Additions and Changes to Academic Programs .................................................. 2
General Education Program .................................................................................. 2

College of Arts and Sciences ........................................................................... 3
B.S. in Biological Sciences ............................................................................. 3
B.S. in Biotechnology ....................................................................................... 4
Minor in Chemistry .......................................................................................... 4
B.A. and Minor in Communication .................................................................. 4
Communicative Sciences and Disorders Preparation Certificate ...................... 5
B.A. in Criminology and Justice Studies ....................................................... 5
Minor in Economics .......................................................................................... 5
B.A. in Global Studies ....................................................................................... 5
Minor in Global Studies .................................................................................. 9
B.A. in Human Development ........................................................................... 9
B.S. in Kinesiology .......................................................................................... 10
    Physical Education Option ..................................................................... 10
    Applied Exercise Science Option .......................................................... 10
    Health Science Option ......................................................................... 11
    Pre-Physical Therapy Option .................................................................. 11
B.A. in Liberal Studies ..................................................................................... 12
Border and Regional Studies Option .............................................................. 14
Minor in Linguistics .......................................................................................... 15
B.A. in Literature and Writing Studies ............................................................. 15
M.A. in Literature and Writing Studies ............................................................. 16
B.A. in Mass Media ........................................................................................ 19
SSPP in Mathematics ....................................................................................... 19
B.A. in Psychology .......................................................................................... 20
BA in Sociology – Children, Youth and Families Concentration ...................... 19
B.A. in Critical Race Studies Concentration ................................................... 20
B.A. in Visual and Performing Arts – Theatre Arts Option .............................. 20

College of Business .......................................................................................... 21
Global Business Management Option – Entrepreneurship Track .................. 21
Management Option – Entrepreneurship Track ............................................ 21
Management Option – Management and Organizations Track .................... 21
Marketing Option ............................................................................................. 22

College of Education ....................................................................................... 23
Admission Requirements for the Multiple-Subject Teaching Credential Programs .................................................................................................................. 23
Communicative Sciences and Disorders Preparation Certificate with Speech-Language Pathology Services Credential ......................................................... 24
Master’s in Education – General Option .......................................................... 25

Extended Learning ............................................................................................ 25
Master of Biotechnology .................................................................................... 25

School of Nursing ............................................................................................. 25
B.S. in Nursing ................................................................................................. 27
    Generic Program Option ....................................................................... 27
    Accelerated Entry Level ........................................................................ 27
    Baccalaureate Option ......................................................................... 27
    RN-to-BSN Program Option ................................................................. 28
    M.S. in Nursing ...................................................................................... 29

Changes to Fees ............................................................................................... 31
Changes to Admission Requirements and Academic Policies ........................ 31
    Administrative Course Drop, Student Attendance, and Enrollment Requirements .......................................................... 31
The California State University International Programs .................................. 31
Admission Procedures and Policies .................................................................. 31
Impacted Programs .......................................................................................... 32
Supplementary Admission Criteria ............................................................... 32
Graduate and Post-Baccalaureate Application Procedures ............................... 32
Application Filing Periods ............................................................................... 32
Provisional Admission First-Time Freshman .................................................. 33
Provisional Admission Transfer Applicants ................................................... 33
    English Placement Test (EPT) ................................................................. 33
    Graduate and Post-baccalaureate Admission Requirements .................. 33
Intrasystem and Intersystem Enrollment Programs .......................................... 33
Course Repeats and GPA Adjustment ................................................................ 33
Undergraduate Probation, Disqualification, and Reinstatement ....................... 34
    Academic Renewal .............................................................................. 35
Graduate Probation, Disqualification, and Reinstatement ................................ 35
Withdrawal from Course ............................................................................... 37
Procedures for Dropping or Withdrawing from Courses .................................. 38
Weapons on Campus ....................................................................................... 39

Additions, Changes, and Corrections to Course Descriptions .......................... 40

This Catalog Addendum supplements the information in the 2008-10 General Catalog.

Additions previously announced in the Spring and Fall 2009 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 24 of this Addendum.

ACCT 302, 308, 406, 407, 416, 420, 421, 422
ANTH 340, 380, 430, 470
BA 501, 502, 503, 504, 505, 506, 630, 680
Biol 104, 175, 176, 177, 178, 212, 326, 382, 389, 403, 403L, 477, 477L, 503L
BIOT 600, 620, 630, 650, 655, 660, 680
BRS 400, 490
BUS 444, 492, 493
CHEM 101, 105, 105L, 150, 150L, 201L, 250L, 341, 351, 352, 390, 390L, 450, 455, 491
COMM 402, 426, 456, 460, 485
CS 435, 513, 551, 553, 590, 613
DNCE 301, 311, 498A, 498B, 498C, 499A, 499B, 499C
ECON 328, 481, 610
EDMI 522, 543, 544, 545
EDSL 551, 599
EDSS 547
EDST 641
EDUC 350B, 364B, 608, 609, 613
ENTR 320, 420, 421, 422, 423, 430
FIN 321, 331, 341, 404, 422
FMST 375
FREN 415, 450
GBM 351, 425, 426, 430, 497
GBST 390, 400, 495A, 495B, 495C, 495D, 495E, 495F, 498A, 498B, 498C
GEL 101
HD 101, 300, 301, 361, 490, 495, 497
HIST 310A, 310B, 311A, 311B
ID 340B, 381
KINE 300, 307, 308, 309, 316, 400, 401, 402, 404, 405, 407, 495, 499A, 499B, 499C, 499D, 499E, 499F
LBST 361B
LING 300, 300B, 391
LTWR 211, 307, 325, 415, 425, 602
MASS 424, 432, 433, 445, 446, 448, 449, 450, 451, 452
MATH 270, 311B, 541
MGMT 315, 320, 415, 420, 432, 445, 446, 452, 461, 465
MIS 411, 420, 426, 427, 430, 435, 440
MKTG 315, 340, 433, 445, 447, 452
OM 302, 305, 406, 428, 435, 440, 441, 442
PSCI 366, 368, 461, 493, 494
PSYC 328, 343
SOC 411, 495, 495, 495, 670, 698A, 698B, 698C, 698D
SPAN 102, 201, 698A, 698B, 698C, 698D, 698E, 698F
TA 105, 115, 116, 124, 125, 201, 300, 301, 310, 311, 402
VPA 302
VSAR 315
VLAN 115, 415, 450
WMST 201, 211, 301, 325, 330, 341, 370, 375, 407, 495A-F

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

Changes to the General Education Program

Required Earned Units to Enroll in UDGE Courses

In order to satisfy any UDGE requirement (BB, CC, DD) by taking an UDGE course, a student must have earned at least 60 units (total overall units to include CSUSM and transfer coursework) towards their first bachelor’s degree at CSUSM prior to taking that course.

Correction to Area DD Requirement:

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

- CHEM 100L does not appear on the list of courses fulfilling the B1 requirement
- Effective spring 2009, CHEM 100 is now CHEM 105 (on the B1 list)
- CHEM 100 does not appear on the list of courses fulfilling the B3 requirement
- Effective spring 2009, CHEM 100L is now CHEM 105L (on the B3 list)

Add FMST 375 and LTWR 303B to the list of courses fulfilling CC, Upper-Division Arts and/or Humanities (page 94, first column)

Add HD 101 to the list of courses fulfilling D7/D, Interdisciplinary Social Sciences, Disciplinary-Specific or Second Interdisciplinary Social Sciences (page 95, first and middle column)

Add PSCI, 366, WMST 330 and WMST 370 to the list of courses fulfilling DD, Upper-Division Social Sciences (page 95, middle column)

Changes to the Language Other Than English Requirement (LOTER).

See page 90 of the Catalog. See changes to the CLEP score:

- having taken a College Level Examination Program (CLEP) Language Examination and received the following minimum score:
  - French Level II: 58
  - German Level II: 59
  - Spanish Level II: 62
### Preparation for the Major

#### Lower-division Biology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 210</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 212</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 215L</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Non-Biology Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 150</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 201L</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 250</td>
<td>3</td>
</tr>
<tr>
<td>MATH 160</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following course sequences:

- PHYS 101: 4 units
- PHYS 102: 4 units
- PHYS 205: 4 units
- PHYS 206: 4 units

#### Core Courses

**Upper-division (17 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 351</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 352</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 353</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 354</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Molecular and Cellular Biology Concentration Requirements

**Upper-division (19 units)**

Select three of the following courses (at least one must have a lab): 10-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 355</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 477/477L</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 356</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 504+</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 367</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 520+</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 368/368L</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 540+</td>
<td>4</td>
</tr>
</tbody>
</table>

-Some courses may be approved with faculty consent.

### Upper-Division Science Electives

**Upper-Division Science Electives 7-9** from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

- CS 305, 311
- CHEM 341, 351, 401, 402, 404
- PHYS 403
- MATH 362, 370, 374, 441, 464

Other courses may be approved with faculty consent.

### Physiology Concentration Requirements

**Upper-division (19 units)**

Select three of the following courses (at least one must have a lab): 10-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 374</td>
<td>BIOL 512/512L+</td>
</tr>
<tr>
<td>BIOL 375</td>
<td>BIOL 514/514L+</td>
</tr>
<tr>
<td>BIOL 476</td>
<td>BIOL 515+</td>
</tr>
<tr>
<td>BIOL 505+</td>
<td>+ with consent of advisor</td>
</tr>
</tbody>
</table>

-Some courses may be approved with faculty consent.

### Ecology Concentration Requirements

**Upper-division (19 units)**

Select three of the following courses (at least one must have a lab): 10-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 305, 311</td>
<td></td>
</tr>
<tr>
<td>CHEM 341, 351</td>
<td>BIOL 477/477L+</td>
</tr>
<tr>
<td>BIOL 477/477L</td>
<td></td>
</tr>
</tbody>
</table>

-Some courses may be approved with faculty consent.

### General Concentration Requirements

**Units**

Select one course from each of the following lists (at least one course must have a lab): 10-12

**Molecular and Cellular Biology courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOT 355</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 504+</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 520+</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 367</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 533</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 370</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 477/477L</td>
<td>4</td>
</tr>
</tbody>
</table>

-Some courses may be approved with faculty consent.

### Ecology courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 363</td>
<td>BIOL 388</td>
</tr>
<tr>
<td>BIOL 379</td>
<td>BIOL 390/390L</td>
</tr>
<tr>
<td>BIOL 380</td>
<td>BIOL 400/400L</td>
</tr>
<tr>
<td>BIOL 381</td>
<td>BIOL 502+</td>
</tr>
<tr>
<td>BIOL 382</td>
<td>BIOL 513</td>
</tr>
<tr>
<td>BIOL 386/386L</td>
<td>BIOL 533+</td>
</tr>
<tr>
<td>BIOL 387/387L</td>
<td>BIOL 535+</td>
</tr>
<tr>
<td>BIOL 389</td>
<td>BIOL 536+</td>
</tr>
</tbody>
</table>

-Some courses may be approved with faculty consent.
Physiology courses:
BIOL 374  BIOL 512/512L+
BIOL 375  BIOL 514/514L+
BIOL 476  BIOL 515+
BIOL 505+

+ with consent of advisor.

Upper-Division Science Electives 7-9 from any biology courses numbered 355-599. In addition, with consent of advisor may include PSYC 461 (no BB credit) or one course from the following list which will count for BB and elective credit:

CS 305, 311
CHEM 341, 351, 401, 402, 404
PHYS 403
MATH 362, 370, 374, 441, 464
Other courses may be approved with faculty consent.

Change to the
B.S. in Biotechnology

Replaced BIOL 377 with BIOL 477 in the list of upper-division courses.

Upper-division (24 units)

<table>
<thead>
<tr>
<th>Units</th>
<th>BIOT 355</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIOT 356</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOT 357</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>BIOL 367</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL 477</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM 351</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 302</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MKTG 302</td>
<td>2</td>
</tr>
</tbody>
</table>

Change to the
Minor in Chemistry

Requirements (19-21 units)

<table>
<thead>
<tr>
<th>Units</th>
<th>CHEM 150 &amp; 150L</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHEM 201 &amp; 201L</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CHEM 202 &amp; 202L</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CHEM 250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 250L or 275</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Choice of 7 additional units from the following:

<table>
<thead>
<tr>
<th>Units</th>
<th>CHEM 308</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHEM 351</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 351L</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CHEM 352</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 398</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>CHEM 399</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>CHEM 401</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 402</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 404</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 404L</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CHEM 405</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CHEM 416</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CHEM 490</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 491</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 492</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 493</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 494</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 26-28

Change to
B.A. in Communication

Added COMM 402 to Major Requirements list. Refer to page 130 in the catalog.

Major Requirements

Upper-division (39 units)

<table>
<thead>
<tr>
<th>Units</th>
<th>COMM 300</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM 330</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 360</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 390 or 402</td>
<td>3</td>
</tr>
</tbody>
</table>

Added COMM 402 to the Communication Theory and Methods (CTM), see third column, on page 130 in the catalog.

Change to
Minor in Communication

Added COMM 402 to upper-division list. Refer to page 130 in the catalog.

Upper-division (15 units)

Nine units selected from:

<table>
<thead>
<tr>
<th>Units</th>
<th>COMM 300</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM 330</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 360</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 390 or 402</td>
<td>3</td>
</tr>
</tbody>
</table>

Added COMM 402 to the Communication Theory and Methods (CTM) list that appears on page 130.
Change to

**Communicative Sciences and Disorders Preparation Certificate**

**Office:**
University Hall, Room 323

**Telephone:**
(760) 750-8585

**Program Coordinator of Communicative Sciences and Disorders:**
Suzanne Moineau, Ph.D., CCC/SLP

**Faculty:**
*College of Education*
Suzanne Moineau, Ph.D., CCC/SLP

*Anthropology*
Suzanne Moineau, Ph.D., CCC/SLP

*Biology*
Brian Norris, Ph.D.

*Linguistics*
Jocelyn C. Ahlers, Ph.D.
Julie Gómez de García Ph.D.
Nicoleta Bateman, Ph.D.

*Science and Society*
Robert Yamashita, Ph.D.

*Physics*
Graham Oberem, Ph.D.

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

This certificate program provides the undergraduate coursework that is a prerequisite for a student to be admitted to any Speech-Language Pathologist credential program, including the Communicative Sciences and Disorders Master’s Degree Option in the College of Education at CSUSM. The MA program is intended to lead to qualification to practice as a licensed, credentialed and certified Speech-Language Pathologist in any setting of the profession. For additional information about these programs, please contact the Coordinator of the Communicative Sciences and Disorders Master’s Degree Option in the College of Education.

Thirty (30) units of undergraduate study are required to obtain the certificate:

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 320</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 350</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 551</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 422</td>
<td>3</td>
</tr>
<tr>
<td>ID 340</td>
<td>3</td>
</tr>
<tr>
<td>LING 391</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 220</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 356</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 599</td>
<td>3</td>
</tr>
</tbody>
</table>

Change to

**B.A. in Global Studies**

**Office:**
MARK 226A

**Telephone:**
(760) 750-4097

**Program Director:**
Patty Seleski, Ph.D.

**Faculty:**
*Anthropology*
Bonnie Bade, Ph.D.

*Economics*
Ranjeeta Basu, Ph.D.

*History*
Reuben Mekenye, Ph.D.
Carmen Nava, Ph.D.
Kimber Quinney, Ph.D.
Patty Seleski, Ph.D.
Alyssa Sepinwall, Ph.D.
Zhiwei Xiao, Ph.D.

*Liberal Studies*
Vivienne Bennett, Ph.D.
Aníbal Yañez-Chávez, Ph.D.
Kimberley Knowles-Yanez, Ph.D.

*Literature and Writing Studies*
Salah Moukhlis, Ph.D.

*Philosophy*
Manuel Arriaga, Ph.D.

*Political Science*
M. Kent Bolton, Ph.D.
Scott Greenwood, Ph.D.
Cyrus Masroori, Ph.D.
Elizabeth Matthews, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Pamela Stricker, Ph.D.

*Sociology*
Marisol Clark-Ibáñez, Ph.D.
Richelle Swan, Ph.D.

*Visual and Performing Arts*
Kristine Diekman, M.F.A.
Mtafiti Imara, Ph.D.
Andrea Liss, Ph.D.
Marcos Martinez, M.A.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

*Area 2: Communities, Inequalities and Justice*

SOC 307          SOC 411
SOC 313          SOC 413
SOC 314          SOC 416
SOC 316          SOC 419
SOC 331          SOC 424
SOC 337          SOC 437
SOC 339          SOC 439
SOC 345          SOC 463
SOC 347          SOC 465
SOC 403          SOC 469

Change to

**Minor in Economics**

<table>
<thead>
<tr>
<th>Lower-division (12-14 units)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 242</td>
<td>3</td>
</tr>
<tr>
<td>MATH 132 or MATH 160</td>
<td>3-5</td>
</tr>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
</tr>
</tbody>
</table>

| Upper-division (15 units)   |       |
| ECON 301                   | 3     |
| ECON 302                   | 3     |
| ECON 303                   | 3     |
| ECON 441                   | 3     |

| Upper-division electives in economics** | 3 |

| Total Units                  | 27-29 |

**ECON 306 and ECON 311 may not be counted toward the Major or Minor.**
The Global Studies Program provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Whether pursuing the Major or the Minor, students can choose from an approved list of courses from Economics, History, Liberal Studies, Literature and Writing, Philosophy, Political Science, Sociology, World Languages and Hispanic Literatures, and Women Studies. The program allows students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and two of five global issue areas: Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, and Gender in Global Perspective.

Student Learning Outcomes
It is the goal of the Global Studies Program that upon completion of a Bachelor of Arts in Global Studies a student will possess the specific abilities in the areas of knowledge (student learning outcomes 1-3), skills (student learning outcomes 4-6), and attitudes (student learning outcomes 9 and 10).

Following completion of the required curriculum students will be able to

1. Comprehend that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

2. Demonstrate knowledge and understanding of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies; non-governmental organizations).

3. Demonstrate knowledge of other cultures (beliefs, values, perspectives, practices, and products).

4. Use diverse cultural frames of reference and alternate perspectives to think critically and solve problems.

5. Comprehend and analyze global affairs from a variety of disciplinary perspectives.

6. Communicate in a second language in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), writing (productive) at a high intermediate level.

7. Use second-language skills and knowledge of other cultures to extend his/her access to information, experiences, and understanding.

8. Use social scientific techniques to conduct research.

9. Appreciate the languages, arts, religions, philosophies and material cultures of different cultures.

10. Accept cultural differences and tolerate cultural ambiguity.

Career Opportunities
The Global Studies Program will be useful to students pursuing careers in international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International, “think tanks” such as the American Enterprise Institute), government, graduate study in History, Political Science, and International Affairs, and education.

Preparation
Prior to taking any upper-division coursework for the major, students are encouraged to complete, or be in the final semester of completing, all lower-division General Education requirements.

Special Conditions for the Bachelor of Arts in Global Studies
All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the major must be earned in residence at Cal State San Marcos. No more than six (6) units of internship, GBST 495, and/or independent study, GBST 498, credit may be counted toward the major. In order to graduate, all Global Studies Majors must successfully complete GBST 400 Senior Seminar, during their senior year.

All Global Studies Majors must meet a second-language competency requirement. This requirement can be met by completing an approved fourth semester language course with a grade of “C” or higher or by successfully passing a 4th semester level language competency exam given by the CSUSM Language Learning Center. If the CSUSM Language Learning Center does not offer a competency exam in a student's second language, this student may request that the competency exam be conducted by the Berlitz Language Center. Students requesting this option must receive official approval from the Global Studies Program Coordinator before scheduling a Berlitz exam. International students may satisfy this requirement by meeting the university’s TOEFL requirement for admission. The list of courses that can be used to meet the second-language competency requirement are listed below:

- FREN 202
- FREN 315
- FREN 350
- GRMN 202
- GRMN 315
- GRMN 350
- JAPN 301
- JAPN 302
- SPAN 202
- SPAN 210
- SPAN 266
- SPAN 301A
- SPAN 301B
- SPAN 305
- SPAN 314B
- SPAN 314C
- SPAN 314D
- SPAN 314E
- SPAN 315
- SPAN 316
- SPAN 350A
- SPAN 350B
- SPAN 366
Language courses may not be "double-counted" to meet the Global Culture, Geographic Areas, and Second-language competency requirements of the Global Studies major.

**BACHELOR OF ARTS IN GLOBAL STUDIES**

<table>
<thead>
<tr>
<th>Units</th>
<th>General Education*</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>Preparation for the Major</td>
<td>9</td>
</tr>
<tr>
<td>Units</td>
<td>Major Requirements</td>
<td>39-48</td>
</tr>
</tbody>
</table>

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

*At least six (6) units of General Education Requirements in Areas C (Arts and Humanities) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.

**Preparation for the Major**

Complete the following nine (9) units of preparatory coursework with a grade of C (2.0) or better:

<table>
<thead>
<tr>
<th>Units</th>
<th>ECON 202*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>HIST 202**</td>
<td>3</td>
</tr>
<tr>
<td>Units</td>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Units</td>
<td>GBST 100***</td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>ANTH 200***</td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>GEOG 201*</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Division Requirements**

| Units | GBST 300 | 3 |
|-------|GBST 300 | 3 |
| Units | Research Methods | |
| Units | Select one of the following: | |
| Units | HIST 301 | |
| Units | PSCI 301 | |
| Units | VMST 490 | |
| Units | Geographic Area Electives | 8-9 |
| Units | Global Culture Electives | 5-6 |
| Units | Global Issues Electives: | 17-21 |
| Units | Second-Language Competency Requirement | 0-3 |
| Units | GBST 400 | 3 |

**Upper-Division Electives**

**GEOGRAPHIC AREAS**

At least eight units (8) in one geographic area drawn from at least two different disciplines; please see the information below for a list of approved courses in these areas:

**The Americas**

- GEOG 340C
- HIST 352
- HIST 355
- HIST 356
- HIST 359
- ID 301
- ID 306
- MUSC 390 (2 units)
- MUSC 423
- PSCI 338
- PSCI 341
- PSCI 348*
- PSCI 449*
- SPAN 350B

*Where course content is appropriate to the Americas.

**Asia**

- GEOG 340B
- HIST 360
- HIST 362
- HIST 363
- HIST 364
- HIST 365
- MUSC 395 (2 units)
- PHIL 318
- PSCI 348*
- PSCI 449*
- VPA 320

*Where course content is appropriate to Asia.

**Europe**

- GEOG 340D
- GRMN 315
- GRMN 350
- HIST 307
- HIST 308
- HIST 322
- HIST 323
- HIST 324
- HIST 325
- HIST 326
- PSCI 335
- PSCI 348*
- PSCI 449*
- PSCI 397
- TA 421
- VSAR 307

*Where course content is appropriate to Europe.

**Middle East and North Africa**

- HIST 384
- HIST 385
- LTWR 415
- PSCI 339
- PSCI 348*
- PSCI 364A
- PSCI 364B
- PSCI 439
- PSCI 449*

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

**Sub-Saharan Africa**

- GEOG 340A
- HIST 371
- HIST 374
- HIST 375
- MUSC 391 (2 units)
- MUSC 424
- PSCI 337
- PSCI 348*
- PSCI 449*
- PSCI 362*

*Where course content is appropriate to Sub-Saharan Africa.
GLOBAL CULTURE
Students must complete two courses (5-6 units) from different disciplines; please see the information below for a list of approved courses in these areas.

- ANTH 330
- ANTH 370
- DNCE 320
- DNCE 321
- FREN 315
- FREN 350
- LTWR 320
- LTWR 410
- LTWR 420
- MUSC 392 (2 units)
- MUSC 421
- SPAN 315
- VPA 311
- WLAN 370

GLOBAL ISSUES
Students must complete three courses, in each of two of the following global issues areas listed below, for a total of at least seventeen (17) units. At least two courses in each issue area must be from different disciplines. Please see the information below to obtain lists of approved courses in these areas.

Foreign Policy
- HIST 349
- PSCI 355
- PSCI 357
- PSCI 358
- PSCI 359
- PSCI 361
- PSCI 455

Global Conflict and Cooperation
- HIST 387
- HIST 388
- PSCI 358
- PSCI 362
- PSCI 396
- PSCI 450
- PSCI 461
- PSCI 469

International Law and Human Rights*
- HIST 306
- HIST 387
- PSCI 365
- SOC 353 (4 units)
- SOC 403
- SOC 449 (4 units)

*Students who have completed two courses in this area but who are having difficulty completing the third required course may substitute another 3-4 unit course that has been approved by the program coordinator.

Global Political Economy and Development
- BRS 300
- BRS 330
- ECON 441*
- ECON 442*
- ECON 443*
- ECON/PSCI/WMST 445
- HIST 381
- PSCI 431
- PSCI 460
- PSCI 462
- SOC 469 (2 units)

*Requires ECON 201 and 202 as prerequisites.

Gender in Global Perspective
- ECON/PSCI/WMST 445
- HIST 316
- HIST 327
- HIST 355
- HIST 383
- HIST 384
- SOC 307
- SOC 315 (4 units)
- WMST 375
- WMST 416
### Change to Minor in Global Studies
Refer to page 151 in the catalog.

Added HIST 387 to the Global Conflict and International Law and Human Rights issue areas.

Added LTWR 415 to the Middle East and North Africa geographic area.

Added PSCI 462 to the Global Political Economy and Development issue area.

Added SOC 403 to the International Law and Human Rights issue area.

### Change to B.A. in Human Development

**Units**

<table>
<thead>
<tr>
<th>Units</th>
<th>51 General Education*</th>
<th>15 Preparation for the Major*</th>
<th>37-40 Major Requirements</th>
</tr>
</thead>
</table>

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

### Preparation for the Major

**Lower-division (15 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200*</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100*</td>
<td>3</td>
</tr>
<tr>
<td>HD 101</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 220</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>3</td>
</tr>
</tbody>
</table>

*Also satisfies a total of six units of lower-division General Education requirements (Areas D and D7).*

### Major Requirements

**Upper-division (37-40 units)**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>19-20</th>
</tr>
</thead>
</table>

| Three (3) units of Theory | 3 |
| Three (3) units of Management and Administration | 3 |

| Seven (7) units of Field Studies: | 7 |
| HD 495 | |
| HD 497 | |

<table>
<thead>
<tr>
<th>Three to four (3-4) units chosen from the following courses:</th>
<th>3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 301</td>
<td>PSYC 341</td>
</tr>
<tr>
<td>ANTH 340</td>
<td>SOC 313</td>
</tr>
<tr>
<td>ID 340</td>
<td>SOC 375</td>
</tr>
<tr>
<td>PSYC 333</td>
<td></td>
</tr>
</tbody>
</table>

| Three (3) units of Capstone | 3 |
| HD 490 | |

<table>
<thead>
<tr>
<th>Eighteen to twenty (18 to 20) units in the Concentration areas (upper-division):</th>
<th>18-20</th>
</tr>
</thead>
</table>

### Adult and Gerontology Services Concentration Requirements

This concentration centers on developmental issues during the first 18 years of the human life span, and on the problems and issues relevant to this age.

<table>
<thead>
<tr>
<th>Units</th>
<th>18-19</th>
</tr>
</thead>
</table>

| BIOL 321 | 3 |
| PSYC 356 | 3 |
| SOC 427 | 4 |

<table>
<thead>
<tr>
<th>Choose one of the following courses:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 316</td>
<td>BIOL 326</td>
</tr>
<tr>
<td>BIOL 323</td>
<td>BIOL 327</td>
</tr>
<tr>
<td>BIOL 325</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose one of the following courses:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 328</td>
<td>PSYC 336</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>PSYC 343</td>
</tr>
<tr>
<td>PSYC 332</td>
<td>PSYC 350</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>PSYC 360</td>
</tr>
</tbody>
</table>

### Children’s Services Concentration Requirements

This concentration focuses on developmental issues during the first 18 years of the human life span, and on the problems and issues relevant to this age.

<table>
<thead>
<tr>
<th>Units</th>
<th>18-19</th>
</tr>
</thead>
</table>

| BIOL 327 | 3 |
| PSYC 330 | 3 |
| SOC 317 | 3 |

<table>
<thead>
<tr>
<th>Choose one of the following courses:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 321</td>
<td></td>
</tr>
<tr>
<td>BIOL 323</td>
<td></td>
</tr>
<tr>
<td>BIOL 325</td>
<td></td>
</tr>
<tr>
<td>BIOL 326</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose one of the following courses:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 328</td>
<td>PSYC 348</td>
</tr>
<tr>
<td>PSYC 332</td>
<td>PSYC 350</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>PSYC 352</td>
</tr>
<tr>
<td>PSYC 336</td>
<td>PSYC 354</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three to four (3-4) units chosen from the following courses:</th>
<th>3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 361</td>
<td>SOC 331</td>
</tr>
<tr>
<td>SOC 303</td>
<td>SOC 429</td>
</tr>
<tr>
<td>SOC 309</td>
<td></td>
</tr>
<tr>
<td>SOC 314</td>
<td></td>
</tr>
</tbody>
</table>

| Total Units | 18-19 |
**Counseling Services**

**Concentration Requirements**

This concentration focuses on psychological well-being and distress throughout the human life span.

Nineteen to twenty (19-20) units of upper-division requirements

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 361</td>
</tr>
<tr>
<td>PSYC 334 or PSYC 336 or PSYC 363</td>
</tr>
<tr>
<td>SOC 417</td>
</tr>
</tbody>
</table>

Choose one of the following courses:
- BIOL 316
- BIOL 321
- BIOL 323
- BIOL 325

Choose one of the following courses:
- PSYC 330
- PSYC 332
- PSYC 334*
- PSYC 336*
- PSYC 340
- PSYC 343

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHOOSE ONE OF THE FOLLOWING COURSES: 3</td>
</tr>
<tr>
<td>BIOL 316</td>
</tr>
<tr>
<td>BIOL 321</td>
</tr>
<tr>
<td>BIOL 323</td>
</tr>
<tr>
<td>BIOL 325</td>
</tr>
</tbody>
</table>

*Students are strongly recommended to take either PSYC 334 or PSYC 336 as their elective choice in this category, but it cannot be double-counted.

**Health Services**

**Concentration Requirements**

This concentration focuses on physiological well-being and illness throughout the human life span.

Nineteen to twenty (19-20) units of upper-division requirements

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 314</td>
</tr>
</tbody>
</table>

Choose two of the following courses:
- BIOL 316
- BIOL 326
- BIOL 321
- BIOL 327
- BIOL 323
- BIOL 328
- BIOL 325

Choose two of the following courses:
- PSYC 334
- PSYC 360
- PSYC 336
- PSYC 362
- PSYC 340
- PSYC 363
- PSYC 350
- PSYC 432
- PSYC 356
- PSYC 461

Choose one of the following courses:
- HD 361
- SOC 331
- SOC 309
- SOC 419
- SOC 316
- SOC 427
- SOC 321
- SOC 429
- SOC 324

<table>
<thead>
<tr>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-20</td>
</tr>
</tbody>
</table>

**B.S. in Kinesiology, Physical Education Option**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION* 51</td>
</tr>
<tr>
<td>PREPARATION FOR THE MAJOR* 26</td>
</tr>
<tr>
<td>MAJOR REQUIREMENTS 49</td>
</tr>
</tbody>
</table>

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

*Nine (9) units of lower-division General Education units in Area B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.

**Preparation for the Major**

(26 units)

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 104 or BIOL 160 4</td>
</tr>
<tr>
<td>BIOL 177* 4</td>
</tr>
<tr>
<td>BIOL 178 4</td>
</tr>
<tr>
<td>CHEM 105* &amp; 105L* 5</td>
</tr>
<tr>
<td>KINE 202 3</td>
</tr>
<tr>
<td>KINE 204 3</td>
</tr>
<tr>
<td>PSYC 100* 3</td>
</tr>
</tbody>
</table>

**Major Requirements**

(49 Units)

Upper-division Core Courses (22)
- KINE 301 3
- KINE 304 3
- KINE 305 3
- KINE 306* 3
- KINE 326 4
- KINE 336 3
- KINE 403 3

Upper-division Pedagogy Courses (18)
- KINE 307 3
- KINE 308 3
- KINE 309 3
- KINE 400 3
- KINE 401 3
- KINE 402 3

Upper-division Education Requirements (9)
- EDUC 350 3
- EDUC 364 3
- EDUC 422 3

**Change to the**

**Health Services**

**Concentration Requirements**

This concentration focuses on psychological well-being and distress throughout the human life span.

Nineteen to twenty (19-20) units of upper-division requirements

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 314</td>
</tr>
</tbody>
</table>

Choose two of the following courses:
- BIOL 316
- BIOL 326
- BIOL 321
- BIOL 327
- BIOL 323
- BIOL 328
- BIOL 325

Choose two of the following courses:
- PSYC 334
- PSYC 360
- PSYC 336
- PSYC 362
- PSYC 340
- PSYC 363
- PSYC 350
- PSYC 432
- PSYC 356
- PSYC 461

Choose one of the following courses:
- HD 361
- SOC 331
- SOC 309
- SOC 419
- SOC 316
- SOC 427
- SOC 321
- SOC 429
- SOC 324

<table>
<thead>
<tr>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-20</td>
</tr>
</tbody>
</table>
Changes to the
B.S. in Kinesiology, Applied Exercise Science Option

Added CHEM 105 AND 105L to Preparation for the Major; replaced BIOL 175 with 177; replaced BIOL 176 with BIOL 178; removed BIOL 210.

Preparation for the Major
(28 units)

<table>
<thead>
<tr>
<th>Units</th>
<th>BIOL 104 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIOL 177* 4</td>
</tr>
<tr>
<td></td>
<td>BIOL 178 4</td>
</tr>
<tr>
<td></td>
<td>CHEM 105* &amp; 105L* 5</td>
</tr>
<tr>
<td></td>
<td>KINE 200 1</td>
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<td></td>
<td>KINE 201 1</td>
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<td>KINE 202 3</td>
</tr>
<tr>
<td></td>
<td>KINE 204 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 100* 3</td>
</tr>
</tbody>
</table>

*Nine (9) units of lower-division General Education units in Areas B (Mathematics and Science) and D (Social Sciences) are automatically satisfied by courses taken in Preparation for the Major.

New Option:
B.S. in Kinesiology, Health Science Option

This option prepares students for professional service in health/fitness education and promotion, wellness coaching, health research, and community health advocacy and programming. Graduates will be well-prepared to pursue graduate programs in public health, kinesiology, and health science.

Option Requirements

General Education* 51
Preparation for the Major* 28
Major Requirements 41
Students must take sufficient elective units to bring the total number of units to a minimum of 120.

Upper-division Major Electives (6)
Choose any two additional 300- or 400-level KINE courses or any of the following:

<table>
<thead>
<tr>
<th>Units</th>
<th>PHIL 345 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 361 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 428 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 432 3</td>
</tr>
</tbody>
</table>

Changes to the
B.S. in Kinesiology, Pre-Physical Therapy Option

Preparation for the Major
(41 units)

<table>
<thead>
<tr>
<th>Units</th>
<th>BIOL 104 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIOL 177* 4</td>
</tr>
<tr>
<td></td>
<td>BIOL 178 4</td>
</tr>
<tr>
<td></td>
<td>BIOL 104 (4) or BIOL 160 4</td>
</tr>
<tr>
<td></td>
<td>CHEM 105* &amp; 105L* 5</td>
</tr>
<tr>
<td></td>
<td>KINE 200 1</td>
</tr>
<tr>
<td></td>
<td>KINE 201 1</td>
</tr>
<tr>
<td></td>
<td>KINE 202 3</td>
</tr>
<tr>
<td></td>
<td>KINE 204 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 100* 3</td>
</tr>
</tbody>
</table>

Upper-Division Core Requirements (35)

<table>
<thead>
<tr>
<th>Units</th>
<th>KINE 300 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KINE 301 3</td>
</tr>
<tr>
<td></td>
<td>KINE 306* 3</td>
</tr>
<tr>
<td></td>
<td>KINE 316 3</td>
</tr>
<tr>
<td></td>
<td>KINE 326 4</td>
</tr>
<tr>
<td></td>
<td>KINE 336 3</td>
</tr>
<tr>
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<td>KINE 403 3</td>
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<td>KINE 406 3</td>
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<td>KINE 407 3</td>
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<td>SOC 314 4</td>
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<td>KINE 495 3</td>
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</tbody>
</table>

Major Requirements
(31-33 units)

<table>
<thead>
<tr>
<th>Units</th>
<th>Upper-Division Core (25) 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KINE 300 3</td>
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<td></td>
<td>KINE 301 3</td>
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<td>KINE 302 3</td>
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<td>KINE 305 3</td>
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<td>KINE 326 4</td>
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<td>KINE 403 3</td>
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<td>KINE 426 3</td>
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<td>KINE 495 3</td>
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</tbody>
</table>
Upper-Division Major Electives (6-8)
Choose any two additional 300- or 400-level KINE courses or any of the following:

- BOL 387  4
- BOL 376  3
- PSYC 330  3
- PSYC 338  3
- SOC 314  4

Programs Offered:
- Bachelor of Arts in Liberal Studies
  - Border Studies Option (BRS)
  - Elementary Subject Matter Preparation Option (ESM)
  - Integrated Credential Program Option (ICP)
  - Elementary Subject Matter Preparation Certificate*

* See page 145 of the 2008-10 General Catalog for more information on the Elementary Subject Matter Preparation Certificate.

Program Options:

- Bachelor of Arts in Liberal Studies
  - Border Studies Option (BRS)
  - Elementary Subject Matter Preparation Option (ESM)
  - Integrated Credential Program Option (ICP)
  - Elementary Subject Matter Preparation Certificate*

* See page 145 of the 2008-10 General Catalog for more information on the Elementary Subject Matter Preparation Certificate.

Program Descriptions:

The programs offered under the heading of Liberal Studies emphasize the utility and value of broad intellectual development combined with practical training as key to a liberal arts education. Students are prepared to understand interdisciplinary and multidisciplinary connections and appreciate the cross-fertilization of concepts, methods, and values in different academic fields. The goal of Liberal Studies programs is to produce graduates who are intellectually well-rounded, and competent in a broad range of skills.

Program Options:

The Liberal Studies Major is a complete undergraduate program leading to the Bachelor of Arts degree. The Major has three different Options: all are suitable for students who start their undergraduate careers at CSUSM, as well as for transfer students; some coursework at California community colleges may be applied to Liberal Studies requirements in all three Options.

The Border Studies Option (BRS) within Liberal Studies is a distinct program with its own Lower-Division and Upper-Division preparation requirements. It offers an interdisciplinary exploration of the communities and territories that emerge in border regions worldwide. The courses that make up the BRS Option systematically examine the human interactions that shape and are shaped by the borders that divide people and places. The curriculum provides an understanding of how border communities are formed and sustained, while students explore the interrelationships of diverse groups across the cultural, geopolitical, linguistic, and social frontiers that exist in border communities. See below for more information. Students who wish to learn more about the BRS Option should contact the Liberal Studies Department Chair.

The Elementary Subject Matter Preparation Option (ESM) provides focused preparation for entry into post-baccalaureate Multiple Subject teaching credential programs. The Integrated Credential Program Option (ICP) combines undergraduate coursework in the College of Arts and Sciences that meets state standards for Multiple Subject Matter Preparation for future teachers with the curriculum of the College of Education’s fifth-year Multiple Subject/ English Learner Authorization Teacher Credential Program.

Breadth of Study requirements. The ESM and ICP Options both offer excellent curricular pathways to students interested in a career in elementary school teaching. Both are based on state-wide standards for teacher training. Coursework is selected to address the seven core subject matter areas of the K-8 curriculum: Reading, Language & Literature; History & Social Science; Mathematics; Science; Visual & Performing Arts; Human Development; and Physical Education. In addition, students in the ESM and ICP Options choose a Depth of Study module that explores one of these subject matter areas in greater depth.

ESM and ICP students are prepared for the California Subject Examination for Teachers (CSET). The CSET is a test of the future teacher’s mastery of the subject matter delivered in K-8 curricula; passing the CSET is a prerequisite for entry into most post-baccalaureate credential programs (including CSUSM’s) and is currently required for recommendation of a California credential. The ESM and
ICP Options specifically aim to prepare graduates for entry into the next stages of teacher training, and to ensure that as future teachers they will have a command of the subjects they teach.

**Elementary Subject Matter Preparation Certificate**

A different pathway to careers in elementary school teaching is provided by the Elementary Subject Matter Preparation Certificate (ESMPC). This is a "stand-alone" certificate program that can be combined with any major in the College of Arts and Sciences. See page 145 of the 2008-10 General Catalog for more information. It also provides preparation for graduate-level Multiple Subject credential programs.

Like the ESM and ICP Options in the Liberal Studies Major, the ESMPC prescribes a particular pathway through the General Education requirements of the baccalaureate degree; completion of the certificate curriculum ensures the student’s preparedness in the subject areas of the K-8 curriculum. The ESMPC is a package of coursework that the student combines with the required curriculum of an undergraduate Major, leading to a Bachelor of Arts degree. Students interested in the Certificate should consult their Major advisors; some Majors are less suitable for combination with the Certificate, leading to additional units of study beyond the 120 units typically required for the Bachelor of Arts degree.

**Student Learning Outcomes**

The goals of the Liberal Studies program are that all of our graduates

- Learn to engage in reasoned thinking.
- Maintain open, inquiring, and skeptical minds.
- Know how to access and evaluate information.
- Develop a thirst for continuing education.
- Develop cultural sensitivity and tolerance for cultural differences.
- Acquire environmental awareness.
- Establish a foundation for understanding social issues.
- Take responsibility for their thinking, actions, and impact on the world.

Students graduating with a Bachelor of Arts in Liberal Studies will

1. Understand how knowledge can be connected across multiple disciplines;
2. Formulate their own goals for continued learning and inquiry based on a foundation of intellectual curiosity;
3. Understand and appreciate the positive value and essential role of diversity;
4. Think critically and creatively;
5. Write and speak clearly, coherently, and thoughtfully;
6. Read, understand, and evaluate all forms of text; and
7. Be familiar with technologies appropriate to the research and dissemination of knowledge.

In addition, students in the BRS Option will

- Develop a theoretical understanding of borders and border communities;
- Identify key issues and apply appropriate conceptual and operational definitions in the study of border communities and regions;
- Design and implement border research projects using appropriate methodologies.

Students in the ESM and ICP Options will

- Acquire a breadth of knowledge across the range of subjects included in these options: Reading, Language, and Literature; Mathematics; Natural Sciences; History and Social Sciences; Visual and Performing Arts; Human Development; and Physical Education;
- Demonstrate greater depth of knowledge in their selected Depth of Study.

**Career Opportunities**

For students in the BRS Option, the B.A. in Liberal Studies serves as preparation for a wide range of careers in the public sector and private sectors, and for post-graduate studies in public policy, public administration, urban and regional planning, area studies, other social sciences, and applied fields.

For students in the ESM and ICP Options, the B.A. in Liberal Studies is a first step in becoming a K-8 teacher.

Graduates of Liberal Studies programs are well-positioned for entry into CSUSM’s Multiple Subject Credential Program. For complete and up-to-date information, please contact the College of Education or visit their web site.

**Special Conditions for the Bachelor of Arts in Liberal Studies**

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

**Special Conditions for BRS Option**

A minimum of eighteen (18) units counted towards the BRS Option must be completed at Cal State San Marcos.

No more than six (6) units of independent study and independent research (BRS 496 and BRS 499) may be applied toward the BRS Option.

**Special Conditions for ESM and ICP Options**

No course used for Preparation for the Major, Breadth of Study, or Depth of Study may be taken for a grade of Credit/No Credit.
BACHELOR OF ARTS IN
LIBERAL STUDIES

Border Studies Option

| Units | General Education | 51 |
|       | Preparation for the BRS Option* | 15 |
|       | Major Requirements | 38-45 |
|       | Capstone Course | 3-5 |

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

Preparation for the BRS Option (15 units)

Prior to taking any of the Upper-Division Core or Upper-Division Major Electives, students should successfully complete the following courses.

- GEOG 201* or GEOG 302 3
- HIST 131* 3
- HIST 202* 3
- PSCI 100* 3

Introduction to Statistics:
Select one
- PSYC 220 3
- SOC 201 3

*At least nine (9) units of Lower Division General Education are automatically satisfied by courses taken in Preparation for the Major.

Upper-Division Major Requirements for BRS

Core Courses (15 units)

- BRS 300 3
- GEOG 305 or GEOG 305S 3
- GEOG 320 3
- ID 340 or ID 340B 3
- LING 305 3

Research Methods (3-4 units)

Select one
- BRS 301
- HIST 301
- PSCI 301
- SOC 360
- SOC 381

Electives (20-27 units)

Historical Frames 3 units
Select one from the following courses
(HIST 344 preferred):
- HIST 344
- HIST 346
- HIST 347

Social Issues and Political Economy 5-8 units
Select two from the following courses:
- ANTH 370
- BRS 330
- BRS 430
- BRS 453
- ECON 325
- ECON 426
- ECON 431
- ECON 441
- ECON 442
- ECON 443
- ECON 445/PSCI 445/WMST 445
- ID 406
- PHIL 340
- PSCI 331
- PSCI 335
- PSCI 337
- PSCI 338
- PSCI 339
- PSCI 350
- PSCI 355
- PSCI 362
- PSCI 364A
- PSCI 364B
- PSCI 365
- PSCI 396
- PSCI 431
- PSCI 449
- PSCI 450
- PSCI 460
- PSCI 461
- PSCI 469
- PSYC 338
- SOC 314
- SOC 353
- SOC 424
- SOC 439
- SOC 488

Cultural Contact 6-8 units
Select two from the following courses:
- ANTH 301
- ANTH 470
- HIST 338A
- HIST 338B
- HIST 350

Planning 6-8 units
Select two from the following courses:
- BIOL 336
- BIOL 363
- BIOL 384
- ECON 411
- ECON 422
- ECON 451
- ECON 455
- LBST 307
- LBST 375
- PSCI 321
- PSCI 391
- PSCI 394
- PSCI 397
- PSCI 416
- PSCI 420
- PSCI 434
- SOC 300
- SOC 331
- SOC 339
- SOC 420
- SOC 433
- WMST 330

BRS Option Capstone Course (3-5 units)
Select one of the following courses:
- BRS 400
- BRS 490
- BRS 499*

*If BRS 499 is taken to fulfill the Capstone requirement, it must be taken for 3 units.
Changes to
Minor in Linguistics

Office:
Craven Hall, Room 6140

Telephone:
(760) 750-4104

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

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

Program Offered:
• Minor in Linguistics

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

Requirements

Completion of eighteen (18) units of credit, fifteen (15) of which must be at the upper-division level. No more than nine (9) units may be counted towards other majors or minors. Coursework applied to the minor may also be used to fulfill General Education requirements. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

a. Required Lower-Division (3 units)
   LING 100

b. Required Upper-Division (12 units)
   LING 300 or LING 305
   LING 361
   LING 391
   LING 480

c. Three (3) units selected from the following:
   GRMN 331
   LING 305
   LING 331
   LING 341
   LING 350
   LING 351
   LING 360
   LING 371
   LING 381
   LING 400
   LING 451
   LING 499
   SPAN 317
   SPAN 331
   SPAN 450A
   WLAN 331

Changes to
B.A. in Literature and Writing Studies

General Education*
Preparation for the Major*
Core Requirements
Concentration Requirements

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

Preparation for the Major

Lower-division (6 units)
LTWR 115
LTWR 100
LTWR 208A
LTWR 208B
LTWR 210

Core Courses
(24 units)
LTWR 300A
LTWR 300B
LTWR 307 or 325
LTWR 308A
LTWR 308B
LTWR 309A
LTWR 309B
LTWR 460

Total Units 24

*Three (3) lower-division GE units in Area C2 (Humanities) are automatically satisfied by courses taken in Preparation for the Major.
Literature Studies Concentration
Requirements (18 Units)

<table>
<thead>
<tr>
<th>Units</th>
<th>“Religious and Spiritual Foundations” Select one of the following courses:</th>
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<tbody>
<tr>
<td></td>
<td>LTWR 310 LTWR 320</td>
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</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>“Forms, Genres, and Authors” Select two of the following courses:</th>
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<tbody>
<tr>
<td></td>
<td>LTWR 330 LTWR 331 LTWR 332 LTWR 333 LTWR 334 LTWR 336</td>
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<table>
<thead>
<tr>
<th>Units</th>
<th>“Global Literatures” Select one of the following courses:</th>
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<tbody>
<tr>
<td></td>
<td>LTWR 410 LTWR 415 LTWR 420 LTWR 425 LTWR 430 LTWR 431</td>
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<tr>
<th>Units</th>
<th>“Themes, Periods, Movements, and Interdisciplinary Studies” Select one of the following courses:</th>
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<tbody>
<tr>
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<td>LTWR 430 LTWR 433 LTWR 434 LTWR 436</td>
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<table>
<thead>
<tr>
<th>Units</th>
<th>Three (3) units upper-division electives in Literature and Writing Studies</th>
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<tr>
<th>Units</th>
<th>Total Units</th>
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<td>18</td>
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</table>

Writing Studies Concentration
Requirements (18 Units)

<table>
<thead>
<tr>
<th>Units</th>
<th>“Writing Workshops” Select two of the following courses:</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>LTWR 307 LTWR 318</td>
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</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>“Forms, Genres, and Authors” Select one of the following courses:</th>
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<tbody>
<tr>
<td>3</td>
<td>LTWR 305 LTWR 332 LTWR 334 LTWR 336 LTWR 337</td>
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<tr>
<th>Units</th>
<th>“Writing Theory and Pedagogy” Select two of the following courses:</th>
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<tr>
<td>6</td>
<td>LTWR 465 LTWR 475 LTWR 485 LTWR 509 LTWR 512</td>
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</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Three (3) units upper-division electives in Literature and Writing Studies</th>
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<th>Units</th>
<th>Total Units</th>
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<td>18</td>
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Changes to M.A. in Literature and Writing Studies

The California State University San Marcos Literature and Writing Studies (LTWR) Department offers graduate study leading to the Master of Arts degree. Our mission is to prepare students for study at the doctoral level, for teaching at the community college level, and for occupations in the private and the public sectors that require a high degree of literacy.

Rather than offering an emphasis in literature or writing studies at the master’s level, our program aims to balance and integrate these activities. Since we read writing and write reading, we see no purpose in studying one without the other. To do so would deny the integrity of our discipline.

Because most of our students are, or eventually will be, teachers, our intention is to provide a graduate teaching apprenticeship within the program that begins with classes, seminars, and close faculty mentoring and leads to internships, tutoring, and teaching assistantships. Qualified students may work in the University Writing Center or teach general education writing courses. Internships may also be arranged at community colleges or other organizations.

Student Learning Objectives

Graduate students in the Department of Literature and Writing Studies (LTWR) develop theoretical knowledge and practice critical reading and writing in the field. The program has been designed so that graduates should be able to:

1. Closely analyze texts at an advanced level, using a range of critical and theoretical approaches.

2. Interrogate theoretically the historical, political, and social conditions of texts from local and global literary traditions, with attention to the formation of canons and counter-canons.

3. Proficiently read and interpret texts in at least one language other than one’s native language.

4. Demonstrate advanced knowledge of and ability to engage in the theories and practices that inform the fields of literature, composition pedagogy, and creative writing.

5. Demonstrate knowledge of professional practices such as disseminating scholarship/creative activities through conferences and publications.

6. Write a theoretically informed critical or creative writing thesis that enriches the field of literature and/or writing studies.

Admission Requirements and Application

All applicants, including international students, must meet all the general requirements for admission to graduate studies at Cal State San Marcos. These university requirements are described in this catalog under Graduating Studies.

Admission to the program requires a bachelor’s degree, preferably in English, literature and writing studies, comparative literature, rhetoric, linguistics, or a comparable program.
Applicants with these and any other bachelor’s degree must have taken at least five upper-division courses of 3-4 units each in literature or writing from an accredited university. Admission decisions will be influenced by the breadth, appropriateness, and grades of undergraduate course work. Applicants must have maintained a grade-point average of not less than 3.0 in the last 60 units of undergraduate study, and a 3.3 average in upper-division literature and writing courses.

All applicants must take the Graduate Record Examination (GRE). It is unlikely that students will be admitted with a verbal score of less than 500 or an analytical writing score below 4.

All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must take the combined Test of English as a Foreign Language (TOEFL) and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the Test of Written English (TWE) portion of the TOEFL. Students whose application materials reflect preparatory education principally in a language other than English are assumed to have met the LOTER.

A complete application consists of the following:

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

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

Application Materials sent directly to the Literature and Writing Studies Department (see address below)

- A completed application form for admission to the Master’s Program in Literature and Writing Studies.
- One set of official transcripts from all colleges and universities attended, with indication of graduation.
- A 750-1000 word statement of purpose addressing educational and career goals, relevant educational background, and research experience.

- A writing sample. This should be an analytical essay of no fewer than five pages on a literary topic. The essay should not be written for the purpose of admission, but instead provide a sample of the applicant’s best undergraduate work.
- GRE (and TOEFL/TWE, if appropriate) score reports.
- Three letters of recommendation (except undergraduate Literature and Writing Studies majors at Cal State San Marcos, who may list names of LTWR faculty familiar with their work).

Application Materials (consisting of a Departmental Application Form, a California State University Admissions booklet, and a leaflet describing the program) are available upon request from the Literature and Writing Studies Department Administrative Coordinator at California State University, San Marcos, San Marcos, CA 92096-0001.

Application Deadline:

- March 15th for admission in Fall Semester.
- The application fee must be submitted to the Admissions Office by this deadline.
- Applicants will be notified of their status of application by June 1.

Degree Requirements

The program requires 30 semester hours (10 courses, one of which is thesis work) of studies. At least 18 units must be at 600 level. No more than six (6) units may be taken at the 400 level, and these must be pre-approved by the LTWR Graduate Coordinator. No more than six units taken before admission to the graduate program may be applied to the degree. Required courses are LTWR 600, 601, and 602, which should be taken as early as possible. A substantial thesis, approved and directed by the student’s thesis committee, is also required of all students. The grade-point average must be at least 3.0 to graduate.

The typical full-time student will complete the program in four semesters. Units earned not in residence at Cal State San Marcos are limited to six, and must be approved by the LTWR Graduate Coordinator. A maximum of nine units of courses graded credit/no credit (usually internships, independent study, and thesis work) will be accepted in the program. Finally, students must satisfy a language other-than-English requirement (LOTER). Each candidate, with the approval of the graduate advisor, may fulfill the language requirement in one of several ways: (1) by passing the Modern Language Association Reading Examination; (2) by passing a local examination administered by the university’s language assessment process; (3) by completing one three-unit upper-division foreign language literature course with readings in the original language with a grade of C (2.0) or better; (4) by passing an examination to be determined by the LTWR Graduate Coordinator, if the chosen language is not one taught in a program at Cal State San Marcos; or (5) by successfully completing LTWR 511. Students whose application materials reflect preparatory education principally in a language other than English are assumed to have met the LOTER.

Academic Continuation

To continue in the graduate program, students must maintain a minimum cumulative grade point average (GPA) of 3.0 (A=4). A student whose cumulative graduate GPA falls below 3.0 at any time is placed on academic probation. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Unless students have an approved leave of absence, they must be continuously enrolled for Fall and Spring semesters. Please refer to the Graduate Studies policies on “Continuous Enrollment Requirement and Time-Limit to Degree” and “Graduate Student Leave of Absence.”

Each student must present a formal thesis proposal to the thesis committee no later than the beginning of the third semester of study for full-time students, or after eighteen units are completed for part-time students. In addition, each student must defend the completed thesis in front of his/her committee no later than four semesters following the approval of the thesis proposal. The overall time-to-degree limit for full and part-time students is five years after the beginning of coursework as a conditionally classified or classified graduate student.
Thesis Proposal

The thesis proposal consists of two parts: (1) the Literature and Writing Studies Program Thesis Committee Membership Form and (2) a thesis proposal (1000-1500 words), which includes proposed areas of research or topics of research, a bibliography, an outline of each chapter, and a working plan for completion. By the fifth week of the semester prior to the semester in which the student plans to defend the thesis, he or she must submit a completed Thesis Membership Form, accompanied by a thesis proposal, to the LTWR Graduate Coordinator, the members of the thesis committee, and the LTWR Administrative Coordinator. The proposal must be approved by the seventh week of the same semester.

Advancement to Candidacy

To advance to candidacy, the student must:
1. Be classified and in good standing;
2. Have completed fifteen (15) units;
3. Have completed all required courses for the program;
4. Have a 3.00 GPA or above; and
5. Have a thesis committee formed and a thesis proposal approved.

Thesis Requirements

The thesis is the culminating experience for each student enrolled in the Master’s program. Each thesis committee will have a minimum of two members. LTWR graduate students may only choose among LTWR tenure-track faculty members for their thesis committee chair. The thesis chair ensures that the thesis conforms to program and university standards. S/he must have knowledge and expertise in the field of study and is responsible for the intellectual integrity, rigor, and quality of the research. The thesis chair and the LTWR Graduate Coordinator must approve the composition of the committee. The student must submit the final thesis to the thesis committee at least two weeks prior to the oral defense and orally defend the final thesis at least one week prior to the end of a regular semester. In exceptional cases, thesis work can be completed in a thesis extension course, LTWR 699XYZ.

M.A. Thesis Options

Students have three options:
- a thesis of 50-80 pages that represents a carefully developed argument
- in exceptional cases: three 30-page publishable papers
- a "creative writing thesis," consisting of an abstract, a critical introduction, and a creative manuscript or multi-media project; see LTWR Grad Handbook for detailed guidelines.

The third option is open to students based on completed coursework in consultation with the creative writing faculty and the LTWR Graduate Coordinator. It involves at least six units of creative writing coursework at the 500-level and assembling a portfolio.

To earn credit for work on their theses, students must sign up for LTWR 690 (Graduate Research) while conducting research and writing drafts on their theses, and for LTWR 699 (Graduate Thesis) in the semester of the thesis defense. LTWR 690 can be repeated only once for credit towards the M.A. degree. The prerequisite for enrolling in LTWR 699 is the completion of 24 units in the graduate program, or the consent of the chair of the thesis committee.

Graduation

A student planning to graduate in any given semester must meet with the LTWR Graduate Coordinator at the beginning of the semester in order to evaluate all pertinent requirements described above concerning courses, the thesis, and the LOTER.

Graduate Teaching Assistantships and Internships

A limited number of competitive Teaching Assistantships in the GEW program may be available to students who have completed LTWR 602. In subsequent semesters of supervised teaching, Teaching Assistants are also expected to demonstrate ongoing professional development in the field of composition pedagogy by taking LTWR 602 every semester they teach, requesting classroom observations from the GEW Director, and submitting to the GEW Director a professional portfolio of relevant teaching materials.

Teaching/professional internships supervised by LTWR faculty may be arranged for course credit (LTWR 695). Internships in the University Writing Center may also be available to qualified students. Apply for internships and paid positions in the Writing Center with the Writing Center Director. Unpaid graduate teaching internships at Palomar College and MiraCosta College may also be available. Consult with the LTWR Graduate Coordinator.

Appeals

A graduate student who is aggrieved about a course grade, candidacy decision, or degree requirement should first discuss the matter with the relevant faculty member or the LTWR Graduate Coordinator. If the matter cannot be resolved informally, then the student may file a formal grievance in accordance with Cal State San Marcos policy, first with the Department Graduate Studies Committee, then, if not resolved at this level, with the Chair of the Literature and Writing Studies Department, and finally with the Dean of Arts and Sciences.

Failed Thesis Proposal

The student will be put on probation if the student fails to submit a thesis proposal by the fifth week of the semester prior to the expected semester of graduation, or if the thesis committee does not approve the thesis proposal. Upon petition to the LTWR Graduate Studies Committee, the student may be given one more chance to develop an acceptable proposal by three weeks prior to the end of the semester. The student will be dropped from the program if the thesis committee does not approve the student’s second thesis proposal submission.
Failure to Complete the Thesis

The student will be dropped from the program if s/he fails to complete his/her thesis four semesters after the approval of his/her thesis proposal. The student may petition the LTWR Graduate Studies Committee for special consideration to extend the limit. The petition must state the reason for the extension and a specific plan to complete all the requirements. The LTWR Graduate Studies Committee will respond to the petition in writing. Extensions beyond the five-year time-to-degree limit require approval of the Dean of Graduate Studies. Please refer to the Graduate Studies policies on “Continuous Enrollment Requirement and Time-Limit to Degree.”

Failed Thesis Defense

The student will be put on probation if s/he fails the oral defense of the thesis prior to the time limit for the degree. The student will be dropped from the program if s/he fails the oral defense of the thesis after having reached the time limit for the degree. The student may petition the LTWR Graduate Studies Committee for specific consideration to repeat the oral defense. The petition must give reasons why the defense ought to be repeated and a specific timeline to prepare for an oral defense in the following semester. The LTWR Graduate Studies Committee will respond to the petition in writing.

Change to

B.A. in Mass Media

Added COMM 402 to Major Requirements list.
Refer to page 130 in the catalog.

Major Requirements

Upper-division (36 units)
Upper-division Core (15)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS 302</td>
<td>3</td>
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<tr>
<td>MASS 303</td>
<td>3</td>
</tr>
<tr>
<td>MASS 304</td>
<td>3</td>
</tr>
<tr>
<td>MASS 306</td>
<td>3</td>
</tr>
<tr>
<td>COMM 390 or COMM 402</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Project (3 units)
MASS 490 3

Upper-division Electives (18 units) 18

Changes to

Single-Subject Matter Preparation Program in Mathematics

Students interested in teaching mathematics at the secondary level may wish to complete the Single-Subject Matter Preparation Program (SSMP) in Mathematics. To be admitted to a Single Subject Teaching Credentialing program, a prospective teacher must earn a bachelor’s degree and demonstrate subject matter competence. Satisfying the requirements of the SSMP demonstrates the subject matter competence required for a Credential in mathematics.

Students interested in the SSMP should consult either their mathematics advisor or the mathematics SSMP Coordinator as soon as possible to obtain detailed information on GPA requirements and the portfolio of work which must be compiled, as well as advice on how to best coordinate completion of the SSMP and the Bachelor of Science in Mathematics. Note: The SSMP is not a major. Students must also satisfy the requirements of a major to receive a bachelor’s degree. For more information see the single subject matter preparation link on the department website http://www.csusm.edu/math

Coursework Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111 or equivalent</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 350</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>4</td>
</tr>
<tr>
<td>MATH 160</td>
<td>5</td>
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<td>MATH 162</td>
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<td>MATH 260</td>
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<tr>
<td>MATH 314</td>
<td>1</td>
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<td>MATH 330</td>
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<tr>
<td>MATH 350 or 370</td>
<td>3</td>
</tr>
<tr>
<td>MATH 374</td>
<td>3</td>
</tr>
<tr>
<td>MATH 378</td>
<td>3</td>
</tr>
<tr>
<td>MATH 410</td>
<td>3</td>
</tr>
<tr>
<td>MATH 430</td>
<td>3</td>
</tr>
<tr>
<td>MATH 440</td>
<td>4</td>
</tr>
<tr>
<td>MATH 470</td>
<td>3</td>
</tr>
</tbody>
</table>

Nine (9) elective units chosen from the following courses: 9

MATH 346 MATH 362
Any mathematics courses numbered 411 through 599 approved for the mathematics major, and not already used to satisfy a requirement above

Total Units 58-59

Change to

B.A. in Sociology – Children, Youth and Families Concentration

Added SOC 403 to the list of courses that appears on page 202, second column, of the catalog:

Select twelve to thirteen (12-13) units from the following courses (including eight units at the 400 level): 12-13

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 203</td>
<td>SOC 415</td>
</tr>
<tr>
<td>SOC 317</td>
<td>SOC 416</td>
</tr>
<tr>
<td>SOC 331</td>
<td>SOC 417</td>
</tr>
<tr>
<td>SOC 403</td>
<td>SOC 486</td>
</tr>
<tr>
<td>SOC 413</td>
<td></td>
</tr>
</tbody>
</table>

CALIFORNIA STATE UNIVERSITY SAN MARCOS 19
Change to **B.A. in Sociology – Critical Race Studies Concentration**

Added SOC 403 to the list of courses that appears on page 202, third column, of the catalog:

**Units**

Select fifteen to sixteen (15-16) units [including two 400-level courses] from the following courses: 15-16

- SOC 339
- SOC 345
- SOC 347
- SOC 373
- SOC 375
- SOC 403
- SOC 463
- SOC 465
- SOC 467
- SOC 469
- SOC 489

Changes to **B.A. in Psychology**

<table>
<thead>
<tr>
<th>General Education*</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for the Major*</td>
<td>9</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>40</td>
</tr>
</tbody>
</table>

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

**Preparation for the Major**

Lower-division (9 units)

- PSYC 100* 3
- PSYC 220 3
- PSYC 230 3

**Major Requirements**

Upper-division (40 units)

- PSYC 330 or 348 or 356 3
- PSYC 332 3
- PSYC 334 or 336 3
- PSYC 380 3
- PSYC 382 3
- PSYC 402 4
- PSYC 490 3

**Laboratory Courses**

Select two of the following courses: 6

- PSYC 390
- PSYC 391
- PSYC 392
- PSYC 393
- PSYC 394
- PSYC 395
- PSYC 396

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16</td>
</tr>
</tbody>
</table>

Note: Each laboratory course has Prerequisite courses. See catalog description for specific prerequisites for each lab course.

**Applied Psychology**

Select one of the following courses:

- PSYC 338
- PSYC 354
- PSYC 340
- PSYC 432
- PSYC 343
- PSYC 428
- PSYC 353
- PSYC 495

**Psychology Electives**

Select 3 additional 300-, 400-, or 500-level psychology courses

*Three (3) units in lower-division General Education Area D (Discipline-Specific or Second Interdisciplinary Social Science Course) are automatically satisfied in Preparation for the Major.

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

**Theatre Arts Option**

(63 units)

These changes correct changes published in the Spring 2009 Addendum:

**Theatre Arts Preparation for the Major**

(18 units)

Critical/theoretical/cultural courses:

Choose in any distribution from among the following areas:

- Survey courses (DNCE 101, TA 120)
- Dramatic literature courses (lower-division Courses in this area are not currently offered at CSUSM, but may be taken at community colleges)
- Theatre history (TA 124, TA 125)

Studio Courses:

Choose in any distribution from among the following areas:

- Acting Movement or dance (DNCE 201, TA 115, TA 116, TA 201)
- Performance activities (TA 201)
- Technical theatre activities (TA 105)

**Special Conditions for the Theatre Arts Option:**

Articulation with local community colleges has influenced the development of the Option in Theatre Arts. A primary goal of CSUSM is to complement existing theatre programs in the region. Students currently must take introductory studio, history, theory, and survey courses in theatre at other institutions (these courses are offered at neighboring community colleges) in order to fulfill the Preparation for the Major requirement. Additionally, with approval of the department chair, up to 9 units of lower-division transfer coursework can be counted toward satisfaction of the major requirements. Theatre coursework taken at other institutions may be applied to the theatre major only with approval by the department chair.

**Upper Division Theatre Arts (45 units)**

Visual and Performing Arts Interdisciplinary

- Core VPA 302 3
- Cross-disciplinary Studio Work
  - Three units of any upper-division studio work in Dance
  - Three units of any upper-division studio work Music
  - Three units of any upper-division studio work in Visual Arts

**Theatre Coursework**

(36 units)

**Critical/Theoretical/Cultural**

Select 2 courses from:

- TA 300
- TA 301
- TA 302
- TA 310
- TA 311
- TA 400
- TA 401
- TA 402
- TA 480
- VPA 351
- VPA 361
- VPA 381

**Studio Work in Theatre Arts**

Select 3 courses from:

- TA 320
- TA 321
- TA 322
- TA 325
- TA 326
- TA 328
- VPA 320
- VPA 330
- VPA 340

**Theatre Production**

(3 semesters)

- TA 489 12

**Visual and Performing Arts Electives**

- 6

**Capstone Course**

- 3
### Entrepreneurship Track Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 420</td>
<td>4</td>
</tr>
<tr>
<td>ENT 421</td>
<td>2</td>
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<tr>
<td>ENT 422</td>
<td>2</td>
</tr>
<tr>
<td>ENT 423</td>
<td>2</td>
</tr>
<tr>
<td>ENT 430</td>
<td>2</td>
</tr>
</tbody>
</table>

### Courses (16 units)

- Global Business Management Core
  - OM 302
  - MKTG 302
  - MIS 302
  - MGMT 302
  - FIN 302
  - BUS 304
  - BUS 302

### Foundation of Business Courses (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 302</td>
<td>2</td>
</tr>
<tr>
<td>BUS 304</td>
<td>4</td>
</tr>
<tr>
<td>FIN 302</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 302</td>
<td>2</td>
</tr>
<tr>
<td>MIS 302</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 302</td>
<td>2</td>
</tr>
<tr>
<td>OM 302</td>
<td>2</td>
</tr>
</tbody>
</table>

### Global Business Management Core Courses (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GBM 425</td>
<td>4</td>
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<tr>
<td>GBM 426</td>
<td>2</td>
</tr>
<tr>
<td>GBM 427</td>
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</tr>
<tr>
<td>MGMT 451</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 448</td>
<td>4</td>
</tr>
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</table>

### Entrepreneurship Track Requirements (14 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 320</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 420</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 421</td>
<td>2</td>
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<tr>
<td>ENTR 422</td>
<td>2</td>
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<tr>
<td>ENTR 423</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 430</td>
<td>2</td>
</tr>
</tbody>
</table>

### Management Core Courses (20 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 305</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 415</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 452</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 461</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 305</td>
<td>4</td>
</tr>
</tbody>
</table>

### Management and Organizations Track Electives (14 units)

- A minimum of 10 units must be selected from the list of electives below. The remaining 4 units can be taken from courses in ACCT, FIN, GBM, OM, MIS, MGMT, or MKTG. Students in the track cannot take ACCT 308 for credit.

### Foundation of Business Courses (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 320</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 420</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 421</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 422</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 423</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 430</td>
<td>2</td>
</tr>
</tbody>
</table>

- New Program

### Management Option – Entrepreneurship Track (55 units)

The Entrepreneurship track is specifically designed to help students incubate a business idea, learn the different components essential to starting and managing a start-up business and evaluate closely the viability of their idea. The program is designed to help students develop their ideas into a well-conceived business plan that can lead to a start-up business.

### Foundation of Business Courses (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 302</td>
<td>2</td>
</tr>
<tr>
<td>BUS 304</td>
<td>4</td>
</tr>
<tr>
<td>FIN 302</td>
<td>2</td>
</tr>
<tr>
<td>OM 302</td>
<td>2</td>
</tr>
<tr>
<td>MIS 302</td>
<td>2</td>
</tr>
</tbody>
</table>
In order to accomplish these objectives, students will move through a sequence of courses that build upon one another. Students begin by exploring their personal creativity, turning creative thought into innovative new products and services, developing their idea, understanding the challenges of entrepreneurship, and completing a first-level analysis of the viability of their business idea. Students will also benefit significantly from the experiences of entrepreneurs in the community and learn from their successes and failures. The track concludes with the creation of a business plan through the capstone course.

### Foundation of Business Courses
(12 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 302</td>
<td>2</td>
</tr>
<tr>
<td>BUS 304</td>
<td>4</td>
</tr>
<tr>
<td>FIN 302</td>
<td>2</td>
</tr>
<tr>
<td>OM 302</td>
<td>2</td>
</tr>
<tr>
<td>MIS 302</td>
<td>2</td>
</tr>
</tbody>
</table>

### Management Core Courses (20 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 305</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 415</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 452</td>
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</tr>
<tr>
<td>MGMT 461</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 305</td>
<td>4</td>
</tr>
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</table>

### Entrepreneurship Courses (14 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 320</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 420</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 421</td>
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<tr>
<td>ENTR 423</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 430</td>
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</tbody>
</table>

### Marketing Option Core Courses (20 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 305</td>
<td>4</td>
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<tr>
<td>MKTG 305</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 442</td>
<td>4</td>
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<tr>
<td>MKTG 445</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 448</td>
<td>4</td>
</tr>
</tbody>
</table>

### Marketing Option Electives (14 units)
A minimum of 8 units must be selected from the list of electives below. The remaining 6 units may also be selected from the list below or from any 300- and 400-level course in the College of Business. Up to 4 units may be taken outside the College of Business with prior approval from the Management and Marketing Department Chair.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 315</td>
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</tr>
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<td>MKTG 340</td>
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<tr>
<td>MKTG 433</td>
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<td>MKTG 446</td>
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</tr>
<tr>
<td>MKTG 450</td>
<td>4</td>
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<td>MKTG 452</td>
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</tr>
<tr>
<td>MKTG 481-5</td>
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</tbody>
</table>

### Capstone (4 units)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
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### Senior Experience (5 units)

<table>
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<tr>
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<tbody>
<tr>
<td>BUS 492</td>
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<tr>
<td>BUS 493</td>
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</tbody>
</table>

Changes to **Marketing Option**
(55 units)

Marketing has been defined as “an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders” (American Marketing Association). Effective marketing is very important for the long-term success of any organization because it focuses the organization on attracting and retaining customers through its combination of product, pricing, distribution, and promotion strategies.

All students in the Marketing Option will take a course that focuses on the foundational principles of marketing, and courses that explore the behavior of consumers, the process through which marketers conduct research to understand consumers, and the special challenges and opportunities marketers face in different cultures. In addition, students will take specialized elective courses that focus on developing appropriate strategies for targeting and serving customers. Through their coursework and other educational experiences, students can prepare for a variety of positions in the areas such as marketing communication and advertising, sports marketing, customer relationship management, marketing research, sales, services marketing, and international marketing.

### Foundations of Business Courses
(12 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 302</td>
<td>2</td>
</tr>
<tr>
<td>BUS 304</td>
<td>4</td>
</tr>
<tr>
<td>FIN 302*</td>
<td>2</td>
</tr>
<tr>
<td>MIS 302*</td>
<td>2</td>
</tr>
<tr>
<td>OM 302*</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Changes to Admission Requirements for the Multiple-Subject Teaching Credential Programs

Replace the current text on pages 238 and 239 in the Catalog with the following:

Step One: Admission to College of Education (COE)

This step applies to graduate credential applicants new to CSUSM or CSUSM graduates that have NOT completed pre-requisite courses.

1. Submit a Graduate application for California State University San Marcos on-line at: www.csumentor.edu. Send official transcripts to Office of Admissions from each university and college attended.

2. Submit an application to the College of Education at www.csusm.edu/COE with the following supporting documentation:
   - An official transcript with bachelor’s degree posted
   - Grade-Point Average. A student must have a cumulative grade point average (GPA) of 2.67 to be accepted into any credential program offered at CSUSM. If you do not have the required 2.67 GPA, conditional admission is available on a limited basis.
   - Certificate of Clearance. The Certificate of Clearance is a professional fitness requirement set by the Commission on Teacher Credentialing for all individuals participating in activities in K-12 schools. Candidates must apply for a valid Certificate of Clearance on-line. Please contact the COE Student Services Center for specific directions on application.

   • One Letter of Recommendation. A recommendation from classroom faculty and/or others knowledgeable about the candidate’s personal qualities and potential must be submitted with the application to the College of Education.

Step Two: Admission to a Specific Program

Program admission applies to all graduate credential applicants seeking admission to a COE basic teacher training program. Please note: If you did not need to complete step one, you will be required to complete all program admission requirements listed below. If you completed Step One of the admission process, you will be credited with requirements met in the step one process.

1. Two (2) Applications. Application to both the University and College of Education. If admitted as a CSUSM graduate student in Step 1, admission to university does not need to be repeated in Step 2.

2. Application Fees. A $25 credential application fee is due upon application to a credential program. A university application fee is also required.

3. Bachelor’s Degree. A Bachelor’s degree or all undergraduate academic subjects must be satisfied before entering a teacher education program. Candidates may enter the credential program as an undergraduate and use the units in the credential program as electives to obtain a bachelor’s degree. Candidates must apply for a valid Certificate of Clearance on-line. Please contact the COE Student Services Center for specific directions on application.

4. Subject Matter Competency. Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Subject matter competency must be completed prior to admission to the program. Please note: Conditional admission will be considered on a limited basis; however, state program standards prohibit advanced clinical practice until CSET: Multiple Subjects is passed.

The examination consists of three (3) subtests:

- Subtest I: Reading Language and Literature; History and Social Sciences, Test Code 101
- Subtest II: Science; Mathematics, Test Code 102

Information, test preparation, and registration is available online at: www.cset.nesinc.com

5. Basic Skills Examination. Candidates must TAKE one of the options for satisfying the Basic Skills Requirement prior to entering a teacher education program. Candidates must PASS one of the basic skills options to qualify for Advanced student teaching. Basic Skills Options: Pass all three subtests of the CSET Multiple Subject examination in addition to the CSET Writing Skills examination, Subtest IV: Writing Skills, Test Code 142 OR CBEST (California Basic Skills Examination)
6. Prerequisite Courses in Education. If taken at Cal State San Marcos, the course must be completed within seven (7) years prior to beginning the program. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

   a) EDUC 350 – This required course serves as an orientation to careers in education. During this course, candidates participate in forty-five (45) hours of supervised fieldwork assignments in class room settings. Candidates must submit a recommendation letter from a K-12 classroom teacher. A Certificate of Clearance must be obtained as a requirement of this course.

   b) EDUC 364 – This required course must be taken prior to enrollment in the credential program.

   c) EDUC 422 – Before admission to program, candidates must have completed a basic computer course or passed an assessment. In addition, candidates must obtain competency in using a set of education specific electronic tools by completing EDUC 422 or portfolio to the specifications found at http://lynx.csusm.edu/coe/academic/s/FormsPolicies/ED422WaiverREV07.pdf

7. One Set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the Cal State San Marcos Office of Admissions. If admitted as a CSUSM graduate student in Step 1, an additional set of transcripts is not required in Step 2.

8. Grade-Point Average. A student must have a cumulative grade point average (GPA) of 2.67 to be accepted into any credential program offered at Cal State San Marcos. If you do not have the required 2.67 GPA, conditional admission is available on a limited basis.

9. Three Letters of Recommendation. Recommendations from classroom faculty and/or others knowledgeable about the candidate’s personal qualities and potential must be submitted with the program application. One recommendation must be from a K-12 classroom teacher. Go to http://lynx.csusm.edu/coe/academic/s/FormsPolicies.asp for letter of recommendation guidelines.

10. Personal Interview for qualified candidates conducted by education faculty committee. Candidates are notified by mail to make arrangements for the interview after the application deadline.

11. Writing Samples. Writing samples are required and are program specific. Please note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) before certification. Passing one of two components of RICA, either a comprehensive examination or a performance assessment, is a requirement for the initial issuance of a Multiple Subject or Special Education Credential. Candidates cannot take the RICA until they have successfully completed the Language and Literacy courses which are part of the credential program. The CSU San Marcos College of Education RICA pass rate for 2006-2007 is 99%.

Changes to Communicative Sciences and Disorders with Speech-Language Pathology Services Credential

Replace the box appearing immediately below Option 5 on page 254 in the catalog, middle column, with the following:

*CTC approval was established 11/07. CSUSM is currently undergoing the review process for Candidacy status through the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA).

Replace Student Learning Outcomes on page 255, third column, in the catalog with the following:

Student Learning Outcomes

The Communicative Disorder Program will not be operational until it has been approved by Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA). Candidate learning outcomes are course specific and designed to meet the current ASHA requirements.

Added the core content courses to the list below:

Required Master’s-Level Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 602</td>
<td>3</td>
</tr>
<tr>
<td>EDMX 631</td>
<td>3</td>
</tr>
<tr>
<td>EDMX 632</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 622</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Practicum/Professional courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 641 (semesters 2 &amp; 4 - 2 units each)</td>
<td>4</td>
</tr>
<tr>
<td>EDSL 642 (semesters 3 &amp; 5 - 4 units each)</td>
<td>8</td>
</tr>
<tr>
<td>EDSL 643 (semester 4)</td>
<td>2</td>
</tr>
<tr>
<td>EDSL 644 (semester 5)</td>
<td>6</td>
</tr>
<tr>
<td>EDSL 651 (semester 1)</td>
<td>2</td>
</tr>
<tr>
<td>EDSL 652 (semesters 2, 3, 4 - 1 unit each)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>
Core content courses:
EDSL 661  3
EDSL 662  2
EDSL 663  2
EDSL 664  3
EDSL 671  3
EDSL 672  3
EDSL 673  4
EDSL 681  3
EDSL 682  3
EDSL 691  3
EDSL 692  2
EDSL 693  4
Total Units  35
Program Total  75

Change to M.A. in Education
Replace the paragraph in the catalog, middle column, page 251, with the following:

Option 1: General Option
(30 units)

Candidates must complete the core coursework (6 units), the culmination 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 of graduate-level coursework that may be transferred into the program.

New Program
Master of Biotechnology*

Office:
Faculty Classroom Building, 6-108

Telephone:
760-750-4020

Program Director:
Al Kern, Ph.D.

Program Support:
Veronica Martinelli

The Master of Biotechnology is a professional science degree program designed to meet the needs of the biotechnology industry and associated organizations. The program combines advanced study of related science, professional preparation, business and real-world experience for biotechnology-oriented students. The purpose of the degree is to prepare students for careers in technology-related organizations with a breadth of workplace knowledge.

Throughout the program, students will be exposed to real-world problems/applications, teamwork/communication skills, leading-edge technologies, managerial/interpersonal skills, informatics, ethics, industrial knowledge and problem solving skills.

The rigorous program is taught in the evenings and weekend to accommodate the working student. The program design is a cohort model that requires students to go through the program together over a five-semester period with a predetermined course sequence. It is a non-thesis degree program requiring a rigorous “Internship or Semester-In-Residence” project.

Each student will be guided and evaluated by an Advisory Committee that will be made up of university faculty, program instructors and industry mentors, as well as program advisors.

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

Student Learning Outcomes
The student who graduates with a Master of Biotechnology will be able to:

1. Apply concepts and principles of the sciences that are fundamental to the discipline of biotechnology.

2. Understand procedural and operational uniqueness of the highly regulated, quality-oriented and demanding intellectual property business of the life science industry.

3. Be able to derive logical conclusions based upon acquired knowledge, available information and analytical procedures.

4. Relate critical and managerial insight, skills and techniques for managing teams, budgets, projects and decisions in a business environment.

5. Understand the fundamentals of communicating and working with others for success.

6. Identify regulatory, societal and environmental issues and their impact upon biotechnology advances, product offerings and business.

Admission Requirements and Application

Admission to the program requires an undergraduate degree with a major in a bioscience or chemistry or related area. Alternatively, applicants with B.A./B.S. degree in a related field with a minor or equivalent work/certification experiences may be considered for conditional admission. While a minimum of a baccalaureate degree is required, applicant evaluation will consider pertinent background, prerequisite courses and opportunity for successful completion. Generally, applicants should have courses or experience in:

- Molecular Cell Biology or Molecular or Cellular Biotechnology
- Microbiology
- Statistics
- Chemistry/Biochemistry
Applicants who have not completed an upper-division biochemistry course may be required to take CHEM 341 or 351.

Specific admission criteria are:

- Applicant must meet the general requirements for admission to graduate studies at CSUSM.
- An undergraduate grade point average in all completed science and math courses of at least 2.75 or a GPA of at least 3.0 in the last 35 semester units of science and math.
- All applicants, regardless of citizenship, who do not possess a bachelor's degree from a post-secondary institution where English is the principal language must take the combined Test of English as a Foreign Language (TOFEL) and the Test of Written English (TWE). Test results must be submitted for evaluation where a minimum score of 550 on the TOFEL and 4.5 on the TWE are expected.

Applicants must provide the following information:

- Application Form
- Application Fee
- One set of official transcripts from all colleges/universities attended.
- Official scores reports of the General GRE and TWE.
- Two letters of recommendation from persons familiar with the applicant’s capacity for academic and professional success.
- One-page statement from the applicant on the reason for pursuing a Master of Biotechnology.

Student candidates may apply at any time throughout the year. However, selection and admission will be completed by early May for the fall semester start. Later applications will be considered, as spaces remain available. Feedback to applicants, but not final admission decisions, will be provided on a timely basis regardless of the time of application.

**Degree Requirements and Courses**

The Master of Biotechnology requires thirty-eight (38) semester hours of coursework and project-oriented work experience with a local life-science entity. Students must complete a set of courses and project work experience with a 3.0 GPA and earn at least a “C” (2.0) in each course. Predetermined advanced level courses and credit hours are:

- **Science Fundamentals and Professional Preparation**
  - BIOT 600 5
  - BIOT 620 3
  - BIOT 630 3
  - BIOT 650 3
  - BIOT 655 2
  - BIOT 660 2
  - BIOT 690 2
  - CHEM 450 3

- **Business Core**
  - BA 503 3
  - BA 504 3
  - BA 505 2
  - BA 506 2

- **Internship / Residency and Project**
  - BIOT 680 5

A student with demonstrated expertise in a required course that would make the course a repeat of attained knowledge or previous coursework may take other electives (up to 2 courses or 6 hours) offered at the graduate level as approved by the Advisory Committee.

In lieu of a thesis, the candidate must successfully complete a Project Abstract, project/work assignment with performance assessment, a written report/paper and pass an oral. It is intended that the “Internship/Residency/Project” be completed in a 16-week semester period according to established guidelines for the course experience. The type of experience for the Internship /Semester-In-Residence /Project depends upon the student’s situation, current employment and right-to-work status.

**Advancement to Candidacy**

The student will advance to Master’s Degree candidacy upon the completion of 23 semester credit hours of coursework, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of a Project Abstract by the student’s Advisory Committee. The GWAR may be completed either by an acceptable standardized test score for the Analytical Writing subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in university policy.

**Continuation**

Graduate students must maintain an overall GPA of 3.0 and earn at least a C (2.0) in each course, except those taken for credit/no credit. Any student whose overall GPA falls below 3.0 for two consecutive semesters will be dropped from the program. A full-time student should be enrolled in the predetermined course schedule and credit hours each semester for the program. In addition, a project report must be submitted, defended and approved at the end of the Internship or Semester-In-Residence. In usual circumstances where project requirements are not completed, defended and approved at the end of the Internship or Semester-In-Residence, the student may complete the requirements within six months under the guidance of the advisory committee.
Changes to the
SCHOOL OF NURSING

* The B.S. in Accelerated Baccalaureate in Nursing Program has received full approval by the campus and the Office of the Chancellor of the California State University. The School of Nursing faculty developed and teach the Accelerated BSN and RN to BSN programs; however, these programs are offered through Extended Learning.

Replace the last sentence of general information on the Nursing major (end of first paragraph of column 3 on page 258) in the General Catalog with:
The RN-to-BSN program is a 3-year, part-time program designed for the working RN.

Impacted Status
Change the ranking criteria at the bottom of page 258 and top of page 259 in the General Catalog with:

Students will then be rank ordered according to a 7-item point system and selected for admission to the major based on the following supplemental criteria:

- GPA in pre-nursing Core prerequisites (up to 25 points)
- Overall GPA (up to 12 points)
- Composite score on the TEAS standardized exam (up to 15 points)
- Proficiency in a second language (up to 10 points)
- Previous work experience (up to 10 points)
- Previous volunteer experience (up to 5 points)
- Residency, based on college attended for last 30 units (up to 8 points)

Generic Program Option

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education*</td>
</tr>
<tr>
<td>Preparation for the Major*</td>
</tr>
<tr>
<td>Major Requirements</td>
</tr>
</tbody>
</table>

The minimum number of units required for this degree is 133

Preparation for the Major (55 Units)

<table>
<thead>
<tr>
<th>Pre-Nursing Core (29 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 160</td>
</tr>
<tr>
<td>BIOL 175*</td>
</tr>
<tr>
<td>BIOL 176</td>
</tr>
<tr>
<td>CHEM 105*</td>
</tr>
<tr>
<td>CHEM 105L*</td>
</tr>
<tr>
<td>GEO 102*</td>
</tr>
<tr>
<td>GEW 101*</td>
</tr>
<tr>
<td>MATH 115+ *</td>
</tr>
</tbody>
</table>

Lower-Division General Education
Critical Thinking (A3) course | 3 |

Other Supporting Coursework
(24 Units)

| ANTH 200* | 3 |
| ANTH 301^* | 3 |
| BIOL 215 ** | 3 |
| BIOL 323^* | 3 |
| PHIL 345^* | 3 |
| PSYC 100* | 3 |
| SOC 303* | 3 |

Growth and Development (Choose one of the following):

| PSYC 210 | 3 |
| SOC 204 | 3 |

*Up to 36 units of courses taken as Preparation for the Major also may 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.

** Course must include a laboratory experience. CSUSM students get this experience by either taking BIOL 215L or registering for special sections of BIOL 215 taught in the SMCC Building.

Major Requirements (65 Units)

<table>
<thead>
<tr>
<th>Lower-division Nursing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 200</td>
</tr>
<tr>
<td>NURS 201</td>
</tr>
<tr>
<td>NURS 210</td>
</tr>
<tr>
<td>NURS 211</td>
</tr>
<tr>
<td>NURS 212A</td>
</tr>
<tr>
<td>NURS 212B</td>
</tr>
<tr>
<td>NURS 220</td>
</tr>
<tr>
<td>NURS 221</td>
</tr>
<tr>
<td>NURS 222</td>
</tr>
<tr>
<td>NURS 223</td>
</tr>
<tr>
<td>NURS 230</td>
</tr>
<tr>
<td>NURS 231</td>
</tr>
<tr>
<td>NURS 232</td>
</tr>
<tr>
<td>NURS 233</td>
</tr>
<tr>
<td>NURS 260</td>
</tr>
<tr>
<td>NURS 261</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper-division Nursing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 320</td>
</tr>
<tr>
<td>NURS 321</td>
</tr>
<tr>
<td>NURS 352</td>
</tr>
<tr>
<td>NURS 370</td>
</tr>
<tr>
<td>NURS 440</td>
</tr>
<tr>
<td>NURS 441</td>
</tr>
<tr>
<td>NURS 442</td>
</tr>
<tr>
<td>NURS 450</td>
</tr>
<tr>
<td>NURS 451</td>
</tr>
<tr>
<td>NURS 490</td>
</tr>
<tr>
<td>NURS 491</td>
</tr>
</tbody>
</table>

Choose one of the following: 3

| NURS 443 |
| NURS 445 |

Accelerated Entry Level Baccalaureate Option

Since students seeking this option are second degree students, many if not all of the general education units may have been already completed. Students must meet all graduation requirements (p. 89) to receive a second degree. Students must also meet all preparation for the nursing major courses or their equivalent (53 units). The minimum number of units required for this degree is 66.
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
GEM 100* 3

Lower-Division General Education
Critical Thinking (A3) course* 3

Other Supporting Coursework (24 Units)
ANTH 200@ 3
ANTH 301^ 3
PHIL 345^ 3
PSYC 100& 3
CHEM 105* 4
CHEM 105L* 1
GEO 102* 3
GEM 100* 3

Growth and Development
PSYC 210 or SOC 204 3

Major Requirements
(65 Units)

Lower-Division Nursing Requirements**
32 Units
NURS 200 4
NURS 201 2
NURS 220 2
NURS 221 3
NURS 222 2
NURS 223 3
NURS 230 2
NURS 231 2
NURS 232 2
NURS 233 2
NURS 260 2
NURS 261 2

RN-to-BSN Program Option

General Education* 51
Preparation for the Major* 63
The minimum number of units required for this degree is 133

Preparation for the Major
(53-55 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

Other Supporting Coursework (24 Units)
ANTH 200@ 3
ANTH 301^ 3
BIOL 215^^ 3
BIOL 323#^ 3
PHIL 345^ 3
PSYC 100& 3
SOC 303$ 3

Growth and Development
PSYC 210 or SOC 204 or equivalent

Major Requirements
(65 Units)

Lower-Division Nursing Requirements**
32 Units
NURS 200 4
NURS 201 2
NURS 220 2
NURS 221 3
NURS 222 2
NURS 223 3
NURS 230 2
NURS 231 2
NURS 232 2
NURS 233 2
NURS 260 2
NURS 261 2

Choose one of the following:
NURS 443 or 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:

<table>
<thead>
<tr>
<th>ANTH 370</th>
<th>SOC 314</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 440</td>
<td>SOC 316</td>
</tr>
<tr>
<td>COMM 330</td>
<td>SOC 324</td>
</tr>
<tr>
<td>COMM 380</td>
<td>SOC 427</td>
</tr>
<tr>
<td>ECON 323</td>
<td>SOC 429</td>
</tr>
<tr>
<td>PSYC 341</td>
<td>NURS 452</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>NURS 472</td>
</tr>
<tr>
<td>PSYC 356</td>
<td>NURS 496</td>
</tr>
<tr>
<td>SOC 307</td>
<td>NURS 499</td>
</tr>
</tbody>
</table>

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

$ Students who have 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.

+ MATH 125, 132 or 160 may be substituted.

* Up to 36 units of courses taken as Preparation for the Major also may 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.

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

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

^^ Course must include a laboratory experience. CSUSM students get this experience by either taking BIOL 215L or registering for special sections of BIOL 215 taught in the SMCC Building.

New Program

**M.S. in Nursing**

Program Director:
Judith L. Papenhausen, Ph.D., RN

Graduate Coordinator and Chairperson:
Denise M. Boren, Ph.D., RN

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 level through research, service and practice. Values, ethics, and multicultural perspectives are heavily embedded within the graduate program. Cultural sensitivity and competence is emphasized in the curriculum as students interface with a diverse population both professionally and in the care of clients, families and communities.

*The M.S. in Nursing has received full approval by the campus, but is pending official authorization by the Office of the Chancellor of the California State University.
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 Accelerated 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 Accelerated 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 Clinical Nurse Specialist which prepares the student for advanced practice nursing through courses in advanced assessment, advanced pathophysiology/pharmacology and advanced practice management of the chronically ill in the acute care and community settings. Students in the Clinical Nurse Specialist concentration are required to specialize in one of four tracks: Adult Health, Pediatrics, Gerontology or Psychiatric/Mental Health. Students will complete 500 hours of advanced field study and will be eligible to sit for the 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 a nurse educator, advanced practice nurse in chronic illness management, or a generalist nurse responsible for leadership and management of patient populations at the unit level in an acute care facility. Students who graduate with a Master of Science in Nursing will:

1. 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 or a 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.
CHANGES TO FEES

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.

Schedule of Fees, 2009-10

<table>
<thead>
<tr>
<th>Units</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>0 to 6.0</td>
<td>$1,479</td>
</tr>
<tr>
<td>6.1 or more</td>
<td>$2,325</td>
</tr>
<tr>
<td>Credential Program</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td></td>
</tr>
<tr>
<td>0 to 6.0</td>
<td>$1,668</td>
</tr>
<tr>
<td>6.1 or more</td>
<td>$2,649</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>0.0 to 6.0</td>
<td>$1,752</td>
</tr>
<tr>
<td>6.1 or more</td>
<td>$2,793</td>
</tr>
</tbody>
</table>

Effective fall 2009

NEW: GRADUATE PROFESSIONAL BUSINESS FEES:
$210 per unit in addition to mandatory fees and non-resident fees (if applicable).

NON-RESIDENT TUITION:
$372.00 per unit up to 30 units for a max of $11,160 in addition to mandatory fees.

CHANGES TO ADMISSION REQUIREMENTS AND ACADEMIC POLICIES

Administrative Course Drop, Student Attendance, and Enrollment Requirements

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

1) attendance at specified class meetings, and/or
2) proof of having satisfied the Enrollment Requirements.

Students absent from the first class meeting, or not participating in the online course, may be administratively dropped from the course at the instructor’s request. In addition, instructors may stipulate that attendance/participation at other specified class meetings before the add/drop deadline is required for the students to remain enrolled in the course; these dates must be specified in the course syllabi. (For example, in some science laboratory courses, student attendance at safety instruction sessions is mandated by state law.) Students who are unable to attend the first class meeting, or class meetings where attendance/participation is required for enrollment, should make every effort to communicate their interest in remaining enrolled in the course; however, notification of the instructor may not be sufficient to ensure enrollment in the course, i.e., students may be administratively dropped from courses for failure to attend first class meetings or other mandatory meetings, even when the instructor is given prior notification.

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

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

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

Change to
The California State University International Programs
(Revision to information appearing in the General Catalog 2008-10, page 63)

Please note that the following changes were made to the institution in France:
The institute of Oriental Languages and Civilizations was deleted and Institut Catholique de Paris, Université de Versailles-Saint-Quentin-en-Yvelines was added.

The University of Zimbabwe (Harare) was deleted from the list.

The URL changed to www.calstate.edu/ip/

Changes to
Admission Procedures and Policies

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

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

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. Application in “hard copy” form may be obtained online via www.csumentor.edu as a portable data format (PDF). [Paper applications may be mailed to the campus admission office(s).]
Change to **Impacted Programs**
Replace the section on page 30 in the catalog with the following:

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

The CSU will announce during the fall filing period those programs that are impacted and the supplementary criteria campuses will use. Detailed impaction information is available at [http://www.calstate.edu/impactioninfo.shtml](http://www.calstate.edu/impactioninfo.shtml). That announcement will also be published in official CSU publications distributed to high school and college counselors, and made available online at www.calstate.edu. Information about the supplementary criteria is also provided to program applicants.

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

Change to **Supplementary Admission Criteria**
Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible as and no later than October of the preceding year. The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplementary admissions criteria are also provided at [www.calstate.edu/impactioninfo.shtml](http://www.calstate.edu/impactioninfo.shtml).

**Graduate and Post-Baccalaureate Application Procedures**
All graduate and post-baccalaureate applicants (e.g., Ed.D., joint Ph.D. and Ed.D. applicants, master’s degree applicants, those seeking educational credentials, and holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at [www.csumentor.edu](http://www.csumentor.edu). Applicants seeking a second bachelor’s degree should submit the undergraduate application for admission unless specifically requested to do otherwise. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of [www.csumentor.edu](http://www.csumentor.edu) are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available at [http://www.csumentor.edu](http://www.csumentor.edu). Application forms may also be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus.

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Change to **Application Filing Periods**

<table>
<thead>
<tr>
<th>Terms in 2009-10</th>
<th>Applications First Accepted</th>
<th>Initial Filing Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Semester 2009</td>
<td>February 1, 2009</td>
<td>February 1-28, 2009</td>
</tr>
<tr>
<td>Fall Semester 2009</td>
<td>October 1, 2008</td>
<td>October 1 November 30, 2008</td>
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<tr>
<td>Spring Semester 2010</td>
<td>August 1, 2009</td>
<td>August 1-31, 2009</td>
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</tbody>
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<tr>
<th>Filing Period Duration</th>
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| Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information. Similar information is conveniently available at [http://www.csumentor.edu/filing_status/Default.asp](http://www.csumentor.edu/filing_status/Default.asp)
Change to Provisional Admission First-Time Freshman

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

Change to Provisional Admission Transfer Applicants

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

Change to English Placement Test (EPT)

The following is an additional way that students may be exempt from having to complete the CSU EPT (see page 27 in the catalog):

- A score of 660 on the writing portion of the SAT Reasoning Test.

Change to Graduate and Post-baccalaureate Admission Requirements

Refer to page 96 in the catalog. Replace the third requirement at time of admission with the following:

(3) have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted or have earned a grade point average of at least 2.5 on the last degree completed by the candidate.

Change to Intrasystem and Intersystem Enrollment Programs

Replace the section on page 24 in the catalog with the following:

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space-available basis unless those campuses or programs are impacted or admission to the desired program or admission categories are closed. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs before enrolling at the host campus.

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

CSU Concurrent Enrollment – matriculated students in good standing may enroll on a space-available basis at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

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

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

Changes to Course Repeats and GPA Adjustment

Procedure/Application

Upon completion of grades, the PeopleSoft student system will identify all courses academically renewed and apply the corrected value to designate them as repeated courses, along with re-calculation of students’ GPA.

Undergraduate students may repeat courses only if they earned grades lower than a C (2.0).

An individual course may be repeated for “Grade Forgiveness” no more than two times. (Grade forgiveness is the circumstance in which the new grade replaces the former grade in terms of the calculation of GPA.)
A maximum of 16 semester units of Course Repeats can be used for “Grade Forgiveness.” With regard to the limits on repeats, all such running totals begin at zero (0) at the beginning of the Fall term of 2009.

Limits on repeated courses do apply to courses taken in matriculated status as well as coursework completed via self support, e.g. extended learning, open university, etc.

Changes to

Undergraduate Probation, Disqualification, and Reinstatement

Academic Probation

An undergraduate student will be placed on academic probation if, during any academic term, the overall GPA or the cumulative Cal State San Marcos GPA falls below 2.0 (a C average). The student shall be advised of probation status promptly.

An undergraduate student shall be removed from academic probation when the overall GPA and the cumulative Cal State San Marcos are both 2.0 or higher.

Administrative-Academic Probation

A student may also be placed on administrative-academic probation by the Office of the Registration and Records for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative-academic probation for such withdrawal.)

2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.

3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all student or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

Academic Disqualification

Undergraduate students on academic probation shall be subject to academic disqualification when:

- As a freshman (less than 30 semester units completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at CSUSM;
- As a sophomore (30-59 semester units completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at CSUSM;
- As a junior (60-89 semester units completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at CSUSM; or
- As a senior (90 or more semester units completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at CSUSM.

Academic Disqualification of Students not on Probation

Undergraduate students not on academic probation shall be disqualified when:

- At the end of any term, the student has a cumulative grade point average below 1.0 (a grade of D), and
- The cumulative grade point average is so low that it is unlikely, in light of their overall education record, that the deficiency will be removed in a reasonable period.

Administrative-Academic Disqualification

An undergraduate student who has been placed on administrative academic-probation may be disqualified if any of the following occur:

- The conditions for removal of administrative academic-probation are not met within the period specified.
- The student becomes subject to academic probation while on administrative academic-probation.
- The student becomes subject to administrative academic-probation for the same or similar reason that the student has previously been placed on administrative academic probation, although the student is not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

Special Cases of Administrative-Academic Disqualification

In addition, an appropriate campus administrator, in consultation with the Office of Registration and Records, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

Consequences of Disqualification

Students who have been disqualified, either academically or administratively may not enroll in any regular campus session (e.g., open university) without permission from the Office of Registration and Records and may be denied admission to other educational programs operated or sponsored by the University.
Reinstatement

Students who have been disqualified, either academically or administratively, may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if compelling evidence is provided indicating their ability to complete the degree program. Petitions are reviewed by the Office of the Dean of the college or the Director of the school of the student's major program, or, in the case of undeclared majors, the Office of the Dean of the College of Arts and Sciences. The review must consider the probable impact of any medical condition on previous unsatisfactory academic performance. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

Changes to Academic Renewal

A student whose graduation will be delayed by a grade point average deficiency may petition to have up to two semesters or three quarters of undergraduate coursework taken at any institution disregarded from all considerations associated with requirements for the baccalaureate degree. All coursework attempted during the term(s) approved for academic renewal will be disregarded in computing the student's cumulative GPA. In addition, any coursework successfully completed during term(s) approved for academic renewal will no longer count toward fulfillment of any degree requirements. Students may not selectively eliminate coursework. When such action is taken, the student's permanent academic record is annotated so that it is readily evident to the users of the record that no work taken during the disregarded term(s), even if satisfactory, has been applied towards the meeting of degree requirements. The record will show the adjusted grade point average, but all coursework will remain legible on the transcripts.

If another institution has acted to remove coursework from consideration, such action shall be honored in terms of that institution's policy. But, elimination of any coursework's consideration shall reduce by one term the two semester maximum on the application of academic renewal to an individual CSU student's record.

Academic renewal is intended only to facilitate graduation from Cal State San Marcos. It does not apply to individuals who already possess a baccalaureate degree or who are able to meet graduation requirements in a timely manner without the approval of a petition for academic renewal.

To qualify for academic renewal, a student must meet all of the following conditions:

• The student has formally requested such action and presented evidence that substantiates that the work in question is not representative of the student's current academic ability and/or performance level.

• The previous level of performance was due to extenuating circumstances.

• All degree requirements except the earning of at least a "C" (2.0) grade point average have or will soon have been met.

• The student must present evidence that if the petition is not approved the student will be required to enroll in additional coursework involving one or more additional terms to qualify for the degree.

• At least five years must have elapsed since the term or terms to be disregarded.

• Since the most recent work to be disregarded, the student must have achieved the following academic record at Cal State San Marcos:
  • At least 15 semester units with a GPA of 3.00 or higher
  • At least 30 semester units with a GPA of 2.50 or higher
  • At least 45 semester units with a GPA of 2.00 or higher

Petitions for academic renewal are obtained from and submitted to the Office of Registration and Records. Final decisions on petitions shall be based on careful review of evidence by a committee appointed by the president, which shall include the designee of the Provost and consist of at least three faculty members.

Changes to Graduate Probation, Disqualification, and Reinstatement

Probation

A student will be placed on academic probation if, during any academic term, the cumulative GPA in all course work in the master's program falls below 3.0.

A student may also be placed on administrative probation by the Dean of Graduate Studies for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal.)

2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit, when such failure appears to be due to circumstances within the control of the student.

3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (examples: failure to complete a required examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.
1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator or designee prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).

2. Students shall be placed on administrative probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/program).

3. The Dean of Graduate Studies shall inform Registration and Records when students have been placed on or removed from administrative probationary status so that student records can be updated.

When a student is placed on academic or administrative probation, s/he must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.

A student cannot be advanced to candidacy or continue in candidate status if s/he is on either academic or administrative probation.

**Disqualification**

A student who has been placed on probation may be disqualified from further attendance by the Dean of Graduate Studies if:

1. The conditions in the remediation plan are not met within the period specified.

2. The student becomes subject to academic probation while on administrative probation.

3. The student becomes subject to administrative probation for the same or similar reason for which he/she has been placed on administrative probation previously, although not currently in such status.

4. When such action is taken the student shall receive written notification including an explanation of the basis for the action.

5. In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing to render himself/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

Disqualification may be either from further registration in a particular program or from further enrollment at the campus, as determined by the Dean of Graduate Studies. A student disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

In the event that a student fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense.

A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination.

Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

**Reinstatement**

If the student is disqualified, either academically or administratively, s/he may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of her/his ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered. Students who petition for reinstatement must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

Master’s students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with a recommendation from the student's graduate coordinator, and will be forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The subcommittee will make recommendations to the Dean of Graduate Studies, who has final authority to approve reinstatement. The size of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have one member representing each college at a minimum.

The subcommittee must evaluate the probable impact of any medical condition on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

Reinstatement for credential students is handled by a separate process in the College of Education and is not governed by this document.
Withdrawal from Courses

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

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

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

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

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

Withdrawals from Courses for Exteuating Circumstances

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

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

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

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

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

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

CHANGES TO ADMISSION REQUIREMENTS AND ACADEMIC POLICIES
## PROCEDURES FOR DROPPING OR WITHDRAWING FROM COURSES

Students should consult with advisors, the Office of Enrollment Management Services Operations, or the Class Schedule for current course withdrawal procedures. For a complete medical withdrawal and withdrawal for students mobilized for active military duty, see the Withdrawal policy on page 37.

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<th>Deadlines*</th>
<th>Requirements and Procedures</th>
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| On or before the Add/Drop deadline: end of the second week of semester (end of approximately 10% of the academic term). | - Student may use my.csusm.edu or visit Cougar Central if assistance is required.  
- No record of the course appears on student records.  
- No signature approval required. |
| After the Add/Drop deadline, and on or before the 19th day of the semester. | - Student may use my.csusm.edu or visit Cougar Central if assistance is required.  
- A grade of "W" appears on student records.  
- No signature approval required. |
| After the 19th day of the semester, and on or before the last day of the twelfth week of the semester (end of approximately 80% of instruction). | - Student must demonstrate that the need to withdraw from the course is due to serious and compelling reasons beyond the student's control, and that a grade of "I" (where acceptable to the instructor) is impractical, given these circumstances.  
- See the withdrawal policy on page 37 for examples of typical situations for which there is a serious and compelling justification for approving withdrawals, and for examples which do not meet the intent of "serious and compelling."  
- Reasons for the withdrawal request must be verifiable; appropriate documentation is required.  
- Course Instructor, Department Chair and Dean/Director of the College/ School offering the course (or designee) must sign the Course Withdrawal Form.  
- After obtaining signature approval, student must submit the completed Course Withdrawal Form according to the instructions on the form.  
- Given approval, a grade of "W" appears on student records, and the withdrawal counts toward the maximum of 18 semester-units that undergraduate students may withdraw from during their undergraduate career at CSU San Marcos. |
| Beyond the last day of the twelfth week of the semester (beyond the end of approximately 80% of instruction). | - Requests for withdrawals after the twelfth week of the semester are seldom granted.  
- Withdrawals will be considered only for accident or serious physical or mental illness, or serious personal or family problems where the cause of the withdrawal is beyond the student's control, and that a grade of "I" (where acceptable to the instructor) is impractical, given these circumstances.  
- Extenuating circumstances must be presented which prevented the student from withdrawing by the end of the twelfth week of the semester; lack of awareness of the withdrawal procedures is not an extenuating circumstance.  
- Reasons for the withdrawal request and the extenuating circumstance must be verifiable; appropriate documentation is required.  
- Course Instructor, Department Chair and Dean/Director of the College/ School offering the course (or designee), and the academic administrator appointed by the President to handle review such requests must sign the Course Withdrawal Form.  
- After obtaining signature approval, student must submit the completed Course Withdrawal Form according to the instructions on the form.  
- Given approval, a grade of "W" appears on student records, but the withdrawal does not count toward the maximum of 18 semester-units that undergraduate students may withdraw from during their undergraduate career at CSU San Marcos. |

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

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

- It is a violation of Penal Code section 626.9 for any person, except as defined in Penal Code Section 12031, to bring or possess any firearm onto any property owned, controlled, or operated by the University without the prior written permission of the President or designee.

- It is a violation of Penal Code section 626.10, with specific exceptions as noted within 626.10 of the Penal Code, for any person to bring or possess and dirk, dagger, ice pick, knife having a fixed blade longer than two and one half (2 ½) inches, stun gun or “Less Lethal Weapon” on any property owned, controlled, or operated by the University without prior written permission of the President.

- No person may openly display or expose any imitation firearm, as defined in Penal Code Section 12550, in a public place.

- No person shall possess for any reason any fireworks, explosives or destructive device as enumerated in the California Health and Safety Code without prior written permission of the President.

- No person shall possess any tear gas weapon to include Mace, CN gas, CS Gas, pepper spray, or other similar gas weapon containing more than 2.5 ounces net weight of aerosol spray.

- No person shall possess any weapon enumerated in 12020 of the Penal Code, to include, but not limited to, billy clubs, metal or plastic knuckles, belt buckle knife, shurikins (AKA Chinese throwing stars), nunchaku, blackjack, sap, or any metal or replica practice hand grenade.

- It is a violation of Penal Code 653k to possess or keep in a vehicle a switch blade or gravity knife (a “butterfly knife” for example).

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

A “Less Lethal Weapon” means any device that is designed to, or that has been converted to expel or propel less lethal ammunition by any action, mechanism, or process for the purpose of incapacitating, mobilizing, or stunning a human being through the infliction of any less than lethal impairment of physical condition, function, or senses, including physical pain or discomfort. It is not necessary that a weapon leave any lasting or permanent incapacitation, discomfort, pain, or other injury or disability in order to qualify as a less lethal weapon. Examples would include, but not limited to, BB guns, pellet guns, Airsoft guns, and paint ball guns.
ACCT 302 (2)  
Change in prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.

Intermediate Accounting II

ACCT 308 (4)  
Change in prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.

Accounting Information and Systems

ACCT 406 (2)  
Change in prerequisites: ACCT 306 with a grade of C (2.0) or better.

Cost Management, Measurement, and Control

ACCT 407 (2)  
Change in prerequisites: ACCT 307 with a grade of C (2.0) or better.

Advanced Tax Accounting

ACCT 416 (4)  
Change in prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.

Auditing

ACCT 420 (2)  
Change in prerequisites: ACCT 306 with a grade of C (2.0) or better.

Managerial Accounting in Government and Non-Profit Organizations

ACCT 421 (2)  
Change in prerequisites: ACCT 301 or ACCT 305 with a grade of C (2.0) or better.

Financial Accounting in Government and Non-Profit Organizations

ACCT 422 (2)  
Change in prerequisites: ACCT 301 or ACCT 305, and ACCT 302 or ACCT 405 with grades of C (2.0) or better.

Advanced Accounting

ANTH 340 (3)  
New Course

Immigration and Health  
A cross-cultural examination of the impact of human migration on the health of migrant communities in a transnational context. Examines political and economic realities of globalization, health impacts of migration, and the social and political contexts in which immigrants access and utilize health care services. Examines how class, ethnicity and gender condition the health of migrants.

ANTH 380 (3)  
Change in title

Current Archeology

ANTH 430 (3)  
Change in course description

Medical Ethnography  
Advanced students conduct ethnographic fieldwork in local health care settings or with local communities with distinct medical cultures. Examines patterns of health service utilization and access to clinical health care, as well as alternatives to clinical health care. Working collaboratively with health care professionals and/or ethnic populations with special health care needs, such as immigrant or indigenous communities, students document and analyze information pertaining to the delivery and consumption of health care services and the generation of health care alternatives. Service Learning course. May be repeated for a total of six (6) units.

ANTH 470 (3)  
Change in unit value; add the following statement to the course description] This class meets for four hours each week.

Community Ethnobotany

BA 501 (4-8)  
Change in number (formerly BGA 501)

Management Decision Making and Analysis

BA 502 (4-8)  
Change in number (formerly BGA 502)

Management of Complex Organizations

BA 503 (3)  
New Course

Statistics for Management  
Methods of statistical inference emphasizing applications to administrative and managerial decisions problems. Topics include classical estimation and hypothesis testing, regression, correlation, analysis of variance, forecasting and statistical probability. In addition, the students will gain familiarity in the use of software for statistical applications.

BA 504 (3)  
New Course

Financial Accounting  
Introduces basic accounting concepts, vocabulary, and structure. Focuses on financial accounting, which seeks to communicate the financial condition and results of operations to external users, primarily through the financial statements contained in the annual report. Focuses on a user perspective and will also focus on the accounting choices available to companies and the impact of these choices on financial statements.

BA 505 (2)  
New Course

Marketing  
Introduces students to the principles of marketing as a system of exchanges among individuals and organizations. Emphasis will be placed on the elements of the marketing mix, consumer behavior, and the role of marketing in organizations and society.

BA 506 (2)  
New Course

Managing Complex Organizations  
The study of individual and group behavior in organizational settings. All organizations must function within the context of their internal and external environments. Managing organizational behavior in this context challenges individuals to understand and embrace workforce diversity, elements of change, effective communication and performance systems. Concepts include motivation, communication, group dynamics, power, conflict, decision making and leadership.
BA 630 (4) [Change in enrollment restriction: Enrollment restricted to MBA students.]
Marketing Management

BA 680 (3-6) Change in enrollment restriction: Enrollment restricted to MBA students.
Master’s Project

BIOL 104 (4) [New Course]
Principles of Biology: Human Emphasis
Principles of cellular, organismal and population biology with primary representation relating to the human organism. Includes study of cells, tissues, and mammalian organ systems. Course cannot be counted towards a Biology or Biotechnology major; primarily designed for students in the health-related majors. Three hours of lecture and three hours of laboratory.

BIOL 175 (4) [Course description change and removed consent of instructor from the prerequisite]
Introduction to Human Anatomy and Physiology I
The first in a two course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes anatomical terminology, cell and tissue structure and function, basic biochemical and metabolic pathways and the integumentary, skeletal, muscular, digestive and excretory systems. Three hours of lecture and three hours of laboratory. Enrollment restricted to declared Pre-Nursing students. Students must obtain consent from the School of Nursing Advisor; consent will only be given to students who have completed the Lower-Division General Education requirements in areas A1, A2, A3, and B4.

BIOL 176 (4) [Course description change and removed consent of instructor from the prerequisite]
Introduction to Human Anatomy and Physiology II
The second in a two-course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes nervous system and the senses, and the endocrine, reproductive, cardiovascular and respiratory systems. Three hours of lecture and three hours of laboratory. Enrollment requirement: BIOL 175.

BIOL 177 (4) [New Course]
Introduction to Human Anatomy and Physiology I for Kinesiology
The first in a two-course series designed to introduce the principles of human anatomy and physiology for students in Kinesiology. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Includes anatomical terminology, cell and tissue structure and function, basic biochemical and metabolic pathways, nervous system and the senses, and the integumentary, skeletal, muscular, and excretory systems. Three hours of lecture and three hours of laboratory. Enrollment restricted to Kinesiology majors.

BIOL 178 (4) [New Course]
Introduction to Human Anatomy and Physiology for Kinesiology II
The second in a two-course series designed to introduce the principles of human anatomy and physiology for students in Kinesiology. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes nervous system and the senses, and the endocrine, reproductive, cardiovascular and respiratory systems. Three hours of lecture and three hours of laboratory. Enrollment requirement: BIOL 177. Enrollment restricted to Kinesiology majors.

BIOL 212 (3) [Change in course number (formerly BIOL 362); deleted prerequisites]
Evolution

BIOL 326 (3) [New Course]
Biological Trends in 21st Century Medicine
Explores the science and controversy surrounding a broad range of cutting edge science topics that will change the way we look at medicine in the 21st century. Subjects include cloning, genetically engineered foods and animals, stem cell research, generic testing, and the development of personalized gene chips for personalized medical attention.

BIOL 382 (3) [New Course]
Biogeography
Introduction to the understanding of global biodiversity and the basis for geographic distribution patterns of individuals, populations and communities. The role of past geological and evolutionary events on these distributions will be considered. The considerable impact of humans on modern local to global range extensions will be studied including the basis for biological invasions. May not be taken for credit by students who have received credit for BIOL 396-1. Enrollment Requirement: BIOL 210 and 211.
discussed regarding composition, environmental factors and role. Analyzes the impacts of using freshwaters for drinking water, irigation, recreation, transportation, flood control, and power generation. May not be taken for credit by students who have received credit for BIOL 396M. Field trip outside class may be required. Enrollment Requirement: BIOL 210 and 211.

**BIOL 403 (3)**
Change in course number (Formerly BIOL 503), title, and description change

**Modern Molecular Biology and Genomics**
An introduction to modern applications of molecular biology, including genomics. Specific topics covered will include genome sequencing, microarrays, large scale mutagenesis, and 2-D gel electrophoresis. Using the primary literature as a guide, explores both the technologies that underlie modern molecular biology and the impacts that current studies are having on our understanding of all biology, from agriculture to human disease. Recommended: BIOL 352. Prerequisite: BIOL 351.

**BIOL 403L (1)**
Change in course number (Formerly BIOL 503L), title, and description change

**Modern Molecular Biology and Genomics Laboratory**
Provides students with hands-on experience using the technologies and approaches of genomics and proteomics research, including microarrays, genome annotation, and 2-D gel electrophoresis. Recommended: BIOL 352. Prerequisite: BIOL 351.

**BIOL 477 (3)**
Change in course number (formerly BIOL 377)

**Immunology**

**BIOL 477L (1)**
Change in course number (formerly BIOL 377L), course description, and prerequisite

**Immunology Lab**
As a complementary course to Immunology (BIOL 477), this technique-oriented course will cover modern immunological assays and methodologies. Specific techniques covered in detail include hemaglutination, ELISAs, immunoprecipitation and Western blot assays. A section on animal handling, targeting animal research ethics, rodent handling and tissue dissection will be explored. Students will also be exposed to immunological database and algorithmic tools in a bioinformation unit. Three hours of laboratory. Co/Prerequisite: BIOL 477.

**BIOL 503 (3)**
Change in course number (Formerly BIOL 403)

**BIOL 503L (1)**
New Course

**Genomics and Proteomics Laboratory**
Provides students with hands-on experience using the technologies and approaches of genomics and proteomics research, including microarrays, genome annotation, and 2-D gel electrophoresis. Corequisite: BIOL 503. Prerequisites: BIOL 351 and 352.

**BIOT 600 (5)**
New Course

**Genomics and DNA/RNA Technologies**
Provides a foundation in basic principles of genomics and relevant current research in recombinant DNA technology. Includes the relationship between structure, function and content of genes and genomes, the use of bioinformatics and tools used to discover and identify sequence elements. Appreciation for the role of genomics and DNA/RNA technology in modern society will be obtained by dissecting seminal papers. Laboratory reinforces key concepts and introduces fundamental techniques and technologies being applied today. Enrollment restricted to students who have been admitted to the Master of Biotechnology Program.

**BIOT 620 (3)**
New Course

**Bioengineering and Bioprocessing**
Introduction to the theory and application of biotechnology processes for the development of biopharmaceutical and bio-based products. Covers the spectrum of bioprocess engineering, starting from genetic concepts for producing pharmaceutical and other products. The organisms considered range from simple bacteria to highly specialized animal cell cultures. A basic understanding of fundamental bioprocess concepts such as fluid mechanics, mass transfer, unit operations, biochemical reaction kinetics, cell growth and metabolism, heterogeneous reactions and bioreactor analysis and design. Enrollment restricted to students who have been admitted to the Master of Biotechnology Program.

**BIOT 630 (3)**
New Course

**Experimental Design and Statistical Analysis in Biotechnology**
Introduces advanced statistical concepts and analytical methods for the experimental needs and data encountered in biotechnology and biomedical sciences. Experimental design/conduct, quantitative analysis of data and statistical inferences and interpretations are studied for scientific hypothesis testing, as well as clinical trials. Explores methodological approaches to bioassay development/testing and provides a foundation for critically evaluating information to support research findings, product claims and technology opportunities. Enrollment restricted to students who have been admitted to the Master of Biotechnology Program.

**BIOT 635 (3)**
New Course

**Regulatory Affairs and Quality Management in Life Sciences**
Overview of the laws and regulations enforced by the Food and Drug Administration and other regulatory agencies related to the biotechnology, pharmaceutical and medical device industries. Included is the U.S. legal regulatory system, Food, Drug, and Cosmetic Act and related laws, Freedom of Information Act, regulation affecting foods, drugs, biologics, veterinary products, diagnostics and devices, FDA enforcement, product liability and import/export requirements. Reviews the impact of quality systems and the functions, roles and responsibilities on Quality Assurance and Quality Control. Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.
BIOT 655 (2)  
[New Course]  
Business Law & Intellectual Property in High Technology Enterprises  
Understanding individual and organizational responsibility in commercial biotechnology and the role of intellectual property in a high-technology industry. Business in a legal, social, political and regulated environment will be explored. Topics include legal principles, contract law, and intellectual property and its protection. Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.

BIOT 660 (2)  
[New Course]  
Scientific Communication in Industry  
Provides industry experience in commercial Research and Development under the guidance of faculty and direct supervision by a company manager. The student will establish/achieve goals, communicate work/project progress, acquire broad organization insight and demonstrate core competencies required for the degree. The experience will culminate in a written project document and an oral presentation to fellow students, faculty and company representatives on assigned work and project. Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.

BIOT 680 (5)  
[New Course]  
Internship / Semester in Residence / Project  
Provides industry experience in commercial Research and Development under the guidance of faculty and direct supervision by a company manager. The student will establish/achieve goals, communicate work/project progress, acquire broad organization insight and demonstrate core competencies required for the degree. The experience will culminate in a written project document and an oral presentation to fellow students, faculty and company representatives on assigned work and project. Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.

BIOT 690 (2)  
[New Course]  
Case Studies and Current Trends in Biotechnology  
A colloquium and study in the emerging developments in biotechnology. Explores new topics and methodologies in bioscience as determined by recent science presentations/publications and information networking. Advanced study examines cutting-edge science, new discoveries and next-generation technology applications in biotechnology. Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program.

BRS 400 (3)  
[Change in course description]  
Comparative Border and Regional Studies  
Provides an advanced comparative exploration and application of concepts, theories, and critical issues central to the study of contemporary conceptual and spatial borders. Course material will be comparative across multiple issues and world regions.

BRS 490 (3)  
[Change in prerequisite: BRS 300]  
Applied Methodologies for Border and Regional Studies

BUS 444 (4)  
[Change in enrollment restrictions: Enrollment restricted to students who have completed the lower-division pre-business core requirement (major status in Business Administration, i.e., attained business status). Foundations of Business courses, and designated core courses with grades of C (2.0) or better.]  
Strategic Management in Global Environments

BUS 492 (1)  
[Change in enrollment restrictions: Enrollment restricted to students who have completed the lower-division pre-business core requirement (major status in Business Administration, i.e., attained business status). Foundations of Business courses, and designated core courses with grades of C (2.0) or better.]  
Problem Assessment and Critical Thinking

BUS 493 (4)  
[Removed consent of instructor from the prerequisite]  
Problem Analysis and Implementation

CHEM 101 (3)  
[New Course]  
Preparatory Chemistry  
Prepares students for CHEM 105 or CHEM 150. Introduces students to fundamental chemical concepts and quantitative problem-solving skills in chemistry. Topics include atomic theory, chemical nomenclature, the periodic table, stoichiometry, atomic structure, and chemical bonding. Intended for students who have not successfully completed high school chemistry or other preparatory courses within the last five years, or those students who need additional preparation before taking CHEM 105 or CHEM 150.

CHEM 105 (4)  
[Change in course number (formerly CHEM 100), unit value, and course description]  
Organic Biochemistry for Life  
Covers the basic principles of general, organic and biochemistry as applied to the biochemistry, pathophysiology, pharmacology and nutrition of human body systems. Intended for students pursuing a degree in a variety of health-related areas such as nursing. Recommended: High school chemistry and/or CHEM 101. Prerequisites: Completion of the Entry Level Mathematics (ELM) requirement or consent of instructor. Co/requisite: CHEM 105L.
CHEM 105L (1)
[Change in course number (formerly CHEM 100L), unit value, and course description]
Organic Biochemistry for Life Laboratory
Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions, the properties of acids and bases and pH balance in the biochemistry of human body systems. Intended for students pursuing a degree in a healthrelated field. Prerequisite: Completion of the entry Level Mathematics (ELM) requirement or consent of instructor. Co/Prerequisite: CHEM 105.

CHEM 150 (4)
[Change in unit value and course description]
General Chemistry
Introduction to the basic qualitative models and principles in chemistry. The areas covered include: basic atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy, changes, chemical equilibria, acid-base and redox chemistry, stoichiometry, properties of gases, and chemical properties of the common elements. Intended for science majors. Three hours of lecture and one hour of discussion per week. Prerequisite: Completion of the Entry Level Mathematics (ELM) requirement. Recommended: High School Chemistry and/or CHEM 101. Co/Prerequisite: CHEM 150L.

CHEM 150L (1)
[New Course]
General Chemistry Lab
Introduction to some of the basic laboratory techniques used in chemistry. The experiments are designed to complement the material covered in CHEM 150. Three hours of laboratory per week. Co/Prerequisite: CHEM 150.

CHEM 201L (2)
[Change in prerequisites]
Organic Chemistry Laboratory
Enrollment Requirement: CHEM 150 and CHEM 150L with a minimum grade of C (2.0).

CHEM 250L (1)
[New Course]
Advanced General Chemistry Laboratory
A laboratory designed to support and illustrate chemical concepts studied in CHEM 250, as well as to introduce quantitative laboratory techniques and encourage analytical thinking. Corequisite: CHEM 250. Enrollment Requirement: CHEM 150 and CHEM 150L with a minimum grade of C (2.0).

CHEM 341 (3)
[New Course]
Introduction to Biochemistry
A one-semester introduction to the concepts and language of biochemistry. Includes a description of the biochemistry of proteins, lipids, carbohydrates and nucleic acids, and an overview of cellular metabolism. Intended for science majors, but not for chemistry, biochemistry and certain biological sciences majors (consult biological science department). May not be substituted for CHEM 351 and/or CHEM 352. Enrollment Requirement: CHEM 201 with a minimum grade of C (2.0).

CHEM 351 (3)
[Change in title and course description]
Biochemistry I
Thermodynamics of biological systems, properties of amino acids, protein structure, introduction to enzyme kinetics, inhibition and regulation, nomenclature and structure of carbohydrates and lipids, the structure of biological membranes and membrane transport, and the structure of nucleic acids. Together with CHEM 352, designed for students majoring in chemistry, biochemistry and certain concentrations in biological sciences. Enrollment Requirement: CHEM 202 with a minimum grade of C (2.0).

CHEM 352 (3)
[Change in title]
Biochemistry II

CHEM 390 (1-3)
[New Course]
Special Topics in Chemistry and Biochemistry
A survey course of selected topics in current literature in Chemistry and Biochemistry. Enrollment Requirement: CHEM 201 and 250.

CHEM 390L (1-3)
[New Course]
Special Topics in Chemistry and Biochemistry Laboratory
A survey course of selected laboratory topics in current literature in Chemistry and Biochemistry. Enrollment Requirement: CHEM 201 and 250.

CHEM 450 (3)
[New Course]
Protein Structure and Function
Fundamentals of protein structure including structural motifs, domains, and folding; methods of protein structure determination; structural bioinformatics; and an in-depth consideration of the structure-function relationship in representative proteins involved in important biological functions such as transport, enzyme catalysis, protein-nucleic acid interactions, signal transduction, immunity, and membrane channels and receptors. May not be taken for credit by students who have received credit for CHEM 491B. Prerequisite: CHEM 341 or 351 with a minimum grade of C (2.0).

CHEM 455 (3)
[New Course]
Enzymology
Focuses on enzyme kinetics, the mechanisms of enzyme catalysis, and enzymatic regulation. Includes a review of basic enzymatic concepts, enzyme kinetics of single substrate reactions, enzyme inhibition and multi-substrate enzyme systems, mechanisms of enzyme catalysis, active site studies, the description of specific well-characterized enzymes, and mechanisms of enzyme regulation. Prerequisites: CHEM 341 or 351 with a minimum grade of C (2.0).

CHEM 491 (3)
[Change in prerequisites: CHEM 341 or 351 with minimum grade of C (2.0)].
Selected Topics in Biochemistry
COMM 402 (3)  [New Course]
Rhetorical Criticism
Study of approaches to rhetorical inquiry that aid in the description, analysis, interpretation, and evaluation of human discourse in rhetorical situations. Applies various critical models to a chosen artifact. Enrollment restricted to students with junior or senior standing.

COMM 426 (3)  [New Course]
Dialogic Communication
An examination of communication theory and communicative practices such as listening, asking direct questions, presenting one’s ideas, arguing, and debating. Aim of study is to improve the quality of dialogues. Course uses case studies in a variety of settings among people with different social discourses and cultural experiences to model dialogic communication. Prerequisites: Junior or senior status and COMM 300 or 320 or 330.

COMM 456 (3)  [New Course]
Leadership and Social Change
Introduction to leadership theories and practices from a communication perspective, with a particular emphasis on effectiveness in different cultures and contexts. Development of personal leadership skills through self-awareness exercises, and hands-on practice in class and in service learning. Explores emotional intelligence, examines exemplary leaders from different cultural contexts, and considers ethical questions for leaders in a multicultural society. Credit may not be counted toward a Business major.

COMM 460 (3)  [New Course]
Visual Communication and Cultural Identity
Introduction to theories of visual communication, practices of seeing and looking, and approaches to critically analyzing objects of visual culture that come from art, popular culture, and mass media images. Explores how representations play important roles in cultural identity development. Focuses on the power of photography in intercultural communication and intercultural relations in constructing images of culture, nations, and identities.

COMM 485 (3)  [New Course]
Chicana/o Latina/os in Film and T.V.
Examines representatives of Chicana/os and Latina/os in film and television. Students learn about the development of Chicana/o cinema as a means to communicate counter narratives of Chicana/os’ and Latina/os’ social experiences. Classes explore the ways that language, images and symbols convey individual and group identity and social identity categories are examined using critical rhetorical, media, feminist approaches. Students will analyze films or television shows with the purpose of demonstrating persuasive elements, identities communicated, and/or ideologies professed. Enrollment restricted to students with junior or senior standing.

CS 435 (3)  [New Course]
Real-Time Concepts for Embedded Systems
Introduction to the high-level abstract modeling concepts and the lower-level fundamental programming aspects of real-time embedded systems development. The primary focus is in the design, development and validation of microprocessor-based real-time embedded systems. Course topics will include real-time operating system design, real-time scheduling theory, general-purpose microprocessors, common bus architectures, memory management, device driver development, interrupts, general purpose peripherals: such as timers and counters, I/O subsystems along with some embedded system design problems and engineering issues. Enrollment Requirement: CS 231. Prerequisite: CS 331.

CS 513 (3)  [Correction to course description]
Analysis 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; applications. May not be taken for credit by students who have received credit for CS 413. Enrollment Requirement: CS 270 or 370. Prerequisite for undergraduates and enrollment requirement for graduate students: CS 311.

CS 551 (3)  [Correction to Enrollment Requirement and Prerequisite]
Advanced Programming Languages
Prerequisites for undergraduates and enrollment requirement for graduate students: CS 351 and 421

CS 553 (3)  [Correction to Enrollment Requirement and Prerequisite]
Compilers
Prerequisites for undergraduates and enrollment requirement for graduate students: CS 351 and 421

CS 590 (3)  [New Course]
Introduction to Research and Publishing in Computer Science
Introduces research techniques and technical writing styles in Computer Science. Designed to help graduate students prepare for their CS 698 and CS 699 course in which independent research abilities and technical writing skills are required. By passing this course, the Graduate Writing Requirement is satisfied. May not be taken for credit by students who have received credit for CS 697D. Enrollment restricted to graduate students.

CS 613 (3)  [Correction to prerequisites: CS 421 and 513]
Advanced Computational Complexity

DNCE 301 (3)  [Added repeatability: May be repeated for a total of six (6) units.]
Contemporary Dance Technique II

DNCE 311 (3)  [New Course]
Movement Improvisation
Course develops essential skills for students as performers, dancers, actors, choreographers, and directors. Solo, ensemble, and contact improvisation structures emphasize an awareness of space, time, gesture, and narrative. Readings conceptualize the contemporary field of improvisation performance. Course culminates in public performance. May be repeated for a total of six (6) units. Two hours of lecture and two hours of studio work.
DNCE 498A (1), 498B (2), 498C (3)  
[New Course]  
Independent Study  
In-depth reading and research on a specific topic concerning dance or performance studies. The work culminates in a 10-20 page research paper under supervision by Dance faculty advisor. May be repeated for a total of nine (9) units of credit in any combination of units from DNCE 498A-C and 499A-C. Enrollment restricted to students who have obtained consent of instructor.

DNCE 499A (1), 499B (2), 499C (3)  
[New Course]  
Independent Performance Lab  
In-depth physical research to develop original work that culminates in a public performance. Under supervision of Dance faculty advisor, includes readings, writings, and documentation. May be repeated for a total of nine (9) units of credit in any combination of units from DNCE 498A-C and 499A-C. Enrollment restricted to students who have obtained consent of instructor.

ECON 328 (3)  
[New Course]  
Economics of Sports  
Using the tools and concepts from labor economics, public economy and industrial organization, this course examines professional and intercollegiate sports. Focus is primarily on four major sports: baseball, basketball, football and hockey. Some of the subjects explored include: organizational and competitive structure of sports leagues, franchise value and stadium finance, wage and price determination, antitrust and discrimination. May not be taken for credit by students who have received credit for ECON 481–1. Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.

ECON 481 (3)  
[Deleted courses listed as recommended preparation; Change in number of units applied toward the major: Students can apply up to twelve (12) units of different topics courses toward the major.]  
Topics in Economics

ECON 610 (2-4)  
[Course was deleted]

EDMI 522 (3)  
[Change in course description]  
Focuses on developing an understanding of theory, methodology, and assessment of English Language Arts and second language learning in self-contained or departmentalized settings. This course is aligned with California’s SB 2042 Standards.

EDMI 543 (3)  
[Change in course description]  
Middle Level Mathematics Education  
Focuses on developing an understanding of theory, methodology, and assessment of mathematics in self-contained or departmentalized settings. This course is aligned with California’s SB 2042 Standards.

EDMI 544 (3)  
[Change in course description]  
Middle Level Social Studies Education  
Focuses on developing an understanding of theory, methodology, and assessment of social studies in self-contained or departmentalized settings. This course is aligned with California’s SB 2042 Standards.

EDMI 545 (3)  
[Change in course description]  
Middle Level Science Education  
Focuses on developing an understanding of theory, methodology, and assessment of science in self-contained or departmentalized settings. This course is aligned with California’s SB 2042 Standards.

EDMS 511B (3)  
[Change to enrollment restrictions: Enrollment restricted to students in the ICP]

Elementary Teaching and Learning I

EDMS 512B (3)  
[Added restriction: Enrollment restricted to students in the ICP]

Elementary Teaching and Learning II

EDMS 521 (3)  
[Change to enrollment restrictions: Enrollment restricted to students in the ICP]

Elementary Literacy I

EDMS 521B (3)  
[Change to enrollment restrictions: Enrollment restricted to students in the ICP]

Elementary Literacy I
EDMS 560B (1)  
[New Course]  
Integrated Credential Program Practicum B  
Continued classroom experience to implement course concepts, tutor, and other school-based experiences in selected schools under supervision of classroom teacher and program coordinator. Requires travel to assigned school for eight (8) hours each week. Enrollment restricted to students in the ICP.  
Prerequisite: EDMS 560A.

EDMS 571B (6)  
[New Course]  
Beginning Elementary School Student Teaching  
Observation and teaching in selected schools under supervision of classroom teacher and University supervisor with a student teacher seminar.  
Enrollment restricted to students in the ICP.

EDMS 572B (6)  
[New Course]  
Advanced Elementary School Student Teaching  
Observation and teaching in selected schools under supervision of classroom teacher and University supervisor with a student teacher seminar.  
Enrollment restricted to students in the ICP.

EDMS 575B (1)  
[Added enrollment restriction: Enrollment restricted to students in the ICP]  
Integrated Program Capstone Seminar

EDSL 551 (3)  
[New Course]  
Language Development and Assessment for Practitioners  
Serves as a general introduction to the study of language acquisition and assessment. Principles of typical and atypical first and second language acquisition will be examined. Students will read and explore how theoretical viewpoints and evidence-based practice influences their approach to acquisition and assessment of typical and atypical language development. Students will gain “explicit” knowledge in language assessment and analysis techniques of natural speech.

EDSL 599 (3)  
[New Course]  
Independent Study in Communicative Sciences and Disorders  
Independent library study or research under the direction of a faculty member. Study plan must be approved by the fourth week of classes. May be repeated. Enrollment restricted to students who have obtained consent of instructor. Prerequisite: EDSL 350.

EDSS 547 (3)  
[Change in course number (formerly EDSS 547B); change in title; deleted prerequisite]  
Secondary World Languages Education

EDST 641 (3)  
[New Course]  
Designing Online Experiences for Teaching and Learning  
Prepares instructors to design online experiences using appropriate instructional media and assessment for effective web-based learning. May not be taken for credit by students who have received credit for EDST633E and 633-2.

EDUC 350B (3)  
[Added fieldwork hours; course intended for ICP students]  
Foundations of Teaching as a Profession  
Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classrooms settings. Course is intended for students who are considering applying to the Integrated Credential Program.

EDUC 364B (3)  
[Added: Course is intended for students who are considering applying to the Integrated Credential Program]  
The Role of Cultural Diversity in Schooling

EDUC 608 (3)  
[New Course]  
Essential Elements of Adult Learning Theory in Hybrid On-line Environments  
Prepares instructors to apply adult learning theory as they design lessons, plan content, and assess student outcomes. Introduces the student to theories of adult learning and motivation, use of evidence based assessment, and characteristics of effective instruction in hybrid or online learning environments. May not be taken for credit by students who have received credit for EDUC 592N and 592-1.

EDUC 609 (2)  
[New Course]  
Essential Elements of Adult Learning Theory  
Prepares instructors to design lessons, deliver content, and assess student outcomes for adult learners. Introduces students to theories of adult learning and motivation, use of evidence based assessment, and characteristics of effective instruction. May not be taken for credit by students who have received credit for EDUC 592N and 592-1.  
Corequisite: EDST 641.

EDUC 613 (3)  
[This course no longer has any prerequisites.]  
Reading and Writing Strategies for Monolingual and Bilingual Learners

ENTR 320 (4)  
[Course prefix change (Formerly MGMT 320)]  
Creativity, Innovation, and Entrepreneurship  
Explores the impact of creativity on innovation and entrepreneurship by encouraging students to look inward, explore outward, and uncover insights about their environment. Subjects include: barriers to creativity, creative problem solving, idea generation, opportunity identification, new product development, product/service innovation, concept formulation and refinement, and other elements of the entrepreneurial and intrapreneurial experience. By course end, students will have developed one marketable product or service from which a business plan could be developed. May not be taken for credit by students who have received credit for MGMT 484A or 484-1. Prerequisites: BUS 302 and (MKTG 302 or SSM 305 or MKTG 305).
**ENTR 420 (2)**  
**[New Course] New Venture Marketing**  
In a new venture, marketing activities are critical. The process of identifying potential consumers, researching consumers’ needs, creating products or services they want, developing an interactive communication process, and creating a process for getting those products to consumers are essential to success but must be performed with entrepreneurial constraints. With a limited staff and budget, creative and innovative techniques are used to achieve the same results as a specialized staff and a large budget in well established companies. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: ENTR 320 with a grade of C (2.0) or better.

**ENTR 421 (2)**  
**[New Course] New Venture Management**  
Explores the management challenges inherent in starting a new venture. Subjects will include a survey review of the following: 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. Designed around a hybrid instruction model including in-class discussion and outside-of-class experiential activities, field research, and WebCT discussions. In-class sessions will include rich discussion of short case studies and reading materials. The outside-of-class activities will be extensive and focused on the practical management challenges of entrepreneurship. WebCT will be used as the meeting place and reporting area for the outside of class activities. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: ENTR 320 with a grade of C (2.0) or better.

**ENTR 422 (2)**  
**[New Course] New Venture Finance**  
Survey course which helps students understand the various options to finance a new venture, both those with a domestic or international focus. It also explores the relationship between financing and incorporation and discusses risk exposure as well. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: ENTR 320 and FIN 302 or FIN 304 with a grade of C (2.0) or better.

**ENTR 423 (2)**  
**[New Course] Practicum in New Venture Creation (In the Trenches with Entrepreneurs)**  
Intended to provide an immersive, hands-on experience for aspiring entrepreneurs. Students will encounter and learn of the life of an entrepreneur through real-world stories and experiences of entrepreneurs discussing their business successes and failures. The focus will be on both serial entrepreneurs, as well as nascent entrepreneurs within their first three years of starting their new venture. Students will see and experience “entrepreneurship in action” by encouraging students to bridge theory and practice while working on a project of strategic importance for an existing entrepreneurial organization. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: ENTR 320 with a grade of C (2.0) or better.

**ENTR 430 (2)**  
**[New Course] New Venture Development**  
This is an integrative course for the Entrepreneurship track in Management and Marketing. Students work in teams to apply a broad range of skills acquired from the undergraduate business sequence by developing a business plan for a new venture of the team’s choosing. This includes: market, product, and competitive research; analysis of competitive advantage; market analysis; fund raising strategies; establishment of a management team; evaluation of risks and contingencies from inception through post-launch, advisory board utilization, and exit strategies. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: ENTR 320, 420, 421, 422, and 423 with a grade of C (2.0) or better.

**FIN 321 (4)**  
[Change in prerequisites: FIN 302 or 304 with a grade of C (2.0) or better.]  
**Investment Analysis**

**FIN 331 (4)**  
[Change in prerequisites: FIN 302 or 304 with a grade of C (2.0) or better.]  
**Financial Markets and Institutions**

**FIN 341 (4)**  
[Change in prerequisites: FIN 302 or 304 with a grade of C (2.0) or better.]  
**Multinational Financial Management**

**FIN 404 (2)**  
[Change in prerequisites: FIN 302 or 304 with a grade of C (2.0) or better.]  
**Advanced Corporate Finance**

**FIN 422 (2)**  
[Change in prerequisites: FIN 302 or 304 and 321 with a grade of C (2.0) or better.]  
**Advanced Investment Analysis**

**FMST 375 (3)**  
**[New Course] Family, Tradition and Gender in Chinese Films**  
A cultural study of Chinese social tradition, family value and gender configuration as well as their historical change as represented in the recent Chinese movies produced in Mainland China, Hong Kong and Taiwan. May not be taken for credit by students who have received credit for FMST 390A and 390-1.
FREN 415 (3)  
[New Course]  
Modern France in the Eyes of North African Immigrant Women Writers  
Exposes students to the literary works of North African immigrant women writers such as Faiza Guène, Nina Bouraoui, Yasmina Réza, Minna Sif and others. Students will be exposed to contemporary France through the oeuvres of these authors. Literary and sociocultural study of the French in North African descents and their oeuvres. Students will be introduced to Postcolonial theory. Conducted in French. Also offered as WLAN 415. Students may not receive credit for both.

FREN 450 (3)  
[New Course]  
The Art of Advertising: French and Francophone Culture  
Exposes students to today’s France and selected Francophone countries such as Switzerland, Tahiti, Northern Africa, Western Africa, and others through the study of French and Francophone advertisements. Conducted in French. Also offered as WLAN 450. Students may not receive credit for both.

GBM 351 (1)  
[Change in prerequisites: BUS 302 with a grade of C (2.0) or better.]  
Ethics of Management in Global Environments

GBM 425 (4)  
[Change in co/prerequisites: BUS 302 with a grade of C (2.0) or better.]  
International Business Management

GBM 426 (2)  
[Change in prerequisites: BUS 302, and MGMT 302 or MGMT 305 or SSM 304, and MKTG 302 or MKTG 305 or SSM 305 with grades of C (2.0) or better.]  
Leadership in a Global Context

GBM 430 (2)  
[Change in prerequisites: GBM 425 with a grade of C (2.0) or better.]  
Import and Export Operations

GBM 497 (5)  
[Change in prerequisites and title change: MGMT 461 and GBM 425 with grades of C (2.0) or better.]  
Foreign Business Experience

GBST 390 (3)  
[New Course]  
Topics in Global Studies  
Selected topics in Global Studies. May be repeated for credit as topics change for a total of nine (9) units. Students should check the Class Schedule for listing of actual topics.

GBST 400 (3)  
[New Course]  
Senior Seminar in Global Studies  
Capstone course for the Global Studies major in which students integrate previous work in the major and complete an original research project. Prerequisite: GBST 100. Enrollment Requirement: An approved research methods course. Enrollment restricted to Global Studies majors with senior status who have obtained consent of instructor.

GBST 495A (1) 495B (2) 495C (3) 495D (4) 495E (5) 495F (6)  
[New Course]  
Internship  
Program of study, research, and work in connection with a governmental institution, an inter-governmental organization, or a non-governmental organization concerned with global affairs. May be repeated for credit for a total of six (6) units. Enrollment restricted to students who have obtained consent of instructor.

GBST 498A (1) 498B (2) 498C (3)  
[New Course]  
Independent Study  
Individual study or special project under the direction of a faculty member in Global Studies. May be repeated for credit for a total of six (6) units. Enrollment restricted to Global Studies major or minor who have obtained consent of instructor.

GEL 101 (3)  
[Course not printed in catalog]  
The Student, The University, The Community  
Designed to equip students with the basic skills, concepts, and knowledge necessary to become a lifelong learner. Examination of current theory and research regarding the information age, health and wellness, career development, and psychological assessment. Practical application of the theory and research. Includes information literacy and technology skills, group and teamwork, and learning styles. May not be taken for credit by students who have received credit for GEL 110 or GEL 120. Enrollment restricted to students with Freshman standing.

HD 101 (3)  
[New Course]  
Introduction to Human Development Across the Lifespan  
Survey the concepts, theories, and research that make up lifespan development. Students will be introduced to concepts and applications in the four emphasis areas of the Human Development Program which include Counseling, Health, Children’s Services, and Adult/Gerontology. May not be taken for credit by students who have received credit for ID 170-1.

HD 300 (3)  
[Change in title and course description]  
Administration in Human Service Settings  
Theory and research in the effective management and administration of human service organizations. Subject matter includes ethics, confidentiality, funding and grant-writing, licensure, decision making and leadership, personnel management, public relations, and program evaluation.

HD 301 (3)  
[Change in course description]  
Theories of Human Development  
Survey of theories in human development (drawn primarily from psychology, sociology, biology and anthropology) with a focus on their application in understanding social problems and issues, and their use in the development and delivery of human services.
HD 361 (3)
[Change in course description; deleted consent of instructor.]
Introduction to Interpersonal, Interviewing, and Interaction Skills
Provides basic training in the interpersonal and communication skills integral to counseling-related careers. Includes a focus on ethics, confidentiality, intercultural and gender issues.

HD 490 (3)
[Change in course description; deleted consent of instructor]
Human Development in Perspective
A seminar intended for students in their final year of undergraduate study. Drawing from theories and knowledge gained from previous courses, this capstone course helps students to experience the application of such knowledge within allied health and human services fields. Enrollment Requirement: All lower-division requirements, nine (9) units of upper-division courses applied toward the major.

HD 495 (3)
[Change in course description and prerequisites]
Field Experience in Human Development
Supervised experience providing service in health and human services setting. Students will spend approximately eight (8) hours per week, for a minimum of 90 hours during the semester, in a child, adolescent and/or adult human services organization. Students will participate in service delivery, conduct observations, attend weekly class meetings, read related material and prepare written reports. May be repeated for a total of six (6) units, but no more than three (3) units of credit may be applied toward the major. Enrollment Requirement: All Human Development Preparation for the Major coursework. Students must have attended a pre-course orientation offered the prior semester.

HD 497 (4)
[Change in unit value and course description]
Applied Research in Human Development
Reviews the importance of theory, research objectives and various quantitative and qualitative methods. Students will be expected to participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study. Students will be involved in data collection, data coding, data analysis and manuscript preparation. Three hours of lecture and two hours of laboratory. Enrollment Requirement: PSYC 220 and PSYC 230.

HIST 310A (3)
[Change in course number (formerly HIST 310), title, and course description]
Ancient Rome 1: The Republic
An overview of the development of the social, political, and cultural institutions of ancient Roman civilization from the founding of Rome, through the creation of the Republic and overseas expansion, to the dictatorship of Julius Caesar and the collapse of the Republic. May not be taken for credit by students who have received credit for HIST 311.

HIST 310B (3)
[New Course]
Ancient Rome 2: The Empire
An overview of the development of the social, political, and cultural institutions of ancient Roman civilization from the creation of the Empire by Augustus, through the Pax Romana and the rise of Christianity, to the “decline and fall” of the West and the creation of the Byzantine Empire in the East. May not be taken for credit by students who have received credit for HIST 311.

ID 340B (3)
[Deleted corequisites: EDUC 350B and 364B. Change to enrollment restriction: Enrollment restricted to students in the ICP]
Diversity and Discrimination in the U.S.

ID 381 (3)
[Change to enrollment restriction: Enrollment restricted to students who have completed the Entry-Level Mathematics requirement and who are in the ICP]
Natural Science for Teachers
KINE 300 (3)
[Added recommended preparation: MATH 115 and/or PHYS 101]
Biomechanics of Human Movement

KINE 307 (3)
[Change in course number (formerly KINE 205), unit value, and description]
Techniques and Analysis of Team Court Sports
Instruction in individual and team skills and techniques utilized in team court sports, with a focus on basketball and badminton content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sport at the P-12 level. May not be taken for credit by students who have received credit for KINE 206. Enrollment restricted to Kinesiology majors.

KINE 308 (3)
Change in course number (formerly KINE 206), unit value, and description
Techniques and Analysis of Field Sports
Instruction in individual and team skills and techniques utilized in team field sports, with a focus on tag rugby and soccer content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sport at the P-12 level. May not be taken for credit by students who have received credit for KINE 300.

KINE 309 (3)
[Change in course number (formerly KINE 208), course title, unit value, and description]
Techniques and Analysis of Individual Sports, Adventure Based Learning, and Outdoor Education
Instruction in individual and team skills and techniques utilized in individual sports and activities, with a focus on track and field, adventure based learning, and outdoor education content knowledge. Knowledge and analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sport at the P-12 level. May not be taken for credit by students who have received credit for KINE 306. Enrollment restricted to Kinesiology majors.

KINE 316 (3)
[New Course]
Stress Management
Identifies the psychological, physiological, emotional and behavioral aspects of stress. The body's hormonal and neurological response in times of extreme emotion and the severe health consequences of these responses will be discussed. A variety of stress reduction techniques and biofeedback methods will be taught and practiced. May not be taken for credit by students who have received credit for KINE 390H.

KINE 400 (3)
[Change in course description]
Movement Theory and Practice of Elementary Physical Education for Children
Provides a comprehensive overview of physical education activities for elementary school children. Includes the study of child development, personality development, analysis and practice of fundamental skills, selection of activities, organizational materials, and the evaluation of teaching ability. Two hours of lecture and three hours of laboratory. Enrollment Requirement: KINE 202. Enrollment restricted to students with junior standing (>60 units). Prerequisite: KINE 304.

KINE 402 (3)
[Change in enrollment requirement and enrollment restriction; added recommended preparation; Enrollment Requirement: KINE 202. Enrollment restricted to students with junior standing (>60 units). Recommended Preparation: KINE 304 and senior standing (> 90 units).]
Applied Theory of Teaching Team, Individual, and Dual Sports

KINE 404 (3)
[New Course]
Introduction to Epidemiology
An introductory course in the basic study of the risk factors for disease in populations. Emphasis on understanding the methodology of public health research, and how evidence-based medicine is used to determine optimal treatment approaches in clinical practice. Provides instruction in both observational and structured methodologies often used in epidemiological research. Prerequisite: KINE 403.

KINE 405 (3)
[New Course]
Health and Drug Education
An examination of the philosophical, ethical and theoretical foundations of the professional practice of health and drug education in school, community, work site and hospital settings. Emphasis is on the importance of health behavior as a contributor to current public health problems, as well as the role of health education and health promotion in addressing these problems. Enrollment Requirement: KINE 202, PSYC 100.

KINE 407 (3)
[New Course]
Principles of Health Promotion and Education
Provides an overview of the breadth of programs and diversity of settings in the field of health education in health promotion. Explains the importance of health behavior as a contributor to current public health problems and the role of health education and health promotion programs in addressing them. Explores the concepts and skills required for carrying out effective health education programs in a variety of different settings, including school, community, health care,
ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

**KINE 495 (3)**  
*Correction to Course Description*  
**Internship in Kinesiology**  
Practical application of principles related to Kinesiology, as the student will intern at a site approved by the Department Chair. Resumes, cover letters, certifications, and interview techniques may also be covered. Graded Credit/No Credit. May be repeated once for credit. Enrollment restricted to students with Junior or Senior standing. Prerequisite: KINE 326 with a grade of C (2.0) or better.

**KINE 499A (1) 499B (2) 499C (3)**  
**KINE 499D (4) 499E (5) 499F (6)**  
*Correction to Course Description*  
**Independent Study in Kinesiology**  
Students participate in a faculty-driven and/or independent research projects in Kinesiology, culminating in a final Project submitted by the student after consulting with the Kinesiology Faculty member. May be repeated for a total of six (6) units towards the major. Enrollment restricted to students who have obtained consent of faculty advisor.

**LBST 361B (3)**  
*Change to enrollment restrictions: Enrollment restricted to students in the ICP.*  
**The Social Construction of Science**

**LING 300 (3)**  
*Change to enrollment requirement: LING 100. In exceptional circumstances, students may take LING 100 and 300 concurrently, with permission of instructor.*

**Introduction to Linguistics**

**LING 300B (3)**  
*Changes to enrollment requirement and enrollment restriction: Enrollment Requirement: LING 100. In exceptional circumstances, students may take LING 100 and 300B concurrently, with permission of instructor. Enrollment restricted to students in the ICP.*

**Introduction to Linguistics**

**LING 391 (3)**  
*Deleted prerequisites; added enrollment restriction; added recommended preparation: Enrollment restricted to students with Junior or Senior standing. Recommended preparation: LING 300 or 305 or GRMN 331 or SPAN 331.*

**Phonetics and Phonology**

**LTWR 211 (3)**  
*New Course*  
**Introduction to Women's Literature**  
Introduces students to literary works by women within changing socio-cultural contexts from the 18th to 21st centuries. Analyzes the role of gender and sexuality in creative works and literary criticism including questions of women's traditions, genre, and aesthetics. Explores a diverse range of historical writing by women in English; may include recent examples of works in translation from other literary contexts. Also offered as WMST 211. Students may not receive credit for both.

**LTWR 307 (3)**  
*New Course*  
**Writing Workshop in Argument and Analysis**  
Focused study of the elements of argumentation, such as audience, tone, style, structure, logic, claims, and evidence. Explores methods for analysis that help writers draw sound and insightful conclusions. Attention will be given to making appropriate rhetorical decisions in various writing contexts. Students will be asked to present their own writing in class and to respond both to published literature and to the writing of other students.

**LTWR 325 (3)**  
*Change in title and course description*  
**Creative Writing Workshop 1**  
This creative writing workshop in multiple genres will focus on student writing. Writing assignments on different literary techniques will be coupled with the readings of literature that highlights those techniques. Students will be asked to present their own writing in class and to respond both to published literature and the writing of other students.

**LTWR 415 (3)**  
*New Course*  
**Literary and Cinematic Representations of the Middle East and North Africa**  
Analyzes cultural and social representations of the Middle East and North Africa through fiction and film. Major topics such as cultural identity, religion, history, and society will be studied. Special emphasis will be on the historic and cultural interaction between the Middle East and the West.

**LTWR 425 (3)**  
*New Course*  
**Creative Writing Workshop 2**  
Creative writing workshop in multiple genres will help students develop their prior workshop experience and individual repertoires while expanding their range of literary knowledge. Writing assignments will be coupled with reading that highlights key technical elements of the literary arts. Students will be asked to present their own writing in class and to respond both to published literature and the writing of other students. May be repeated; up to six (6) units may be applied to graduation requirements, but only three (3) may be applied toward major requirements in Literature and Writing Studies. Prerequisite: LTWR 325.

**LTWR 602 (3)**  
*Change in repeat rule and enrollment restriction:* May be repeated for a total of twelve (12) units of credit. Only six (6) units may be counted toward the master's degree. Students who teach in GEW 101 or GEW 050 must register for LTWR 602 every time they teach. Enrollment Restriction: Students must be accepted into the LTWR Master's
program and obtain consent of instructor. Enrollment Requirement: Students must have passed the "GEW Teaching Exam."

Composition Theories and Practices I

MASS 424 (3)  [Deleted prerequisites]
Media Genres

MASS 432 (3)  [New Course]
Media Narrative
Explores narrative within traditional and modern media communications. Students examine narrative techniques used in newspaper and TV reportage, comic books, fiction film, reality television, web content, and computer gaming. Coursework develops critical ability to understand how various narratives can create hegemonic or alternative models of the world giving students the to express themselves powerfully in any media. May not be taken for credit by students who have received credit for COMM 480Q.

MASS 433 (3)  [New Course]
Screenwriting
Explores the theory and practice of feature-length screen/media writing and narrative, as commonly seen in fiction film and television, as well as in creative documentaries. Through theory and workshop course examines structure, archetypes, character, theme, plot, conflict, action, and dialogue. Students create scenes, outlines, and analysis of their own original feature-length stories. Recommended, but not required MASS 432. May not be taken for credit by students who have received credit for COMM 380L, MASS 405A, MASS 4304.

MASS 451 (3)  [New Course]
Media, Religion, Popular Culture
A study of the theoretical foundations and the process of constructing religiosity and spirituality on electronic media. Explores construction of religiosity in religious media. Examines construction of spirituality in secular media. Investigates the commodification of religiosity and spirituality in popular culture.

MASS 452 (3)  [New Course]
Ethical Challenges of the Mass Media
Examination of ethical standards and practices of the mass media. Focuses on the conduct as a future media practitioner and the impact students will have on others in particular and society in general. Includes development of ethical decision-making skills.

MASS 495 (3)  [Correction to course description]
Communication Internship
Provides students with opportunities to examine organizational, intercultural, mediated, and other modes of communication during routine work activities in private and public enterprises outside of the classroom setting. Students complement classroom and laboratory learning with that of the work world. Internships may be paid or unpaid. May be repeated for credit a total of six (6) units toward the COMM or MASS major in any combination from 495 and 499. Also offered as COMM 495, Students may not receive credit for both.
Corequisite: Internship placement. Enrollment restricted to students who have obtained consent of instructor. Enrollment Requirement: COMM 100. Prerequisite: 300 or 330 or 360 or 390 or MASS 302 or 303 or 304 or 306. Enrollment restricted to Communication or Mass Media majors with Junior or Senior status (more than 60 completed units) who have obtained consent of instructor.

MATH 270 (3)  [Added prerequisites]
Basic Discrete Mathematics
Exposure to fundamental discrete mathematical skills and knowledge: basic logic and reasoning, methods of proof, functions, relations, sets, basic counting techniques, graphs, trees, applications in computer science. Enrollment Requirement: MATH 160 with a grade of C (2.0) or better. Enrollment restricted to students who have completed the Entry-Level Mathematics (ELM) requirement.

MATH 311B (3)  [Changes to enrollment requirement and enrollment restriction: Enrollment Requirement: MATH 212 with a grade of C (2.0) or better. Enrollment restricted to students in the ICP.]
Mathematics for K-8 Teachers III: Algebra, Probability, Statistics, and Data Analysis

MATH 541 (3)  [New Course]
Structural Graph Theory
Material covered will be selected from a subset of the following subjects: trees and cycles; independence and matching; graph partitioning, packing and covering; tournaments; flows; algorithmic aspects; topological graph theory; facility location. Prerequisite for undergraduates and enrollment requirement for graduate students: MATH 350 or 370 or 472 or 474.

MGMT 315 (2)  [Change in prerequisites: MGMT 302 or MGMT 305 or SSM 304 with a grade of C (2.0) or better.]
Services Management

MGMT 320 (4)  [New Course]
Creativity, Innovation, and Entrepreneurship
Explores the impact of creativity on innovation and entrepreneurship by encouraging students to look inward, explore outward, and uncover insights about their environment. Subjects include: barriers to creativity, creative problem solving, idea generation, opportunity identification, new product development, product/service innovation, concept formulation and refinement, and other elements of the entrepreneurship and enterprising experience. By course end, students will have developed one marketable product or service from which a business plan could be developed. May not be taken for credit by students who have received credit for MGMT 484A or 484-1.
Enrollment Requirement: Lower-division pre-business core. Prerequisites: BUS 302 and (MGMT 302 or SSM 305 or MKTG 305) and (MGMT 302 or SSM 304 or MGMT 305).
MTG 415 (4)  
[Change in prerequisites: MGMT 302 or MGMT 305 or SSM 304 with a grade of C (2.0) or better.]

Human Resource Management

MTG 420 (4)  
[New Course]

Personnel Selection and Appraisal
An advanced human resource management course that provides an overview of the process for employee selection and appraisal. Topics include job analysis, test validity/reliability, legal issues and a variety of selection techniques (e.g., recruiting applications, interview, mental ability/personality tests). Employee appraisal issues include norm-based and absolute appraisal politics and rater motivation. May not be taken for credit by students who have received credit for MGMT 484B and 484-2. Co/Prerequisite: MGMT 415.

MTG 432 (2)  
[Change in prerequisites: BUS 302 with a grade of C (2.0) or better.]

In The Executive's Chair

MTG 445 (2)  
[Change in prerequisites: MGMT 302 or MGMT 305 or SSM 304 with a grade of C (2.0) or better.]

Career Development

MTG 452 (4)  
[Change in prerequisites: MGMT 302 or MGMT 305 or SSM 304 with a grade of C (2.0) or better.]

Leadership in Organizations

MTG 461 (4)  
[Change in prerequisites: MGMT 302 or MGMT 305 or SSM 304 with a grade of C (2.0) or better.]

Management in Different Cultures

MTG 465 (4)  
[Change in prerequisites: MGMT 302 or MGMT 305 or SSM 304 with a grade of C (2.0) or better.]

Developing Management Skills

MIS 411 (4)  
[Change in prerequisites: MIS 302 or MIS 304 or HTM 304 with a grade of C (2.0) or better; students who have instead taken ACCT 308 may register with consent of the instructor.]

Database Management Systems

MIS 420 (4)  
[Change in prerequisites: MIS 302 or MIS 304 or OM 302 or HTM 304 or HTM 302, and OM 428 or HTM 428 with grades of C (2.0) or better.]

Supply Chain Information Management

MIS 425 (4)  
[Change in prerequisites: MIS 302 or MIS 304 or HTM 304 with a grade of C (2.0) or better; students who have instead taken ACCT 308 may register with consent of the instructor.]

Systems Analysis and Design

MIS 426 (4)  
[Change in prerequisites: MIS 302 or MIS 304 or HTM 304 with a grade of C (2.0) or better; students who have instead taken ACCT 308 may register with consent of the instructor.]

Telecommunications for Management

MIS 427 (4)  
[Change in prerequisites: MIS 302 or MIS 304 or HTM 304 with a grade of C (2.0) or better.]

Wireless Communications for Business

MIS 430 (4)  
[Change in prerequisites: MIS 302 or MIS 304 or HTM 304 with a grade of C (2.0) or better.]

Internet Applications in Business

MIS 435 (4)  
[Change in prerequisites: MIS 302 or MIS 304 or HTM 304 with a grade of C (2.0) or better.]

Electronic Commerce: Applications and Strategies

MKTG 315 (2)  
[Change in prerequisites: MKTG 302 or MKTG 305 or SSM 305 with a grade of C (2.0) or better.]

Services Marketing

MKTG 340 (2)  
[New Course]

Personal Selling and Business Development
Communicating with potential and current customers is essential for an organization’s success. Traditional sales processes are only part of the process; sales positions are a company’s front line contact with consumers. Students will learn, practice, and develop the skills necessary for successful sales activities in today’s changing marketplace. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MKTG 302 or MKTG 305 or SSM 305 with a grade of C (2.0) or better.

MKTG 433 (4)  
[Change in prerequisites: BUS 302, and either MKTG 302 or MKTG 305 or SSM 305 with a grade of C (2.0) or better.]

Marketing Communication

MKTG 442 (4)  
[Change in title and course description]

Marketing Research
Examines marketing research, the systematic and objective process of planning, gathering, analyzing, and reporting information to improve marketing decisions. Marketing research is an important business activity because it links customers to the organization through information-information used to clarify market opportunities, formulate marketing actions, and monitor marketing performance. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: BUS 302 and BUS 304, and either MKTG 302 or MKTG 305 or SSM 305 with grades of C (2.0) or better.]
MKTG 445 (4)
[New Course]
Consumer Behavior
The course integrates psychological, sociological, and other perspectives on the study of consumption. It examines research and theory from the social sciences that are relevant to understanding consumer behavior and, consequently, useful for developing and evaluating marketing strategies that influence consumer behavior. May not be taken for credit by students who have received credit for MKTG 484-1. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MKTG 302 or MKTG 305 or SSM 305 with a grade of C (2.0) or better.

MKTG 446 (2)
[Change in prerequisites: BUS 302, and either MKTG 302 or MKTG 305 or SSM 305 with grades of C (2.0) or better.]
Sales Management

MKTG 448 (4)
[Change in prerequisites: BUS 302, and either MKTG 302 or MKTG 305 or SSM 305 with grades of C (2.0) or better.]
Global and Cross Cultural Marketing

MKTG 449 (4)
[Change in prerequisites: BUS 304, and either MIS 302 or MIS 304 or HTM 304 and either MKTG 302 or MKTG 305 or SSM 305 with grades of C (2.0) or better.]
Database Marketing

MKTG 450 (4)
[Change in prerequisites: BUS 302, and either MGMT 302 or MGMT 305 or SSM 304, and either MGMT 302 or MKTG 305 or SSM 305 with grades of C (2.0) or better.]
Consumer Demand and Channel Collaboration

MKTG 451 (4)
[Change in prerequisites: BUS 302, and either MGMT 302 or MGMT 305 or SSM 304, and either MGMT 302 or MKTG 305 or SSM 305 with grades of C (2.0) or better.]
Category Management

MKTG 452 (2)
[New Course]
Sports Marketing
Introduces students to the unique characteristics of the sports product and also examine marketing mix strategies as they relate to the sport industry. Examines how any organization can use sports to achieve its marketing objectives by addressing topics like sponsorship, licensing, and stadium naming rights. May not be taken for credit by students who have received credit for MKTG 482-1. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration – i.e. attained business status). Prerequisites: MKTG 302 or MKTG 305 or SSM 305 with a grade of C (2.0) or better.

NURS 496 (1-6)
[Change in unit value]
Topics in Nursing

NURS 499 (1-3)
[Correction to unit value added repeat rule: May be repeated for a total of nine (9) units.]
Independent Study in Nursing

NURS 500 (3)
[New Course]
Theoretical Bases of Nursing Research and Evidence Based Practice
Exploration of the interface of theory, research and clinical practice. Middle range theories from nursing and other disciplines are examined for their potential use as a foundation for research and clinical practice in advanced nursing. Theory construction through the use of concept analysis techniques and basics of the research process is explored.

NURS 502 (3)
[New Course]
Advanced Health Assessment and Health Promotion
Examination of the theory and practice of advanced health assessment and health promotion, and application to the advanced nursing role. An emphasis on the analysis and synthesis of subjective and objective data to diagnose health problems and develop management plans is made. Theoretical foundations of health promotion, illness prevention, and maintenance of function across the life span are explored. 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 or 503B must be taken concurrently.

NURS 503A (3)
[New Course]
Advanced Health Assessment and Health Promotion Field Study
Application of advanced health assessment techniques and health promotion theory in the acute care, primary care or community setting. The student will be assigned an advanced practice nurse preceptor and complete health assessment and physical examinations on clients in the clinical setting. In addition, students will design and implement a health promotion project. The minimum requirement for this practicum is 90 hours. Enrollment Requirement: NURS 502 must be taken concurrently.

NURS 503B (1)
[New Course]
Advanced Health Assessment and Health Promotion Field Study Extension Course for the Clinical Nurse Specialist
Designed as an extension of NURS 503A for the additional practicum hours required for the Clinical Nurse Specialist concentration. Application of advanced health assessment techniques and health promotion theory in the acute care, primary care or community setting is continued. The student will be assigned an advanced practice nurse preceptor and complete health assessment and physical examinations on clients in the clinical setting. In addition, students will design and implement a health promotion project. The minimum requirement for this practicum is 35 hours. Enrollment Requirement: NURS 502 must be taken concurrently.

NURS 504 (3)
[New Course]
Advanced Pathophysiology
Exploration of the application of advanced knowledge of complex physiological functions and pathophysiological processes related to the care of individuals with altered health states across the life span. Alterations in function and adaptive, integrative and regulatory mechanisms at the molecular, cellular,
organ and system levels are studied. The primary focus is to provide a foundation for clinical decision-making and management of health problems across the lifespan.

NURS 506 (3) [New Course]
Advanced Pharmacology
Examination of the theoretical basis for pharmacological treatment of common chronic health problems. Selected classifications of drugs with emphasis on the principles of pharmacokinetics, the pathophysiological basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education on medication therapy, and issues of adherence are explored.

NURS 508 (3) [New Course]
Health Care Policy
Exploration of the characteristics of the current health care environment as it pertains to policy development, health planning, and economic management at the global, national, state and local levels. Multidisciplinary decisions regarding equitable distribution of existing sources, policy development, program evaluation, and client/patient outcomes are examined. Students are introduced to the Agency for Health Care Policy and Research Quality and Safety Education for Nurses.

NURS 510 (3) [New Course]
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 or graduate thesis and form a thesis or project committee as assignments in this course.

NURS 520 (3) [New Course]
Advanced Concepts of Pediatric Nursing Care
Examination of advanced and complex physical, emotional, behavioral, and developmental changes of infants, children and adolescents from various cultural/ethnic groups. Bioethical, cultural, social and behavioral concepts and theories are examined. Clinical phenomenon from case studies are analyzed for their affect on pediatric patients of various ages.

NURS 530 (3) [New Course]
The Clinical Nurse Specialist Role and Advanced Practice Nursing
Introduces competencies and other foundational concepts of advanced practice nursing including 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 evaluation are explored.

NURS 532A (3) [New Course]
Advanced Practice Management of the Chronically Ill Client in the Acute Care Setting
Advanced study of the management of chronically ill patients by advanced practice nurses in a variety of acute care settings. The CNS assumes responsibility and accountability for health promotion, assessment, diagnosis and management of 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. Theory, research and best evidenced based practices are identified in the care of individuals, families and populations with the multidisciplinary team to provide quality, cost-effective care. Enrollment Requirement: NURS 533B must be taken concurrently.

NURS 532B (3) [New Course]
Advanced Practice Management of the Chronically Ill Client with Complex Mental Health Needs in the Acute Care Setting
Advanced study of the management of chronically ill patients with complex mental health needs and psychiatric disorders by advanced practice nurses in a variety of acute care settings. Health promotion, assessment, diagnosis and management of client problems including prescription of pharmacological agents within a specialty area of clinical practice are examined. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. Theory, research and best evidenced based practices are identified in the care of individuals, families and populations with the multidisciplinary team to provide quality, cost-effective care. Enrollment Requirement: NURS 533B must be taken concurrently.

NURS 533A (3) [New Course]
Advanced Field Study: Management of the Chronically Ill Client in the Acute Care Setting
The clinical practicum allows for immersion in 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 chronically ill 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 125 hours. Enrollment Requirement: NURS 532A must be taken concurrently.

NURS 533B (3) [New Course]
Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health Needs in the Acute Care Setting
The clinical practicum allows for immersion in the CNS in the role of the advanced practice nurse in the acute care setting. Using the foundations of theory, research and other evidence and the tools for case management, students will manage chronically ill 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 125 hours. Enrollment Requirement: NURS 532B must be taken concurrently.

NURS 534A (3) [New Course]  
Advanced Practice Management of the Chronically Ill Client in the Community/Home Setting  
Application of advanced practice concepts in caring for chronically ill clients in primary and specialty clinics, public health, home health and hospice agencies. Emphasis is on assessment, diagnosis, management of care, and health promotion. The CNS uses theory and research on community health nursing and health promotion to manage the care of individuals, families and aggregates, and leads the multidisciplinary team to provide quality, cost-effective care in the community. Enrollment Requirement: NURS 535A must be taken concurrently.  

NURS 534B (3) [New Course]  
Advanced Practice Management of the Chronically Ill Client with Complex Mental Health Needs in the Community/Home Setting  
Application of advanced practice concepts in caring for chronically ill clients with complex mental health needs and psychiatric disorders in primary and specialty clinics, schools, faith communities and public health, home health and hospice agencies. Emphasis is on assessment, diagnosis, management of care, and health promotion. Theory and research in community health nursing and health promotion are identified to manage the care of individuals, families and aggregates, in collaboration with the multidisciplinary team to provide quality, cost-effective care in the community. The minimum requirement for this practicum is 125 hours. Enrollment Requirement: NURS 535B must be taken concurrently.  

NURS 535A (3) [New Course]  
Advanced Field Study: Management of the Chronically Ill Client in the Community/Home Setting  
The clinical practicum allows for immersion in 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 chronically ill 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 125 hours. Enrollment Requirement: NURS 535A must be taken concurrently.  

NURS 535B (3) [New Course]  
Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health Needs in the Community/Home Setting  
The clinical practicum allows for immersion into the role of the CNS in the community setting. Using the foundations of theory, research and other evidence and the tools for case management, students will manage chronically ill patients with complex mental health needs and psychiatric disorders. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 125 hours. Enrollment Requirement: NURS 535B must be taken concurrently.  

NURS 539 (3) [New Course]  
Advanced Practice Externship  
Designed for the Clinical Nurse Specialist 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 CNS role will be performed. Students will complete 125 clinical hours.  

NURS 540 (3) [New Course]  
Advanced Concepts of Adult Health Nursing Care  
Examination of advanced and complex physical, emotional, spiritual, and developmental changes of young, middle and older adults from various cultural/ethnic groups. Bioethical, cultural, spiritual and socio-economic issues are examined. Clinical phenomenon from case studies are analyzed for their affect on adults of various ages.  

NURS 550 (3) [New Course]  
The Clinical Nurse Leader Role and Healthcare Systems Leadership  
Introduction to the Clinical Nurse Leader role and examination of the core knowledge and competencies for practice in this position. Healthcare systems leadership is transformative, with the CNL adding value to the organization by using evidence-based practices to achieve better outcomes, fiscal strategies to reduce costs, and educational strategies to foster learning in other health professionals.  

NURS 552 (3) [New Course]  
Quality Improvement, Evaluation and Accreditation in Nursing Organizations  
Explores the historical evolution of quality initiatives in health care and the emergence of the patient safety movement to prevent errors within the system of care delivery. Provides a focus on quality assessment and improvement, organizational performance, and outcomes evaluation. An in depth familiarization with the Agency for Health Care Policy and Research quality and safety indicators, Quality and Safety Education of Nurses (QSEN) and Quality of Care Measures (Q-SPAN) is expected. Standards for accreditation of nursing service organizations are examined.
NURS 554 (3)  
[New Course]  
Resource Management, Finances and Technology in the Health Care  
Overview of health care finance and management of human, financial and community resources to ensure quality, cost-effective outcomes of nursing care. Special circumstances of clients and their families are considered to promote optimum use of available resources. Examines use of knowledge of information systems and technology to improve healthcare outcomes at the point of care.

NURS 556 (3)  
[New Course]  
Clinical Nurse Leader Patient Management in the Acute Care Setting  
Advanced study of the management of patients in a variety of acute care settings. The CNL designs, coordinates, integrates and evaluates care of clients and their families at the unit level. Includes a focus on application of evidence-based practice, collection and evaluation of outcomes, assessment of population risk, interdisciplinary collaboration, client advocacy, client and staff education, direct provision of complex care and application of cost-effective care principles in acute care of clients. Enrollment Requirement: NURS 557 must be taken concurrently.

NURS 557 (3)  
[New Course]  
Advanced Field Study: Clinical Nurse Leader Patient Management in the Acute Care Setting  
The clinical practicum allows for immersion in the CNL role in the acute care setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum requirement for this practicum is 90 hours. Enrollment Requirement: NURS 558 must be taken concurrently.

NURS 558 (3)  
[New Course]  
Clinical Nurse Leader Management of Complex Patients  
Continuation of advanced study of the management of patients in the acute care arena. The CNL uses evidence-based practice, quality research and clinical outcome data to provide comprehensive care to patients. Leadership and management, collaboration and knowledge of financial and resource utilization are key components of the role. Clinical expertise is required for care of complex patients and development of the multidisciplinary team. Enrollment Requirement: NURS 559 must be taken concurrently.

NURS 559 (3)  
[New Course]  
Advanced Field Study: Clinical Nurse Leadership Management of Complex Patients in the Acute Care Setting  
The clinical practicum allows for continuation of the clinical experience in the CNL role in the acute care setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum requirement for this practicum is 90 hours. Enrollment Requirement: NURS 558 must be taken concurrently.

NURS 560 (3)  
[New Course]  
Advanced Concepts of Gerontology Nursing Care  
Focuses on the aging population including theories and research on aging, ethnicity, adjustments and common aging changes. Strategies to promote wellness and self-care are discussed. Pathologies common to the elderly and nursing interventions are examined. Erotological care issues are explored.

NURS 570 (3)  
[New Course]  
Curriculum Development for Nursing Education  
Analysis and evaluation of theories and research pertaining to curriculum development. Students will have the opportunity to develop curriculum using current nursing and education theory and research designed to meet the needs of diverse learners in collegiate and staff development settings. Enrollment Requirement: NURS 571 must be taken concurrently.

NURS 571 (2)  
[New Course]  
Advanced Field Study: Staff Development/Education  
Practicum designed to provide experience in staff development, orientation and continuing education in a clinical agency. Mandatory education requirements, evaluation of staff competencies and staff training records and applications for continuing education are examined. The student will be assigned a preceptor who works in a staff development/education department. The minimum requirement for this practicum is 90 hours. Enrollment Requirement: NURS 570 must be taken concurrently.

NURS 572 (2)  
[New Course]  
Clinical Evaluation and Simulation in Nursing Education  
Examination of the use of the skills laboratory, clinical agency, and clinical simulation for educating and evaluating nursing skills. Content will focus on theory and research related to evaluating nursing skills and using simulation as a clinical activity in nursing education. Students will develop a simulation scenario and become familiar with the use of medium and high fidelity manikins. Includes an exploration of tools for clinical evaluation including skills performance checklists, skills clustering and simulation scenarios. Enrollment Requirement: NURS 573 must be taken concurrently.

NURS 573 (2)  
[New Course]  
Advanced Field Study: Student Teaching  
Practicum designed to provide a practice teaching experience in a program of nursing in a community college or baccalaureate setting. The student will be assigned to a preceptor who is a faculty member in a nursing program teaching didactic and clinical nursing consistent with the student’s area of clinical expertise. The minimum requirement is 90 hours of practice teaching. Enrollment Requirement: NURS 572 must be taken concurrently.
NURS 580 (3)  
[New Course]  
Advanced Concepts in Psychiatric Mental Health Nursing Care  
Examination of theories and treatment modalities for individuals, groups and families with complex psychiatric-mental health needs and disorders. Emphasis is on the development of advanced mental health nursing competencies in the therapeutic use of self, psychiatric interviewing process, differential diagnosis and therapeutic interventions. Clinical phenomenon in case studies are analyzed regarding the role of culture/ethnicity, spirituality, gender, and socioeconomic status as factors influencing mental health.

NURS 598A (1), B (2), C (3)  
[New Course]  
Directed Graduate Project  
Refinement of a project proposal and completion of graduate project. Ideas for projects include the design, implementation and evaluation of an evidenced-based innovation, completion of a grant proposal or evaluation of a product or procedure. Other ideas may be presented to the faculty for approval. Students may take 1, 2 or 3 project units at a time. May be repeated for a total of three (3) units. Prerequisites: NURS 510 and advancement to candidacy.

NURS 599A (1), B (2), C (3)  
[New Course]  
Graduate Thesis  
Refinement of a proposal and completion of a graduate thesis using either quantitative or qualitative research methods. Students may take 1, 2 or 3 thesis units at a time. May be repeated for a total of three (3) units. Prerequisites: NURS 510 and advancement to candidacy.

OM 302 (2)  
[Change in prerequisite: BUS 304 with a grade of C (2.0) or better.]  
Foundations of Operations Management

OM 305 (4)  
[Change in prerequisite: BUS 304 with a grade of C (2.0) or better.]  
Operations Management

OM 406 (4)  
Decision Models: A Computer Integrated Approach  
[Change in prerequisite: BUS 304 with a grade of C (2.0) or better.]  

OM 428 (4)  
[Change in prerequisite: OM 302 or OM 305 or HTM 302 or HTM 305 with a grade of C (2.0) or better.]  
Supply Chain Management

OM 435 (2)  
[Change in prerequisite: OM 302 or OM 305 or HTM 302 or HTM 305 with a grade of C (2.0) or better.]  
Project Management

OM 440 (4)  
[Change in prerequisite: BUS 304 with a grade of C (2.0) or better.]  
Pricing and Revenue Management

OM 441 (4)  
[Change in prerequisite: OM 305 or HTM 305 and OM 428 or HTM 428 with grades of C (2.0) or better.]  
Business Logistics Management

OM 442 (2)  
[Change in prerequisite: OM 305 or HTM 305 and OM 428 or HTM 428 with grades of C (2.0) or better.]  
Procurement and Supplier Management

PSCI 368 (3)  
[New Course]  
Model United Nations  
Examines the history, principles, institutional organization and functions of the United Nations. Theories of multilateral negotiation and norms of diplomatic engagement will be reviewed. In addition, this course provides the medium to simulate the activities of the U.N. General Assembly. Each student will represent a country, and is responsible to pursue and protect the interests of that country in interaction with other participants. May not be taken for credit by students who have received credit for PSCI 390G.

PSCI 461 (3)  
[This course no longer has any prerequisites.]  
International Conflict, War, and Peace

PSCI 493 (3)  
[Change in course description and prerequisites]  
Senior Seminar in Political Science (Supervision Setting)  
Capstone course-offered in an individual, supervision-course setting—for political science students which integrates previous work in the major. Students write a series of thought papers, and complete a research project and senior portfolio. This course or PSCI 494 is required for all political sciences majors and must be taken in the last semester of the major. Prerequisites: PSCI 301, 331, 350 and 370 with a minimum grade of C (2.0). Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor.

PSCI 494 (3)  
[Change in course description and prerequisites]  
Senior Seminar in Political Science  
This course or PSCI 493 is required for all political Science majors and must be taken in the last semester of the major. This is the “capstone” course for political science in which majors integrate previous work in political science, write a series of thought papers, and complete a research project and senior portfolio. Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor. Prerequisites: PSCI 301, 331, 350, and 370 with a minimum grade of C (2.0).
ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

**PSYC 328 (3)**  
[New Course]  
**Developmental Psychopathology**  
Causes and effects of various psychological disorders of childhood and adolescence are examined from an integrative perspective that addresses biological, genetic, family, social, and cultural influences as well as individual processes including cognition, emotion, attachment, moral development, gender, and sexuality. Diagnoses, treatments, and interventions are covered as well as comorbidities and developmental norms. **Enrollment Requirement:** PSYC 100 and 210 or PSYC 100 and 330 and 348.

**PSYC 343 (3)**  
[New Course]  
**Psychology of Work and the Family**  
Focuses on the impact of parental employment on the physical, cognitive, and socioeconomic development of children and adolescents. Subjects will include parental labor force participation, work/family conflict and balance, effects of employment and daycare, and cross-cultural, ethnic, and social class differences. Additionally, the course will address “family friendly organizations” and how businesses are responding to work-family issues.  
**Enrollment Requirement:** Restricted to students who have completed Lower-Division General Education Area D.

**SOC 461 (4)**  
[New Course]  
**Black/African Roots of Latino Identities**  
Global and Critical Race Studies perspectives direct this examination of Latino identities highlighting Black, or Afro-descendant identities in the Americas. Case studies trace the dynamic development of identity among Afro-descendant peoples with emphasis on South and Central America, Mexico and the Caribbean, concluding with an examination of the United States.

**SOC 489 (2-4)**  
[Deleted prerequisite and consent for enrollment]  
**Topics in Critical Race Studies**

**SOC 495 (4)**  
[Change in prerequisites: SOC 320 or 325 and either SOC 311 or 313 or 315.]  
**Capstone Seminar in Community Service**

**SOC 670 (4)**  
[Correction to title]  
**Thesis Proposal Preparation**

**SPAN 102 (4)**  
[Added Enrollment Requirement: Two years of high school Spanish with one year of high school Spanish taken and passed within the last two years, or completion of SPAN 101 with a grade of C (2.0) or better.]  
**Beginning Spanish II**

**SPAN 201 (3)**  
[Added Enrollment Requirement: Two years of high school Spanish taken and passed within the last two years, or completion of SPAN 102 with a grade of C (2.0) or better.]  
**Intermediate Spanish II**

**SPAN 698A (1) 698B (2) 698C (3) 698D (4)**  
[Added repeatability; change in prerequisites; May be repeated, but no more than four (4) units may be counted toward the major. Prerequisites: SOC 501, 515, 610, 620, 630.]  
**Independent Research**

**TA 105 (3)**  
[New Course]  
**Intro to Technical Theatre**  
A general survey of technical theatre including stagecraft, lighting, sound design, costuming, make-up, production organization, business management, and promotion. Course will include practical skills in all areas. **This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.**

**TA 115 (3)**  
[New Course]  
**Beginning Acting I**  
In a workshop environment, the student will learn the basic tools and terminology of acting. The student will apply their knowledge and experience to the performance of short scenes. **This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.**

**TA 116 (3)**  
[New Course]  
**Beginning Acting II**  
Designed to improve the actor’s skill for performing scenes and monologues with truth and power. Actors in this class will continue to develop their vocal and physical technique. **This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.**

**TA 124 (3)**  
[New Course]  
**History of Theatre: Ancient Greece Through the 17th Century**  
A survey of the influence of different cultures, traditions, and technologies on the development of the theatre as a social institution from ancient Greece through the 17th Century. **This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.**

**TA 125 (3)**  
[New Course]  
**History of the Theatre: 18th Century to the Present**  
A survey of the influence of different cultures, traditions, and technologies on the development of the theatre as a social institution from the 18th Century to the present. **This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.**
TA 201 (3)  
[New Course]  
Intensive Actor Training  
The application of rigorous actor training techniques to develop the actor's ability to create compelling performances. The coursework will integrate physical vocal and imagination training with psychological work, text analysis and ensemble training. This course is not currently offered at Cal State San Marcos. It is listed only for transfer credit and course equivalency purposes.

TA 300 (3)  
[Change in title and course description]  
Theatrical Social Change  
Designed to demonstrate how theatre can be used to address social issues as it explores the role that theatre has played in the history of world theatre. The class will use real-life controversy as one relevant to this community as a base. Students will do substantial research on a chosen topic/issue and then use that information to write and perform a play. Two hours lecture and two hours laboratory.

TA 301 (3)  
[Change in title]  
Introduction to Acting  

TA 310 (3)  
[New Course]  
Acting Technique  
Introduces a range of rehearsal techniques that help the actor approach onstage events with imagination and a rich emotional life. Focuses on beginning scene study with an emphasis on exploring action/objective and the given circumstances of a selected text. Also focuses on self-awareness by freeing the actor's body, breaking down inhibitions, cultivating the imagination, and honing skills in listening and improvisation. May not be taken for credit by students who have received credit for VPA 380-5. May be repeated; a total of nine (9) units may count toward graduation requirements. This course meets for six hours of activity each week. Prerequisite: TA 301.

TA 311 (3)  
[New Course]  
Acting Ensemble  
Focuses on building an ensemble with particular emphasis upon the analysis of text. Students will explore and analyze the script and its author and will present a scene publicly at the end of the semester. Uses the methods of Michael Chekhov to teach how to examine a play and analyze a character within the context of the larger performance ensemble. Culinates in a public performance. Ensemble segments may include Chicano theatre, feminist theatre, and African American theatre. May be repeated; a total of nine (9) units may count toward graduation requirements. This course meets for six hours of activity each week.

TA 402 (2)  
[New Course]  
Acting Studio  
A process-oriented class designed to offer students a wide variety of voice/mind/body awareness techniques that facilitate relaxation and kinesthetic intelligence. These topics will be applied to the creation of original performance work and to contemporary play texts in order to explore the ways in which the emotional content of the written word and the movement expression of that text are informed by a fully engaged body. May be repeated; a total of six (6) units may count toward graduation requirements. This course meets for one hour lecture and two hours activity each week. Enrollment Requirement: TA 310 or TA 311. Prerequisite: TA 301.

VPA 302 (3)  
[Change in enrollment restriction: Enrollment restricted to VPA majors.]  
The Process of Multidisciplinary Art  

VSAR 315 (3)  
[New Course]  
Artists Books  
This hands-on studio course investigates the history of artists’ books and radical new uses of the book format. Students explore the intersection of writing, art, photography, new media, and the recent wave of publishing made possible by digital technologies and online printing. Students will be encouraged to experiment with multimedia approaches often employed in contemporary artists books. May not be taken for credit by students who have received credit for VPA 380J and VPA 380-7. May be repeated for a total of six (6) units. Prerequisite: VSAR 302.

WLAN 115 (3)  
[Correction to title printed in Catalog]  
Introduction to Literatures of the World in Translation: Beginnings to 1600  

WLAN 415 (3)  
[New Course]  
Modern France in the Eyes of North African Immigrant Women Writers  
Exposes students to the literary works of North African immigrant women writers such as Faiza Guène, Nina Bouraoui, Yasmina Réza, Minna Sif and others. Students will be exposed to contemporary France through the oeuvres of these authors. Literary and sociocultural study of the French in North African descents and their oeuvres. Students will be introduced to Postcolonial theory. Conducted in English. Also offered as FREN 415. Students may not receive credit for both.

WLAN 450 (3)  
[New Course]  
The Art of Advertising: French and Francophone Culture  
Exposes students to today’s France and selected Francophone countries such as Switzerland, Tahiti, Northern Africa, Western Africa, and others through the study of French Francophone advertisements. Conducted in English. Also offered as FREN 450. Students may not receive credit for both.
WMST 201 (3)  
[Correction to registration conditions:  
Delete the restriction to students who  
have completed the Entry Level  
Mathematics (ELM) requirement.]  
Women: Contemporary Issues

WMST 211 (3)  
[New Course]  
Introduction to Women's  
Literature  
Introduces students to literary works by  
women within changing socio-cultural  
contexts from the 18th to 21st  
centuries. Analyzes the role of gender  
and sexuality in creative works and  
literary criticism including questions of  
women’s traditions, genre, and  
aesthetics. Explores a diverse range of  
historical writing by women in English;  
may include recent examples of works  
in translation from other literary  
contexts. Also offered as LTWR 211.  
Students may not receive credit for  
both.

WMST 301 (3)  
[Change in title and description change]  
Gender, Race, and Class in  
Contemporary Societies  
Explores the intersection of gender,  
race, and class in the modern world.  
Themes include the expression of  
gender, race, class, and sexual identity  
in arts and humanities, the structures of  
discrimination, theories about race,  
class, and gender, the lively debates  
across cultural and ethnic lines  
concerning these issues.

WMST 325 (3)  
[New Course]  
Folktales of Strong Girls and  
Women in the Middle East,  
Africa, and Asia  
Explores stories that either present  
images of strong girls and women or  
convey feminist messages about  
gender roles, women’s abilities, or  
gender politics in the Middle East,  
Africa, and Asia. Designed to help  
students understand the many and  
complex ways in which women from  
a variety of nations and cultures have  
negotiated their social standing, using  
folktales and stories to convey  
messages about strong, capable, and  
smart girls and women who provide  
role models and leadership for others.

WMST 330 (3)  
[Change in unit value and course  
description]  
Women as Leaders  
Internationally, women contribute to  
a growing share of public activity, the  
labor market, and civic leadership.  
Based on recent feminist research on  
leadership development, this course  
will address the challenges of and  
opportunities for leadership as they  
affect women from different cultural  
backgrounds. Subjects include cultural  
perceptions of leadership, traditional  
stereotypes of femininity, and the  
evaluation of leadership skills. Biographies  
of women leaders will be used to  
explore some of the key factors that  
have shaped women’s successes. May  
not be taken for credit by students who  
have received credit for WMST 300G.

WMST 341 (3)  
[Change in title]  
Men and Masculinities

WMST 370 (3)  
[New Course]  
Transnational Feminisms  
Focuses on non-Western feminisms—their  
histories, practices, politics,  
theories, and the connections with  
Western feminisms that helped shape  
the transnational dynamics of feminist  
movements. Highlights relations among  
local, national, and regional feminisms  
and women’s movements; explores  
competing theories of gender relations  
and women’s rights and powers; and  
examines critically key debates about  
transnational activism, including how  
how women differ, what interests and  
problems they share, the nature of  
agency, and the role of international  
institutions.

WMST 375 (3)  
[Change in title and course description]  
Feminist Activism  
Explores women’s international  
movement, giving attention to the  
relationship between U.S. women’s  
movements for social change and  
global feminist struggles. Interdisciplinary  
readings, including fiction and  
feminist theory, focus on women’s  
avtivism in various countries and  
regions of the world. Activism project  
required.

WMST 407 (3)  
[Change in title and description change]  
The Politics of Sexualities  
Examines the social and political  
construction of categories of sexual  
and gender identities (such as lesbian,  
gay, bisexual, queer, transgender,  
heterosexual), the resulting social  
corrections, and the role  
corrections plays in dividing and  
disenpowering people cross-culturally.  
Subject matter includes the history  
of romantic and sexual relationships  
between people in relation to culture  
and social institutions, the development  
of gender and sexual identities in social  
contexts, related political movement,  
and the power of heteronormativity in  
society.

WMST 495A (1) 495B (2) 495C  
(3) 495D (4) 495E (5) 495F (6)  
[Change in unit value and course  
description]  
Internship in Women’s Studies  
Combines readings with placement in an  
appropriate social justice or women’s  
advocacy organization, public, private, or  
nonprofit. May be repeated for a total of  
nine (9) units in any combination of units  
from WMST 495A-F.