. Students have access to high level professional studios on campus in which to complete their work. Skills developed in the minor can be applied to future work in professional music studios, composition, music programming, sales and installation, audio editing, and multimedia, video, and theatre.

	Units
MUSC 203	3
MUSC 325	
or	
MUSC 427	3
MUSC 302	3
MUSC 304	3
MUSC 402	6
<i>(course must be taken twice, for a total of six (6) units)</i>	
<i>Total Units</i>	<i>18</i>

New Program:

Minor in Video/Film Production

The Video /Film Production Minor is designed for students who want to focus on the production of media projects, including video, film, new media, and installation art utilizing media. It will serve as a minor degree for preparation for graduate school or a career in media production.

Six Units of Introductory Level Courses from the following:

VSAR 303	3
VSAR 306	3
VSAR 319	3

Nine Units of Advanced Level Courses from the following:

VSAR 304	3
VSAR 305	3
VSAR 309	3
VSAR 402	3
VSAR 498 C	3

Three Units of Electives from the following:

DNCE 324	3
VSAR 495C	3

Total Units *18*

Change to

B.A. in Women's Studies

(Add the following text)

Special Conditions for the Bachelor of Arts in Women's Studies

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

COLLEGE OF SCIENCE AND MATHEMATICS

Changes to **B.S. in Biotechnology**

Preparation

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

Special Conditions for the Bachelor of Science in Biotechnology

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

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

Requirements

	Units
General Education*	51
Preparation for the Major*	32-33
Requirements for the Major*	52
<i>Total Required</i>	<i>120</i>

**Nine (9) lower-division GE units in Area B (Math and Science) are automatically satisfied by combinations of CHEM 150, MATH 160, and BIOL 211 when taken in preparation for the major. Three (3) lower-division GE units in Area D (Social Sciences) are automatically satisfied by either PSYC 100 or SOC 101, which are also required as preparation for the major. Three (3) upper-division GE units in Area BB (Mathematics and Natural Sciences) are satisfied by students taking either CHEM 351 or CHEM 341.*

Preparation for the Major

(32-33 units)

	Units
CHEM 150 & 150L	5
CHEM 201	3
CHEM 201L	2
CHEM 202	3
CHEM 250	3
MATH 160	5
PHYS 205	4
PHYS 206	4
PSYC 100 or SOC 101	3-4

Major Requirements

Lower-division (18 units):

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

Upper-division (27 units):

BIOT 355	4
BIOT 356	4
BIOT 357	2
BIOL 367	4
BIOL 477	3
CHEM 351 or CHEM 341	3
MGMT 302	2
MKTG 302	2
PHIL 315, PHIL 340 or PHIL 345	3

Electives (7 units)

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

BIOL 352	4
BIOL 353	4
BIOL 489	2
BIOT 358	3
BIOT 497	4
CHEM 351L	2
CHEM 352	3
FIN 302	2
MIS 411	4

MIS 425	2
MIS 426	4
MGMT 415	4
MGMT 452	4
MGMT 461	4
MIS 302	2
OM 302	2

Change to
M. S. in Computer Science

Students are required to take the following graduate-level core courses:

CS 513	CS 542
CS 537	CS 571

Students are advised to complete the core courses before selecting their electives.

Change to
Minor in Mathematics
 Lower-division (9 units)

	Units
MATH 160	5
MATH 162	4

5 elective courses chosen from the following
 (at least 15 units):

MATH 260	4
MATH 270 [^] , 350, or 370	3
MATH 330	3
MATH 346	3
MATH 362	3
MATH 374	3
MATH 378	3
MATH 464 or CS 464	3
MATH 480 or CS 480	3

Any other mathematics courses numbered 410
 through 599 approved for the mathematics major.

<i>Total Units</i>	24-26
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[^] with a grade of B (3.0) or higher
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CHANGES TO ADMISSION REQUIREMENTS, FEES, AND ACADEMIC POLICIES

Admission and Application

(Delete third paragraph appearing in the 2010-12 catalog, Page 22 and replace with the following text)

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

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

(Delete first paragraph right after the eligibility table, appearing in the 2010-12 Catalog, page 24, second column, first paragraph, and replace it with the following text)

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

Making Up Missing College Preparatory Subject Requirements

(Replace the entire section, appearing in the 2010-12 Catalog, page 25, with the following text)

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

Complete appropriate courses with a C (2.0) or better in adult school or high school summer sessions.

Complete appropriate college courses with a C (2.0) or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.

Earn acceptable scores on specified examinations, e.g., SAT subject tests.

Please consult with any CSU Admission Office for further information about alternative ways to satisfy the subject requirements (*due to enrollment pressures, many CSU campuses do not admit lower-division transfer applicants*).

Lower-Division Transfer Requirements

(Added this new section)

Generally, applicants will qualify for admission as a lower-division transfer student if they have a grade point average of at least 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

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

Applicants who graduated from high school prior to 1988 should contact the Admission Office to inquire about alternative admission programs (*due to enrollment pressures, many CSU campuses do not admit lower-division transfer applicants*).

Transfer Policies of CSU Campuses

(Delete second paragraph, appearing in 2010-12 Catalog, page 23, and replace it with the following text)

The CSU General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. Up to 39 of the 51 GE-Breadth units required can be transferred from and certified by a California college. “Certification” is the official notification from a California community college that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth certification course list for particular community colleges can be accessed at www.assist.org.

Returning Students

(Added this new section)

Undergraduate students in good standing may re-enroll in the University after an absence of one term by notifying Records & Registration, 760-750-4814, or email to registrar@csusm.edu (see Out-One Term, Page 81 of 2010-12 Catalog).

The application for admission and fee of \$55 are required if the student was not enrolled in any of the two terms (not including summer) prior to the term for which the student is seeking admission, or if the student was enrolled in another institution during the absence from CSU San Marcos (see Leave of Absence, Page 86 of 2010-12 Catalog). Returning students who must reapply must be fully eligible as an upper-division transfer student before they will be admitted to CSU San Marcos. Students must reapply through CSUMentor.edu during the following period for the semester they plan to attend.

Fall semester: October 1 – November 30

Spring semester: August 1 – August 31

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

Readmission of Previously Disqualified Students

(Added this new section)

Students who have been academically disqualified must submit a Petition for Reinstatement and may be required to reapply for admission. The petition for reinstatement, as well as important deadlines and instructions, can be found online at <http://www.csusm.edu/academicadvising/reinstatement/index.html>, or students can call or visit Undergraduate Advising Services, 760-750-4060.

Change to

International Student Admission Requirements

(Delete last sentence on second paragraph, in the 2010-12 Catalog, page 25)

Change to

English Language Admission Requirement for Undergraduate Applicants

(Replace the TOEFL Requirement, appearing in the 2010-12 Catalog, page 28, with the following text)

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

Alternatively, applicants may present a score of 500 or above on the paper-based TOEFL, a score of 173 or above on the computer-based TOEFL, or an International English Language Testing System (IELTS) score of 5.5 or above.

Individual degree programs may require a higher score.

English Placement Test (EPT)

(Delete whole section on EPT, appearing in the 2010-12 Catalog, page 28, and replace with the following text)

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

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

- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better
- A score of “Exempt” or “Ready for college-level English courses” on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11

Entry Level Mathematics (ELM) Examination

(Delete whole section on ELM, appearing in the 2010-12 Catalog, page 28, and replace with the following text)

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

- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better
- A score of “Exempt” or “Ready for college-level Mathematics courses” on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II
- A score of “Conditionally ready for college-level Mathematics courses” or “Conditional” on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that requires Algebra II as a prerequisite

CSU Immunization Requirements

(Replace the entire section appearing in the 2010-12 Catalog, page 29, and replace it with the text below)

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

Measles and Rubella: All new and readmitted students, born after January 1, 1957, must provide proof of full immunization against measles and rubella prior to enrollment.

Hepatitis B: All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 month period. If you need further details or have special circumstances, please consult Student Health and Counseling Services.

Meningitis: Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicate whether or not the student has chosen to receive the vaccination. These are **not** admission requirements, but are required of residential students as conditions of enrollment in CSU.

For the Measles and Rubella requirement, students have one semester to comply or they will not be permitted to register for a second semester. Registration holds are placed if proof of immunization has not been submitted to Student Health and Counseling Services (SHCS) prior to priority registration date. Any one of the following options will be accepted to fulfill this requirement:

- Submit proof that the student has been immunized against measles and rubella with two (2) doses of MMR to SHCS during regular business hours.
- Submit a physician's verification that the student has had measles and rubella or a copy of a laboratory blood test proving you are immune to measles and rubella to SHCS.
- Make an appointment to receive the measles/rubella or MMR vaccination, or have blood tests performed to document immunity.
- Provisions for exemptions in fulfilling this requirement are available based on medical considerations, religious or personal beliefs.

All first time enrolled students who are 18 years of age or younger, on August 1st of their entering academic year, are required to present proof of full immunization against Hepatitis B. Full immunization consists of three (3) injections for Hepatitis B that are given over an 4-6 month period. CSU students who have not submitted proof of receiving the full series of three injections will be unable to register for their third semester. If you need to start or finish the Hepatitis B series, please call us to schedule an appointment.

Any one of the following options will be accepted to fulfill this Hepatitis B requirement:

- Submit proof that the student has been immunized against Hepatitis B with three (3) doses to SHCS during regular business hours.
- Submit a physician's verification that the student has had Hepatitis B or a copy of a laboratory blood test proving you are immune to Hepatitis B to SHCS.
- Make an appointment to receive the Hepatitis B vaccination, or have blood tests performed to document immunity.
- Provisions for exemptions in fulfilling this requirement are available based on medical considerations, religious or personal beliefs.

Each incoming freshman who will be residing in on-campus housing will be required to return a form with their housing contract to UVA indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are not admission requirements, but are required of students as conditions of residing in on-campus housing.

Immunization Holds

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

Determination of Residence for Nonresident Tuition Purposes

(Replace the word "University fees," appearing in the 2010-12 Catalog, page 30, second column, first paragraph, 6th line, with the word "tuition.")

(Replace the residence determination date information appearing in the 2010-12 Catalog, page 31, with the following information:)

Semester	Term	Campuses
Fall		September 20
Spring		January 25
Summer		June 1

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

Fall	September 20
Spring	January 5
Summer	June 1

Impacted Programs

(Delete second paragraph, appearing in the 2010-12 Catalog, page 31, and replace it with the text below)

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

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- <http://www.calstate.edu/sas/impaction-campus-info.shtml>

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

Supplementary Admission Criteria

(Replace the month “October” with “November or December,” first paragraph, last sentence, 2010-12 Catalog, page 31)

Credit for International Baccalaureate Certificates or Diplomas

(Replace the following information appearing in the 2010-12 Catalog, page 36.)

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

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

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

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

Changes to

REGISTRATION FEES TABLE

(Replace information appearing in the 2010-12 Catalog, page 38)

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees. Per the California State Board of Trustees action on July 12, 2011, effective fall 2011, the State Tuition Fee has been increased. The table below reflects the updated fees.

	Per Semester	
	0.0-6.0 units	6.1+ Units
Undergraduate Tuition Fee	\$1,587.00	\$2,736.00
Credential Tuition Fee	\$1,842.00	\$3,174.00
Graduate Tuition Fee	\$1,953.00	\$3,369.00
Health Facility Fee	\$25.00	\$25.00
Associated Students Fee	\$50.00	\$50.00
Instructional Related Activity (IRA) Fee	\$5.00	\$5.00
Recreation Fee	\$35.00	\$35.00
Clark FH Operations	\$12.00	
ASI Campus Recreation	\$12.00	
Track & Lower Recreation		
Field Maintenance	\$11.00	
Student Union Fee	\$215.00	\$215.00
Student Health Services Fee	\$70.00	\$70.00
Mental Health Fee	\$60.00	\$60.00
Academic Records Fee	\$12.00	\$12.00
Athletics Fee	\$80.00	\$80.00
Childcare Services	\$10.00	\$10.00
Total for Undergraduate	\$2,149.00	\$3,298.00
Total for Credential	\$2,404.00	\$3,736.00
Total for Graduate	\$2,515.00	\$3,931.00

Graduate Professional Business Fee

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

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

Nonresident Students (U.S. and Foreign)

The total nonresident tuition paid per term will be determined by the number of units taken. \$372.00 per unit in addition to all mandatory fees.

Changes to
USER FEES TABLE

(Replace information appearing in the 2010-12 Catalog, page 39)

Academic Technology Services Equipment Fee (See equipment checkout fee schedule)	Varies
Administrative Late Fee (Failure to meet administratively required appointment or time limit fee)	\$15.00
Alumni Placement Fee	\$25.00
Application Fee for CSU Admission	\$55.00
Bicycle Storage Fee – Per semester	\$15.00
Biology 160, 175, 176, 351, 352, 353, 354 – Miscellaneous Course Fees (each)	\$45.00
Biotechnology Course Fee: BIOL 355, 356 (each)	\$45.00
Chemistry Lab Breakage Fee- Cost of broken lab equipment	Varies
Chemistry — Lower Division Courses: CHEM 150L, 201L, 202L, 275 (each)	\$30.00
Chemistry — Upper Division Courses: CHEM 351L, 404L, 405, 416, 499 (each)	\$35.00
College of Education Application Credential Fee	\$25.00
Computing Services Fee	\$30.00
Cross-Enrollment Fee	\$10.00
Dishonored Checks & Credit Cards	\$20.00
Emergency Loan Fee	\$2.00
Emergency Loan Late Fee	\$40.00
Foreign Language Proficiency Test	\$49.50
Health Services Augmented Fee	\$8.00 - \$15.00
Health Services Augmented Cancellation Fee	\$20.00
Kinesiology 200, 201 (fee per class)	\$15.00
Kinesiology 305, 406 (fee per class)	\$25.00
Kinesiology 300	\$30.00
Kinesiology 302, 326 (fee per class)	\$35.00
Kinesiology 104	\$45.00
Late Registration Fee	\$25.00
Mass Media Course Fee: MASS 302	\$20.00
Mass Media Course Fee: MASS 457	\$5.00
Music Course Fee: MUSC 304, 402 (each)	\$10.00
Music Course Fee: MUSC 427	\$30.00
Nursing TEAS Exam Fee (non-refundable)	\$50.00
Orientation Fee - Family member/guest (each)	\$35.00
Orientation Fee – Incoming Freshman	\$85.00
Orientation Fee - Transfer student	\$60.00
Orientation Fee - Overnight Program	\$155.00
Parking Fee - Auto per semester	\$338.00
Parking – Other (www.csusm.edu/parking)	Varies
Photo ID - New/Replacement	\$5.00
Photo ID - Temporary (ALCI, Open University)	\$2.00
Physics — Lower Division Courses: PHYS 201, 202, 203, 205, 206 (each)	\$25.00
Physics — Upper Division Courses: PHYS 301, 402 (each)	\$30.00
Psychology Course Fee: PSYC 402	\$15.00
Student Laptop Computer Security Repair Fee	\$30.00
Teaching Credential Application- Payable to State of California	\$40.00
Teacher Performance Assessment	\$85.00
Theatre Arts Courses: TA 305, 489 (each)	\$20.00
Thesis Binding Fee	\$65.00

USER FEES TABLE (Continued)

(Replace information appearing in the 2010-12 Catalog, page 39)

Transcript Waiver Evaluation Fee	\$25.00
Visual Arts Course Fee: VSAR 110, 130, 131, 301, 303, 304, 305, 306, 309, 406, 440 (each)	\$20.00
Visual and Performing Arts Overdue Equipment Late Fee (per hour)	\$2.00
Visual and Performing Arts: VPA 380-13	\$20.00
Visual and Performing Arts: VPA 380-15	\$5.00

User Fees are subject to change pending approval in accordance with university procedures.

Refund of Mandatory Fees, Including Nonresident Tuition

(Replace the entire section, appearing in the 2010-12 Catalog, page 39 with the following text.)

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, *California Code of Regulations*. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University, available at www.csusm.edu/el.

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available in the Schedule of Classes.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the university's established procedures will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

For state-supported non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes prior to the first day in accordance with the university's established procedures and deadlines.

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

- The fees were assessed or collected in error;
- The course for which the fees were assessed or collected was cancelled by the University;

- The University makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Students who are not entitled to a refund as described above may petition the University for a refund demonstrating exceptional circumstances and the chief financial officer of the University or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the University.

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

Fee Waivers

(Delete the entire section, appearing in the 2010-12 Catalog, page 44, and replace with the following text.)

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

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

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

Section 68121 – Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001. Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

The California State University International Programs

(Replace the list of institutions appearing in the 2010-12 Catalog, pages 65 and 66, with the following list)

Australia	Griffith University, Macquarie University, Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University
Canada	Concordia University (Montréal), McGill University (Montréal), Université Laval (Québec City)
Chile	Pontificia Universidad Católica de Chile (Santiago)
China	Peking University (Beijing), Shanghai Jiao Tong University (Shanghai)
Denmark	Danish Institute for Study Abroad (international education affiliate of the University of Copenhagen)
France	Service Commun d'Enseignement des Français aux Étudiants Étrangers, Université de Provence (Aix-en-Provence), Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, Institut Catholique de Paris, The Institute of Oriental Languages and Civilizations, Université Evry
Germany	University of Tübingen and a number of institutions of higher education in the Federal State of Baden-Württemberg
Ghana	University of Ghana, Legon
Israel	Tel Aviv University, The Hebrew University of Jerusalem, University of Haifa
Italy	CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze
Japan	Waseda University (Tokyo)
Korea	Yonsei University (Seoul)
Mexico	Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
New Zealand	Massey University (Palmerston North)
South Africa	Nelson Mandela Metropolitan University, Port Elizabeth

Spain	Universidad Complutense de Madrid, Universidad de Granada
Sweden	Uppsala University
Taiwan	National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)
United Kingdom	Bradford University, Bristol University, Hull University, Kingston University, Sheffield University, Swansea University

Participants are responsible for all tuition and program fees, as well as all personal costs, such as transportation, room and board, and living expenses.

To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in Canada, China, France, Germany, Korea, Mexico, Sweden, and Taiwan. California Community Colleges transfer students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other coursework prerequisites.

Declaration of Major and Specialization

(Added this new section)

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

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

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

Repeat of Courses for GPA Adjustment

(Delete entire section on Repeat of Courses for GPA Adjustment, appearing in the 2010-12 Catalog, page 90, and replace with the following text)

The following policy applies to repeated undergraduate courses (including courses completed via self support; e.g., open university) with grades lower than a C (2.0) and completed at Cal State San Marcos that can be used for the adjustment to the GPA.

1. **Grade Forgiveness:** When students repeat a course for the sake of improving upon an earlier unsatisfactory performance, they may, under certain circumstances, have the new grade replace the former grade in terms of calculation of GPA.
 - a. Students may repeat an individual course for grade forgiveness no more than two times.
 - b. Students may repeat up to 16 semester units with grade forgiveness. (With regard to the limits on repeats, all such running totals were set to zero at the beginning of the Fall term of 2009.) Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.
 - c. All grades for a given course will be maintained as a part of the student record and will appear on the student's transcripts.
2. **Grades Averaged:** Undergraduate students may repeat an additional 12 semester units in addition to the 16 units for which grade forgiveness is permitted. In such instances the repeat grade shall not replace the original grade; instead both grades shall be calculated into the student's overall GPA. 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. The course repeated for the GPA Adjustment must have been assigned a grade of C- (1.7) or less. Repeated courses with grades of CR, NC, I, RD, SP will not be processed for the GPA adjustment. Thus, if a course previously taken for a grade is repeated with a CR/NC, the original grade(s) will continue to be calculated in the GPA. (It is not necessary to repeat a course with a grade of NC since CR/NC grades are not calculated in the GPA.)
4. If a student wishes to repeat a course, and the course is not scheduled to be offered during the student's expected time to degree, then the department chair/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 department chair/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.

5. Except in unusual circumstances, no course may be repeated more than two times. A student who is a senior in good standing and at most 3 courses away from completing the requirements for their major may file a written petition with the Dean of the College of their major to repeat an upper division course required for their major a third time. In this petition the student must:
 - give a detailed explanation why they failed the course 3 times;
 - submit clear evidence that they know the prerequisite material for the course and are a senior student in good standing who has no more than 3 courses (including the course being petitioned) remaining for completing the requirements of the major. This evidence should include all relevant transcripts, and the narrative of the petition should clearly state the student's GPA and how prerequisite requirements are satisfied;
 - give a clear plan indicating how they will make sure that they will pass the course on their next attempt.The final decision on the petition is made by the Dean or designee in consultation with the chair of the department or program offering the course. An individual course may be repeated for "Grade Forgiveness" no more than two times; a third repeat must be for "Grade Averaging."
6. Academic units such as departments and colleges may impose stricter limits on the number of times that students can register for certain courses.
7. Limits on repeated courses apply to courses taken in matriculated status as well as coursework completed via self support, e.g., extended learning, open university, etc.

Excess-Units Seniors

(Delete entire section on Excess-Units Seniors, appearing in the 2010-12 Catalog, page 86, and replace with the following text)

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

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

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

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

Student Conduct

(After section (d), add a new section – (e), in the 2010-12 Catalog, page 97.)

(e) Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

As referenced earlier in Section XXI, Student Conduct (15) (G), the penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

GRADUATION REQUIREMENTS

Multiple Majors

(Replaces the Multiple Majors paragraphs, appearing in the 2010-2012 Catalog, page 100, with the text below)

It is possible for a student to complete more than one major within one degree (for example, a B.A.). Each major after the first major must consist of at least 24 semester units that are not counted toward any other major's requirements. To be recognized as graduating with multiple

majors, a student must declare the additional major(s) with the appropriate discipline or program no later than the beginning of the student's final year of study. The completion of additional majors within one degree will be noted at the time of graduation by appropriate entries on the student's transcript and on the diploma. Majors appear on the diploma in the order in which the student has designated them to be the first major, second major, etc.

It is also possible for a student to complete a major (or majors) in one degree concurrently with additional majors from a different degree (for example, a major in a B.S. concurrently with another major from a B.A.). Each major after the first major must consist of at least 24 semester units that are not counted toward any other major's requirements. By declaring which major is the first major, second major, etc., the student also declares the order in which the degrees, and the majors leading to these degrees, appear on the diploma and transcript. Students must make this declaration no later than the beginning of the student's final year of study.

Minors

(Replaces the Minors paragraph, appearing in the 2010-2012 Catalog, page 100, with the text below)

An undergraduate student may elect to complete one or more minors; this is not a degree requirement. Unless the description of the major(s) and minor contain additional stated restrictions, there is no restriction on double-counting units in the major(s) and the first minor that a student declares. After the first minor, each subsequent minor must contain twelve units beyond those used for major requirements and other minors. Students may not declare or receive a minor in the same subject or title as the major. Minors are awarded as part of a baccalaureate degree. The completion of a minor will be noted on the student transcript, but not on the diploma.

Restrictions on Upper-Division General Education Courses

(Replaces the entire section, appearing in the 2010-2012 Catalog, page 102, with the text below)

No student may use a course from their major area, or any course cross-listed with their major area, to satisfy upper division general education (UDGE) requirements BB, CC, DD.

For majors with a primary field, students are prohibited from using courses in their primary field or any course cross-listed with their primary field. For majors in which students take courses from a variety of fields and no primary field is named, students are not prohibited from taking courses in these fields (e.g., Human Development majors take courses in Biological Sciences, Psychology, and Sociology; they are not prohibited from taking courses that are cross-listed with these fields).

Graduation Requirements for Second Bachelor's Degree (Added this new section)

In order to receive a second bachelor's degree, students who hold a bachelor's degree from California State University San Marcos or another accredited institution of higher education must complete the following:

- 1) A minimum of thirty (30) units in residence at CSU San Marcos beyond the first bachelor's degree.
- 2) The major requirements for the second degree. Units from the first degree may be counted, but a minimum of twenty-four (24) upper-division units in residence in the major for the second bachelor's degree must be earned subsequent to earning the first bachelor's degree.
- 3) All lower-division General Education requirements, including the U.S. History, Constitution and American Ideals requirement, if not already successfully completed as part of the first degree. Exceptions: students whose first degree is from the California State University or the University of California are not required to take any additional lower-division General Education coursework. Second bachelor's candidates returning for a degree in Nursing are exempt from any lower-division General Education requirements, including the U.S. History, Constitution, and American Ideals requirement, unless specifically required for the Nursing major.
- 4) All upper-division General Education requirements. Exceptions: students whose first degree is from CSU San Marcos are not required to take any additional General Education coursework. Second bachelor's candidates returning for a degree in Nursing are exempt from any upper-division General Education requirements that are not specifically required for the Nursing major.
- 5) All other CSU San Marcos graduation requirements in effect at the time of catalog selection. Exception: second bachelor's candidates returning for a degree in Nursing are exempt from any other CSU San Marcos requirements that are not specifically required for the Nursing major.

Second bachelor's degree candidates are required to achieve a 2.0 grade point average each semester to maintain good academic standing.

Graduate and Post-Baccalaureate Admission Requirements

(Replace the following text that appears in the 2010 Catalog, first bullet, page 109, with the following text)

- Post-Baccalaureate Unclassified – To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified

students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (most CSU campuses do not offer admission to unclassified post-baccalaureate students).

English Language Admission Requirement for Graduate and Post-Baccalaureate Applicants

(Replace the TOEFL Requirement, appearing in the 2010-12 Catalog, page 109, with the following text)

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the principal language of instruction must receive a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL), a minimum score of 550 on the paper-based TOEFL, a minimum score of 213 on the computer-based TOEFL, or an International English Language Testing System (IELTS) minimum score of 6.0.

Individual degree programs may require a higher score.

Withdrawal Policy for Credential and Graduate Students

(Policy restated to apply specifically to credential and graduate students)

Withdrawal from Courses

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

Withdrawals After the 19th Day of the Semester and Prior to the End of the Twelfth Week of Instruction. Withdrawal during this period is permissible only for serious and compelling reasons (see below). Permission to withdraw during this time shall be granted only with the approval of the instructor, and the department chair or dean or dean's designee. Permission to withdraw during this time from graduate or credential courses shall be granted only with the approval of the appropriate graduate or credential program coordinator or the Dean of Graduate Studies (or designee). All requests to withdraw under these circumstances and all approvals shall be documented as prescribed by the campus. The requests and approvals shall state the reasons for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record retention policy.

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

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

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

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

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

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

Withdrawals for Extenuating Circumstances

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

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

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

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

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

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

Average Support Cost Per Full-Time Equivalent Student and Source of Funds

(Delete entire section, appearing in the 2010-12 Catalog, page 477, and replace with the text below)

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2010-11 budget amounts were \$2,617,435,000 from state General Fund appropriations (not including capital outlay funding), \$1,244,603,000 from net basic tuition fee revenue, and \$320,211,000 from other fee revenues and reimbursements for a total of \$4,182,249,000. The number of projected 2010-11 FTES is 339,873 resident and 14,509 non-resident students. FTES is determined by dividing the total

academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2010-11 average support cost per FTES based on General Fund appropriation and net basic tuition fee revenue only is \$11,213, and when including all sources as indicated below is \$12,117. Of this amount, the average net basic tuition fee revenue and other income and reimbursements per FTES is \$4,416, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, other miscellaneous fees, and reimbursements).

2010-11	Amount	AVERAGE COST per FTES	Percentage
Total Support Cost	\$4,182,249,000	\$12,117	100%
• State Appropriation ¹	2,617,435,000	7,701	64%
• Net Basic Tuition Fee Revenue ²	1,244,603,000	3,512	29%
• Other Income & Reimbursements ^{2,3}	320,211,000	904	7%

¹State Appropriation includes a decrease of \$106 million reflecting a shift of costs on a one-time basis to the federal American Recovery and Reinvestment Act State Fiscal Stabilization Fund.”

²Net Basic Tuition fee revenue and other income represents campus 2010-11 budgets submitted November 2010.

³Other income and reimbursements represent campus “other fee” 2010-11 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.

The average CSU 2010-11 academic year resident undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the University is \$5,285. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Non-Discrimination Policy

(Replace this policy appearing in the 2010-12 Catalog, page 479.)

Race, Color, Ethnicity, National Origin, Age, and Religion

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, ethnicity, national origin, age, or religion, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Federal laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, and various state laws prohibit such discrimination. Bridget Blanshan, Associate Vice President, Student Development Services and Dean of Students, has been designated to coordinate the efforts of California State University San Marcos to comply with all relevant disability laws for students. Inquiries concerning compliance for students may be addressed to Dr. Blanshan at (760) 750-4935. Ellen Cardoso, Director, Human Resources and Equal Opportunity, has been designated to coordinate the efforts of California State University San Marcos to comply with all relevant disability laws for employees. Inquiries concerning compliance for employees may be addressed to Ms. Cardoso at (760) 750-4416.

Sex/Gender

The California State University does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by California State University San Marcos. Such programs and activities include admission of students and employment.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Inquiries concerning the application of these laws to programs and activities of California State University San Marcos may be referred to Dr. Bridget Blanshan, Associate Vice President, Student Development Services and Dean of Students, at (760) 750-4935, to the campus officer(s) assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

ACCT 308 (4)

[Correction to enrollment restrictions: Delete “, *and the Computer Competency Requirement.*”]

Accounting Information and Systems

ANTH 328 (3)

[New Course]

Body and Identity

Explores the social construction and performances of the body and identity through a cross-cultural look at definitions and meanings of the body, codes inscribed on it by our everyday practices (wearing makeup, working out), and choices of decorative markers (clothing, jewelry, tattoos, piercings). How are gender, race, ethnicity, and power status signaled by the body? How is rebellion enacted through the body? Anthropological perspectives are used to explore how people approach these issues across cultural, economic, political, social, and religious contexts. *May not be taken for credit by students who have received credit for ID 370-2 and WMST 300-6. Also offered as WMST 328. Students may not receive credit for both.*

ANTH 391 (3)

[New course]

Anthropological Theory

Introduces and familiarizes students with key theories and theorists in sociocultural anthropology. Focusing on the range of analytic frames that anthropologists have brought to bear (and continue to do so) in trying to conceptualize, understand, account for, and describe the lived world, this course examines the fundamental anthropological models of thinking about and understanding persons in sociocultural milieus. Setting the development of these ideas in their historical contexts, key theorists are also introduced and analyzed.

BA 615 (4)

[Change in title]

Statistics for Management

BIOL 216 (3)

[New Course]

Biostatistics for the Health Sciences

Study of the techniques and underlying principles necessary to analyze various types of data used in health science professions. Introduces sampling and experimental design, descriptive statistics, graphical display of data, point and interval estimation methods, and common hypothesis testing methods, including T-Tests, linear regression, and analysis of variance. Focuses on the use of statistical analysis in support of scientific reasoning, as it applies to health professions. *May not be taken for credit by Biological Science Majors. Restricted to Pre-Nursing and Nursing Students.*

BIOL 370 (3)

[Change in unit value]

Plant Physiology

BIOL 370L (1)

[New Course]

Plant Physiology Lab

Provides hands-on experience with classical and molecular techniques utilized in modern plant physiology research, such as plant transformation, tissue culture, nucleic acid isolation, enzyme activity assays, and plant/pathogen challenge assays (specific subjects may vary by semester). *Three hours of laboratory. Pre/Co-Requisite: BIOL 370.*

BIOL 380L (1)

[New Course]

Animal Behavior Laboratory and Field Methods

An advanced laboratory experience in collecting and analyzing behavioral data. Students will design and perform experiments that illustrate central topics of behavior. Subjects will change as the field develops, but may include reflexes, instinct vs. learning, and the genetic basis of learning. *Three hour laboratory. One or more field trips required. Corequisite: BIOL 380. Prerequisites: BIOL 210 and 211.*

BIOL 383 (3)

[New Course]

Tropical Ecology

A survey of the unmanaged and managed tropical terrestrial ecosystem and the biotic (living) and abiotic (non-living) factors that affect tropical ecosystem structure and function. Emphasis will be on the community dynamics and biogeochemical cycling of tropical ecosystems, and how these processes are affected by land-use and land-cover change. *This course will be taught together with BIOL 683 by the same instructor. Enrollment Requirement: BIOL 210, 211, and 212.*

BIOL 390 (3)

[Added the following statement to course description: *This course will be taught together with BIOL 690 by the same instructor.*]

Terrestrial Plant Ecology**BIOL 452 (3)**

[New Course]

Medical Genetics

The study of genetic principles as it relates to the practice of medicine. Emphasis will be placed on the diagnosis, treatments, and inheritance of genetic diseases, mapping of disease genes to their chromosome locations, study of the molecular genetics and pathogenesis of inherited disorders, and investigations of methods for gene therapy. A major goal for this course is to provide a foundation in medical genetics with emphasis on critical thinking skills including primary literature reviews and problem based learning of genetic disorders. *Enrollment Requirement: BIOL 210, 211, 212. Prerequisite: BIOL 352.*

BIOL 683 (3)

[New Course]

Tropical Ecology

A survey of the unmanaged and managed tropical terrestrial ecosystem and the biotic (living) and abiotic (non-living) factors that affect tropical ecosystem structure and function. Emphasis will be on the community dynamics and biogeochemical cycling of tropical ecosystems, and how these processes are affected by land-use and land-cover change. *This course will be taught together with BIOL 383 by the same instructor. Enrollment Requirement: BIOL 210, 211, and 212. Prerequisite BIOL 354; enrollment is restricted to students who have not taken BIOL 383.*

BIOL 690 (3)

[New Course]

Terrestrial Plant Ecology

Survey of the factors that influence the physiology, distribution, and abundance of land (terrestrial) plants. Focuses on plant ecophysiology, plant population dynamics (e.g., dispersal, germination, and recruitment), plant-plant and plant-animal interactions, and the effects of the abiotic factors (e.g., climate, water, and nutrients) on the structure and function of terrestrial plant communities. *This course will be taught together with BIOL 390 by the same instructor. Prerequisite: BIOL 354; enrollment is restricted to students who have not taken BIOL 390.*

BIOT 498 (12)

[New Course]

Stem-Cell Internship

A laboratory experience in which students follow a plan developed with the internship supervisor that is regularly evaluated by the course instructor. Internship plans include specialized goals unique to the host laboratory. A final written report is required. *Participation in a weekly one-hour seminar at CSUSM is required. May be repeated three (3) times. Enrollment Requirements: BIOL 210 and 211. Also, an independent research contract form must be completed and signed prior to enrollment.*

BRS 300 (3)

[Added enrollment restriction: *Enrollment restricted to students with Junior or Senior standing*]

Borders and Regions: Interdisciplinary Perspectives**BRS 364 (3)**

[Added enrollment restriction: *Enrollment restricted to students with Junior or Senior standing*]

Trade Routes: Pathways Across Borders

BRS 453 (3)

[Added enrollment restriction: *Enrollment restricted to students with Junior or Senior standing*]

Border Water Conflicts**CHEM 105M**

[Change in course number (Formerly CHEM 100M) and deletion of prerequisite]

General, Organic, and Biochemistry for Life Laboratory**CHEM 150 (4)**

[Added restriction: *Enrollment restricted to students with declared majors in: Biochemistry, Biological Sciences, Biotechnology, Chemistry, Kinesiology, Liberal Studies, Mathematics, and Physics*]

General Chemistry**CHEM 341 (3)**

[Change in title]

General Biochemistry**CHEM 416 (5)**

[Added Enrollment Requirement: *Enrollment Requirement: CHEM 202, 250, 275, and MATH 160 with a minimum grade of C (2.0).*]

Instrumental Methods of Analysis – Separations and Structure**CS 100 (1)****Computer Basics**

[Correction: Delete “*May not be taken by students who have passed the Computer Competency Requirement exam.*”]

CS 105 (3)

[New Course]

Media-Propelled Computational Thinking

A media-propelled introduction to computation. Programming languages such as Alice, Java, Python, or Jython are studied and programming techniques are used to examine first the basic functions that draw objects, including lines and curves, and later to explore familiar physical, biological, or other scientific processes. Mathematical competence necessary for academic success will be enhanced. *May not be taken for credit by students who have received credit for CS 200-2. Enrollment Requirement: Completion of the Entry-Level Mathematics (ELM) requirement.*

CS 306 (3)

[Correction to enrollment restrictions: Delete “*the Computer Competency Requirement (CCR)*”]

Introduction to Computer Animation

CS 307 (3)

[Correction to enrollment restrictions: Delete “*the Computer Competency Requirement (CCR)*”]

How Computers Solve Problems**CS 331 (3)**

[Added corequisite: Co/Prerequisite: PHYS 301]

Computer Architecture**CS 513 (3)**

[Change to title, course description, prerequisite; added consent]

Analysis and Intractability of Algorithms

Study of algorithms; efficient, optimal algorithms and analysis for best, worst, and average performance; computational complexity theory; algorithmic time and space bounds; levels of intractability including polynomial-time reducibility, NP-complete and NP-hard problems, and Co-NP; applications. *A core course in the Computer Science M.S. program. Undergraduates must obtain consent of instructor to enroll. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.*

CS 613 (3)

[Change to course description and prerequisite]

Advanced Computational Complexity

In-depth discussion of computational complexity theory including models of computation, polynomially bounded, NP-completeness, reducibility, and beyond NP-completeness, and intractable problems. NP-complete problems in various areas will be discussed. *Prerequisite: CS 513.*

CS 643 (3)

[Changed Enrollment Requirement to Prerequisite: *Prerequisite: CS 443*]

Advanced Database Management Systems**CS 673 (3)**

[Change to course description]

Artificial Neural Networks and Forecasting

Includes forecasting using statistical methods such as Box-Jenkins ARIMA models for time series analysis and forecasting with artificial neural networks. Applications include financial forecasting for stock prices, commodity trading volumes, or currency exchange rates, and other forecasting such as electric load, ocean temperature, river flow volume, and traffic flow. Current state-of-art forecasting methodologies from journals, conference proceedings, and books will be discussed. *Enrollment Requirements: MATH 242 and 440; and CS 473 or 475 or 471.*

DNCE 124 (3)

[New Course]

Screening Dance

Surveys various genres of dance by screening contemporary, classic, and experimental films and videos. A diverse range of ethnographic, documentary, commercial, popular, and dance-for-the-camera work which offers various cultural perspectives will be critically viewed.

DNCE 130 (1-3)

[New Course]

Topics in Dance Practice

Studio practice in various movement genres challenge and awaken students physically and artistically. Subjects may include Ballroom, Salsa, Latin, Capoeira, Ballet, Jazz, Somantics, West African, Hula, Butoh, etc. Depending on units, course may also include quizzes, papers, and performances. *May be repeated for a total of eight (8) units.*

DNCE 390 (3)

[Change in title and course description]

Choreography Workshop and Production

Course focuses on the development and performance of choreography. Emphasizing a diversity of dance making techniques, students investigate methods for solo and ensemble compositions. Course includes ongoing work-in-progress showings, observation, constructive feedback, readings, and viewing of professional live performances. Students learn elements of production, and course culminates in a public performance. *May be repeated for a total of nine (9) units. This course meets for two hours of lecture and two hours of studio activity each week.*

ECON 444 (3)

[New Course]

International Economics: Labor

Examines the economics of the labor market in an international context. Includes an analysis of international labor mobility issues such as economic forces that drive international labor movements, impact of immigration on sending and receiving countries, as well as implications for immigration policy. Includes a discussion of international labor standards and the impact of capital movements on labor market conditions in different countries. *May not be taken for credit by students who have received credit for ECON 481-2 and 481N. Enrollment Requirement: ECON 201 and 202.*

EDEX 637 (3)

[New Course]

Technology and Communication for Special Populations: Autism Spectrum Disorder Emphasis

Contemporary information and issues for education and agency personnel regarding the use of technologies inclusive of augmentative and alternative communication methods for students with disabilities and other communication challenges. Emphasis is on supporting individuals with Autism Spectrum Disorder. *Requires Laboratory work.*

EDMX 570 (6)

[New Course]

Education Specialist - Clinical Practice in Elementary and Special Settings

Observation and teaching in selected schools with directed special education field experiences under the supervision of a classroom teacher and university supervisor. Includes seminars. *Graded Credit/No Credit. Enrollment restricted to candidates in the Concurrent Education Specialist and Multiple Subject Program Option.*

EDMX 573 (6)

[New Course]

Education Specialist - Clinical Practice: Moderate/Severe Disabilities

Observation and teaching of students with moderate and severe disabilities under the supervision of a credentialed special education teacher and university supervisor. Includes seminars. *Graded Credit/No Credit. Enrollment Requirement: Enrollment in or successful completion of EDMX 634.*

EDMX 575 (2)

[New Course]

Education Specialist – Transition Development Plan Seminar

Candidates develop an Individualized Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. *Graded Credit/No Credit. Enrollment Requirement: Enrollment in or completion of EDMX 572 or 671 or 672.*

EDMX 622 (4)

[Change in unit value]

Literacy for Education Specialists**EDMX 635 (4)**

[Change in title, number (Formerly EDMX 634) and course description]

Education Specialist - Curriculum and Instruction: Moderate/Severe Disabilities

Focuses on developing knowledge and skills for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral, and communication needs to participate in school and community experiences.

EDSL 651 (2)

[Grading not listed in the catalog: Graded Credit/No Credit]

Professional Seminar I**EDUC 422A (1)**

[Delete Enrollment restriction: *Enrollment restricted to students who have completed the Computer Competency Requirement.*]

Technology Tools for Teaching and Learning - Part A

EDUC 422B (1)

[Delete Enrollment restriction: *Enrollment restricted to students who have completed the Computer Competency Requirement*].

Technology Tools for Teaching and Learning - Part B**EDUC 422C (1)**

[Correction to Prerequisites: EDUC 422A and EDUC 422B; Delete Enrollment restriction: *Enrollment restricted to students who have completed the Computer Competency Requirement*]

Technology Tools for Teaching and Learning – Part C**EDUC 630 (3)**

[New Course]

International Baccalaureate Primary Years Program Studies and Preparation: From Theory to Practice

The International Baccalaureate (IB) Teacher Studies and Preparation: From Theory to Practice develops theoretical and practical knowledge of the IB Primary Years program (PYP) philosophy including international mindedness, inquiry as a teaching approach, and curriculum development and design. The successful completion of this class and the sequential IB Teacher Studies and Preparation class qualifies the candidate to deliver instruction in a PYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have a teaching credential and obtained consent of instructor.*

EDUC 631 (3)

[New Course]

International Baccalaureate Primary Years Program Studies and Preparation: From Instruction to Action

The International Baccalaureate (IB) Teacher Studies and Preparation II develops theoretical and practical knowledge of the International Baccalaureate Primary Years program (PYP) authorization process, assessment, evaluation, and reflection. The successful completion of this class and the prerequisite IB Teacher Studies and Preparation EDUC 630 class qualifies the candidate to deliver instruction in a PYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have obtained consent of instructor. Prerequisite: EDUC 630.*

EDUC 632A (2)

[New Course]

International Baccalaureate Field Study: From Theory to Practice

This field study course is designed to give the participant the opportunity to explore and investigate the core concepts from the IB Teacher Studies and Preparation: From Theory to Practice class in an IB World School, under the supervision of a site administrator and the university instructor. *Enrollment restricted to students who have obtained consent of instructor. Prerequisites: EDUC 630 or EDUC 633.*

EDUC 632B (2)

[New Course]

International Baccalaureate Field Study: From Assessment to Action

This field study course is designed to give the participant the opportunity to explore and investigate the core concepts from the IB Teacher Studies and Preparation: From Instruction to Action class in an IB World School, under the supervision of a site administrator and the university instructor. *Enrollment restricted to students who have obtained consent of instructor. Prerequisites: EDUC 630 or EDUC 633.*

EDUC 633 (3)

[New Course]

International Baccalaureate Middle Years Program Studies and Preparation: From Theory to Practice

The International Baccalaureate (IB) Teacher Studies and Preparation: From Theory to Practice develops theoretical and practical knowledge of the IB Middle Years program (MYP) philosophy including international mindedness, inquiry as a teaching approach, and curriculum development and design. The successful completion of this class and the sequential IB Teacher Studies and Preparation class qualifies the candidate to deliver instruction in a MYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have a teaching credential and obtained consent of instructor.*

EDUC 634 (3)

[New Course]

International Baccalaureate Middle Years Program Teacher Studies and Preparation: From Instruction to Action

The International Baccalaureate (IB) Teacher Studies and Preparation II develops theoretical and practical knowledge of the International Baccalaureate Middle Years program (MYP) authorization process, assessment, evaluation, and reflection. The successful completion of this class and the prerequisite IB Teacher Studies and Preparation EDUC 633 class qualifies the candidate to deliver instruction in a MYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. *Enrollment restricted to students who have obtained consent of instructor. Prerequisite: EDUC 630.*

EDUC 653 (3)

[Change in prefix, number (Formerly EDML 553), title and course description]

Biliteracy Education I: Contexts for Learning

Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. *Conducted in Spanish.*

EDUC 654 (3)

[Change in prefix, number (Formerly EDML 554), title and course description]

Biliteracy Education II: Methodology and Cultural Contexts

Addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy, and principles of second language acquisition are examined including inter- and intra-communication, transferability, and the interrelatedness of the domains of language. Explores the sociopolitical, historical, and economic role that Latinos and Latino culture play, including the implication of learning and instruction in public schools in California and the United States. *Conducted in Spanish. May not be taken for credit by students who have received credit for EDML 554.*

EDUC 655 (2)

[Change in prefix, number (Formerly EDML 563), title, unit value, and course description]

Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings

An examination and application of the theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum planning and development. Focuses on various curricular and instructional programs designed for English Learner students in bilingual settings, methods of language and content assessment, role and utilization of primary language in English Language Development content instruction, grouping configurations, and application to classroom.

ENTR 320 (4)

[Change from prerequisites to Enrollment Requirement: *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status.)*]

Creativity, Innovation, and Entrepreneurship**ENTR 420 (2)**

[Change in course description, and delete prerequisite]

New Venture Marketing

Preparation and presentation of a marketing plan for a new company, product, or service. Plan development involves gathering consumer, industry, and competitive information, and obtaining feedback from other students in the class who will act as an advisory board. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status. Prerequisites: MKTG 302 or 305 with a grade of C (2.0) or better.*

ENTR 421 (2)

[Change in course description, and delete prerequisite]

New Venture Management

Explores the management challenges inherent in starting a new venture. Includes a survey review of human resources (actions of the founder, compensation, selection), physical resource acquisition (real estate space and equipment leasing), materials sourcing, regulatory processes (licenses, certifications), negotiation strategies, and business formation. *Enrollment restricted to students who have completed all lower-division pre-business core*

(major status in Business Administration - i.e. attained business status).

ENTR 422 (2)

[Change in course description, and delete prerequisite]

New Venture Finance

Survey course to help students understand the various options to finance a new venture, both those with a domestic or international focus. Explores the relationship between financing and incorporation and discusses risk exposure. *Enrollment is restricted to students who have completed all lower-division pre-business core (major status in Business Administration - i.e. attained business status). Prerequisite: FIN 302 or FIN 304 with a grade of C (2.0) or better.*

ENTR 481 (1)

[New Course]

Selected Topics in Entrepreneurship

A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration- i.e. attained business status). Prerequisites may vary depending on topic.*

ENTR 482 (2)

[New Course]

Selected Topics in Entrepreneurship

A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration- i.e. attained business status). Prerequisites may vary depending on topic.*

ENTR 483 (3)

[New Course]

Selected Topics in Entrepreneurship

A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration- i.e. attained business status). Prerequisites may vary depending on topic.*

ENTR 484 (4)

[New Course]

Selected Topics in Entrepreneurship

A survey course of selected topics in entrepreneurship designed to supplement available offerings. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration- i.e. attained business status). Prerequisites may vary depending on topic.*

ENVS 100 (3)

[New Course]

Introduction to Environmental Studies

An introduction to the ways in which human behavior impacts and is connected to environmental systems. Integrates multiple perspectives of environmental issues from the natural sciences, behavioral sciences, social sciences, culture, ethics, and the arts and humanities. Areas include: energy use, resource depletion, water supply, air pollution, population growth, urbanization, climate change, biodiversity, and more.

ENVS 105 (3)

[New Course]

Introduction to Biology/Ecology

An introduction to the natural and physical processes governing environmental systems, as well as the ways in which human behavior impacts and is connected to the environment. Studies how living organisms function and evolve with the natural world, covering a diversity of organisms and physical environments. Examples of subjects covered in the course include energy flow, nutrient cycling, population dynamics, and the ecological and biological consequences of human activities.

ENVS 200 (3)

[New Course]

Geomorphic Processes

Studies relations between water, wind, gravity, and humans in the formation and deposition of land and sea landforms. Introduces landform terminologies and processes that shape the earth's environmental landscape. The connection between geomorphic processes and human activities is a central focus.

ENVS 210 (3)

[New Course]

Research Methods: Introduction to Geographic Information Systems (GIS)

Students are provided the foundations of spatial landscape analysis through computer-based, geographic information systems. Emphasizes spatial data collection, processing, analysis, and presentation using GIS software within the context of environmental and urban design. Introduces spatial variations and interactions of rural, suburban, and urban landscape. Examines land-use planning issues such as transportation, economic development, housing, open space preservation, environmental protection, urban design, and public finance.

ENVS 310 (3)

[New Course]

Environmental Impact Analysis

Introduces methods for analyzing and quantifying human impacts on the environment. Theoretical and applied aspects of environmental impact assessment are covered, with particular focus on preparation processes of environmental impact reports (EIRs) and statements (EISs) mandated by state and federal statutes. California planning statutes are

studied, as well as the political processes surrounding land-use decisions. Introduces such areas as cost-benefit analysis, EIR/EIS review processes, and litigation and mediation of EIRs. *Enrollment Requirement: ENV 100.*

ENV 320 (3)

[New Course]

Environmental and Land-Use Design

Develops methods to study human impacts on the environmental landscape associated with land-use planning. Spatial variations and interactions of rural, suburban, and urban landscapes are studied. In addition, land-use planning approaches are examined within legal, administrative, comparative perspectives, and applied research methods. Examines such areas as transportation, open space preservation, housing, economic development, environmental protection, urban design, and public finance. *Enrollment Requirement: ENV 200.*

ENV 490 (3)

[New Course]

Capstone in Environmental Studies

Students will apply concepts from their coursework to complete an original research project. At least one faculty member approves and advises the student on a project that is mutually designed to satisfy the student's intellectual interests and professional objectives. The capstone project demonstrates the student's ability to integrate coursework from throughout the major in a project that examines a particular environmental topic, issue, or creative endeavor. *Enrollment Requirement: Completion of all Preparation for the Major coursework. Prerequisite: ENV 310 and CHEM 311.*

FIN 302 (2)

[Removed equivalency statement from course description: *FIN 302 may not be taken for credit by students who have received credit for FIN 304*]

Foundations of Finance

FIN 304 (4)

[Removed equivalency statement from course description: *Students may not apply units from both FIN 302 and FIN 304 toward the major*]

Introduction to Corporate Finance

GEOG 320 (3)

[Added enrollment restriction: *Enrollment restricted to students with Junior or Senior standing*]

Patterns of San Diego County

GEOG 341 (3)

[New Course]

Nature and Society in California

Has California influenced people or have people changed California? A review of the historical context within which Spanish, Mexican, European, and Asian settlers arrived in

California including consideration of the state's physical geography, the evolution of nature-society relationships, related myths, social relations, economic trajectories, political currents, and cultural dynamics. Through readings and film, discussion and lecture, students pursue classic themes in geography such as natural resource exploitation, regional development, and urban-rural relations. *May not be taken for credit by students who have received credit for ID 370-1.*

GEOG 365 (3)

[New Course]

Globalization and Trade

Economic geography of the world economy with an emphasis on globalization, trade, de-industrialization, and sustainability. Considers the structure, institutions, and operation of the world economy. Uses case studies to explore key sectors and industries with an emphasis on their similarities and differences, their changing geography, and the effects these dynamics have on people and place. *May not be taken for credit by students who have received credit for ID 350-3.*

GEOG 460 (3)

[New Course]

Food Systems and Emerging Markets

An assessment of the North American food system in the context of globalization and world development, including the impact of the U.S. food production and foreign policy on developing nations. Considers the structure and operation of the food system from the farm gate to the dinner table, with an emphasis on case studies of food production-consumption, food and agricultural regulation and emerging markets, and geographic difference. Covers related areas in entomology, soil science, food science, and agro-ecology. *May not be taken for credit by students who have received credit for ID 350-2. Enrollment restricted to students with Junior or Senior standing.*

GRAD 699_EX (0)

[Grading method not printed in catalog: Graded Credit/No Credit]

Graduate Standing Continuation

GRMN 380 (3)

[New Course]

German Culture Through Film

Study of important aspects of German-speaking cultures and history as they are represented in film. Elements of film analysis. Compositions and analysis of selected grammar topics. *Conducted in German. Enrollment Requirement: GRMN 202.*

HD 170 (1-3)

[New Course]

Topics in Human Development

Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Credit may not be counted toward the Human Development major. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor.*

HD 300 (3)

[Added Enrollment Restrictions and Requirements: *Enrollment restricted to Human Development majors with Junior or Senior standing. Enrollment Requirement: Completion of all Human Development Preparation for the Major coursework.*]

Administration in Human Service Settings**HD 301 (3)**

[Added Enrollment Restrictions and Requirements: *Enrollment restricted to Human Development majors (and Liberal Studies majors with a declared Special Field in Child Development or Human Development) with Junior or Senior standing. Enrollment Requirement (for Human Development majors): Completion of all Human Development Preparation for the Major coursework.*]

Theories of Human Development**HD 361 (3)**

[Added Enrollment Restrictions and Requirements: *Enrollment restricted to Human Development majors with Junior or Senior standing. Enrollment Requirement: Completion of all Human Development Preparation for the Major coursework.*]

Introduction to Interpersonal, Interviewing, and Interaction Skills**HD 370 (1-3)**

[New Course]

Advanced Topics in Human Development

Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor.*

HD 490 (3)

[Added Enrollment Restrictions and changed the Enrollment Requirement: *Enrollment restricted to Human Development majors with Senior standing. Enrollment Requirement: Completion of all Human Development Preparation for the Major coursework.*]

Human Development in Perspective**HD 497 (4)**

[Added Enrollment Restrictions and changed the Enrollment Requirement: *Enrollment restricted to Human Development majors with Junior or Senior standing. Enrollment Requirement: Completion of all Human Development Preparation for the Major coursework.*]

Applied Research in Human Development**HIST 101 (3)**

[Change in number (formerly HIST 201)]

World Civilizations to 1500

HIST 102 (3)

[Change in number (formerly HIST 202)]

World Civilizations to Present**HIST 336A (3)**

[Change to title and course description]

The U.S. Historical Experience: The Revolutionary Era

Explores eighteenth century British America with a focus on the American Revolution. Looks at the Revolution's intellectual origins in American and European thought and culture, its social and political origins, and its consequences for American culture, society, and politics through the 1790s.

HIST 342 (3)

[New Course]

History of Sports in the United States

Surveys the history of organized sports in the United States, with special attention to the interaction of sports and gender, race, and economic issues. *May not be taken for credit by students who received credit for HIST300D.*

HIST 393 (1)

[New Course]

Experiential Learning for Future Teachers

Prepares prospective history teachers through independent study, directed readings, and experiential learning under the guidance of an instructor, with special emphasis on using technology in the history classroom. Requires minimum of 35 hours teaching experience. Several short analytical papers required. *Enrollment Requirement: Restricted to Social Science Waiver Program students who have received consent of instructor. Co-requisite: EDUC 350.*

ID 340 (3)

[Added enrollment restriction: *Enrollment restricted to students with Junior or Senior standing*]

Diversity and Discrimination in the U.S.**ID 350 (1-3)**

[Change in unit value]

Topics in Interdisciplinary Perspectives in the Humanities, Social Sciences and/or Sciences**ID 360 (1-3)**

[Change in unit value]

Topics in Interdisciplinary Perspectives in the Humanities**ID 370 (1-3)**

[Change in unit value]

Topics in Interdisciplinary Perspectives in the Social Sciences
ID 380 (1-3)

[Change in unit value]

Topics in Interdisciplinary Perspectives in the Sciences

KINE 305 (3)

[Change in title]

Movement Anatomy

KINE 400 (3)

[Change to course description and prerequisites]

Movement Theory and Practice of Elementary Physical Education for Children

Serves as the elementary component for preparation towards the teacher certification program for prospective physical education teachers. Provides an intensive experience focusing on the critique design, instruction, implementation, and evaluation of elementary school physical education. Designed to promote effective teacher behaviors found in the elementary physical education setting. *Two hours of lecture and three hours of laboratory. Enrollment Requirement: KINE 202. Enrollment restricted to students with junior standing (> 60 units). Prerequisite: KINE 307 or 308 or 309.*

KINE 401 (3)

[Change to course description and prerequisites]

Principles, Organization and Management of Secondary School Physical Education

Serves as the secondary component for preparation towards the teacher certification program for prospective physical education teachers. Provides an intensive experience focusing on the critique design, instruction, implementation, and evaluation of middle and high school physical education. Designed to promote effective teacher behaviors found in the secondary physical education setting. *Two hours of lecture and three hours of laboratory. Enrollment Requirement: KINE 202. Enrollment restricted to students with Junior Standing (>60 Units). Prerequisite: KINE 307 or 308 or 309.*

KINE 402 (3)

[Change to course description and prerequisites]

Applied Theory of Teaching Team, Individual, and Dual Sports

Designed to allow teacher candidates to apply a variety of physical education content within K-12 schools. Lesson plans will be used to prepare, practice, and implement appropriate physical education content during the on-campus labs and off-campus field experience. Serves as the final K-12 school experience prior to applying to the California credentialing program. *Two hours of lecture and three hours of laboratory. Enrollment Requirement: KINE 202. Enrollment restricted to students with junior standing. (> 60 Units). Prerequisites: KINE 307 or 308, or 309 and either KINE 400 or 401.*

LING 371 (3)

[Removed equivalency statement: *May not be taken by students who have received credit for LING 305*]

Language and Culture

LTWR 431 (3)

[New Course]

U.S. Environmental Literature

Explores the U.S. literary and cultural history of the idea of nature. Focuses on the characteristic rhetorical strategies of environmental literature or nature writing - such as claims of spiritual connection and recreation, blending of description and celebration, and direct and indirect political argument. Interprets the texts we read in the context of the long development from agrarian colony to industrial capitalist nation, with the goal of understanding how the way we organize our society and its relation to the environment influences the way we think about nature.

MATH 10 (3)

[New Course]

Pre-Algebra

Review of the properties of natural numbers and integers, including prime factorization. Introduction to the language of Algebra: translating between word phrases and algebraic expressions, evaluating algebraic expressions, and estimating the value of an algebraic expression. Includes working with fractions, including fractions with variable expressions in the numerator and denominator, ratios, proportions, and percent as well as their use in solving common applied problems. Concludes with the interpretation of graphs and calculation of elementary statistical measures. *Note: MATH 10 does not count toward any graduation requirement to be completed at CSUSM, but it is counted in determining financial aid and VA benefits. Enrollment restricted to students who have not satisfied the Entry Level Mathematics (ELM) requirement and whose highest ELM examination score is below 30. Students that have satisfied the ELM requirement may not enroll.*

MATH 20 (3)

[New Course]

Beginning Algebra

Review of the use of algebraic expressions for the solution of linear equations and geometric problems. Introduction to the rectangular coordinate system and its use for graphing functions and representing information. Solution of linear systems of equations, linear systems of inequalities, equations, and inequalities involving the absolute value. Introduction to polynomial expressions, their properties, and the solution of polynomial equations. *NOTE: MATH 20 does not count toward any graduation requirement to be completed at CSUSM, but it is counted towards financial aid and VA benefits. Enrollment requirement: Highest Entry-Level Mathematics (ELM) exam score from 30 to 38, or completion of MATH 10 with a grade of C (2.0) or better. Students that have satisfied the ELM requirement may not enroll.*

MATH 30 (3)

[New Course]

Entry Level Mathematics

Review of the rectangular coordinate system, lines, linear equation systems, and polynomial expressions and arithmetic. Algebraic subjects include: simplification of algebraic

expressions, solution of quadratic and rational equations, properties of exponents, and arithmetic operations involving rational exponents. Geometric subjects include: determination of angles, basic geometric figures and their uses, properties of triangles, circles, polygons, and applications of the Pythagorean Theorem. *NOTE: MATH 30 does not count toward any graduation requirement to be completed at CSUSM, but it is counted towards financial aid and VA benefits. Enrollment Requirement: Highest Entry-Level Mathematics (ELM) exam score from 40 to 48, or completion of MATH 20 with a minimum grade of C (2.0) or better. Students that have satisfied the ELM requirement may not enroll. Students who complete MATH 30 with a grade of C (2.0) or higher will satisfy the ELM requirement.*

MATH 30C (3)

[New Course]

Computer Aided Entry Level Math

Review of the rectangular coordinate system, lines, linear equation systems, and polynomial expressions and arithmetic. Algebraic subjects include: simplification of algebraic expressions, solution of quadratic and rational equations, properties of exponents, and arithmetic operations involving rational exponents. Geometric subjects include: determination of angles, basic geometric figures and their uses, properties of triangles, circles, polygons, and applications of the Pythagorean Theorem. Content is identical to MATH 30, and part of the content is taught with the help of computer software. *NOTE: MATH 30C does not count toward any graduation requirement to be completed at CSUSM, but it is counted towards financial aid and VA benefits. Enrollment Requirement: Highest Entry-Level Mathematics (ELM) exam score from 40 to 48, or completion of MATH 20 with a minimum grade of C (2.0) or better. Students that have satisfied the ELM requirement may not enroll. Students who complete MATH 30C with a grade of C (2.0) or better will satisfy the ELM requirement.*

MATH 100 (3)

[Change in prefix (Formerly GEM 100) and course description]

Mathematical Ideas

Basic mathematical concepts such as logic, number theory, number systems, algebra, geometry, functions, graphs, counting methods, probability, and statistics together with related cultural and historical perspectives. Applications of mathematics will be emphasized. *Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.*

MATH 448 (3)

[New Course]

Mathematical Models and Methods in Biology

Introduces mathematical models in Biology and their analysis. Both one dimensional models, including the Malthusian Model and the logistic model, and multi-dimensional models, including structured population models and predator-prey models, are studied, as are matrix models for base substitution in DNA, phylogenetic trees, and sequence alignment. Mathematical concepts and methods to formulate and analyze these models include limits, derivatives, matrix algebra, eigenvectors, probability theory, and dynamic

programming. Software is used to simulate models and visualize the numerical results.
Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.

MATH 563 (3)

[New Course]

Numerical Solution of Ordinary Differential Equations

Survey of numerical methods for the solution of ordinary differential equations including Runge-Kutta, Taylor's, Volterra, and multistep methods. Analysis of convergence and implementation of various methods using numerical software. Covers the stability of differential equations and stability regions for numerical schemes. Subjects include the method of lines, two-point boundary value problems, and Volterra integral equations.

Prerequisite: MATH 362 and MATH 374 with a grade of C (2.0) or better.

MGMT 302 (2)

[Removed equivalency statement from course description: *MGMT 302 may not be taken for credit by students who have received credit for SSM 304 or MGMT 305*]

Foundations of Management

MGMT 305 (4)

[Removed MGMT 302 from equivalency statement from course description]

Organizational Behavior

MGMT 470 (2)

[New Course]

Strategic Management of Technological Innovation

Technology and innovation strategy is the approach that a firm takes to obtain and use technology to achieve a new competitive advantage, or to defend an existing technology-oriented competitive advantage against erosion. Emphasis on the development and application of conceptual models which clarify against erosion. Emphasis is also on the development and application of conceptual models which clarify the interactions between competition, patterns of technological change, and the structure and development of internal firm capabilities, rather than on any specific area of the technological or product development process. *May not be taken for credit by students who have received credit for MGMT 482-1. Prerequisites: All lower-division pre-business core courses; BUS 302, MGMT 305 or MGMT 302; MKTG 305 or MKTG 302.*

MIS 302 (2)

Foundations of Management Information Systems

[Removed equivalency statement from course description: *MIS 302 may not be taken for credit by students who have received credit for HTM 304 or MIS 304*]

MIS 304 (4)

[Correction to enrollment restrictions: Delete “, and the Computer Competency Requirement.”]

Principles of Management Information Systems

MIS 411 (4)

[Change to prerequisites: Removed consent of instructor]

Database Management**MIS 425 (4)**

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

Business Systems Development

Introduces the methodologies that are widely used in Information Systems Development Projects. Discusses both general project management issues/techniques, such as project scheduling and critical path analysis, and methodologies specifically used in business systems development, such as SDLC, Agile approach, etc. *Enrollment restricted to students who have completed all lower-division pre-business core (major business status in Business Administration – i.e. obtained business status). Prerequisites: MIS 302 or MIS 304 or HTM 304 with grade of C (2.0) or better; students who have taken ACCT 308 may register with consent of the instructor.*

MIS 430 (4)

[Correction to enrollment restrictions: Delete “, and the Computer Competency Requirement.”]

Wireless Communications for Business**MKTG 302 (2)**

[Removed equivalency statement from course description: *MKTG 302 may not be taken for credit by students who have received credit for SSM 305 or MKTG 305*]

Foundations of Marketing**MKTG 305 (4)**

[Removed MKTG 302 from equivalency statement from course description]

Principles of Marketing**MUSC 180 (3)**

[New Course]

Topics in Music

Selected topics in music. *May be repeated for credit as topics change for a total of six (6) units. Students should check the class schedule for listing of actual topics.*

MUSC 380 (3)

[New Course]

Topics in Music

Advanced special topics in music. *May be repeated for credit as topics change for a total of six (6) units. Students should check the class for listing of actual topics.*

NURS 202 (1)

[New Course]

Introduction to Pharmacology

Explores the introductory principles of pharmacology including the basics of pharmacokinetics and pharmacotherapeutics. Includes how drugs are named, classified, and administered;

pharmacologic actions; common therapeutic uses; side and adverse effects; and nursing administration issues/precautions. Drug categories included in this course are the central and autonomic nervous system agents, chronic pain agents, and glycemic agents. *May not be taken for credit by students who have received credit for NURS 496-4. Enrollment Requirement: NURS 200, 201, 210, 211. Enrollment Requirement: All pre-nursing core courses. Consent of instructor.*

NURS 212A (3)

[Change in unit value, course description, and prerequisites]

Pathophysiology and Pharmacology of Nursing Practice I

Examines specific pharmacological agents in relation to pharmacokinetic effects on the integumentary, sensory, musculoskeletal, gastrointestinal, immune (part I), and cardiovascular body systems. Pharmacokinetics and pharmacodynamics of antimicrobials therapy is included. Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the lifespan. Cellular level and body system stress responses are examined. Provides rationale for nursing interventions. *Enrollment Requirements: NURS 200, 201, 202, 210, and 211. Simultaneous enrollment in NURS 220, 221, 260, and 261.*

NURS 230 (2)

[Change to description and prerequisites]

Nursing Care of the Childbearing Family

Nursing concepts and theory related to the dynamics of the growing family. Focuses on the care of families during childbearing years and includes both normal and high-risk conditions. Nursing process is stressed in addressing both self-care requisites and deficits. *Enrollment Requirement: 212A, 220, 221, 260 and 261. Simultaneous enrollment in NURS 231. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 231 (2)

[Change to description and prerequisites]

Nursing Care of the Childbearing Family Laboratory

Application of the nursing process in the direct care of the normal and high-risk childbearing population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Enrollment Requirement: NURS 212A, 220, 221, 260 and 261. Simultaneous enrollment in NURS 230. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 233 (2)

[Correction of course title]

Nursing Care of Children Laboratory

NURS 261 (2)

[Change in title, course description, and prerequisites]

Psychiatric-Mental Health Nursing Lab

Therapeutic interventions for individuals exhibiting self-care deficits related to psychiatric disorders. Focuses on promotion of mental health in diverse clinical settings. *Six hours of laboratory. Enrollment Requirement: NURS 200, 201, 202, 210, and 211. Simultaneous*

enrollment in NURS 212A, 220, 221, and 260. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.

NURS 302 (1)

[New Course]

Introduction to Pharmacology for Accelerated BSN Students

Explores the introductory pharmacology principles including the basics to pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Patient education needs regarding the use of pharmaceutical agents in health promotion will be explored. This course will include how drugs are named, classified and administered; pharmacologic actions; common therapeutic uses; side and adverse effects; and nursing administration issues/precautions. Drug categories included are the central and autonomic nervous system agents, agents for chronic pain management, and glycemic agents. *Course content is similar to NURS 202 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. May not be taken for credit by students who have received credit for NURS 496-5. Enrollment Requirements: NURS 300, 301, 314, 315. Consent of instructor. Enrollment Requirement: All pre-nursing core courses.*

NURS 316A (3)

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

Pathophysiology and Pharmacology for Accelerated BSN Students I

Introduction to the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of endocrine, integumentary, sensory, musculoskeletal, gastrointestinal, chronic respiratory, and cardiovascular systems and the common pharmacological agents used for treatment of system dysfunction. Teaching methodologies include distance learning and online multimedia learning activities. *Course content is similar to NURS 212A due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 300, 301, 302, 314, and 315. Simultaneous enrollment in NURS 322 and 323. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 316B (2)

[Change in title and course description change]

Pathophysiological and Pharmacology for Accelerated BSN Students II

Introduction to the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of the hematological, acute/critical respiratory and cardiovascular, oncology renal/genitourinary, and neurological systems and the common pharmacological agents used for treatment of system dysfunction. Teaching methodologies include distant learning and online multimedia learning activities. *Course content is similar to NURS 212B due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirements: NURS 316A, 322, and 323. Simultaneous enrollment in NURS 324 and 325. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 330 (2)

[Change in title, unit value, description, and prerequisite]

Nursing Care of the Childbearing Family for Accelerated BSN Students

Introduction to the principles of nursing care for childbearing women and families including both normal and high risk conditions. Emphasis on health promotion in childbearing families in acute and outpatient settings. *Course content is similar to NURS 230 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316A, 322, 323, 360, and 361. Simultaneous enrollment in NURS 324, 325, 316B, and 331. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 331 (2)

[Change in title, unit value, description, and prerequisite]

Nursing Care of the Childbearing Family Laboratory for Accelerated BSN Students

Application of the nursing process in the direct care of the normal and high-risk childbearing population. Emphasis is placed on teaching and health promotion in varied clinical settings. *Course content is similar to NURS 231 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316B, 322, and 323. Simultaneous enrollment in NURS 330. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 332 (2)

[New Course]

Nursing Care of Children for the Accelerated BSN Students

Presents nursing concepts and theory that are related to normal and high-risk health care for the infant, toddler, school-age, and adolescent. Focuses on nursing care for children in the context of family. Emphasizes family-centered nursing care concepts involved in growth and development, health promotion, and acute illness. Nursing process is stressed in addressing both self-care requisites and deficits. *Course content is similar to NURS 232 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316B, 324, and 325. Simultaneous enrollment in NURS 333. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 333 (2)

[New Course]

Nursing Care of Children for Accelerated BSN Students Laboratory

Application of family-centered nursing care for the infant, toddler, pre-school-age, and adolescent population. Emphasis is placed on teaching and health promotion in acute and ambulatory clinical settings. Six hours of laboratory. *Course content is similar to NURS 233 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to*

analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 316B, 324, and 325. Simultaneous enrollment in NURS 332. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.

NURS 360 (2)

[Change in title, description, and prerequisites]

Psychiatric-Mental Health Nursing for Accelerated BSN Students

Principles of therapeutic communication and the nursing process for clients exhibiting acute and/or chronic self-care deficits related to psychiatric disorders. Overview of contemporary psychosocial treatment modalities with a focus on health promotion in diverse aggregate populations. *Course content is similar to NURS 260 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 300, 301, 302, 314, and 315. Simultaneous enrollment in Nursing 316A, 322, 323, and 361. Enrollment restricted to students who have obtained consent of the Director of School of Nursing.*

NURS 361 (2)

[Change in title and course description]

Psychiatric-Mental Health Nursing for Accelerated BSN Students Laboratory

Application of the nursing process with an emphasis on therapeutic interventions for individuals exhibiting acute and/or chronic self-care deficits related to psychiatric disorders. Focuses on health promotion of mental health in diverse populations across the continuum of mental health and illness. *Course content is similar to NURS 260 due to requirements of the Board of Registered Nursing, but concepts are treated at a higher theoretical level. Building on prior educational experiences and the ability to analyze and synthesize, students are expected to be self-directed learners. Enrollment Requirement: NURS 300, 301, 302, 314, and 315. Simultaneous enrollment in NURS 316A, 322, 323, and 360. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 440 (3)

[Change in prerequisite: *NURS 370 for generic nursing students only and simultaneous enrollment in NURS 441 or 447*]

Community Health Nursing

NURS 441 (3)

[Change in prerequisite: *NURS 370 for generic students and simultaneous enrollment in NURS 440*]

Community Health Nursing Laboratory

NURS 442 (2)

[Change in unit value and course description]

Nursing Case Management of Vulnerable Populations

Development of skills in managing the care of chronically ill patients in a community setting in order to maintain maximum levels of function and self care ability, to reduce

hospitalization, manage symptoms, and increase quality of life for persons at risk. Focuses on nursing case management models, roles, and strategies used for managing high-risk client population in the community settings and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions. *Enrollment Requirement for generic students: NURS 440 and 441 and simultaneous enrollment in NURS 443 or 445, 450, 451, and 490. Enrollment Requirement for ABSN students: NURS 324, 325, 330, and 331 and simultaneous enrollment in NURS 440, 447, and 495. Enrollment restricted to students who have obtained consent of the Director of the School of Nursing.*

NURS 480 (2)

[New Course]

Family Nursing: Theory and Practice

Introduction to the theory, research, and practice of family nursing. Includes an exploration of the current theoretical foundation of family nursing, elements of family assessment, cultural diversity among families, and nursing practice associated with family health patterns, health promotion, and interventions. *Enrollment Requirement: Completion of 200-level nursing courses and NURS 370. Enrollment restricted to students who have obtained consent of the Director of Nursing.*

NURS 491 (1)

[Change in unit value and course description]

Transition to Nursing Practice Internship

Enhancement of clinical skills in acute care settings. Designed for the generic nursing student to work in a clinical setting under the supervision of a clinical preceptor and to reinforce clinical skills. *Graded Credit/No Credit. Enrollment Requirement: NURS 320 and 321. Simultaneous enrollment in NURS 232 and 233. Enrollment restricted to students who have obtained consent of the Director of Nursing.*

NURS 493 (2)

[Change in title]

Senior Nursing Externship

NURS 495 (2)

[Change in title and prerequisites: *NURS 316B, 324, 325*]

Internship for Accelerated BSN Students

NURS 500 (2)

[Change in unit value; added restriction: *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*]

Theoretical Bases of Nursing Research and Evidence Based Practice

NURS 502 (2)

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

Advanced Health Assessment

The theory and practice of advanced health assessment and application to the advanced nursing role is examined. An emphasis on the analysis and synthesis of subjective and objective data to diagnose health problems and develop management plans is made. Students will focus on promotion of health in individuals across the age range and within the family, community, and cultural context. *Enrollment Requirement: NURS 503A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 503A (1)

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

Advanced Health Assessment Field Study

Application of advanced health assessment techniques in the skills lab. Students will complete a health assessment and physical examination in the skills lab. In addition, students will integrate health promotion activities into lab assignments. The minimum requirement for this practicum is 45 hours. *Enrollment Requirement: NURS 502 must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 508 (2)

[Change in unit value; added restriction: *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*]

Health Care Policy**NURS 510 (2)**

[Change in unit value and description change]

Nursing Research Methods

Refinement of the student's understanding of the research process, qualitative and quantitative research design, and corresponding methods of analysis. Sampling theory, recruitment of participants, methods of data collection, reliability and validity, and scientific rigor are explored. Students analyze, evaluate, and interpret studies contributing evidence for practice and knowledge development. Students will prepare a draft proposal for their directed graduate project. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 512 (2)

[New Course]

Biostatistics for Advanced Nursing Practice

Emphasizes the development of competency in terminology, concepts, and correct uses and interpretation of biostatistics by the advanced practice nurse to include assessing the quality of observed data and collecting quality data. The use of biostatistics for research and evidence-based practice projects is highlighted and the intersection of biostatistics and epidemiology is explored. Exercises include critical appraisal of research methods and practical application of statistical software packages. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 514 (3)

[New Course]

Epidemiology for Advanced Nursing Practice

Emphasizes the development of competency in epidemiology for advanced nursing practice. Methods studied include rates, levels of prevention, vital statistics, modes of transmission, and models of causation. Practice phenomena are explored using case examples and nursing and healthcare-related outcomes. Assessment of the quality of observed data and collection methods will be performed. The intersection of biostatistics and epidemiology is explored. Exercises include the application of epidemiologic approaches to disease surveillance, treatment, communication, and prevention. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 520 (2)

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

Advanced Practice Care of the Pediatric Client

Preparation of the advanced practice nurse to provide care to infants, children, and adolescents. Includes common developmental, behavioral, acute and chronic illness, and health promotion and maintenance. Includes specific pediatric primary, secondary, and tertiary prevention with etiology of condition or disease, differential diagnosis, and clinical management. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 526 (1)

[New Course]

Advanced Practice Care of Women in the Childbearing Years

Preparation of the family nurse practitioner to provide care to women in the childbearing years. Overview of theory and research on the assessment and management of women to include concepts of gynecology, family planning, pregnancy and postpartum care, and menopause. Emphasis on health promotion of women throughout the lifespan. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 530 (2)

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

Advanced Practice Nursing

Introduces competencies and other foundational components of advanced practice nursing for the Clinical Nurse Specialist and Nurse Practitioner. Subjects include history, roles, options, and choices that are associated with professional practice and career development. The role of technology, evidence-based decision making, leadership, change, collaboration, and outcomes of evaluation are explored. *Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 532A (3)

[Change in title and course description]

Advanced Practice Management of Clients and Families Across the Life Span I

Advanced study of the management of patients with common acute/chronic illnesses and health and developmental problems by advanced practice nurses in a variety of health care settings. The advanced practice nurse assumes responsibility and accountability for health promotion,

assessment, diagnosis, and management of acute/chronic illness and client problems including prescription of pharmacological agents within a specialty area of clinical practice. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. The APN uses theory, research, and best practices to manage the care of individuals, families, and populations, and works to provide quality, cost-effective care. *Enrollment requirement: NURS 533A, D or E must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 532B (3)

[Change in title and Enrollment Requirement: *Enrollment Requirement: NURS 533B and 533C must be taken concurrently; added restriction: Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*]

Advanced Practice Management of Mental Health Clients and Families Across the Lifespan I

NURS 533A (3)

[Change in title and course description]

Advanced Field Study: Advanced Practice Management of Clients and Families Across the Life Span I - CNS

The clinical practicum allows for immersion of the Clinical Nurse Specialist in the role of the advanced practice nurse in the acute care setting. Using foundations of theory, research, and other evidence and the tools for case management, students will manage clients across the life span in their area of clinical expertise. Students will be mentored by an experienced Advanced Practice Nurse in activities expected in the role. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 532A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533B (3)

[Change in title and course description]

Advanced Field Study: Management of Mental Health Clients and Families Across the Life Span I – CNS

The clinical practicum allows for immersion of the CNS in the role of the advanced practice nurse in the acute care setting. Using foundations of theory, research, and other evidence and the tools for case management, students will manage clients in their area of clinical expertise. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 532B must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533C (3)

[New Course]

Advanced Field Study: Management of Mental Health Clients and Families Across the Life Span I – NP

The clinical practicum allows for the immersion of the Psychiatric Family Nurse Practitioner in the role of the advanced practice nurse in the acute care setting. Using foundations of theory, research, and other evidence-based practice principles, students will address the complex needs

of individuals with psychiatric disorders in acute care settings. Students will be mentored by an experienced Psychiatric Nurse Practitioner in the activities expected in the role. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 532A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533D (3)

[New Course]

Advanced Field Study: Management of the Clients and Families Across the Life Span I - FNP

This clinical practicum allows for the immersion into the FNP role of the advanced practice nurse in the acute care setting. Using foundations of theory, research, and other evidence, students will manage common acute illnesses in individuals throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice nurse practitioners in activities expected of the role. Minimum of 135 clinical hours required. *Enrollment Requirement: NURS 532A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 533E (3)

[New Course]

Advanced Field Study: Management of Clients and Families Across the Life Span I - PHN

This clinical practicum allows for immersion into the Clinical Nurse Specialist (CNS) role of the advanced practice nurse in public health. Students will manage individual clients and aggregates in the arena of public health to include private or joint practice, institutional settings, industry, government, public health agencies, schools, home health, HMOs, correctional health, nursing centers, and health ministry settings. A major emphasis of this practicum is the use of health promotion and disease prevention strategies to improve the health of the community and the nation. Activities at the individual level include Health Screening, Counseling, and Education, and Evaluation of Immunity and Infectious Disease (case finding). Activities at the aggregate level include Emergency Response Disaster Planning, Community Health Assessment (including Environmental Health), and Program Implementation and Evaluation. Students will be mentored by an experienced Advanced Public Health Nurse in activities that include the major role functions of the Advanced Public Health Nurse in Public Health, which include clinician, consultant, collaborator, coalition-builder, administrator, researcher, and educator. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 532A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 534A (2)

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

Advanced Practice Management of Clients and Families Across the Life Span II

Advanced study of the management of clients/families with acute/chronic illnesses and health problems by advanced practice nurses in a variety of health care settings. The advanced practice nurse assumes responsibility and accountability for health promotion, assessment, diagnosis, and management of acute/chronic illness and client problems including prescription of pharmacological agents within a specialty area of clinical practice. Emphasis on developing

sound clinical decision making and diagnostic reasoning skills is included. The APN uses theory, research, and best practices to manage the care of individuals, families, and populations, and works to provide quality, cost-effective care. *Enrollment requirement: NURS 535A, D, or E must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 534B (2)

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

Advanced Practice Management of Mental Health Clients and Families Across the Lifespan II

Advanced study of the management of clients with complex mental health needs by Advanced Practice Nurses in primary and specialty clinics, schools, faith communities, and public health, home health, and hospice agencies. The role of the APN in health promotion, assessment, diagnosis, and management of client problems including the prescription of pharmacological agents in the community/home setting will be examined. The emphasis will be on the development of sound clinical decision making and diagnostic reasoning skills. Theory, research, and best practices for the care of individuals, families, and aggregates across the lifespan are examined with an emphasis on collaboration with the multidisciplinary team to provide quality, cost-effective care in the community/home setting. *Enrollment Requirement: NURS 535B or 535C must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535A (3)

[Change in title and course description]

Advanced Field Study: Advanced Practice Management of Clients and Families Across the Life Span II - CNS

The clinical practicum allows for immersion of the Clinical Nurse Specialist (CNS) in the role of the advanced practice nurse in the community setting. Using foundations of theory, research, and other evidence and the tools for case management, students will manage clients across the life span in their area of clinical expertise. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 534A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535B (3)

[Change in title and course description]

Advanced Field Study: Management of Mental Health Clients and Families Across the Life Span II - CNS

The clinical practicum allows for immersion of the CNS in the role of the advanced practice nurse in the community setting. Using foundations of theory, research, and other evidence and the tools for case management, students will manage patients in their area of clinical expertise. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 534B must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535C (3)

[New Course]

Advanced Field Study: Management of Mental Health Clients and Families Across the Life Span II - NP

This clinical practicum allows for the immersion of the Psychiatric Family Nurse Practitioner in the role of the advanced practice nurse in a variety of community settings. Using foundations of theory, research, and other evidence-based practice principles, students will address the complex needs of individuals, groups, and families with psychiatric disorders. The emphasis will be on the application of sound clinical decision making and diagnostic reasoning skills. Students will be mentored by an experienced Psychiatric Nurse Practitioner in the activities expected in the role. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 534B must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535D (3)

[New Course]

Advanced Field Study: Management of Clients and Families Across the Life Span II – FNP

This clinical practicum allows for the immersion into the FNP role of the advanced practice nurse in the community setting. Using foundations of theory, research, and other evidence, students will manage chronic illness in individuals throughout the lifespan in a variety of sites in the community. Concepts of primary, secondary, and tertiary care will be incorporated into plans of care. Students will be mentored by advanced practice nurse practitioners in activities expected of the role. Minimum of 135 clinical hours required. *Enrollment Requirement: NURS 534A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 535E (3)

[New Course]

Advanced Field Study: Management of Clients and Families Across the Life Span II – PHN

This clinical practicum allows for continued immersion into the Clinical Nurse Specialist (CNS) role in the community. Using the foundations of Nursing, Public and Community Health, and strategies of case and care management, students will manage individuals, families, and groups that have been historically marginalized and described as “vulnerable”. Individuals and groups served may include the poor, the homeless, migrant workers, immigrants, pregnant adolescents, people with mental illness, substance abusers, and people with communicable disease (e.g., HIV/AIDs) to name just a few. Students will be mentored by an experienced Advanced Public Health Nurse in activities that are expected in one or more of the following advanced practice public health settings: nursing centers, parish health services, ambulatory and outpatient settings (to include Emergency Departments), Public Health Departments, community mental health centers, and missions and shelters. The minimum requirement for this practicum is 135 hours. *Enrollment Requirement: NURS 534A must be taken concurrently. Enrollment restricted to students enrolled in the Master of Science in Nursing Program.*

NURS 536 (2)

[Change in unit value]

Chronic Illness Concepts

NURS 539 (6)

[Change in unit value and course description]

Advanced Practice Externship

Designed for the Advanced Practice Nurse to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse as a role model. Advanced assessment skills and advanced nursing practice in the APN role will be performed. Students will complete 270 clinical hours.

NURS 540 (2)

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

Advanced Concepts of Health Across the Life Span for Advanced Practice Nurse

Examination of advanced and complex physical, psycho-social, spiritual, and developmental changes of pediatrics through older adults from various cultural/ethnic groups. Bioethical, cultural, and socio-economic issues are also examined. Clinical phenomenon from case studies are analyzed for their effect on patients of various ages.

NURS 580 (3)

[Change in title and course description]

Advanced Concepts in Psychiatric Mental Health Nursing

Examination of theories and treatment modalities for individuals, groups and families with complex psychiatric-mental health needs. Emphasis on development of advanced mental health nursing competencies in interviewing, formulating a therapeutic relationship and interventions skills. Clinical phenomenon from case studies are analyzed.

NURS 582 (3)

[New Course]

Advanced Psychiatric Mental Health Assessment and Psychiatric Disorders

Advanced comprehensive assessment skills, differential diagnosis, and psychotherapeutic management of clients with common and major psychiatric disorders across the lifespan are introduced. The focus will be on the development of diagnostic reasoning skills and sound clinical judgment. The continued refinement of psychotherapeutic and culturally sensitive approaches in the development of the therapeutic alliance as a parallel process to assessment is emphasized.

NUR 584 (3)

[New Course]

Advanced Psychopharmacology

Examines the psychopharmacologic treatment of psychiatric disorders across the life span and within vulnerable and culturally diverse populations. It is designed to provide an analysis of pharmacokinetics, and the effects and side effects of major classes of psychopharmacologic agents. It is expected that participants will develop skills in assessing the need for psychotropic interventions, and in the examination of complementary and alternative therapies as they relate to chronic illness and psychiatric disorders across the life-span.

OM 302 (2)

[Removed HTM 302 from equivalency statement from course description]

Foundations of Operations Management**OM 435 (2)**

[Change to prerequisites: *BUS 304 with a grade of C (2.0) or better*]

Project Management**PE 200 (1)**

[Change in number of units that can be applied toward baccalaureate: *A maximum of ten (10) units of intercollegiate athletics courses may be applied toward a baccalaureate degree*]

Intercollegiate Athletics**PHYS 301 (4)**

[Deleted prerequisite and changed Enrollment Requirement: *Enrollment Requirement: CS 231, PHYS 202 or 206, and MATH 270*]

PHYS 490 (1-3)

[Change to variable units and removed enrollment requirement]

Topics Seminar**PSCI 345 (3)**

[New Course]

Politics of Mexico

A detailed analysis of the government and politics of modern Mexico from a comparative politics perspective. Studies the formation, consolidation, continuity, and prolonged transformation of the 20th century political system, examining the sources of stability in the “classic” Mexican system as well as the elements that contributed to political change from the 1980s to 1990s. Mexican political institutions, political economy, political culture, and society are covered, including many contemporary policy challenges. *May not be taken for credit by students who have received credit for PSCI 338-1 and 338C.*

PSCI 415 (3)

[Correction to italicized statement: *Enrollment Requirement: Completion of the Lower-Division General Education requirement in California Government (Dg). (USGP).*]

State Politics**PSCI 422 (3)**

[New Course]

Media and Politics

Analyzes role of news media in the political system and assesses the manner in which Americans’ political beliefs, choices, and actions are influenced by mass media presentations. Examines how news organizations interact with officials, organized groups, and the public to assess media influence on elections, policy making, and politics in general. *May not be taken for credit by students who have received credit for PSCI 419-1.*

Enrollment Requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP).

PSCI 463 (3)

[New Course]

The Global-Jihadis Hydra and U.S. Foreign Policy

Examines non-state threats to U.S. foreign policy. Increasing numbers of non-state actors challenge U.S. security interests, and traditional policy such as "deterrence" and "containment" prove less effective than with state actors. Policymakers must therefore account for these threats. This course considers one in detail: global-jihadis hydra. *May not be taken for credit by students who have received credit for PSCI 469B and 469-1.*

PSYC 353 (3)

[Change in title]

Psychology in the Workplace: Industrial/Organizational Psychology

PSYC 392 (3)

[Change in prerequisite: PSYC 360]

Laboratory in Sensation and Perception

PSYC 396 (3)

[Prerequisite not printed in catalog: *Prerequisite: PSYC 332 must be completed with a grade of C (2.0) or better.*

Laboratory in Social Psychology

PSYC 560 (3)

[New Course]

Selected Topics in Psychology

Examination of a topic of current interest in a specific area of psychology. *Enrollment restricted to students enrolled in the psychology graduate program.*

SOC 448 (2)

[New Course]

Racial Profiling

Critical examination of racial profiling in three areas of the social realm- on the streets as part of "war on drugs" policies, as an issue of immigration and "border patrol," and as a "national security" concern post 9/11. Examines both formal and informal social processes surrounding racial profiling, including historical and contemporary legislation that overtly and covertly influences racialized law enforcement. Analyzing the discourse surrounding racial profiling will be emphasized, both in the scholarly and public realms. *Recommended preparation: SOC 313. May not be taken for credit by students who have received credit for SOC 490-1.*

SOC 675 (4)

[Grading method not listed in catalog: *Graded Credit/No Credit*]

Thesis Research

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

[Grading method not listed in catalog: Graded Credit/No Credit]

Independent Thesis Research.

SPAN 500 (3)

[New Course]

History of Latin America Literature

A master's level survey of major works of Latin American poetry and narrative from the colonial period to the 21st century, including writers such as Sister Juana Inés De La Cruz, Esteban Echeverría, Rubén Darío, Gabriela Mistral, Alejo Carpentier, Gabriel García Márquez, and Roberto Bolaño.

SPAN 695 (3)

[Change in title and course description]

Teaching Methodology of Spanish at the University Level

A practicum course devoted to the teaching of lower-division Spanish language courses at CSUSM. Requires regular attendance. All Teaching Associates to-be must enroll in this course either before their teaching assignment or concurrently. *May not be repeated. Units earned in SPAN 695 will be counted toward the 30-unit requirement for the Master's degree. Enrollment restricted to students with graduate standing in Spanish who have been appointed to teach.*

TA 305 (3)

[Correction to unit value]

Design and Production for Theatre

TA 310 (3)

[Add to the end of course description, italicized section. *This course meets for two hours of lecture and two hours of activity each week.*]

Acting Technique

TA 311 (3)

[Add to the end of course description, italicized section. *This course meets for two hours of lecture and two hours of activity each week.*]

Acting Ensemble

TA 489 (4)

[Change in course repeatability: *May be repeated for up to (4) four times*]

Production and Performance

TA 489S (4)

[Change in course repeatability: *May be repeated for up to (4) four times*]

Theater Production in Spanish

VPA 380 (1-3)

[Change in unit value]

Topics in the Arts**VSAR 313 (3)**

[New Course]

Digital Arts and the Environment

Investigates a broad range of artistic practices and contemporary artists who use digital media to comment on and shape current environmental debates. Explores a broad range of environmental perspectives to enrich our understanding of current environmental concerns and their interpretation through digital media. Lectures, screenings, interviews, group discussions, and research. Final projects include site-specific art exhibitions, artist's books, photographic series, and videos.

VSAR 316 (3)

[New Course]

Graphic Design

Introduces students to ways in which computers and vector-based output tools can be combined to create original art using image editing and enhancing and design and layout tools. Projects focus on color theory, font management, typography, illustration, and page-layout, as well as logo, poster, and brochure design. Emphasis on output to print, Web, and other electronic media, including mobile devices. Graphic design as an art practice for creative expressions will be explored. *May not be taken for credit by students who have received credit for VPA 380-2. This course meets for two hours of lecture and two hours of activity each week.*

VSAR 319 (3)

[New Course]

Video Installation Art

Studio course covering the history, theory, and production of art forms which utilize video and media, such as drawing, sculpture, physical computing, and audio. Treats the production of video as one artistic component in a multi-disciplinary artwork. Students learn about shooting and editing video, creating installation environments in which to integrate video, and how this work is presented in museums, galleries, and other non-traditional art spaces. *May not be taken for credit by students who have received credit for VPA 380-9.*

VSAR 330 (3)

[New Course]

Art and Science: Historical and Contemporary Practice

Surveys the connection between art and science from the Renaissance to the present, focusing on themes including space, time, process, pattern, and material. Introduces the structural parallels between art and science as well as the cultural and ethical issues surrounding science as they are reflected through art. Lecture and readings will be supplemented by videos and field trips, as well as visiting artists and scientists.

VSAR 331 (3)

[New Course]

Art, Science and Technology

Focuses on the juncture of art and science in contemporary art practice. Investigates the research agenda of various areas of science and the artistic responses to this scientific research. Examines issues around the visual representation of scientific data. Exposes different approaches, materials, and technologies used by artists today. Project will be developed based on themes including environmental art and science, the body (biology and medicine), and space, time, and light (physics).

VSAR 361 (3)

[New Course]

New Documentary Film

Explores the concepts and histories that underlie new genres of documentary film and examines films made in this new style produced from the 1980s to the present. Contemporary documentary film has replaced the authoritative voice and singular point-of-view characteristic of traditional documentary film with multiple voices and diverse cultural perspectives. Students view and analyze new documentary films whose genres include the combination of historical and personal documentary, non-fiction, and experimental work. Students will explore the aesthetic and technical dimensions of the films, as well as conduct research on their historical, cultural, and political backgrounds. Explores the idea of how knowledge is transmitted cinematically. *May not be taken for credit by students who have received credit for VPA 380-10.*

VSAR 402 (3)

[New Course]

Imaginary Worlds: Video Compositing

Creation of short, experimental videos using the techniques of motion graphics and compositing applications. Engages students in designing imaginary worlds through writing, research, and digital techniques. Includes historical examples of filmic imagination, from George Belies to Pixar. *May not be taken for credit by students who have received credit for VPA 380-8.*

WMST 300 (1-3)

[Unit change to variable units]

Topics in Women's Studies**WMST 321 (3)**

[Change in unit value]

Feminist Pedagogies in Practice**WMST 328 (3)**

[New Course]

Body and Identity

Explores the social construction and performances of the body and identity through a cross-cultural look at definitions and meanings of the body, codes inscribed on it by our everyday

practices (wearing makeup, working out), and choices of decorative markers (clothing, jewelry, tattoos, piercings). How are gender, race, ethnicity, and power status signaled by the body? How is rebellion enacted through the body? Anthropological perspectives are used to explore how people approach these issues across cultural, economic, political, social, and religious contexts. *May not be taken for credit by students who have received credit for ID 370-2 and WMST 300-6). Also offered as ANTH 328. Students may not receive credit for both.*